

**EXPECTATIONS, EXPERIENCES, AND SUGGESTIONS OF
NEWLY-HIRED EFL INSTRUCTORS: A MIXED-METHODS STUDY AT A
FOUNDATION UNIVERSITY IN TURKEY**

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ABSTRACT

EXPECTATIONS, EXPERIENCES, AND SUGGESTIONS OF NEWLY-HIRED EFL INSTRUCTORS: A MIXED-METHODS STUDY AT A FOUNDATION UNIVERSITY IN TURKEY

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This study investigated what the newly-hired EFL (English as a Foreign Language) instructors had expected before they started working at a foundation university in Turkey and what kind of experiences in terms of job-related issues, relationships, their pre-service education, and the orientation as well as in-service trainings they had at their current workplace. In addition, the suggestions of the instructors were examined in order to develop the program at the Department of Foreign Languages, and help the newly-hired instructors have a smooth transition while adapting to their new working environments.

The study was conducted at a foundation university in Turkey in the spring semester of 2014-2015 academic year and 56 instructors took part in the data collection process. Both quantitative and qualitative research methods were utilized. In addition to a questionnaire which was administered to 51 instructors to get their perceptions

on their experiences at their present workplace, 10 interviews were administered afterwards to explore the instructors' expectations and suggestions.

The findings of the study revealed that the instructors expected having good relationships with the people at their workplace, earning a decent salary, working in a happy atmosphere, and developing themselves professionally in the institution. In terms of their experiences, the most challenging thing was reported to be socializing with their coordinators, the load of the program, and assessing students' written assignments. The most sufficient part of the institution was found to be the instructors' relationships with their students and colleagues. The study also indicated that the orientation program was quite sufficient; however, some suggestions were put forward to develop the in-service education programme.

Keywords: Newly-Hired EFL instructors, Initial Years of Experience, Novice vs. Experienced Teachers, Induction Period, PRESET and INSET Programmes

ÖZ

İŞE YENİ BAŞLAMIS İNGİLİZCE OKUTMANLARININ BEKLENTİLERİ, TECRÜBELERİ VE ÖNERİLERİ: TÜRKİYE'DEKİ ÖZEL BİR ÜNİVERSİTEDE KARMA-YÖNTEM ÇALIŞMASI

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Bu çalışma işe yeni başlamış ve İngilizceyi yabancı dil olarak öğreten İngilizce okutmanlarının Türkiye'deki özel bir üniversitede işe başlamadan önce ne gibi beklentilerinin olduğunu; meslek, ilişkiler, lisans düzeyinde aldıkları hizmet öncesi eğitim, şu anki işyerinden aldıkları oryantasyon ve hizmet-içi eğitim konusunda ne tür tecrübeler yaşadıklarını incelemektedir. Ayrıca, Yabancı Diller Bölümü programını geliştirmek ve işe yeni alınmış okutmanların işyerlerindeki uyum sürecini daha kolay geçirmelerini sağlamak amacıyla, okutmanların önerileri araştırılmıştır.

Çalışma Türkiye'deki bir özel üniversitede 2014-2015 akademik yılının bahar döneminde yürütülmüştür ve veri toplama aşamasında 56 okutman yer almıştır. Hem nitel hem de nicel araştırma yöntemlerinden faydalanılmıştır. Okutmanların çalıştıkları mevcut işyerleri ile alakalı düşüncelerini almak için 51 okutmana uygulanan anketin

ardından 10 okutman ile beklentilerini ve önerilerini öğrenmek için görüşmeler yapılmıştır.

Çalışmada elde edilen bulgular okutmanların kurumda iyi ilişkilere sahip olmak, tatmin edici düzeyde maaş almak, mutlu bir ortamda çalışmak ve kendilerini profesyonel anlamda geliştirmek gibi beklentilerinin olduğunu açığa çıkarmıştır. Tecrübeleri konusunda, en zorlayıcı kısımlar koordinatörlerle sosyalleşmek, iş yükü, ve öğrencilerin yazılı kağıtlarını değerlendirmek olarak dile getirilmiştir. Kurumun en yeterli yanının okutmanların öğrencileriyle ve iş arkadaşlarıyla olan ilişkilerinin olduğu ortaya çıkmıştır. Sonuçlar, aynı zamanda oryantasyon eğitiminin oldukça faydalı bulunduğunu göstermektedir. Bununla birlikte, hizmet içi eğitimi geliştirmek adına bazı öneriler sunulmuştur.

Anahtar Kelimeler: İşe Yeni Başlamış İngilizce Okutmanları, İlk Yıllara Ait Tecrübeler, Tecrübesiz ve Tecrübeli Öğretmenler, Göreve Başlama Süreci, Hizmet Öncesi ve Hizmet-İçi Eğitim Programları

To my inspiration, my beloved son, Arin

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CHAPTER 1

INTRODUCTION

This chapter provides information about the background of the study, includes the statement of the problem, introduces the aim of the study and research questions, and presents the significance of the study together with the definition of terms.

1.1 Background to the Study

As a global language, English has become a dominant language in many areas including science, business, communication, politics, arts and education (Crystal, 1997; Graddol, 2006). Because of that, the number of people speaking English as their second or foreign language has risen dramatically, even more than the number of people speaking it as their mother tongue. Accordingly, English has become the most prevalent language used in tertiary, secondary, primary and even pre-school education all around the world (Şallı-Çopur, D., 2008) and it has become the *sin qua non* to have a successful profession in almost all areas. Parents also strive for their children to gain access to better English language learning opportunities in many countries including Turkey, which has also given rise to the need of training and recruiting competent English language teachers. However, in Turkish context, although English is widely taught at schools, either state or foundation, it does not function as prevalent as the main language. Classes are the only places where students can acquire the language and there are very few opportunities for students to practice English on a daily-conversation basis outside the class (Council, B. TEPAV, 2013). There is also a big difference in terms of quality and the instruction among schools. It is generally the children of the upper class family who enjoy a quality English instruction. These people who have better English language proficiency also

have better career options in the future. The students who could not receive quality English instruction generally fail the proficiency exams of the universities, and there is a growing demand for qualified English language teachers at tertiary level. Below is a figure (Figure 1.1) adapted from HEC's (Higher Education Council) website ("Yükseköğretim Bilgi Yönetim Sistemi," n.d.) that gives the summary of total number of language instructors in Turkey from 2013 to 2016:

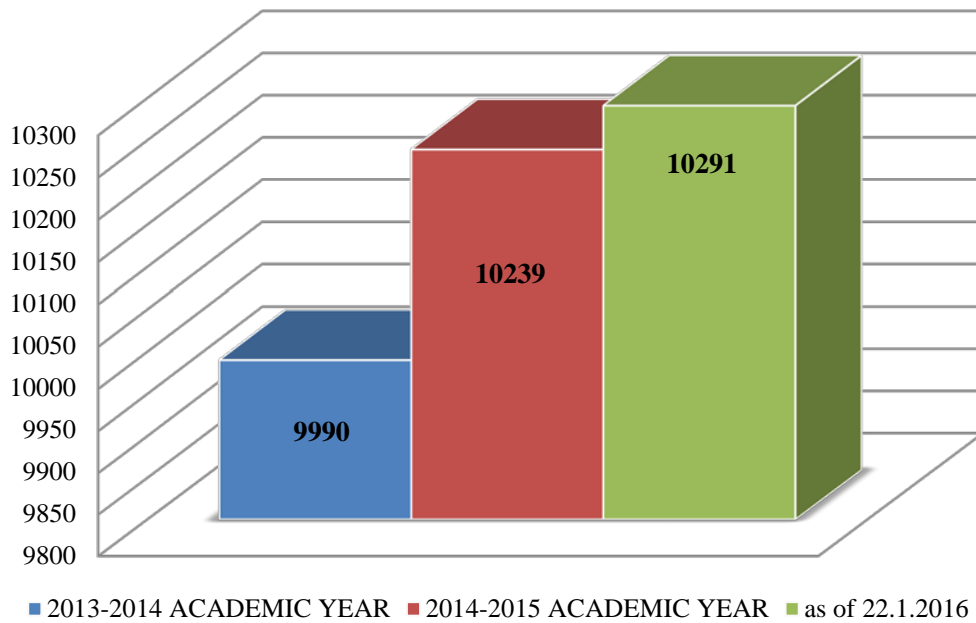


Figure 1.1 Summary of Total Number of Language Instructors in Turkey

It can be summarized from the figure above (Figure 1.1) that, even in one year, there is an increasing demand for English language instructors. Every year, universities recruit more language instructors because of the demand for English language proficiency in jobs, especially in the private sector. The tables (Table 1.1, 1.2, and 1.3) show a more detailed and clearer summary of how the number of instructors increases year by year.

Table 1.1 Summary Table of the Number of Language Instructors in 2013 - 2014 Academic Year

	LANGUAGE INSTRUCTOR		
	M	F	T
TOTAL FOR THE UNIVERSITIES	3809	6181	9990
VOCATIONAL TRAINING SCHOOL PROGRAMS	343	249	592
UNDERGRADUATE PROGRAMS	3454	5911	9365
GRADUATE SCHOOLS & INSTITUTES	4	3	7
CENTERS FOR APPLICATION & RESEARCH	8	18	26

M= Male, F= Female, T= Total

Although there is no data of how many of the instructors work for the state universities and how many of them work for the foundation schools for 2013-2014, it can be stated that most of the instructors are hired in undergraduate programs so as to say, preparatory schools of universities.

Table 1.2 Summary Table of the Number of Language Instructors in 2014 - 2015 Academic Year

	LANGUAGE INSTRUCTOR		
	M	F	T
TOTAL	3902	6337	10239
VOCATIONAL TRAINING SCHOOL PROGRAMS	354	267	621
UNDERGRADUATE PROGRAMS	3536	6053	9589
GRADUATE SCHOOLS & INSTITUTES	7	5	12
CENTERS FOR APPLICATION & RESEARCH	5	12	17
STATE UNIVERSITIES	3083	4255	7338
VOCATIONAL TRAINING SCHOOL PROGRAMS	330	210	540
UNDERGRADUATE PROGRAMS	2748	4039	6787
GRADUATE SCHOOLS & INSTITUTES	1	1	2
CENTERS FOR APPLICATION & RESEARCH	4	5	9

Table 1.2 Summary Table of the Number of Language Instructors in 2014 - 2015 Academic Year (Continued)

	LANGUAGE INSTRUCTOR		
	M	F	T
FOUNDATION UNIVERSITIES	808	2063	2871
VOCATIONAL TRAINING SCHOOL PROGRAMS	13	38	51
UNDERGRADUATE PROGRAMS	788	2014	2802
GRADUATE SCHOOLS & INSTITUTES	6	4	10
CENTERS FOR APPLICATION & RESEARCH	1	7	8
FOUNDATION VOCATIONAL TRAINING SCHOOL	11	19	30
VOCATIONAL TRAINING SCHOOL PROGRAMS	11	19	30

M= Male, F= Female, T= Total

As for 2014-2015 academic year, 219 new instructors were hired in total, and it can be seen that the number of instructors working for state schools is more than twice as much as the number of instructors working for the foundation schools. This is due to the ratio of state universities ($n= 114$) to foundation universities ($n= 76$), the total number being 190. Below is a figure (Figure 1.2) that shows the ratio of state universities to foundation universities in Turkey in 2015.

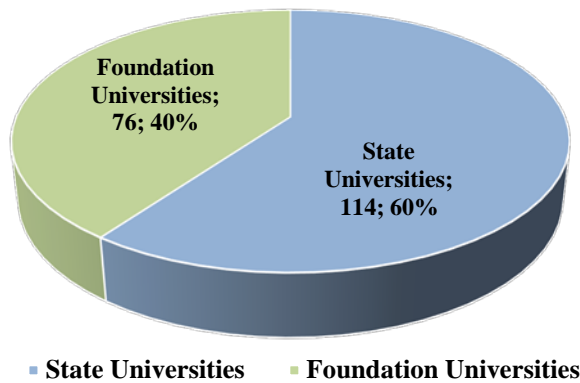


Figure 1.2 Number of State and Foundation Universities in Turkey in 2015

Table 1.3 summarizes the recent number of instructors and it shows that 52 new teachers have been hired as language instructors. The table also presents that there is an increase in the number of instructors working at state universities; however, there is a decrease in the number of instructors working at foundation universities.

Table 1.3 Summary Table of Number of Language Instructors as of 22.01.2016

	LANGUAGE INSTRUCTOR		
	M	F	T
STATE UNIVERSITIES	3138	4286	7424
FOUNDATION UNIVERSITIES	812	2032	2844
FOUNDATION- VOCATIONAL SCHOOLS	7	16	23
TOTAL	3957	6334	10291

M= Male, F= Female, T= Total

It can also be inferred from the table (Table 1.3) that instructors are leaving their workplaces in private sector and seeking for teaching opportunities in state universities in Turkish context.

It can be observed on Figure 1.3 that there is also an increase in the number of newly-hired EFL (English as a Foreign Language) instructors at the institution where the present study was carried out. The school was founded in 2011 and for that academic year the number of the instructors was 13. For 2012-2013, total number of instructors was 35, for 2013-2014 academic year, it was 59, for 2014-2015, it was 65, and for 2015-2016 academic year it was 68.

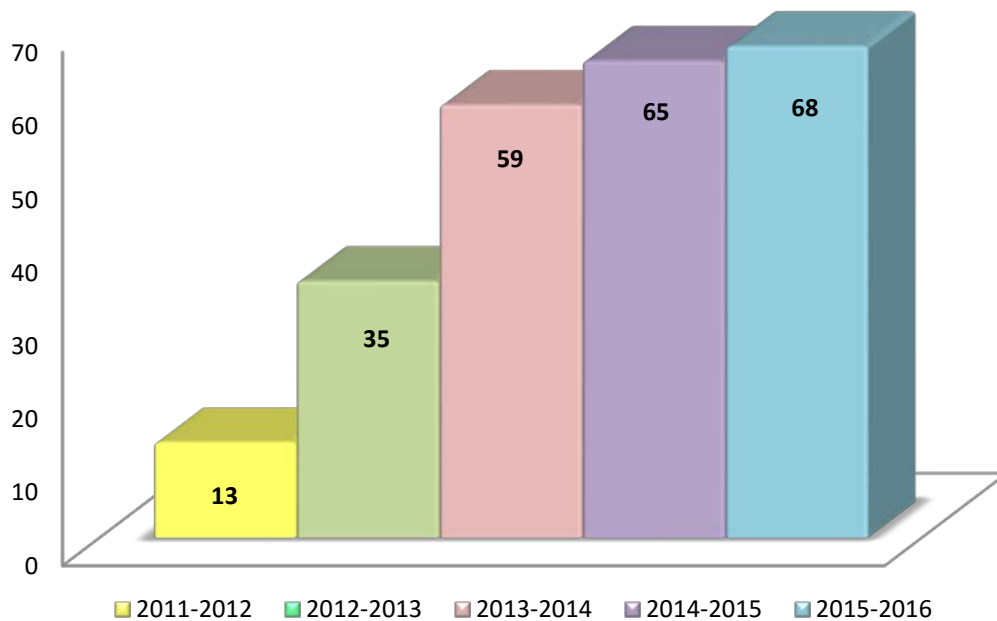


Figure 1.3 Total Number of Instructors at the Present Institution by Years

Although there is a high number of newly-graduates being hired at universities as instructors every year, there is also the problem of turnover which is described as the movement of employees out of the organisation or any permanent withdrawal beyond organisational borders (Croasmun, Hampton & Herrmann, 2002, p. 1; Rohr & Lynch 1995). A variety of researchers improve theories on employee turnover. Ruhland (2000, p. 3) cites Chapman's theory, which expands on Holland's theory of vocational choice. The theory posits that vocational satisfaction, stability and success depend on the confirmation between one's personality and workplace. Celep (2003) works on the organisational commitment theory and assumes that teachers' level of commitment is determined by factors such as their belief and acceptance of the school's goals and values, the willingness to put effort on behalf of the school and a strong desire to stay as a member of the organisation. Lower commitment to the school organisation affects both the effectiveness of the institution and causes teachers to be less qualified or to leave the profession. For lower rates of teacher

turnover, as Ingersoll (2002) stated, improvement in the conditions of the institutions such as salaries, increased support from the school administrators, reduction of student discipline problems and enhanced teacher input should be implemented (p. 26).

Being aware of this problem and its possible consequences for the institutions, teacher education programs, pre-service or in-service, have been introduced and many reforms have been made by the governments for the sustainment of the qualified English teachers at educational institutions, especially for the beginning teachers because the experiences of new teachers in their classrooms and working environment may either encourage them or restrain them from committing themselves to teaching effectively (Ginns, Heirdsfield, Atweh, & Watters, 2001). Compared to their more experienced colleagues, beginning teachers tend to leave the profession at a higher rate (Ingersoll, 2001; Kukla- Acevedo, 2009), report lower teacher efficacy (Wolters & Daugherty, 2007), and feel higher occupational stress and emotional exhaustion (Klusmann, Kunter, Voss, & Baumert, 2012; Tynjälä & Heikkinen, 2011). The support provided to novice teachers at this time is highly essential for the quality of their immediate professional needs as well as to their long-term professional learning experiences. International studies have also indicated that the school environment, support systems and developmental opportunities play critical roles in the development of newly-hired teachers (Bickmore & Bickmore, 2010; Kagan, 1992; Kardos & Johnson, 2010; Tickle, 2000). Mentoring is crucial during the induction or the orientation period, supporting socialization in the school context as well as the professional development of teachers (Feiman-Nemser, 2003; Wang & Odell, 2002). In that respect, teachers' voices need to be heard and their suggestions need to be taken into account so as to meet the expectations of the instructors and help them stay in profession for a long period.

1.2 Statement of the Problem

Taking different types of schools into account (state or foundation), teachers come across with a variety of problems whether they are novice or experienced. Especially because of the workload and some power-related problems at private universities, the first year experience of a teacher, whether positive or negative, decides whether the teacher will stay in the profession or leave. When the figures in relation to the attrition rate of teachers are considered, it is easily noticeable that the situation is really serious. “25% to 50% of beginning teachers leave during their first three years of teaching, and nearly 10% leave in their first year” (Öztürk, 2008, p. 20). Ingersoll (2002) analysed data from different sources and found five main areas of reasons for teacher turnover which are retirement, school staffing procedure, family or personal reasons, pursuit of other jobs and dissatisfaction as reasons cited for turnover and attrition (Catalyst, 1999; Finn, 1997; Osborne, 2002). Santiago (2001) also states that low salaries and demands for even more complex responsibilities are the reasons why teachers leave their jobs. Duffrin (1999, p. 2) illustrates working conditions as the main reason for high turnover especially among teachers leaving within the first five years of being in the profession. Chaika (2002, p. 1) advocates the lack of teacher mobility, inadequate induction programmes, poor working conditions and a growing salary gap between teachers and other college graduates as sources of teacher turnover. Ingersoll (2001) also hypothesises that staffing problems occur when employees leave the institution and have to be replaced, especially since teacher turnover is highest among beginning teachers - mostly within the first five years (Mills, 2001, p. 1). Teacher attrition disrupts schooling especially when teachers leave the profession during the academic year which creates a shortage of educators.

Figure 1.4 shows the number of instructors who were recruited and who left the present institution through the academic years 2012-2016.

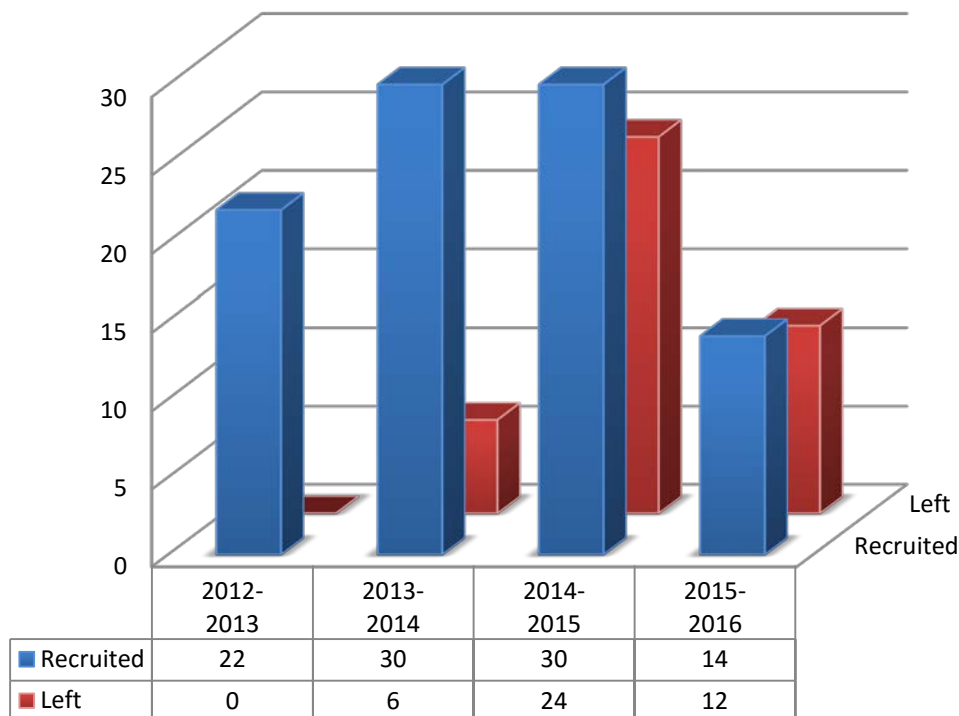


Figure 1.4 Number of Instructors Who Were Recruited and Who Left the Institution from 2012 to 2016

It can be concluded that although a lot of language instructors are being hired every year, a great majority of them leave even after one year of experience.

Not only the novice teachers, but also the experienced teachers or teachers with some teaching experience may have some challenges when they start working in a new environment which has its own rules and regulations. In that respect, more studies are needed to find out what the underlying reasons for teacher dissatisfaction are that cause them to leave the profession or to seek for other opportunities.

1.3 Aim of the Study and Research Questions

The aim of this study is to explore what the newly-hired instructors of EFL had expected before starting their profession at a foundation university, what they experienced during the process of adaptation into the institution and what suggestions they have both for the future instructors and the current institution to overcome the challenges when adjusting to the school environment through using quantitative and qualitative methods. With the stated aim in mind, this present study attempts to answer the following research questions:

- 1.** Based on the perceptions of 51 newly-hired EFL instructors, what are their experiences in terms of
 - a.** Job-related issues,
 - b.** Relationships with their students, colleagues, and coordinators,
 - c.** Pre-service Education that they took as undergraduate students,
 - d.** Orientation and the In-Service Training Programme at their current workplace?

- 2.** Based on the perceptions of 10 newly-hired EFL instructors,
 - a.** to what extent do EFL instructors' experiences match their initial expectations?
 - b.** what are EFL instructors' suggestions to guide newly-hired EFL instructors in their initial work environments?

1.4 Significance of the Study

The EFL instructors at foundation universities, especially the newly-hired ones, can have a great number of challenges whether they are novice or experienced (Sari, H., 2004, p. 301). Not only the workload, but also relationships, classroom management, non-instructional duties so on and so forth can make the new teachers feel so overwhelmed that the beginning teachers may be inclined to change either the institution or the profession even just a few years later at the same institution.

In the literature, there has been a great deal of research on novice teachers especially on the challenges they encounter during their first year of teaching (e.g. Öztürk, 2008, Karaman, 2013, Fantilli & McDougall, 2009, Romano, 2007). There is also substantial research on newcomer adjustment (e.g. Jones, 1986, Griffin & Colella, 2001, Gruman & Saks, 2006). Some of them focus only on the first year experiences; others focus on the retention rate among teachers in five years' time. It is clear that these studies help teachers who have real difficulty in teaching in overcoming these problems and lessen their anxiety. Moreover, the sufficiency of pre-service education as well as the induction period and in-service training programmes have been analysed quite a lot of times (e.g. Alan, 2003; Gültekin, 2007; Farrell, 2012) which assist new teachers in developing themselves professionally and give ideas for the institutions to set up quality and effective mentoring and professional development units.

However, the studies above either emphasize the challenges that only novice teachers experience or newcomer adjustment without an emphasis on educational institutions at tertiary level. Thus, this study was designed to differ from other studies in respect to what newly-hired EFL instructors, either novice or experienced, expect before choosing to work at a specific institution, what institution-specific challenges they have while adapting to the school environment, or what they find easy or helpful

throughout this period and lastly what they suggest for new instructors to adjust better into the institution and for the school to develop its working conditions.

The results of the study presented here has the potential to shed light on the challenges that newly-hired EFL instructors in tertiary level face and it suggests some solutions to enhance teacher quality by improving the orientation and in-service training programmes. Combined with other findings in literature, the results of the study can also contribute to new teachers in helping them lessen their anxiety by motivating and satisfying them during the adaptation period or the first years of teaching at a foundation university so that the turnover rate of new teachers can be decreased.

Understanding these issues newly-hired EFL teachers are faced with may also help teacher educators and school administrators to create additional support systems that enable teachers to stay in the profession and make an effective transition from preservice to experienced teacher for novice teachers. Moreover, more teachers are likely to stay in schools in which they feel successful and supported.

1.5 Key Terms

Below are some significant terms frequently mentioned in this thesis:

EFL refers to English as a Foreign Language.

Novice Teacher: Novice teachers are those who have been teaching “as little as 1 year to as many as 5 years” (Farrell, 2012).

Newly-Hired refers to faculty members who have been working at a particular workplace for one to four years needed to feel themselves the part of the institution (Boice, 1991).

Newcomer socialization refers to the process through which a newly-hired person adapts from an outsider to an integrated and effective insider (Cooper-Thomas & Anderson, 2006).

In-service Teacher Training (INSET): One type of teacher development programme in which the courses or activities are conducted inside the institution along with the curriculum. The aim of in-service education and training programmes is to create a change in teachers’ teaching practices.

Teacher Development (TD): A post-graduation “process of continual, intellectual, experiential and attitudinal growth of teachers” (Lange, 1990, p. 250).

TTE refers to the amount of Total Teaching Experience of the participant.

ITE refers to the amount of Institutional Teaching Experience of the participant.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews literature on the teaching profession in general and teaching as an EFL instructor specifically, teacher development including pre-service and inset programmes, being a newly-hired teacher, being a novice versus experienced teacher, and a summary of the studies on novice teachers in Turkey and abroad.

2.1 Teaching Profession

Teaching, as a profession doubtlessly requires abilities different from other professions and it is viewed by many as one of the most respected and rewarding profession. As Wyatt III and White (2007) stated, teaching is “a wonderfully complex endeavour” (p. 15) and “one of the most rewarding professions” (p. 123). Teaching is a complex job as it requires the teacher to be aware of each learner’s needs and individual differences, manage classes with different dynamics, and involve every student in the lesson. Teachers need to master both the subject and how to teach the specific thing to the learner (Darling-Hammond & Bransford, 2005). Teaching is, at the same time, rewarding because there is no better feeling than making a contribution in a person’s life. However, teaching is additionally complicated for new teachers (Flores & Day, 2006; Kelchtermans & Ballet, 2002; Lortie, 2002; Rust, 1994) who have just graduated from universities and whose experiences and skills are limited to their current entry to their new classrooms. The studies refer the first year of teaching as “sink or swim” experience for beginning teachers (Farrell, 2003). While trying to adapt to their new environment for which they had different expectations, they come across with a “reality shock” and get disappointed with what they experience. This is why the highest attrition rate is

among teachers in their initial years of career as cited in a lot of studies worldwide (MacDonald, 1999). Herbert and Worthy (2001) states five reasons to explain the problems the teachers encounter in their first year. Firstly, the beginning teachers have too much expectation from their students, colleagues, and the workplace. The second reason is the pre-service education programmes which do not provide the student teachers with adequate field experience. They are also considered as having too much theory and being limited. Related with the second reason, the third one is practice teaching's giving just a glimpse of teaching experience. Lastly, the school context where there is not enough administrative support for beginning teachers with a lot of heavy work and responsibilities and little time is the cause why the teachers in their first years have problems.

No matter what kind of problems they experience, from which university they graduate, or where they work, teachers go through similar stages throughout their entire career. Depending on the field, teacher development from beginning to professionalism can last shorter or longer. According to Fuller (1969), teacher development takes place in three stages focusing on teachers' worries and their problem-solving abilities. Below is the table (Table 2.1) adapted from Fuller (1970) related to the phases of teaching career.

Table 2.1 Fuller's Model of Teacher Development

I	Early Phase	0	Concerns about self (non-teaching concerns)
II	Middle Phase (competence)	1	Concerns about professional expectations and acceptance
		2	Concerns about one's own adequacy: subject matter and class control
		3	Concerns about relationship with students
III	Late phase (professionalism)	4	Concerns about students learning what is taught
		5	Concerns about students learning what they need
		6	Concerns about one's own (teacher's) contributions to student change

At the beginning of the teaching career, the teacher is mainly concerned about how to control a class with a lot of students. As the teacher becomes more self-confident, this time the teacher focuses more on how to teach a subject to the learners. Thus, a teacher who is incapable of handling a class at the first stage cannot cope with the situations in the later phases (Eraut, 2008). In the second stage, the teacher is more concerned with survival skills: mastery of the subject-matter, classroom management, teacher's skill to carry out the responsibilities. In the last stage, the focus shifts to the quality of learning and teaching, and the limits and dissatisfaction with the teaching profession (Kagan, 1992, p. 160). A few years later, Fuller's model was developed and a fourth stage was added in which the emphasis turns to the students: their needs both emotionally and academically and teachers' ability to refer to the students on an individual-basis (Kagan, 1992, p. 162).

Another point of view belongs to Berliner (1994) who mentions five sequential stages for teacher development. According to this viewpoint, the five stages that a teacher needs to go through to become a professional are: the novice, the advanced beginner, the competent, the proficient, and the expert stage. At the first (novice) stage, the teacher concentrates on each element without a context and is not flexible. She or he is trying to figure out the things by following the rules. At the second (advanced beginner) stage, the teacher, with two or three years of experience, makes comparisons between different teaching contexts, starts to understand when to break some rules and transfers his/her prior experiences and form behaviours. At stage three (competent), the teacher is able to manage time more efficiently, make appropriate plans, prioritizes the work, understands what is important to teach and what is not, yet the teaching performance is not fully flowing. At the fourth stage (proficient), maybe a five-year teacher can act more unconsciously mostly with his/her intuitions and has holistic views on the similarities among different contexts. However, not all teachers reach the fifth (expert) stage where everything becomes automated and the teacher does the things unintentionally in a totally versatile and

prolific way. The stages defined by Berliner (1994) differ from other stages in four aspects: the way the teacher observes the students and the classroom although unconsciously, the amount of endeavour the teacher puts in order to create more automated behaviours, the degree of teacher's experiences in estimating the events, and the shift to focus on the students' work instead of his/her own worries (Kagan, p. 160-161).

Other studies also share similar assertions about how the researchers describe the phases of teaching cycle, what kind of problems the teachers face, and how they manage to solve these problems. Below is a table (Table 2.2) that summarizes the descriptions of a teacher's career cycle:

Table 2.2 Summary of the Studies on Teacher Development Cycle

Moir (1990)	Maynard and Furlong (1995 in Farrell, 2003)	Huberman (1989 in Diaz-Maggoli, 2003)
1 anticipation phase	early idealism	exploration, stabilization
2 survival phase	survival stage	commitment phase
3 disillusionment phase	recognising the difficulties	diversification and crisis
4 rejuvenation phase	reaching a plateau	serenity or distancing
5 reflecting back	moving on stage	conservatism and regret

In the first phase, the teachers have expectations and are very excited about the teaching experience. Thus, they try to get to know people such as students, colleagues, and supervisors. That is why Moir cites the beginning teachers “tend to romanticize the role of the teacher” (p. 6). However, in the second phase, teachers try to find solutions to the problems or “survive” in this unfamiliar context. After that, the teachers recognize the problems, feel incompetent or disillusioned and ask themselves whether they want to leave or stay in the profession. If they find an

answer and go on, the fourth stage starts when they begin to think positively, accumulate quick solutions to problems and become more self-confident, but still they focus more on student misbehaviour rather than their own competencies. It is in the last phase, when teachers reflect back on their previous experiences, come to terms with them, and give emphasize on the quality of student learning.

Besides different phases of the teaching career, there is also a lot of discussion on what makes a good teacher. Although the qualities of a good teacher may change from person to person, researchers in the field of education have analysed some qualities of a universal teacher that goes beyond several disciplines (Brophy & Good, 1986; Dunkin & Biddle, 1974; Murray, 1991). These include having substantial knowledge on the subject matter, being able to explain the subject matter in a clear way, and using concrete examples to explain concepts. According to Hoyle and John (1995), being a professional teacher requires three main aspects: *knowledge, autonomy and responsibility*. Firstly, as is the same in other fields, a teacher must possess theoretical and practical knowledge in order to execute the task of teaching. Teachers' knowledge, skills, beliefs and the subject matter are the core elements that the teachers construct their pedagogical choices on. Secondly, in order to apply this knowledge, belief, or skills to the students and teach effectively, a teacher needs to have authority or autonomy over the students, colleagues, or partners and make correct decisions on work-related situations. Lastly, together with the autonomy, a teacher has to have the feeling of responsibility to promote learning in the best way.

Although the researchers share the same opinion on these teacher qualities, there is very little uniformity on the discipline-specific teacher attributions (Bell, 2005). However, to a great degree, teachers are defined by the specific subject they have been teaching and the practices that the teacher implements while teaching the subject (Borg, 2006). Although some characteristics may differ among different disciplines, there are some assumptions that distinguish the language teachers from

the people in other fields of teaching. According to Borg, the shape of a language teacher is not a one-size-fits-all, and the particular context is effective in constructing a language teacher.

2.1.1 Teaching as an EFL Instructor

The characteristics of the instructors of English language can be context-specific depending on institutional or local culture; thus, there is an immediate need to evaluate how learners in various institutional contexts define English language Teachers (Borg, 2006). Teachers of EFL are defined as “individuals involved in supporting the learning of the English language by learners whose contact with this language in their countries is limited largely to the classroom” (Borg, 2006). Although English language teachers share similar qualities with teachers in other fields, Hammadou and Bernhardt (1987) emphasize the “uniqueness” of language teaching by stating:

Being a foreign language teacher is in many ways unique within the profession of teaching. Becoming a foreign language teacher, too, is a different process from that which other future teachers experience. This reality is rooted in the subject matter of foreign language itself. In foreign language teaching, the content and the process for learning the content are the same. In other words, in foreign language teaching the medium is the message. (p. 302)

They also mention five factors that differentiate the foreign language teachers from that of the teachers of other fields which are the nature of the subject matter, the interaction patterns for instruction such as pair work or group work, the knowledge of the subject, isolation, and providing outside support to the students (Hammadou and Bernhardt, 1987). Likewise, Girard (1977) provided a list including items such as making the lesson interesting, teaching good pronunciation, explaining the subject clearly, speaking good English, showing the same interest to all students, and showing great patience. Prodromou (1991) provided a longer list with examples that

are given importance by the learners such as being friendly, giving good notes, playing games, telling jokes, not pushing weak learners etc. Borg (2006), on the other hand, found the following qualities of language teachers in his study:

Table 2.3 Summary of Distinctive Characteristics of Language Teachers

Theme	Distinctiveness
The nature of the subject	Language is more dynamic than other subjects and has more practical relevance to real life.
The content of teaching	Unique in scope and complexity. Teaching a language extends beyond teaching grammar, vocabulary and the four skills and includes a wide range of other issues such as culture, communication skills and learning skills.
Methodology	The methodology of language teaching is more diverse and aimed at creating contexts for communication and maximizing student involvement.
Teacher–learner	In language teaching there is more communication relationships between teacher and learners and more scope for learners to work on themes which are of personal relevance.
Non-native issues	In language teaching, teachers and learners operate through a language other than their mother tongue. Teachers are also compared to native speakers of the language.
Teachers’ characteristics	For language teachers, characteristics such as creativity, flexibility and enthusiasm are essential.
Training	A wide diversity of recognized language teaching qualifications exist, some as short as four weeks in duration.
Status	Language and language teachers are often awarded lower status than subjects and teachers of other languages.
Errors	Incorrect output by language learners is more acceptable than in other subjects.
Student Body	Many more adults study languages than other subjects.
Commercialization	Language teaching is driven by commercial forces more than other subjects.

(2006, p. 24)

Additionally, Bell (2005) described characteristics of good EFL teachers according to the perceptions of tertiary EFL teachers in the United States and found that the interest, competence, extensive knowledge about the target language and culture, use of group work and encouraging students to involve in the lesson are the qualities specific to the language teachers. Lastly, Brosh (1996) and Park and Lee (2006) conducted a survey both with the students and the teachers and the results showed that both groups stated knowledge of target language, clarity of instruction, boosting students' motivation, and approaching students fairly as the most important qualities an EFL teacher must possess. Although teachers gave more importance to motivation, and students gave more importance to fairness, they compromised on the characteristics of good language teachers in general.

Despite inconclusive discussions on what it really is (Bailey, 2006, p. 213-222), for EFL context, an effective teacher can widely be characterized as the one who directs the students towards the objectives, in other words the one who produces a group of successful learners (Arikan, Taşer, and Saraç-Süzer, 2008). For the Turkish EFL context, Arikan, Taşer, and Saraç-Süzer (2008) put forward that Turkish students find the following qualities as signs of being a good English language teacher in Turkey:

- having personal strategies to teach,
- maintaining positive teacher-student interaction,
- creating a positive classroom atmosphere,
- being a model,
- being knowledgeable about target cultures,
- possessing positive personal characteristics such as being friendly to students,
- having correct pronunciation of the English sounds,
- teaching with effective classroom materials and by using technology,
- giving positive reinforcement (p. 43).

All in all, good teachers of all disciplines have resembling characteristics in common, but English language teachers are different from other teachers in a variety of ways related to the nature of English in particular.

2.2 Teacher Development

The necessity of having good and quality teachers along with the current trends and methods in teaching brought about some changes in the application and development of teaching profession. As Murdoch (1994) pointed out, teachers were previously considered as transmitters of knowledge; however, they act as facilitators now who assist students in using the language in and outside the classroom, and teachers who manage to get the attention of students are considered successful teachers. As a result, teacher development programmes have appeared to help teachers adapt themselves to their new roles. Murdoch (1994, p. 49) states that “...it is the development of teachers to meet the requirement of being able to engage students’ interest that is the single greatest challenge for those responsible for organizing in-service training courses.”

Teacher development (TD hereafter) refers to “the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (Glatthorn, 1995, p. 41). Accordingly, Fullan and Stiegelbauer (1991) define TD as “the sum of total formal and informal learning experiences throughout one’s teaching career from pre-service education to retirement” (p. 326).

Although TD starts at the very beginning of teachers’ pre-service education, the student teachers have abstract perspectives of what teaching is like instead how they should teach. Due to the fact that students do not take an active role in teaching, they may think that teaching takes place in an environment where the teacher transmits

knowledge and the students understand it by just passively listening to it. Lortie (1975) defines this process as the “apprenticeship of observation” (p. 11). Teachers capture images of teaching as students by observing their own teachers and these images may be very difficult to change because of the shortness and lateness of its practicum component. This is why, no matter how well novices are trained in their pre-service education, they tend to refrain from applying theory into practice and imitate their former teachers instead (Elliot & Calderhead, 1993).

This is why, first year experiences of novice teachers do not totally match with the theory that they were taught during their pre-service education. The theoretical knowledge learned at the school cannot foresee the difficulties at a particular institution (Clarke, 1994; Roe, 1992). Although novice teachers practice teaching as the practicum component of their pre-service education, the real classroom environment may be different in terms of institutional rules, student profile, physical environment, and other opportunities (Roe, 1992). Ward (1992) argues that the practical teaching period is generally too short and too late. Teachers do not have the chance to teach for long hours at various contexts and what they experience is limited to simulations or case studies (Pennington, 1990).

Since pre-service training does not prepare students sufficiently for the real classroom environment, in-service teacher training (INSET hereafter) programmes have been implemented to fill in this gap. These programmes have been conducted in a variety of ways including conferences, seminars, classroom observations, peer teachings, academic readings, and classroom research (Head & Taylor, 1997; Hiep, 2001). Hiep (2001) also expresses that “this development fills the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences, view education as a long-term process, and deal with change and divergence” (p. 31). Thus, it can be inferred that novice teachers can familiarize

themselves with real classroom situations and improve their skills in decision-making with the help of in-service teacher development programmes.

The goal of INSET is to create a change in a teacher's performance (Koç, 1992). As INSET courses are held inside an institution, "teachers ... consciously take advantage of resources to forward their own professional learning" (Ur, 1996, p. 318). Thus, INSET programmes assist novice teachers in developing themselves during the induction period as well as helping them adapt to their institutions and the conditions there. INSET programmes are also crucial for more experienced teachers to prevent burnout and increase job-satisfaction.

In an atmosphere created through INSET programmes, teachers, both novice and experienced, share their opinions about their classroom experiences, and exchange ideas about their teaching practices. When they face a challenge or a problem, they ask for suggestions or try to handle it by discussing with peers or teacher trainers. They can also accumulate materials that can be used in the class, and by this way, the teachers can provide variety in the classroom. By talking about the students and the school, the teachers develop both impressive pedagogical objectives and contextual knowledge.

Contrary to pre-service education, INSET is more individualized and contextual. Besides methodological and linguistic knowledge, INSET targets the teachers' individual needs and takes place at a specific context (England, 1998). Another important part of INSET is that it supports continuous development. Teachers encounter different types of problems at different times throughout their careers. With the help of INSET programmes, teachers take the chance to keep up with the latest innovations and have the opportunity to adapt them to their own teaching. Haynes (1999) claims that the perceptions of participants of INSET programmes create a change in their teaching performances and find the courses a very important

part of their professional development. In this research study, INSET is referred to as CPD (Continual Professional Development).

However, some of the professional development programmes fail both in Turkey and abroad in meeting the needs of the teachers. Cantrell (2003) asserts that generally, a one-size-fits-all effort that is designed to meet the needs of all teachers does not work. Cantrell also states that teachers are reluctant to attend the professional development programmes as they think that professional development programmes are not relevant to their needs (p. 105).

To sum up, when designed in accordance with the needs of teachers through taking the student teachers' or teachers' views into account, both the pre-service and the in-service programmes in the name of TD may improve the teacher and the school quality and creative possibilities for effective teaching. A combination of good pre-service and in-service programmes may help train good teachers and lessen the anxiety of being a new or newly-hired teacher in an institution.

2.3 Being a Newly-Hired Teacher

The initial times when a person starts to work at an institution as a newcomer is considered to be the most important period (De Vos, 2002; Ibarra, 1999). During this period, the newcomer tries to understand the things happening in the work environment and tries to adjust there (Kammeyer-Mueller & Wanberg, 2003). While equipping themselves with practical and technical knowledge to conduct the task efficiently, they also try to make sense of the culture of the new context including rules, customs, and language of the institution in order to have a smooth transition (Haser & Kondakçı, 2011). Because of that, the induction programmes have gained more importance over the years because of the “mobility” of the individuals. The institutions undergo inductions more often, and the individuals are “on board”

ready to change jobs more frequently compared to the past. Further, the role of induction in terms of the initial work experience in the institution is emphasized more with respect to its role in shaping the newcomer's future career. In case of negative experience, the newly-hired employees can quit the job, or positive experience can help the employees develop themselves professionally and successfully orient to the organization. Newcomer socialization is thus not only applying the theories into practice, but also adapting to the rules, attitudes, norms, and habits in the new place as well as contributing to them (Fisher, 1986). Socialization is necessary for the individual as it makes the things clearer for the newcomers and helps them have fewer fears that lead them to failure. Additionally, it helps the institution because it reduces the cost and creates a fruitful work environment where people feel happy and safe to work.

In higher institutions, different processes are followed in terms of newcomer socialization due to their distinct characteristics from business organizations. Traditional type of newcomer socialization in higher education is implemented to ease the entry of newly-hired people to an institution and to equip them to perform effectively in it (Trowler & Knight, 1999). It involves both formal meetings and orientation programmes as well as supplying books, arranging mentors, or socialization. However, this type of socialization is applied to every newcomer in the same way, and things like previous work experience, background are all neglected. They are treated as a group and individual differences are overlooked. The meetings are often in the shape of formal meetings held consecutively at a pre-set time. Generally, the habits of the culture are transferred from old generation to the new and newcomers are expected to take the role of passive learners whose background experience is considered as a treat if it is a different one from the current experience. In the end, the newcomer becomes a member of the organization rather than an outsider which approximately takes three to four years. As can be seen above, rather than the individual's needs and interests, the organization is generally concerned

with their own needs, values, and concerns. Therefore, it is essential for higher institutions to be attentive about the individual backgrounds and their unique qualities.

Together with the challenges of transition to the new workplace, the most highlighted characteristic of socialization process during the initial years at university is loneliness and isolation (Bogler & Kremer-Hayon, 1999; Boice, 1991b; Murray, 2000; Whitt, 1991). Although they need the support and suggestions of more experienced colleagues, young teaching staff hesitate to ask for help (Boice, 1991b). Another difficulty that the new teaching staff experience at university during their socialization process is lack of communication with the head of the department and lack of guidance in terms of time management (Baldwin & Blackburn, 1981; Murray, 2000). Too much workload is another difficulty for young teaching staff (Baldwin & Blackburn, 1981; Reybold, 2005; Whitt, 1991). These difficulties are also commonly experienced by young teaching staff at Turkish universities (Er, M., Ülgü, S., & Sarı, İ., 2013; Karataş, P. & Karaman, A.C., 2013). While trying to become a successful member of the organization, they need to overcome the challenge of heavy workload.

2.4 Being a Novice vs. Experienced Teacher

Starting at a new institutional context is challenging not only for the novice, but also for experienced teachers. Although the subjects they teach and the length of teaching experience differ between these two groups, both go through an adaptation period and try to confront with the context and get familiar with the rules and regulations. Common characteristics of the newly-hired and experienced teachers are as follows:

The term “novice” has often been referred to in studies on beginning teachers, and Farrell (2012) stated that there is no clear-cut definition of a novice teacher in the

literature. According to Farrell (2012), a novice teacher is anyone who has been teaching something new for the first time or who has started to teach at an institution for the first time. Moreover, there is no agreement on the length of teaching experience required in order to be classified as an experienced teacher or end this novice period. Farrell (2012) indicated that in the literature “it can be from as little as 1 year to as many as 5 years in different research articles” (p. 437). For this research study, a novice teacher is defined as a teacher with less than five years of teaching experience.

Just upon finishing their pre-service education, student teachers start to teach students who are almost the same age as them and they have a series of challenges while adapting to this new culture. Through their first year of teaching, novice teachers usually have more difficulties in classroom management and how to teach something (Farrell, 2009). Since novice teachers have limited or no sufficient experience at all in teaching, they base their actions on the methods and theories that they learned in their undergraduate courses. Research on novice teachers emphasized two important difficulties related with the new teachers during their first year of teaching: “practice shock” that causes them to focus more on classroom management issues and a “cultural mismatch” that gives rise to seeing differences in a class problematic (Achinstein & Barret, 2004). As Kellough (2005) pointed out, the first year of teaching is “full of highs and lows, with few days in-between or neutral” (p. 1). Even if the institutions foresee the challenges that newly-hired EFL instructors may have, they still recruit a number of instructors every year because of the energy the beginning teachers have and the flexibility of their behaviours to be moulded into the shape that suits the organization’s needs. At the same time, the novice teachers consent to work in foundation schools where the workload is heavy because of issues like the lack of choices, locational preferences, economical situations, and so on.

When novice teachers begin working at a school, they are expected to carry out the same responsibilities as experienced teachers and are even challenged more with the most undesirable and difficult tasks (Yalçınkaya, 2002). Meanwhile, they are expected to be preoccupied with a set of institutional rules, relationships, and behaviours that give a particular school its unique character (Bullough, 1989). Beginning a career as a teacher resembles a process of transition or rite of passage which is often described as ‘reality shock’ (Veenman, 1984).

On the other hand, some researchers defined an “experienced” teacher as a teacher “who performs his or her job in a seemingly effortless manner so much so that it looks automatic and easy” (Farrell, 2013, p. 1070). Others consider an experienced person as someone who has many years of teaching experience. However, similar to the definition of novice, there is no agreement on what really makes a teacher experienced. Although many believe in the quantity of teaching experience, Johnson (2005) emphasizes that “it is the quality of knowledge that is important” in terms of having the “‘judgment of promisingness’ [where] the expert knows which avenues are likely to be promising and which may turn out to be dead ends” (p. 13). Johnson (2005) also underlines the obvious effortless performance of experts because of their knowledge: “Those who have knowledge do not need to think so much, while those lacking the knowledge base are forced into the harder route” (p. 15). Contrary to the energy of new teachers, teachers in their later careers complain about being tired and burned out. Moreover, they are afraid of change and wait for the trend to end instead. They have a set of ideas in mind and feel safe to implement them. They take the work-related information that they have practiced over years for granted. While some people suppose that the years spent in teaching would be linked to the improvement of expertise, this scheme is oversimplified. So as to stay up-to-date in the field of teaching and develop professionally, teachers need to take up reflective practice and be open to change. Without these actions, lots of teachers can become experienced

“non-experts” in the end. With this regard, both efforts towards teacher development and collaboration are needed among all teachers.

2.5 Studies on Novice Teachers in Turkey and Abroad

The challenges that novice language teachers face have gained more importance as a research topic in recent years, and there has been more studies on what beginning teachers experience during their initial years of work. Following are some studies conducted abroad and in Turkey together with their findings:

Table 2.4 Summary of Literature Review on the Challenges of Novice Language Teachers

Researcher	Major Challenges
Studies Abroad	
Lundeen (2004)	<ul style="list-style-type: none"> - individual problems: classroom management and discipline problems - group problems: adult relationship and interaction problems
Achinstein and Barret (2004)	<ul style="list-style-type: none"> - the managerial frame (like routines and procedures for managing students during activities in the classrooms, behaviour problems and consequences for discipline, timing and pacing of lessons) - the human relations frame (such as knowing individual students' needs and learning styles, student-teacher relationships and communications, classroom culture, sense of community, collaboration, and connections with students and parents, student expression, choice, and motivation) - the political frame (like diverse students' needs in order to foster equity and access to learning, differentiation of instruction, students' prior knowledge and cultural understandings, teachers' expectations about learners, an analysis of race, culture, language and access; and inequities of student participation in classroom discourse)

Table 2.4 Summary of Literature Review on the Challenges of Novice Language Teachers (Continued)

Researcher	Major Challenges
McCann, Johannessen, and Ricca (2005)	- relationships with students, parents, colleagues and supervisors; workload, time management, and fatigue; knowledge of subject and curriculum; evaluation and grading; authority and control; and appearance and identity.
Jarvis and Algozzine (2006)	- workload, time management, and fatigue; content and curriculum knowledge; relationship with students, parents, colleagues, and supervisors; evaluation and grading; and autonomy and control.
Studies in Turkey	
Korkmaz (1999)	- the novices working in villages had more problems than the ones working in towns or cities - the number of the teachers in the school had a significant effect on the adaptation levels. For instance, the ones encountering the most problems were from the schools, in which there were only 3 to 5 teachers.
Yalçınkaya (2002)	- inexperience, conflicts between pre-service training and in-service applications; pressures on new teachers; effort to be able to finish more tasks, fear of inspection, and adaptation to school and environment. Resulting from inexperience, other difficulties were discussed as classroom management, planning and implementation of the curriculum in line with the level of the classroom and the time allocated, using common and context-specific teaching methods, adjusting lessons according to individual and group differences, and learning the legislation regarding the profession and the employee rights.
Taneri (2004)	- teaching at mixed-level classes; understanding and implementing current rules and regulations; teaching reading and writing to elementary school students; developing supporting teaching materials; and getting students to participate in the course.
Öztürk (2013)	- they experienced job-related challenges a little more often than the social challenges such as workplace stress, workload, time management, content and curriculum knowledge, teaching, subject matter, students, and instructional errors.

(Öztürk, 2013)

Despite the fact that there are some context-related problems depending on the level of the students, the location of the schools, or content of the tasks to be accomplished, whether abroad or in Turkey, novice teachers go through the same challenges in their first years of teaching career.

However, although there is some research on the challenges of novice teachers, they, especially the studies in Turkey, are limited in scope since they only study the novice teachers with very few years of experience or focus only on the challenges they have without looking at in which areas they feel the most competent. Furthermore, the other studies investigate beginning teacher experience from only one point of view, or only investigate the pre-service or in-service training experience. Finally, the studies in relation to teacher expectations focus on what teachers expect from their students and whether these expectations have an effect on student achievement or not (Nhapulo, 2013; M., Tsiplakides, I., & Keramida, A., 2010) or pre-service teachers' expectations of themselves and the efficacy of their teaching in their first year of teaching experience (Delamarter, J., 2015; Kim, H., & Cho, Y., 2014; Weinstein, C. S., 1988). No studies refer to what newly-hired language instructors expect to find in their institutions on a variety of topics including relationships, workload, classroom management and so on. Thus, with the help of this study, comprehensive information about what newly-hired EFL instructors, whether novice or experienced, expected of themselves and the institution, why they changed their workplaces or started at a foundation school with a heavy workload, what motives they had in choosing a specific working environment to work at, and how they feel in general after spending some time at the institution will be provided to literature as well as to stakeholders.

CHAPTER 3

METHODOLOGY

This chapter presents a detailed description of the research methodology. For this study, both quantitative and qualitative data collection and analysis have been implemented. Research questions, design of the study, information about setting and participants, data collection instruments, and data analysis are presented within this section.

3.1 Design of the Study

In this study, explanatory mixed methods design has been utilized. Mixed methods research is defined as:

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. (Creswell & Plano Clark, 2007, p. 5)

As it is suggested by the definition, the general rationale of using mixed methods is to have what Greene (2007) called “multiple ways of hearing and seeing” (p. 20) to gain a deeper understanding of the research topic. Furthermore, the research suggests that using mixed methods provide better opportunities when using either quantitative

or qualitative research is not sufficient to gain an in-depth insight of the problem because of the weaknesses of each data (Creswell, 2014). Punch (1998) states that:

Quantitative research has typically been more directed at theory verification, while qualitative research has typically been more concerned with theory generation. While that correlation is historically valid, it is by no means perfect, and there is no necessary connection between purpose and approach. That is, quantitative research can be used for theory generation (as well as verification), and qualitative research can be used for theory verification (as well as generalization). (pp. 16-17)

Therefore, one of the strengths of mixed method is that it “enables the researcher to simultaneously answer confirmatory and exploratory questions, and therefore verify and generate theory in the same study” (Tashakkori & Teddlie, 2003, p. 15). Through quantitative research, deeper perspectives and feelings of the individuals cannot be reached and through qualitative research, the findings cannot be generalized to large samples, so it is through mixed methods research that a researchers combines the advantages of both research and not only gets better interpretations, but also provides a variety of ideas with a richer data. This is also summarized in Figure 3.1 below:

Qualitative Research	
Advantages	Disadvantages
<ul style="list-style-type: none"> Provides detailed perspectives of a few people Captures the voices of participants Allows participants’ experiences to be understood in context Is based on the views of participants, not of the researcher Appeals to people’s enjoyment of stories 	<ul style="list-style-type: none"> Has limited generalizability Provides only soft data (not hard data, such as numbers) Studies few people Is highly subjective Minimizes use of researcher’s expertise due to reliance on participants
Quantitative Research	
Advantages	Disadvantages
<ul style="list-style-type: none"> Draws conclusions for large numbers of people Analyzes data efficiently Investigates relationships within data Examines probable causes and effects Controls bias Appeals to people’s preference for numbers 	<ul style="list-style-type: none"> Is impersonal, dry Does not record the words of participants Provides limited understanding of the context of participants Is largely researcher driven

Figure 3.1 Advantages and Limitations of Qualitative and Quantitative Research (Creswell, 2014, p. 5)

While one provides more numbers to help the researcher come up with new inferences and questions in mind, the other one gives voices of different perspectives, detailed assumptions, and personal views, and such diversity helps the researcher have an extended discussion on more accurate information.

As for the type of the mixed methods design, the study follows a basic explanatory sequential mixed methods design which Creswell (2014, p. 37) explains as a study which starts with the collection and analysis of quantitative data whose results produce “statistical significance, confidence intervals, and effect sizes and provide the general outcomes of the study”. However, as Creswell states, this initial step does not give information about how and why the results have happened. Therefore, the second qualitative phase of the study is administered to help understand the former research results. In sum, the researcher interprets how the qualitative findings of the study provide explanations for the quantitative results in an explanatory sequential design (Creswell, 2014, p. 38) as illustrated on the Figure 3.2 below:

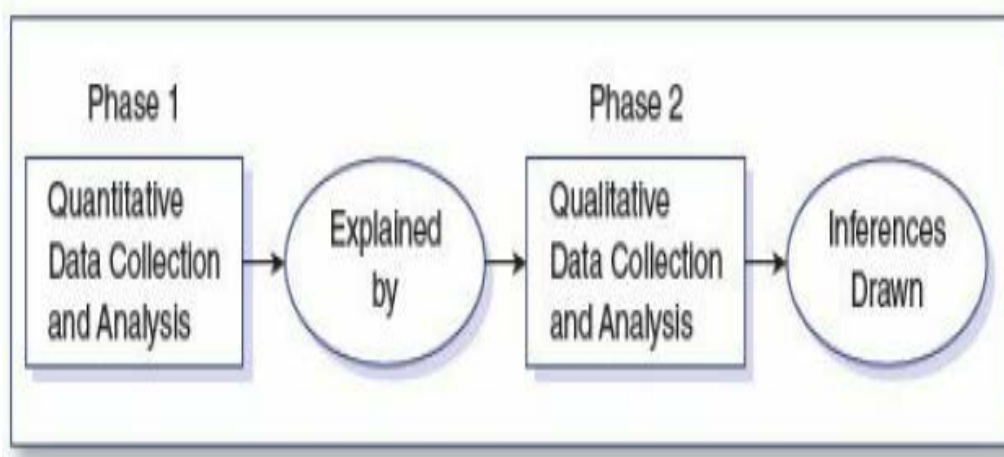


Figure 3.2 Explanatory Sequential Design (Creswell, 2014, p. 39)

With this in mind, during the data collection process, a detailed questionnaire and in-depth interviews were administered to discover what newly-hired EFL instructors expect, experience, and suggest at their current workplace. Although there are other types of data used for mixed methods research, a questionnaire for collecting quantitative data was preferred because it could reach a large number of people quickly and easily and give numerical data which can be generalized for the instructors at the institution. To collect qualitative data, however, interviews were favoured over the others to get the perspectives of individual instructors about what they experience personally in their own situations and to see whether these reflections are parallel with their opinions as reflected in the questionnaire.

3.2 Research Questions

The following research questions are designed in order to address the issues investigated in this study:

- 1.** Based on the perceptions of 51 newly-hired EFL instructors, what are their experiences in terms of
 - a.** Job-related issues,
 - b.** Relationships with their students, colleagues, and coordinators,
 - c.** Pre-service Education that they took as undergraduate students,
 - d.** Orientation and the In-Service Training Programme at their current workplace?

- 2.** Based on the perceptions of 10 newly-hired EFL instructors,
 - a.** to what extent do EFL instructors' experiences match their initial expectations?
 - b.** what are EFL instructors' suggestions to guide newly-hired EFL instructors in their initial work environments?

3.3 Research Setting and Participants

3.3.1 Setting

The study was conducted at a foundation university in Ankara, Turkey. The rationale for choosing this institution is that it is one of the newly-founded universities in which there is a growing number of newly-recruited instructors for each academic year. In addition, the researcher was a member of the institution as an English instructor. Therefore, she was familiar with the context and the high number of newly-hired instructors. It was also easy for her to access these instructors for data collection processes as she was an insider. In this sense, the study took one foundation university as a case since the study aims to make an “in-depth” description of a case or a phenomenon in a real-world context (Yin, 2014).

The medium of instruction in most of the departments at the institution where the study took place is English and the goal of the Department of Foreign Languages is to equip learners with essential academic language skills required for pursuing their departmental courses. The English language education not only enables the students to be able to communicate in written and oral contexts at international standards, but also contributes to their self-development by stimulating learner-autonomy. Moreover, because of being one of the pioneer universities in some departments, the Department of Foreign Languages has an agenda of raising and preparing individuals for their future careers.

Upon being accepted to the university, the students take the English proficiency exam and are placed into different levels according to their scores unless they are found eligible to start their departments by gaining a passing score from the exam. The programme lasts for 3 periods in general and the students receive skill-based instruction categorized as “Main course”, “Reading”, “Writing”, and “Listening and

Speaking” for 20 to 30 hours per week depending on the level. There are beginner/elementary, pre-intermediate, intermediate level students together with Master’ and departmental English classes. There are at least two instructors teaching the same class.

At the time of the study, there were 68 instructors teaching at the Department of Foreign Languages and each instructor is responsible for 20 hours of teaching per week in addition to having office hours with students, marking students’ exam papers/assignments, invigilating exams, and conducting some other instructional and non-instructional tasks. Therefore, this may lead to heavy workload especially in the part of the newly-hired instructors and this workload can be challenging and a setback in adapting to the institution and their classes. Every skill teacher has a different responsibility and has to carry out different tasks with the students. In addition, both the students and the teachers are mixed up every semester, so an instructor not only teaches a different class with different students, but also has a different partner every semester. The institution recruits 10-15 new instructors every year because of the increase in the number of students enrolled and instructors changing their workplace or leaving the profession.

With the help of Curriculum and Testing unit, the instructors follow a standardized curriculum for each skill and level. Since each skill is generally taught by a different instructor, an instructor may teach different classes or have a variety of partners with whom the instructor has to be in contact all the time. The Curriculum and Testing unit coordinators send a weekly programme one week before, so all the instructors follow the same programme in order to provide standardization throughout the department. The coordinator also holds a weekly meeting at the end of the week to get ideas and further suggestions to develop the programme, clarify an issue, give details about a task, or reach a consensus on a topic.

When newly-hired EFL instructors are recruited to the department, a thorough orientation programme is administered by the coordinators in Curriculum and Testing unit, vice chairpersons, and the chairperson of the Department of Foreign Languages before the beginning of the semester. During the orientation programme, the newly-hired instructors are informed about a variety of issues including the levels, courses, books, curriculum, and assessment as well as about the rules and responsibilities of teachers. Other meetings with the newly-hired instructors are also organized by coordinators to explain the exam procedures and assessment such as on how to provide standardization when assessing writing or speaking papers or exams.

Except for the sessions held by the coordinators, the instructors have been attending a Continuing Professional Development Programme (CPD) as for professional development for three years. The programme is generally divided into two because of the high number of instructors and the programme takes place once a month and lasts for approximately two hours after the classes finish. The training has been offered by mainly the same trainer for two years, but there are other trainers who apply the programme as well. The subjects are chosen in cooperation with the coordinators and trainers themselves and the sessions include subjects such as lesson planning, classroom management, giving feedback, material development, making the most out of textbooks, and other topics related to the profession. There has not been a professional development unit yet, but it is planned to be formed in the upcoming years.

3.3.2 Participants

The present study was conducted in three phases. Firstly, before the actual study, a pilot study was conducted with 5 newly-hired EFL instructors. Four female and one male instructor took part in the pilot study and their ages ranged from 25 to 40.

The pilot study was administered to 5 instructors only because of the fact that the instrument was adapted from another questionnaire which was already piloted. However, to get the maximum feedback, instructors with different ages, genders, educational background were chosen. Table 3.1 summarizes the information about the participants who took part in the piloting phase of the present research study:

Table 3.1 Demographic Information of the Participants (Pilot study)

Variables		<i>N</i>	<i>%</i>
Number		5	100
Age	25	1	20
	27	1	20
	31	1	20
	40	2	40
Gender	Female	4	80
	Male	1	20
Amount of experience at the institution	1 year	1	20
	2 years	1	20
	3 years	1	20
	4-5 years	2	40
Educational Degree	Bachelor of Arts	2	40
	Master of Arts	3	60
Type of Undergraduate Programme	English Language Teaching	1	20
	Literature	3	60
	Linguistics	1	20

The pilot study was followed by a questionnaire which was administered to 51 EFL instructors at the institution. There were 66 instructors working at the Department of Foreign Languages at that time 3 of which were native speakers of English. For the questionnaire, native speakers of English, teachers who were on maternity leave, and the instructors who were only teaching departmental classes or master's classes were excluded from the study. The participants who were included in the questionnaire

were thus 51 newly-hired EFL instructors teaching at the preparatory school some of which also teach Master’s and departmental English classes. Below is the demographic information of the participants about how old they are, what their gender is, how much teaching experience they have in total, how long they have been working at the present institution, what educational degree they have, and what type of undergraduate programme they graduated from (See Appendix F for an overview of the demographic information of the participants for the questionnaire, p. 218).

The first data was related to the participants’ age which ranged from 22 to 40. It is also clear on Figure 3.3 that most of the participants are aged between 24 and 27. The total percentage of the instructors in that age range is 62.74 ($n= 32$). Moreover, there are very few instructors over thirty years old ($n= 7$).

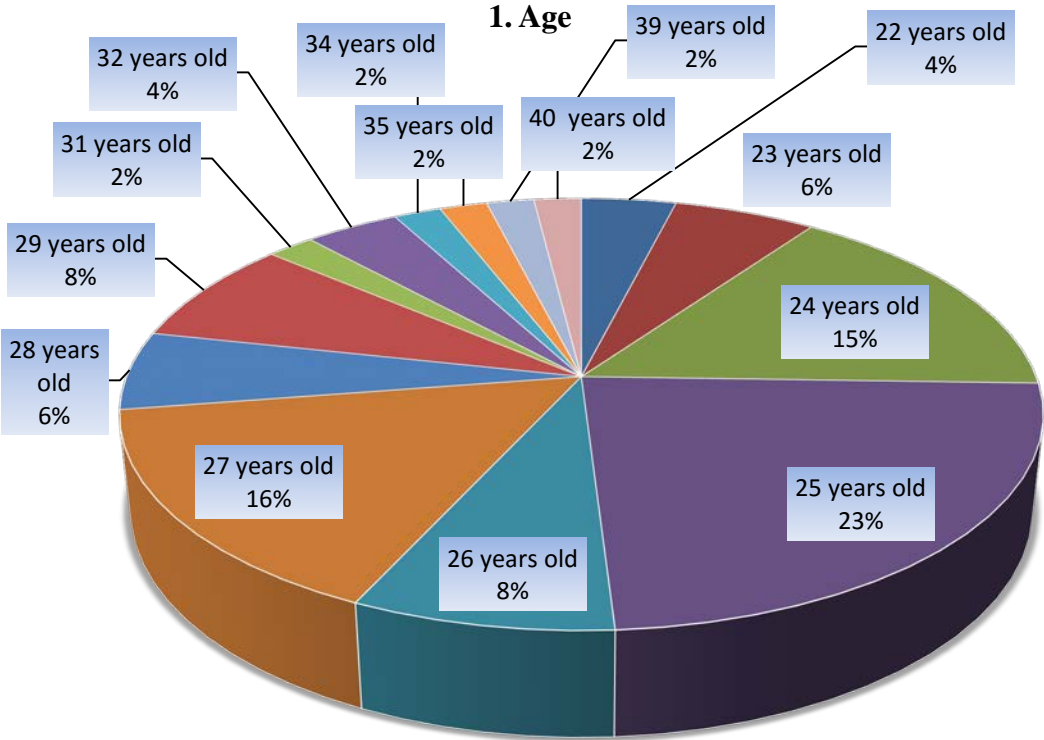


Figure 3.3 Participants’ Age (Questionnaire)

Of all the participants, 82.4 percent ($n= 42$) of them were female and 17.6 percent ($n=9$) of the participants were male. The number of male participants' being few is due to the fact that there are more females choosing teaching as a profession compared to males (Johnson, S. P., 2010). Therefore, like in other preparatory schools, there are fewer male instructors working for the Department of Foreign Languages. The figure (Figure 3.4) below shows the comparison of male and female instructors taking part in the questionnaire:

2. Gender

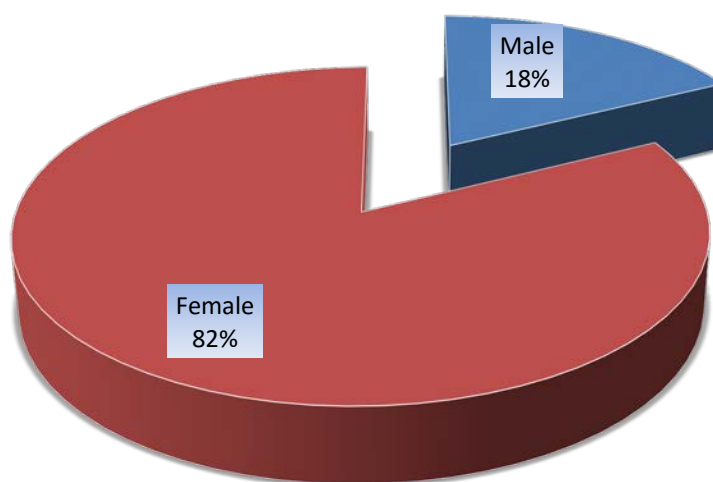


Figure 3.4 Participants' Gender (Questionnaire)

In respect to the instructors' total teaching experience, more than half of the instructors (55%), have no more than 3 years of teaching experience in total and only nine (18%) instructors had more than five years of teaching experience. Below is Figure 3.5 that shows how long the instructors have been teaching English:

3. How long have you been teaching English?

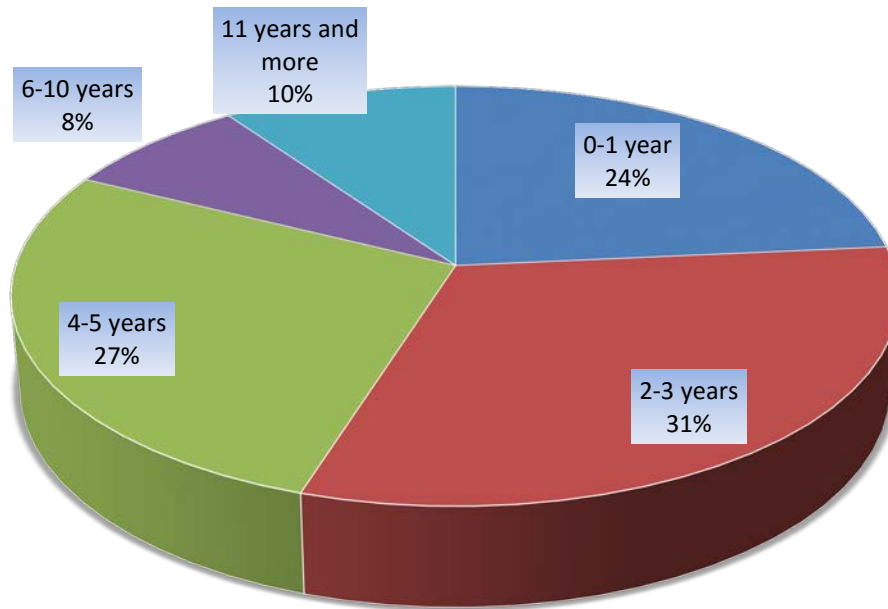


Figure 3.5 Amount of Participants' Total Teaching Experience

As for the amount of teaching experience of the participants at the current institution, the instructors had no more than 4 years of experience since the university was founded in 2011. The following figure (Figure 3.6) indicates that more than half of the instructors (53%) that took the questionnaire only had one year of experience at the institution.

4. How long have you been working for this institution?

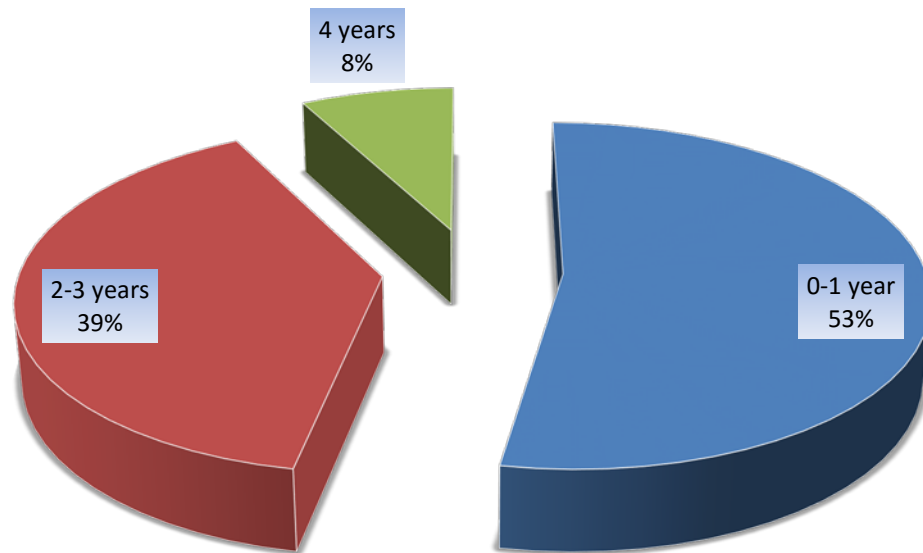


Figure 3.6 Amount of Participants' Teaching Experience at the Institution (Questionnaire)

Additionally, many of the instructors carried and have been carrying their MA degrees in ELT and related departments especially the instructors graduating from departments other than English Language Teaching. However, there is only one instructor who has done or has been doing his/her PhD degree which is also clear on Figure 3.17 on the following page.

1. Educational Degree

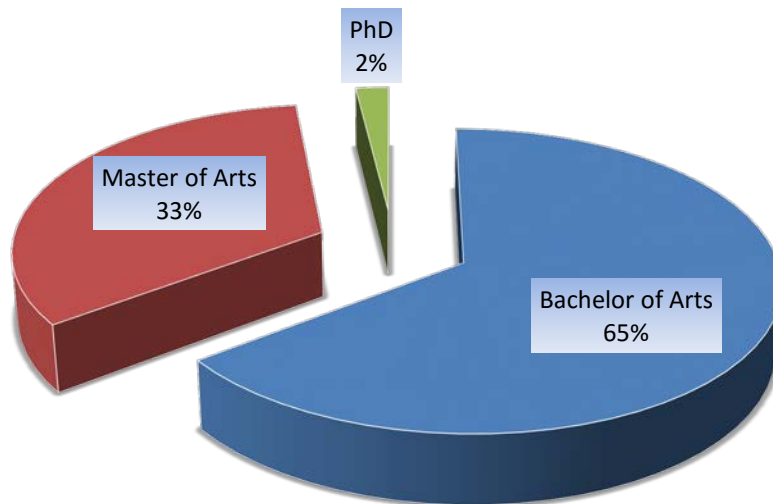


Figure 3.7 Participants' Educational Degree (Questionnaire)

Most of the participants of the study are new graduates who have just graduated from the most prestigious universities in Ankara. As Bachelor of Arts students, they generally studied at English Language Teaching Departments and received classes including advanced English language skills, materials adaptation and development, testing, translation, literature as well as classes related to approaches, techniques, and methods of language teaching. As undergraduate students, they also completed practice teaching and had the chance to observe real teaching environments and have feedback from their mentors. There are also instructors who graduated from departments such as English/American Literature, Linguistics, and Translation and Interpretation. The proportion of the different undergraduate programmes of the participants is shown on Figure 3.8.

2. The undergraduate program you graduated from

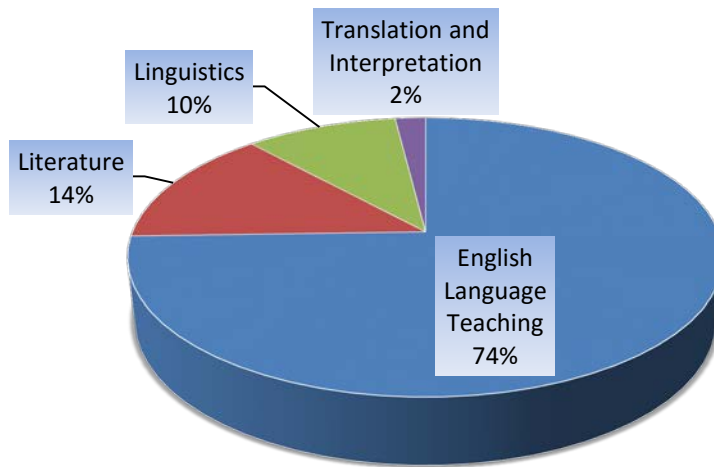


Figure 3.8 Type of the Undergraduate Programme of the Participants (Questionnaire)

Besides, some of the instructors had the chance to have a mentor teacher, observe some classes, have real teaching experience, and get feedback during their pre-service education. Figure 3.9 below shows the amount of the participants who actively worked with a mentor as an undergraduate student.

3. Dis you actively work with a mentor teacher in your pre-service education (BA Degree)?

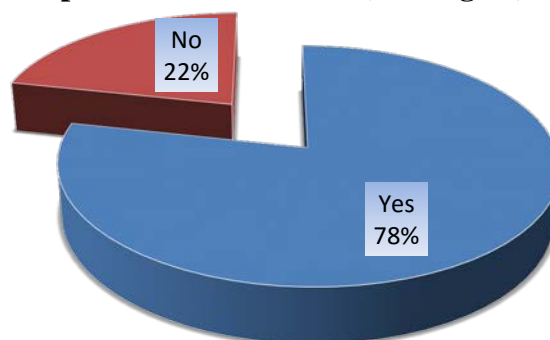


Figure 3.9 Amount of Participants' Working with a Mentor Teacher

For the last phase of data collection, 10 participants who responded the questionnaire were interviewed. The instructors with whom the interviews were conducted were the same participants in the questionnaire whose further comments were asked for. Below is a table (Table 3.2) that summarizes the demographics of the interviewees.

Table 3.2 Demographic Information of the Participants (Interview)

Variables		<i>N</i>	<i>%</i>
Number		10	100
Age	22	1	10
	23	1	10
	24	2	20
	25	2	20
	27	1	10
	29	2	20
	40	1	10
Gender	Female	9	90
	Male	1	10
Amount of experience at the institution	1 year	5	50
	2 years	2	20
	3 years	3	30
Total amount of teaching experience	1 year	3	30
	2 years	3	30
	5 years	2	20
	6 years	1	10
	More than 10 years	1	10
Educational Degree	Bachelor of Arts	8	80
	Master of Arts	2	20
Type of Undergraduate Programme	English Language Teaching	8	80
	Literature	1	10
	Translation and Interpretation	1	10

3.4 Data Collection Instruments

In this research study, both quantitative and qualitative research methods have been utilized. Two types of data collection instruments were administered in order to answer the research questions: a detailed questionnaire and in-depth interviews with the newly-hired EFL instructors at a foundation university in Turkey. Due to the fact that there are lots of things for the newly-hired EFL instructors to consider at their present institutions, the questionnaire was aimed at measuring what the instructors have been experiencing at their current workplaces. When the data collected through the questionnaire was analysed, interview questions were developed by the researcher to conduct in-depth interviews to learn about what the instructors expected before starting to work at the institution, and what kind of suggestions they can give for the Department of Foreign Languages. They were also asked to comment on their answers on the questionnaire to reflect on their experiences in their work environments to triangulate the data. Below is Table 3.3 that summarizes which research question was answered through which instrument and using which method of research and data analysis:

Table 3.3 Summary of Data Collection

Research Question	Data Collection Instrument	N	Research Method	Data Analysis Method
1	Questionnaire	51	Quantitative	Descriptive Statistics
	Interviews	10	Qualitative	Constant Comparison Method
2	Interviews	10	Qualitative	Constant Comparison Method

3.4.1 Questionnaire

As stated by Dörnyei (2003) one of the most common ways for second language research is questionnaires. He notes that “the popularity of questionnaires is due to

the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable” (p. 101). Thus, in order to get perspectives on various aspects of working at the institution as a newly-hired instructor, a questionnaire was distributed. The questionnaire (see Appendix B for the full copy of the questionnaire, p. 198) was an adaptation of the *Questionnaire for Novice Teachers* (Öztürk, M., 2008) which consisted of five parts and 119 items to measure different adaptation challenges and perceptions on PRESET and INSET. Table 3.4 below summarizes the content of the original questionnaire from which the questionnaire utilized for the present study was adapted.

Table 3.4 Overview of the Original Questionnaire

<i>Parts</i>	<i>Aim</i>	<i>N of items</i>	<i>Question Type</i>
Part I	To gather demographic information about the instructors	13	Multiple Choice
Part II	To investigate the perceptions of the instructors on job-related concerns	23	4-Point Likert Scale
Part III	To investigate the perceptions of instructors on social concerns	55	4-Point Likert Scale
Part IV	To investigate the perceptions of the instructors on PRESET	15	4-Point Likert Scale
Part V	To investigate the perceptions of the instructors on INSET	13	4-Point Likert Scale

The rationale for using this questionnaire was that it was a detailed and thorough questionnaire that included very similar aspects that the instructors experience in this present institution. However, in order to administer a questionnaire that was parallel to the situations and one that truly represents the conditions and working environment, a great deal of change was made on the questionnaire. Figure 3.10 shows an overall comparison of the two questionnaires:

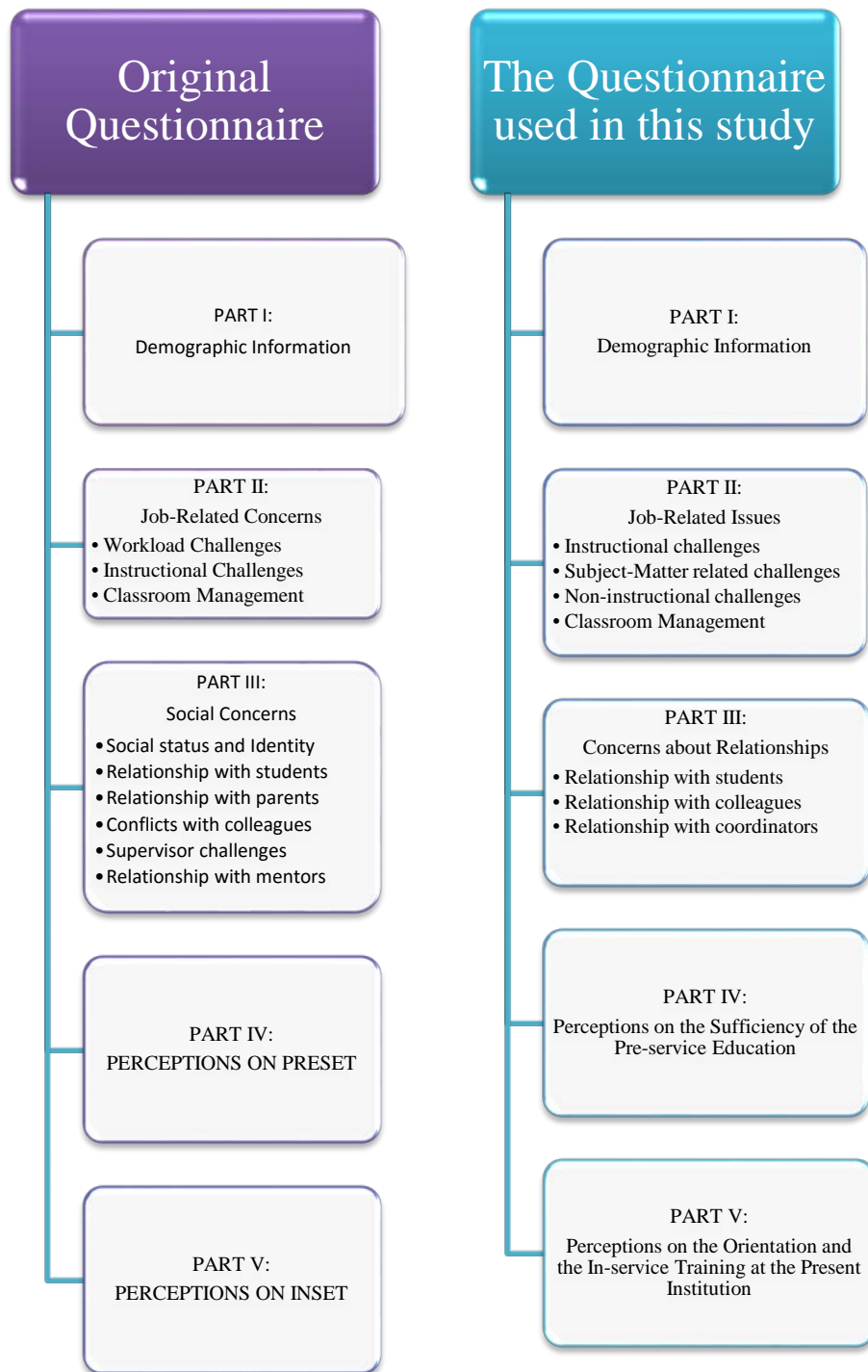


Figure 3.10 Comparison of the Components of the Original Questionnaire and the Components of the Questionnaire Used in This Study

Firstly, the items on the original questionnaire included negative statements and in order not to affect the participants, the meanings were neutralized in the present questionnaire. Besides, there were some parts such as relationship with parents that were omitted because of its irrelevancy with the situation in the current institution. Additionally, some new parts and statements were added to prepare an instrument parallel to the conditions in participants' working area.

The final version of the questionnaire adapted by the researcher consisted of 5 parts. The first part was about demographic information about the participants. It included two sub-sections named personal information that asked for information about the participants' age, gender, and the amount of teaching experience, and educational background that asked for the participants' educational degree and the type of the undergraduate programme they graduated from. Part II, III, and IV were in a Likert-scale format and included statements about what the instructors experienced at the institution. Part II was about the job-related issues and it included 4 sub-sections as instructional challenges, subject-matter related challenges, non-instructional challenges, and classroom management. Part III was related to the participants' relationship and it included 3 sub-categories named as relationship with students, relationship with colleagues, and relationship with coordinators. In Part II and III, the Likert-scale items ranged from 1-4 (1= Always Challenging, 2= Challenging, 3= Somewhat Challenging, 4= Not Challenging at all). In Part IV, the participants' perceptions on the sufficiency of their preservice education and in Part V, the participants' concerns about the orientation and training programme at their current workplace were sought. The Likert type of the statements ranged from 1-4 (1= Not Sufficient at all, 2= Somewhat Sufficient, 3= Sufficient, 4= Always Sufficient). Additionally, there was one other column as "NA= Not Applicable" in Part II, III, IV, and IV because some of the situations on the questionnaire were not valid for some of the instructors as mentioned beforehand. There is also an open-ended question that asked if the instructors wanted to share any other ideas related to the

issues on the questionnaire. Table 3.5 below shows an overview of the newly-hired EFL instructors' questionnaire.

Table 3.5 Overview of the Questionnaire Used in This Study

<i>Parts</i>	<i>Aim</i>	<i>N of items</i>	<i>Question Type</i>
Part I	To gather demographic information about the instructors	8	Multiple Choice
Part II	To investigate the perceptions of the instructors on Job-related Issues (Instructional, Subject-matter related, Non-instructional, and Classroom management Issues)	46	4-Point Likert Scale
Part III	To investigate the perceptions of the instructors on Relationships (Relationships with their Students, Colleagues, and Coordinators)	21	4-Point Likert Scale
Part IV	To investigate the perceptions of the instructors on their Pre-Service Education	13	4-Point Likert Scale
Part V	To investigate the perceptions of the instructors on the Orientation and In-service Training programme at their current workplace	20	4-Point Likert Scale

It can be understood that there are 108 items on the questionnaire in total and 4-Point Likert Scale was made use of for the current study. In the original questionnaire, however, there were 119 items in total (Part I: 13, Part II: 23, Part III: 55, Part IV: 15, and Part V: 13 items).

3.4.2 Interviews

Like questionnaires, interviews also have an important place in research tradition (Creswell, 2013). Among the three types of interviews, semi-structured interviews were conducted with the participants to gauge the interviewee's deciphering his/her own experiences, give him/her a chance to comment on these experiences, and get the whole picture about the context and the case (Hays& Singh, 2011).

Hence, in this study, semi-structured interviews with the instructors were executed in order to have in-depth insights on the findings of the questionnaire conducted earlier and ask for comparisons of what they had expected before, and what suggestions they can put forward. The researcher followed two steps in preparing the interview questions. In the first phase, the related literature was investigated and a framework of questions were prepared that were parallel to the items on the questionnaire. Only after collecting data from the instructors, and analysing the findings, were the statements revised for the second phase and the final form of the questionnaire was formed (see Appendix C for the semi-structured interview questions, p. 206).

3.5 Data Collection Procedures

The study was conducted in 2014-2015 spring term through June and July (including the pilot study). Before providing the details of the data collection procedure, it is essential to give an overview of when, how, and by which means the research was conducted. Figure 3.11 summarizes both the background to the research study and the process of the research carried out:

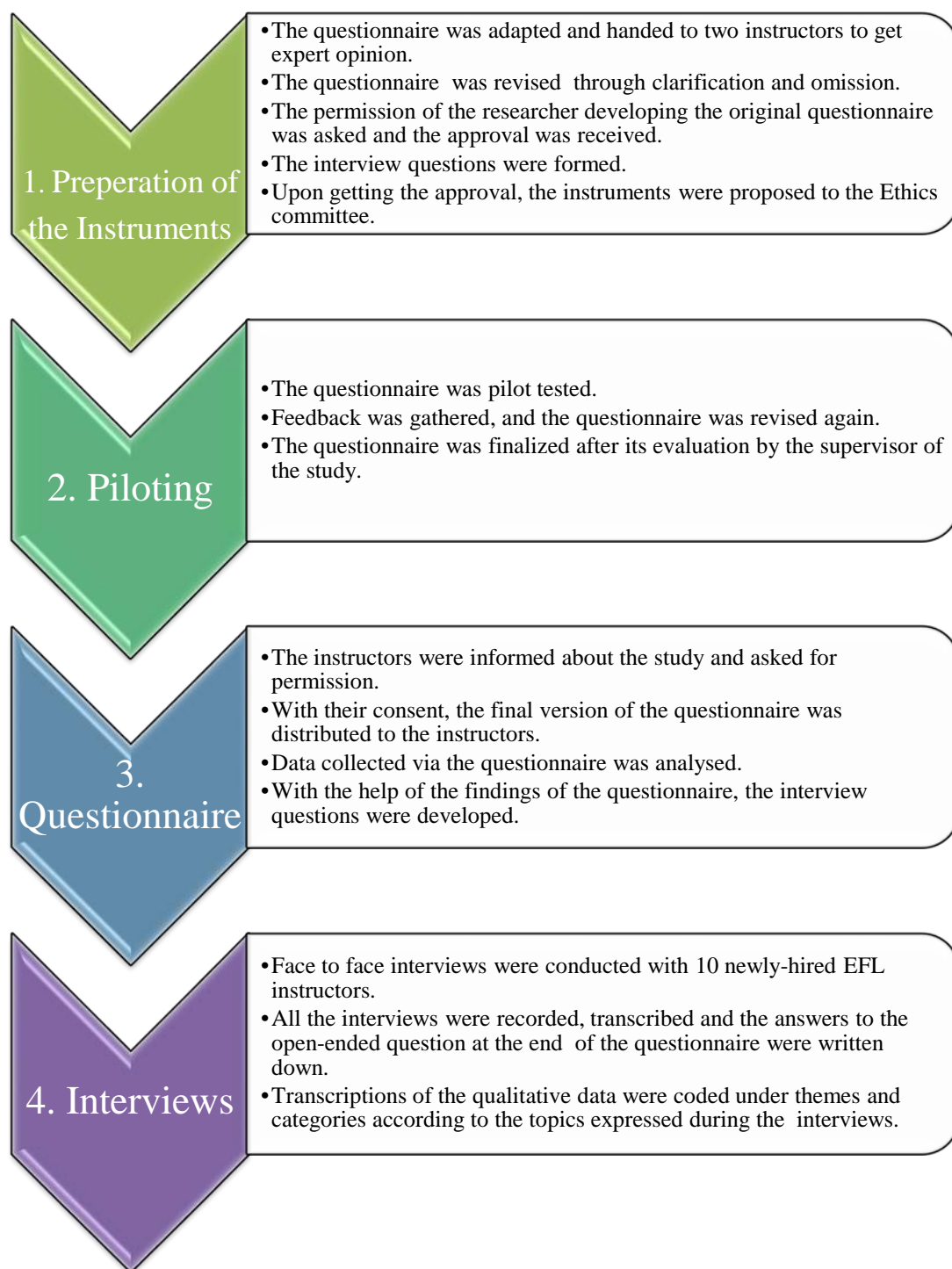


Figure 3.11 Overall Procedure of the Present Research Study

In the first stage, the questionnaire, adapted from another research study, was developed by the researcher after considering the issues at the present institution. In order to increase the internal validity of the questionnaire, peer debriefing was applied. The researcher delivered the questionnaire to two other peers in the institution for cross-examination for testing trustworthiness and to identify the following steps in the research. They were asked to give feedback on the items related to their experiences at their current workplace. Based on their feedback, the questionnaire was revised and some of the unnecessary items were omitted and ambiguous statements were clarified.

Upon revising and adapting the instruments, the permission of the researcher preparing the original questionnaire was asked in order to utilize the questionnaire in this study and the approval was received. After getting the approval, the questionnaire was finalized and together with the interview questions, the instruments were proposed to the Committee of Ethics in Graduate School of Social Sciences at METU. With the approval of the Committee of Ethics, the study was pilot tested. In order to ensure reliability and validity of the pilot questionnaire, Cronbach's alpha level was calculated and was found to be .92 for the whole questionnaire which included 130 statements in total.

Table 3.6 Reliability Statistics of the Pilot Study

Cronbach's Alpha	N of Items
.917	130

The questionnaire was piloted with five instructors working at the Department of Foreign Languages to check the clarity and the meaningfulness of the statements, instructions, and layout. The instructors filled in the questionnaire and gave feedback

to the researcher. After that pilot work, the questionnaire was revised and some unnecessary items were removed. Together with that feedback, the supervisor also evaluated the questionnaire and some other changes were made to finalize the instrument. For validity and reliability, Cronbach's Alpha coefficient was also calculated and was found to be .94 which means that the instrument was reliable. Below is the table (Table 3.7) that shows the Cronbach's Alpha coefficient for the final questionnaire:

Table 3.7 Reliability Statistics of Final Questionnaire

Cronbach's Alpha	N of Items
.945	108

In order to obtain the data via the questionnaire and the interviews, purposive (nonprobability) sampling was used to reach “knowledgeable people” i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience” (Ball, 1990). Cohen, Manion & Morrison (2007) also state that there is little advantage of using random sampling when these samples may be uninformed about the specific issues in that place and unable to reflect on the matters in which case purposive sample is essential (p. 115). In terms of the choice of the institution, convenience sampling was employed by the researcher. Convenience sampling is defined as a type of purposive sampling where subjects are selected because of their easy access and willingness to take part in the study (Tashakkori & Teddlie, 2003, p.280). A lot of researchers rely on convenience sampling because it is not only economical in terms of money and time, but also it is easy to contact with the participants. As for selecting participants for the questionnaire, whole population sampling was made use of. In other words, the questionnaire was distributed to all the instructors at the Department of Foreign Languages. In relation to the interviews, maximum variation sampling defined by

Anderson and Arsenault (1998) as “selecting cases from as diverse a population as possible” (p. 124) was utilized in order to add richness and depth to the data from the perspectives of a diversity of participants.

Therefore, at the end of the 2014-2015 spring term, the instructors were informed about the purpose of the study, and their permissions were obtained (see Appendix A for the Informed Consent Form, p. 196), allowing the researcher to use the data gathered during the research study. The participants were guaranteed that their responses would be kept confidential and would only be used for academic purposes. The questionnaire was self-administered without the presence of the researcher to enable the participants to fill in the questionnaire privately, to spend as much time as they wanted to finish marking, to be in an environment where the participant feels comfortable, and to avoid the possible risk of being intimidated by the presence of the researcher. However, as the researcher was one of the instructors working at the Department of Foreign Languages for four years since it was founded, she could be addressed easily when there were any incidents of uncertainty or ambiguity.

After collecting the data and analysing the results, the semi-structured interview questions were revised. The questions were then finalized and 10 instructors were informed and invited to have a follow-up interview with the researcher. The interviews were audio recorded upon the approval of the interviewees. The semi-structured interviews were conducted in English and lasted approximately 30 minutes. All the interviews were held face to face in a quiet classroom between the interviewee and the researcher alone. Figure 3.12 shows the timeline for data collection procedure and overview of data collection process.

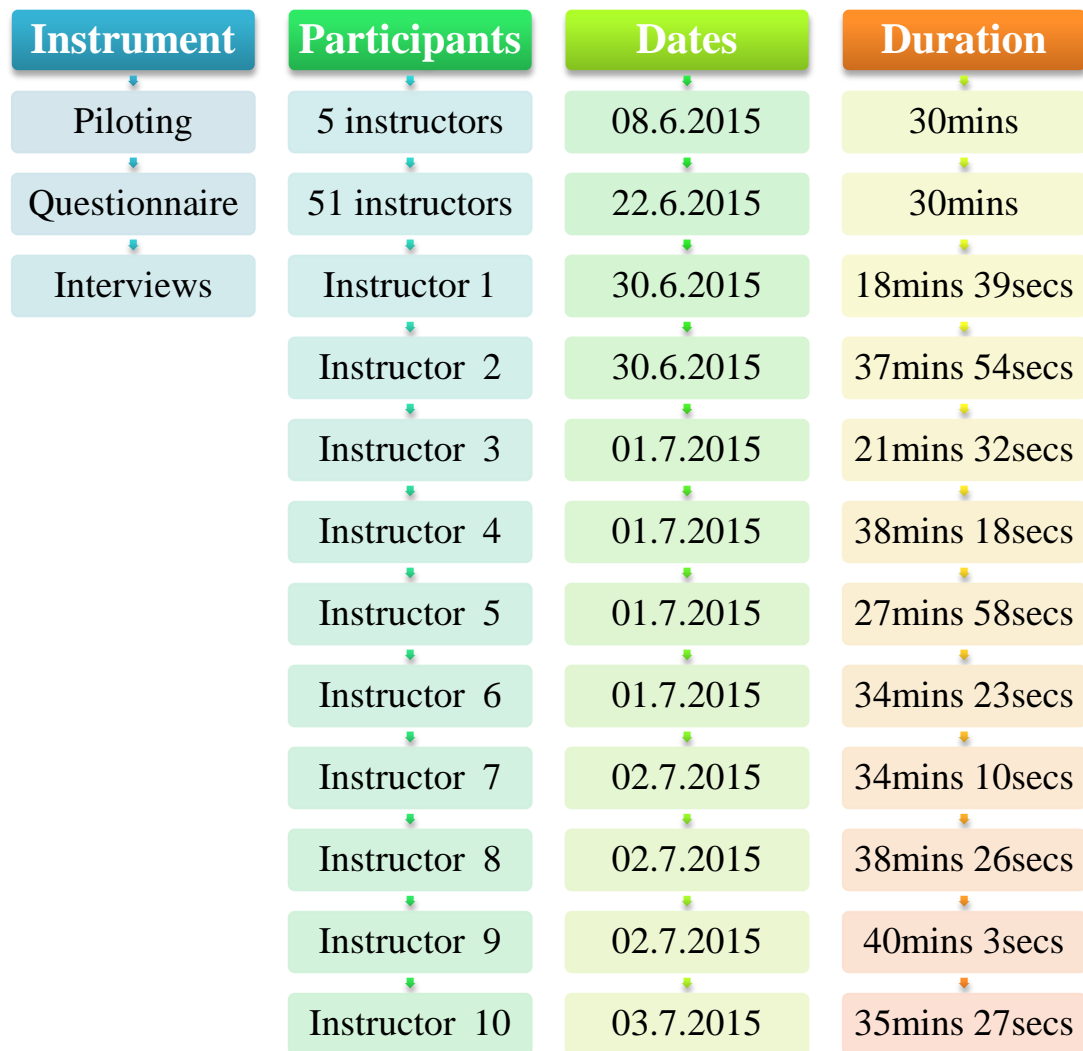


Figure 3.12 Timeline of the Data Collection

3.6 Data Analysis

In this study, both quantitative and qualitative data were gathered and analysed. The quantitative data was collected through the questionnaire and frequency analysis and descriptive statistics via SPSS 20.00 (Statistical Package for Social Sciences) were carried out to analyse the data gathered with the questionnaire.

Qualitative data was obtained through the open-ended question at the end of the questionnaire and the interviews with the instructors. The answers of the open-ended question were written down and the interviews with 10 instructors were transcribed verbatim. To ensure the interrater reliability, another “observer with the same theoretical framework observing the same phenomena” coded 10% of the transcriptions to confirm the interpretations made by the researcher (Cohen, Manion & Morrison, 2007, p. 148) (see Appendix D for one page of the coded transcriptions for inter-rater reliability, p. 209). What is more, for the internal validity of the interviews, member checking was utilized. At that stage, the transcriptions of the interviews were sent to each interviewee separately via e-mail and asked to confirm the accuracy of the transcribed data. They were also offered the opportunity to add further comments, and the researcher proposed them the question if there were any statements that the respondents did not want to include as direct quotations in the study.

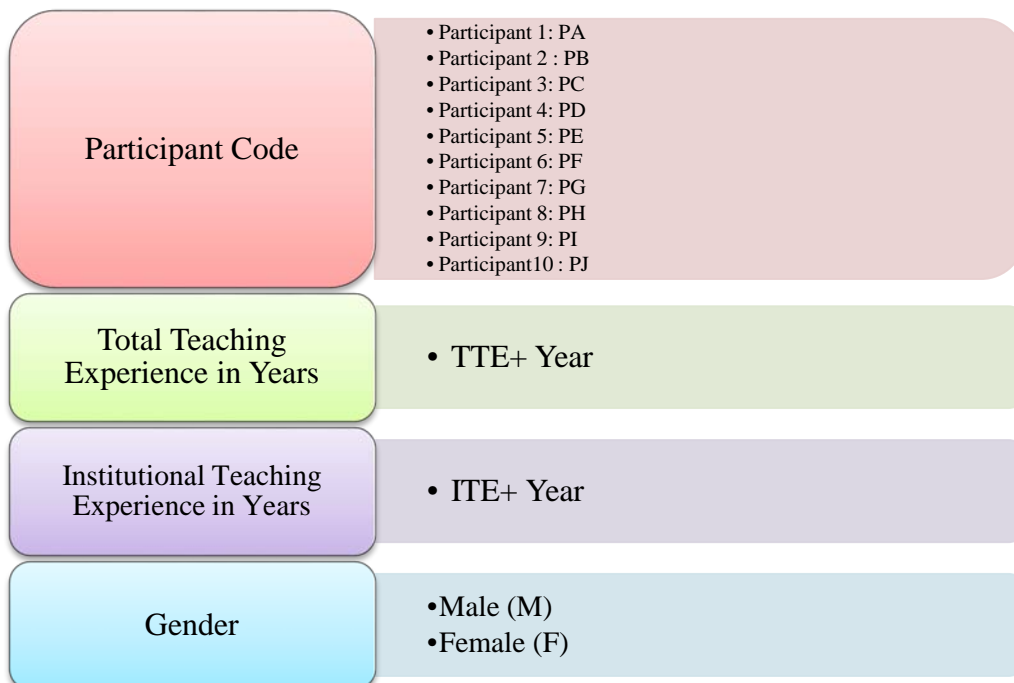
After ensuring validity and reliability, all the answers to the open question were filed, the transcriptions were completed, and they were documented separately and imported to MAXQDA 10 (a qualitative analysis software) to be analysed. For the coding process, the constant comparison method was employed. “In constant comparison method, the researcher compares the new data with existing data and categories, so that the categories achieve a perfect fit with the data” (Cohen, Manion & Morrison, 2007). It is also defined as a process “by which the properties and categories across the data are compared continuously until no variation occurs (Glaser, 1996). While coding the data, open and axial coding were implemented. In open coding, the researcher goes through the data and selects units of analysis to code. Then, the data is coded as perceptions, emotions, and new codes, categories and sub categories were created when necessary, and the codes are integrated until the coding is complete (Cohen, Manion & Morrison, 2007). Strauss & Corbin (1990) define open coding as “the process of breaking down, examining, comparing,

conceptualizing, and categorizing data” (p. 61). With this in mind, immense reading of the qualitative data was done to see the whole picture, and all the documents were coded separately through open coding to determine the categories. As for axial coding, it connects categories and codes and integrates codes around main categories (Cohen, Manion & Morrison, 2007) which is also defined similarly by Strauss & Corbin (1990) who state that axial coding is “a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilizing a coding paradigm involving conditions, context, action/interactional strategies and consequences” (p. 96). Based on this, after the initial coding, the categories were grouped under similar categories to see the bigger picture. As for the last step to organize the data, selective coding was utilized. Strauss & Corbin (1990) define selective coding as “The process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development” (p. 116). In the light of this definition, in that stage, the interrelations between the categories were examined, and these categories were compared with existing data. Finally, the core codes were made clear and further coding and categorizing was applied in order to find out the underlying properties until saturation took place. Creswell (1998) states that “in selective coding, the researcher identifies a “story line” and writes a story that integrates the categories in the axial coding model” (p. 57). After this coding stage is finished, frequency analysis was conducted. The frequency of each code was analysed under the question that it belonged to.

CHAPTER 4

RESULTS

This chapter presents the results of the data analyses obtained from the questionnaire implemented to 51 newly-hired EFL instructors and 10 in-depth semi-structured interviews carried out at a foundation university in Turkey. First, the results of the research question 1 are presented with reference to the instructors' answers in the questionnaire and their perceptions reflected through the interviews. Thus, the findings are demonstrated in terms of both quantitative and qualitative data to answer the first research question. Then, the findings of the research question 2 are introduced through the excerpts from the qualitative data and these are presented without any corrections to maintain the authenticity. The excerpts of the participants reflected through the interviews will be provided in the following format:



Example: PI, TTE5, ITE3, F (Participant 9, Total Teaching Experience of 5 years, Institutional Teaching Experience of 3 years, Female)

Figure 4.1 Explanation of the Format in Relation to the Excerpts of the Participants

Moreover, considering that there is a number of results to be presented, below is a figure (Figure 4.2) to summarize the sequence of how the results will be provided.

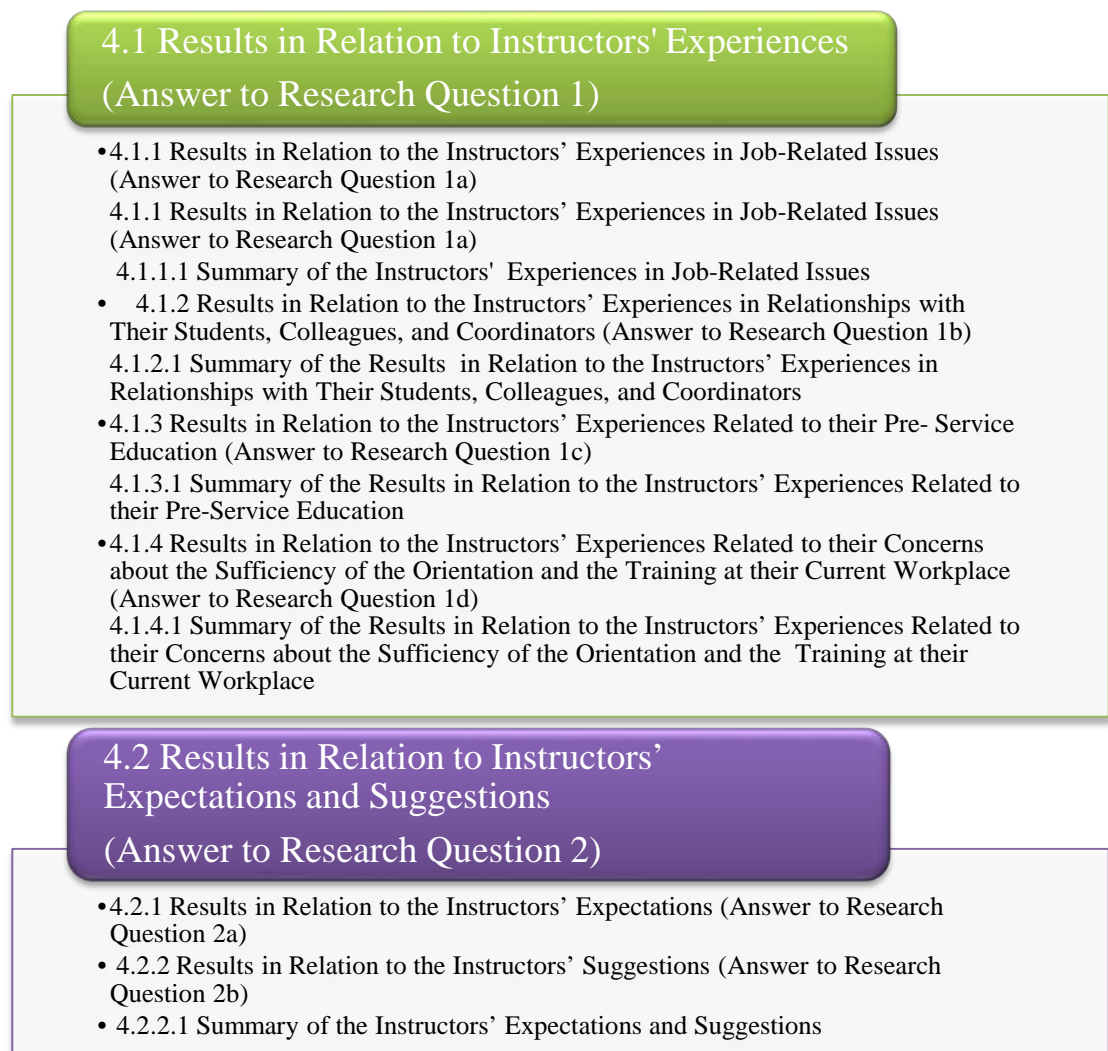


Figure 4.2 Summary of the Sequence of the Results

4.1 Results in Relation to Instructors’ Experiences (Research Question 1)

In relation to the first research question, *based on the perceptions of 51 newly-hired EFL instructors, what are their experiences...* at the present institution, the general perceptions of the newly-hired EFL instructors were investigated under four main categories: *a. job-related issues, b. relationships with their students, colleagues, and coordinators, c. the pre-service education they took as undergraduate students, and d. orientation and the in-service training programme at their current workplace.* In order to answer this question, both quantitative (the questionnaire) and qualitative (the interviews) data were collected and analysed. The findings revealed what kind of positive or negative experiences the newly-hired EFL instructors had and what areas they found challenging to do, or in which areas they felt themselves comfortable and safe. The mean scores, which were calculated as the average value, showed that newly-hired EFL instructors found “socializing with the coordinators” the most challenging of all their experiences ($m= 2.10$) and “being in class on time” ($m= 3.2$) the least challenging compared to other items on the questionnaire (See Appendix E for the full summary of the mean scores of all the items on the questionnaire starting from the most challenging to the least challenging one, p. 211).

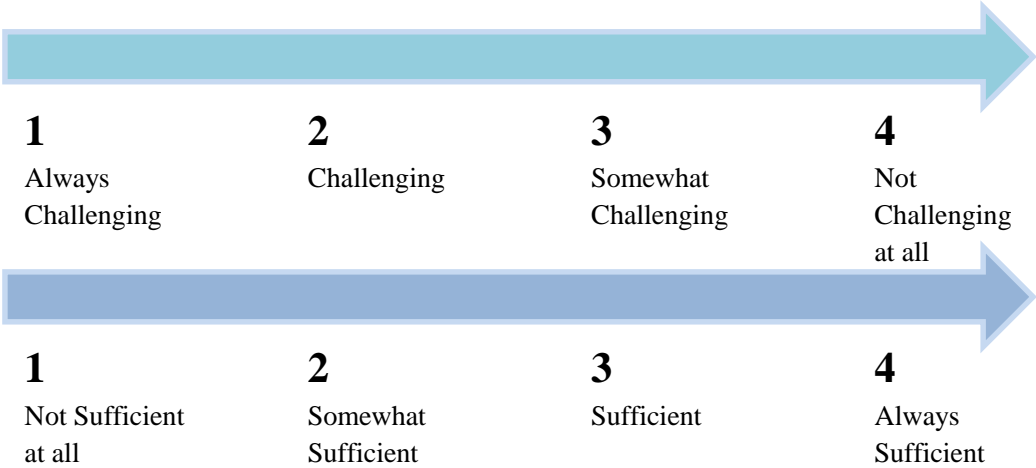


Figure 4.3 Rating Scales for the Questionnaire

4.1.1 Results in Relation to Instructors' Experiences in Job-Related Issues (Answer to Research Question 1a)

The question, *based on the perceptions of the 51 newly-hired EFL instructors, what are their experiences in terms of job-related issues?*, was evaluated through the second part of the questionnaire that included four sub-sections (instructional challenges, subject-matter related challenges, non-instructional challenges, and classroom management) and the excerpts from the interviews with the instructors. There are 46 items in total in this part of the questionnaire to answer the first question with a 4-Point Likert Scale ranging from 1-4 (1= Always Challenging, 2= Challenging, 3= Somewhat Challenging, 4= Not Challenging at all). Except for the Likert-scale items, there is one more column "NA= Not applicable" because not all the instructors have to carry out the same tasks. To illustrate, while the Main Course teachers are responsible for checking students' online homework, Reading teachers do not have to do so; however, they are supposed to comment on students' reading journals or conduct different tasks. Besides, the study was implemented to newly-hired teachers, so they may have not spent sufficient time in the current institution to execute all these responsibilities.

The first section of job-related issues which include 17 statements about the things that the instructors have to manage for their classes related to teaching is about the instructional challenges. Table 4.1 shows the percentage of instructors' ideas on how easy or difficult they find the instructional issues at the workplace.

Table 4.1 Results in Relation to Instructors' Experiences in Job-Related Issues (Instructional Challenges) (Questionnaire)

PART II: JOB-RELATED ISSUES					
A. Instructional Challenges					
	Not Challenging at all %	Somewhat Challenging %	Challenging %	Always Challenging %	Not Applicable %
1. Choosing appropriate methods and techniques as an EFL instructor...	31.4	60.8	7.8	0	0
2. The issue of teaching strategies ...	33.3	56.9	9.8	0	0
3. Getting ready for the class ...	54.9	35.3	7.8	2	0
4. Implementing what I plan ...	29.4	47.1	21.6	2	0
5. Using instructional tools in teaching English...	60.8	31.4	7.8	0	0
6. Using technological tools in teaching English ...	76.5	19.6	3.9	0	0
7. Assigning online homework to students...	21.6	19.6	19.6	35.3	3.9
8. Checking students' written homework ...	21.6	23.5	35.3	15.7	3.9
9. Checking students' online homework ...	23.5	29.4	19.6	23.5	3.9
10. Assessing students' written assignments ...	11.8	29.4	27.5	31.4	0
11. Marking students' exam papers ...	23.5	25.5	43.1	3.9	3.9
12. Assessing students during spoken assessment ...	17.6	60.8	17.6	3.9	0
13. Evaluating students' in-class spoken performance ...	45.1	47.1	5.9	2	0
14. Commenting on students' reading journals ...	21.6	27.5	33.3	11.8	5.9
15. Assessing students' presentations ...	35.3	49	11.8	2	2
16. Writing class reports ...	29.4	29.4	17.6	21.6	2
17. The load of the programme ...	5.9	27.5	39.2	27.5	0

As shown on Table 4.1, the most challenging task related to instructional issues is the load of the programme as only 5.9% ($n= 3$) participants found it not challenging at all which is followed by assessing students' written assignments which is considered as always challenging by 16 participants (31.4%). Additionally, assessing students during spoken performance, assigning students online homework, checking students' written homework, and commenting on students' reading journals are also considered challenging. However, the instructors' using technological tools in teaching English is considered to be the least challenging of all the statements as 76.5% instructors stated it is not challenging at all. Based on the responses of the participants, this item is also considered as one of the least challenging statements of all the items in the questionnaire. Results also show that more than half of the instructors do not find using instructional tools in teaching English (60.8%) and getting ready for class (54.9%) challenging. Similar opinions are also reflected during the interviews.

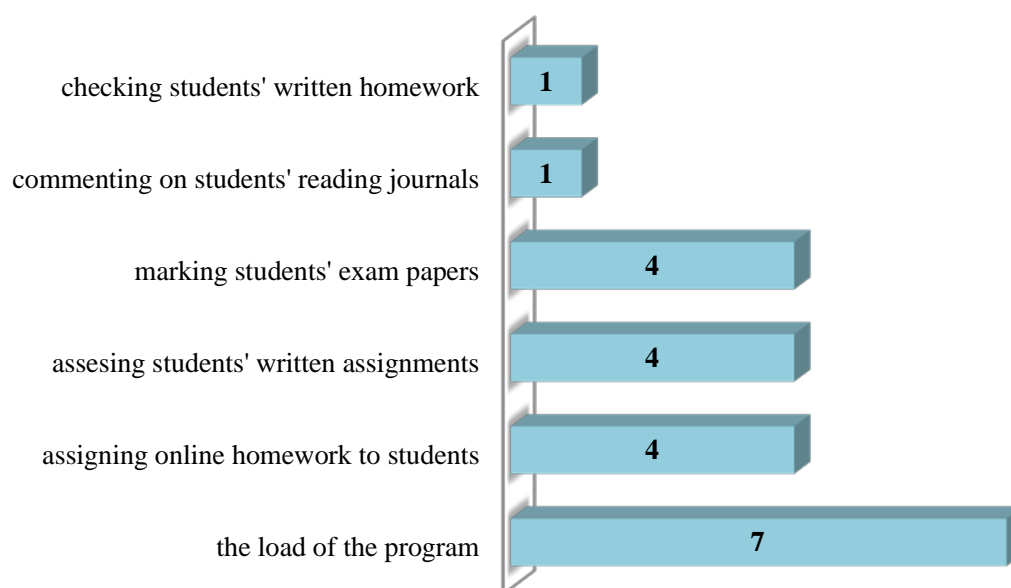


Figure 4.4 Results (*f*) in Relation to Instructors' Experiences in Job-Related Issues (Instructional Challenges) (Interviews)

In terms of workload, the instructors ($n= 7$) stated that not each item in the instructional challenges part, but the tasks as a whole were challenging and it was mostly due to the fact that the tasks took too much time to complete without delay. To illustrate, one of the participants stated that “The load of the programme: everybody said it’s a little bit challenging. When you start working here, you are piled under a lot of workload, so you suffocate” (PH, TTE6, ITE3, F) [*sic*]. The same participant also mentioned not being able to finish all the duties at school and so being obliged to take them home. She said, “You have to do lots of things at school and you have to take them home, but you continue because you have some deadlines. You have to finish, or complete your job until that time”. She also added that assigning online homework was challenging because “the deadline, time is very limited, so we have to do them very quickly, very fast and correctly, so it takes time”. Another participant also asserted, “It’s not challenging, I mean anybody can do it, but it’s time consuming” (PE, TTE5, ITE3, F) [*sic*]. Moreover, one participant highlighted the time concern apart from the work itself and explained:

For me, the challenge is not the tasks that we are carrying out but the challenge is mostly with the time itself. When I consider my private life and the things that I have to do here, mostly I don’t have enough time here to get the things done, so at home, I have to refer to the reading journals, I have to refer to the essays, the paragraphs of the students, and most of the time, I need to seclude myself from my family for some time and do my job, get it done, and then go back home. That was the most challenging thing (PD, TTE17, ITE1, F) [*sic*].

Except for the time issue, one participant found the tasks challenging and mentioned how much difficulty she had while assigning online homework:

Assigning online assignments was the most challenging one in the second term. I didn’t even know the system. For the first time, I was doing and I had to assign lots of different things to lots of different students, and you might make a mistake, but you cannot take it back and because of the lack of a problem in the system, it was not efficient for me. Yeah, online assignments. It was a nightmare for me I can say. It was a really nightmare (PF, TTE1, ITE1, F) [*sic*].

The answers to open-ended question at the end of the questionnaire for further comments revealed similar results. To exemplify, participant 42 with a teaching experience of 11 years and more and working for the institution for more than four years shared:

Generally, all the challenges can be handled easily one by one, but as a whole, they may become a real burden (depending on the sum of the challenges, for sure). For instance, it is not easy to make my class enjoyable for my students if I need to catch up with the pacing; or if I happen to lose some of my class hours to an exam [*sic*].

As for checking students' written homework, the participants teaching writing expressed that giving feedback to students' written portfolio could be difficult as one of the instructors stated:

Written homework, I can say, the portfolios. I really enjoy it actually while grading them, giving feedback, I really liked it but the pace, especially the first term. We were doing two assignments, two homeworks let's say. Students got confused what they were doing. Second of the Unit 8 and then the final of the Unit 7. They didn't know what was going on and it was also very challenging (PF, TTE1, ITE1, F) [*sic*].

On the other hand, maybe because most of the instructors are young or newly-graduates, 39 out of 51 instructors emphasized that using technological tools in teaching English was not difficult. To give an example, one of the participants mentioned, "The least challenging... using technological tools. I love them, so they are not challenging for me" (PJ, TTE2, ITE2, F), and another participant also mentioned, "technology or getting ready for the class. I mean, I was enjoying it. Taking notes, post-its and colourful notes. It was not challenging" (PF, TTE1, ITE1, F) [*sic*].

The second section of job-related issues is about the subject-matter challenges, and it includes 8 statements about the level of difficulty of the skills that the instructors teach at their current workplaces.

Table 4.2 Results in Relation to Instructors' Experiences in Job-Related Issues (Subject-Matter Related Challenges) (Questionnaire)

PART II: JOB-RELATED ISSUES						
B. Subject-Matter Related Challenges						
	Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable	
	%	%	%	%	%	
1. Teaching English to Turkish students...	23.5	47.1	15.7	13.7	0	
2. Teaching English to International students...	15.7	54.9	17.6	11.8	0	
3. Using English as a medium of instruction in my English class...	51	43.1	5.9	0	0	
4. Teaching Grammar as an EFL instructor...	33.3	45.1	21.6	0	0	
5. Teaching Listening as an EFL instructor...	35.3	35.3	27.5	0	2	
6. Teaching Reading as an EFL instructor...	31.4	43.1	17.6	5.9	2	
7. Teaching Speaking as an EFL instructor...	23.5	29.4	33.3	11.8	2	
8. Teaching Writing as an EFL instructor...	27.5	47.1	17.6	7.8	0	

It can be inferred from the table that the least challenging thing to do in terms of subject-matter challenges for the instructors is using English as a medium of instruction in their classes as more than half of the participants ($n= 26$) stated that it is not challenging for them to conduct teaching in the target language. It might be because most of the participants have their BA degrees from the most prestigious universities in Turkey.

It is also understood from the table that teaching Grammar and Listening are not challenging subjects to teach as no participant selected always challenging for these statements. It may be due to the students' and teachers' background in terms of learning English. In most of the schools, especially the state schools, teaching grammar is emphasized more than the other skills. One of the participants expressed this by saying "Grammar is our thing with the Turkish English instructors, so it is not a burden for us" (PH, TTE6, ITE6, F). Likewise, Turkish students are used to being taught grammar, and so they feel more confident in grammar lessons, and it is also easier for teachers especially for the novice ones because there are some specific rules to follow and they feel safer in teaching grammar. Participant B referred to that issue by adding "I didn't know how to teach reading or how to teach writing at the beginning, but when it comes to grammar, it was so easy because there are some specific subjects and then you just teach it in some way or other ways, so that was the easiest one" [*sic*]. On the other hand, some of the instructors (PE and PJ) pointed out during the interview that teaching Grammar, especially teaching Grammar in English can be challenging because of the fact that some students cannot speak or understand English. Another participant (PD, TTE17, ITE1, F) stressed that not maybe teaching Grammar, but being a Main Course teacher is more challenging than being a skill teacher as the Main Course teacher is with the students most of the time and has the responsibility to motivate the students and also has more workload.

As for teaching Listening, participant C commented that "In terms of teaching process, Listening was easy because the steps are easy to follow" and participant H stated, "Listening, students are very good listeners actually. They hear English songs, they hear English movies, so they are good listeners I believe" [*sic*]. Additionally, teaching Grammar and Listening are followed by teaching Reading because only 5.9% of the participants found it challenging. One of the participants mentioned teaching Reading as "For Reading lessons, we teach them a lot of skills, so they know how to do it. Even if they don't know the vocabulary or the meaning of the

sentences, they can answer the questions” (PH, TTE6, ITE6, F) [*sic*]. Thus, it can be inferred that teaching receptive skills are less problematic than teaching productive skills due to the fact that both the teachers and students are familiar with the subjects, vocabulary, rules etc. and just by following and applying the rules, students can succeed without adding anything on their own.

As for the most challenging thing to teach, teaching English to Turkish students has the highest percentage (13.7%) of all the statements in this part as one of the participants mentioned:

I feel like the Turkish students here need rules. They want us to write down the rules on the board and they want us to speak Turkish while we are teaching English most of the time. I can't speak Turkish because there are other foreign students and that's not what we do in this institution because we are trying to teach communicatively. That's why it was a little bit challenging for me. It still is (PE, TTE5, ITE3, F) [*sic*].

Apart from Turkish students, there were two types of international students in the classes. Some international students were Libyan or Iraqi students who came to Turkey to follow their Master's degree and they were placed in separate classes from preparatory class students. Besides, these international students were adult students older than almost all of the teachers. The other international students were undergraduate students studying with prep school students and there were approximately 3-4 international students in each class from a variety of countries. The instructors thought that teaching English to international students was easier than teaching English to Turkish students as they stated on the questionnaire. They expressed that international students, especially Master's students were very motivated and “they know what to do” (PB, TTE1, ITE1, F). However, PI stated:

With international students, we don't have anything in common. Our language is not common, and when you don't have anything in common related to the culture, it makes your job, it makes what you have to do so difficult really because sometimes you wanna talk about an idea, a concept, but they don't

have that concept in their culture. How can I say, they don't know what you are talking about, but you have to give the idea; you have to teach them something so sometimes I just felt lost (PI, TTE5, ITE3, F) [*sic*].

Thus, it can be understood that with Turkish students, the problems may be related to motivation; however, the problems with teaching international students may be due to cultural issues.

The second most challenging skill to teach for the newly-hired EFL instructors is Speaking and Writing which are also called productive skills. However, teaching Speaking is considered to be more challenging compared to teaching Writing. Below is the figure (Figure 4.5) that shows the most challenging statements related to subject-matter issues collected through interviews:

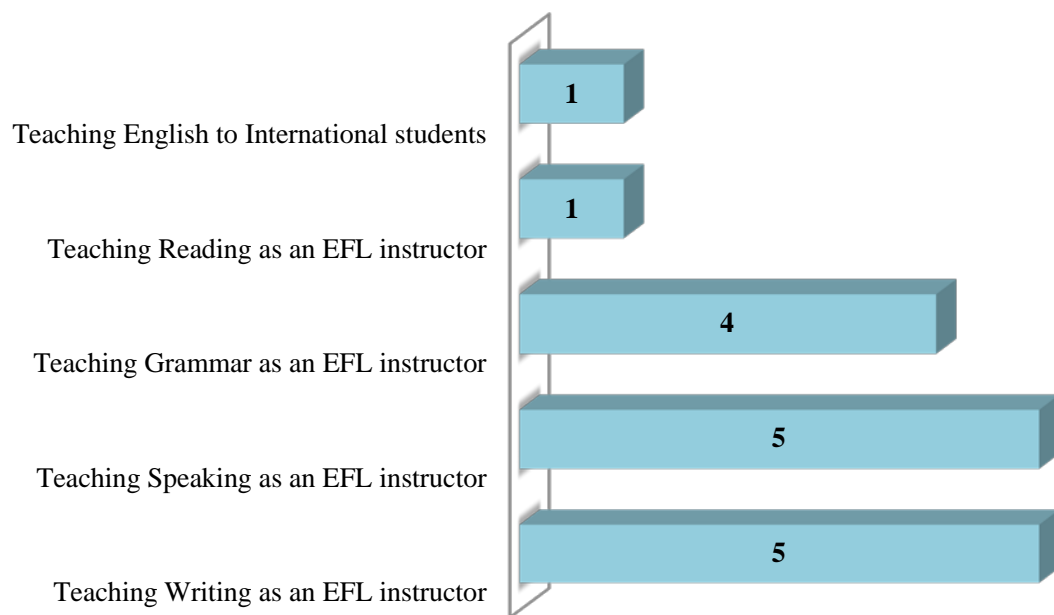


Figure 4.5 Results (*f*) in Relation to Instructors' Experiences in Subject-Matter Related Issues (Instructional Challenges) (Interviews)

During the interviews, the instructors further stated that teaching Writing and Speaking is challenging considering the content, time, and workload. As for the content of the writing, Participant J said, “they find it boring, you need to do something funny and making writing funny is not so easy, but not the teaching. I guess handling the process, making them keep their portfolios, you know, it’s a little bit challenging I think”. Another participant (PG) mentioned, “teaching writing is difficult because students may feel that they are unproductive. They don’t want to produce anything new. For example, you write a sentence on the board and they generally copy it. There is no productivity and no creativity” [sic]. Thus, the participants emphasize the teaching aspect of writing as a challenge which results from students’ reluctance to produce something. Other participants focused more on giving feedback to students’ writing and stated:

The most challenging one is absolutely writing because you should always write advice to the students. They write the first draft and after that you give advice and they write the second draft and you get the paper. Advice is a bit challenging. We have 25 students and lots of papers and it’s very time-consuming (PA, TTE1, ITE1, M) [sic].

Additionally, one of the participants (PB) added, “Writing is a little bit difficult because we need time. Five hours in a week I think is not enough so maybe we can just have more hours for writing and less hours for reading” [sic]. Thus, it can be understood that instructors find writing more challenging than the other skills because of a variety of reasons.

In terms of Speaking, on the other hand, the instructors pointed out to students’ motivational problems and remarked, “If they don’t want to speak, it is also difficult because sometimes they are not motivated. They don’t want to participate. This can also be a little bit challenging. Sometimes I just want to shake them “OK. Tell us something, even a word” but they don’t” (PJ, TTE2, ITE2, F) [sic], and another participant noted:

Our students have a kind of resistance to speak. That's why you need to overcome that barrier, but I don't know why they are so because we never judge them because of their mistakes, but still they sit and they don't want to speak. That's why it's challenging but as a teacher I generally like teaching speaking because I feel the freedom while teaching speaking because there are no borders. (PG, TTE2, ITE2, F) [*sic*].

Therefore, not the teaching generally but handling the process, time, and students' unwillingness to create can sometimes make teaching writing and speaking difficult for the teachers. They reported that they did whatever they could to make teaching these subjects fun and avoid judging students for their mistakes, yet the students sometimes failed to make an attempt to create something in a foreign language maybe due to the Turkish education system that does not train students to write and speak in an organised way even in their native language.

The third part of the questionnaire is related to non-instructional issues in the school and it was compromised of 12 statements about the duties that the instructors need to carry out apart from teaching. Table 4.3 below displays the percentages of the participants' responses:

Table 4.3 Results in Relation to Instructor's Experiences in Job-Related Issues (Non-Instructional Challenges) (Questionnaire)

PART II: JOB-RELATED ISSUES					
C. Non-Instructional Challenges					
	Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable
	%	%	%	%	%
1. Being at work on time ...	66.7	25.5	7.8	0	0
2. Being in class on time ...	84.3	13.7	2	0	0
3. Getting things done on time...	41.2	35.3	21.6	2	0

Table 4.3 Results in Relation to Instructors’ Experiences in Job-Related Issues (Non-Instructional Challenges) (Questionnaire) (Continued)

PART II: JOB-RELATED ISSUES					
C. Non-instructional Challenges					
	Not Challenging at all %	Somewhat Challenging %	Challenging %	Always Challenging %	Not Applicable %
4. Being in the class on time when there is an exam ...	80.4	13.7	3.9	2	0
5. Prioritization among my duties at school...	37.3	37.3	15.7	9.8	0
6. Invigilating classes ...	43.1	45.1	7.8	3.9	0
7. Being a substitute teacher ...	13.7	23.5	35.3	21.6	5.9
8. Having office hours with my students ...	45.1	47.1	5.9	2	0
9. Carrying out extra-curricular tasks ...	11.8	52.9	17.6	5.9	11.8
10. Submitting students’ attendance into the online system ...	21.6	19.6	23.5	27.5	7.8
11. Submitting students’ grades into the online system ...	25.5	21.6	17.6	17.6	17.6
12. Adhering to the dress code...	70.6	23.5	5.9	0	0

From Table 4.3, it can be concluded that submitting students’ attendance into the online system (27.5%) and being a substitute teacher (21.6%) are found to be always challenging. However, being in class on time (84.3%), being in class on time when there is an exam (80.4%), and adhering to the dress code (70.6%) are found to be not challenging at all. In this section of the questionnaire, some of the statements (being a substitute teacher, carrying out extra-curricular tasks, etc.) were not applicable for some instructors as every instructor carries out different responsibilities and most of

the instructors are newly-hired at the current institution. The figure below (Figure 4.6) shows how the results of the questionnaire correlate with the instructors' responses of the interviews:

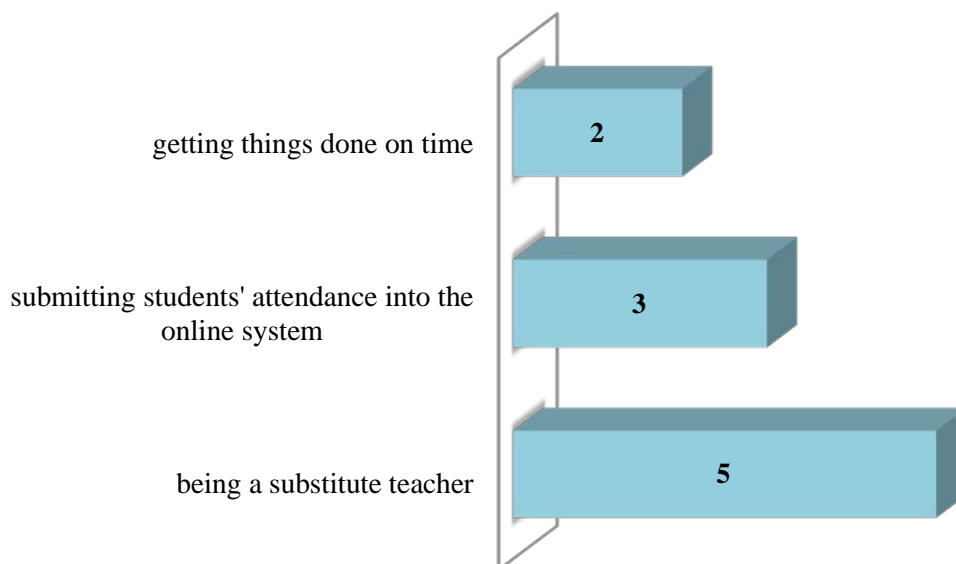


Figure 4.6 Results (*f*) in Relation to Instructors' Experiences in Job-Related Issues (Non-Instructional Challenges) (Interviews)

According to the results of the figure above, the instructors further stated that among all the other statements, being a substitute teacher was sometimes demanding for them as five out of ten instructors said they had problems when teaching as a substitute teacher. To illustrate, one of the interviewees mentioned:

The problem is you don't know what the teacher did previously and maybe you know just the page number to cover, but it's not enough I guess and mostly you don't know the students. This is the most important challenge I guess because I really like to address my students with their names but when you go into a class which is new to you, you cannot do it, so it's a challenging part for me. I don't want to say "you, or the one next to you" (PG, TTE2, ITE2, F) [*sic*].

In addition to not knowing the students and their individual differences as much as their own teachers, another interviewee also stated that because there were sometimes no specific substitute teachers, when an instructor could not come to school, an instructor who did not have a class for that specific hour was assigned to that classroom. It could be any skill that the substitute teacher needed to teach and it could sometimes be a skill that the substitute teacher was not teaching for that current period. As a result, problems occurred because of not knowing the details of the curriculum to teach that skill as well as not having adequate time to get prepared. Below is an excerpt from a participants' interview:

I think the problem with this being a substitute teacher is you are not prepared well. You just come to school in the morning. It's nine o'clock. There is just five minutes for the course and then they just say okay you are a substitute teacher because this teacher didn't come to school and then I just hurry up while going to school and while going to the classroom, I just think about okay. "This is the subject, this is the topic and I will try to teach some grammar or I will try to teach some speaking" maybe in some points, I mean in some situations I was just teaching reading, writing and as a substitute teacher I was sent to a classroom about speaking or listening and I didn't know how to deal with speaking or listening issues because I didn't teach this listening course, so I just check the book or check the programme, but this is not enough I think (PB, TTE1, ITE1, F) [*sic*].

One of the instructors suggested, "maybe we should have some particular substitute teachers because I sometimes have something else to do for my class. Then I have a mail and I have class. Simply, I'm okay with the schedule; I just go and teach them something but sometimes it cannot meet my plans or my own class, so it can be a little bit hard, but it's okay" (PJ, TTE2, ITE2, F) [*sic*]. Thus, because substitute teaching occurred mostly unexpectedly, just before entering the class, the instructors stated that they could not finish their work such as getting ready for their own classes or preparing a material they had planned before.

As for submitting students' attendance into the online system, three out of ten interviewees stated they had a difficulty not because of the work itself, but because of the online system. One of the participants mentioned, "This term we had a little bit problem with the attendance, the online system. I think it was quite hard sometimes, unfortunately for the Main Course teachers. We had to check the system about three times, so it was a waste of time to be honest this semester I think not in general" (PJ, TTE2, ITE2, F) [*sic*]. Hence, the problem was related to that specific term and it was because of the system itself.

All in all, teachers stated that they had no problems with obeying the rules or conducting responsibilities such as adhering to the dress code or coming to class on time; however, they mentioned they sometimes had challenges in carrying out some specific duties.

The last part of the questionnaire includes 9 statements concerning classroom management issues. Although especially the newly-hired instructors during the interviews state that the most challenging area of concern when they first started to teach is classroom management, the questionnaire conducted with 51 instructors reveals that the instructors do not have a lot of difficulties in managing a class. Table 4.4 shows the percentages of the results:

Table 4.4 Results in Relation to Instructors' Experiences in Job-Related Issues (Classroom Management) (Questionnaire)

PART II: JOB-RELATED ISSUES						
D. Classroom Management						
	Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable	
	%	%	%	%	%	
1. Managing students in an EFL class ...	27.5	52.9	15.7	3.9	0	

Table 4.4 Results in Relation to Instructors' Experiences in Job-Related Issues (Classroom Management) (Questionnaire) (Continued)

PART II: JOB-RELATED ISSUES					
D. Classroom Management					
	Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable
	%	%	%	%	%
2. Applying class rules ...	33.3	51	13.7	2	0
3. Deciding on the best way to approach student behaviours ...	33.3	47.1	13.7	5.9	0
4. Managing unruly classes with discipline problems ...	23.5	31.4	37.3	7.8	0
5. Finding solutions to behavioural problems in an EFL class ...	23.5	47.1	27.5	2	0
6. Undertaking leadership or coaching roles in an EFL class ...	41.2	51	5.9	2	0
7. Keeping students on task on difficult assignments ...	9.8	54.9	29.4	5.9	0
8. Getting students work together ...	23.5	47.1	27.5	2	0
9. Making my class enjoyable for all students...	19.6	52.9	25.5	2	0

The table indicates that undertaking leadership or coaching roles in an EFL class is not challenging at all for 21 instructors (41.2%) followed by applying class rules ($n=17$) and deciding on the best way to approach student behaviours ($n=17$). As for the most challenging classroom management problem, the results indicate that managing unruly classes with discipline problems is always challenging for 19 teachers (7.8%). Compared to the other sections of the questionnaire, even the most challenging item in this part is much less challenging than the items in the other parts.

Unlike the results of the questionnaire, the EFL instructors especially the newest ones at the institutions came up with different concerns about classroom management during the interviews.

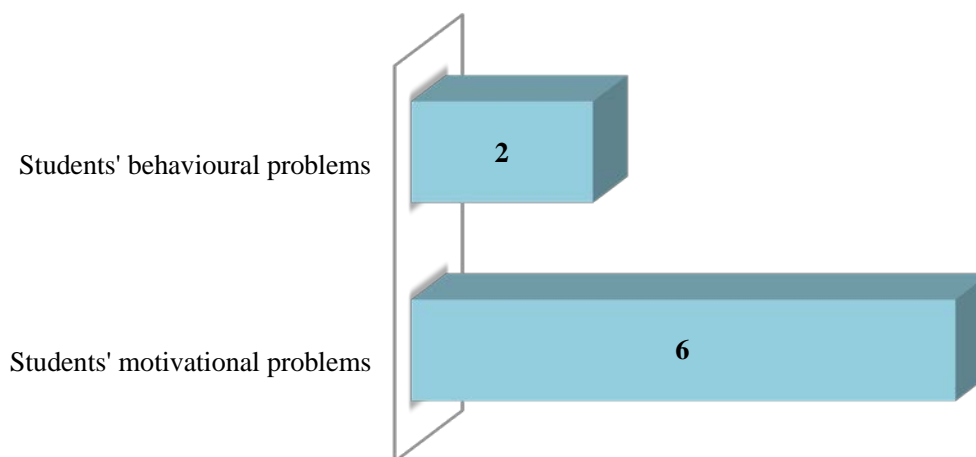


Figure 4.7 Results (f) in Relation to Instructors' Experiences in Job-Related Issues (Classroom Management) (Interviews)

It is also clear on Figure 4.7 that six out of ten instructors mentioned students' motivational problems as part of classroom management. The participants generally indicated that they mostly had well-behaved students and that they did not have discipline problems in most of their classes. However, they sometimes had motivational problems and stated that one reason for this was the schedule's being too loaded. Sometimes the students did not want to do the lessons, but play a game or do something else; however, the teacher had to keep up with the programme. One of the participants mentioned students' motivational problems as:

They wanted to play more games and we didn't have much time. The schedule was very busy, heavy-loaded and I couldn't have time all the time. I didn't like them because they wanted to "for one hour we want to play game" and like this bargaining, so it was a challenge for me (PF, TTE1, ITE1, F) [*sic*].

Another participant mentioned the same issue by adding “Because there is this thing we have to do in one week and in this exact hour, we have to finish this page let’s say, but the students don’t want to do it at that hour. Sometimes I feel like “What should I do now?” “Should I finish this? or should I do something else to get their attention?” I have this problem sometimes” (PE, TTE5, ITE3, F) [*sic*]. Additionally, one participant stated that the students were not motivated to learn English to use in their daily lives, but in order to pass the proficiency exam. Consequently, teaching them something apart from exam skills was difficult. This interviewee said:

The problem is I try to make English as part of their daily life. It’s not just grammar, not just a test. You need to write, read, listen, okay let’s make it better for you, but he says “no. I have an exam. I need to pass it. That’s okay for me. Just help me pass it”, so they don’t care about reading in English or improving their spellings. That was a challenge; we just had to try to make it clear for them. Some of them just get the idea and they just start to do something extra. They started to watch some tv series, or reading in English but most of the class was just okay “teacher, I wanna pass the exam, just don’t tell anything else” so that was also problematic and I think last year I expected a lot from them (PJ, TTE2, ITE2, F) [*sic*].

Some other participants declared that classroom management depended on the students and semesters. Besides, one participant said it was sometimes more difficult to manage departmental students who thought that they were mature enough and they knew everything. Finally, with Master’s students, the teachers indicated that they did not have neither motivational nor behavioural challenges, but there were some cultural issues which made teaching a foreign language harder.

All in all, participants asserted that they did not have major problems in dealing with classroom management. One of them (PI) said that “I feel a little bit insecure at the very first moment but then, thanks to all the experience I’ve had so far, all the professional development, I feel more confident at the same time, so in time, actually in a very short time, you eradicate that feeling and you go on with what you have to do” [*sic*].

4.1.1.1 Summary in Relation to Instructors' Experiences in Job-Related Issues

Table 4.5 below demonstrates the mean scores of Research Question 1a related to teachers' experiences in job-related issues in the institution with ascending values. That is to mean, the statement at the top of the list refers to the most challenging job-related issue and the last statement indicates the least challenging job-related issue of all the four sub-parts. An example of the abbreviations used for the statements is shown below:

PART II: JOB-RELATED ISSUES	
A. Instructional Challenges	17 Statements
B. Subject-Matter Related Challenges	8 Statements
C. Non-instructional Challenges	12 Statements
D. Classroom Management	9 Statements

Example: P2B5 (Part II, Subject-Matter Related Challenges, Statement 5)

Figure 4.8 Summary Chart of the Part II on the Questionnaire

Table 4.5 Summary of the Mean Scores in Relation to Job-Related Issues (Questionnaire)

Part	Statement	N	Mean	Std. Deviation
P2A17	The load of the programme	51	2.12	.887
P2A10	Assessing students' written assignments	51	2.22	1.026
P2A7	Assigning online homework to students	49	2.29	1.190
P2C7	Being a substitute teacher	48	2.31	.993
P2C10	Submitting students' attendance into the online system	47	2.38	1.153
P2A8	Checking students' written homework	49	2.53	1.023
P2A9	Checking students' online homework	49	2.55	1.119

Table 4.5 Summary of the Mean Scores in Relation to Job-Related Issues (Questionnaire) (Continued)

Part	Statement	N	Mean	Std. Deviation
P2A14	Commenting on students' reading journals	48	2.63	.981
P2B7	Teaching Speaking as an EFL instructor	50	2.66	.982
P211	Submitting students' grades into the online system	42	2.67	1.141
P2A16	Writing class reports	50	2.68	1.133
P2D7	Keeping students on task on difficult assignments	51	2.69	.735
P2D4	Managing unruly classes with discipline problems	51	2.71	.923
P2A11	Marking students' exam papers	49	2.71	.890
P2B2	Teaching English to International students	51	2.75	.868
P2C9	Carrying out extra-curricular tasks	45	2.80	.757
P2B1	Teaching English to Turkish students	51	2.80	.960
P2D9	Making my class enjoyable for all students	51	2.90	.728
P2D5	Finding solutions to behavioural problems in an EFL class	51	2.92	.771
P2D8	Getting students work together	51	2.92	.771
P2A12	Assessing students during spoken assessment	51	2.92	.717
P2B8	Teaching Writing as an EFL instructor	51	2.94	.881
P2C5	Prioritization among my duties at school	51	3.02	.969
P2B6	Teaching Reading as an EFL instructor	50	3.02	.869
P2D1	Managing students in an EFL class	51	3.04	.774
P2A4	Implementing what I plan	51	3.04	.774
P2D3	Deciding on the best way to approach student behaviours	51	3.08	.845
P2B5	Teaching Listening as an EFL instructor	50	3.08	.804
P2B4	Teaching Grammar as an EFL instructor	51	3.12	.739
P2C3	Getting things done on time	51	3.16	.834
P2D2	Applying class rules	51	3.16	.731
P2A15	Assessing students' presentations	50	3.20	.728

Table 4.5 Summary of the Mean Scores in Relation to Job-Related Issues (Questionnaire) (Continued)

Part	Statement	N	Mean	Std. Deviation
P2B4	Teaching Grammar as an EFL instructor	51	3.12	.739
P2A1	Choosing appropriate methods and techniques as an EFL instructor	51	3.24	.586
P2A2	The issue of teaching strategies	51	3.24	.619
P2C6	Invigilating classes	51	3.27	.777
P2D6	Undertaking leadership or coaching roles in an EFL class	51	3.31	.678
P2A13	Evaluating students' in-class spoken performance	51	3.35	.688
P2C8	Having office hours with my students	51	3.35	.688
P2A3	Using English as a medium of instruction in my English class	51	3.39	.777
P2A3	Getting ready for the class	51	3.43	.728
P2A5	Using instructional tools in teaching English	51	3.53	.644
P2C1	Being at work on time	51	3.59	.638
P2C12	Adhering to the dress code	51	3.65	.594
P2A6	Using technological tools in teaching English	51	3.73	.532
P2C4	Being in class on time when there is an exam	51	3.73	.635
P2C2	Being in class on time	51	3.82	.434

In the light of the table shown above (Table 4.5), it can be concluded that the three most challenging tasks related to job-related issues are about instructional issues (the load of the programme, assigning students written assignments, and assigning online homework to students). On the contrary, the two least challenging items refer to non-instructional issues (being in class on time when there is an exam and being in class on time). Additionally, the most challenging item, the load of the programme, has a mean score of 2.12 and the least challenging item, being in class on time, has a mean score of 3.82 out of four. Thus, although even the most challenging item does not have a high mean score to conclude that this item is very challenging for the

participants, it can be mentioned that there is a large discrepancy between the most and least challenging items.

4.1.2 Results in Relation to Instructors' Experiences in Relationships with Their Students, Colleagues, and Coordinators (Answer to Research Question 1b)

To answer the research question 1b: *based on the perceptions of the 51 newly-hired EFL instructors, what are their experiences in terms of their relationships with their students, colleagues, and coordinators?*, the results collected through the third part of the questionnaire with three sub-sections (relationships with students, relationships with colleagues, and relationships with coordinators) and the excerpts from the interviews with the instructors were evaluated. For the questionnaire, there were 21 items in total in this part with a 4-Point Likert Scale ranging from 1-4 (1= Always Challenging, 2= Challenging, 3= Somewhat Challenging, 4= Not Challenging at all). Except for the Likert-scale items, there was one more column "NA= Not applicable" because not all the situations were valid for all the instructors.

All in all, participants articulated that they had very good relationships with their students and colleagues, yet they sometimes found the relationships with the coordinators challenging. It is surprising that although instructors' relationships with their students ($m= 3.55$) and their relationships with their colleagues ($m= 3.65$) have the two highest mean scores of the questionnaire, their relationships with the coordinators ($m= 2.55$) has a much lower mean score, the second lowest mean score of all the parts in the questionnaire. The results of the questionnaire also correlated with the results of the interview.

The first sub-section of Part III (Relationships) is related to the participants' relationships with their students which included six statements to describe how

newly-hired EFL instructors relate themselves to their students. Partly due to most of the students' being scholarship students and their studying at departments where the medium of instruction is 100% English, the students are aware of the importance of learning a foreign language. They are also generally well-behaved students with little or no background knowledge of English as they come from middle class families. Table 4.6 below shows the percentages of the instructors' relationships with their students:

Table 4.6 Results in Relation to Instructors' Relationships with Their Students (Questionnaire)

PART III: RELATIONSHIPS					
A. Relationships with Students					
	Not Challenging at all %	Somewhat Challenging %	Challenging %	Always Challenging %	Applicable %
1. Learning the students' names and calling them by name ...	72.5	17.6	5.9	3.9	0
2. Establishing a positive relationship with students ...	80.4	17.6	2	0	0
3. Dealing with students' language development ...	45.1	45.1	9.8	0	0
4. Perceiving individual differences ...	58.8	31.4	9.8	0	0
5. Communicating with the foreign students ...	72.5	19.6	3.9	3.9	0
6. Providing personal support to my students...	64.7	25.5	9.8	0	0
7. Guiding students and giving professional advice ...	64.7	27.5	7.8	0	0
8. Motivating my students adequately in terms of promoting learning English...	41.2	43.1	9.8	5.9	0
9. Determining the limits of my relationship with my students...	74.5	21.6	3.9	0	0
10. Being respected as an English instructor...	70.6	25.5	3.9	0	0

It is demonstrated on the table (Table 4.6) that the percent of participants selecting always challenging is 5.9 at most which is quite low compared to other sections on the questionnaire. It is also obvious that the most challenging statement is motivating my students adequately in terms of promoting learning English with a percentage of 41.1 (not challenging at all) and the least challenging thing is establishing a positive relationship with my students (80.4%) which is followed by determining the limits of my relationship with my students (74.5%).

The interviews also yielded similar results. The participants highlighted the motivational problems as was also emphasised in the classroom management part. One of the participants uttered:

About language learning motivation, I think they are less motivated because they have this technology in their hands and they lose their attention in the beginning of the lesson, so I think it is about technological devices. I'm not against technological devices in the classroom; I use them a lot. I want to use it; you cannot ignore them, but you should have some limits or some kind of rules that we can have in all the school not only for one classroom (PH, TTE6, ITE6, F) [*sic*].

Therefore, the participants argued that the motivational problems derived from technology. Almost all the students in the classes had smart phones and they could reach any information in seconds. Furthermore, their smart phones became a part of their lives and they could not do without them. Although this provided the students with beneficial sides such as looking a word up from a dictionary, the students sometimes wanted to use their mobiles to play games, surf the internet, or go through social networking sites. Because of all these, they could sometimes lose patience and energy to learn a foreign language and instead of focusing on the lessons, they wanted to play games or do other things not related with the activities in the class. However, in terms of behaviour and the relationships, almost all the participants stated that they had no major problems. One participant (PD) asserted, "I was

satisfied in terms of that issue. And mostly I have positive experiences with my students in the class” [*sic*] and another participant (PG) said “I really like them” [*sic*].

The second sub-section of Part III (Relationships) is related to relationships with colleagues including six statements. Table 4.7 below shows the percentages of this section.

Table 4.7 Results in Relation to Instructors’ Relationships with Their Colleagues (Questionnaire)

PART III: RELATIONSHIPS						
B. Relationships with Colleagues						
	Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable	
	%	%	%	%	%	
1. Being a novice teacher among experienced instructors of EFL	52.9	31.4	7.8	0	7.8	
2. Developing positive relationships with my colleagues ...	74.5	21.6	3.9	0	0	
3. Engaging in a professional sharing with my colleagues ...	76.5	19.6	3.9	0	0	
4. Working collaboratively with my colleagues ...	74.5	25.5	0	0	0	
5. Sharing my ideas with my colleagues openly ...	62.7	25.5	11.8	0	0	
6. Socializing with my colleagues ...	76.5	19.6	3.9	0	0	

In sum, it can be concluded that the instructors at the institution are in good terms with their colleagues as no one selected always challenging for any of the items and the most challenging thing for the instructors was found to be sharing their ideas with their colleagues openly as 11.8 % ($n= 6$) of the participants found it challenging which is followed by being a novice teacher among more experienced EFL

instructors at the institution (7.8%). Moreover, there were four instructors who found being a novice teacher among more experienced instructors of EFL not applicable as these instructors are the ones who started to work for the institution when it was first founded. That is to mean, there were no experienced EFL instructors at the Department of Foreign Languages, and all these four instructors were novices at the institution. Compared to other items in the other sections, the first item has a very low frequency. On the other hand, the participants reported that the least challenging situations related to their relationships with their colleagues are engaging in a professional sharing and socializing with their colleagues as 76.5 % of the participants stated that they are not challenging at all.

Accordingly, the results of the interviews also revealed similar results. All the participants mentioned there is a welcoming and supportive environment among instructors and it was also reported that both the student profile and collegial support are the two best things at the institution. Participant E supported this by saying:

That's what I like best about this institution. Everybody here tries to help their colleague. In some institutions, we heard this. They don't want that their colleague gets the best, but, here, in this institution, we always protect our colleagues. In any case, let's say, we don't want to say "You did mistake here", but we want to help them, why she did this mistake and how we can overcome this mistake. I felt like this when I came here, now that's the same. So, that's what I like the most (PE, TTE5, ITE3, F) [*sic*].

One of the participants (PJ) stated that it is due to the ages of the instructors being very near to each other and another participant (PH) argued it is because "we started working here at the same time or we studied in the same school. All of them are very friendly" [*sic*]. Every year, five to ten instructors are recruited at a time and these newly-hired EFL instructors are young and fresh newly-graduates who seek for guidance and support. One of the participants (PI) even put forth that it is this "peaceful and happy environment" that keeps her stay in this institution. She articulated the following things:

The best thing about our university is that we have good relationship with our colleagues. I don't know but last year I was accepted to another university, but after I was accepted, I felt so sorry. I didn't wanna quit my job here and the most important think that made me think like that was my relationship with my colleagues here because I love them. I think everyone doesn't have such an opportunity in their workplaces. We have very good and close relationships, we can ask everything. We don't have any question marks in our minds when we wanna ask something. We just say "I don't know this", "What can I do here?", "What am I supposed to do here?", so it's such a wonderful feeling and it's a good opportunity for us. Because of that I can say that it's one of the most important, the most beautiful things that makes this university, how can I say, very good and a very good workplace. I love it here, I love my relationship with my colleagues and I feel secure thanks to them, friends and colleagues at the same time. We share our academic experience, but we share some private things, too (PI, TTE5, ITE3, F) [*sic*].

However, although being a novice teacher among more experienced EFL instructors was the least challenging statement in this section, the interviewees reported the opposite. To exemplify, one participant mentioned:

I just realized that the old teachers are helping a lot in this university. I don't know much about the other universities, but in this university, yes there are so many instructors but they are helping each other a lot. Okay, the topic is not important. I mean we have different problems. But this doesn't matter, they just help a lot. When I first came to this school, I just worried about this situation, but now I know that, okay, when I have a problem yes I would find someone to help me. So I don't know why maybe, but everybody is helpful in this school (PB, TTE1, ITE1, F) [*sic*].

In a nutshell, no participant shared a negative experience in terms of colleagues in the institution, and they uttered that whenever they asked a question to any colleague, the people were always "eager to help". Lastly, it was recorded that they are always in touch with each other and they meet outside as well and talk about different issues apart from the school. First they become colleagues, then they become partners, and they become friends in the end.

As for the third sub section of this part named as relationships, there are five statements explaining the instructors' experiences with the coordinators in the school. To explain the relationship better, there is one Curriculum and Testing unit coordinator assigned for each level and this coordinator is responsible for everything related to that level from the syllabus, material, testing to the orientation of newly-hired instructors and dealing with student problems. Unlike the mean scores of instructors' relationship with their students ($m= 3.55$) and colleagues ($m= 3.65$), the mean score of their relationships with coordinators ($m= 2.55$) was found to be quite lower, the second lowest mean score after the sufficiency of the in-service training programme ($m= 2.31$). Below is a more detailed table (Table 4.8) with the percentages:

Table 4.8 Results in Relation to Instructors' Relationships with the Coordinators (Questionnaire)

PART III: RELATIONSHIPS					
C. Relationships with Coordinators					
	Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable
	%	%	%	%	%
1. Expressing my views freely during weekly meetings ...	29.4	31.4	21.6	17.6	0
2. Communicating sincerely with my coordinators when I make a mistake ...	19.6	31.4	21.6	27.5	0
3. Socializing with my coordinators ...	11.8	23.5	23.5	37.3	3.9
4. Asking questions to my coordinator when there is something unclear ...	49	11.8	19.6	19.6	0
5. Giving feedback to my coordinators about the programme ...	29.4	29.4	13.7	27.5	0

It can be clearly seen on the table that the most challenging thing in terms of relationships with the coordinators is socializing with the coordinators as 37.3% of the participants expressed it as always challenging. This statement also has the lowest mean score ($m= 2.10$) of all the items in the whole questionnaire. Two instructors found this statement not applicable as they said they had never had a chance to socialize with the instructors, so they have no idea whether it is challenging or not. This statement was followed by communicating sincerely with my coordinators when I make a mistake and giving feedback to my coordinators about the programme (27.5%). However, asking questions to my coordinator when there is something unclear is reported to be the least challenging statement as almost half of the instructors (49%) said it is not challenging at all.

During the interviews, the participants shared positive, negative and neutral opinions towards the coordinators. In terms of positive perceptions, the participants emphasized the least challenging item on the questionnaire, which is about asking questions to coordinators. One participant (PJ) mentioned, “As for the coordinators, I think they are very helpful. When we first came here, we talked about the orientation programme. They answered all of our questions, gave adequate information about many different things” [*sic*] and another one (PI) stated, “Whenever I go there to ask something, I don’t have any problems; I can talk about that. Whenever I feel confused about something to do, they help me” [*sic*]. Besides, Participant F also added “I can go directly without any hesitation and I fully trust them that they would help me and they are totally friendly about it and helpful” [*sic*].

In contrast, most of the other participants ($n= 8$) referred to the challenges in their relationships with their coordinators. Although some of them found asking questions to the coordinators easy as indicated above, some others claimed they may sometimes feel afraid or not confident when asking questions. To give an example, one participant mentioned:

I'm asking these kinds of questions to my colleagues. It would be easier for me to ask them instead of asking them to my coordinators, but sometimes it could be confusing and there may be some unclear things, so it is good to ask them if there is a situation which is unclear, but sometimes I have difficulty in asking something to them. I feel inconfident in front of them sometimes because if I make a mistake or if there is something which is unclear or there is something which I misunderstood, when I go to their room and... Actually, they are friendly, there is no problem, but I don't know why but I feel sometimes... eee... How can I say... inconfident yeah let's say. Sometimes, I'm afraid... (PC, TTE1, ITE1, F) [*sic*].

In terms of not being comfortable, participant 32 with a teaching and institutional experience of two years responded to the open-ended question on the questionnaire by adding "I want to add a comment about the coordinators. I expect to collaborate more about the programme. When we present an idea about a topic related to the programme, I would like to be taken more seriously" [*sic*].

Another challenge that was recorded was about making mistakes as was also emphasized in the questionnaire. One participant uttered, "Sometimes I'm afraid to make a mistake because the manner can be a little bit strict about making mistakes. When you forget to sign something or you can do something wrong, it's a little bit... I don't feel comfortable to be honest when I make a mistake. That can be a problem for me" (PJ, TTE2, ITE2, F) [*sic*]. Another participant (PH) mentioned, "Of course they have lots of instructors, they have lots of things to do, they work very hard, and we try to understand them, but when there is problem, their reaction is a little bit too harsh, so people are scared of this. They are not scared of the problem or the mistake. They are scared of the reaction" [*sic*]. Some other instructors mentioned that there is not a problem, but distance between the instructors and coordinators. Some of these instructors thought it should be the way it is and some others indicated that this needs to be changed. One participant shared:

In terms of coordinators, I also feel that there's a kind of problem. Maybe it's not a problem; it's a kind of distance. I don't want to call it a problem. Of

course they are coordinators and we are teachers. Of course we have to have a formal relationship. So I can accept it, but still I can feel the distance. For example, I can just enter one of my colleagues' office and I can just start chatting with her or with him, but it's not the case with the coordinators. That's normal, but still I mean you can feel the distance (PG, TTE2, ITE2, F).

Partly due to the distance or being afraid of the reaction, the participants reported they felt pressure. One of them (PG) explained:

In terms of working, sometimes I feel some pressure. Maybe I feel that if I do something wrong, what would they do to me? I can feel it because I had some bad experiences. I learned from my bad experiences, but I remember my feelings; I felt really bad at that time. I mean my first year. That's why it's in a way, distance and pressure we can say (PG, TTE2, ITE2, F) [*sic*].

What is more, some instructors said the perceptions on relationships may change according to the personality traits of the coordinators. With some of them, they asserted that they have no problems; however, with some others they may have some problems due to personality issues. One participant referred to this as:

I cannot say that with all of them I still have the same relationship because it may change and that's okay I think, but, with one of them, I still have the best relationship. Maybe that's because of her personality and my personality let's say because we think that work is work, it's here, but outside we can be the best friends, so it doesn't interfere with this, but here, yes, that's a professional institution, so if that's your coordinator and if you are an instructor here, if you have to behave like this, that's okay for me, but I feel like, for the newly-hired instructors, not for me because they are my friends, so I feel relaxed. I just knock their door and get into that room. For the newly-hired instructors, they feel a little bit... I don't want to say that word but afraid because they don't want to make mistakes and when they make mistakes, I don't think they are welcomed. They don't, not all the coordinators, let's say, but for some of them, they feel like they did the most terrible thing in the world. They feel like this, so they don't feel as comfortable as I do (PE, TTE5, ITE3, F) [*sic*].

Apart from the character traits of the coordinators, one instructor highlighted some attitude challenges. As the interviewee discussed:

Some of them may get angry easily. At this point, they just forget we are also teachers just like them, so at this point, they just keep calm and then let's say talk in a good way because some of the teachers here are older than the coordinators. I had so many problems about many different subjects, but when I talk about the problems to coordinators, they just try to help, so but there are some teachers here having some problems like this attitudes, so the problem is the attitude of the coordinators when a problem occurs. (PB, TTE1, ITE1, F) [*sic*].

It can be seen that the instructors who are afraid are generally young instructors who have one or two years of total teaching experience. When compared to these young, newly-graduated instructors, more experienced instructors said that although they had the same feeling in initial years, they have learned from their experiences and do not have the same feeling any more. One participant argued:

About the coordinators, I think it might be about the age because newly-hired instructors are younger than us. It could be about respect, but these days, the coordinators, test office and the curriculum, everybody in the office is like above us. They have some bigger responsibilities. They decide things on their own. They decide everything for us. That's why it's not linear right now and the office looks above. I don't have the same feeling today, but I had the same feeling at the beginning because it was like a commission making the rules for us, so if we break them, we thought something bad will happen to us. I felt the same actually (PH, TTE6, ITE6, F) [*sic*].

In short, it can be concluded that mostly because of most instructors' being very young and inexperienced, they may not feel self-confident enough and may be afraid of making mistakes; however, their feelings change and they feel more self-confident with the coordinators when they gain more experience.

4.1.2.1 Summary of the Results in Relation to Instructors' Experiences in Relationships with Their Students, Colleagues, and Coordinators

The percentages of the newly-hired EFL instructors' experiences in terms of their relationships with students, colleagues, and coordinators were provided in previous

parts. However, in order to have a bigger picture of this part that answers the research question 1b, the mean scores of all the items are listed below on Table 4.9. The mean scores of the whole part are listed with ascending values which means that the first statement refers to the most challenging thing about relationships and the 21th item refers to the least challenging thing in terms of their relationships. An example of the abbreviations used for the statements is shown below:

PART III: RELATIONSHIPS	
A. Relationships with Students	10 Statements
B. Relationships with Colleagues	6 Statements
C. Relationships with Coordinators	5 Statements

Example: P3C2 (Part III, Relationship with Coordinators, Statement 2)

Figure 4.9 Summary Chart of the Part III on the Questionnaire

Table 4.9 Summary of the Mean Scores in Relation to Relationships (Questionnaire)

Part	Statement	Std.		
		N	Mean	Deviation
P3C3	Socializing with my coordinators	49	2.1	1.07
P3C2	Communicating sincerely with my coordinators when I make a mistake	51	2.43	1.1
P3C5	Giving feedback to my coordinators about the programme	51	2.61	1.19
P3C1	Expressing my views freely during weekly meetings	51	2.73	1.08
P3C4	Asking questions to my coordinator when there is something unclear	51	2.9	1.22

Table 4.9 Summary of the Mean Scores in Relation to Relationships (Questionnaire) (Continued)

Part	Statement	N	Mean	Std. Deviation
P3A8	Motivating my students adequately in terms of promoting learning English	51	3.2	0.85
P3A3	Dealing with students' language development	51	3.35	0.66
P3B1	Being a novice teacher among experienced instructors of EFL	47	3.49	0.66
P3A4	Perceiving individual differences	51	3.49	0.67
P3B5	Sharing my ideas with my colleagues openly	51	3.51	0.7
P3A6	Providing personal support to my students	51	3.55	0.67
P3A7	Guiding students and giving professional advice	51	3.57	0.64
P3A1	Learning the students' names and calling them by name	51	3.59	0.78
P3A5	Communicating with the foreign students	51	3.61	0.75
P3A10	Being respected as an English instructor	51	3.67	0.55
P3A9	Determining the limits of my relationship with my students	51	3.71	0.54
P3B2	Developing positive relationships with my colleagues	51	3.71	0.54
P3B6	Socializing with my colleagues	51	3.73	0.53
P3B3	Engaging in a professional sharing with my colleagues	51	3.73	0.53
P3B4	Working collaboratively with my colleagues	51	3.75	0.44
P3A2	Establishing a positive relationship with students	51	3.78	0.46

It can be concluded from Table 4.9 that the first five most challenging items are related to the section about instructors' relationship with coordinators and the mean scores change from 2.1 to 2.9 out of four. Following these statements, the mean scores change dramatically and the least challenging item in this part has a mean score of 3.78 out of four which can be considered a very high score. Of all these three sub-parts, instructors' relationships with their colleagues are found to be least challenging with a mean score of 3.65. This is followed by their relationships with their students with a mean score of 3.55 and the most challenging sub-part is found to be their relationships with their coordinators with a mean score of 2.55 out of four.

4.1.3 Results in Relation to Instructors' Experiences in Their Pre-Service Education (Answer to Research Question 1c)

In order to answer the research question 1c, *“based on the perceptions of 51 newly-hired EFL instructors, what are the newly-hired EFL instructors' experiences in terms of pre-service education that they took as undergraduate students?”*, the fourth part of the questionnaire (Perceptions on the Pre-Service Education) and the interviewees with ten instructors were evaluated and analysed. There were 13 items in this part of the questionnaire with a 4-Point Likert Scale ranging from 1-4 (1= Not Sufficient at all, 2= Somewhat Sufficient, 3= Sufficient, 4= Always Sufficient). Except for the Likert-scale items, there was one more column “NA= Not applicable” considering that the instructors may not have had the chance to have access to all the items on the questionnaire as they graduated from a variety of universities. Table 4.10 on the following page shows the percentages related to instructors' perceptions in terms of their pre-service education as their BA degrees.

Table 4.10 Results in Relation to Instructors' Perceptions on Their Pre-Service Education (Questionnaire)

PART IV: PERCEPTIONS ON THE PRESERVICE EDUCATION A. Sufficiency of the Preservice Education	Not Sufficient at all	Somewhat Sufficient	Sufficient	Always Sufficient	Not Applicable
	%	%	%	%	%
1. In introducing the profession...	9.8	31.4	23.5	35.3	0
2. In preparing me for the profession as an EFL instructor...	15.7	19.6	27.5	37.3	0
3. In the issue of instructional planning...	15.7	19.6	27.5	37.3	0
4. In the issue of teaching methods and techniques...	9.8	15.7	23.5	51	0
5. In the issue of evaluating student achievement...	21.6	23.5	27.5	27.5	0
6. In the issue of classroom management...	21.6	17.6	23.5	37.3	0
7. In overcoming instructional difficulties...	17.6	25.5	29.4	27.5	0
8. In the issue of guiding the students...	19.6	19.6	25.5	35.3	0
9. In considering individual differences of the students...	17.6	21.6	27.5	33.3	0
10. In making teaching more attractive for the students...	15.7	15.7	25.5	43.1	0
11. In using course book and materials...	13.7	23.5	33.3	29.4	0
12. In providing resources for Professional development...	23.5	21.6	31.4	23.5	0
13. In gaining a teacher identity...	21.6	17.6	27.5	33.3	0

The results of the questionnaire indicate that, in terms of the participants' perceptions on their pre-service education, the most sufficient part of the participants' bachelor's

degree was found to be the sufficiency of their undergraduate education in the issue of teaching methods and techniques with 51% followed by its sufficiency in making teaching more attractive for the students with 43.1%. However, they found their undergraduate courses the most insufficient in providing resources for professional development as 23.5% of the participants stated it is not sufficient at all. No participants selected not applicable for this section.

Some of these issues were mentioned during the interviews with the instructors together with new ideas. The following two figures (Figure 4.10 and Figure 4.11) explain the instructors' perception on how sufficient they found their pre-service education. The first figure below (Figure 4.10) depicts the sufficient parts of the classes they took when they were undergraduate students.

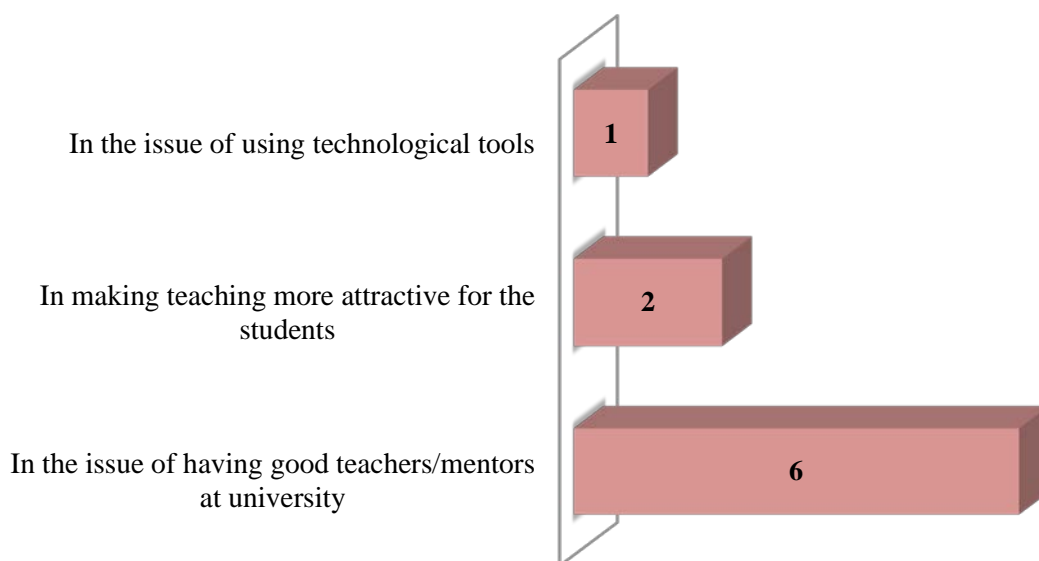


Figure 4.10 Results (f) in Relation to Instructors' Perceptions on the Sufficiency of Their Pre-Service Education (Interviews)

The most frequent thing ($n= 6$) that the instructors uttered during the interviews was that they had very good teachers at university or mentors they had for practice teaching. It was stated that both the teachers' approach and the issue of teaching methods and techniques were the best things about their pre-service education. One participant mentioned, "It was sufficient because I had a good teacher at school both the university and the other school for pre-service training, so I was happy while working with two of them. I feel I was lucky about this" (PB, TTE1, ITE1, F) [*sic*]. Another participant said, "The best thing I've learned is self-confidence I can say because of the encouraging teachers. Also, my mentor taught me really great about everything. I also I can say that I learned a lot there" (PF, TTE1, ITE1, F) [*sic*].

Moreover, two teachers reported that their pre-service education was quite sufficient in terms of making teaching more attractive for the students in line with the results of the questionnaire. One participant referred to that issue by commenting:

It was about warm-up and ice-breakers in the classroom. I didn't have any problems about how I teach this. I think I was really good at them even if it was in the beginning, but I think I learned lots of things about warm up. That importance was told a lot; we spoke about it a lot, so I think I'm very confident about warm up (PH, TTE6, ITE6, F) [*sic*].

In contrast, participants also stressed the weak points related to their pre-service education. Figure 4.11 shows the components of the undergraduate programme that were found to be insufficient.

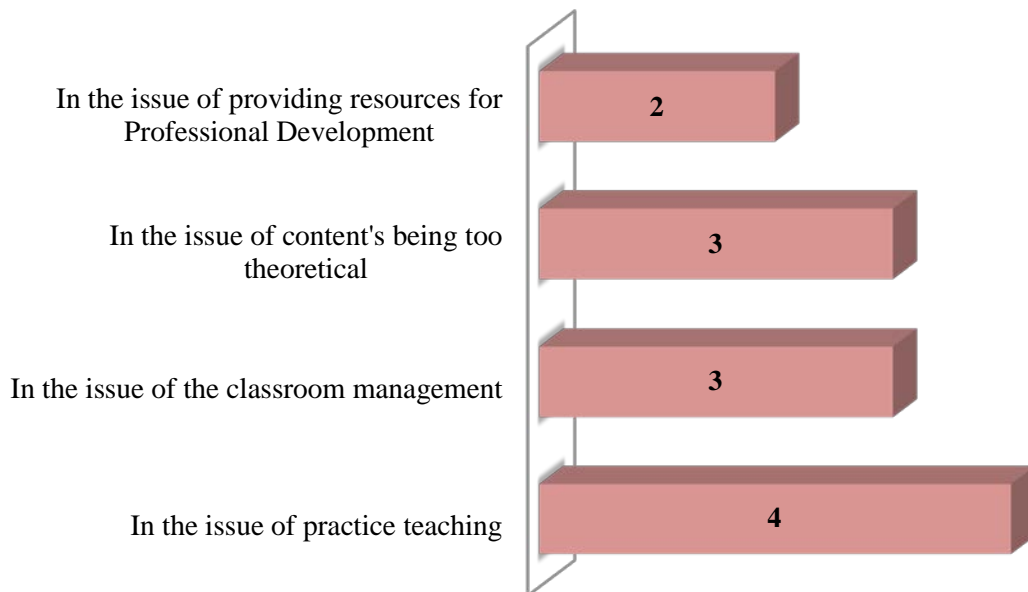


Figure 4.11 Results (*f*) in Relation to Instructors' Perceptions on the Insufficiency of Their Pre-Service Education (Interviews)

As was the case with the results of the questionnaire, the participants also revealed that their pre-service education was not sufficient in terms of providing resources for professional development. As one participant put forward, “I mean in my pre-service education, we didn’t talk a lot about professional development. I mean as a student, they taught us how to be a good teacher but after graduation, what should we do to improve ourselves more, they didn’t tell us anything. I mean of course they taught us something but we didn’t work much on it” (PG, TTE2, ITE2, F) [*sic*]. Participant E also added:

Maybe because we don’t ask them: “Should we read some journals, blogs, kind of”. We didn’t ask them, but they are the teachers, they should have provided us. When I started working, we had this in-service training, kind of thing. That’s how I learned that there are some blogs, journals that I can buy and read and develop. So, yeah it wasn’t sufficient for me (PE, TTE5, ITE3, F) [*sic*].

Another part that the participants found insufficient was the issue of classroom management. Especially the newly-graduated instructors said that the biggest challenge was classroom management and they also reflected that they learned it through more practice. Participant G pointed out, “It was so theoretical. There was nothing practical in it, so as far as I heard from my colleagues, who are just newly-graduates, they are also having problems in classroom management. Maybe they should do more on classroom management” [*sic*].

Thus, although the participants indicated that the undergraduate programmes they attended was highly sufficient in terms of teaching theory and methods, they also said ($n= 3$) that sometimes they found it too theoretical and not practical. One interviewee asserted:

The thing is in terms of theory, everything was great. Maybe because of my university, I don't know but I felt that I would be a great teacher when I graduated. But as I said, it was only theory because for example, we conducted many micro-teachings, many presentations at university to be a good teacher and they tried to teach us everything about it but for example, about practice teaching course, I believe it's too late for students. I mean I only went to real schools only in my fourth year and I had school experiences and practice teaching courses, but the timing, it was too late. That's why I wanted to have more time with real students as an undergraduate student, but apart from practice teaching opportunities, I guess maybe practice part was a little bit short, but the theory was always long (PG, TTE2, ITE2, F) [*sic*].

This is also related with the practical teaching component which was found to be the most insufficient part of their undergraduate education. In sum, as also mentioned above, the practical teaching was deduced to be too short, too late, and too theoretical. One participant commented:

One thing about the pre-service education is I think about the practice teaching. It's not enough, but I think it's a general problem. It's not about my department, my undergraduate department. It's not enough. You just go to practice teaching in the last year. The first semester is just observation, and in

the second semester, you have the chance to practice, but generally the practice was fifteen or twenty minutes. So, it's not enough. Or you have the opportunity to practice one or two times. I mean fifteen minutes of practice doesn't prepare you for anything (PJ, TTE2, ITE2, F) [*sic*].

Another participant discussed, "In the fourth year, we started going to schools and that was too late for me. That was the first time I met the students and I didn't know really what to do. "Are they my friends?" "How should I behave them?" If we did this earlier, it could be better" (PE, TTE5, ITE3, F) [*sic*].

Additionally, participant J also added one thing about the mentor teachers and teachers at university and suggested:

When we start to practice earlier, we'll have more opportunity. Maybe not conscious, you just think about the grade you'll get from the professor, so I didn't think about okay, did I really learn it, or you don't care about the time management, classroom management, all you care about is the grade you'll get from your professor, because the credit was very high so in order to graduate, you have to pass. Maybe the focus can be changed and we can be given more opportunities to practice. And the mentor I think, the mentors at the schools, to be honest, they don't care about us. So, we didn't get a real feedback. All the things were "okay guys, you were really good." but I wasn't. And the professors, I know they're very busy; I'm sure they have a lot of things to do. Their load is also very high but I mean caring about, at least the graduating students, can be better for them I think (PJ, TTE2, ITE2, F) [*sic*].

4.1.3.1 Summary of the Results in Relation to Instructors' Experiences in Their Pre-Service Education

To summarize the results of the interviews, the participants think that, as they graduated from the most prestigious universities in Turkey, their pre-service education was quite adequate in terms of teaching theory and in the issue of instructional issues in general. Nevertheless, they stated that their undergraduate programme did not provide them with enough opportunities in terms of providing resources for professional development and classroom management issues mostly

because of the content of the courses being too theoretical. They also found practice teaching too late and too short. As for the questionnaire, the table below (Table 4.11) shows the mean scores of part four the questionnaire related to the participants' perceptions on their pre-service education.

PART IV: PERCEPTIONS ON THE PRE-SERVICE EDUCATION	
A. Sufficiency of the Pre-Service Education	13 Statements

Example: P4A7 (Part IV, Perceptions on the Pre-Service Education, Statement 7)

Figure 4.12 Summary Chart of the Part IV on the Questionnaire

Table 4.11 Summary of the Mean-scores in Relation to Pre-service Education (Questionnaire)

Part	Statement	N	Mean	Std. Deviation
P4A12	In providing resources for Professional development...	51	2.55	1.101
P4A5	In the issue of evaluating student achievement...	51	2.61	1.115
P4A7	In overcoming instructional difficulties...	51	2.67	1.071
P4A13	In gaining a teacher identity...	51	2.73	1.150
P4A9	In considering individual differences of the students...	51	2.76	1.106
P4A6	In the issue of classroom management...	51	2.76	1.176
P4A8	In the issue of guiding the students...	51	2.76	1.142
P4A11	In using course book and materials...	51	2.78	1.026
P4A2	In preparing me for the profession as an EFL instructor...	51	2.82	1.072

Table 4.11 Summary of the Mean-scores in Relation to Pre-Service Education (Questionnaire) (Continued)

Part	Statement	N	Mean	Std. Deviation
P4A1	In introducing the profession...	51	2.84	1.027
P4A3	In the issue of instructional planning...	51	2.86	1.096
P4A10	In making teaching more attractive for the students...	51	2.96	1.113
P4A4	In the issue of teaching methods and techniques...	51	3.16	1.027

Lastly, total mean score of all items was found to be 2.79 that is the third lowest mean score of all the sub-sections of the questionnaire.

4.1.4 Results in Relation to Instructors' Experiences about the Sufficiency of the Orientation and the Training at Their Current Workplace (Answer to Research Question 1d)

In order to answer the research question 1d, “*based on the perceptions of 51 newly-hired EFL instructors, what are the newly-hired EFL instructors' experiences in terms of the orientation and the in-service training programme at their current workplace?*”, the fifth (the last) part of the questionnaire (Concerns on the Orientation and Training) and the interviewees with ten instructors were evaluated and analysed. There were two sub sections (Orientation and Training) and 20 items (8+12) in total in this part of the questionnaire with a 4-Point Likert Scale ranging from 1-4 (1= Not Sufficient at all, 2= Somewhat Sufficient, 3= Sufficient, 4= Always Sufficient). Except for the Likert-scale items, there was one more column “NA= Not applicable” considering that instructors started to work for the institution at different times, and so not all of them have gone through the same process with the other instructors at the institution. Table 4.12 depicts the percentages related to the first

section of part five about teachers' experiences concerning the orientation programme that they attended when they first started to work for the institution. This section included eight items in total and the mean score of all the items was found to be 3.01 out of four which can be considered as a high score and the third highest score of all the sections on the questionnaire.

Table 4.12 Results in Relation to Instructors' Perceptions on the Sufficiency of the Orientation Programme (Questionnaire)

PART V: CONCERNS ABOUT THE ORIENTATION AND THE TRAINING					
A. Sufficiency of the Orientation Programme					
	Not Sufficient at all	Somewhat Sufficient	Sufficient	Always Sufficient	Not Applicable
	%	%	%	%	%
1. In introducing the aims and objectives of the department...	3.9	11.8	47.1	37.3	0
2. In the issue of roles and responsibilities of each coordination unit...	5.9	11.8	47.1	35.3	0
3. In terms of the description of workload...	11.8	25.5	31.4	31.4	0
4. In describing the school rules and regulations ...	2	11.8	41.2	45.1	0
5. In presenting the programme (curriculum/syllabus) ...	7.8	17.6	35.3	39.2	0
6. In exploiting the textbooks...	17.6	23.5	39.2	19.6	0
7. In describing the exam procedures...	2	15.7	43.1	39.2	0
8. In evaluating student achievement...	11.8	19.6	43.1	25.5	0

It can be inferred from the table above that the most sufficient part of the orientation programme that the newly-hired EFL instructors were exposed to when they first started working for the Foreign Languages Department was its sufficiency in

describing the school rules and regulations as almost half of the participants 45.1% found it always sufficient ($n= 23$). The second most sufficient component of the orientation programme was found to be the programme's sufficiency in describing the exam procedures and the school rules and regulations with a percent of 39.2 as always sufficient ($n= 20$). For the statements: in describing the school rules and regulations, and in describing the exam procedure, only one person found them not sufficient at all. Conversely, the most insufficient part of the orientation programme was believed to be its sufficiency in exploiting the textbooks as 19.6% of the participants stated that it is not sufficient at all. No participants chose not applicable for this part.

As mentioned above, it's been four years since the school was founded, so there have been a lot of changes in the programme including the orientation programme since that time. Although the orientation programme was quite shorter the first year, the feedback taken from the newly-hired instructors was taken into account and the changes have been implemented. Accordingly, the older and newer participants highlighted this factor and asserted that the older orientation was short and limited; however, the new orientation programme is detailed and adequate. As one of the older instructors mentioned:

When I compare the current one, current orientation and the first one, the first one was a little bit limited. I had some friends at that time; they showed us how to conduct an exam or how to evaluate some writing papers etc. We had some ideas, but we didn't have a full week orientation at that time. We learned everything on the job actually. We had some little information, but when I see the current programme right now, it is much better. They have the office of the school, they prepared some videos, sample videos on how to do everything, how to evaluate papers, how to have a reading lesson, writing lesson. For everything, we have detailed documents and some sample videos. Now, newly-hired instructors are lucky. It is better of course, but in my time we really learned it on the job during the semester. (PH, TTE6, ITE6, F) [*sic*].

As for the new orientation programme, the interviewees discussed the good parts and weak points of it and the themes that occurred are shown below on Figure 4.13.

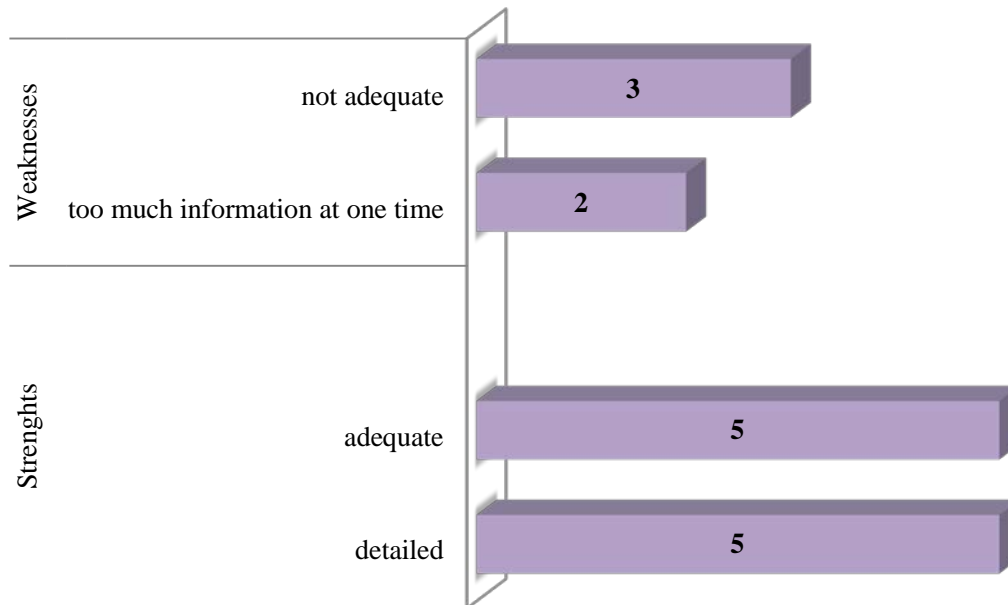


Figure 4.13 Results (f) in Relation to Instructors’ Perceptions on the Sufficiency of the Orientation Programme (Interviews)

To sum up, most of the instructors stated that the orientation programme provided by the coordinators was very detailed and sufficient before having real experience in their own classrooms. The participants referred to the orientation as “sufficient”, “quite enough”, “detailed”, “helpful”, and “the best part actually”. To illustrate, Participant J shared:

The programme told us the objectives and the materials were introduced to us very clearly. Also, we watched a video about the exam procedures. The exam procedures can be a little challenging here. There are lots of things to keep in mind and do it at the same time in the exam, but we also watched a video and it was clear for us. So when I was first an invigilator in an exam, it wasn’t so

hard for me, and it was a kind of writing session with us and she showed us an essay and we were asked to grade so it was also I think helpful for me (PJ, TTE2, ITE2, F) [*sic*].

Thus, it can be inferred that, as pointed out in the questionnaire, the orientation programme was found to be beneficial in terms of describing the rules and exam procedures. They asserted that they learned everything they needed and although they were new, they did not have difficulty when they were asked to carry out their responsibilities as invigilators or markers.

As for the weak points of the orientation, there were two themes that occurred repeatedly: its inadequacy in providing the big picture and being exposed to too much information at one time. They said that the coordinators introduced them each and every detail, yet the first thing was no matter how detailed an orientation is, a person learns better on the job and because there were so many details at one time, it was difficult to keep everything in mind. To refer to that, one participant (Participant F) stated, “I guess not enough because the best learning is when you do something”. As for seeing the big picture, one participant put forward:

When I consider the orientation programme, it gives you a picture of the institution, but still it does not provide you with the whole picture because here, there is a different system compared to the other institutions: three periods, and things change in the second and third period especially so during the orientation programme, you don't get the whole picture actually and you do not get the idea of how much workload you'll have during the whole year, and as an experienced teacher, I didn't have problems with such issues, but for the newly-hired and novice teachers, I think it may be challenging actually because you start your job, and immediately you are exposed to a great amount of workload actually because when you start teaching, you are still dealing with how to teach “x” topic and how to exploit that course book, how to manage the class itself maybe relations with students, how to have a balance with them, so there are many issues but you are immediately exposed to different aspects of teaching itself, the programme itself. So, that way it becomes challenging (PD, TTE17, ITE1, F) [*sic*].

Finally, one participant mentioned that the programme helped the instructors about the rules and regulations, but it did not help solve the adaptation problems or how to handle social challenges and stated, “programme was about the schedule and the steps how can we apply them, but they didn’t help us in terms of adaptation problems or other kinds of social problems at our institution” (PC, TTE1, ITE1, F) [*sic*].

Apart from the orientation programme, the instructors also attend an in-service (CPD) programme throughout the academic year. During these in-service trainings, the instructors are given seminars about the topics they may need to hear about such as classroom management and how to exploit the textbooks. Generally, the seminars were divided into two groups: novice instructors and more experienced ones and the trainings were provided by an outside trainer. For the last two years, the trainings have been offered by the same trainer. To find out how sufficient the instructors find these trainings, the results of the second section of part five of the questionnaire and the interviews were analysed. This section comprised of 12 statements and the mean score all the items was found to be 2.31 which is the lowest one of all the other sections of the whole questionnaire. Below are the percentages related to the perceptions of the instructors about the adequacy of the in-service (CPD) programme at their current workplaces:

Table 4.13 Results in Relation to Instructors’ Perceptions on the Sufficiency of the In-Service (CPD) Programme at Their Current Workplace (Questionnaire)

PART V: CONCERNS ABOUT THE ORIENTATION AND THE TRAINING A. Sufficiency of the In-Service (CPD) Programme	Not Sufficient at all	Somewhat Sufficient	Sufficient	Always Sufficient	Not Applicable
	%	%	%	%	%
1. In assisting my current induction process...	21.6	43.1	25.5	9.8	0
2. In developing my identity as a teacher...	23.5	35.3	33.3	7.8	0

Table 4.13 Results Related to Instructors' Perceptions on the Sufficiency of the In-Service (CPD) Programme at Their Current Workplace (Questionnaire)
(Continued)

PART V: CONCERNS ABOUT THE ORIENTATION AND THE TRAINING					
A. Sufficiency of the In-Service (CPD) Programme					
	Not Sufficient at all	Somewhat Sufficient	Sufficient	Always Sufficient	Not Applicable
	%	%	%	%	%
3. In introducing the facts about teaching profession...	19.6	27.5	29.4	23.5	0
4. In helping me solve adaptation problems related to my profession as an EFL instructor...	25.5	49	13.7	11.8	0
5. In providing resources for Professional development...	15.7	27.5	35.3	21.6	0
6. In the issue of instructional planning...	19.6	45.1	29.4	5.9	0
7. In the issue of instructional implementation...	19.6	43.1	29.4	7.8	0
8. In helping me make my teaching more attractive for the students...	21.6	33.3	29.4	15.7	0
9. In the issue of guiding my students...	25.5	43.1	21.6	9.8	0
10. In the issue of evaluating student achievement...	29.4	25.5	37.3	7.8	0
11. In the issue of classroom management...	21.6	33.3	33.3	11.8	0
12. In developing professional relationships with my colleagues...	21.6	39.2	23.5	15.7	0

When compared to other parts of the questionnaire, the percentages are quite lower as can be understood from the table (Table 4.13) above. According to the results of this part of the questionnaire, the most insufficient part in terms of the in-service training programme was considered to be its sufficiency in the issue of evaluating

student achievement as 29.4% of the participants said it is not sufficient at all together with its sufficiency in the issue of instructional planning as only 5.9% ($n= 3$) of the participants selected always sufficient for this part. On the other hand, the most sufficient part of the CPD programme was thought to be its sufficiency in introducing the facts about teaching profession as 23.5% ($n= 12$) of the participants stated it is always sufficient followed by providing resources for Professional Development (21.6%). Moreover, except for one statement (in providing resources for Professional development), for all the other statements, at least 10 instructors (one out every five instructors) found the components of the training not sufficient at all. That is to mean, together with the statements which has the highest and the lowest mean scores, the participants also expressed that the in-service training did not help them in the issues such as helping them solve adaptation problems, developing their identity as a teacher, assisting their current induction process, or in the issue of classroom management.

The interviews conducted with ten instructors also revealed similar results. Although some of the instructors mentioned they benefited from the trainings, most of them claimed that the in-service trainings lacked in a variety of ways and needed to be developed. Figure 4.14 depicts the themes of feedback the instructors gave related to the in-service trainings they had while they were working for the current institution:

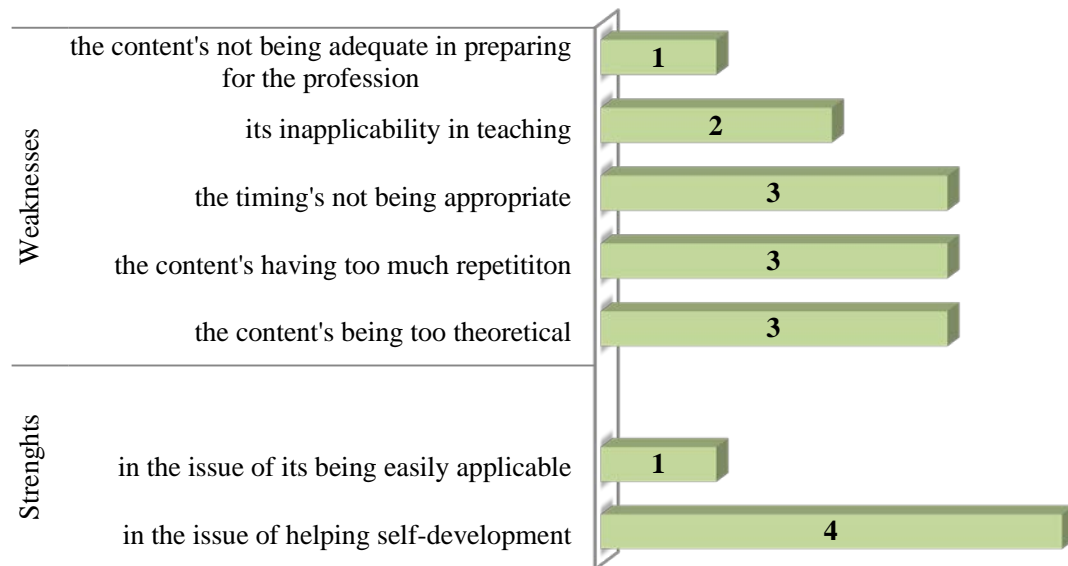


Figure 4.14 Results (f) in Relation to Instructors' Perceptions on the Sufficiency of the In-Service (CPD) Programme (Interviews)

As indicated on the figure (Figure 4.14) above, the trainings had both strong points and weak points. As for the strengths of the trainings, mostly ($n= 4$) the instructors stated that they improved themselves a lot in terms of teaching profession especially the ones who graduated from non-ELT departments. To give an example, Participant I expressed, “As an instructor without any ELT background, all I know is these experiences, these trainings. Everything I know is them, so, I learned lots of things thanks to these training programmes” [sic]. Another participant discussed:

Here, in my two years' experience, I have seen that we have had a lot of experiences related to opportunities about Professional development. I mean that I feel I learned here a lot because we're working with native-speaker teachers and they are trying to teach us how to solve the problems in class. Sometimes they can be a little bit theoretical still but I believe that they are trying to do their best to teach us how to solve our problems in class related to for example classroom management or how to motivate students or so. So, the professional development opportunities are great here I guess (PG, TTE2, ITE2, F) [sic].

Hence, unlike their pre-service education which the instructors believed lacked in providing resources for professional development, mostly, instructors asserted that the in-service training programme at their current institution was sufficient in providing these sources. As for the trainings' applicability, the instructors asserted that they found the giving feedback session the best and that they were able to apply them in the classroom the most.

In contrast, most of the interviewees agreed that the in-service trainings were inadequate in a variety of issues as shown on Figure 4.14. First off, the instructors claimed the timing of the sessions were not appropriate. One participant mentioned, "It was difficult for me to attend this programme after the class because we were tired and it was difficult to catch the things while listening or to do something, moving around, it was difficult attending the programme after lessons" (PC, TTE1, ITE1, F) [*sic*]. Secondly, the instructors remarked that the content was too theoretical and could not be applied in teaching. The instructors who claimed this were generally ELT graduates who already had enough courses related to theory and methods of teaching profession. To exemplify, one participant argued:

They are very helpful, but one is that sometimes they can be too theoretical. "Okay guys you should do that or do that or don't do that". That's the thing that I know, I'm already aware of them, so it can be a little bit more practical because I was an ELT-graduate and I've been training for four years and I've been teaching for two years, so I'm aware of some certain things (PJ, TTE2, ITE2, F) [*sic*].

Another participant also reflected, "I would like to say that I wish I could say I learned something I haven't already known, but unfortunately not. It could have been, you know, to-the-point or valid" (PF, TTE1, ITE1, F) [*sic*].

Participant 3 with a teaching experience of more than eleven years and institutional experience of one year also responded to the open-ended question at the end of the

questionnaire and commented, “The sessions by outsiders were a little bit abstract. The content was not so effective in terms of its applicability” [*sic*].

All in all, it can be inferred that the instructors found the opportunity to keep up to date and learn new things about their profession through in-service trainings; however, they found some problems in terms of timing and the content.

4.1.4.1 Summary of the Results in Relation to Instructors’ Experiences about the Sufficiency of the Orientation and the Training at Their Current Workplace

To sum up, it can be understood from the results of the questionnaire and the interviews that the participants were quite satisfied with the orientation programme that they were involved in upon being accepted to work for the institution since the mean score of this part was found to be 3.01 out of four. Conversely, the last part of the questionnaire related to the in-service (CPD) programme had the lowest mean score of all the parts in the questionnaire as the mean score of this part was 2.31. Hence, it can be discussed that there is a big difference in the mean scores of the sub-sections of this part. Table 4.14 shows the total mean score related to this part of the questionnaire.

PART V: CONCERNS ABOUT THE ORIENTATION AND THE IN-SERVICE TRAINING	
A. Sufficiency of the Orientation	8 Statements
B. Sufficiency of the In-Service Training	12 Statements

Example: P5B4 (Part V, Sufficiency of the In-service Training, Statement 4)

Figure 4.15 Summary Chart of the Part V on the Questionnaire

Table 4.14 Summary of the Mean Scores in Relation to the Orientation and the In-Service (CPD) Programme (Questionnaire)

Part	Statement	N	Mean	Std. Deviation
P5B4	In solving adaptation problems related to my profession as an EFL instructor...	51	2,12	,931
P5B9	In the issue of guiding my students...	51	2,16	,925
P5B6	In the issue of instructional planning...	51	2,22	,832
P5B1	In assisting my current induction process...	51	2,24	,907
P5B10	In the issue of evaluating student achievement...	51	2,24	,971
P5B2	In developing my identity as a teacher...	51	2,25	,913
P5B7	In the issue of instructional implementation...	51	2,25	,868
P5B12	In developing professional relationships with my colleagues...	51	2,33	,993
P5B11	In the issue of classroom management...	51	2,35	,955
P5B8	In making teaching more attractive for the students...	51	2,39	1,002
P5B3	In introducing the facts about teaching profession...	51	2,57	1,063
P5A6	In exploiting the textbooks...	51	2,61	1,002
P5B5	In providing resources for Professional development...	51	2,63	,999
P5A3	In terms of the description of workload...	51	2,82	1,014
P5A8	In evaluating student achievement...	51	2,82	,953
P5A5	In presenting the programme ...	51	3,06	,947
P5A2	In the issue of roles and responsibilities of each coordination unit...	51	3,12	,840
P5A1	In introducing the aims and objectives of the department...	51	3,18	,793
P5A7	In describing the exam procedures...	51	3,20	,775
P5A4	In describing the school rules and regulations...	51	3,29	,756

When both programmes are considered, it can be observed that the most insufficient part of these two programmes is the in-service (CPD) programme's inability to help instructors solve their adaptation problems related to their profession as an EFL instructor as the mean score is found to be 2.12 out of four which is the lowest score of all the 20 statements. Besides, it can also be inferred from the questionnaire that the most sufficient part of all these two trainings is the orientation programme's sufficiency in describing school rules and regulations.

4.2 Results in Relation to Instructors' Expectations and Suggestions (Answer to Research Question 2)

In relation to the second research question, *based on the perceptions of 10 newly-hired EFL instructors, to what extent do EFL instructors' experiences match their initial expectations? And what are EFL instructors' suggestions to guide newly-hired EFL instructors in their initial work environments?*, 10 instructors were interviewed and the results were analysed via MAXQDA 10. The interviewees were asked about what they had expected or what motives they had before they started to work for the institution and whether these expectations were met and to what extent. Moreover, the participants were asked to make suggestions related to their school experiences to guide the newly-hired instructors in their first years.

4.2.1 4.2.1 Results in Relation to Instructors' Expectations (Answer to Research Question 2a)

The first part of the second research question, *based on the perceptions of 10 newly-hired EFL instructors, to what extent do EFL instructors' experiences match their initial expectations*, was evaluated through interviews with 10 instructors in the institution. Through these interviews, in-depth perceptions of the instructors related to their expectations and first experiences, and their insights about to what extent

their expectations were met were gathered. In terms of the background of the instructors being interviewed, some of them straight started working for the institution and have been working there for one to four years and some others had different experiences at different institutions and then decided to work for the current institution for some reasons.

The instructors who were newly-graduates were looking forward to applying the theories they learned at school, or heard about the institution from their peers and were informed about what they would encounter. The others, however, who had a few years of experience decided to work at tertiary level and came to terms with the workload they could have. The figure (Figure 4.16) below shows with what expectations or motives the instructors decided to work for the institution:

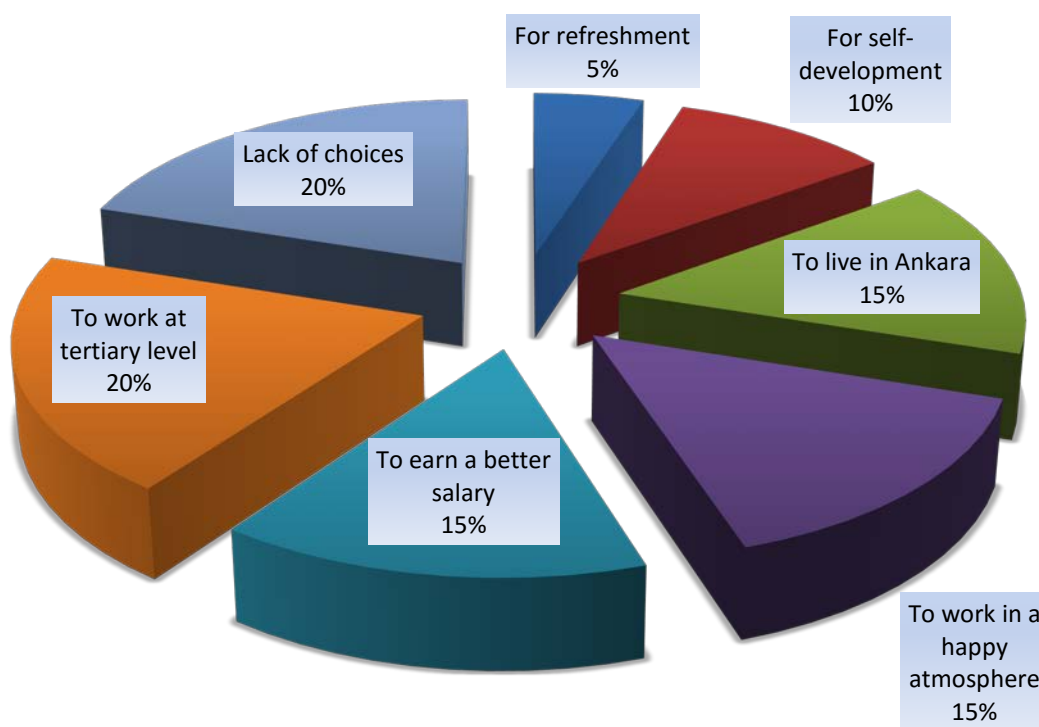


Figure 4.16 Results (%) in Relation to the Expectations/ Motives of the Instructors (Interviews)

As is also illustrated on Figure 4.16, the most frequent reasons why the instructors wanted to work for the current institution were lack of choices ($n= 4$) and to work at tertiary level ($n= 4$). These instructors stated that after they graduated, they looked for job opportunities and this was one of the options. Moreover, some expressed that they worked for different types of schools such as kindergarten or primary school and after some time, they realised they wanted to work at a university. As for lack of choices, one interviewee said, “I didn’t have many choices because I was an inexperienced instructor; I was just a new graduate so I was just accepted as an inexperienced instructor at this university” (PJ, TTE2, ITE2, F). Participant B also shared “Actually, I didn’t have many choices but I just had a few choices and this university is one of them”. Another participant also expressed similar views and added:

I mean the real thing is I was an inexperienced teacher, I was a newly-graduated teacher, and I was checking the announcements, so it was one of the best options for me at that time because there were not enough universities who wanted to hire newly-graduated teachers. So, then I decided to work here. It was just coincidental I guess because I didn’t plan to work here beforehand (PG, TTE2, ITE2, F) [*sic*].

Hence, mostly because there were not many universities hiring newly-graduates, this institution was a good opportunity for them to have a start, so it can be inferred that some of the participants ($n= 4$) did not intentionally chose to work for the current school, but they did so because they did not have enough choices. However, it was not only because they did not have any other options; they also wanted to work at tertiary level. One instructor explained:

I have to say that all the time I wanna work with university students because they are awesome, you know, you teach them something, okay, that’s what we have to do. We learn, we teach etc. but besides teaching, we also share lots of things, lots of experiences, you know sometimes we talk about movies, sometimes we talk about you know songs etc. music, so it is such a, you know, awesome feeling for me because I feel here with university students that I’m

alive and all the time I improve myself, I develop my skills etc. And also you know I feel happy. Okay, I've been doing my job here right but also I feel happy in my life, you know when I'm with university level students. So, I wanted to work with university level students (PI, TTE5, ITE3, F) [*sic*].

Another interviewee who had a different experience before shared, "My first experience far more different from this one because I was teaching young learners like 8-year-olds, 10-year-olds and last year I was like "Aha, that's what I worked for" because the students here, they know what they want" (PE, TTE5, ITE3, F) [*sic*]. Finally, PF who is one of the newly-graduates said:

Actually, I have in my dream to become a teacher at a university. The prep school and like 18/19-year old students. I like this atmosphere. I want to be with the young people actually. I like it and I wanted to... Actually, I was hoping that it was going to be fun and that I was thinking that I would like it. It proved right actually" (PF, TTE1, ITE1, F) [*sic*].

The second most frequent category of instructors' expectations or motives were to earn a better salary ($n=3$), to work in a happy atmosphere ($n=3$), and to live in Ankara ($n=3$). As for salary-wise expectations, the instructors expressed that the conditions they had at their previous workplaces were so bad that they had very low standards of living, and they applied for this institution to improve their conditions. Participant I claimed, "My salary was so low, so I just wanted to have a better life. I couldn't even go on a holiday. I just wanted to change my place because without having good life standards, high life standards, you cannot be better person, you cannot be a better teacher without some life experiences" [*sic*].

Additionally, instructors mentioned that most of the people who were currently working for the school were their classmates and they heard good things about the school. They said they were expecting good relations with students and colleagues, so after hearing that the school atmosphere was good, they decided to apply. The participants reported, "I heard good things about this university and I decided to

work in this institution” (Participant B), “wanted to be happy here with my colleagues and that’s very important for me” (Participant A).

As for living in Ankara, some of the participants had parents living in Ankara, some others were planning to get married or pursue their Masters or PhD. That’s why they were looking for a university in Ankara. Participant J mentioned, “I was also happy to be in Ankara because I was also planning to do my master’s in Ankara, so it was the perfect choice for me” [*sic*].

What is more, two participants also said that they wanted to learn new things and develop themselves professionally and that’s why they came here. Participant I stated, “I wanted to improve myself because I have a different background, different background from ELT, so I just wanted to learn something new and I wanted to develop my abilities as a teacher. I just wanted to be in a place where I can learn something new all the time” [*sic*].

One of the instructors also shared the reason why s/he came is just to have a change. S/he urged, “I decided to move on to a different institution for the sake of refreshment actually. I did not have great expectations when I decided to move on at a different institution and actually to be honest, I was not planning to be teaching specifically at this institution but the timing and the conditions lead me to this institution” (PD, TTE17, ITE1, F) [*sic*].

Thus, it can be concluded that all the instructors chose to work for the current institution with some motives or expectations in mind whether economical, institutional, or locational and had some positive or negative experiences either at the beginning or all through the period.

Although the first research question also explains the instructors’ experiences at their current workplaces, it provides information related to the instructors’ experiences throughout the academic year. Nonetheless, the first part of the second research question (Research question 2a) illuminates what EFL instructors experienced just upon being accepted to work for the institution and to what extent these experiences, whether positive or negative, match their expectations beforehand.

Considering that whether novice or experienced, all the instructors went through an adaptation period at the beginning, the first challenges of the instructors stated through interviewees were divided into three parts such as how they felt at the beginning, what challenges and positive experiences they had at first, and how they managed to survive the initial period. As for their feelings when they first started at the institution, they stated they had the following feelings shown on Figure 4.17 below:

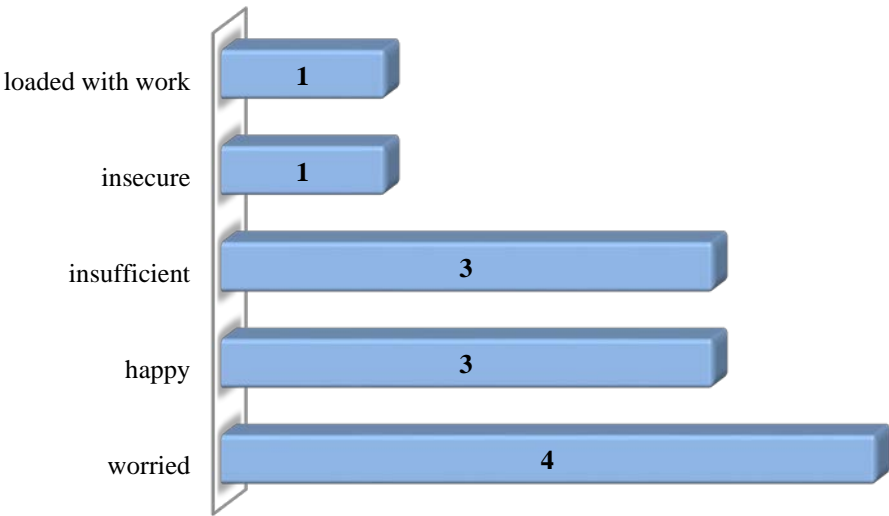


Figure 4.17 Results (*f*) in Relation to the Instructors’ First Feelings in the Institution (Research Question 2a)

As shown on the figure (Figure 4.17), the instructors reported that they felt worried, happy, insufficient, insecure, and loaded with work from time to time and the highest coded item was coded to be feeling worried ($n= 4$). Some of the instructors emphasized that they mostly felt worried because they were newly-graduates and had no teaching experience at all, so they could not suppose what they would encounter in the class. Additionally, the teachers mentioned they felt worried because they had the fear of doing something wrong, missing an important thing, or not being able to handle the problems as a result of heavy workload. One of the instructors stated:

I didn't have enough time to do all the things. At the same time you meet lots of students; you learn their names and lots of teachers; you learn their names. And then you have to look at the x class. Where is it? And another one, where is it? And you have to find it. For the first time, it was such a rush for me because during the break time, maybe I was nervous and I had to be in rush. I shouldn't be late because it's sharp, 10 minutes, sharp. It was also a bit nervous for me because sometimes you have to go another way and you have to go to your office to get something and you have to at the same time give the folder to the main course teacher. (PF, TTE1, ITE1, F) [*sic*].

In addition to feeling worried, the instructors claimed they felt insufficient because of having a different experience beforehand, or because of their ages' being close to their students. One participant asserted, "The first days and weeks were really challenging and it was a problem of adaptation, learning the programme, the curriculum, exam procedures... everything was a chaos because I didn't have any ideas. My experience was only limited to teaching general English to some voluntary students" (PH, TTE6, ITE6, F) [*sic*]. Another participant revealed, "I was feeling like a student because I was younger than the other teachers in the school, and also my age was closer to my students, so that's why I felt that I was one of them, but it shouldn't be the case. I mean I had to be their teacher. I really felt that I was inexperienced and I need to learn a lot" (PG, TTE2, ITE2, F) [*sic*].

However, some instructors ($n= 3$) mentioned they really liked the school, the students, and the atmosphere in the school and were happy to be a part of it.

Participants C, F, and J mentioned, “I was happy to work here”, “I felt kind of quite like that atmosphere”, “I was happy and excited to be here”. Additionally, two instructors reported that they felt insecure and loaded with work sometimes due to the fact that their previous job was a lot easier and there was too much work to do in this current institution.

In terms of the first challenges that the newly-hired instructors encountered, the following figure (Figure 4.18) summarizes the frequently coded items reported during the interviews with the instructors:

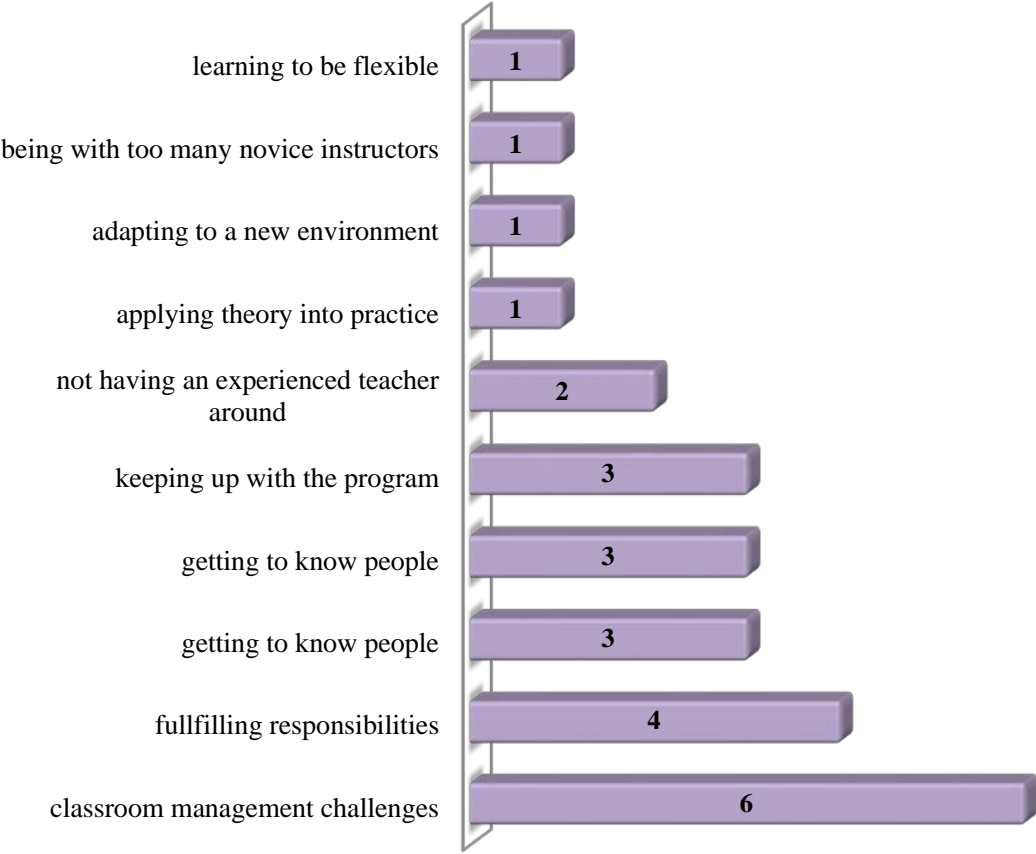


Figure 4.18 Results (f) in Relation to the Instructors’ First Challenges in the Institution (Research Question 2a)

As the figure (Figure 4.18) suggests, newly-hired EFL instructors had the most challenges in classroom management. One instructor stated that classroom management was especially difficult during the first year and mentioned:

In the first year, I tried to deal with this classroom management problem, but I think it didn't work enough, but, in the second year, I'm just trying to improve myself about this point because this is so important. So yes I will teach everything the students should learn, but when it comes to classroom management I just can't get angry to students. When okay, when I had a problem, I just at first, I just get angry and then I started to smile and the students do this problem again and again because they know this classroom management is not effective for me I think for a teacher. (PB, TTE1, ITE1, F) [*sic*].

Two other instructors emphasized their being young and inexperienced and shared, "One of the biggest challenges was classroom management for me because I was like one of my students because of my age, so I had to establish a kind of authority in class. It was a little bit challenging" (PG, TTE2, ITE2, F) [*sic*]. Additionally, two participants referred to students' motivational problems and discussed the difficulties they had to manage the class to attract the students' attention and added, "They just wanted to talk about "okay teacher, let's talk about this topic". I mean the outside topic, so the problem about the prep students was their not so motivated" (PB, TTE1, ITE1, F) [*sic*]. Similarly, the other teacher commented, "If the students don't want to do the lesson, what can I do sometimes I asked, maybe playing a games, but I should do that lesson because there is a programme, sometimes that's challenging. Students don't want but I should do that" (PA, TTE2, ITE1, M) [*sic*].

Other participants also pointed out to the classroom management issue and referred to students' behaviour problems, or time-management issues. They reflected that:

There were five students who made lots of noise, who didn't listen to any lessons, who didn't obey any rules, so it was bit of an issue of a classroom management. I sometimes lost my temper. I had left the classroom not to show

my feelings to them. I calmed down and came back to the classroom. I will never forget that classroom but after that I learned lots of things about the classroom management because it hadn't happened to me before until that time. (PH, TTE6, ITE6, F) [*sic*].

During the class, there are lots of things to do, and sometimes you can give more time to an activity more than needed I mean, or sometimes you just fail to finish the topic and I just realized that it's the break time, so I just had to stop it and continue after the break. All these things are a little bit challenging. You need to practice a lot. That was the first thing and being flexible I think. You know, you just prepare an activity and you expect that your students will love it. But sometimes they don't. So you just need to accept that okay they don't like it. You just sometimes bring something new. Maybe sometimes, at this very moment, you don't have a specific thing in your mind but you need to adapt it because the class is going well and you need to do something. It was a little bit hard at the beginning because you just prepare something and you expect them to do it but they don't want to do it. (PJ, TTE2, ITE2, F) [*sic*].

Apart from classroom management challenges that included putting theory into practice, managing students during the class, motivating the students, keeping up with the programme, using time appropriately etc., the teachers reported that the second most challenging thing for them at the beginning was fulfilling responsibilities outside the class which can also be classified as non-instructional issues. They said there were a lot of rules to keep in mind and there was heavy workload, so sometimes they were afraid of missing something. One participant reflected, "When I was working in a different school with the young learners, I was more relaxed let's say. There weren't many rules. So when I first came here, this was my biggest challenge let's say. So many rules, maybe some them I may forget" (PE, TTE5, ITE3, F) [*sic*]. Participant C also mentioned, "The workload was heavy for me at the beginning of the my teaching month, for example, I had two writing classes, so it was difficult for me to overcome to handle all these stuffs because checking drafts was tiring for me" (PC, TTE1, ITE1, F) [*sic*]. Besides, three instructors mentioned they had difficulties with keeping up with the programme and getting to know people.

As for the programme, one instructor mentioned the programme was “tight” and it was difficult to do things on time. Two other instructors also supported this idea and added:

Actually I had a lot of challenges about the programme because I was teaching four classes and suddenly it started four classes and four different classes. Writing started and all the time giving feedback and the other three classes also where I stopped in one class and then continue with another class. Then I have to give the folders to the ... I sometimes forget who was the main course teacher of that class. I was totally... it was so challenging for me. I was like... I didn't know what I was doing actually. I was doing everything but not consciously actually (PF, TTE1, ITE1, F) [*sic*].

The same participant also mentioned another challenge in terms of relationships and stated, “I don't find any challenge any more, but maybe personal relationships. Sometimes you don't know what's going on. Here, the thing that would bother me the most maybe insincere things like gossips because it's my personality. I don't know, I don't like such things. Even if it's not about me, I wouldn't like them” [*sic*]. Moreover, it was also added that the first times were challenging due to lack of experienced teachers in the same office as “there are so many little details that you need to know” (PF) but you are “alone trying to survive” (PF).

Others shared that they had encountered challenges in terms of applying theory into practice, adapting to a new environment, being with too many novice instructors, and learning to be flexible. Below are some of the excerpts from the interviews with ten instructors:

Sometimes I had a kind of challenge in adapting what I know in theory in practice because I know a lot in terms of methods, and techniques and theories but when it comes to transfer them into real classroom environment, it was challenging. For example, I knew how to teach present perfect tense in theory but when it comes to practice because you can see the students. They can look at you in confused minds so when you look at their eyes, you can see they are confused, so you need to tell everything from the beginning by using a

different wording may be different techniques. It was a little bit challenging (PG, TTE2, ITE2, F) [*sic*].

Being flexible was the most challenging thing for me. You know, you just prepare an activity and you expect that your students will love it, but sometimes they don't, so you just need to accept that okay they don't like it. You just sometimes bring something new. Maybe sometimes, at this very moment, you don't have a specific thing in your mind, but you need to adapt it because the class is going well and you need to do something. It was a little bit hard at the beginning because you just prepare something and you expect them to do it but they don't want to do it. So, you have to do something. Being flexible... (PJ, TTE2, ITE2, F) [*sic*].

Although the instructors reported that they had some challenges at the very beginning, they also acknowledged that they had positive experiences as well. Below is the figure (Figure 4.19) that explains the type of positive experiences at the very beginning:

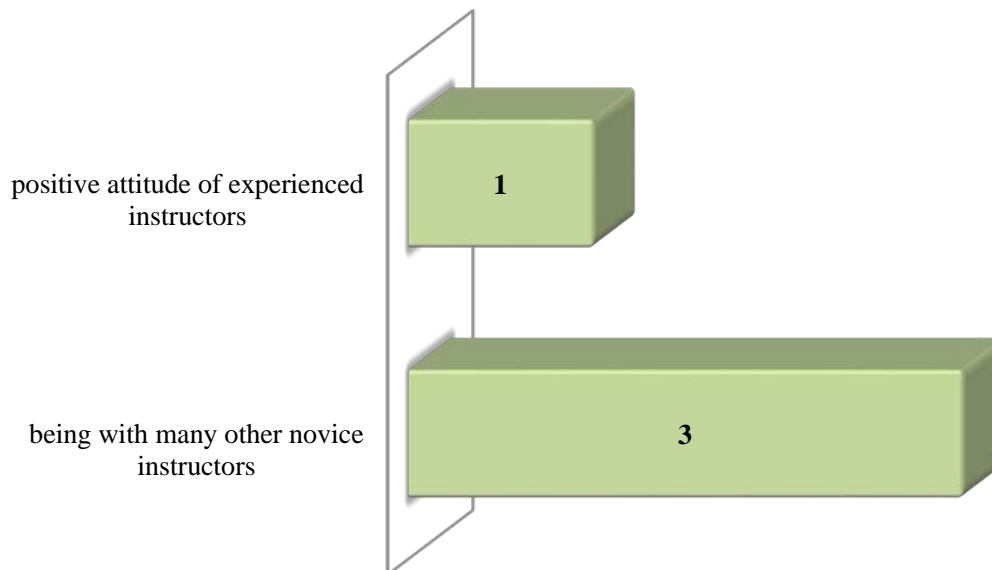


Figure 4.19 Results (f) in Relation to the Instructors' Positive Experiences in the Institution (Research Question 2a)

As shown on Figure 4.19, the instructors benefited from the experiences of the instructors starting to work there before. One instructor mentioned, “from the beginning, they helped me. I’m very grateful to them. If I don’t know something for example about writing, advices like that, I asked to them and they helped me. It’s very good for me. It was easier to get accustomed to here” (PA, TTE2, ITE1, M) [*sic*]. Three others pointed out being with too many other novice teachers and declared:

The bright side was that we had the opportunity to share lots of things. Whenever we had a tiny fear, question whatever, we asked it you know. We shared our experiences and opened our minds to one another you know, so that was good of course. I don’t know but maybe it was because we were in a large group, so whenever we had something confusing, something that makes us worried, anxious etc. we always had the opportunity to ask our questions to soothe our minds, so it was such a good and comforting feeling, yeah. We felt so comfortable. So because of that, it was easier for us to solve our problems. We didn’t feel very anxious “Oh my God! What am I gonna do?”, for example, “Aylin, how do you do that, I didn’t understand. What is expected from me?” like this. We shared our opinions and we solved our problem (PI, TTE5, ITE3, F) [*sic*].

Additionally, whether they had negative or positive experiences at first, they all stated that they overcame everything and survived the first year. They discussed that they feel better and more self-confident now and are very happy to share their experiences with the future newcomers. In relation to the ways they handled the difficulties, they put forward the following ideas on figure 4.20:

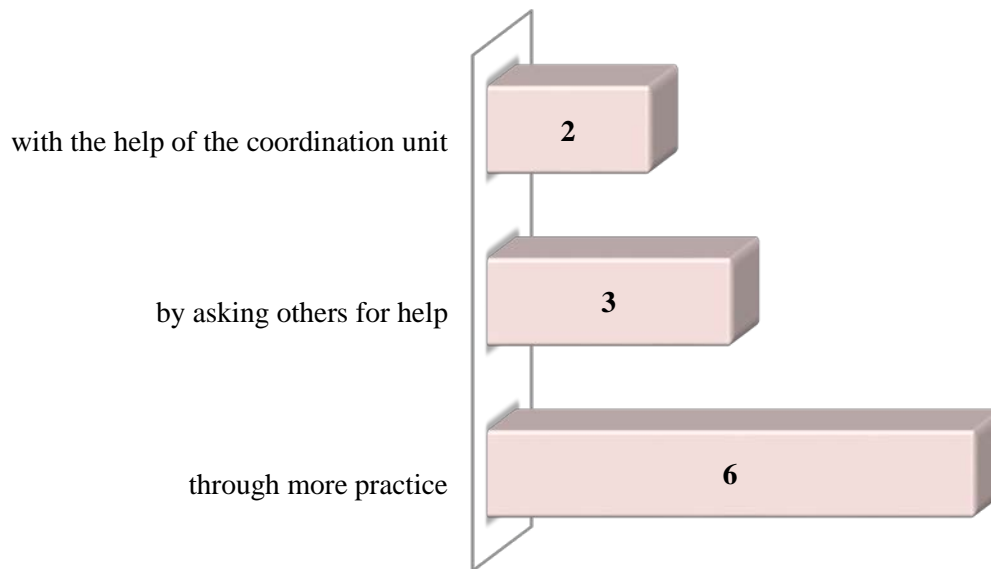


Figure 4.20 Results (*f*) in Relation to the Ways the Instructors Overcame Challenges (Research Question 2a)

As illuminated on Figure 4.20 above, it was emphasized that the participants survived the first difficulties through more practice, in other words, by themselves. To illustrate, PE indicated, “Myself. By making mistakes first of all because as I said before, you learn the best by doing, so maybe I made mistakes first and then I learned it and then I didn’t do it again” [*sic*]. PG also commented “In a way trial and error, but still you try it first”. Lastly, one instructor uttered:

I learned lots of things about classroom management but you never practice until you encounter them. That’s I think how I overcame this classroom management thing, by myself. I solved the students’ feelings, their reactions, their behaviour and then I came up with different ideas, so it is important to be calm and not saying anything to that student (laughs) (PH, TTE6, ITE6, F) [*sic*].

Others indicated that through this difficult period when they tried to adapt and deal with so many things at the same time, they asked for help from the other instructors and shared their opinions and feelings with them. It was stated that it was good to have more experienced teachers around and ask them questions instead of referring to the coordinators all the time. Nevertheless, one group of participants ($n= 2$), said that they felt safer when they directed their questions to their coordinators and added that the coordination unit helped them a lot in solving their problems. The interviewees communicated, “they were like “we can solve this” ”, and reported that especially the meetings were of great help in making the transition smoother. All in all, whether they had some experience or not, the instructors reported that they had both positive experiences and difficulties at first; nonetheless, they managed to survive the first year.

In terms of meeting the expectations, all of the instructors mentioned their expectations have been met and even more. It was asserted that although they had some difficulties at the beginning, they saw that they had great experiences. One participant discussed, “I just wanted to be in a place where I can learn something new all the time. Thank God this expectation has been met” (PI, TTE5, ITE3, F) [*sic*]. Another participant shared, “I expected that I would have some difficulties but it wasn’t that difficult because in the beginning they teach us how to have the lessons, how to evaluate it. That’s why my expectations weren’t very necessary” (PH, TTE6, ITE6, F) [*sic*]. Lastly, participant H noticed, “More than that actually. I wouldn’t imagine that I would love it that much” (TTE6, ITE6, F) [*sic*].

All in all, it can be concluded that the instructors whether newly-graduates or having some experience in the field, decided to work for the current workplace for some reasons and with a variety of expectations. However, whatever the reason is all the expectations have been met and the instructors expressed they feel happy and satisfied working there.

4.2.2 Results in Relation to the Instructors' Suggestions (Answer to Research Question 2b)

In order to answer the question, *based on the perceptions of 10 newly-hired EFL instructors, what are EFL instructors' suggestions to guide newly-hired EFL instructors in their initial work environments*, interviews with 10 instructors were carried out and the recordings were transcribed. The transcriptions were then coded through MAXQDA 10. Recurring themes in terms of the participants' suggestions in guiding the newly-hired instructors were put into five main categories named as suggestions for pre-service education, suggestions for the orientation programme, suggestions for the in-service (CPD) training programme, suggestions for the newly-hired EFL instructors, and general suggestions for the Foreign Languages Department.

To start with, the participants reflected their ideas on pre-service education and deriving from their own experiences, they uttered some suggestions for the improvement of pre-service education. The following figure (Figure 4.21) shows what themes were reflected by the participants.

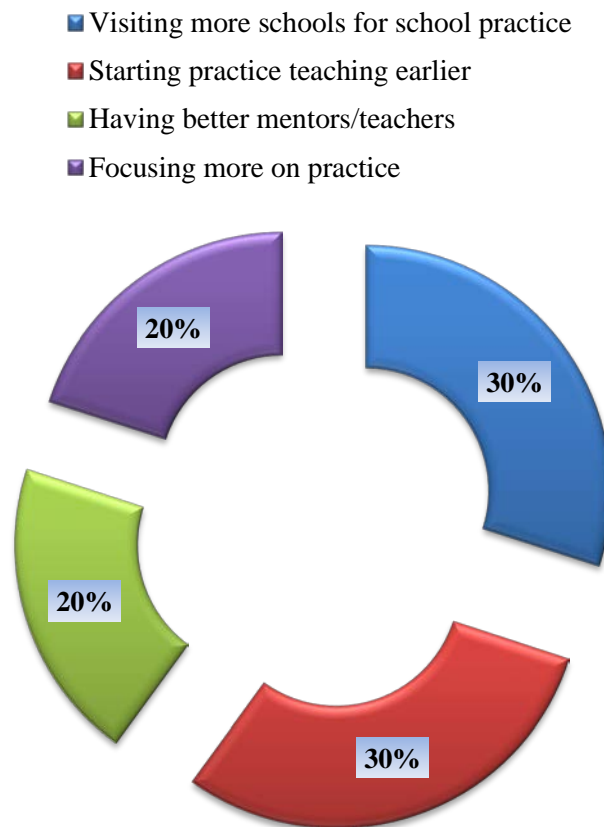


Figure 4.21 Results (%) in Relation to the Instructors' Suggestions on Pre-Service Education (Interviews)

As illustrated on Figure 4.21, the two most common themes were found to be visiting more schools for school practice and starting practice earlier ($n= 3$). Following these, having better teachers/mentors, and focusing more on practice ($n= 2$) were emphasized during the interviews. The excerpts related to the interviewees' suggestions were provided in part 4.1.3 (The Results of the Instructors' Experiences Related to their Pre-Service Education) together with their perceptions on the programme in general. Overall, it can be mentioned that the instructors assume the practice teaching part of their undergraduate programme starts too late (in their fourth year) and lasts short. Furthermore, they say that some of the mentors do not spare adequate time for them much and do not give proper feedback. They also state

that the theoretical component of the undergraduate programme is sufficient; however, adequate chance to practice teaching is not provided. Thus, they demand a programme with more real class experience with more caring and attentive mentors and longer school experience.

As for the suggestions for the orientation programme, below are the percentages of what suggestions the instructors put forward for the newly-hired EFL teachers to have less orientation challenges:

- having real experience before the school starts
- having a mentor teacher for every newly-hired ins.
- diving the orientation into more days
- focusing more on classroom management

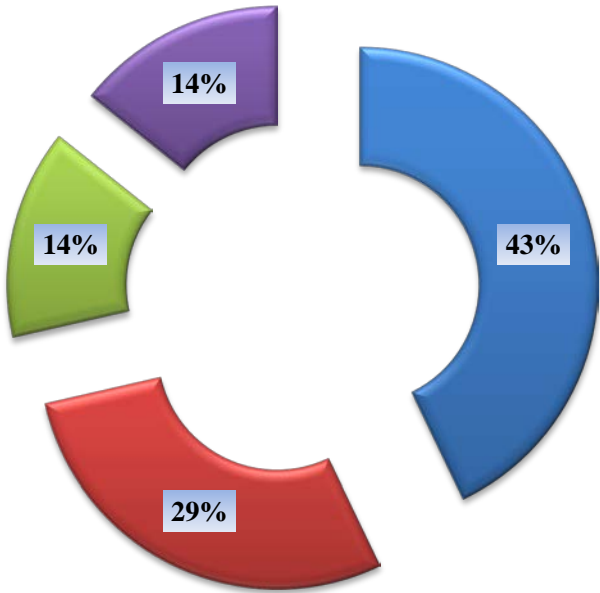


Figure 4.22 Results (%) in Relation to Instructors’ Suggestions on the Orientation Programme (Interviews)

It can be inferred that what is required most by the instructors is having real experience before the school starts ($n= 3$). They say that they need to hear about rules and regulations by the coordinators, but this is not enough. The only way for the learning to be permanent and more effective is to get into real classes whether with more experienced instructors or some students. As one participant uttered:

I think we can just take the teachers; I mean new teachers to the classrooms with the old teachers and this can be a solution for this problem because in the orientation programme we are only listening to some teachers or the coordinators and we are just learning some things about this school, but we are not going to real classrooms in this school. We just start to teach language in a classroom. But in orientation, I mean doing orientation, the first part, yes they should tell or talk about instructions about the skills, about the school, but there should be a second part and this part should include the new teachers and the old teachers and they should be in the same classroom and the new teachers should see how the classroom issues are working, what these old teachers are doing in the classroom while teaching language. These can be a solution (PB, TTE1, ITE1, F) [*sic*].

As for the second suggestion, two instructors claimed that it could be better if every newly-hired instructor were assigned one mentor teacher (maybe a more experienced teacher inside the institution) to ease the orientation period. One interviewee mentioned:

I think it would be a good idea to have a mentor teacher for the newly-hired ones because the coordinators cannot deal with all the teachers coming because they have so many questions and they cannot solve all the questions. So for me, as an experienced teacher, you may have like five newly-hired teachers and if they have any questions, they should come to you first before they go to the coordinators. Maybe this can solve the problems (PE, TTE5, ITE3, F) [*sic*].

Another teacher also asserted, “This solution should include a mentor teacher. I mean in the orientation programme, there should be a first part about the instructions; in the second part, we should have a mentor teacher, so this can solve all the problems about the orientation” (PB, TTE1, ITE1, F) [*sic*].

As for another suggestion, the interviewees deduced that the orientation programme is rather long and it is difficult for them to keep all the information in mind at once. Therefore, they suggested that it could be a better idea to divide the orientation into more days as participant C stated, “it would be better to divide the programme into three days I guess. It would be better” [*sic*].

Lastly, especially the newly-graduated teachers said the biggest challenge for them at the beginning is classroom management. Hence, as the same participant asserted “It was about the schedule and the steps how can we apply them, but they didn’t help us in terms of adaptation problems or other kinds of social problems at our institution, so they can be more helpful in terms of classroom management for some of the teachers” (PC, TTE1, ITE1, F) [*sic*].

Another area that the instructors focused on was the in-service (CPD) training at their institution. As that was found to be the most insufficient part of the questionnaire, the instructors came up with a variety of suggestions which can be inferred from the following figure (Figure 4.23):

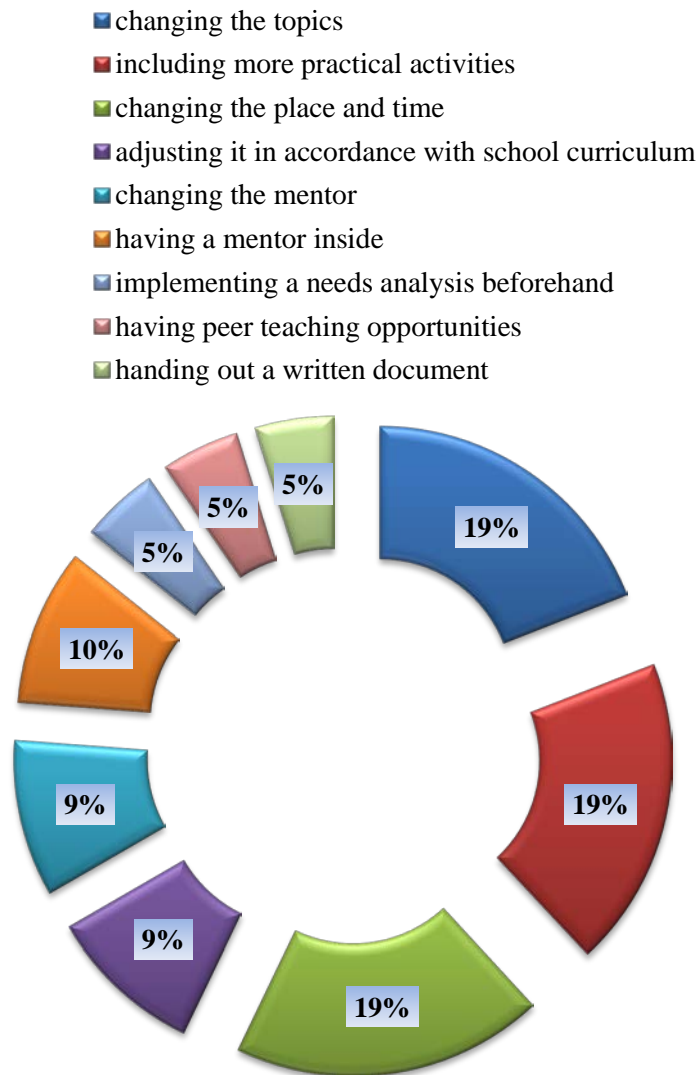


Figure 4.23 Results (%) in Relation to Instructors' Suggestions on the In-Service (CPD) Programme (Interviews)

To begin with, the instructors stated that the content of the programme needs to be changed. They said that some of the areas need more focus such as classroom management which is a big challenge especially for the newly-hired teachers of EFL. One experienced instructor uttered, "I think the content should be chosen the way that it will be the utmost use to those teachers because everybody is putting efforts.

Sometimes we have a lot to do here, but we still got to attend this session so it needs to actually to the point so that we can make use of that” (PD, TTE17, ITE1, F) [*sic*]. Apart from that, one participant suggested adding more important topics and another one suggested adding some more practical topics like how to integrate games or such things to make teaching more fun. In terms of this, one participant commented:

There may be some observations, but also there may be some sessions because you know teaching develops after teaching more and more. That’s pretty clear, so novice teachers may be trained in terms of how to give effective feedback or classroom management, how to deal with classroom issues maybe. And they can also be encouraged during these sessions to be open to the administration itself, the coordinators, not to be afraid, not be scared of anything. To share their experiences with them so that there may not be any problems which may not be solved after the time has passed. Maybe teaching how to exploit the course book may be a part of it, but considering the system itself, there may be some specific sessions especially which may be useful for those teachers. Also, how to prepare materials (PD, TTE17, ITE1, F) [*sic*].

Some others urged having more practical ideas that they can apply in their classes. One person referred to the issue by saying “I should get the idea in my classroom next day. More creative activities” (PH, TTE6, ITE6, F). Another participant said:

I don’t wanna see some information on the slide for example; I wanna have more hands on activities. I wanna feel like students “Oh my God, what am I gonna do right now?” like this or “hmm.. I have to do this like that” or I wanna do some pair work or group work all the time. You know these are better for us. Hands-on activities, practical ideas give us better reflection about what we do in our classrooms here and what must be done to improve it like this, so more practical ideas (PI, TTE5, ITE3, F) [*sic*].

Other issue about the in-service training programme was the place and the time of the training. The trainings were delivered after the classes finished, so the instructors said they felt too tired to focus on the sessions. One interviewee discussed, “The hour of the trainings can be changed because you know we teach for six hours and when I come here and sit, to be honest, I just can’t concentrate all the time, so I don’t know

maybe we can do something about the time. Also, we can take our teas, sit outside and watch each other. It can be helpful” (PJ, TTE2, ITE2, F) [*sic*]. Participant A also shared “We enter a class, about two hours, we wait there or watch something or do something. Maybe in outdoors, maybe we can do something by listening like that. It can be boring about two hours staying in a class” [*sic*].

One of the other important areas of teachers’ suggestions was to adjust the in-service training to the curriculum that was currently being carried out. They said the topics that will be dealt with in the classroom may be discussed and some games, examples, or activities can be suggested. They also added that a new mentor is required to be assigned or a mentoring system should be applied. One participant said:

I think mentoring is also important. You know, I was accepted as an inexperienced teacher and I expected that when I was teaching, someone will come and watch me and then they will give me feedback. This thing didn’t happen, so maybe for this institution, we can also watch each other. There is no problem about that. I can come to your class and watch you and give you some feedback because you a different perspective sometimes can be very helpful. You can think that you are teaching perfectly but there may be a point you miss (PJ, TTE2, ITE2, F) [*sic*].

In that respect, two interviewees believed that rather than an outside trainer, a mentor who can also be a more experienced instructor may be assigned as a mentor who already knows the system well. To illustrate, one participant mentioned, “Rather than having some people as trainers here, knowing the system best inside, there may be some sessions which will provide or which may lead the teachers all of them to the effective execution of the programme itself” (PD, TTE17, ITE1, F). Another participant suggested, “If we have someone like that, someone working here already knowing the programme and everything, I think it would be helpful for us. We can have some creative activities that we can apply for specific lessons in our school and if the mentor knows the programme, knows the course books, and the activities, that would be helpful of course” (PH, TTE6, ITE6, F). The same participant (Participant

D) also added that apart from having a mentor inside the institution, a needs analysis can be conducted to reveal what newly-hired teachers need. She claimed:

Some sessions maybe organized according to their needs. A questionnaire maybe given to those teachers and they may ask about priorities in terms of their professional development. It may be about ELT issues about how to teach reading, how to teach listening etc. or anything or about classroom management or about material development. Maybe a needs analysis would be good for this to give them a chance in terms of their demands or to ask them about their opinions after seeing the system itself. That would be good I think.

Apart from these suggestions, one participant also demanded having team teaching opportunities in the institution. She stated:

I would like to prepare something, something new for us, and present it and get some feedback and I would like to watch some other colleagues and get more ideas. I think that can be better because we know the programme, we are aware of the advantages and disadvantages of the school, so I think we can help each other more. That's my personal view about the trainings (PJ, TTE2, ITE2, F) [*sic*].

The last suggestion related to in-service trainings was having a written document through the sessions. They said that they listen to the trainer during the sessions, but they do not have any printed documents, so they sometimes forget what they did or have difficulty remembering the ideas or activities. Thus, they say they would benefit more if they had a brochure or a booklet. To give an example, participant H mentioned:

After the programme, we don't have any material that we learned during the programme like a brochure or a small booklet. If we have them printed or on a software version of it, we could see them whole and we can go back to them, and you know see what we learned, what can we do in a different class, different lesson. It would be better; it would be good for us (PH, TTE6, ITE6, F) [*sic*].

The interviewees were also asked to make some suggestions for the newly-hired EFL instructors in guiding them in their initial years to ease their tension and to help them overcome their first challenges more easily. The participants came up with seven suggestions for the newly-hired instructors which are depicted below:

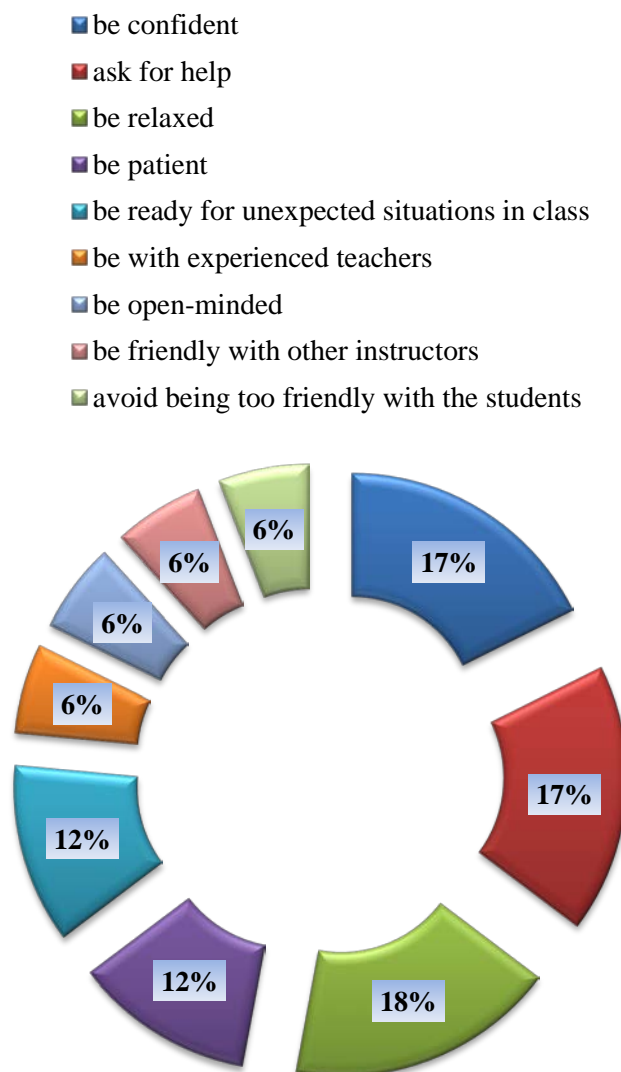


Figure 4.24 Results (%) in Relation to Instructors' Suggestions for the Newly-Hired EFL instructors (Interviews)

Three out of ten instructors revealed that after working at least for one academic year in the institution, the most beneficial suggestion for them is to be confident, relaxed and ask for help whenever needed. As for the issue of confidence, because for some instructors, the first year in the institution is their first year in the profession, they may feel stressed and think they cannot deal with the things around them. However, during the interviews, it was asserted that being self-confident is the most important thing. One participant mentioned:

I think they should trust themselves because when I started to teach in the department here, to teach academic writing in the department, I just thought like “how will I deal with it?” academic writing is a difficult thing and I would be teaching to departmental students and the attitude of the students was very difficult at the same time. So, at first I couldn’t trust myself, but in the middle of the term, I just realized that I should trust myself because when the teacher trusts himself or herself then they can solve any problems about the attitude of the students at first I think and then the courses I think, any course (PB, TTE1, ITE1, F) [*sic*].

Participant C also commented, “they should trust on themselves and they all the time should say “I can do it, I can do it” (TTE1, ITE1, F) because they believe they feel safer at the end of the first year. However, one participant added that it is not good either to be too confident too and explained, “They shouldn’t be so confident either, too confident because it’s like being ignorant. You don’t want to learn anything new” (PH, TTE6, ITE6, F) [*sic*]. Thus, they mentioned one should not hesitate to ask questions and reflected, “They should ask help anytime, they shouldn’t hesitate about that because it’s very important” (PA, TTE2, ITE1, M) [*sic*]. One participant also pointed out:

They shouldn’t feel afraid to ask because you learn the best when you ask, so that’s why they should be free before they do something because it’s not a good idea to “okay, let’s do it like this, nobody would understand” kind of. If you do that, they understand at some point so that’s why the best thing is to ask to get everything clear and then do what you’re doing. They’ll learn, of course, I learned, you learned, so they learn eventually (PE, TTE5, ITE3, F) [*sic*].

The issue of being confident is also related to being relaxed during this adaptation period. One participant asserted, “the thing they should know is that they will adapt anyhow, so they shouldn’t panic and there are some rules we have to obey and if they obey them, they won’t have any problems” (PH, TTE6, ITE6, F) [*sic*] and Participant A added, “they should be relaxed. At the beginning yes, it’s very difficult, like in anything, but after some time, they can accustom the system” (TTE2, ITE1, M) [*sic*]. Thus, though it takes time, the interviewees say even after one year, they see some changes and develop themselves professionally.

Another suggestion for the newly-hired EFL instructors was to be ready for unexpected situations in and outside the class. They said that not everything goes smoothly all the time, so they should not panic and get excited, but be ready for “unpleasant situations” or challenges such as student objections and know how to handle them or make quick and correct decisions according to different situations.

Moreover, it was suggested it was better when new teachers were placed with more experienced instructors or stay close to them as much as possible. One participant expressed:

They should be with experienced instructors all the time because yes they sometimes feel insecure and whenever they make a mistake, they cannot go to the coordinators because they feel that if they go there, something bad will happen there. We experienced the same fears, that’s normal actually, so if they are surrounded by some experienced instructors, as they’re friends too at the same time, they feel more comfortable to ask their questions, to correct their mistakes etc., so I think all the time, whenever we hire a new instructor, he/she must be placed in a room including some experienced instructors (PI, TTE5, ITE3, F) [*sic*].

Hence, the participants agree instead of asking every question to the coordinators, it is much better with “friendly teachers” to whom they can ask their questions more comfortably. Participant F put forward, “Friendly atmosphere with the newcomers. I

think it would make them feel better because they would feel united. Otherwise, they would become like a trying to survive by themselves, so it would be really difficult for them” (TTE1, ITE1, F) [*sic*].

Lastly, some participants, especially more experienced ones, mentioned that newly-graduated instructors may sometimes be like friends with the students and that can create some problems. One of the participants referred to that issue by saying:

I think they should know the difference between being a friend and being a friendly teacher, so this is one of the key points that they need to notice I guess because if you are their friend, they never take what you say seriously. You need to know to be a friendly teacher because I’m really glad because one of my students said “Teacher, you are always smiling, but you always make us do what you want to do”, so this is one of the best compliments I have got so far because I felt that I have an authority in class but it was not the real case in the beginning. I learned it later, so maybe they should know the difference. They need to have an authority in class. They should never forget it. Otherwise, students can feel really... they can be really lazy if you don’t want them to do anything. So, they shouldn’t let them do so. (PG, TTE2, ITE2, F) [*sic*].

All in all, the participants shared there was a friendly atmosphere in class and the newly-hired instructors should take it as an advantage and ask their questions openly without any hesitation. They should also believe in their abilities, trust themselves and get ready for unexpected situations. Although there may occur some problems, they should not give up, but be patient as they reflected.

Last but not least, the interviewees made general suggestions for the institution itself to develop the current curriculum or have a better working atmosphere. In total, they came up with ten suggestions which are summarized on Figure 4.25:

- rearranging the curriculum
- dividing the coordination into smaller units
- creating situations for socialization among ins.
- providing students with more materials
- assigning a mentor for each newly-hired ins.
- developing the relationships with the coordinators
- ensuring equal opportunities among instructors
- having more flexible rules
- having the chance to evaluate the partners
- substituting the skill one teaches only

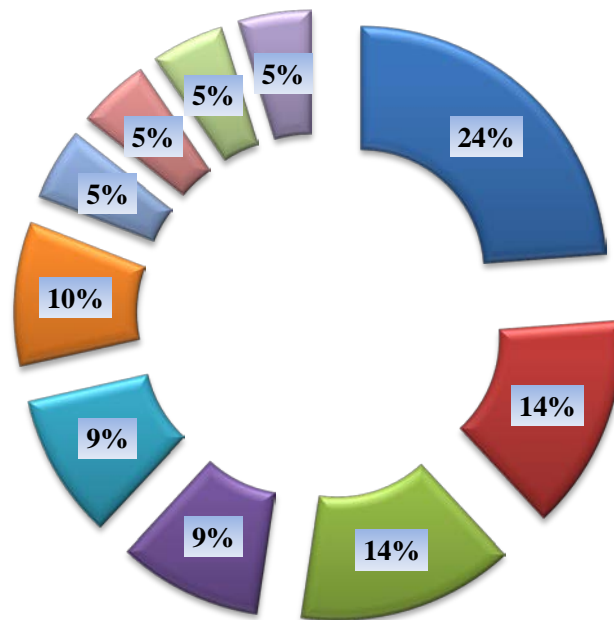


Figure 4.25 Results (%) in Relation to Instructors' General Suggestions for the Institution (Interviews)

As shown on the figure (Figure 4.25) above, teachers put forward a variety of ideas to help improve the Department of Foreign Languages. The first and most frequent suggestion was rearranging the curriculum ($n= 5$). One thing that was discussed

about the curriculum was its being overloaded, so the difficulty in keeping up with the weekly schedule was mentioned. It was uttered, “Sometimes I feel like the weekly schedule is too overloaded for the students, so I feel like we’re running like horses, but I don’t think that the real teaching is how it should be. But that’s what we should do I guess because in one year, we have to prepare the students for the exam. I don’t know how to do, really” (PE, TTE5, ITE3, F) [*sic*]. Another instructor also mentioned, “Sometimes I find it difficult to find a game or a different activity and the programme is not flexible. The students get bored and I’m aware of it but I have to finish this page. So, this page thing is a little bit problematic” (PJ, TTE2, ITE2, F) [*sic*]. The others focused more on the focus of the lessons. To illustrate, one person pointed out, “I don’t know how we should fix this but at least in Listening and Speaking lesson, I think we should focus on more on Speaking” (PH, TTE6, ITE6, F) [*sic*].

The second suggestion was related to the Curriculum and Testing unit. For each level, one coordinator is assigned for carrying out all the responsibilities from curriculum, testing, material development to ensuring standardization, organizing meetings, or implementing orientation programmes. Therefore, it can be said that the coordinators have much heavier workload compared to instructors. However, the instructors suggested that the Curriculum and Testing unit needs to be divided into smaller units so as to allocate more time to develop the curriculum. One of the interviewees asserted:

I think it’s about the coordination. Giving all the responsibility to one person is not something to handle all alone. You know preparing the test and preparing the programme is a big deal. I think, it’s just a suggestion, we should have some head coordinators for every skill for example I could be a Reading head coordinator, but someone should be controlling me as well. If we have this kind of small groups, noting the problems, or giving the suggestions like a mentor. But it should be, you know, skill based. I think we should have skill head coordinators, yes. And that’s how we can make our environment more friendly and less stressful (PH, TTE6, ITE6, F) [*sic*].

Another participant also shared similar ideas and added:

Maybe I have a kind of suggestion related to the testing office because I know that their work is really hard, really challenging. They are trying to work on material development, testing and also curriculum. Normally as far as I know, in some other schools, they have some different departments for each. So maybe we need to divide them so that I mean we could make their job easier and so we could have a kind of fruitful atmosphere relating to testing and curriculum also (PG, TTE2, ITE2, F) [*sic*].

Apart from the curriculum or the Curriculum and Testing unit, the participants focused on the socialization issue. They claimed that relationships and working in a friendly atmosphere is crucial for them, so it will be better if they have more opportunities to come together especially with the newly-hired ones. One interviewee stated, “Maybe we can do something after the school for socializing. Maybe breakfast or dinner. I think it can be useful because you will be a friend, not coordinators or managers something like that. We’ll be friends, so it’s important” and added “Maybe, newly-hired instructors can be introduced to the others and they can meet in a party like, a very small party, or a breakfast like that. They introduce the newly-hired teachers to others and they know the newcomers and maybe they can be friends very easily” (PA, TTE2, ITE1, M) [*sic*].

Additionally, the participants mentioned providing students with more materials. As the school can be considered as a newly-founded university, there is no centre that the students can study at. There are some extra-curricular activities or office hours with their teachers, but there is no material room that the students can benefit from when they need extra-study. Thus, one interviewee referred as “I have a kind of suggestion related to some extra-curricular reading for students. We have a library now but we don’t have specific resources for students to read in English, so we need to have such kind of resources I guess” (PG, TTE2, ITE2, F) [*sic*].

As also mentioned, the instructors further suggested that to help the newly-hired survive the first year in an easier way, a mentor or a more experienced teacher need to be responsible for the new teacher. One instructor recommended:

I think the experienced teachers or at least the familiar teachers should be more helpful. I don't know about it but maybe assigning would be better because if you are doing it just because you are a nice person, it wouldn't work I guess because even if they see you you're trying to survive, you ask questions but they can just say "I'm not teaching it" or "I don't know, you can ask upstairs". But assigning like a mentor/mentee thing, it could be the only work to do (PF, TTE1, ITE1, F) [*sic*].

As for the relationships with the coordinators, the instructors suggested that they can have more meetings during the semester. They said they conducted such micro meetings this year and that they benefited from them. Other people say they ought to share every problem with the coordinators not just talk among colleagues. To illustrate, one participant shared:

If I am scared and don't talk about the problem, something worse happen later. That's why I have to express my feelings calmly, politely and I try to have some suggestions to solve the problem as well. If I don't tell them, if we don't, how can I say, if we don't give any feedback to them, they cannot fix the problem or change the programme, so later I got this idea because I saw that if I talked about the problem with my colleague, nothing changes (PH, TTE6, ITE6, F) [*sic*].

Another suggestion was related to the workload again and having less flexible rules. One interviewee put forward, "I would change the strict rules. For example, sometimes the students just forget their books and we have to take them out and they become absent" (PF, TTE1, ITE1, F) [*sic*].

Moreover, in order to develop the programme, the interviewees also discussed evaluating their partners like students' evaluating their teachers. As one instructor pointed out:

Also, I think partners should also evaluate each other. Students evaluate teachers like “she’s friendly or she’s bla bla”. I think partners have a lot more to say about each other, about teaching. I don’t think they will be sincere, not everybody. It depends, but for a better education if they think that... or they should give feedback to each other at least. I mean, maybe not in an organizational way, but they should give feedback to each other. I wish you did that. I would like to take feedback from my partners actually, I would be okay with that because if it’s going to make me a better teacher or more confident or whatever, it’s going to make me better anyway, I would take it, but, I don’t think everybody will be sincere (PF, TTE1, ITE1, F) [*sic*].

Last but not least, participants also suggested some solutions in terms of substitute teaching. Previously, they mentioned that being a substitute is a challenge because sometimes one can substitute for the skill s/he does not teach. To solve this, one instructor put forward:

Maybe as a substitute teacher, there is a solution. I think for example I’m teaching in a term, I’m teaching Reading, Writing and some departmental courses. I’m not teaching Listening and Speaking course. Then as a substitute teacher, I think I shouldn’t be sent to a classroom like this. Maybe there is another teacher teaching this course. This way it may be effective (PB, TTE1, ITE1, F) [*sic*].

To put in a nutshell, the instructors were very satisfied or found some parts insufficient in their current institution; however, through some experience, they had the chance to observe how things are going and they put forward some suggestions that they thought would be helpful in improving the conditions.

4.2.2.1 Summary of the Instructors’ Expectations and Suggestions

All in all, it can be discussed that the instructors decide to work for the current institution for some reasons such as economical, locational, or institutional. Some of the instructors even had no choices. They asserted that they were newly-graduates and it was difficult for them to find an institution that would be willing to accept new teachers. No matter with what expectations or motives they came to work for the

institution, they all asserted that the conditions and the atmosphere in the school met their expectations and even more.

As for the suggestions, the instructors came up with ideas that could help improve the curriculum and the relationships in the department. Below is the figure (Figure 4.26) that shows the summary of the frequency of the themes that were uttered during the interviews:

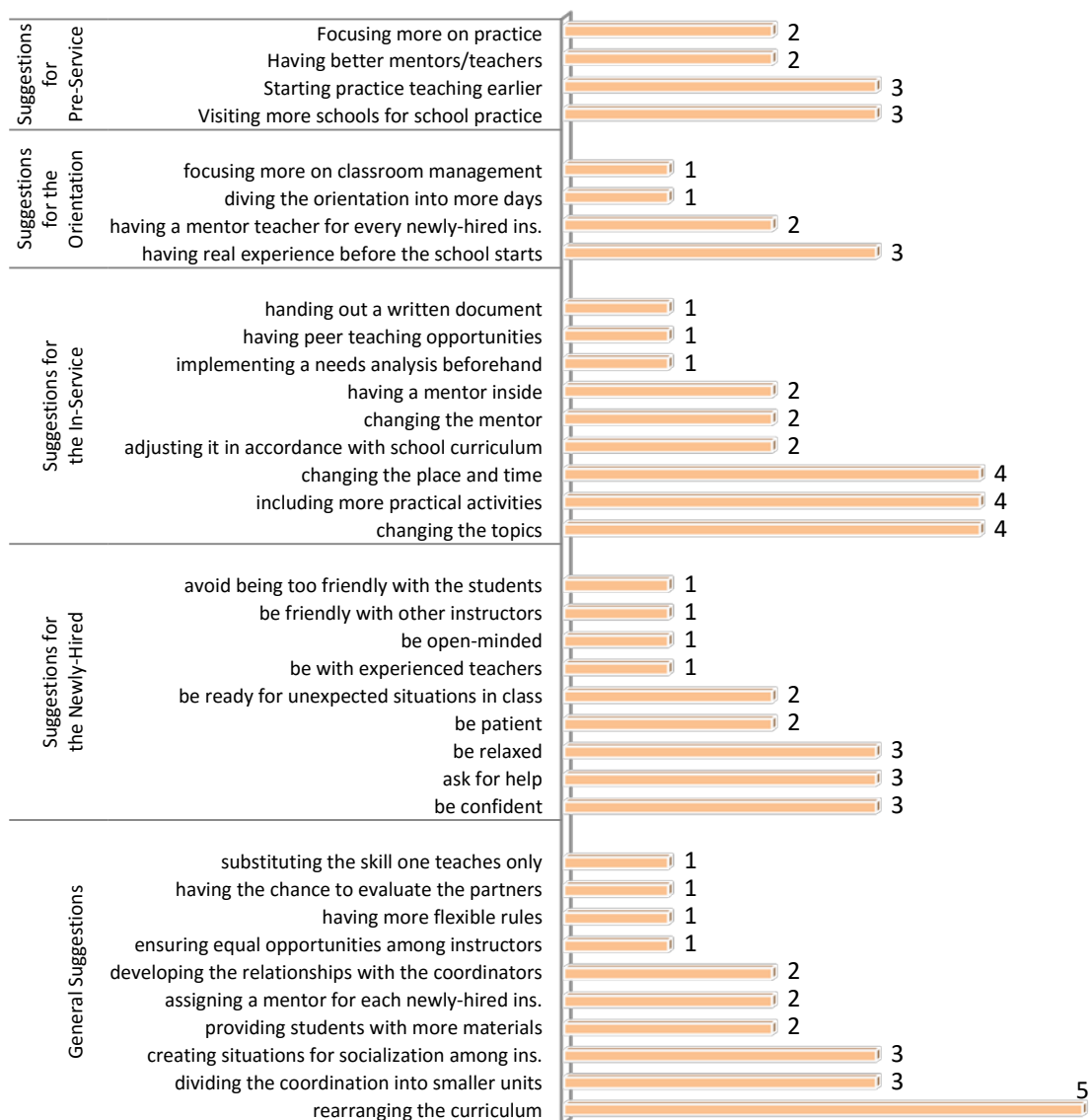


Figure 4.26 Summary (f) of the Instructors' Expectations and Suggestions

As the table suggests, instructors' suggestions can be categorized under five main headings: suggestions for pre-service education, suggestions for the orientation programme in their institutions, suggestions for the in-service programmes they have been attending, suggestions for the newly-hired teachers, and general suggestions for the institution.

To conclude, both the foundation schools and the future teachers have some expectations from each other. The institutions are in need of highly-qualified teachers who can manage their classes well, carry out their responsibilities properly, and keep up with the latest issues in ELT. On the other hand, the instructors want to earn more, work at tertiary level, apply the theory they learned into practice, or work in a happy environment where they feel supported. Whether novice or experienced, almost all the newly-hired EFL instructors go through an adaptation period when they try to make sense of the people and the things around themselves. For some instructors, this period can be really difficult. This experience is depicted as "sink or swim" (Farrell, 2003) in the literature, which then decides whether the instructors will leave or stay in the institution. Hopefully, the things mentioned above and the suggestions of the teachers will help the instructors have good experiences in their initial years of teaching and the institutions better improve their conditions.

CHAPTER 5

DISCUSSION

In this chapter, the results gathered and analysed from the data in this study will be discussed with reference to the literature on previous studies and in accordance with the research questions together with conclusions drawn from these results and pedagogical implications.

5.1 Discussion of the Results

The major findings of the study will be presented in three different sections: perceptions of the newly-hired EFL instructors on their expectations, experiences, and suggestions at their current workplaces.

5.1.1 Perceptions of Newly-Hired EFL Instructors in Relation to Their Expectations and to What Extent These Expectations are Met at the Current Institution

As stated earlier, teaching is complex and demanding although it can sometimes be considered as a profession that is relatively simpler compared to other occupations. It is generally thought that a person with no skills can choose to become a teacher which is an occupation that does not require any skills because it is “same” or “stereotypical” without taking the context, students, collegial support into account. Moreover, although teacher education programmes try to equip pre-service teachers with theory and practices of teaching, these “new” teachers may encounter challenges especially during their first years of teaching in varying degrees. These hardships are commonly associated with the differences between theory and practice,

unexpected impediment, the complexity of teaching, and too much workload (Kim, H., & Cho, Y., 2014, p. 77). As suggested in the related literature, generally, pre-service teachers start education programmes with “fixed conceptions, perceptions, and beliefs about teaching” and about themselves as teachers (Chong & Low, 2009, p. 61). However, their expectations of teaching are often unrealistic (Cole & Knowles, 1993). Unfortunately, almost no changes are made in neither the course design nor the way of instruction in teacher preparation programmes considering these discrepancies (Sutherland & Markauskaite, 2012), and, consequently, most pre-service teachers realize and are able to reflect on the differences between their expectations and realities only after they graduate from their pre-service education programmes and have real classroom experience (Chong, Low, & Goh, 2011).

It needs to be mentioned that very few studies are conducted focusing on what foreign language teachers expect to find out in their new working contexts considering not only teaching but also non-instructional duties, relationships and so on. The studies carried out on teacher expectations mostly aim at finding out what teachers expect in their own classrooms only, how efficient they find themselves, and how these beliefs of oneself influence student achievement (Nhapulo, 2013; M., Tsiplakides, I., & Keramida, A., 2010). In the research study presented here, the participants were asked about what kind of expectations they had before starting to work for the current institution and to what extent these expectations were met. The results collected through semi-structured interviews revealed that the newly-hired EFL instructors expected the following things in their present working environments:

Table 5.1 Summary of Teacher Expectations/ Motives

I expected...	<i>f</i>
• to work in a new and fresh environment	1
• to develop myself professionally in terms of teaching	2
• nothing. I just wanted to live in Ankara	3
• to earn a better salary and have higher standards of living	3
• to work in a happy atmosphere with colleagues	3
• to work with tertiary level students who know their responsibilities	4
• nothing. I just came because there were no other options	4

As can also be inferred from Table 5.1 above, most of the teachers ($n=7$) came to the institution with no expectations. They just chose to work with the school because there were not many schools wanting to hire newly-graduates and they wanted to stay in Ankara for personal reasons. The others stated that they expected to earn more salary and have better standards of living. Finally, some instructors focused on the atmosphere which is welcoming and friendly. They mentioned that they have friends working at the current institution and they heard good things about the environment and the support of the colleagues as well as relationships, and so, they supposed that they would have similar experiences. Additionally, one instructor declared that she sought for a new place where she could refresh herself and have a different experience. Only two of the participants referred to the teaching aspect and mentioned that no matter how loaded the work was, they wanted to develop themselves professionally and gain new insights about the profession.

Unlike the related literature that emphasizes teachers' "disillusioned and unrealistic expectations", the participants in this study stated that although they had some minor challenges during their first times of teaching, their experience at the present institution met their expectations and even more.

The literature also suggests that the teachers whose expectations mismatch their real experience, can have different personal and professional identities and this identity crisis can result in “disappointment, frustration, anger, guilt, and hurt” (Hastings, 2010, p. 211). Therefore, it is highly crucial to help pre-service teachers gain realistic expectations for their personal and professional welfare because those teachers with misaligned expectations and conflicted identities tend more to leave the profession early (Chong, et al, 2011). Conversely, pre-service teachers “who entered field experiences with images of teaching and teachers more congruent with the realities of the classrooms were able to adjust to and learn from the problems they encountered” (Cole & Knowles, 1993, p. 460).

5.1.2 Perceptions of Newly-Hired EFL Instructors in Relation to Their Experiences at the Current Institution

Secondly, the teachers were asked what experiences they had during their pre-service education and at their current workplaces concerning job-related issues, their relationships with students, colleagues, and coordinators, and the orientation and in-service training programmes which they were exposed to. The results were collected quantitatively and qualitatively by administering a questionnaire and ten semi-structured interviews.

An overview of the instructors’ perceptions on their experiences collected through the questionnaire is shown on Table 5.2. The items are ordered in ascending values starting from the most challenging to the least challenging statement with respect to the participants’ experience as a newly-hired foreign language teacher. Figure 5.1 is given to clarify the parts and the number of statements in the questionnaire.

Part of the Questionnaire		N of Statements
Part II Job-Related Issues	A. Instructional Challenges	17
	B. Subject-Matter Related Challenges	8
	C. Non-Instructional Challenges	12
	D. Classroom Management	9
Part III Concerns about Relationships	A. Relationship with Students	10
	B. Relationship with Colleagues	6
	C. Relationship with Coordinators	5
Part IV Perceptions on the Sufficiency of the Pre-Service Education	A. Pre-Service Education	13
Part V Perceptions on the Orientation and the In-service Training at the Present Institution	A. Orientation Programme	8
	B. In-Service Training Programme	12

Example: P2.C3 (Part II, Job-Related Issues, Statement 3)

Figure 5.1 Summary Chart of the Questionnaire

Table 5.2 Overview of the Mean Scores of the Questionnaire in Relation to Teachers' Experiences with Ascending Values

Part	Statement	N	Mean	Std. Deviation
P3.C3	Socializing with my coordinators ...	49	2.1	1.065
P2.A17	The load of the programme ...	51	2.12	0.887
P5.B4	In solving adaptation problems related to my profession as an EFL instructor...	51	2.12	0.931
P5.B9	In the issue of guiding my students...	51	2.16	0.925
P2.A10	Assessing students' written assignments ...	51	2.22	1.026
P5.B6	In the issue of instructional planning...	51	2.22	0.832
P5.B10	In the issue of evaluating student achievement...	51	2.24	0.971
P5.B1	In assisting my current induction process...	51	2.24	0.907
P5.B2	In developing my identity as a teacher...	51	2.25	0.913
P5.B7	In the issue of instructional implementation...	51	2.25	0.868
P2.A7	Assigning online homework to students	49	2.29	1.19
P2.C7	Being a substitute teacher ...	48	2.31	0.993

Table 5.2 Overview of the Mean Scores of the Questionnaire in Relation to Teachers' Experiences with Ascending Values (Continued)

Part	Statement	N	Mean	Std. Deviation
P5.B12	In developing professional relationships with my colleagues...	51	2.33	0.993
P4.A6	In the issue of classroom management...	51	2.35	0.955
P2.C10	Submitting students' attendance into the online system	47	2.38	1.153
P5.B8	In making teaching more attractive for the students...	51	2.39	1.002
P3.C2	Communicating sincerely with my coordinators when I make a mistake ...	51	2.43	1.1
P2.A8	Checking students' written homework ...	49	2.53	1.023
P4.A12	In providing resources for Professional development...	51	2.55	1.101
P2.A9	Checking students' online homework ...	49	2.55	1.119
P5.B3	In introducing the facts about teaching profession...	51	2.57	1.063
P4.A5	In the issue of evaluating student achievement...	51	2.61	1.115
P5.A6	In exploiting the textbooks...	51	2.61	1.002
P3.C5	Giving feedback to my coordinators about the programme ...	51	2.61	1.185
P2.A14	Commenting on students' reading journals	48	2.63	0.981
P5.B5	In providing resources for Professional development...	51	2.63	0.999
P2.B7	Teaching Speaking as an EFL instructor...	50	2.66	0.982
P4.A7	In overcoming instructional difficulties...	51	2.67	1.071
P2.C11	Submitting students' grades into the online system ...	42	2.67	1.141
P2.A16	Writing class reports ...	50	2.68	1.133
P2.D7	Keeping students on task on difficult assignments	51	2.69	0.735
P2.D4	Managing unruly classes with discipline problems	51	2.71	0.923
P2.A11	Marking students' exam papers ...	49	2.71	0.89
P4.A13	In gaining a teacher identity...	51	2.73	1.15
P2.B2	Teaching English to International students...	51	2.75	0.868
P4.A9	In considering individual differences of the students...	51	2.76	1.106
P5.B11	In the issue of classroom management...	51	2.76	1.176
P4.A8	In the issue of guiding the students...	51	2.76	1.142
P4.A11	In using course book and materials...	51	2.78	1.026
P2.C9	Carrying out extra-curricular tasks ...	45	2.8	0.757
P2.B1	Teaching English to Turkish students...	51	2.8	0.96
P4.A2	In preparing me for the profession as an EFL instructor...	51	2.82	1.072
P5.A8	In evaluating student achievement...	51	2.82	0.953
P5.A3	In terms of the description of workload...	51	2.82	1.014
P4.A1	In introducing the profession...	51	2.84	1.027
P4.A3	In the issue of instructional planning...	51	2.86	1.096
P2.D9	Making my class enjoyable for all students	51	2.9	0.728

In Table 5.2, it can be viewed that the first five most challenging things for the new teachers include socializing with their coordinators, the load of the programme, in-service training programme's sufficiency in solving adaptation problems related to their profession as an EFL instructor and in the issue of guiding their students, and finally assessing students' written assignments with mean scores changing from 2.10 to 2.22 out of four. Moreover, the first 11 statements are below 2.3 and the first 17 statements are below 2.5.

Table 5.2 Overview of the Mean Scores of the Questionnaire in Relation to Teachers' Experiences with Ascending Values (Continued)

Part	Statement	N	Mean	Std. Deviation
P3.C4	Asking questions to my coordinator when there is something unclear ...	51	2.9	1.221
P2.D5	Finding solutions to behavioural problems in an EFL class ...	51	2.92	0.771
P2.D8	Getting students work together ...	51	2.92	0.771
P2.A12	Assessing students during spoken assessment	51	2.92	0.717
P2.B8	Teaching Writing as an EFL instructor...	51	2.94	0.881
P4.A10	In making teaching more attractive for the students...	51	2.96	1.113
P2.C5	Prioritization among my duties at school...	51	3.02	0.969
P2.B6	Teaching Reading as an EFL instructor...	50	3.02	0.869
P2.D1	Managing students in an EFL class ...	51	3.04	0.774
P2.A4	Implementing what I plan ...	51	3.04	0.774
P5.A5	In presenting the programme ...	51	3.06	0.947
P2.D3	Deciding on the best way to approach student behaviours ...	51	3.08	0.845
P2.B5	Teaching Listening as an EFL instructor...	50	3.08	0.804
P2.B4	Teaching Grammar as an EFL instructor...	51	3.12	0.739
P5.A2	In the issue of roles and responsibilities of each coordination unit...	51	3.12	0.84
P2.C3	Getting things done on time...	51	3.16	0.834
P2.D2	Applying class rules ...	51	3.16	0.731
P5.A1	In introducing the aims and objectives of the department...	51	3.18	0.793
P3.A8	Motivating my students adequately in terms of promoting learning English...	51	3.2	0.849
P5.A7	In describing the exam procedures...	51	3.2	0.775
P2.A15	Assessing students' presentations ...	50	3.2	0.728

Table 5.2 Overview of the Mean Scores of the Questionnaire in Relation to Teachers' Experiences with Ascending Values (Continued)

Part	Statement	N	Mean	Std. Deviation
P2.A1	Choosing appropriate methods and techniques as an EFL instructor...	51	3.24	0.586
P2.A2	The issue of teaching strategies ...	51	3.24	0.619
P2.C6	Invigilating classes ...	51	3.27	0.777
P5.A4	In describing the school rules...	51	3.29	0.756
P2.D6	Undertaking leadership or coaching roles in an EFL class ...	51	3.31	0.678
P2.A13	Evaluating students' in-class spoken performance	51	3.35	0.688
P2.C8	Having office hours with my students ...	51	3.35	0.688
P3.A3	Dealing with students' language development	51	3.35	0.658
P2.B3	Using English as a medium of instruction in my English class...	51	3.39	0.777
P2.A3	Getting ready for the class ...	51	3.43	0.728
P3.B1	Being a novice teacher among experienced instructors of EFL ...	47	3.49	0.655
P3.A4	Perceiving individual differences ...	51	3.49	0.674
P3.B5	Sharing my ideas with my colleagues openly	51	3.51	0.703
P2.A5	Using instructional tools in teaching English...	51	3.53	0.644
P3.A6	Providing personal support to my students...	51	3.55	0.673
P3.A7	Guiding students and giving professional advice	51	3.57	0.64
P2.C1	Being at work on time ...	51	3.59	0.638
P3.A1	Learning the students' names and calling them by name	51	3.59	0.779
P3.A5	Communicating with the foreign students	51	3.61	0.75
P2.C12	Adhering to the dress code...	51	3.65	0.594
P3.A10	Being respected as an English instructor...	51	3.67	0.554
P3.A9	Determining the limits of my relationship with my students.....	51	3.71	0.54
P3.B2	Developing positive relationships with my colleagues	51	3.71	0.54
P2.A6	Using technological tools in teaching English	51	3.73	0.532
P2.C4	Being in the class on time when there is an exam	51	3.73	0.635
P3.B3	Engaging in a professional sharing with my colleagues	51	3.73	0.532
P3.B6	Socializing with my colleagues ...	51	3.73	0.532
P3.B4	Working collaboratively with my colleagues	51	3.75	0.44
P3.A2	Establishing a positive relationship with students	51	3.78	0.461
P2.C2	Being in class on time ...	51	3.82	0.434

On the other hand, five least challenging items were reported to be engaging in a professional sharing with their colleagues, socializing with their colleagues, working

collaboratively with their colleagues, establishing a positive relationship with students, and lastly being in class on time with mean scores changing from 3.73 to 3.82 out of four. Besides, the mean scores of 45 statements out of 108 were found to be above 3 out of four which can be concluded that the teachers do not find their experiences so challenging.

In the light of the statistics presented above and the related literature, it can be inferred that there are some similarities between the related research and the current study. According to a study conducted by Weinstein (1988), the five items perceived to be the most problematic for the "average first-year teacher" include workload, instructional and managerial tasks, lack of materials, and planning lessons that are illustrated on Table 5.3 below:

Table 5.3 Perceived Problems of Beginning Teachers (Most Challenging Items) (Weinstein, C., 1988)

Rank-order	Questionnaire item	Mean Score
1	Dealing with workload	4.21
2	Improving academic performance of low-achieving students	4.11
3	Adapting curricula and instruction to the need of slow learners	4.04
4	Teaching students from different backgrounds	3.97
5	Figuring out why students are having difficulties with assignments	3.95

Those perceived to be least problematic include interpersonal relations ("relating to administrators," "being accepted by students," and "relating to colleagues"), knowledge of subject matter, and awareness of policies (Table 5.4).

Table 5.4 Perceived Problems of Beginning Teachers (Least Challenging Items)
(Weinstein, C., 1988)

Rank-order	Questionnaire item	Mean Score
29	Dealing with constraints imposed by the principal	3.11
30	Dealing with constraints imposed by the school board	3.04
31	Being accepted by students	2.86
32	Being aware of and following school policies	2.72
33	Getting along with colleagues	2.72

When the challenges are considered, dealing with the workload or the load of the programme has been considered the most challenging item, second most challenging in the current study with a mean score of 2.12 out of four. Pataniczek and Isaacson (1981) also refer to the organizational structure of the schools, which assigns novice teachers tasks similar or even more than those of their experienced colleagues. As Pataniczek and Isaacson suggest, “If responsibilities of new teachers differ at all, the difference is that beginners usually are left with the most unpleasant tasks, the largest or most difficult classes, or the least desirable extracurricular assignments” (p. 16). However, unlike the current study that suggests that participants do not find their relationships with the students challenging, Weinstein’s study (1988) illustrates that beginning teachers have concerns about how to teach slow learners and students with different backgrounds and have difficulty in understanding why students have difficulties in their assignments and how to adapt the curriculum. This fact also goes hand in hand with Fuller’s model of Teacher Development through the first phase of which the teacher is more concerned with the self, how to teach a particular subject, manage classes, and set up relationships with the students. Fuller theorized that pre-service students and beginning teachers were more preoccupied with “self” or survival concerns; and experienced teachers focused more on issues related to the tasks of teaching and their effect on students. These results are further supported by the data obtained from Veenman’s (1984) study of 28 novice teachers.

Table 5.5 Beginning Teachers' Perceived Problems (Veenman, 1984)

Problem identified in Veenman (1984)	Rank order
Classroom discipline	6
Dealing with individual differences	15
Motivating students	21
Organizing classwork	19.5
Relating to parents	23
Insufficient materials	8
Assessing students' work	22
Workload	1
Planning lessons	10
Awareness of policies	32.5
Inadequate equipment	17.5
Using different teaching methods	13
Relating to colleagues	32.5
Knowledge of subject matter	27
Clerical work	17.5
Determining students' learning level	16
Relating to principals and administrators	25
Dealing with slow learners	3
Dealing with students from different cultures	4

Likewise, the item, relating to colleagues, getting along with colleagues, or working collaboratively with colleagues are found to be the least challenging item in these three of these research studies. Participants claim that whether novice or experienced, their peers or colleagues help them when they need, and instead of asking their questions to their coordinators, they refer to their colleagues. Apart from work relations, the participants also state that they find socializing with their peers not challenging and enjoy their company outside the school as well. Further, they mention that they give a lot of importance to relationships in general and having a supportive atmosphere with friendly colleagues is the most important reason for them to stay in the institution. Furthermore, in all of the three studies, the participants declare that they feel themselves comfortable with the policies or the rules and

regulations of their working institution. They say that they clearly know what to do and what not to and they have no problems in obeying them.

However, unlike the studies on the related literature that emphasize the ease of relationships with the coordinators or administrators, the participants in the current study find their relationships with the coordinators quite challenging. In fact, socializing with the coordinators is found to be the most challenging thing with a mean score of 2.10.

When the results of all the parts of the questionnaire are summarized, it can be understood that participants consider the in-service training at their institution as the least sufficient part with a mean score of 2.31 and their relationships with their colleagues as the most sufficient with a mean score of 3.65 out of four. The figure below (Figure 5.2) shows the summary of the mean scores of all the parts in the questionnaire:

Table 5.6 Summary of the Mean Scores of all the Parts of the Questionnaire (Rank Ordered)

Rank Order	Part	Sub-Section	Mean Scores
1	Part V B	In-service Training	2.31
2	Part III C	Relationship with Coordinators	2.55
3	Part IV A	Pre-service Education	2.79
4	Part II A	Instructional Challenges	2.91
5	Part II D	Classroom Management	2.97
6	Part II B	Subject-matter Related Challenges	2.97
7	Part V A	Orientation Programme	3.01
8	Part II C	Non-instructional Challenges	3.15
9	Part III A	Relationship with Students	3.55
10	Part III B	Relationship with Colleagues	3.65

To sum up, it can be concluded that the participants found the in-service training programme in their current institutions as the most insufficient part of their experience. In relation to this part, the instructors stated that although they benefited a lot from the in-service training programme especially in the issue of providing resources for Professional Development which they thought was not provided during their pre-service education, there were a lot of weaknesses of these trainings mostly concerning the content and the timing. They declared that the problem was that it was a ready-made training, and thus was not able to provide them with practical ideas that they can make use of in their classrooms. Furthermore, it was recited that the timing of the trainings were not appropriate as they were conducted at the end of the day, so the participants stated they felt tired and exhausted at that time and had difficulty in focusing on the sessions. All in all, it was revealed that although there were some obstacles and insufficient parts of the continuous professional development (CPD) programmes, the instructors were willing to benefit from these kinds of sessions at their workplaces as they assert that continuous professional development is a “*sin qua non*” in this century especially at foundation schools.

The studies done in Turkey also yield similar results. To illustrate, Coşkuner (2001) investigated the perceptions of instructors in Turkey. Data were collected through questionnaires from nine state universities. According to the findings, participants working at those universities considered INSET and professional development as an inseparable factor in their professional life. The participants also confirmed that they supposed to find new techniques and to keep up-to-date with the innovations in the profession through INSET courses. The results also showed that the participants considered INSET programmes as part of their job satisfaction.

Likewise, the study conducted by Gültekin (2007) revealed that INSET programmes are a crucial part for all the participants in the study. Instructors claimed that INSET was essential in terms of their professional development; and they would like to keep

up with new developments in the field of ELT and participate in sessions and trainings as part of INSET programmes.

In another study, Düzan (2006) analysed the sufficiency of the in-service training programme administered for the newly-hired teachers in the School of Foreign Languages at Middle East Technical University. To collect data, questionnaires and interviews were implemented and the results were analysed both quantitatively and qualitatively. The findings in general illustrated that the trainees specifically felt the need to develop their practical teaching skills. However, when novice and experienced teachers' responses were evaluated separately, it was found out that experienced teachers did not assume they needed to participate in an INSET programme.

As stated before, the second most challenging part for the instructors was their relationship with coordinators. The participants recited that there is a power relation between instructors and coordinators or "distance" as they called, and especially the novice teachers asserted that they sometimes hesitate to ask questions to their coordinators as they are afraid of the reaction they would get. They mentioned they felt some pressure and were afraid of making mistakes because if they made any mistakes, they believed something bad will happen to them. In contrast, some other instructors stated that they feel comfortable in asking questions when there is something unclear maybe because of their age. All in all, almost all the instructors mentioned the coordinators were willing to help the newcomers in any aspect, but maybe due to the heavy workload of the coordinators, there can be distance between them and the instructors which affected their relationships.

According to the results, as can be viewed from Table 5.6, the third most challenging area was reported to be the participants' pre-service trainings. When the findings are taken into consideration, the instructors mainly focused on the practice teaching

component of the programme. The results indicated that the instructors found the practice teaching too late and too short. They mentioned they had school teaching experience only in their fourth year which is quite late for them and insufficient in preparing them as future teachers. They further claimed that the mentors they had did not give them adequate feedback, but only said “It’s good”. In terms of the courses they had, it was suggested that the content mainly focused on the theoretical aspect of teaching and not emphasized practical applications that they can learn from. Finally, it was mentioned that the courses did not provide them with the big picture of the real teaching experience and did not warn the student teachers about the possible challenges they would have when they begin the profession as well as not providing resources for professional development. On the other hand, as the majority of the participants graduated from the most prestigious universities in Turkey, they said that the undergraduate programmes they attended trained them very well in terms of teaching techniques and methodologies.

These findings correlate with the point of view of Ward (1992) who argues that the practical teaching period is generally too short and too late. Teachers do not have the chance to teach for long hours at various contexts and what they experience is limited to simulations or case studies (Pennington, 1990). Weinstein (1988) also emphasizes that the lack of peer experience in teacher education means that pre-service students have little opportunity to share their experiences of teaching, to discuss the pertinence of their previous perceptions, and to observe each other in the classroom.

Another researcher pointed out that prospective teachers have challenges in their first year because they are not adequately trained for the vast demands that teaching includes, and beginning teachers have a general training and are undertrained for a specific position in a specific school context (Ryan 1979). One participant in Ryan’s study wrote:

Teaching cannot be taught in black and white in books. I learned a lot of helpful techniques from college, but the best training is when you actually have your own classroom and you have to figure things out yourself. In college they can tell you how to handle different situations, but until you encounter them yourself, you won't really understand (1979).

Additionally, as also stated by the participants in this study, it was claimed that pre-service education courses and text-books carry out the meaning that learning is not problematic if some specific methods are applied and most often avoid discussion of what to do when confronted with failure (Good, 1983). Thus, the beginning teachers are encouraged to rely on their instincts in decision making processes rather than applying what they have learned. Similar issues were also reflected through interviews with participants who mentioned that even if they learned about the possible challenges, it is difficult to solve all the problems as there are numerous situations a teacher can encounter and one learns the best or find the most appropriate way through trial and error. They say through more experience, they learn how to “survive” and find their own way of teaching and handling difficulties.

As for instructional challenges, it can be concluded that the three most challenging statements concerning the teaching aspect are the workload, assigning online homework to students, and assessing students' written assignments. As stated earlier, workload is considered to be the most challenging part of teaching profession as also demonstrated in the literature. The participants in the current study mentioned that not the tasks separately, but when all the responsibilities are counted together, the workload can be challenging. Apart from the workload, a high number of participants (35.3%) found assigning online homework to students as always challenging not because it is difficult to do but because it is too time-consuming. Finally, 31.4% of the participants found assessing students' written assignments demanding as they mentioned the students write two or three drafts for each unit and sometimes they finish two units in one week, so it was not only challenging for the teachers, but also confusing for the students as they stated.

As for classroom management, the participants reported that they do not find it too challenging, and added that they had more difficulties in managing unruly classes with discipline problems, keeping students on task on difficult assignments and finding solutions to behavioural problems in an EFL class. The least challenging item related to that part of the questionnaire was found to be taking coaching or leadership roles in an EFL class. The interviews also revealed that students had motivational problems rather than behavioural problems. This may be due to the presence of a great number of scholarship students who study mostly at engineering departments. These students come from middle class families who do not have discipline-related problems unlike the students in other foundation schools. However, these students have little or no background knowledge of English, so they can sometimes feel overwhelmed with the busy schedule. As a result, teachers asserted that they sometimes had difficulty in applying what they need to do in that specific lesson because there were sometimes when students got bored, or wanted to play a game. Another motivational obstacle was recited to be students' being too exam-oriented. Thus, instead of learning the correct pronunciation of a word, or joining pair or group work activities, the students preferred doing some activities related to the proficiency exam at the end of the year. Moreover, novice teachers reported more difficulties in handling classes with discipline problems than more experienced teachers and most of the participants agreed that they had fewer classroom management problems as they gained more experience in the field of English language teaching.

Accordingly, Mann and Tang (2012) pointed out that when the classes flew as novice teachers planned, they felt comfortable, but they did not possess "a repertoire of pedagogical routines" to cope with the unexpected difficulties in the classrooms. Especially it is the diversity in and uniqueness of the classrooms that make beginning teachers' work demanding. New teachers find it hard to handle diversity and spontaneity in the class which lead to more stress and disillusionment especially in the initial years.

In the field of English Language Teacher Education, a qualitative study was administered by Daloğlu (2002) to investigate the perceptions of TEFL (Teaching of English as a Foreign Language) teachers with different amounts of teaching experience on subjects such as classroom management and lesson planning, time management, how to begin the lesson, and how to motivate the students. The results revealed that new teachers seemed to have difficulty in instructional management in relation to motivating students to participate in the classes. A correlation between the amount of teaching experience and the ability to cope with student misbehaviours was also observed.

In terms of subject-matter related challenges, teaching English to Turkish students followed by teaching English to foreign students, and teaching speaking as an EFL instructor were recognized as the most challenging subjects. On the other hand, teaching Grammar as an EFL instructor was found to be the least challenging of all. As for teaching Grammar, the instructors mentioned the students come from schools where grammar was the main focus. In terms of teaching skills like listening, reading, writing, or speaking, these schools taught the rules of grammar. This is why, the students also consider grammar as the most important subject, and hence, tend to listen to their grammar teachers more attentively. In addition, teachers reported that while teaching grammar, there are some rules and certain forms to teach, and that they felt safer in teaching this subject. However, they mentioned that teaching speaking to students was the most challenging aspect because the students had a resistance to speak, as they suggested. Teaching reading and listening were also ranked as having medium difficulty and participants commented that they teach the students some strategies and through more practice, the students learn to apply these strategies while going through a reading text or listening passage.

When the results of the data in terms of the orientation programme at the institution are considered, it can be commented that together with the improvements through

years, the current orientation programme was identified to be detailed and sufficient. It was reflected that the orientation programme was especially sufficient in introducing the aims and objectives of the department, in the issue of roles and responsibilities of each coordinator, in describing the exam procedures, and in describing the school rules and regulations. The programme was found to be insufficient in terms of description of workload which was also referred to during the interviews. A considerable number of instructors recognized that the coordinators told them the rules and regulations very clearly and prepared sample videos on how to conduct an exam. Nevertheless, because the teachers were exposed to a variety of tasks, it was difficult to keep this amount of information in mind all at once as mentioned. The instructors also claimed it was partly due to themselves, as they had the feeling that they learned everything well throughout the orientation; however, they said they forgot everything when it came to perform the tasks required from them.

The analysis of the data collection also revealed that instructors had difficulty in submitting students' attendance into the online system, being a substitute teacher, and submitting students' grades into the online system. In the light of these findings, it can be inferred that teachers find it difficult to use the online system which was also stated earlier due to the amount of time they spent while performing tasks through it. What is more, as was also reflected above, the participants commented that they also find being a substitute teacher challenging because they learn that they are going to substitute just before the class, and complain that they had to enter the class without preparation and they sometimes had to teach the skills they did not currently teach for that specific semester which also makes it hard to understand what and how to teach in a class consisting of unfamiliar students with different needs. In contrast, the item of being at work on time and being in class on time were reported to be the least challenging thing and being in class on time was even reported to be the least challenging item of all the statements in the questionnaire.

Related to that, the instructors noted that they did not have difficulty as they did not have any other chance.

The two least challenging items, however, were related with participants' relationships with their students and colleagues. As it is also illustrated in the literature, the instructors have relatively good experiences with their students and colleagues which are considered to be important factors for a teacher to decide whether to stay or leave the institution. In terms of their relationships with their students, the participants reported that motivating their students adequately in terms of promoting learning English was the most challenging item. No people chose always challenging for seven statements out of ten. The least challenging part was found to be establishing a positive relationship with students. As mentioned earlier, the instructors did not report any major problems concerning their relationship with the students. They said the students are generally well-behaved students who respect their teachers and not misbehave in the classroom although there are some exceptions. The teachers also care a lot about their students, and are ready to help the students whenever they are in need. Considering this, students appreciate their teachers' efforts. Besides, partly due to the teachers' being pretty young, it was easy both for the teachers and the students to relate to and empathize with each other. The only problem is related to students' being motivated to learn English. Although some students realize the urge to learn English, some others still do not feel motivated enough and thus do not have regular study habits. They also get bored easily and want to play with their smart phones instead which was also declared during the interviews.

When the findings are taken into consideration, instructors' relationship with their colleagues was found to be the most satisfying part of their experiences at their current institution. As the results suggest, there were no participants selecting always challenging for any of the statements. Among the six statements, sharing their ideas

openly with their colleagues and being a novice teacher among experienced instructors were observed to be more challenging than the others. However, they stated that engaging in a professional sharing and socializing with their colleagues were the two best parts of their relationships with their peers in the school. During the interviews, the participants suggested their colleagues are not jealous of the others, and do not hesitate to help anytime. They also claimed that they not only share their experiences related to teaching or other responsibilities, but also meet outside and talk about other issues. Moreover, it was shared that the colleagues become partners at first, and then become friends, which, in turn, improves their job satisfaction, increases their work performance, and decreases their probability of leaving the job.

5.1.3 Suggestions of Newly-Hired EFL Instructors for the Future Newly-Hired Teachers and the Institution

Both through the questionnaire and the interviews, the instructors reflected what they had expected before they started to work for the present institution, what experiences they had and to what extent their expectations were met. They commented on the most and the least challenging part of their experiences, and consequently, they put forward some suggestions to help the future newcomers as well as to improve the pre-service, orientation, and the in-service programmes in easing new teachers' adaptation process into a new working place. In the light of the findings, it can be concluded that there are five main areas that the participants focus.

In the first place, the participants made some suggestions related to the pre-service education. They informed that they would be better prepared in the field of ELT and have fewer problems in their initial years on condition that they start practice teaching earlier and visit more schools to see a variety of samples. They also suggested that the mentors can give more honest and detailed feedback on their

performances. In terms of their undergraduate courses, they wanted the content to be more focused on the practical aspect rather than theory. Finally, they demanded that their teachers warn them about the possible challenges they can have especially about classroom management and show ways to handle them instead of showing a positive picture that does not illustrate any problems.

The second area the instructors focused on was related to the orientation programme. All the participants noted that the orientation programme was very detailed and helped them learn about the rules and regulations. However, they suggested that there are a lot of things to keep in mind, so it can be confusing to learn all the information in one or two days. Therefore, it was proposed that dividing the orientation into more days would be a better idea so that the newly-hired instructors digest one part of information and pass on to the new one with a fresher mind. Another suggestion was to assign a mentor or an experienced teacher who can assist, role-model, and guide the newly-hired instructors through adaptation period. In addition, it was also proposed that having a real class experience, or observe a more experienced teacher's class would be very beneficial for them.

Moreover, even though the instructors asserted that they found in-service training programmes at their schools valuable for their professional development, they mentioned there were some weak parts that needed to be developed. One of the suggestions was related to the content. The participants put forward that they had learned enough theories in their undergraduate courses, and in these CPD sessions, they needed a tailor-made programme that was parallel to the curriculum of their current school. Instead of too many PowerPoints that mention general ideas, they wanted specific activities that they can use in their own classes. Another suggestion was related to the time and place. They suggested that the trainings can be organized during the summer break when they feel more vigorous as they have no classes to teach. They also suggested that instead of an outside mentor, it could be a better idea

to have a mentor inside the institution who knows all the details about the curriculum, books, etc. What's more, they were aware that they could learn better with their peers, so they believed they can be served with more peer teaching opportunities. Finally, they thought they could have a small booklet or even a brochure where they could read, take notes, and refer to after the sessions. They said when they listened to the trainer, there were no problems, but they forgot most of them after the sessions. Thus, if they had such a booklet, they could have a look later on and apply them in their classes.

The participants also had some suggestions for the newly-hired instructors to help them lessen their anxiety and feel more comfortable. The things they suggested can be listed as: be confident, ask for help, be relaxed, be patient, be open-minded, be ready for unexpected situations in class, be with experienced teachers, be friendly with other instructors, and avoid being too friendly with the students. To support these, the interviewees recommended the newly-hired teachers to trust themselves at first. They argued that it feels uncomfortable at the beginning, and one can feel lost, isolated, paralyzed, or shy at the beginning, but they said they should be relaxed and patient, and believe that they will succeed and their fears will be lost even after one year. They also urged the newcomers to be honest and ask for help especially from more experienced teachers who are willing to help. By following these, the instructors asserted the newcomers will have a smoother transition.

Last but not least, the participants proposed some general suggestions specifically for the institution to create a more fruitful and supportive environment. First off, it was reported that the schedule was too loaded and that they do not have time to spare for games, or activities when the students got bored and did not want to do a lesson. Secondly, they suggested that the coordination unit needed to be divided into smaller units and instead of having one coordinator; they thought they could have more coordinators so that more materials are created and more assistance can be provided

for the teachers. Additionally, it was mentioned that there were no resource room for the students where they can go and find extra materials outside the class. Thus, they suggested having an academic centre or a reading room for the students where they could do extra study. Together with these, it was supported that an instructor should substitute the skill s/he teaches for the present period. Apart from that, the teachers proposed in addition to students' teacher evaluation forms, peers can also give feedback or evaluate their partners so that teachers do their best to cater for the needs of their colleagues as well.

5.2 Pedagogical Implications

In view of the findings of the study and related research on novice teachers, or newcomer adjustment, the following implications were drawn for the instructors and stakeholders in the field of English language teaching:

There is a growing body of research on the challenges that the novice or beginning teachers have or on newcomer socialization. However, these studies either focus on the first years of newly-graduated prospective teachers or how people adjust to their workplaces in different fields like business. There is also lots of research on teacher development, namely, in-service training programmes, orientation or induction, and continuous professional development (CPD), yet these studies only focus on one aspect of professional development and do not provide a wider picture. Nevertheless, considering that there is a high number of turnovers, dropouts, or change in the workplaces, there is a need to conduct a more in-depth study to illuminate the sources why newly-hired EFL instructors are not satisfied with either their occupation or their workplaces. Starting from their pre-service education, the teacher candidates seek for better teaching and learning opportunities, and a great number of instructors are aware that learning does not come to an end after their pre-service education, but it is just a start and continues throughout their career. With this thing

in mind, it can be noted that professional support needs to be provided to the teachers by numerous stakeholders including colleagues, administrators, researchers, or trainers so that the teachers feel more satisfied, show more commitment in the work they do, and stay in the institution for long years. It is known that the period of adaptation into a new environment is difficult whether one is a novice or an expert, and it is made even more difficult by assigning unwanted or extra work and piling the newcomers under heavy workload. It is no surprise that these teachers feel disillusioned, anxious, worried, and frustrated at times which would affect the future of their career.

In the light of the things mentioned above, it can be concluded that this study helps the newly-hired teachers to see the big picture and show them ways to overcome the hardships in their initial years. Only by forming a strong basis for the new teachers can professional teachers who feel self-confident and are able to make sensible decisions be raised. Beginnings are always crucial in people's lives when they make sense of the things around them and form firm beliefs that may shape the future of their career. It is never too late to improve oneself as long as one is motivated and willing.

According to the results of the study, the participants reflected that pre-service education mostly portrayed a brilliant picture or they were unable to foresee or judge the effectiveness of the programme at that time. Upon their graduation, they sought for institutions, mostly in tertiary level, where they could earn a satisfying salary. They also expected that they would have good relations with people and are welcomed to a friendly atmosphere. Through the orientation programme, they still were not aware of the challenges they would face and just after having real experience, they realized that they have some challenges mainly in classroom management which is also referred to as "reality shock". It is through more practice, asking their peers, or coordinators, these teachers had "sink or swim" experience.

In this respect, with the help of the current study, necessary changes can be implemented in the pre-service, orientation, and in-service programmes that provide more practical ideas, guided and constant assistance to the newcomers who feel more confident and supported. By making these changes, teacher quality can be enhanced and the teachers could complete the cycle of professional development at ease. Furthermore, the new teachers may have a smoother transition from the inexperienced to expert teacher. Finally, there would be fewer turnovers which will also benefit the institutions academically and economically by hiring fewer staff every year.

CHAPTER 6

CONCLUSION

This chapter presents an overall summary of the study, gives information about the limitations, and provides suggestions for further research.

6.1 Summary of the Study

This research study was conducted in order to investigate the perceptions of newly-hired EFL instructors at a foundation school in relation to their expectations, experiences, and suggestions for the novice teachers in guiding them in their initial years of teaching experiences. After piloting phase with 5 instructors, an in-depth questionnaire with 51 instructors and face-to-face interviews with ten instructors were carried out as data collection tools in this study; therefore, both qualitative and quantitative data were collected from 56 newly-hired EFL instructors who had teaching experience of one to four years at the current institution.

The study took place at the Foreign Languages Department of a foundation university in Turkey that regularly recruited approximately 10 instructors between 2012 and 2016. The instructors are generally newly-graduated students from a variety of departments including English Language Teaching, English Language and Literature, Linguistics and so on with varying teaching experiences. Upon being accepted to work for the school, the new teachers are exposed to an orientation programme to learn about the rules and regulations together with some sessions for standardization. Afterwards, the teachers start to teach preparatory school or Master's students general English, or departmental students academic English

courses. Apart from teaching, they are held responsible for conducting alternative assessment methods, marking student papers, substituting, invigilating so on and so forth together with other instructors. Moreover, all the instructors are involved in continuous professional development (CPD) programmes throughout the academic year.

The study was administered in three phases. Firstly, a pilot study was conducted with five instructors (10% of the total number of the participants in the study) to make necessary changes and clarifications on the questionnaire that was adapted from another research study *Induction into teaching: adaptation challenges of novice teachers* (Öztürk, M., 2008). Following this, the main questionnaire that included five sections and 108 items was administered to 51 newly-hired EFL instructors at their current workplace. 82% of the participants were females ($n= 42$) and 18% of the participants were males ($n= 9$). In the group of the participants, there were 38 graduates of English Language Teaching Department, 7 graduates of Literature Department, 5 graduates of Linguistics Department, and 1 graduate of Translation and Interpretation Department. The ages of the participants ranged from 22 to 40 who have total teaching experience of one to seventeen years and institutional teaching experience of one to four years. After the findings of the questionnaire were analysed through Statistical Packages for Social Sciences (SPSS 20.0), and the results of the open-ended statement were coded via MAXQDA 10 software, the interview questions were structured for the instructors to have their detailed perceptions on what they had expected before working at this specific institution, what experience they had on a variety of issues, and what suggestions they had to help improve the current procedure to aid the adaptation period of newcomers to the workplace. Subsequently, ten semi-structured interviews were conducted from June to August of 2014-2015 academic year. The results of the interviews were coded through the model proposed by Strauss & Gorbini (1990) via MAXQDA 10 software in which the themes were identified and categorized under certain headings.

The findings revealed that majority of the instructors (%70) had no expectations but chose to work for the institution because of lack of choices or locational preferences. The others asserted that they expected to have good relations with the people working at the institution, earn a decent salary, or develop themselves professionally. All the instructors mentioned that their experiences met their expectations and even more, especially in terms of their relationships with their colleagues.

When the parts related to teachers' experiences are taken into consideration, it can be concluded that the two most insufficient part of the instructors' experience was the in-service training they had at their institution with a mean score of 2.31 and their relationships with their coordinators with a mean score of 2.55. Conversely, the two most sufficient parts was found to be their relationships with their students ($m= 3.55$) and their colleagues ($m= 3.65$).

As for the statements in relation to participants' experiences, the five most challenging tasks were listed as: socializing with their coordinators ($m= 2.10$), the load of the program ($m= 2.12$), the CPD programme's sufficiency in solving their problems related to their profession as an EFL instructor ($m= 2.12$), CPD programme's sufficiency in the issue of guiding their students ($m= 2.16$), and lastly assessing students' written assignments ($m= 2.22$) out of four.

Finally, when the instructors' perceptions on the suggestions they put forward are dealt with, the most frequent suggestions were reported to be: rearranging the curriculum ($n= 5$), changing the topics, time, and place of the in-service training programme ($n= 4$), including more practical activities in the in-service training programme ($n= 4$), visiting more schools for school practice during their pre-service ($n= 4$), and starting practice teaching earlier as an undergraduate student ($n= 4$). They also suggested that the newly-hired EFL instructors should be confident and ask for help whenever they needed ($n= 3$).

All in all, it can be concluded that although the novice teachers focused more on the challenges they had and more experienced instructors focused more on how to develop the current system, whether novice or with some teaching background, most of the instructors went through similar processes as a newly-hired EFL instructor. Despite the fact that they had some challenges at the very beginning, they did not find them so challenging at all as the least challenging item was found to be 2.1.

6.2 Limitations of the Study and Suggestions for Further Research

The design of the study is an explanatory mixed-methods research and the study was conducted with 56 newly-hired EFL instructors working for a foundation university in Turkey for one to four years. The purpose of the study was to obtain the perspectives of the instructors on their expectations, experiences, and suggestions. For this reason, generalizations for all the working environments cannot be made based on this present study. It is suggested that more studies on what teachers expect to find, what they encounter, and what suggestions they put forward are carried out at both state and foundation universities with different participants of varying amount of experience. The results of the findings can also be compared to see if there are any common points or differences between the types of institutions. Additionally, another study can be conducted to see whether the teachers' dissatisfaction with stakeholders (e.g. coordinators, administrators) is culture specific or not.

Furthermore, a questionnaire with 51 participants and interviews with ten participants were administered to collect quantitative and qualitative data respectively. A longitudinal study can also be carried out and other types of data collection instruments can be made use of such as classroom observations, video logs, focus group meetings, field notes, and/or reflective journals that would help the researchers gain more insights in relation to the newly experienced instructors' views.

Another study can also be done after all these suggestions are taken into account and necessary changes are made to observe whether these improvements made any change in the teaching performance of the teachers and whether they stay in the profession or the workplace for long years.

To conclude, it is hoped that this study provided some beneficial tips for the prospective teachers who are thinking of starting their careers and for the stakeholders who are considering changes in their current implementations to help improve teacher quality. As stated by Van Doren (1959) “the art of teaching is the art of assisting discovery”.

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APPENDICES

APPENDIX A: THE INFORMED CONSENT FORM

INFORMED CONSENT FORM

Dear Colleagues,

The questionnaire below has been designed to identify your experiences as newly-hired instructors of EFL during the process of adaptation into this institution and to investigate to what extent these experiences change with respect to certain variables.

Since the result of this study will not only shed light on the challenges that newly-hired EFL instructors in tertiary level face, but also suggest some solutions to enhance teacher quality by improving the orientation and in-service training programmes, it is essential that you express your views sincerely.

In this study, you will be asked to fill out a questionnaire, which will take between 15-20 minutes. After the results of the survey are analysed, you may be invited to take part in an interview via e-mail to confirm the accuracy of the data analysis and answer additional questions.

No risks and no direct benefits are anticipated as a result of your participation in this study. Your participation is purely voluntary. There is no penalty for not participating and you have the right to withdraw from the study at anytime without consequence.

At all times, your identity will be kept confidential. Your information will be assigned a code number and the list connecting your name to this number will be accessible to only me as the investigator. This list will be destroyed when the study is complete and the data have been analysed. Your name will not be used in any report. If you would like to receive a report about the findings, you can provide your e-mail address at the end of the form.

Thank you for your participation and sincerity.

Whom to contact if you have questions about the study:

Pinar KURTOĞLU, Master of Arts Student
Department of English Language Teaching, METU
pinarusta@gmail.com

Agreement:

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of the description.

Participant Name Surname: _____

Date: _____ Signature: _____

APENDIX B: THE QUESTIONNAIRE

QUESTIONNAIRE FOR THE NEWLY-HIRED INSTRUCTORS

For Part I, please read the following statements and circle the choice across each statement that best indicates your opinion.

PART I: DEMOGRAPHIC INFORMATION

A. PERSONAL INFORMATION:

1. Age:
2. Gender: **a.** Male **b.** Female
3. How long have you been teaching English?
 - a.** 0-1 year **d.** 6-10 years
 - b.** 2-3 years **e.** 11 years and more
 - c.** 4- 5 years
4. How long have you been working for this institution?
 - a.** 0-1 year **b.** 2-3 years **c.** 4- 5 years
5. Which of the following students have you taught English so far at this institution?
(You can tick more than one option)
 - a.** Preparatory School **b.** Departmental English **c.** MA

B. EDUCATIONAL BACKGROUND:

1. Degree:
 - a.** Bachelor of Arts **b.** Master of Arts **c.** PhD
2. The undergraduate programme you graduated from:
 - a.** English Language Teaching **e.** Other. Please specify:
 - b.** Literature
 - c.** Linguistics
 - d.** Translation and Interpretation
3. Did you work actively with a mentor teacher in your pre-service education (BA degree)?
 - a.** Yes **b.** No

Please, read the statements below and mark the option that describes your opinion based on the following scale:

4-Not Challenging at all, 3-Somewhat challenging, 2-Challenging, 1-Always Challenging, NA-Not Applicable

PART II: JOB-RELATED ISSUES

		Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable
A. INSTRUCTIONAL CHALLENGES						
1.	Choosing appropriate methods and techniques as an EFL instructor...	4	3	2	1	NA
2.	The issue of teaching strategies ...	4	3	2	1	NA
3.	Getting ready for the class ...	4	3	2	1	NA
4.	Implementing what I plan ...	4	3	2	1	NA
5.	Using instructional tools in teaching English...	4	3	2	1	NA
6.	Using technological tools in teaching English ...	4	3	2	1	NA
7.	Assigning online homework to students	4	3	2	1	NA
8.	Checking students' written homework ...	4	3	2	1	NA
9.	Checking students' online homework ...	4	3	2	1	NA
10.	Assessing students' written assignments ...	4	3	2	1	NA
11.	Marking students' exam papers ...	4	3	2	1	NA
12.	Assessing students during spoken assessment ...	4	3	2	1	NA
13.	Evaluating students' in-class spoken performance ...	4	3	2	1	NA
14.	Commenting on students' reading journals ...	4	3	2	1	NA
15.	Assessing students' presentations ...	4	3	2	1	NA
16.	Writing class reports ...	4	3	2	1	NA
17.	The load of the programme ...	4	3	2	1	NA

Please, read the statements below and mark the option that describes your opinion based on the following scale:

4-Not Challenging at all, 3-Somewhat challenging, 2-Challenging, 1-Always Challenging, NA-Not Applicable

		Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable
B. SUBJECT-MATTER RELATED CHALLENGES						
1.	Teaching English to Turkish students...	4	3	2	1	NA
2.	Teaching English to International students...	4	3	2	1	NA
3.	Using English as a medium of instruction in my English class...	4	3	2	1	NA
4.	Teaching Grammar as an EFL instructor...	4	3	2	1	NA
5.	Teaching Listening as an EFL instructor...	4	3	2	1	NA
6.	Teaching Reading as an EFL instructor...	4	3	2	1	NA
7.	Teaching Speaking as an EFL instructor...	4	3	2	1	NA
8.	Teaching Writing as an EFL instructor...	4	3	2	1	NA
C. NON-INSTRUCTIONAL CHALLENGES						
1.	Being at work on time ...	4	3	2	1	NA
2.	Being in class on time ...	4	3	2	1	NA
3.	Getting things done on time...	4	3	2	1	NA
4.	Being in the class on time when there is an exam ...	4	3	2	1	NA
5.	Prioritization among my duties at school...	4	3	2	1	NA
6.	Invigilating classes ...	4	3	2	1	NA
7.	Being a substitute teacher ...	4	3	2	1	NA
8.	Having office hours with my students ...	4	3	2	1	NA
9.	Carrying out extra-curricular tasks ...	4	3	2	1	NA
10.	Submitting students' attendance into the online system ...	4	3	2	1	NA
11.	Submitting students' grades into the online system ...	4	3	2	1	NA
12.	Adhering to the dress code...	4	3	2	1	NA

Please, read the statements below and mark the option that describes your opinion based on the following scale:

4-Not Challenging at all, 3-Somewhat challenging, 2-Challenging, 1-Always Challenging, NA-Not Applicable

		Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable
D. CLASSROOM MANAGEMENT						
1.	Managing students in an EFL class ...	4	3	2	1	NA
2.	Applying class rules ...	4	3	2	1	NA
3.	Deciding on the best way to approach student behaviours ...	4	3	2	1	NA
4.	Managing unruly classes with discipline problems ...	4	3	2	1	NA
5.	Finding solutions to behavioural problems in an EFL class ...	4	3	2	1	NA
6.	Undertaking leadership or coaching roles in an EFL class ...	4	3	2	1	NA
7.	Keeping students on task on difficult assignments ...	4	3	2	1	NA
8.	Getting students work together ...	4	3	2	1	NA
9.	Making my class enjoyable for all students ...	4	3	2	1	NA

PART III: CONCERNS ABOUT RELATIONSHIPS

		Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable
A. RELATIONSHIP WITH STUDENTS						
1.	Learning the students' names and calling them by name ...	4	3	2	1	NA
2.	Establishing a positive relationship with students ...	4	3	2	1	NA
3.	Dealing with students' language development ...	4	3	2	1	NA
4.	Perceiving individual differences ...	4	3	2	1	NA

Please, read the statements below and mark the option that describes your opinion based on the following scale:

4-Not Challenging at all, 3-Somewhat challenging, 2-Challenging, 1-Always Challenging, NA-Not Applicable

		Not Challenging at all	Somewhat Challenging	Challenging	Always Challenging	Not Applicable
5.	Communicating with the foreign students ...	4	3	2	1	NA
6.	Providing personal support to my students...	4	3	2	1	NA
7.	Guiding students and giving professional advice ...	4	3	2	1	NA
8.	Motivating my students adequately in terms of promoting learning English...	4	3	2	1	NA
9.	Determining the limits of my relationship with my students...	4	3	2	1	NA
10.	Being respected as an English instructor...	4	3	2	1	NA
B. RELATIONSHIP WITH COLLEAGUES						
1.	Being a novice teacher among experienced instructors of EFL ...	4	3	2	1	NA
2.	Developing positive relationships with my colleagues ...	4	3	2	1	NA
3.	Engaging in a professional sharing with my colleagues ...	4	3	2	1	NA
4.	Working collaboratively with my colleagues ...	4	3	2	1	NA
5.	Sharing my ideas with my colleagues openly ...	4	3	2	1	NA
6.	Socializing with my colleagues ...	4	3	2	1	NA
C. RELATIONSHIP WITH COORDINATORS (PROGRAMME & TESTING OFFICE COORDINATORS, ASSISTANT CHAIRS)						
1.	Expressing my views freely during weekly meetings	4	3	2	1	NA
2.	Communicating sincerely with my coordinators when I make a mistake ...	4	3	2	1	NA
3.	Socializing with my coordinators ...	4	3	2	1	NA
4.	Asking questions to my coordinator when there is something unclear ...	4	3	2	1	NA
5.	Giving feedback to my coordinators about the programme ...	4	3	2	1	NA

Please, read the statements below and mark the option that describes your opinion based on the following scale:

4-Always Sufficient, 3- Sufficient, 2-Somewhat Sufficient, 1-Not Sufficient at all, NA-Not Applicable

PART IV: PERCEPTIONS OF THE NEWLY-HIRED TEACHERS ON THE SUFFICIENCY OF PRESERVICE EDUCATION

		Always Sufficient	Sufficient	Somewhat Sufficient	Not Sufficient at all	Not Applicable
A. SUFFICIENCY OF PRESERVICE EDUCATION						
(If you are an ELT graduate, fill in this part taking your four-year BA courses into account; however, if you are a non-ELT graduate, then fill in this part considering your pedagogical formation programme)						
1.	In introducing the profession...	4	3	2	1	NA
2.	In preparing me for the profession as an EFL instructor...	4	3	2	1	NA
3.	In the issue of instructional planning...	4	3	2	1	NA
4.	In the issue of teaching methods and techniques...	4	3	2	1	NA
5.	In the issue of evaluating student achievement...	4	3	2	1	NA
6.	In the issue of classroom management...	4	3	2	1	NA
7.	In overcoming instructional difficulties...	4	3	2	1	NA
8.	In the issue of guiding the students...	4	3	2	1	NA
9.	In considering individual differences of the students...	4	3	2	1	NA
10.	In making teaching more attractive for the students...	4	3	2	1	NA
11.	In using course book and materials...	4	3	2	1	NA
12.	In providing resources for Professional development...	4	3	2	1	NA
13.	In gaining a teacher identity...	4	3	2	1	NA

Please, read the statements below and mark the option that describes your opinion based on the following scale:

4-Always Sufficient, 3- Sufficient, 2-Somewhat Sufficient, 1-Not Sufficient at all, NA-Not Applicable

PART V: CONCERNS ABOUT THE ORIENTATION AND TRAINING PROGRAMME AT MY CURRENT WORKPLACE

		Always Sufficient	Sufficient	Somewhat Sufficient	Not Sufficient at all	Not Applicable
A. SUFFICIENCY OF THE ORIENTATION PROGRAMME						
(Orientation in this part means the introductory sessions given to you by the Programme and Testing Office Coordinators when you first started this institution)						
1.	In introducing the aims and objectives of the department...	4	3	2	1	NA
2.	In the issue of roles and responsibilities of each coordination unit...	4	3	2	1	NA
3.	In terms of the description of workload...	4	3	2	1	NA
4.	In describing the school rules and regulations ...	4	3	2	1	NA
5.	In presenting the programme (curriculum/syllabus)	4	3	2	1	NA
6.	In exploiting the textbooks...	4	3	2	1	NA
7.	In describing the exam procedures...	4	3	2	1	NA
8.	In evaluating student achievement...	4	3	2	1	NA
B. SUFFICIENCY OF IN-SERVICE TRAINING (CPD PROGRAMME)						
(In-Service Training in this part refers to the Continuous Professional Development Programme given to all instructors by an external trainer)						
1.	In assisting my current induction process...	4	3	2	1	NA
2.	In developing my identity as a teacher...	4	3	2	1	NA
3.	In introducing the facts about teaching profession...	4	3	2	1	NA
4.	In helping me solve adaptation problems related to my profession as an EFL instructor...	4	3	2	1	NA
5.	In providing resources for Professional development...	4	3	2	1	NA
6.	In the issue of instructional planning...	4	3	2	1	NA

Please, read the statements below and mark the option that describes your opinion based on the following scale:

4-Always Sufficient, 3- Sufficient, 2-Somewhat Sufficient, 1-Not Sufficient at all, NA-Not Applicable

		Always Sufficient	Sufficient	Somewhat Sufficient	Not Sufficient at all	Not Applicable
7.	In the issue of instructional implementation...	4	3	2	1	NA
8.	In helping me make my teaching more attractive for the students...	4	3	2	1	NA
9.	In the issue of guiding my students...	4	3	2	1	NA
10.	In the issue of evaluating student achievement...	4	3	2	1	NA
11.	In the issue of classroom management...	4	3	2	1	NA
12.	In developing professional relationships with my colleagues...	4	3	2	1	NA

If there is anything you want to add, please use the space below:

Please provide your e-mail address if you want to have a report of the study results:

APPENDIX C: SEMI-STRUCTURED INTERVIEW QUESTIONS

My name is Pınar Kurtoğlu. I'm doing my master's on English Language Teaching at Middle East Technical University and on my thesis I've been working on "The Expectations, Experiences, and Suggestions of Newly-Hired EFL instructors" here in this institution.

Since the result of this study will not only shed light on what the newly-hired EFL instructors expect before starting to work for this institution, and what kind of experiences these instructors have, but also suggest some solutions to enhance teacher quality by improving the orientation and in-service training programmes, it is essential that you express your views sincerely.

Before we start our interview, I want to inform you that your identity will be kept confidential and your name will not be used in any report. I will be recording our talk during the interview; however, you may stop the recording if you feel uncomfortable.

I suppose our interview will last approximately an hour. I want to start my questions if you agree.

1. Can you please introduce yourself a little bit?
 - What is your educational background?
 - How many years of total teaching experience do you have?
 - Do you have any previous work experience? If so, in what kind of an institution did you work for and what kind of experience did you have?
 - For how many years have you been working for this institution?

2. Why/How did you decide to work for this institution?

3. What expectations did you have before you started working for this institution?
 - Has it met your expectations? Can you give some examples?

4. How did you feel when you first started to work for here?
 - Did your feelings change over time? If so, why and how?
 - Is there any specific event/time you still memorize? Would you like to mention it?

5. What has your experience been like as a newly-hired EFL instructor here?
 - Have you had positive experiences? If so, can you please mention some of them?
 - Have you had any challenges? If so, what are they and how did you manage to overcome these difficulties?
 - What have you experienced in terms of Job-Related (Instructional, Non-Instructional, Subject-Matter Related, and Classroom Management) Issues?
 - What has been the most challenging thing to do?
 - What has been the least challenging thing to do?
 - What have you experienced in terms of Relationships (with students, colleagues, and coordinators) here?
 - In what ways do you think the relationships can be developed here?
 - Can you mention the pre-service education that you got as your BA degree?
 - Was it sufficient? If so, in what ways? If not, in what ways?
 - Is there any suggestions that you want to make to develop the pre-service education?

- What are your perceptions about the orientation programme that you got when you first started to work for this institution?
 - How did you find it?
 - Do you have any suggestions to develop the orientation programme for the newly-hired EFL instructors here?
 - What are your perceptions about the in-service training you have been attending here?
 - What has been the most sufficient part of it? Why and how?
 - What has been the most insufficient part of it? Why and how?
 - What changes do you think should be made in order to better serve for the newly-hired EFL instructors here?
6. What suggestions do you have for the institution in order to help the EFL instructors have better experiences here?
- What suggestions do you have for the newly-hired EFL instructors here?
7. Is there anything you want to add or share?

Thank you very much for your sincerity and participation.

APPENDIX D: SAMPLE PAGE OF CODED TRANSCRIPTIONS

A part of the transcription coded by the researcher:

Instructor 10, Female, 2 years of experience, July 03, 2015. (00:35:27)		
RAW DATA	CODES	CATEGORIES/ THEMES
<p>Instructor 10: Yeah, of course. <u>I really believe in these in-service programmes because you have to keep up and you have to learn many things.</u> And you have the opportunity to practice them. As for the programmes here, I have been attending for two years. Yeah, they are very helpful but one is that sometimes they can be <u>too theoretical</u>. “okay guys you should do that or do that or don’t do that”. That’s the thing that I know, I’m already aware of them so it can be a little bit more practical because I was an ELT-graduate and I’ve been training for four years and I’ve been teaching for two years, so I’m aware of some certain things. <u>The things that I need are more practical things.</u> some more different activities, some more different teaching strategies, so the focus can be these things and personally, when I’m thinking about a training programme, I just don’t wanna go and sit there. I think we need to be <u>more active</u>. Yeah, of course, the trainers are very good. So, we were fortunate about having them. Listening to them was also helpful but <u>I would also like to have the opportunity to present something by myself or I would like to watch my colleagues.</u> So this can be I think can be helpful for us.</p> <p>Interviewer: So do you think peer teaching would be helpful?</p> <p>Instructor 10: Absolutely. <u>I would like to prepare something and something new for us and present it and get some feedback and I would like to watch some other colleagues and getting more ideas...</u></p>	PERCEPTIONS ON THE IN- SERVICE TRAINING	Learning new things The content’s being too theoretical Having more practical ideas The need for active participation Having some peer teaching opportunities Sharing opinions

A part of the transcription coded by another researcher:

Instructor 10, Female, 2 years of experience, July 03, 2015. (00:35:27)		
RAW DATA	CODES	CATEGORIES / THEMES
<p>Instructor 10: Yeah, of course. I really believe in these in-service programmes because you have to keep up and you have to learn many things. And you have the opportunity to practice them. As for the programmes here, I have been attending for two years. Yeah, they are very helpful but one is that sometimes they can be <u>too theoretical</u>. “okay guys you should do that or do that or don’t do that”. That’s the thing that I know, I’m already aware of them so it can be <u>a little bit more practical</u> because I was an ELT-graduate and I’ve been training for four years and I’ve been teaching for two years, so I’m aware of some certain things. The things that I need are more practical things. some more different activities, some more different teaching strategies, so the focus can be these things and personally, when I’m thinking about a training programme, I just don’t wanna go and sit there. I think we need to be <u>more active</u>. Yeah, of course, the trainers are very good. So, we were fortunate about having them. Listening to them was also helpful but I would also like to have the opportunity to present something by myself or I would like to <u>watch my colleagues</u>. So this can be I think can be helpful for us.</p> <p>Interviewer: So do you think peer teaching would be helpful?</p> <p>Instructor 10: Absolutely. I <u>would like to prepare something and something new for us and present it and get some feedback</u> and I would like to watch some other colleagues and getting more ideas...</p>	PERCEPTIONS OF IN-SERVICE TRAINING	<p>Too much theory vs not enough practice</p> <p>No room for active participation</p> <p>Learning from peers</p> <p>Personal sharing</p>

APPENDIX E: THE SUMMARY OF THE MEAN SCORES OF ALL THE ITEMS ON THE QUESTIONNAIRE PART BY PART

QUESTIONNAIRE FOR THE NEWLY-HIRED INSTRUCTORS

PART I: DEMOGRAPHIC INFORMATION

A. PERSONAL INFORMATION:

1. Age:26,6.....
2. Gender: **a. (9)** Male **b. (42)** Female

3. How long have you been teaching English?
 - a. (12)** 0-1 year
 - b. (16)** 2-3 years
 - c. (14)** 4- 5 years
 - d. (4)** 6-10 years
 - e. (5)** 11 years and more

4. How long have you been working for this institution?
 - a. (27)** 0-1 year
 - b. (20)** 2-3 years
 - c. (4)** 4- 5 years

5. Which of the following students have you taught English so far at this institution?
(You can tick more than one option)
 - a. (21)** Preparatory School
 - b. (0)** Departmental English
 - c. (1)** MA
 - d. (6)** Prep.+ Depart.
 - e. (18)** Prep+ MA
 - f. (5)** Prep.+ Depart.+ MA

B. EDUCATIONAL BACKGROUND:

1. Degree:
 - a. **(33)** Bachelor of Arts
 - b. **(17)** Master of Arts
 - c. **(1)** PhD

2. The undergraduate programme you graduated from:
 - a. **(38)** English Language Teaching
 - b. **(7)** Literature
 - c. **(5)** Linguistics
 - d. **(1)** Translation and Interpretation
 - e. **(0)** Other. Please specify:
.....

3. Did you work actively with a mentor teacher in your pre-service education (BA degree)?
 - a. **(39)** Yes
 - b. **(12)** No

PART II: JOB-RELATED ISSUES		Means	Mean of the Sub-Parts	Mean of the Parts
A. INSTRUCTIONAL CHALLENGES				
1.	Choosing appropriate methods and techniques as an EFL instructor...	3,24	2,91	2,99
2.	The issue of teaching strategies ...	3,24		
3.	Getting ready for the class ...	3,43		
4.	Implementing what I plan ...	3,04		
5.	Using instructional tools (books, booklets, etc.) in teaching English...	3,53		
6.	Using technological tools (active teach CD, whiteboard, laptop) in teaching English ...	3,73		
7.	Assigning online homework to students	2,29		
8.	Checking students' written homework ...	2,53		
9.	Checking students' online homework ...	2,55		
10.	Assessing students' written assignments (writing portfolio)....	2,22		
11.	Marking students' exam papers ...	2,71		
12.	Assessing students during spoken assessment ...	2,92		
13.	Evaluating students' in-class spoken performance ...	3,35		
14.	Commenting on students' reading journals ...	2,63		
15.	Assessing students' presentations (topic, video, and poster)...	3,2		
16.	Writing class reports ...	2,68		
17.	The load of the programme ...	2,12		
B. SUBJECT-MATTER RELATED CHALLENGES				
1.	Teaching English to Turkish students...	2,8	2,97	2,99
2.	Teaching English to International students...	2,75		
3.	Using English as a medium of instruction in my English class...	3,39		
4.	Teaching Grammar as an EFL instructor...	3,12		
5.	Teaching Listening as an EFL instructor...	3,08		
6.	Teaching Reading as an EFL instructor...	3,02		
7.	Teaching Speaking as an EFL instructor...	2,66		
8.	Teaching Writing as an EFL instructor...	2,94		

		Means	Mean of the Sub-Parts	Mean of the Parts
C. NON-INSTRUCTIONAL CHALLENGES				
1.	Being at work on time ...	3,59	3,15	2,99
2.	Being in class on time ...	3,82		
3.	Getting things done on time...	3,16		
4.	Being in the class on time when there is an exam ...	3,73		
5.	Prioritization among my duties at school...	3,02		
6.	Invigilating classes ...	3,27		
7.	Being a substitute teacher ...	2,31		
8.	Having office hours with my students ...	3,36		
9.	Carrying out extra-curricular tasks (ILE, MLT, etc.) ...	2,8		
10.	Submitting students' attendance into the online system	2,38		
11.	Submitting students' grades into the online system ...	2,67		
12.	Adhering to the dress code...	3,65		
D. CLASSROOM MANAGEMENT				
1.	Managing students in an EFL class ...	3,04	2,97	2,99
2.	Applying class rules ...	3,16		
3.	Deciding on the best way to approach student behaviours	3,08		
4.	Managing unruly classes with discipline problems ...	2,71		
5.	Finding solutions to behavioural problems in an EFL class ...	2,92		
6.	Undertaking leadership or coaching roles in an EFL class	3,31		
7.	Keeping students on task on difficult assignments ...	2,69		
8.	Getting students work together ...	2,92		
9.	Making my class enjoyable for all students ...	2,9		

PART III: CONCERNS ABOUT RELATIONSHIPS		Means	Mean of the Sub-Parts	Mean of the Parts
A. RELATIONSHIP WITH STUDENTS				
1.	Learning the students' names and calling them by name ...	3,59	3,55	3,34
2.	Establishing a positive relationship with students ...	3,78		
3.	Dealing with students' language development ...	3,35		
4.	Perceiving individual differences ...	3,49		
5.	Communicating with the foreign students ...	3,61		
6.	Providing personal support to my students...	3,55		
7.	Guiding students and giving professional advice ...	3,57		
8.	Motivating my students adequately in terms of promoting learning English...	3,2		
9.	Determining the limits of my relationship with my students ...	3,71		
10.	Being respected as an English instructor...	3,67		
B. RELATIONSHIP WITH COLLEAGUES				
1.	Being a novice teacher among experienced instructors of EFL	3,48	3,65	3,34
2.	Developing positive relationships with my colleagues ...	3,71		
3.	Engaging in a professional sharing with my colleagues ...	3,73		
4.	Working collaboratively with my colleagues ...	3,75		
5.	Sharing my ideas with my colleagues openly ...	3,51		
6.	Socializing with my colleagues ...	3,73		
C. RELATIONSHIP WITH COORDINATORS (Programme & Testing Office Coordinators, Assistant Chairs)				
1.	Expressing my views freely during weekly meetings ...	2,72	2,55	3,34
2.	Communicating sincerely with my coordinators when I make a mistake ...	2,43		
3.	Socializing with my coordinators ...	2,11		
4.	Asking questions to my coordinator when there is something unclear ...	2,9		
5.	Giving feedback to my coordinators about the programme ...	2,58		

PART IV: PERCEPTIONS OF THE NEWLY-HIRED TEACHERS ON THE SUFFICIENCY OF PRESERVICE EDUCATION		Means	Mean of the Sub-Parts	Mean of the Parts
A. SUFFICIENCY OF PRESERVICE EDUCATION				
(If you are an ELT graduate, fill in this part taking your four-year BA courses into account; however, if you are a non-ELT graduate, then fill in this part considering your pedagogical formation programme)				
1.	In introducing the profession...	2,84	2,79	2,79
2.	In preparing me for the profession as an EFL instructor...	2,82		
3.	In the issue of instructional planning...	2,86		
4.	In the issue of teaching methods and techniques...	3,16		
5.	In the issue of evaluating student achievement...	2,61		
6.	In the issue of classroom management...	2,76		
7.	In overcoming instructional difficulties...	2,67		
8.	In the issue of guiding the students...	2,76		
9.	In considering individual differences of the students...	2,76		
10.	In making teaching more attractive for the students...	2,96		
11.	In using course book and materials...	2,78		
12.	In providing resources for Professional development...	2,54		
13.	In gaining a teacher identity...	2,73		

PART V: CONCERNS ABOUT THE ORIENTATION AND TRAINING PROGRAMME AT MY CURRENT WORKPLACE		Means	Mean of the Sub-Parts	Mean of the Parts	
A. SUFFICIENCY OF THE ORIENTATION PROGRAMME (Orientation in this part means the introductory sessions given to you by the Programme and Testing Office Coordinators when you first started this institution)					
1.	In introducing the aims and objectives of the department...	3,18	3,01	2,60	
2.	In the issue of roles and responsibilities of each coordination unit...	3,12			
3.	In terms of the description of workload...	2,82			
4.	In describing the school rules and regulations ...	3,29			
5.	In presenting the programme (curriculum/syllabus) ...	3,06			
6.	In exploiting the textbooks...	2,61			
7.	In describing the exam procedures...	3,2			
8.	In evaluating student achievement...	2,82			
B. SUFFICIENCY OF IN-SERVICE TRAINING (CPD PROGRAMME) (In-Service Training in this part refers to the Continuous Professional Development Programme given to all instructors by an external trainer)					
1.	In assisting my current induction process...	2,24	2,12		
2.	In developing my identity as a teacher...	2,27			
3.	In introducing the facts about teaching profession...	2,57			
4.	In helping me solve adaptation problems related to my profession as an EFL instructor...	2,13			
5.	In providing resources for Professional development...	2,62			
6.	In the issue of instructional planning...	2,22			
7.	In the issue of instructional implementation...	2,27			
8.	In helping me make my teaching more attractive for the students...	2,39			
9.	In the issue of guiding my students...	2,16			
10.	In the issue of evaluating student achievement...	2,24			
11.	In the issue of classroom management...	2,35			
12.	In developing professional relationships with my colleagues...	2,33			

OVERALL MEAN: 2,23

**APPENDIX F: DEMOGRAPHIC INFORMATION OF THE PARTICIPANTS
(QUESTIONNAIRE)**

Variables		N	%
Number		51	100
Age	22	2	3.9
	23	3	5.9
	24	8	15.7
	25	12	23.5
	26	4	7.8
	27	8	15.7
	28	3	5.9
	29	4	7.8
	31	1	2
	32	2	3.9
	34	1	2
	35	1	2
	39	1	2
	40	1	2
Gender	Male	9	17.6
	Female	42	82.4
Total amount of teaching experience	0-1 year	12	23.5
	2-3 years	16	31.4
	4-5 years	14	27.5
	6-10 years	4	7.8
	11 years and more	5	9.8
Amount of teaching experience at the institution	0-1 year	27	52.9
	2-3 years	20	39.2
	4 years	4	7.8
Educational Degree	Bachelor of Arts	33	64.7
	Master of Arts	17	33.3
	PhD	1	2
Type of Undergraduate Programme	English Language Teaching	38	74.5
	Literature	7	13.7
	Linguistics	5	9.8
	Translation and Interpretation	1	2

APPENDIX G. TURKISH SUMMARY

İŞE YENİ BAŞLAMIS İNGİLİZCE OKUTMANLARININ BEKLENTİLERİ, TECRÜBELERİ VE ÖNERİLERİ: TÜRKİYE'DEKİ ÖZEL BİR ÜNİVERSİTEDE KARMA-YÖNTEM ÇALIŞMASI

Bir dünya dili olarak İngilizce, bilim, iş, iletişim, siyaset, sanat ve eğitim (Crystal, 1997; Graddol, 2006) dahil olmak üzere birçok alanda yaygın bir dil haline gelmiştir. Bu nedenle, ikinci veya yabancı dil olarak İngilizce konuşan kişi sayısı büyük bir artış göstermiştir. Bu bağlamda İngilizce birçok ülkede ilköğretim, ortaöğretim ve hatta okul öncesi eğitimde öğretilen en yaygın yabancı dil olarak yer almaya başlamış ve birçok alanda başarılı bir mesleğe sahip olmak için aranan koşullardan biri haline gelmiştir. Birçok ülkede olduğu gibi Türkiye'de aileler çocuklarının daha iyi İngilizce öğrenme imkânlarına sahip olmaları için uğraşmaktadır. İngilizceye verilen bu öneme rağmen öğrencilerin İngilizce öğrenmeleri sadece sınıf ile sınırlı kalmakta ve ders dışında pratik yapma imkânları bulunmamaktadır. Bu yüzden çok sayıda etkin İngilizce öğretmenlerinin yetişmesi oldukça önemli hale gelmiştir. Özellikle Eğitim dili İngilizce olan üniversitelerin yabancı dil hazırlık bölümlerinde nitelikli İngilizce dil öğretmenleri için artan bir talep vardır. Birçok vakıf üniversitesi her yıl yeni İngilizce öğretmenleri işe alınmakta ve bu sayı her yıl artmaktadır.

Her ne kadar her yıl artan sayıda İngilizce öğretmeni işe alınsa da, birçok öğretmen iş değiştirme ya da işten ayrılmaktadır. Birçok araştırmacı bu konu üzerinde çalışmalar yapmıştır. Ruhland'ın (2000) meslek seçimi teorisine göre mesleki memnuniyet, kararlılık ve başarı, kişinin kişiliği ve işyeri arasındaki onaya bağlıdır (s. 3). Ayrıca, Celep (2003) örgütsel bağlılık teorisi üzerine çalışmaktadır ve öğretmenlerin bağlılık düzeyinin onların inançları, okulun hedefleri ve değerlerinin kabulü, okulun adına çaba sarf etmeye gönüllü olma ve okulun bir üyesi olarak kalmaya istekli olma gibi

faktörlere göre belirlendiğini varsayar. Okul kurumuna daha az bağlı olma hem kurumun etkinliğini kötü yönde etkiler hem de öğretmenlerin daha az yeterli olmasına ya da mesleğini bırakmasına neden olur. Öğretmenlerin işten ayrılma oranının daha az olması için, Ingersoll (2002)'un belirttiği üzere kurumların: maaşlardan iyileşme, öğretmenlere daha fazla yönetsel destek sağlama, öğrenci disiplin sorunlarını azaltmaya yardımcı olma ve okullarda iyileştirilmiş bir öğretmen eğitimi uygulama gibi konularda gelişim göstermesi gerekmektedir (s. 26).

Bu sorunların ve kurumlar için olası sonuçlarının farkında olarak, öğretmen eğitimi programları (hizmet-öncesi ya da hizmet-içi) yürütülmektedir ve hükümet tarafından eğitim kurumlarında nitelikli İngilizce öğretmenlerini desteklemek amacıyla özellikle işe yeni başlamış öğretmenler için birçok reform yapılmıştır (Ginns, Heirdsfield, Atweh, & Watters, 2001). Yapılan araştırmalara göre, daha tecrübeli meslektaşlarına kıyasla, işe yeni başlayan öğretmenler daha büyük bir oranda mesleklerini bırakma eğilimindedir (Ingersoll, 2001; Kukla- Acevedo, 2009), daha az öğretmen yeterliği göstermektedir (Wolters & Daugherty, 2007), ve daha fazla mesleki stres ve duygusal tükenme hissetmektedir (Klusmann, Kunter, Voss, & Baumert, 2012; Tynjälä & Heikkinen, 2011). Özellikle iş yükünün fazla olduğu vakıf okullarında işe yeni başlayan öğretmenlerin yaşadıkları tecrübeler, ileriki yıllarda işte kalıp kalmayacağına karar vermektedir. Sadece işe yeni başlayan öğretmenler değil, tecrübeli ya da biraz öğretmenlik tecrübesi olan öğretmenler de yeni bir işyerinde işe başladıklarında bazı zorluklarla karşılaşmaktadır. Öğretmenlerin işten ayrılma oranları göz önünde bulundurulduğunda, durum oldukça ciddidir. İşe yeni başlayan öğretmenlerin %25 ile %50'si mesleki tecrübesinin ilk üç yılında, %10'u ise ilk yılında işten ayrılmaktadır (Öztürk, 2008, s. 20). Ingersoll (2002) farklı kaynaklardan gelen verileri analiz etmiştir ve öğretmenlerin işten ayrılması ile alakalı beş ana neden bulmuştur: emeklilik, işe alınma prosedürü, ailevi ve kişisel nedenler, başka işler ile ilgilenme ve memnuniyetsizlik (Catalyst, 1999; Finn, 1997; Osborne, 2002). Benzer şekilde, Santiago (2001) öğretmenlerin işlerinden ayrılmalarının nedenlerinin

düşük maaşlar ve iş yerlerinin daha karmaşık sorumluluklar talep etmesinin olduğunu belirtmektedir. Duffrin (1999, s. 2) öğretmenlerin işten ayrılmasının en büyük nedeninin, özellikle meslekteki ilk 5 yıl içerisinde, çalışma koşulları olduğuna değinmiştir. Chaika (2002, s. 1) öğretmen hareketliliğinin olmadığını, oryantasyon programlarının yetersiz olduğunu, çalışma koşullarının kötü olduğunu ve öğretmenler ile üniversite mezunlarının arasında büyük maaş farkı olduğunu iddia etmektedir. Özellikle akademik yıl içerisinde işten ayrılan öğretmenler eğitmen eksikliğine yol açarak kurumlara zarar vermektedir.

Mesleki tecrübelerinin ilk yıllarında işe yeni başlayan öğretmenlere sağlanan destek, onların kısa vadeli profesyonel ihtiyaçlarının kalitesinin yanı sıra uzun vadeli profesyonel öğrenme deneyimleri için de son derece önemlidir. Uluslararası çalışmalar da okul ortamı, destek sistemleri ve gelişimsel fırsatların yeni işe alınan öğretmenlerin gelişiminde kritik bir rol oynadığını belirtmektedir (Bickmore & Bickmore, 2010; Kagan, 1992; Kardos & Johnson, 2010; Tickle, 2000). Oryantasyon (Hizmet-öncesi eğitim) sürecindeki mentörlük, okul ortamında sosyalleşmeyi desteklemek ve öğretmenlerin profesyonel gelişimini desteklemek adına çok önemlidir (Feiman-Nemser, 2003; Wang & Odell, 2002). Bu bağlamda, eğitmenlerin beklentilerini karşılamak ve onların uzun yıllar meslekte kalmalarına yardımcı olmak adına, öğretmenlerin sesleri duyulmalı ve önerileri dikkate alınmalıdır. Aynı zamanda, öğretmenlerin işten ayrılmalarına ya da başka fırsatların peşinde olmalarına neden olan meslek veya kurumlara karşı memnuniyetsizliklerinin sebeplerini araştırmak için daha fazla çalışmanın yürütülmesi gerekmektedir.

Dolayısıyla, bu çalışmanın amacı işe yeni başlamış ve İngilizceyi yabancı dil olarak öğreten İngilizce okutmanlarının Türkiye'deki özel bir üniversitede işe başlamadan önce ne gibi beklentilerinin olduğunu ve yeni iş yerlerindeki uyum sürecinde ne tür tecrübeler yaşadıklarını incelemektedir. Ayrıca, Yabancı Diller Bölümü programını geliştirmek ve işe yeni alınmış okutmanların işyerlerindeki uyum sürecini daha kolay

geçirmelerini sağlamak amacıyla, karma yöntem kullanarak okutmanların önerileri araştırılmıştır. Bunları göz önünde bulundurarak, bu çalışma aşağıdaki araştırma sorularını cevaplamayı hedeflemektedir.

1. İşe yeni başlamış 51 İngilizce okutmanının, şu anki işyerlerinde
 - a. meslek
 - b. öğrenciler, meslektaşlar ve koordinatörlerle ilişkiler
 - c. lisans eğitimleri
 - d. oryantasyon ve hizmet-içi eğitim ile alakalı tecrübeleri üzerine görüşleri nelerdir?

2. İşe yeni başlamış 10 İngilizce okutmanının,
 - a. İngilizce okutmanlarının işe başlamadan önceki beklentilerinin ne derece karşılandığı
 - b. işe yeni başlayacak İngilizce okutmanlarına ilk iş yerlerinde yol göstermek adına vereceği tavsiyeler konusunda görüşleri nelerdir?

Alanyazında öğretmenlerin mesleklerinin ilk yılında karşılaştıkları zorluklar üzerine birçok çalışma yer almaktadır (e.g. Öztürk, 2008, Karaman, 2013, Fantilli & McDougall, 2009, Romano, 2007). Ayrıca işe yeni başlayan kişilerin uyumu ile ilgili olarak da birçok sayıda çalışma bulunmaktadır (e.g. Jones, 1986, Griffin & Colella, 2001, Gruman & Saks, 2006). Bunlardan bazıları öğretmenlerin sadece meslekteki ilk yıllarına değinmekte, diğerleri ise öğretmenlerin mesleklerindeki ilk beş yılda işten ayrılma nedenlerini incelemektedir. Ayrıca, lisans eğitiminin, hizmet-öncesi ve hizmet-içi eğitiminin yeterliliği konusunda da oldukça çalışma yapılmıştır (e.g. Alan, 2003; Gültekin, 2007; Farrell, 2012). Buna rağmen, bu çalışmalar ya sadece tecrübesiz öğretmenlerin yaşadıkları zorluklardan bahsetmekte ya da eğitim kurumlarını vurgulamaksızın işe uyum sürecini incelemektedir. Bu nedenle, bu çalışma, tecrübesiz veya tecrübeli ayırt etmeksizin, İngilizce okutmanlarının ne gibi

beklentilerle bir vakıf üniversitesinde çalışmak istediklerini, uyum süreçlerinde ne gibi kurumsal ve kişisel zorluklar yaşadıklarını ve işe yeni başlayacak İngilizce okutmanlarının uyum sürecini daha kolay geçirmelerini sağlamak adına ne gibi tavsiyelerde bulduklarını ortaya çıkarması açısından diğer çalışmalardan farklı bir özelliğe sahiptir.

Bu nedenle, bu çalışmadan elde edilen sonuçlar sadece işe yeni başlayan İngilizce okutmanlarının karşılaştıkları problemlere ışık tutmakla kalmayıp hizmet-öncesi ve hizmet-içi eğitim programlarının geliştirilmesi adına sunduğu tavsiyelerle öğretmen kalitesini artıracaktır. Bu sonuçlar, alanyazındaki diğer çalışmalar ile beraber, işe yeni başlayan İngilizce öğretmenlerinin ilk yıllarına ait endişelerini azaltarak onları motive ve tatmin edecek ve bununla birlikte işten ayrılmalar azalacaktır. Son olarak, çalışmadan elde edilen bulgular ışığında öğretmen eğitimleri ve okul yöneticileri de öğretmenlerin işte kalmalarını sağlayacak ek destek sistemleri sağlayarak öğretmenlerin tecrübesiz bir öğretmenden tecrübeli bir öğretmene geçişlerini kolaylaştıracaktır. Öğretmenler, kendilerini başarılı ve desteklenmiş hissettikleri iş yerlerinde uzun yıllar çalışacaklardır.

Bu çalışmada araştırma yöntemi olarak açıklayıcı karma yöntem kullanılmıştır ve çalışma kapsamında veriler detaylı bir anket ve daha sonrasında on adet görüşme olmak üzere iki adet veri toplama aracı ile elde edilmiştir. Çalışmanın katılımcıları Türkiye’de bir vakıf üniversitesinin Yabancı Diller Bölümü’nde çalışmakta olan 56 İngilizce okutmanıdır ve veri toplama süreci 2014-2015 akademik yılının bahar döneminde gerçekleşmiştir. Çalışma üç aşamada yürütülmüştür.

İlk aşamada, 4 kadın, 1 erkek toplam 5 İngilizce okutmanı ile pilot bir çalışma yapılmıştır. Okutmanlar anketi cevaplamış ve araştırmacıya dönüt vermiştir. Bu dönütler ışığında ankette çeşitli düzenlemeler yapılmış ve anket son haline getirilmiştir. İkinci aşamada, düzenlenen anket 42 kadın, 9 erkek katılımcıdan oluşan

İngilizce okutmanlarına dağıtılmıştır. Son aşamada, veriler toplandıktan ve analiz edildikten sonra görüşme soruları hazırlanmıştır. Bunun akabinde, toplam 10 okutman ile birlikte her biri yaklaşık 30 dakika süren ve İngilizce yürütülen görüşmeler uygulanmıştır.

Çalışmada kullanılan anket *Aday Öğretmen Anket Formu* 'ndan (Öztürk, M., 2008) uyarlanmıştır. Bu anketin seçilmesindeki amaç maddelerin, bu çalışmanın yürütüldüğü kurumdaki okutmanların tecrübeleri ile büyük benzerlik göstermesidir. Buna rağmen, çalışmanın yürütüldüğü kurumdaki çalışma ortamını ve çalışma alanı olan İngilizceyi yabancı dil olarak öğretme/öğrenme ortamını en iyi şekilde tasvir etmek adına ankette bazı uyarlamalar ve değişiklikler yapılmıştır. Anketin uyarlanmış ve bu çalışmada uygulanmış halinde toplam beş bölüm (1. Bölüm: Demografik bilgiler, 2. Bölüm: Meslek ile ilgili konular, 3. Bölüm: İlişkiler, 4. Bölüm: Lisans eğitiminin yeterliliği, 5. Bölüm: Oryantasyon ve Hizmet-içi eğitimin yeterliliği) 108 madde bulunmaktadır. Ankette, dörtlü likert ölçeği kullanılmıştır ve anketin sonunda bir adet açık uçlu soru sorulmuştur. Anket uygulamasından sonra düzenlenen görüşme soruları ankette elde edilen veri analizleri ışığında oluşturulmuştur ve yarı yapılandırılmış görüşme şeklinde uygulanmıştır. Bu görüşmeler okutmanların daha detaylı görüşlerini almak ve özellikle ikinci araştırma sorusuna cevap vermek adına veri toplama amacıyla yapılmıştır. Ankette elde edilen nicel veri SPSS 20.0 yazılımıyla incelenmiş, analiz aşamasında betimsel analiz ve sıklık analizi uygulanmıştır. Yarı yapılandırılmış görüşmeler aracılığıyla toplanan nitel veri yazıya dökülmüş, anketin sonunda yer alan açık uçlu soru ile birlikte MAXQDA 10 yazılımına yüklenmiştir. Bu yazılım yardımıyla bütün nitel veri sürekli karşılaştırmalı veri analizi metodu ile kodlanmıştır. İlk kodlamalar bittikten sonra benzer temalar aynı kategoriler altında toplanmıştır ve en son olarak sıklık analizi yürütülmüştür.

Çalışmadan elde edilen verilerin incelendiğinde, okutmanların çalışmakta oldukları kurumdaki tecrübeleri ile ilgili olan ilk araştırma sorusuna yönelik en zorlayıcı beş kısmın koordinatörlerle sosyalleşme ($m= 2.1$), iş yükü ($m= 2.12$), hizmet-içi eğitim programının bir İngilizce öğretmeni olarak adaptasyon problemlerine yeterli sonuç bulamaması ($m= 2.12$), öğrencilerini yönlendirme konusunda yetersiz kalması ($m= 2.16$), ve öğrencilerin yazılı ödevlerinin kontrolü ($m= 2.22$) olduğu belirtilmiştir. Diğer yandan, en kolay beş kısmın ise meslektaşları ile profesyonel paylaşımda bulunma ($m= 3.73$), meslektaşları ile sosyalleşme ($m= 3.73$), meslektaşları ile işbirliği içerisinde çalışma ($m= 3.75$), öğrencileri ile olumlu ilişkiler kurma ($m= 3.78$), ve derse zamanında gitme ($m= 3.82$) olarak ifade edilmiştir.

Okutmanların çalışmakta oldukları kurumdaki tecrübeleri ile ilgili bilgi veren anketin bölümleri en zorlayıcı kısımdan en kolay kısma doğru şu şekilde sıralanmaktadır: hizmet-içi eğitim ($m= 2.31$), koordinatörler ile ilişkiler ($m= 2.55$), lisans eğitimi ($m= 2.79$), meslek ile ilgili zorluklar ($m= 2.91$), sınıf yönetimi ($m= 2.97$), branş ile alakalı zorluklar ($m= 2.97$), oryantasyon programı ($m= 3.01$), meslek dışı zorluklar ($m= 3.15$), öğrenciler ile ilişkiler ($m= 3.55$) ve meslektaşlar ile ilişkiler ($m= 3.65$).

Kurumda en yetersiz bulunan hizmet-içi eğitim ile ilgili olarak, okutmanların %35,3'i ankette her ne kadar özellikle kendilerine profesyonel kaynak sağlaması açısından bu eğitimlerden çok yararlandıklarını ifade etseler de görüşmeler esnasında eğitimin düzenlendiği yer ve zaman konusundaki memnuniyetsizliklerini dile getirmişlerdir ($n= 3$). Bununla birlikte, problemin eğitimin kurumun ihtiyaçlarına göre hazırlanmadığı için kendilerine pratik fikirler sağlamamasından kaynaklandığını belirtmişlerdir ($n= 3$). Ayrıca, eğitimler günün sonunda yapıldığı için kendilerini çok yorgun hissettiklerini ve eğitime odaklanamadıklarını söylemişlerdir. Okutmanlar her ne kadar hizmet-içi eğitimin bazı zayıf yanlarından bahsetseler de, beş katılımcı bu eğitimlerin kendilerine yarar sağladığını ve eğitimlere devam etmek istediklerini vurgulamıştır.

Katılımcıların kurumda ikinci en zorlayıcı bölüm olan koordinatörler ile ilişkiler konusunda özellikle meslekte yeni olan okutmanlar, koordinatörler ile aralarında bir mesafe olduğunu ve bazen karşılaşacakları tepkilerden korktukları için soru sorma konusunda çekindiklerini dile getirmişlerdir. Anketten elde edilen veriler, okutmanların en çok koordinatörlerle sosyalleşme (%37,3), açık olmayan bir konu ile alakalı koordinatörlere soru sorma (%27,5) ve program ile alakalı koordinatörlere dönüt verme (%27,5) gibi konuları çok zorlayıcı bulduklarını göstermiştir. Bunun aksine, daha tecrübeli okutmanlar koordinatöre soru sormak konusunda kendilerini daha rahat hissettiklerinden bahsetmişlerdir. Ayrıca, bütün okutmanlar koordinatörlerin işe yeni başlayan okutmanlara çok istekli bir şekilde yardım ettiklerini, fakat belki koordinatörlerin çok fazla iş yükü olduğu için aralarındaki ilişkiyi etkileyen bir mesafe olduğunu belirtmişlerdir.

Elde edilen bulgular ışığında kurumda üçüncü zorlayıcı bölüm olarak bulunan lisans eğitimi konusunda özellikle staj eğitimi üzerinde durmuştur. Katılımcıların görüşlerine dayanan bulgular staj eğitiminin çok geç uygulandığını ve çok kısa sürdüğünü göstermektedir ($n= 4$). Katılımcılar, staj eğitimine lisans eğitimlerinin sadece dördüncü senelerinde gittiklerini ve dolayısıyla bu eğitimin kendilerini bir öğretmen olarak hazırlama konusunda yetersiz kaldığını ileri sürmüşlerdir. Ayrıca, bu eğitimler esnasında mentörlerinden yeteri kadar dönüt alamadıklarından bahsetmişlerdir. Lisans dersleri konusunda, üç katılımcı teoriye daha fazla ağırlık verildiğini ve öğrenebilecekleri pratik bilgilerin sağlanmadığını ifade etmişlerdir. Bununla birlikte, lisans eğitiminin kendilerine gerçek öğretmenlik tecrübesini tanıtmakta ve karşılaşılabilecek sorunlar konusunda uyarma konularında yetersiz kaldığını iddia etmişlerdir. Diğer yandan, katılımcıların Türkiye'deki en prestijli okullardan mezun olduklarını göz önünde bulundurulursa, okutmanların yarısından fazlası (%51) lisans eğitimlerini teknik ve metot açısından donanımlı bir şekilde tamamladıklarını dile getirmişlerdir.

Meslek ile ilgili karşılaşılan zorluklar konusunda ankette iş yükü ($m= 2.12$), öğrencilere çevrimiçi ödev atamak ($m= 2.22$) ve öğrencilerin yazılı ödevlerini okumak ($m= 2.29$) en zorlayıcı üç kısım olarak ortaya çıkmıştır. Okutmanlar görüşmeler esnasında, görevlerin tek başına zor olmadığını fakat hepsi bir araya geldiğinde zorlayıcı olduğunu ifade etmişlerdir. Ayrıca, zorlayıcı olan kısmın görevlerin zor olmasından değil çok zaman almasından ve görevleri yetiştirmek için az zamanlarının olmasından kaynaklandığını ve çoğu zaman evlerine iş götürmek zorunda kaldıklarını ifade etmişlerdir.

Sınıf yönetimi konusunda en zorlayıcı üç kısım ise disiplin problemleri olan sınıfları yönetmek (%7,8), öğrencilerin zor aktiviteleri yapmalarını sağlamak (%5,9) ve sınıftaki davranış problemlerine çözüm bulmak (%5,9) olmuştur. Bu bölümdeki en kolay kısım sınıfta liderlik rolünü üstlenmek olarak ifade edilmiştir. Görüşmeler ayrıca okutmanların sınıflarında davranış problemlerinden çok motivasyon problemleri yaşadıklarını ortaya çıkarmıştır. Görüşmeler sırasında, bunun en büyük nedeninin okuldaki burslu öğrenci sayısının oldukça fazla olmasından kaynaklandığı dile getirilmiştir. Diğer bir problem olarak bazı öğrencilerin çok fazla sınav odaklı olduğu ve bundan dolayı çeşitli aktiviteler yapmak yerine sürekli sınav ile alakalı sorular çözmek istedikleri vurgulanmıştır. Diğer yandan, daha çok tecrübeli okutmanlar, meslekte yeni olan okutmanlara göre sınıf yönetimi ile alakalı daha az şikâyette bulunmuştur.

Branş ile alakalı zorluklar konusunda ise hem ankette hem de görüşmeler de öğrencilere konuşma becerisi kazandırmak (%11,8) en zorlayıcı kısım olarak dile getirilirken öğrencilere dil bilgisi öğretmek en kolay kısım olarak kabul edilmiştir. Bu madde için hiçbir katılımcı her zaman zorlayıcı buluyorum seçeneğini işaretlememiştir. Görüşmelerde, konuşma becerisi konusunda öğrencilerin İngilizce konuşmaya direndiklerini ve konuşmak istemedikleri söylenmiştir. Ayrıca görüşmeler elde edilen veriler, dil bilgisi konusunda öğrencilerin üniversiteye kadar

ki bütün eğitimleri boyunca dil bilgisi ağırlıklı ders işledikleri için zorlanmadıklarını, öğretmenlerin ise bu derslerde belli kuralları takip ederek anlattıkları için kendilerini daha güvende hissettiklerini ortaya çıkarmaktadır.

İşe yeni başlayan okutmanların yeni işyerlerinde aldıkları oryantasyon eğitimine bakıldığında, yıllardır yapılan değişiklikler ile beraber yeni oryantasyon programının oldukça yeterli ($n= 5$) ve detaylı ($n= 5$) olduğu dile getirilmiştir. Bu program özellikle bölümün amaç ve hedeflerini tanıtmaya (%37,3), koordinatörlerin görev ve sorumluluklarını anlatmaya (%35,3), ve okulun kural ve yönetmeliğini açıklama (%45,1) konularında oldukça yeterli bulunmuştur. Program sadece ders kitaplarını kullanma konusunda (%19,6) yetersiz bulunmuştur. İki katılımcı koordinatörlerin kural ve yönetmeliği kendilerine çok açık anlatıldığını, sınavları nasıl yürütmeleri gerektiği konusunda video izletildiğini fakat aynı anda bir çok konu ile ilgili bilgilendirildikleri için bir seferde hepsini akıllarında tutamadıklarını ifade etmişlerdir. Katılımcılar görüşmelerde bu problemin en büyük nedeninin kendileri olduğunu, oryantasyon sırasında her şeyi öğrendiklerini sanıp daha sonra sınav uygularken birden her şeyi unuttuklarını iddia etmişlerdir.

Meslek-dışı konularda yaşanan sıkıntılar arasında öğrencilerin yoklamasını çevrimiçi programa yükleme (%27,5), yedek öğretmen olma (%21,6) ve öğrencilerin notlarını çevrimiçi programa yükleme (%17,6) yer almaktadır. Daha önce de belirtildiği üzere, okutmanlar çevrimiçi program kullanırken çok vakit harcadıklarını dile getirmişlerdir. Yedek öğretmen olma konusunda ise derse hazırlıksız girme, o dönem öğretmedikleri bir beceriyi öğrencilere öğretme ve kendi derslerine hazırlanmak için planladıkları boş saatlerinde yedek öğretmenlik yapma konusundaki memnuniyetsizliklerini ifade etmişlerdir. Bunların aksine, okutmanlar derse zamanında gitme (%0), okula zamanında gelme (%0), ve sınav salonuna zamanında gitme (%2) konusunda sıkıntı yaşamadıklarını bildirmişlerdir.

Kurumda en yeterli bulunan ikinci kısım olan öğrenciler ile ilişkiler konusunda daha önce belirtildiği üzere pozitif bir ilişki olduğu bahsedilmektedir. Her ne kadar bazı istisnai durumlar olsa da öğrencilerin herhangi bir davranış sorununun olduğu gözlemlenmediği dile getirilmiştir. Öğrenciler ile ilgili tek problem öğrencilerin İngilizce öğrenme konusunda yeteri kadar motive olmamaları, çabuk sıkılmaları ve oyun ya da akıllı telefonları ile oynamaları olarak yansıtılmıştır. Bu bölümde, üç durum dışındaki diğer bütün durumlar için ($n= 7$), hiçbir okutman her zaman zorlayıcıdır seçeneğini seçmemiştir.

Verilerin analiz edilmesi sonucunda işe yeni başlayan okutmanların kurumdaki en iyi tecrübelerinin meslektaşları ile ilişkileri olduğu belirtilmiştir. Sonuçlar, daha tecrübeli okutmanlar içerisinde meslekte yeni bir okutman olmak (%7,8) ve meslektaşları ile fikirlerini açık bir şekilde paylaşmak (%11,8) konularını daha zorlayıcı bulduklarını, aksine meslektaşları ile profesyonel paylaşımlarda bulunmak (%3,9) ve meslektaşlar ile sosyalleşmek (%3,9) konularında kendilerini çok rahat bulduklarını göstermektedir. Görüşmeler esnasında okutmanlar her ne zaman yardıma ihtiyaçları olursa olsun, meslektaşlarından yardım isteyebildiklerini ve sadece okulda değil dışında da görüştiklerini dile getirmişlerdir. Ayrıca, bu ilişkilerin okutmanların okulda kalma konusunda en önemli neden olduğunu ve kendilerinin iş performansını artırdığını ifade etmişlerdir.

Araştırma sorularından ikincisi işe yeni başlayan on okutmanın kurumda çalışmaya başlamadan önce ne gibi beklentilerinin olduğunu, bu beklentilerin karşılanıp karşılanmadığı ve hem işe yeni başlayacak olan okutmanlar hem de işyerindeki yöneticiler için ne gibi tavsiyelerde bulduklarını açıklamaktadır.

İkinci araştırma konusunun birinci kısmı ile ilgili olarak, on okutmandan yedisi kurumda çalışmaya başlamadan önce çok fazla beklentilerinin olmadığını, dört okutman başka seçenekleri olmadıkları ve üç okutman aynı şehirde kalmak

istedikleri için bu kurumu seçtiklerini ifade etmişlerdir. Diğer beklentiler arasında yeni bir iş yerinde çalışmak ($n= 1$), öğretmenlik konusunda kendisini geliştirmek ($n= 2$), daha iyi yaşam standartlarına sahip olmak adına daha tatminkâr bir maaş almak, ($n= 3$) mutlu ve huzurlu bir ortamda çalışmak ($n= 3$), üniversite seviyesinde derse girmek ($n= 4$) gibi sebepler yer almaktadır. Beklentilerinin karşılanması konusunda katılımcılar okuldaki tecrübelerinin beklentilerini oldukça kazandıklarını hatta beklediklerinden daha fazlasını bulduklarını dile getirmişlerdir.

İkinci araştırma sorusunun ikinci kısmı ilgili olarak okutmanlar hem gelecek öğretmenler hem de kurum için birçok öneride bulunmuştur. Bu bulguların arasında en fazla dile getirilen öneriler hazırlık programını yeniden düzenlemek ($n= 5$), hizmet-içi eğitimin yer, saat ($n= 4$), ve konularını ($n= 4$) değiştirmek, hizmet-içi eğitim programına daha fazla pratik uygulamalar eklemek ($n= 4$), lisans eğitiminde daha fazla okul ziyaret etmek ($n= 3$) ve staj eğitimine daha erken başlamak ($n= 3$) olmuştur. Ayrıca, iş yeni başlayacak okutmanlara rahat olmaları, kendilerine güvenmeleri, ihtiyaç duyduklarında daha tecrübeleri hocalara danışmaları konusunda tavsiyelerde bulunulmuştur.

Sonuç olarak, her ne kadar daha az tecrübeli okutmanlar yaşadıkları sınıf-içi zorluklara, daha tecrübeli okutmanlar ise sınıf-dışı zorluklara yoğunlaşsalar da her iki grup da benzer bir uyum sürecinden geçmiştir. Ayrıca, her ne kadar başta zorluklar ile karşılaştıklarını ifade etseler de okutmanlar kurum tecrübeleri arttıkça birçok şeyin artık çok zorlayıcı gelmediğini bildirmişlerdir.

Bu tez çalışmasında sunulan çalışma konusuna benzer alanlarda yapılan araştırmalar da (Veenman, 1984; Daloğlu, 2002) hizmet-öncesi ve hizmet-içi eğitim programlarına rağmen işe yeni başlayan okutmanların meslekteki ilk yıllarında daha çok zorlukla karşılaştıklarını göstermektedir. Bununla birlikte çok az çalışma, sadece meslekte yeni olan okutmanların değil işe yeni başlayan hem tecrübeli hem de

tecrübesiz okutmanların üzerinde durmaktadır. Ayrıca, okutman beklentileri üzerine yapılan çalışmalar ya okutmanların kendi öğretme performansları ya da okutmanların öğrencilerinden beklentileri üzerine yoğunlaşmaktadır (Nhapulo, 2013; Delamarter, J., 2015).

Katılımcıların beklentileri konusunda her ne kadar alanyazında “hayal kırıklığına uğramış” ya da “gerçek dışı beklentilere sahip olan” okutmanlar yer alsada yapılan bu çalışma ilk yaşanan zorluklara rağmen okutmanların beklentilerinin karşılandığını ve zaman geçtikçe kendilerini daha güvende ve rahat hissettiklerini açığa çıkarmıştır. Alanyazında ayrıca lisans öğrencilerinin gerçek tecrübelerinin beklentilerini karşılamadığı durumlarda değişik kişisel ve profesyonel kimliklere sahip olduklarını ve bu kimlik çatışmasının “hüsran, öfke, kızgınlık, suçluluk ve kırgınlık” gibi duygularla sonuçlanabildiğini göstermektedir (Hastings, 2010, p. 211). Bu nedenle, lisans öğrencilerinin kişisel ve profesyonel kimliklerinin iyi bir şekilde korunması açısından gerçek beklentiler konusunda uyarılması oldukça önemlidir çünkü beklentileri karşılanmayan öğretmenler mesleklerini daha erken bırakabilmektedirler (Chong, et al, 2011).

Buna ek olarak, öğretmenlerin tecrübeleri konusunda, bu çalışma sonucunda elde edilen bulgular yapılan diğer araştırmalar ile benzerlik göstermektedir. Örneğin, Weinstein (1988) tarafından yapılan bir araştırmaya göre “ortalama bir işe yeni başlamış” öğretmenin en çok zorlandığı kısmın iş yükü olduğu bilinmektedir. Buna rağmen Weinstein’in çalışması iki konuda farklılık göstermektedir. Birinci olarak, bu çalışmadan elde edilen sonuçlar öğretmenlerin öğrencileri ile çok iyi ilişkiler içerisinde olduğunu gösterse de, Weinstein (1988) tarafından yapılan çalışma özellikle işe yeni başlayan öğretmenlerin yavaş öğrenen, farklı özgeçmişe sahip olan, aktivite ya da ödevlerde zorlanan öğrencilere öğretme konusunda endişelendiklerini ortaya koymaktadır. İkinci olarak Weinstein tarafından yürütülen araştırmada öğretmenlerin yönetici veya koordinatörlerine karşı kendilerini oldukça rahat

hissettiklerini gösterse de, yapılan bu çalışmada koordinatörlerle ilişkiler en zorlayıcı ikinci kısım olarak tespit edilmiştir.

Alanyazında oldukça bahsedilen bir diğer konu ise hizmet-içi eğitimidir. Gün geçtikçe okullarda daha da yaygın hale gelen bu eğitim konusunda özellikle Türkiye’de birçok çalışma yürütmektedir. Örneğin, Coşkuner (2001) tarafından yapılan bir çalışma, okutmanların hizmet-içi eğitimleri profesyonel gelişimlerinin ayrılmaz bir parçası olarak gördüklerini, bu eğitimler sayesinde yeni teknikler öğrenme ve yeniliklere ayak uydurma çabasında olduklarını göstermiştir. Benzer şekilde, Düzan’ın (2006) yaptığı çalışma ODTÜ’deki Yabancı Diller Bölümü okutmanlarının hizmet-içi eğitimlerde özellikle pratik öğretme becerilerini geliştirmeye ihtiyaç duyduklarını belirtmektedir. Bu çalışma da bu bağlamda benzer özellikler göstermektedir. Bunun yanı sıra, bu çalışmada dışarıdan gelen bir eğitici ile birlikte kurum içerisinde bir eğiticinin daha olması ve işe yeni başlayan her yeni okutman için bir mentör ataması gibi konularda tavsiyelerde bulunulmuştur.

Lisans eğitiminin yeterliliği konusunda ise alanyazında yine benzer sonuçlara varılmıştır. Örnek vermek gerekirse, Ward (1992) staj eğitiminin çok kısa sürdüğünü ve çok geç başladığını iddia etmiştir. Buna ek olarak, Weinstein (1988), öğretmen eğitimi esnasında akran eğitiminin olmamasından ve bu nedenle öğrencilerin öğretmenlik tecrübelerini birbirleri ile paylaşamamasından ve gözlem yapamamasından bahsetmiştir. Ayrıca, lisans eğitiminde öğretilen kitaplarda uygun metotlar kullanıldığında herhangi bir zorluk yaşanmayacağından bahsetmektedir ve bu da öğretmenlerin başarısız olmalarına neden olmaktadır (Good, 1983). Yapılan bu çalışmada da okutmanlar, her ne kadar lisans eğitimlerinde karşılaşılabilecekleri sorunlar karşısında ne yapmaları gerektiği konusunda eğitim alsalar da meslekle ilgili sorunlarla karşılaştıklarında en iyi çözüm yolunun deneyip yanılarak bulunduğunu ifade etmişlerdir.

Sınıf yönetimi konusunda Mann ve Tang (2012) daha az tecrübeli öğretmenlerin dersleri planladıkları gibi gittiğinde rahat olduklarını fakat beklenmedik durumların üstesinden gelecek kadar geniş bir “pedagojik repertuarlara” sahip olmadıklarını belirtmişlerdir. İngiliz Dili Öğretmen Eğitimi konusunda Türkiye’de yürütülen bir araştırma daha farklı tecrübe yıllarına sahip öğretmenlerin sınıf yönetimi konusundaki görüşlerini ele almaktadır. Daloğlu (2002) bu çalışmada öğretmenlerin özellikle öğrencileri motive etme konusunda zorluk yaşadığını göstermektedir. Aynı şekilde bu çalışmada da sınıf yönetimi konusunda karşılaşılan en önemli sorun öğrencilerin motivasyon eksikliği ile ilgilidir.

Bu bağlamda, yapılan bu çalışma sayesinde lisans, oryantasyon ve hizmet-içi eğitim programlarında işe yeni başlayan hocalara kendilerini daha güvende ve desteklenmiş hissetmeleri adına gerekli değişiklikler yapılabilir. Bu değişiklikler sayesinde öğretmen kalitesi artırılabilir ve öğretmenler profesyonel gelişim döngüsünü kolaylıkla tamamlayabilir. Son olarak, hem akademik hem de ekonomik anlamda kurumlara daha çok yarar sağlamak adına işten ayrılma daha az sayıda gerçekleşebilir.

Bu çalışmada, araştırma yöntemi olarak açıklayıcı karma yöntemi kullanılmış ve araştırma Türkiye’de bir vakıf üniversitesinin Yabancı Diller Bölümü’nde bir ile dört yıl arasında kurum tecrübesine sahip 56 İngilizce okutmanı ile yürütülmüştür. Çalışmanın amacı katılımcıların şu anki işyerinde işe başlamadan önce ne gibi beklentilerinin olduğunu ve bu beklentilerin ne derece karşılandığını, kurum içerisindeki tecrübelerine ve işe yeni başlayacak okutmanlara verecekleri görüşlerine ilişkin bilgi edinmektir. Bu nedenle, çalışmadan elde edilen bulgular bütün çalışma ortamları bağlamında genellenebilir nitelikte değildir. Daha derin ve zengin bulgu elde edebilmek adına, hem vakıf hem de devlet üniversitelerinde farklı tecrübe yıllarına sahip okutmanlar ile birlikte daha fazla çalışma yürütülmesine ihtiyaç vardır. Böylelikle, kurumlar arasında benzerlik veya farklılık olup olmadığı ortaya

ıkarılabilir. Bu sayede, kurumlar birbirlerinden rnek alabilirler ve daha etkili faaliyetleri uygulamaya koyabilirler.

Ayrıca, nitel ve nicel veri toplamak adına bir anket ve on grüşme uygulaması gerekleştirilmiştir. Bunlara ek olarak, daha kapsamlı veriler elde etmek için uzun vadeli alışmalar yrtlebilir ve sınıf gzlemi, video ekimi, odak grup toplantıları, alan notları, gnlkler gibi veri toplama araları kullanılabilir.

Son olarak, btn tavsiyeler gz nnde bulundurulduktan ve btn deėişiklikler yapıldıktan sonra ğretmenlerin ğretme performanslarında herhangi bir deėişiklik olup olmadığı veya gerekli dzenlemeler yapıldıktan sonra aynı iş yerinde ya da meslekte kalıp kalmadığı gzlemlenebilir.

Bu alışmadan elde edilen bulguların işe yeni başlayacak veya meslekte yeni olan ğretmenlere ve kurum-ii uygulamalarında dzenlemeler yapmak isteyen kurumlara veya yneticilere faydalı bilgiler sağladığı umulmaktadır. Van Doren'in (1959) sylediėi zere "ğretme sanatı keşfetmeye yardım etme sanatıdır".

APPENDIX H: ETHICAL COMMITTEE APPROVAL FORM

Sayı: 28620816/

27 Mayıs 2015

Gönderilen : Y.Doç.Dr.Perihan Savaş
İngiliz Dili Öğretimi Bölümü
Gönderen : Prof. Dr. Canan Sümer
IAK Başkan Vekili
İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz İngiliz Dili Öğretimi bölümü Yüksek Lisans öğrencisi Pınar Kurtoğlu'nun "Expectations, Experiences, and Suggestions of Newly-Hired Instructors of EFL" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

27/05/2015

Prof. Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkan Vekili
ODTÜ 06800 ANKARA

APPENDIX I

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : KURTOĞLU
Adı : Pınar
Bölümü : İngiliz Dili Öğretimi

TEZİN ADI (İngilizce) : Expectations, Experiences, and Suggestions of Newly-Hired EFL Instructors: A Mixed-Methods Study at a Foundation University in Turkey

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: