



REPUBLIC OF TURKEY
ÇANAKKALE ONSEKİZ MART UNIVERSITY
INSTITUTE OF GRADUATE EDUCATION

FOREIGN LANGUAGE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE FIRST YEAR EXPERIENCES OF NOVICE ENGLISH
LANGUAGE TEACHERS IN TURKEY: A NARRATIVE INQUIRY

MASTER'S THESIS

İREM GÜRBÜZ

Supervisor

ASSOC. PROF. DR. MEHMET SERCAN UZTOSUN

ÇANAKKALE – 2022



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T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ



İrem GÜRBÜZ tarafından Doç. Dr. Mehmet Sercan UZTOSUN yönetiminde ve Prof. Dr. Ece TOPKAYA ikinci danışmanlığında hazırlanan ve **31/01/2022** tarihinde aşağıdaki jüri karşısında sunulan “**The First Year Experiences of Novice English Language Teachers in Turkey: A Narrative Inquiry**” başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **Yabancı Diller Eğitimi Anabilim Dalı**’nda **YÜKSEK LİSANS TEZİ** olarak oy birliği ile kabul edilmiştir.

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Enstitü Müdürü

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ETHICAL DECLARATION

I hereby undertake and declare that in this Master of Arts thesis, which I prepared in accordance with the rules of dissertation writing of School of Graduate Studies of Çanakkale Onsekiz Mart University, I have obtained the data, information and documents, which presented in the thesis within the framework of academic and ethical rules, I have presented all the information, documents, evaluations and results in accordance with the code of scientific ethics and ethics, all sources which I have benefited during the dissertation have been fully cited in the references, I have not made any changes to the data used that the study I have presented in this dissertation is original, which I have accepted all losses of rights that may arise against me otherwise.

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.....

İrem GÜRBÜZ

31/01/2022

ACKNOWLEDGEMENTS

This dissertation has been accomplished with the encouragement and the support of many people. Even though it is hard to list them all, I would really like to mention a few of them. First, I would like to express my deepest gratitude to my advisor, Assoc. Prof. Dr. Mehmet Sercan UZTOSUN. All the courses that I have taken from him both in the undergraduate program and in the Master of Arts programs enlightened my views and knowledge about the teaching profession. I would like to thank him for his enthusiasm, kindness, understanding, ongoing support, belief in me, and constructive feedback and suggestions during the development of the dissertation. Also, I would like to express my sincerest thanks to my co-advisor, Prof. Dr. Ece TOPKAYA for her interest in this study and her contributions of insight and valuable comments.

Many thanks also go to my participants for spending time for this study while teaching as early career teachers in this difficult process and their assistance in the collection of research data. Without their willingness to attend, this study would have never been accomplished.

My most special thanks are to my husband, Onur GÜRBÜZ. I am grateful to my beloved husband for believing in me and for his support and encouragement in this process. He is always with me, and I believe that he will always be with me.

Finally, I would like to thank the valuable members of my family, my mother Ayfer ERÖZCAN, my father Abdullah ERÖZCAN, my brother Enes ERÖZCAN for their moral support, who have never left me alone throughout my research and my entire life.

As a final word, I would like to state that during this process, I have learned by trying new things, I have focused on the progress since I know that every expert was once a novice. Mistakes were opportunities to learn for me, and challenges arrived to teach me something. Thus, I will try more for learning to teach. I am ready for my next step.

İrem GÜRBÜZ

Çanakkale, January 2022

DEDICATION

This Master of Arts Thesis
is dedicated to

Şenay Aybüke YALÇIN (22)

a novice teacher who was killed by an attack of terrorists
on 9 June 2017 in Kozluk, Batman.

Bu yüksek lisans tezi,

9 Haziran 2017 tarihinde Batman ilinin Kozluk ilçesinde
terör saldırısında şehit edilen ve öğretmenlik mesleğinin ilk yılındaki
şehit öğretmen

Şenay Aybüke YALÇIN'a (22)

ithaf edilmiştir.

ÖZET

TÜRKİYE'DE MESLEĞİNİN İLK YILINDAKİ İNGİLİZCE ÖĞRETMENLERİNİN DENEYİMLERİ: ÖYKÜSEL BİR ÇALIŞMA

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31/01/2022, 209

Öğretmenlik mesleği, öğretmenlerin birçok deneyimle karşılaşabileceği yaşam boyu süren bir deneyimdir, bununla birlikte, özellikle mesleğe yeni başlayan öğretmenlerin ilk yıl deneyimleri daha zorlayıcı olabilmekte ve gelecekteki kariyerleri üzerinde hayati bir etkisi olabilmektedir. Bu bağlamda, bu çalışma, öğretmenlik mesleğinin ilk yılındaki dört İngilizce öğretmenin öğretmenlik deneyimlerini, özellikle olumsuz ve olumlu deneyimlerine ve öğretmenliğin erken kariyerine ilişkin temel endişelerine odaklanarak belirlemeyi amaçlamaktadır. Ayrıca, bu çalışma, aday öğretmenlerin mesleğin ilk yıllarında günlük tutma deneyimleri ve yapılandırılmış ve yapılandırılmamış günlük tutma hususundaki algılarını ortaya çıkarmayı amaçlamaktadır. Bu çalışma, öyküsel çalışma ve çoklu durum çalışmalarının kullanıldığı nitel bir yaklaşımla tasarlanmıştır. Veri toplama araçları olarak, aday öğretmenlerin erken kariyer deneyimlerini ve sorunlarına olası çözümlerini belirlemek için yansıtıcı öğretmen günlükleri ve takiben yarı yapılandırılmış görüşmeler kullanılmıştır. Veriler, Türkiye'deki farklı üniversitelerin İngilizce Öğretmenliği Bölümü'nden mezun olan ve mesleğe yeni başlayan dört İngilizce öğretmeninden toplanmıştır. Aday öğretmenler Türkiye'nin farklı illerinde öğretmenlik yaptığı için, veriler e-posta ve telefon görüşmeleri yoluyla çevrimiçi olarak toplanmıştır. Veriler nitel olarak anlatı ve içerik analizi yoluyla çözümlenmiştir.

Araştırmanın bulguları, acemi İngilizce öğretmenlerinin öğretmenlik mesleğinin erken kariyerlerinde sosyo-kültürel sorunlar, sınıf yönetimine ilişkin düşük özyeterlilik ve İngilizce yeterliliği düşük öğrencilere İngilizce öğretimi ve motivasyonsuz öğrencilerle baş etme gibi çeşitli sorunlarla karşılaştıklarını ortaya koymaktadır. Ayrıca, mesleki gelişim için

sınırlı fırsatları ve düşük öz-yeterlik ve düşük iş tatmini düzeyi gibi olumsuz duygu durumlarından endişe duymaktadırlar. Olumsuz deneyimlerinin yanı sıra, öğrencilerle, okul yöneticileriyle ve meslektaşlarıyla iyi iletişim kurma, etkili bir aday öğretmen yetiştirme kursu alma gibi olumlu deneyimleri de olmuştur. Bulgular günlük tutma deneyimlerinin mesleğe yeni başlayan öğretmenlere İngilizce öğretim sürecinde, problem çözme becerilerini geliştirme, öğretimdeki olumlu değişiklikleri gözden geçirme ve yansıtma gibi konularda fayda sağladığını göstermektedir. Bulgulara dayalı olarak, öğretmenlik eğitiminin çok dilli ve/veya özel gereksinimli öğrencilere yönelik İngilizce öğretimi hususunda bazı uygulamalı dersler sunmasının faydalı olabileceği görülmektedir. Ayrıca, mesleki gelişime katkı sağlamaları hususunda, aday öğretmen yetiştirme programlarının acemi öğretmenlere yol göstermesi, onları öğretim sürecinde daha etkin kılabilceği düşünülmektedir.

Anahtar Kelimeler: Erken kariyer öğretimi, İngilizce öğretimi, Göreve başlama süreci, Öyküsel araştırma, Mesleğe yeni başlayan İngilizce öğretmenleri, Yansıtıcı öğretmen günlüğü

ABSTRACT

THE FIRST YEAR EXPERIENCES OF NOVICE ENGLISH LANGUAGE TEACHERS IN TURKEY: A NARRATIVE INQUIRY

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Teaching profession is a lifelong process in which teachers encounter several experiences; however, especially for novice teachers who begin their early career teaching practices, the first-year experiences could be more challenging that may impact their future careers. This study aims to identify four novice English language teachers' teaching experiences in the first year of their teaching profession, with a special focus on their challenges, opportunities and their main concerns about their teaching. Furthermore, this study aims to reveal novice teachers' perceptions of diary-keeping experiences and keeping structured and unstructured diary. The study followed a qualitative approach in which narrative inquiry and multiple case studies were employed. As data collection tools, reflective teacher diaries and follow-up semi-structured interviews were used. Data were collected online through e-mails and phone calls from participants. The data were analyzed qualitatively through narrative and content analysis.

The findings of the study revealed that novice English language teachers encountered various challenges in the early career profession such as sociocultural problems, classroom management challenges and teaching English to students with low English proficiency and dealing with unmotivated students. Also, they were concerned about limited opportunities for professional development and developing negative affective states. They also had opportunities such as establishing good communication with students, school administrators, and colleagues and experiencing an effective induction process. The findings showed diary-

keeping experiences provide novice teachers with reflectivity and made it possible to revise positive changes in their teaching process, improve problem-solving skills. Based on these findings, it may be useful to offer some practical courses in pre-service teacher education on how to teach English to multilingual learners and learners with special needs. Additionally, induction programmes could be more effective when they show possible ways to improve professional development.

Keywords: Early career teaching, English language teaching, Induction process, Narrative inquiry, Novice English language teachers, Reflective teacher diary



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SYMBOLS AND ABBREVIATIONS

CRC	Counseling and Research Center
CoHE	Council of Higher Education
EFL	English as a Foreign Language
ELT	English Language Teaching
KPSS	Kamu Personeli Seçme Sınavı
MEB	Milli Eğitim Bakanlığı
MoNE	Ministry of National Education
PD	Professional Development
PISA	Programme for International Student Assessment
SES	Socio Economic Status
TEPAV	Türkiye Ekonomi Politikaları Araştırma Vakfı
YÖK	Yükseköğretim Kurulu

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CHAPTER 1

INTRODUCTION

This chapter presents an introduction to the study. Firstly, it provides a general view of novice teachers' experiences and identifies the problem of this research with relevant literature. Secondly, it highlights the scope of the research. Thirdly, it displays the aims and the significance of the study. Moreover, it presents the limitations and assumptions of the study. Finally, this chapter gives related concepts and terms.

1.1. Background of the Study

Teaching profession can include a life-long process in which teachers may encounter several opportunities and/or challenges. Especially for novice teachers who begin their early careers, the first year of teaching is more challenging and has a vital impact on their future careers (Farrell, 2008). When novice teachers begin the teaching profession, they can encounter the reality of this profession and determine whether teaching is the right choice for their careers (Faez & Valeo, 2012). According to Dimitroff and Dimitroff (2018), this is because, being successful in a new context, an educational setting, and a new culture can be challenging for novice teachers who are likely to encounter several problems regarding school context, cultural adaptation, and effectiveness in the classroom. Unsatisfactory conditions can affect novice teachers' attitudes, behaviors, and feelings toward the profession since they try to adapt themselves to a different professional community (Akcan, 2016). Thus, besides the studies regarding teachers' readiness and effectiveness of teacher education programmes, what kind(s) of experiences they face, how they cope with them, and how these experiences shape their teaching are important concepts to investigate.

According to Feiman-Nemser (2001), during the first year of teaching, novice teachers have two important tasks: teaching and learning to teach; thus, while teacher training programmes serve as a basis for future teaching practices, the transition from training process to the real teaching requires learning how to teach by using effective coping strategies. However, novice teachers' needs regarding the first-year teaching challenges can differ according to individual and contextual factors (Kozikoğlu, 2016). There are studies that investigated novice teachers who are negatively influenced by the first-year adaptation challenges. Their unpredictable challenges are mostly about being unprepared to manage

classes (e.g., Akcan, 2016; Bekdemir, 2019; Öztürk & Yıldırım, 2012), dealing with unmotivated students (e.g., Güngör et al., 2019; Sali & Kecik, 2018; Yazan, 2016), and the lack of support during induction (e.g., Bulut Albaba, 2017). In addition, some studies are investigated how these problems affect novice teachers' affective and emotional status (e.g., Meristo & Einschmidt, 2014; Shohani et al., 2015; Tschannen-Moran & Woolfolk-Hoy, 2007). Even though the studies are based on novice teachers' specific aspects in a limited period, there are few studies that revealed what type of challenges novice teachers encountered and how they coped with these challenges in a long period of time.

As a synthesis of the research problem, one issue should be taken into account: There is still limited information about what novice teachers experience and how they integrate their content and pedagogical knowledge in real teaching contexts after training program. Specifically, regardless of their school context, novice teachers may experience problems in getting used to the social and cultural structure of their contexts. Therefore, there is a need for understanding novice teachers' experiences, challenges, opportunities and negative reflections towards the teaching. By doing this, the narrative way of understanding the novice teachers' first-year experiences can give rich examples of their lived experiences.

1.2. Research Context

Education and teaching profession are among the most vital and strategic issues for countries including Turkey. This is why education faculties under the Council of Higher Education (CoHE) in Turkey have undertaken the role of teacher training in cooperation with the Ministry of National Education (MoNE) to prepare pre-service teachers for future teaching practices. Teaching training programmes include courses on content knowledge, pedagogical content knowledge, and general-culture knowledge. While given these knowledge-based courses, some principles are taken into account. According to Feiman-Nemser (1990), some orientations in teacher education shape the nature of courses given in the teacher training: a) *academic orientation* focusing on teacher candidates' expertise in subject matter and the quality of the profession, b) *practical orientation* focusing on the application of classroom techniques, c) *technical orientation* focusing on teachers' competency-based knowledge and micro-teaching, d) *personal orientation* focusing on interpersonal relationships in classes and school context, and finally e) *critical inquiry orientation* focusing on enabling teacher candidates to become aware of democratic values

and social inequalities in schools. All these orientations aim to train teacher candidates about these specifications in Turkey. Namely, according to the General Qualifications of the Teaching Profession rapport of MoNE (2017), teachers should have professional knowledge as academic orientation, professional ability as practical and technical orientations, and finally, attitudes and behaviors as personal and critical orientations. Thus, all the courses given in the faculty of education cover these orientations and teaching profession in the Turkish higher education contexts.

After pre-service teachers take the courses mentioned above, they have to take teaching practicum at schools of MoNE to bridge their theoretical knowledge with practice. For both teacher educators and pre-service teachers, teaching practices are assumed to be a critical part of teacher education programmes. Pre-service teachers deal with various aspects of the teaching profession in the classroom throughout teaching practicum (Farrell, 2008). Thus, the last year of the teacher training program includes one semester of observation and one semester of practice in public schools. However, this content includes the teaching program implemented in 2015-2018. New regulations have been introduced to the program to be implemented by the Council of Higher Education from the 2018-2019 academic year. Through this program, the Teaching Practice course, which is one term in the program and covers the undergraduate program of participants, has been extended to two terms in order to enable pre-service teachers to be at school for a longer period and to do more teaching practice.

English language teacher training programmes aim to train English language teacher candidates for teaching English at schools of MoNE or other educational institutions at all levels in Turkey. Before studying in the faculty of education, some universities in Turkey made it compulsory for students to take an exemption exam at the beginning of the academic year. Students who fail this exam have to study in preparation classes at the Schools of Foreign Languages.

In the ELT department, students take several courses including pedagogical and pedagogical-content knowledge such as Approaches to ELT, Linguistics, Second Language Acquisition, Educational Technology and Material Design, Teaching English to Young Learners, etc. When a four-year teacher training program with teaching practicum is completed, they graduate from the faculty, and they are entitled as English language teachers. As these teachers' working areas are wide, they are eligible to teach in both formal and informal institutions at all levels from pre-school to higher education. In Turkey, novice

teachers who want to work at state schools of MoNE must take an examination called KPSS (Public Personnel Selection Exam). This examination includes multiple-choice questions regarding language proficiency, educational and social sciences, subject matter knowledge, and pedagogical knowledge. After the announcement of the exam results, candidates are interviewed, and according to their overall scores and the level of ranking, they are assigned as novice English language teachers to the state schools. They are entitled as novice English language, and their induction process begins, which include a social, cultural, and professional orientation process.

1.3. Purpose of the Study

This study aims to identify four novice English language teachers' teaching experiences in the first year of their career with special focus on their opportunities and challenges, and their main concerns about the early career of teaching. Also, it aims to understand how they coped with these challenges. Furthermore, this study aims to reveal four novice teachers' perceptions of diary-keeping experiences and keeping a structured and an unstructured diary during their early careers. Considering these aims, the following research questions are investigated:

1. What are the major challenges of novice English language teachers in the first year of teaching?
 - 1a. How do they cope with these challenges?
2. What are the opportunities of novice English language teachers in the first year of teaching?
3. What are novice English language teachers' perceptions of the usefulness of keeping structured and unstructured diaries about their teaching?
4. What are novice English language teachers' views about the usefulness of participating in the present research?

1.4. Significance of the Study

This study basically attempts to understand the first-year English language teaching experiences of four novice English language teachers who have been appointed to the Eastern part of Turkey. In the light of this aim, their opportunities, challenges, main

concerns, and their way of coping challenges were identified. Regarding English language teacher candidates, there are still unrevealed issues regarding what experiences they have and how they cope with challenges and concerns about the teaching profession. In addition, their transition process from ELT departments to real language teaching is also worth investigating.

There are limited narrative studies conducted to identify novice teachers' early career practices, especially their challenges. Most of the previous studies focused merely on novice teachers' negative experiences (e.g., Bekdemir, 2019; Doğan, 2015; Kozikoğlu, 2016; Sali & Kecik, 2018). This could reveal that Turkish educational researchers did not focus on the whole process of novice teachers including their opportunities and main concerns. However, the current study aimed not only to reveal challenges but also concerns about their teaching, their first impressions, opportunities, and the ways of coping with these challenges and concerns regarding the teaching profession. Despite the fact that research studies on novice teachers' challenges attempt to make suggestions about reducing the negative consequences of first-year teaching (Farrell, 2008), there is still a need for understanding the general experiences and specific challenges of early career teaching in Turkey.

From a methodological point of view, previous studies identified first-year teaching experiences either in a qualitative manner or by using a mixed methodology (e.g., Akcan, 2016; Kozikoğlu, 2016). Moreover, some studies identified novice teachers' experiences in a short period of time (e.g., Karataş & Karaman, 2013; Öztürk & Yıldırım, 2012). However, the current study implements a longitudinal process. Also, as novice teachers are active agents of this process, diaries are used to provide a thick description of their overall experiences and perceptions from the primary sources.

As there is a lack of attention to narrative inquiry studies conducted through diaries in Turkey, there is almost no study which was designed to understand novice teachers' experiences such as situations during induction, phases of first-year survival, or milestones of early career. The reason why this methodology is crucial is that narratives of experiences make a phenomenon to be approached sequentially and meaningfully by displaying the changes and transformations and representing experiences (Squire, 2008). In this respect, using diaries as a data collection tool for a longitudinal process is one of the significances of this study.

The current study also investigates novice teachers' perceptions of the usefulness of keeping a reflective diary throughout their first year of teaching. Thus, another gap that this

study addresses it that there is no study that examined the usefulness of reflective diaries in educational settings not only in Turkey but also in international contexts. Most of the studies included reviewing the benefits of reflective diaries, involved pre-service teachers (e.g., Tzifopoulos, 2020), and in-service teachers of English (e.g., Kabilan, 2007), or compared novice teachers with experienced teachers in terms of reflectivity (e.g., Campbell, 2000; Gibbons & Jones, 1994). However, there is no study that identified novice teachers' reflective diary-keeping experiences and their usefulness for their early career practices. Therefore, this study reveals novice teachers' encountered problems, offer solutions to these problems, and evaluates the results of reflection through reflective diaries.

It is a known fact that novice teachers' early career experiences can be problematic; thus, their experiences should be revealed in detail. As possible contributions of this study, novice teachers' ideas, perceptions, experiences, and expectations are investigated through diaries and in-depth interviews. Also, in this way, other novice teachers who may have common experiences can understand issues regarding the teaching profession. Moreover, this study can also lead other stakeholders to arrange their teaching-learning environments not only in in-service teacher education but also in pre-service teacher education. In this respect, this study will be useful for other researchers who want to investigate more on the topic.

1.5. Limitations of the Study

This qualitative study conducted as a multiple case study and narrative inquiry which was administered to four novice English language teachers. Even though the data is gathered through multiple sources such as reflective structured and unstructured diaries, and semi-structured interviews, utilizing various methods for creating more comprehensive analysis at regular intervals, the current study has some limitations. Firstly, participants were appointed to the different cities or villages of Turkey. Therefore, during the data collection process, the researcher had to interview the novice teachers via phone calls. This data collection situation may be a limitation since face-to-face interviews could be better for understanding their inner worlds through displayed body language. Secondly, the researcher was not able to observe the teaching practices of the participants throughout their first year. Thus, the researcher had to trust their self-reported experiences by using online-documented diaries, in this respect, this study was administered based on participants' self-reported

experiences.

1.6. Assumptions

This study was conducted with four novice English language teachers, and these participants' experiences and perceptions about the first-year teaching profession are taken on a volunteer basis. Their answers to the questions posed by the researcher during interviewing sections are assumed to be honest. Similarly, their self-reported experiences obtained through structured and unstructured diaries are considered to be true and represent their real teaching experiences.

1.7. Concepts and Terms

In this section, the terms and concepts that are used frequently throughout the study are defined.

Induction process: It is a bridging process arranged to help novice teachers move into actual teaching and setting (Feiman-Nemser et al., 1999).

Narrative inquiry: The approach of human experience that allows researchers to understand individuals' interpersonal relationships and histories in a specific context (Clandinin, 2006).

Novice teacher: A teacher who is newly qualified, who has completed teacher education program and have begun teaching in an educational institution within three years (Farrell, 2012).

Personal-practical knowledge: It is the knowledge derived from all the experiences of a being, namely, one's both professional and personal experiential history based on the narrative of experience (Clandinin, 1985).

Reflection: It is an active and careful consideration of knowledge or belief to develop new appreciations and understandings (Dewey, 1933).

Teacher identity: A continuous negotiation of how a teacher relates to the world, understanding, and values including socio-cultural contexts (Pennycook, 2001).

1.8. The Summary of the Chapter

This chapter introduced the details about the problem of the research with special

focus on novice teachers' contextual early career experiences in Turkey. The importance of the experiences of novice teachers in their first year of the profession was discussed, and the gap in the literature was explained by examining what kind(s) of studies have been conducted on novice teachers' early career in the current literature. Also, the background of the research context was addressed. Based on the issues mentioned above, in the next chapter, the review of literature will be provided regarding the research questions and the problem introduced in the first chapter.

1.9. Organization of the Dissertation

This dissertation reveals novice English language teachers' first-year experiences with particular emphasis on their opportunities, challenges and main concerns about their early career. It includes six chapters. This section presents the organization of this dissertation as follows: The present chapter outlines the background of the dissertation, its significance, the research context and limitations and assumptions. Chapter 2 presents the reviewing of the current literature with synthesis of various studies. Firstly, teacher education and pre-service teacher education are identified with their purposes, importance, and contents. Secondly, early career teachers' induction process and their reality shock are examined. Moreover, novice teachers' personal-practical knowledge and their identity are investigated, and these concepts are examined through theoretical perspectives. Finally, the concept of reflection is focused, and benefits of keeping reflective journals for early career of teaching are introduced.

Chapter 3 deals with research methodology and research approaches. In accordance with research objectives and questions, the rationale for research design is acknowledged. Qualitative research design is presented. From common research methods into qualitative research design, narrative inquiry and multiple case study are described with the reasons of why these methods are used in the current study. Furthermore, data collection procedures, diary entries and semi-structured interview as data collection methods, research settings and participants, data analysis, ethical considerations, and finally, the quality of the research are highlighted.

In Chapter 4, each participant's narratives with reference to their first-year impressions, opportunities, challenges, main concerns, and their diary keeping experiences are presented respectively. In Chapter 5, the findings of the present study with specific

perceptions of participants regarding the first-year teaching experiences are discussed through international studies and the studies conducted in Turkish contexts. Finally, Chapter 6 gives the summary of the dissertation and draws conclusions in addition to the discussion of various directions and suggestions for further studies.



CHAPTER 2

LITERATURE REVIEW

This section deals with reviewing the current literature by synthesizing of various studies. The review of literature was divided into four main sections. The first section identifies the concept of teacher education with its purposes, benefits of teaching practices, and the description of the ideal and effective teacher education. Secondly, it describes pre-service teacher education by identifying the content of the program and analyzing why it is crucial for novice teachers. Thirdly, as a major issue of the study, this chapter presents early career teachers, their induction process, reality shock, personal-practical knowledge, and identity changes or transformations. Finally, it deals with teacher reflection by giving insights into why to reflect, keeping reflective diaries and its usefulness during the early career.

2.1. Teacher Education

Teaching and teaching profession have been important concepts for many centuries, and they are vital for all over the world. Likewise, teacher education programmes that prepare teacher candidates for the teaching profession are equally important. Calderhead and Shorrock (1997) define teacher education as a process including four-year degree courses covering subject matter knowledge and pedagogical knowledge associated with various subjects. According to the CoHE in Turkey, pre-service teacher education aims to provide issues such as integrating theory and practice, supporting teacher candidates with expert teachers in teaching practicum process, and training teacher candidates by means of research and practice-based education (YÖK, 2018).

Today, the main scope of teacher education programmes at international level involves the preparation for life and profession, academic learning, human development and social justice, cultural diversity, and education for democracy and civilization (Hansen, 2008). In Turkey, in addition to the values mentioned by Hansen, teacher education includes theoretical courses, teaching practicum, general culture and field knowledge. It is expected that teacher candidates will develop their field knowledge in courses related to their field, general knowledge in elective and cultural courses, teaching principles and methods, classroom management, instructional technologies and material design, special teaching

methods and teaching skills in teaching profession. Teacher candidates are also expected to experience teaching by applying the knowledge and skills they have gained in these courses in the teaching practicum course in schools affiliated to the MoNE.

2.2. Pre-Service Teacher Education

Teacher education provides pre-service teachers with the opportunity of developing their potentials to teach. Pre-service teacher education is generally assumed to be a process based upon the idea that it is learning to teach (Kennedy, 1999). In this respect, learning to teach can include two aspects: learning the subjects which will be taught and clarifying teaching techniques through teaching experiences in a classroom. These two aspects can be seen as cornerstones of pre-service teacher education.

Pre-service teacher education deals with training pre-service teachers by offering them teaching theories, strategies, and principles through practicum (Kosnik & Beck, 2009). Namely, there is a taken-for-granted issue regarding pre-service teacher education that content knowledge and teaching skills provide student teachers with professional practice in educational institutions as future workplaces (Allen & Wright, 2014). Therefore, one of the important roles of pre-service teacher education is to lead students to shift from past experiences to generating concept that influence their teaching practices.

Teacher educators are required to train students teachers who can keep up with rapid transformations of world; however, how to train effective teachers and how to design pre-service teacher education raises a question. When the general competencies of teaching profession in Turkey have been examined, it is seen that student teachers are expected to develop general teaching competencies throughout their teacher education. Moreover, the extent to which degree novice teachers gain and practice these competencies in the pre-service teacher education will influence their performances in the first year of teaching profession (Kozikoğlu, 2016). Therefore, early career of teaching can be critical regarding the quality of pre-service teacher education, the content of pre-service teacher education and how to apply this content.

Preparing student teachers for a changing world requires effective framework and teaching-learning standards. Darling-Hammond and Bransford (2005) propose a framework for pre-service teacher education highlighting three issues: a) knowledge of learners and their development, b) subject matter knowledge, c) teaching knowledge. These three aspects

education can affect the needs of teachers, the ability to teach, and the objectives of teacher education. Accordingly, the content of pre-service teacher education in Turkish Higher Education is implemented based on the aforementioned issues throughout four-year education program. As these programmes are seen as a bridge between theory and practice, it includes content knowledge, pedagogical content knowledge, general cultural knowledge, and teaching practicum. All these courses taken during the teaching education prepare the groundwork for the pre-service teachers in order to be effective in the teaching experience and profession.

Apart from courses on content knowledge, pedagogical content knowledge and general cultural knowledge, teaching practicum has a special and crucial part in the pre-service teacher education. This is because, teacher education and development of student teachers include assisting them in gaining confidence to teach in real-life situations and providing them practical recommendations during teaching practice (Kagoda & Sentongo, 2015). Teaching practicum offers pre-service teachers to observe a real teaching context and practise their knowledge. The question of why teaching practice is crucial part of teacher training is summarized by Richards and Crookes (1988) as follows: the practice of teaching allows teacher candidates to gain teaching experience, put theory into practice, develop their instructional abilities, become more conscious of the need for reflection in teaching, and to discover the underlying truth in an indirect manner.

In the Turkish higher education contexts, teaching practicum is an obligatory course taken in the last two semesters and include some fulfillments in cooperation with pre-service teachers and mentors. According to YÖK (2018), this course should involve several principles of teaching: planning teaching practice, the collaboration and coordination between universities and MoNE, practice at schools of MoNE, active participation, practicing over a period of time, variety, and content in teaching practice, and finally, supervising practices in a practical setting. All the principles can highlight that when these principles are fulfilled, this course should be effective for pre-service teachers in terms of future teaching practices. In this respect, teaching practicum can be seen as a milestone of pre-service teacher education programmes.

English Language Teacher Education program, which is the part of education faculties, is a crucial program for national education system because learning English from primary school to higher education is obligatory. This issue lays a demand for university-level English language teacher training programmes to prepare highly competent pre-service

teachers. However, the teaching of a language is fundamentally different from teaching other subjects (Brosh, 1996). Therefore, education of pre-service teachers of English deserves special attention.

The English language teacher education program covering the years 2015-2018 includes courses regarding three main areas: a) content knowledge such as contextual grammar, advanced reading and writing, phonetics and phonology, linguistics, approaches to ELT, testing and assessment in ELT, language acquisition, etc., b) pedagogical content knowledge such as educational psychology, introduction to teaching profession, teaching principles and methods, special education, teaching practicum, etc., and finally, c) general culture knowledge such as computer sciences, Turkish language, drama, community service practices, etc. Through these courses, pre-service teachers are expected to be reflective, critical, creative, an individual with advanced intercultural communication and advanced research skills, and an individual who can use technology for education effectively. However, with the new arrangements made in the program, besides pedagogical knowledge, field education and content knowledge have been emphasized in the teaching programs. Considering the planned population of these undergraduate programs, the curricula are mostly structured on basic skills, attitudes, value acquisition and adaptation.

2.3. Early Career Teaching

The early career teaching is seen as a vital process in the teaching profession (Veenman, 1984). Even though the majority of novice teachers construct their professional perspectives and expertise in teaching based on what they acquired in their teacher education programmes, they may also experience unique and unexpected scenarios in their early career teachings. In this sense, this process is critical in shaping novice teachers' professional growth, instructional standards, and careers for future practices. Furthermore, it is likely that novice teachers can either enhance their ideas on how to be a qualified teacher or quit the teaching profession if they meet various challenges on issues such as instructional, adaptational, and social issues (Tschannen-Moran & Woolfolk-Hoy, 2007). Moreover, after receiving their education in pre-service teacher education programmes and beginning the teaching profession, novice teachers could not keep in touch with their instructors in faculties, and they may not have future interaction with them (Farrell, 2012). This may lead

novice teachers to become confused and anxious about their instructional and adaptational experiences.

Although there is still no consensus on how long early career process takes, many studies have investigated the first-year teaching experiences of novice teachers as early career and emphasized that their first year is a critical and important (Farrell, 2012; Feiman-Nemser, 2001). Moreover, many studies have focused on the perceived problems and concerns of early career teachers (e.g., Bekdemir, 2019; Meristo & Einschmidt, 2014; Kozikoğlu, 2016). This is because, early career of teaching includes full of hassles and novice teachers try to adapt themselves to a different professional community (Akcan, 2016). In other words, according to Veenman (1984), this process is called as a reality shock to indicate “the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life” (p. 143). In overall, the early career teaching can be problematic for novice teachers; thus, the problems, concerns, and how they cope with these experiences should be investigated to shed a light on the first year of teaching profession. If this first year is to be recognized as a success, it should pave the path for novice teacher to become more assured and qualified teacher (Kozikoğlu, 2016).

As for who novice teachers are and what they experience, the term of novice teachers should be defined in order to understand their inner worlds regarding early career practices. Farrell (2012) defines novice teachers as follows:

Those who are sometimes called as newly-qualified teachers, who are completed their language teacher education program (including teaching practice [TP]) and have commenced teaching English in an educational institution (usually within 3 years of completing their teacher education program) (p. 437).

It is a fact that the first-year experiences of novice teachers could be challenging. In this respect, there is a need for understanding the basic stages of novice teachers to clarify the experiences. Maynard and Furlong (1995) elaborated these stages as follows: a) *early idealism* includes having strong relationships with pupils of novice teachers and being satisfied with their circumstances in which novice teachers reflect on their beliefs and thoughts in the face of various hassles; b) *survival* stage refers to facing reality of teaching profession and understanding how difficulties affect their inner world; c) *identification of challenges* involves recognition of complex issues, d) *reaching a plateau* refers to the way of coping with negative experiences of novice teachers, and finally e) *moving on* stage is

going forward with their real teaching practices in an effective manner. In this regard, assistance to novice teachers during their induction is a critical aspect in overcoming each of the above-mentioned stages of early career teaching.

Though early career teaching is metaphorically called as a ‘sink or swim’ process (DePaul, 2000), providing the appropriate support could have a strong impact on both professional growth of novice teachers and their students’ performance. It should also be noted that induction practices and mentor guidance for novice teachers are critical in addressing the demands and ensuring their success in their first year of teaching profession. As a result, during this transition period, the identity change might occur and this could affect their personal-practical knowledge, and hence, their belief system (Nagamine, 2012). To understand novice teachers in transition, it is necessary to explore their changes, perceptions, and beliefs during their first year of teaching.

2.3.1. Studies on Early Career Teaching

The majority of the research studies conducted in both international and national contexts on the first-year experiences of novice teachers reveal many problems faced by novices such as classroom management problems (e.g., Akcan, 2016; Goh et al., 2017; Öztürk & Yıldırım, 2013), low self-efficacy of teaching to mixed ability groups and/or low English proficiency (e.g., Bekdemir, 2019; Syathroh et al., 2019), inability to apply curriculum (e.g., Curry et al., 2016; Kauffman et al., 2002; Madalinska-Michalak & Bavli, 2018), and low self-efficacy of teaching to unmotivated students (e.g., Güngör et al., 2019; Sali & Kecik, 2018).

A number of research studies have been administered to better understand the early career experiences of novice teachers. For instance, Ahmed et al. (2020) investigated the early career challenges that affect teaching performances of novice teachers. This qualitative study’s results showed that novice teachers had some problems such as the lack of favorable school contexts in terms of materials and infrastructure, low self-efficacy of pedagogical skills, classroom management problems, and the lack of guidance of school administration. Additionally, Chaaban and Du (2017) examined and compared the perceptions of job satisfaction, experienced challenges and coping strategies of novice and experienced teachers. The results revealed that while novice teachers’ reasons for low job satisfaction levels were workload and low self-efficacy of teaching English and managing classroom,

experienced teachers focused more on affective situations such as lack of appreciation and lack of supportive relationship among colleagues, feeling under pressure because of national education policies. Thus, it is important to state that novice teachers might have problems mostly in instructional practices in their classrooms. Moreover, Zhukova (2018) aimed to identify the early professional experiences, development, and concerns of novice teachers through a two-year longitudinal qualitative case study. In the study, significant disparities in experiences and views among novice teachers as well as various degrees of professional guidance received was found. Also, the significant finding is that novice teachers' teaching practices is directly related to their early experience interpretations and main concerns, and it can create significant variations in early career pathways.

Early career teaching experiences of novice teachers in the Turkish contexts have been an important research topic and many studies have been conducted. Akçor and Savaşçı (2020) synthesized the studies conducted between 2010 and 2020 on novice teachers' experiences and made some recommendations through a qualitative systematic review. Based on the common issues met by novice teachers, two major themes emerged: professional and social adaptation problems. Furthermore, as a consequence, recommendations for pre-service English language teaching programmes and for early career induction were offered. Therefore, in most of the studies conducted in Turkish contexts, novice teachers' experiences are labelled in these two themes. In relevant literature, most of the studies including novice teachers' early career experiences in Turkey focus on challenges of novice teachers. For instance, Kozikoğlu and Senemoğlu (2018) aimed to identify the difficulties of novice teachers in early career of teaching through a qualitative study. As a result, teachers encountered a variety of difficulties such as instructional planning and implementation, relationships with colleagues and school administration and adaptation problems to schools' physical environments, classroom management, and the lack of physical infrastructure at the school. Also, Karataş and Karaman (2013) explored the challenges of a novice teacher and the resources that might help a novice teacher overcome them in Cyprus. The results addressing challenges of the novice teacher revealed that lack of collaborative opportunities with novice teachers and supportive school environment. Moreover, Akcan (2016) investigated the challenges of novice teachers focusing on the effectiveness of teacher education programmes on early career practices. The findings showed that there are considerable gaps between the content of teacher education programmes and real teaching practices. Thus, novice teachers had difficulty in classroom

management, motivating pupils for learning, and teaching English to students with learning disabilities. Overall, this study included tips for pre-service teacher educators and MoNE policy makers to realize them to realities of early career experiences. These significant results can reveal that early career teaching practices of novice teachers could be problematic. In this respect, these studies should be taken into account in order to give insights about novice teachers' problematic experiences, and accordingly, some regulations for more effective early career process should be made by policymakers and other stakeholders.

2.3.2. Induction Process of Novice Teachers

The beginning of teaching entails not only starting the teaching career but also transitioning into a fresh start for life. When novice teachers begin their early career practices, because of the lack of orientation programmes, they can encounter some negative adaptation, socialization, and instructional challenges; thus, a program should be offered to enhance or relieve the obstacles of this beginning. In order to fulfill the needs of newly qualified teachers and assure their success in their early career of teaching, induction programmes which help for effective adaptation and socialization process are offered. Many countries have used some forms of activities for professional development of novice teachers in induction process. The aim of these activities is stated by Feiman-Nemser (2003) that induction programmes are employed to establish professional sense of collaboration and problem-solving so as to effectively manage the concerns and challenges experienced by beginning teachers. In this respect, induction programmes designed by policy makers of nations can contribute to novice teachers in terms of professional development and the improvement of early instructional practices.

Though relevant literature includes different definitions of induction process, it is worth stating that induction program can be seen as the continuum of pre-service teacher training program. Namely, induction programmes for novice teachers offer basic pre-employment training and these programmes are commonly regarded as a 'bridge' from pre-service teacher to novice teacher (Ingersoll & Strong, 2011). Beijaard et al. (2010) agree upon that the definition of induction process, as it can vary according to cultural, social effects, local policies of a context; nonetheless, it typically defined as novice teachers' first year(s) of teaching following the certification as a teacher by orienting them to their new

roles as school members. This program can build the content and pedagogical knowledge and skills of teaching and, make get novice teachers ready for various social relationships, namely, it includes both professional development and socialization for novice teachers.

In recent years, teacher induction programmes are considered to be important experiences as it can provide novice teachers with professional development and orientation to teaching in culturally and socially diverse contexts. According to Darling-Hammond (2003), induction programmes target at assisting novice teachers in their transition from being pre-service teacher to an in-service teacher. In other words, induction into teaching can be considerably more than just orienting novice teachers at the beginning of the profession or providing necessary support throughout the process, and by means of this, novice teachers are led to learn more about teaching in a real context. Specifically, in addition to the support given by mentors and other experienced teachers, induction aims to help novice teachers learn more about checking students' learning, designing more effective lessons, establishing a repertory of instructional approaches according to the needs and interests of students, have a deeper knowledge greater consciousness of their challenges, deal with these problems and so on (Britton et al., 2003). In overall, induction process offers early career teachers to get familiar with new and real teaching environments including school staff, students, colleagues, and other people regarding educational elements.

A well-designed induction to teaching profession in the context of lifelong learning means that these programmes can provide persistence in vocational preparation and teacher retention (Gujarati, 2012). Even though the main goal of induction programmes is to empower early career teachers with professional guidance, the content of these programmes may differ greatly according to the needs of novice teachers in different countries. According to Ingersoll and Smith (2004), a set of factors such as length of time, aims, and intensity of induction programmes can impact the effectiveness of these programmes, in this respect, what sorts of program and experiences a novice teacher should provide and how they can benefit are certainly significant considerations for policy makers and educational officials.

Induction should include several aspects: a) a learning to teach process; b) a specific duration; c) a specific stage in instruction, and d) a system (Britton et al., 2003). These aspects can be helpful to understand the effectiveness of induction process. Britton et al., (2003) categorize these features as follows: objectives, policies, overall design of the program, transitional stage, main teaching circumstances, amount of effort, resources, forms of support, levels of education system, duration of program, arrangements for novices and

mentors, and finally activities that will be applied. These features for effective induction programmes are tabulated in Table 1.

Table 1
The features for effective induction programmes

Features	Content of the features
Objectives	Orientation of novices, support, retention, fostering teachers' learning and improving the quality of teaching
Policies	Demands for free involvement in extensive time
Overall design of the program	Combining as a complementary range of activities
Transitional stage	Investigation of the influence of teacher education programmes on the design of induction
Main circumstances	Focusing on scheduled courses, students, and other responsibilities
Resources	Requiring significant overall effort; providing sufficient resources to accomplish program objectives
Duration	All levels of the system involved in specific roles as levels of education system; more than one-year
Sources of support-activities	Employing varied activities reflecting real teaching situations

As seen in Table 1, comprehensive induction process should be based on these orientations. To summarize, these specific features which should be included in induction programmes can lead novice teachers to be active in ongoing reflection and learning since teacher growth might be facilitated by effective preparation and induction.

During induction process, novice teachers may have many challenges such as unmotivated students, classroom management problems, teaching to students who require special education, negative relationships with school administrators and colleagues. Therefore, as other countries need to apply these induction programmes, these programmes are necessary for novice teacher in Turkey to deal with current challenges.

2.3.3. Induction Process in Turkey

In Turkey, induction training activities for novice teachers are carried out through central programmes coordinated by the General Directorate of Teacher Training and Development. Novice teachers are assigned to this training process throughout the first six months of the profession. The procedure of the induction is to be implemented at schools and to be supervised by mentors who are expected to contribute to professional development of novice teachers and school administrators. According to the candidate teachers training program published by MEB (2020), in the process of induction for candidacy, novice teachers should attend in-school, in-class, and out-of-school activities. Regarding subjects, novice teachers are provided practices such as lesson planning, preparation and assessment, lesson implementation and monitoring, in-school observation, and practices, getting familiar with the economic, social, and cultural structure of the city that they work in. As for distance service training seminars, novice teachers are provided with information about corporate services, types of cooperating schools, school-family cooperation, teaching ethics, current practices in the National Education System, national and international education projects and exemplary projects, and educational practices for inclusive education. Apart from these seminars, on one hand, there are also distance service training compulsory courses including school-based disaster education, development of design and management skills in distance education process and digital entrepreneurship fundamental course that novice teachers must attend and get certificates from these courses. On the other hand, a total of 30 hours of course program must be completed among some selective courses.

Through these practices and courses, novice teachers are expected to have information about the parts of a lesson, monitor the process of designing and implementing course materials, learn about educational settings and the operation of management procedures, recognize the procedures of implementation of in-school educational and socio-cultural activities, understand the significance of sharing professional growth and educational experiences, etc. Moreover, the MoNE-approved educational films and books are also employed to help novice teachers. As a consequence, the early career of novice teachers' induction process is critical for forming their identities and ideas on their careers and promoting their growth in teaching.

Many research studies that have been undertaken on the effectiveness of the induction programmes and novice teachers' early teaching experiences during induction in Turkey

have had some similar findings on the inadequacies of the program while some of the studies have shown the effectiveness of them. As an example, Cihan's (2016) study revealed that novice teachers had many problems; however, one of the mostly mentioned problems was the lack of appropriate support by their mentors. Moreover, mentors were familiar with the issues encountered during induction and they thought that these difficulties could result from pre-service teacher education programmes. Şat Yılmaz (2004) investigated the major issues of induction program from novice teachers perspectives. As a result, it was suggested that induction programmes are important to understand novice teachers' needs, identify the benefits of process to novice teachers, encourage them for collaboration with their colleagues and to reflect their experiences, lead novice teachers to solve their problems in their own teaching, and provide them for the opportunities of professional development. Moreover, the results showed that novice teachers had positive perceptions on induction program in terms of their efficacy beliefs, professional development, and being more efficient in teaching. Aktaş (2018) evaluated the induction program in Turkey by investigating the perceptions of novice teachers, mentors, and school administrators. According to the findings, the orientation meeting was conducted at the very beginning of the year was insufficient, mentors did not work voluntarily, there was workload for novice teachers' administrative paperworks and limited communication between novice teacher and mentors. Finally, Yetkiner and Bıkmaz (2019) identified the ideas of novice teachers regarding the problems encountered during induction process and the results showed that novice teachers did not complain about the induction, in contrast, they were satisfied with the activities and the goals of training. Overall, induction process should be seen as an important stage of early career teaching and for professional development of novice teachers. In this respect, there is a need for taking into account the problems affecting the effectiveness of induction programmes.

2.3.4. Reality Shock

In the early career of teaching, many novice teachers believe that when they have graduated from teacher education programmes, all they have to do is implement what they have acquired in pre-service teacher education (Farrell, 2016). In this respect, most novice teachers can approach the beginning of teaching with full of energy and high expectations. However, as they can frequently encounter difficult duties on teaching, insufficient conditions for teaching, lack of teaching resources, so on, they come across a situation that

may make them feel dissatisfied with their early career. As mentioned in the previous section, induction programmes are known as a vital stage which can be helpful in overcoming the transition shock, yet the transition from student teacher to novice teachers is laden with conflicts and shock for early career teachers (Beijaard et al., 2005). Gürler (2020) acknowledges that an individual who begins professional life for the first time at an organization have to adopt the organizational needs, expectations, and rules; however, these requirements and rules could not fit into the knowledge, beliefs, and expectations of an individual. As in Gürler's statement, a novice teacher who begins the early career of teaching can discover the professional standards and ideals which have not acquired before, and this might create a shock. As this reality shock can be dramatic and traumatic, what reality shock means, what kind(s) of stages include, what factors causes it, and what the possible consequences of reality shock should be highlighted.

The first few years of teaching are the hardest in teachers' profession and this critical period is commonly known as a 'reality shock' that can damage novice teachers' self-efficacy beliefs and create helplessness (Gavish & Friedman, 2000). Reality shock may have a major impact on new teachers' sense of belonging to the profession, ability to teach effectively, and levels of teacher retention (Edwards & Nuttall, 2015). As it is understood by its impact of teacher effectiveness, it can be seen as a problematic process for novice teachers. Veenman (1984) defines the term of reality shock as "the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life" (p. 143). Moreover, Hobson and Ashby (2012) explain that once novice teachers enter the teaching profession, they become totally accountable for their instructional practices and their transmissive knowledge from may be nonrealistic which may create for them a reality shock. Considering all these definitions, it should be emphasized that reality shock is an important issue in the early teaching period.

According to Moir (1999), novice teachers experience various stages in reality shock: anticipation, survival, disappointment, renewal, introspection and finally again anticipation. These stages are given in Figure 1 and each stage is explained below.

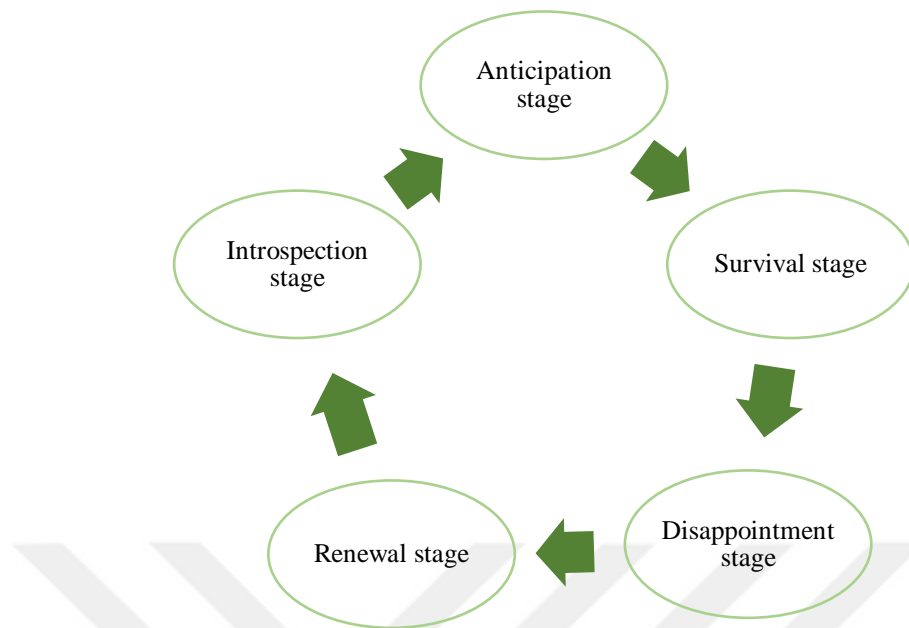


Figure 1. The illustration of the stages in reality shock

Firstly, the *anticipation stage* occurs during initial weeks of profession and characterized by novice teacher excitement and uncertainty about early experiences with non-realistic views. Secondly, in the *survival stage*, after getting first impressions about early career, novice teachers may encounter frequently with unanticipated social, cultural, or instructional challenges. Thirdly, the *disappointment stage* includes nonstop negative emotions such as stress, dissatisfaction, and frustration and it generally results in classroom management problems or undesirable relationships with school members and low self-efficacy. Fourthly, the *renewal stage* involves semester break as a chance for novice teachers to understand the early career practices in a broader perspective and renew enthusiasm for teaching. Fifthly, in the *introspection stage* which occurs in last months of the process, novice teachers start to look back and reflect on their experiences and make several adjustments in their teaching practices for next years. Finally, novice teachers turn back to *anticipation stage* with new ideas and perspectives on teaching, and they move through the profession with full of positive feelings.

After the stages of reality shock, it is also important to understand the reasons behind reality shock. The studies in relevant literature regarding novice teachers' early career experiences (e.g., Farrell, 2003; Meister & Melnick, 2003) identify different problems and concerns regarding shock. Thus, as this is a critical transition stage following the teacher

training, these studies can also reflect the reasons why novice teachers experience this transition shock. Veenman's (1984) study reveals mostly identified issues regarding reality shock experienced by novice teachers. Accordingly, while classroom management problem is a frequently reflected issue, dealing with individual problems of students, unmotivated students, workload of teaching, relationships with colleagues, students, and school administrators, lack of enough support, and evaluation and assessment of students' tasks are other issues. Müller-Fohrbrod et al. (1978 as cited in Veenman, 1984) divide factors leading to reality shock in two categories: a) personal causes including novice teachers' inadequate personality traits and lack of desire for teaching profession, and b) situational causes including insufficient teacher training, problematic school context. In this respect, education-teaching environments should be organized, and necessary orientations should be provided in order for teacher candidates not to experience reality shock or to overcome this process without any serious problem, and novice teachers should be supported in this regard.

Another important issue is the consequences of reality shock on teacher retention, development and how novice teachers can overcome reality shock. The early career of teaching can lead novices either to make progress in teaching or devitalize the teacher from teaching (Gaede, 1978). In this respect, in early teaching practices, there can be differences in attitudes and actions of novice teachers that may emerge as a result of the reality shock. According to Dean and Ferris (1985 as cited in Gürler, 2020), novice teachers have physical, emotional and behavioral issues when they begin the process, so, they might suffer from emotional exhaustion, lack of motivation and job satisfaction, burnout and low self-efficacy of teaching; thus, the changes in their actions and attitudes should be noted. In summary, there are a variety of alternative solutions for practice shock and emotional exhaustion problems: strong partnership among training institutions and state schools, appropriate selection of mentors, operational planning for novice teachers, more suitable formation of transition period, being more realistic and intensive with real circumstances (Stokking et al., 2003).

2.3.5. Personal-Practical Knowledge

Training teachers towards particular skills and knowledge objectives has traditionally provided by teaching training programmes. The knowledge of teachers is multi-dimensional, lived, and integrated in teachers' life story; thus, teachers are seen as both owners and

consumers of substantial quantities of professional and personal knowledge, and also classroom practices representing professional and personal activity (Beattie, 1995).

Teachers' perceptions of the teaching profession can be directly related to their concept of knowledge. When teachers perceive knowledge as something more than their comprehension, they own a technical orientation; such that, they rarely utilize it in practice, rather than this, teachers should acquire a critical attitude while they are analyzing new information and leaning on their personal values, experiences, and views (Kronqvist & Estola, 1999). When teacher knowledge is considered from this perspective, it can be highlighted within three concepts: a) their personal knowledge, b) practical knowledge, and c) personal-practical knowledge.

On the one hand, according to Clandinin (1985), personal knowledge is defined as "knowledge which has arisen from circumstances, actions and undergoings which themselves had affective content for the person in question" (p. 362). In this respect, it can be discovered in both the actions of the person and some circumstances, by discourse or conversation. Namely, personal knowledge is made up of views and values about teaching that is grounded in experience and demonstrates consistency among their views, values, and behaviors. Personal knowledge may not be thought without practice and lived experiences. In this respect, practical knowledge is also important an aspect that a teacher should reflect in classroom practices.

On the other hand, practical knowledge means teachers' use of practical theories in classroom scenarios with difficulties of instructions (Elbaz & Elbaz, 1983). Beijaard and Verloop (1996) define practical knowledge as knowledge that teachers use and reflect on. These practical theories can mostly be acquired from teacher training programmes or in-service teacher training programmes and can be applied in classroom contexts of schools or other educational institutions. Also, as Beijaard and Verloop state, teachers can reflect on these acquired and applied knowledge. Before elaborating the issue of practical knowledge of teachers, what they should have as knowledge for practicing in classrooms could be mentioned. In that respect, teachers should be knowledgeable about six topics: 1) subject matter and the way of teaching it, 2) problem-solving and higher order thinking skills such as reflective thinking, critical thinking, and assessment, 3) curriculum, 4) type of students and their forms of learning, 5) assessing student learning, and 6) reflecting on teaching practices (Beijaard & Verloop, 1996). These aspects that teachers should have cover the content and pedagogical knowledge of the subject matter, and they are firstly practiced in

teacher training programmes and teachers move through practicing them in real teaching contexts. By means of it, teachers' build their own practical concepts based on their experiences.

As it is clear from the notions of personal and practical knowledge of teachers, the combination of practical and personal knowledge constitutes the concept of personal-practical knowledge. Returning to the very beginning of the concept, in this sense, teacher knowledge is defined as knowledge gained through personal experiences and seen in teachers' classroom practice; therefore, it is not independent, but more, the sum of teachers' experiences (Connelly et al., 1997). As mentioned earlier, Connelly et al. describe personal-practical knowledge as a moral, social, and creative manner of perceiving educational circumstances. This description can reveal that teachers' experiences can not only include their content and practical knowledge, but also their personal traits and knowledge while teaching and reflecting their knowledge. To support this, Clandinin (1985) emphasizes the importance of the concept of personal-practical knowledge as this knowledge is a component of moral and emotional knowledge which brings teachers to an active participation with classroom activities; therefore, it is inextricably linked to teachers' professional and personal narratives. According to Horppu and Ikonen-Varila (2004), "personal practical knowledge influences teachers' perceptions, plans, and actions during planning and during classroom interaction" (p. 231). Therefore, while teaching, teachers' personal-practical knowledge might have an impact on teachers, either positively or negatively. In other words, in certain cases, it may hinder their way of teaching, while in others, it may increase teachers' professionalism and improvement in teaching profession. Overall, personal-practical knowledge can be seen as the interaction of personal conceptions of knowledge with lived and continuing experience of teachers.

For novice teachers, classroom process can involve unexpected situations. When personal-practical knowledge is addressed through experiences and personal perspectives of teachers, Elbaz's (1981) idea is that personal-practical knowledge basically depends on teachers' experiences at schools, and it helps teachers to deal with difficulties that emerge in their teaching practices. If we apply this idea to the experience of novice teachers in their first year, the question may arise as to what the personal-practical knowledge of novice teachers has. As mentioned before, teachers' previous experiences are taken into account to understand their personal-practical knowledge; however, as novice teachers begin teaching in real teaching contexts for the first time, their first impressions of early career of teaching

process could be complex. In this respect, to support this idea, König et al. (2015) indicate the knowledge construction of novice teachers that it is extremely tacit and internalized; namely, it contains personal ideas, beliefs, and dispositions that greatly impact how they behave in and understand their future teaching contexts. By means of this, novice teachers' interpretation of early teaching process would transform from meaningless and external impositions to occurrences with special importance in the way they know their teaching. In a similar vein, novice teachers' personal-practical knowledge can be based on their perceptions about the starting teaching experience and the interpretations of classroom reality.

In terms of personal-practical knowledge in the field of language teaching and learning, the field of language teacher education needs to identify teacher candidates' personal practical knowledge to understand and explain teachers' knowledge and assist them to analyze how their knowledge alerts their practice since as Golombek (1998) identifies, teachers may learn not just what they know but also moral and affective aspects of their activity through narratives they experience. Furthermore, Golombek (1998) suggests that in order to fully understand teachers' knowledge, teacher educators should connect teachers' personal practical knowledge with scientific understanding, promote reflection that encompasses teacher knowledge, investigate the role of emotional experiences in teachers' sense making procedure and appreciate the effective narrative stories in the performance of teachers. Through this way, novice teachers' personal-practical knowledge construction process can be identified more clearly.

2.3.6. Teacher Identity

Teaching profession process is not only the practice of knowledge and/or competences but also a dynamic process that includes changes in practices, attitudes, and teaching beliefs. The changes in these ongoing practices, attitudes, and beliefs can lead changes in teachers' identity. The concept of identity is utilized to investigate issues such as social and cultural settings of learners and learning (Miller, 2009). Norton (2000) defines the term of identity as “how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how that person understands possibilities for the future” (p. 5). Also, Gee (2001) identifies the term of identity by emphasizing its importance as a specific type of person linked not only to inner states but

also to societal actions and valuable framework for comprehending educational institutions and society. The notion of identity could be identified from structuralist, poststructuralist, and social constructionist perspectives. From a structural perspective, changes in identity represent changes in the fundamental structure of one's identity, but not necessarily in its essence (Lile, 2013); namely, this perspective defines the identity of a person only with the identity within himself or herself and filters the external factors. Secondly, post-structuralist perspective views person as active, influential, and flexible in a society, and Baxter (2016) acknowledges that teacher identity can be seen as not permanent construct but negotiated outcome of socio-culturally accessible meaning. In the final perspective, which is social constructionist view, identity is imbedded in social organization formed across individual, cultural, and institutional (Lee & Anderson, 2009). In line with the combination of different perspectives, in general, identity is interactional, socially, and culturally constructed notion formed by an individual and in different contexts.

Teacher identity is a frame affected by contexts in teacher learning, culture, power, and politics in teacher education (Olsen, 2008). In this respect, the term of professional or teacher identity appears to be employed in a variety of ways in the domains of the teaching profession. Teacher identity, according to Jansen (2001), is teachers' understandings of teaching, preferences, interests, and attitudes towards teaching in addition to teachers' self-image. Moreover, Beijaard et al. (2004) describe teacher identity as awareness and recognition of what it is like to be a teacher in classrooms and how teachers are dealing with changes. As it is clear in these definitions, teacher identity can be defined as a continuing process of recognition of experiences that teachers' beliefs and effective practices are never ending during their profession. Miller (2009) emphasizes four major dimensions of teacher identity in order to understand the concept: the essence of identity itself, the significance of teaching context, the requirement for critical reflection, and the combination of pedagogy and identity. These dimensions basically reveal that firstly, individuals cannot have stable identities and they can create these dimensions through social contexts; secondly, understanding the possibilities of school environments lead teachers to determine what they can accomplish, and they negotiate their practices on daily basis; thirdly, critical reflection can make teachers understand their experiences through negotiating the world; and finally, pedagogy for identity construction is crucial for teachers focusing on their teaching methods and techniques.

Language teacher identity is also shaped by both teaching elements including colleagues, students, parents, the way of teaching etc., and by larger social, cultural, and educational surroundings. The identity of language teachers is understood as a continuous process in which beliefs and practices are managed through language (Sayar, 2014). In this respect, it can be fundamental for language teachers to understand their language learning and teaching process. According to Varghese et al. (2005), there are two components of language teacher identity that it is essential to understand. Firstly, language classrooms are dynamic areas that teachers' identity plays a significant role in defining language teaching process. Secondly, language teaching occurs in social and cultural settings in which there are numerous dimensions of teacher identity such as different race, gender, and gender identity. Language teachers' identity can represent varying roles; for instance, they could be language teachers, students, socially and culturally responsive individuals and so on. Miller (2009) summarizes that language teacher identity cannot be separated from language instruction and language usage in social contexts.

Teacher identity formation is closely linked with classroom situations, teaching knowledge and beliefs of teachers. There is a need for addressing not only what a teacher identity constitutes but also how that identity is constructed. Therefore, it is critical to investigate how a teacher's identity is constructed. Teacher identity construction can be primarily done through two channels: practice and discourse. Reeves and Reeves (2018) identify these channels as follows:

Identity in discourse locates identity work as occurring primarily in language and social interaction. Identity in practice asserts the importance of the enactment of identity through one's behavior and participation in particular communities. Identity-in-discourse and identity-in-practice perspectives are not mutually exclusive, and teacher identity research commonly includes both perspectives. (Reeves & Reeves, 2018, p. 2)

In this sense, the process of teachers' identity formation can be summarized as a process that includes teachers' practices and discourse in which different perspectives held in communities. Britzman (1991 as cited in Yavuz, 2010) defines the timelines of teacher identity formation in terms of time, location, experiences, and the interpretations assigned to teachers. According to Britzman, the identity construction of a teacher is divided in four stages: a) The first stage includes student-teachers' beginning of teacher training that they acquire prior knowledge b) the second stage includes teacher training experiences, c) the

third stage involves student teachers' establishment of relationships with instructors and the school, finally d) the fourth stage comprises the transition of teachers from being a student-teacher to becoming a novice teacher with real teaching practices, and the scope of engagement of identity broadens in this stage through managing the impacts of educational system, students, colleagues, professional practices, and accumulated experiences of teaching profession. Overall, stages depicting teacher identity formation can reveal that after teachers encounter new experiences in the teaching environment, they collect these experiences to form their personal teacher identity.

In addition to how teacher identity is constructed, contextual variables can have a strong impact on the formation of teacher identity. Namely, teacher's identity may be conflicted with self-images, abilities, social connections, knowledge, attitudes etc. The character of teaching-learning community, school environment, the effects of school administrators' and colleagues' behaviors, personal experiences can influence teachers' identity as well as the emotions provided to the setting (Beauchamp & Thomas, 2009). In this respect, contextualizing the development of teachers' identity within teaching context suggests the need to be conscious of the significance of teaching settings as these may lead teachers to changes in teachers' identity.

As mentioned above, various perspectives in teacher identity formation direct our attention to interaction between individuality and other elements in society. Teachers' decisions on teaching profession is directly related to teachers' identity from teacher education programmes to in-service teacher experiences (Hong, 2010). However, also, there is a need for identifying novice teachers' identity formation during induction process which is often defined as a full of negative experiences. Lomi and Mbato (2020) state that on the one hand, the negative experiences and reality shock experienced by novice teachers can lead novice teachers to be unsatisfied with the profession; on the other hand, the problems in the first-year of teaching may cause them to reconstruct their identity from welcoming teacher to be an intolerant teacher; from a sympathetic teacher to be a forceful teacher; from a fragile teacher to be a harsh teacher; from an unmotivated teacher to be an enthusiastic teacher, and step by step, from novice teacher to be experienced teacher. Thus, this dual process can be both helpful and discouraging for novice teachers. On contrary to this idea, Li (2020) emphasizes that the problems encountered by novices and negotiations help them improve their personal-practical knowledge through offering information to their current teaching community, participating in re-negotiation of past experiences in teacher training

and existing situations in their new teaching contexts. These different but clear perspectives into novice teachers' identity formation can highlight that all situations that novice teachers encountered are critical factors in enhancing their professional identity regarding teaching-learning process.

2.4. Teacher Reflection

There are many definitions of reflection in education from different perspectives (e.g., Dewey, 1933; Hatton & Smith, 1995; Schön, 1995). However, the majority of perspectives on the term of reflection stem from the study of Dewey (1933) who is regarded as the pioneer of reflective practice. The approach of Dewey to education embraces human beings as capable of learning from experience. Dewey (1933) defined reflection as “the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (p. 7). In other words, he defined this term as a higher cognitive process that individuals consciously analyze their attitudes, ideas, feelings, beliefs, experiences, and reactions. In addition, Hatton and Smith (1995) explained reflection as a purposeful thought about an action with the goal of improving it. This definition can provide three components: intentional thought not incidental about previous actions, and with the goal of development and within a focus on future activities.

Recent adjustments in contemporary standards of education have resulted in a move from positivist to constructivist approaches in teaching profession (Crandall, 2000). The constructivist viewpoints can impact on teachers' teaching-learning process in which they are active participants and decision makers of their instructional practices. A thoughtless teacher may approach teaching decisions in a simplistic manner while a reflective teacher can evaluate the complexities of difficulties and deliberately creates a solution to difficulties. Therefore, they can reflect on their practices to improve themselves in teaching profession. All these issues lead to investigate why to reflect, the role of teachers as reflective practitioners, reflective actions, and the activities that promote reflective practices.

Dewey (1933) emphasized why reflection is important in teaching-learning processes in that reflection is means for teachers to apply their abilities to assist pupils for effective learning. In this respect, reflective thinking entails hesitation, puzzlement, and difficulty from which thinking arises and also, involves searching and asking questions to discover

components that will answer the concern and ambiguity (Burton & McNamara, 2009). Moreover, Boreen et al. (2009) interpret why reflection is necessary in professional life that teachers that examine their success in their teaching contexts evaluate effective teaching practices and develop unique activities, reflect on their professional and personal. This sense-making process in teaching may lead to developing new insights for future teaching-learning practices.

As stated before, reflection aids teachers' professional growth by allowing them to examine their experiences and be more sensible about instructional choices. In this respect, firstly, it is crucial to know what attitudes reflective practitioners should develop. According to Dewey (1933), reflective teachers should be aware of their teaching circumstances and the situations that arose while teaching. They must possess three main characteristics: open-mindedness, wholeheartedness, and responsibility. The first trait of open-mindedness highlights that teachers should analyze their problems from various perspectives and be open to all points of view by listening to more people than one. The second trait of wholeheartedness points out that teachers should maintain their ideas and thoughts enthusiastically in order to continue their reflective practices. The final trait of responsibility emphasizes that teachers should be aware of all the consequences of their acts by knowing why an action happened. Teachers who have these basic characteristics can reflect on their practices and experiences by asking themselves such questions as what I should do, how I go about it, what this imply for myself and other with whom I collaborate.

Many novice teachers may wonder how to reflect on their practices through specific techniques which enable them to reflect on and understand what happens in their classroom. Schön (1987) proposed that teachers utilize reflection when they meet unique experiences and may be unable to use their previous knowledge. In order to meet the needs of those teachers that Schön mentioned, Dewey (1933) presented five stages for reflection which should be integrated in the reflective thinking process: suggestions, problems, hypothesis, reasoning, and testing. In the stage of suggestions, there are thoughts and alternatives that come to mind when faced with a perplexing circumstance. In the stage of *problems*, teachers try to understand why this is happening and they can deal with the complexity of the problem. It is perceiving the problem and identifying the true source of problem. In the stage of *hypothesis*, teachers should evaluate what can be done or how it can be used through further observations or examining additional information about a problem. In the stage of *reasoning*, the connection of information, ideas, experiences enable to build tests in order to broaden

the understanding of the problem by means of expanding suggestions. In the final stage, which is *testing*, final results are evaluated. In this manner, these stages can be helpful for especially beginning teachers who are concerned about their instructional challenges.

In terms of metacognitive nature of reflection, Schön (1983) stated that reflection necessitates awareness, knowledge, and skills, and so, reflective teachers are not just proficient in reflection but also insightful and introspective. On the other hand, in terms of constructivist point of view, as knowledge and thoughts are socially constructed and teachers are active participants in their growth, reflectivity can contribute not only novice teachers but also experienced teachers' meaning making process through the judgments affected by contextual factors. When novice teachers begin their early career experiences, they encounter different contexts, people, students, ideas and finally experiences. This situation can lead them to experience a reality shock. Teacher reflectivity seems to be an attempt to inspire novice teachers to consider and interrogate why, what, to whom they teach for both their development and their students' success (Pultorak & Barnes, 2009). McIntyre (1993) also acknowledges that novice teachers should be encouraged to realize the necessity of ideas from available sources by reflecting on their own instruction since they start to learn accessing knowledge that can be beneficial to them when they reflect. In brief, reflective practices might improve novice teachers' abilities to expand and widen their knowledge and comprehension of key components of teaching profession standards in their contexts throughout their teaching career.

As for the ways of reflection, reflection-inducing activities such as writing diary entries, conducting self-studies, and evaluating classrooms is seen to be beneficial in promoting teacher reflection (Jaeger & Jaeger, 2013). Especially writing reflective diaries is one of the crucial means for reflective teaching process. Even though there is a consensus that reflective thinking and practice are clearly beneficial in educational processes, teachers rarely record their ideas and many teacher knowledge and experiences is not transmitted to the larger professional community (Burton & McNamara, 2009). Taking this issue into account, recording those kinds of documents can be very powerful introspective technique and tool for teachers. A diary study, as defined by Bailey (1990), is a narrative mode of language teaching-learning process written regularly and gives an emic view for both teachers' and learners' experiences. For this reason, keeping reflective diary is a great instrument for reflection, they are easy to implement and may help to foster the growth of reflective teaching since in-depth examination of diaries can uncover conflicts between

teaching principles and actual teaching practices (Farrell, 2006). In language teaching and learning contexts, reflective diaries have substantial usefulness since it helps teachers to understand the language learning process of learners in addition to social, affective, and cognitive factors within it, and the teaching-learning contexts and its relations between theory and practice (Woodfield & Lazarus, 1998). To conclude, reflective diaries as personal recollection of classroom experiences should be kept especially by novice teachers in order to get fresh ideas. This is because, this thoughtful method may lead to teachers to be self-conscious which would be useful to their professional and personal growth.

2.5. Summary of the Chapter

In this literature review section, attention has been drawn to novice teachers' early careers of teaching experiences. In this respect, firstly, the way of acquiring their content and pedagogical knowledge has been highlighted by giving special focus on teacher education programmes and pre-service teacher education practices. This is because the extent to which degree novice teachers gain and practice these competencies in the pre-service teacher education can influence their performances in the first year of teaching profession.

Early career teaching can be problematic for novice teachers; thus, the challenges, concerns, and how they cope with these experiences should be investigated to shed a light on the first year of teaching profession. Therefore, it is an equally important issue that what novice teachers can experience in their first year of teaching and what kind(s) of practices should be provided for their professional development and identity construction has been mentioned. Moreover, the process of induction is critical in shaping novice teachers' professional growth, instructional standards, and careers for future practices. That is, induction programmes for novice teachers offer basic pre-employment training and these programmes are commonly regarded as a 'bridge' from pre-service teacher to a novice teacher. In this respect, the studies conducted on novice teachers' early teaching experiences should be taken into account in order to give insights about novice teachers' problematic experiences, and accordingly, some regulations for a more effective early career process should be made by policymakers and other stakeholders.

This chapter has also emphasized the importance of teacher reflection and the usefulness of keeping reflective diaries in the first year of teaching has been supported by relevant literature. The studies employed on the effectiveness of teacher diaries have

revealed that recording those kinds of documents can be a very powerful introspective technique and tool for teachers since they serve personal recall of classroom experiences that can encourage novice teachers to improve their professional development.



CHAPTER 3

METHODOLOGY

This chapter basically deals with the research methodology, research approaches and research questions of the present study. It provides a detailed description of the participants, data collection methods, data collection procedures, and the analysis of the data respectively. It also explains the relationship between the research paradigm and the relevant theoretical frameworks for research methodology. The chapter concludes with the issues of ethics and trustworthiness of the study.

3.1. Research Objectives and Questions

This study mainly aims to understand novice English language teachers' experiences in their first year of teaching concerning their opportunities, challenges and their main concerns about their teaching career by identifying how they coped with these challenges and main concerns. Also, it aims to reveal their perceptions of diary keeping experiences throughout their first-year teaching career. Considering these aims, the following research questions are investigated:

1. What are the major challenges of novice English language teachers in the first year of teaching?
 - 1a. How do they cope with these challenges?
2. What are the opportunities of novice English language teachers in the first year of teaching?
3. What is novice English language teachers' perceptions of the usefulness of keeping structured and unstructured diaries about their teaching?
4. What is novice English language teachers' views about the usefulness of participating in the present research?

3.2. The Rationale for the Research Design

3.2.1. Research Paradigm

The methodological roots of today's educational research are fed by different paradigms. These research paradigms have been classified by many researchers. For

example, Candy (1989 as cited in Kivunja & Kuyini, 2017) groups these paradigms into Positivist, Interpretivist/Constructivist, and Critical paradigms. Guba and Lincoln (1994) categorize research paradigms as Positivism, Post-positivism, Constructivism, and Critical Theory. Additionally, Creswell (2007) focuses on four worldviews in qualitative research: Post-positivism, Constructivism, Advocacy/ Participatory, and finally, Pragmatism.

In general, *the positivist* paradigm also known as the scientific method accepts that reality can be measured systematically, and observation is the key constituent for the nature of knowledge (Petty et al., 2012). In this respect, this paradigm does not cover the researcher's interpretations and subjectivity. On the other hand, *critical* paradigm as a transformative framework emphasizes that critical researchers aim to achieve an action for changing participants' lives on the issues of hegemony and oppression, and participants are invited to collaborate with the researcher in designing the research methodologies and shaping the final report (Creswell, 2007).

Apart from all these research paradigms, *constructivism* is another worldview in which there is “the production of reconstructed understandings of the social world” (Guba & Lincoln, 2005, p. 183). Namely, it is possible to say that this paradigm aims to seek the understandings of individuals through subjective meanings, and as each subjective meaning can vary, the focus of this paradigm might be on addressing the process of construction of meanings and subjectively interpreting these meanings. Firstly, the nature of reality in constructivism is that individuals' meanings are included in the active process through their experiences and the researcher makes sense of the individuals' meanings (Ricoeur, 1984). Therefore, the concept of reality relies on the interaction between individuals and their social world. The reality in the constructivist paradigm includes multiple interpretations and constructions; in this respect, these interpretations and constructions change based on context, person, time, and circumstances (Heigham & Croker, 2009). Secondly, from an epistemological stance, according to Given (2008), knowledge is socially constructed, and the common insights and understandings can be constructed by the individuals. Finally, from axiological perspective, all insights held in research are value-laden (Richards, 2003). In this respect, the constructivist research is based on the assumption that all subjective meanings and interpretations are unique (Heigham & Croker, 2009), and the research process can be influenced by both the researcher and the participants. All in all, the constructivist paradigm focuses on the hermeneutic process in which there is interaction, individuals' social

meanings, and the inquirer's interpretations (Guba & Lincoln, 2005). Thus, reality can be different for each individual or community.

In terms of research methodology, as the researcher aims to understand the individuals' experiences in their social worlds in this study, constructivism enables the researcher to use various methods in order to comprehend the complexity of understandings through mutual interactions. Therefore, in this study, the researcher tried to understand and interpret participants' experiences in their schools as social contexts. Through interviews, interaction was provided between the participants and the researcher. Namely, both participants' interaction with their school context and with the researcher was included in this process. As their reported insights about their first-year teaching experiences were held value-laden in this research, participants' subjective meanings were seen as unique, and each unique case reflected specific meanings in a specific context.

3.2.2. Research Methodology

In order to conduct a research study, there should be a plan involving the intersection of philosophy, research strategies and specific research methods. Therefore, this section basically presents the research approach and methodology followed in this study and discusses why these were followed. The research methodology is "the philosophy or general principle which guides the research" (Dawson, 2009, p. 4). Namely, the research methodology is a broad term, and according to Hitchcock et al. (1995), it is a complex organization of ideas, concepts and theoretical frameworks comprising methods and techniques implemented in research. Moreover, "the research design acts as plans and blueprints for the researcher to follow" (Hitchcock et al., 1995, p. 16). Thus, the researcher should select sets of concepts under a research design and framework(s).

Creswell (2009) addresses three types of research: a) quantitative research, b) qualitative research, and c) mixed methods research. While quantitative research is an approach for examining objective concepts by revealing the relationship between or among various variables through analyzing numerical data with statistical techniques, qualitative research is an approach for understanding the specific meanings of individuals and making interpretations of these meanings. Qualitative research process comprises of some procedures such as data collected in participant(s)' settings, inductive way of data analysis, and interpretations of the meaning of data (Creswell, 2007). With this comparison, the

overall idea can be emphasized that quantitative research leads researchers to examine theories in a deductive way; however, qualitative research leads researchers to approach the collected data inductively. On the other hand, mixed method research is the third type of research which includes the integration of quantitative and qualitative studies by collecting data through multiple ways such as surveys, interviews, and observations (Creswell, 2014). All in all, these three types of research can be chosen for a research study according to the research problem and questions to be identified or the personal experiences of the researcher.

From a methodological standpoint, qualitative research is defined as a research design that uses participants' perspectives to better understand socially constructed facts, patterns of meaning, and processes (Flick et al., 2004). In other words, according to Denzin and Lincoln (1998), qualitative research is an approach that focuses on interpretations about the subject matter including multi-methods in a naturalistic way. For this reason, it leads to attempting to make sense of meanings and interpret them by using various multiple data collection methods. In the current study, qualitative research is implemented. This is because the study focuses on understanding participants' multiple perspectives and meanings about teaching in their teaching contexts. Therefore, it is a context-bounded study and in this point, this qualitative research enables the researcher to comprehend how experiences occur and are shaped under different conditions (Maxwell, 2013).

There are different methodologies that could be implemented in qualitative research. Some researchers (e.g., Creswell & Poth, 2016; Merriam & Tisdell, 2016) propose common methods into qualitative research design and categorize these methods as phenomenology, ethnography, grounded theory, narrative inquiry, and qualitative case studies. Firstly, phenomenology is an inquiry in which the experiences and everyday existence of a phenomenon are described from the first-person point of view (Van Manen, 2016). Secondly, ethnography is a qualitative research approach as a cultural history in which there is an extended displaying of shared-ideas and patterns of the same culture or value-sharing group (Castren, 1985, cited in Pelto, 2016). Thirdly, grounded theory is based on a process including systematic methodology and it leads researchers to form a theory of action (Charmaz & Bryant, 2010). Fourthly, qualitative case study is a qualitative approach that offers enquiry of a phenomenon within a specific context with various sources of data to explore multiple aspects of the phenomenon (Baxter & Jack, 2008). And finally, Bloomberg and Volpe (2018) describe narrative inquiry as an approach based on how human beings designate to their experiences by means of stories which are interrelated with individuals'

social context. Considering all these research methodologies, choosing the appropriate type(s) of them should be based on research objectives and the type of data to be collected. In addition, different methodologies can be combined with intend of finding more detailed answers to the relevant research questions.

This research implemented narrative inquiry and multiple case study. Narrative inquiry can be described as a collection of stories based on understanding and making sense of these stories in general (Webster & Mertova, 2007). Elliott (2005) emphasizes the three key elements for describing narrative research as sequences of events, meaningfulness, and sociality. From this standpoint, narrative inquiry can be defined as an approach in which people's experiences and insights are interpreted in a meaningful way and these experiences are given chronologically and connectedly. The approach can be used in various disciplines; however, in educational sciences, in this approach specifically are assumed that both students and teachers are storytellers, and they should be reflective teachers for their teaching experiences; thus, education is a process of (re)construction of social stories (Connelly & Clandinin, 1990). According to this argument, in this meaning-making process, researchers lead participants to narrate their teaching-learning experiences through interviews, diaries, journals, etc. Moreover, narrative inquiry offers researchers to obtain detailed information about the process. For instance, Bell (2002) states that it can allow greater understanding of participants' social backgrounds as well as effective teaching instruments. Considering all these arguments, as the researcher engages with the details of participants' life experiences, narrative inquiry approach is implemented in the study. Specific issues and transitions about teaching reflected by participants were highlighted by the researcher. In terms of research focus and research problem, this qualitative methodology allows exploring participants' life experiences by telling and re-telling the stories of participants. Therefore, narrative research is useful for apprehending the details containing the participants' turning points during their first year of the teaching profession.

In addition to narrative inquiry, the other research methodology used in this study is the qualitative case study. Even though there are many descriptions about the qualitative case study, it is mainly defined as an approach in which researchers try to explore real-life issues or case(s) in a detailed way using multiple sources of data and transmit in-depth case descriptions (Creswell, 2009). In addition to this, Merriam (2009) characterizes this description with three special features as being particularistic, descriptive, and heuristic. Namely, case studies should focus on a particular case or multiple cases, rich description and

it represents new meanings or understandings of the reader. Case studies have different types, and this can be distinguished according to the aim and basis of analysis for a case or cases.

Qualitative case studies can be classified as single (instrumental), intrinsic, and multiple (collective) case study and, while single case studies are based on an issue and one case, the intrinsic case studies focus on a specific phenomenon or a case itself through a detailed description of this case (Stake, 2005). The multiple case study is the final type of case study in which researchers aim to seek a detailed description of a phenomenon and multiple cases, but this can change according to context and/or situations (Yin, 2003). Therefore, interpreting how a phenomenon seems in different contexts and for different cases can be a hallmark of multiple case studies. Bassey (1999) emphasizes that many educational researchers use this approach and try to make sense of educational action. Employing this approach, researchers enrich the education and teaching-learning discourse through systematic analysis of multiple cases because, as Given (2008) acknowledges, qualitative case studies are suitable for social and broad context studies to elicit specific ideas through interviews in the social environment. All these given characteristic features of qualitative case studies above can imply that for qualitative researchers who aim to provide an in-depth understanding of cases by focusing on events or activities, the qualitative case study can be suitable for enlightening participants' ideas through detailed interviews and the analysis.

Considering the aim of qualitative case studies, this study is concerned with participants' specific teaching issues in their first year of teaching. Each participant's case about first year teaching experience represented a different point of view, and these perspectives were identified elaborately thanks to the interview. Apart from this, as the research focus is on identifying a phenomenon which is the first-year experiences of novice teachers, each novice teacher who was teaching in a different teaching context held as a specific case without making comparison among novice teachers. Therefore, multiple case study is the most convenient type of qualitative case study for this research.

3.2.3. Data Collection Procedures

The data collection process began in the second term of the 2018-2019 academic year. Specifically, the process started in April 2019 and ended in January 2020. The study lasted eight months. In this session, how and when the data were collected will be elaborated.

The study comprised six stages and they were illustrated and explained below chronologically in Figure 2.

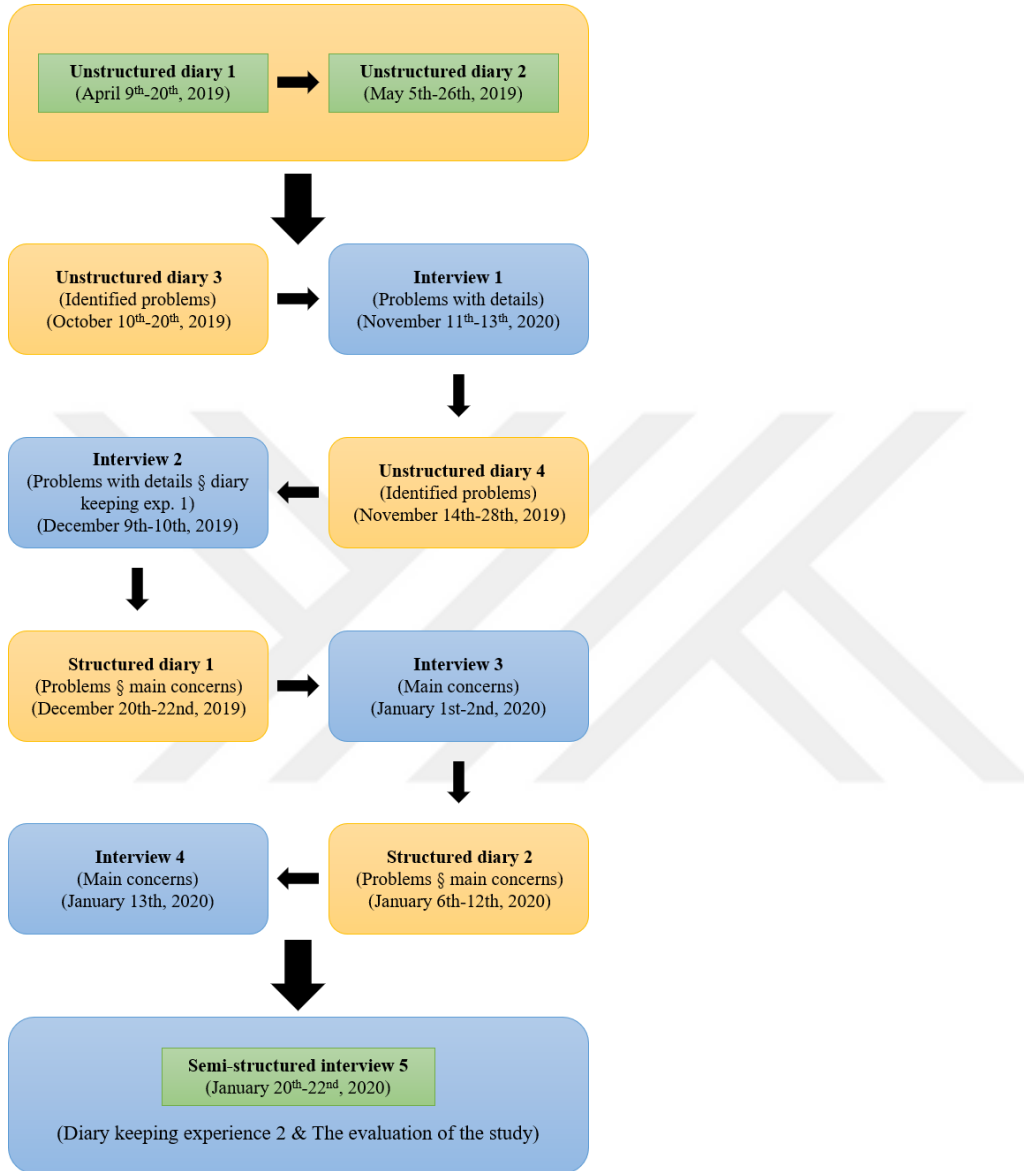


Figure 2. The illustration of data collection procedures of the study

As seen in Figure 2, apart from stage 1 and stage 6, in other stages, the diary-interview method introduced by Zimmerman and Wieder (1977) was followed. In the first stage of data collection, participants were given an unstructured diary in April 2019 when they were appointed and began to teach English in their teaching contexts. Participants were asked to comment on their challenges and opportunities in their school contexts and mention their first impressions. Secondly, after a month, an unstructured diary was given in May 2019,

and it included their first impressions. In June, participants completed 2018-2019 spring term and the three-month summer break started. In general, this stage was conducted to understand what participants experienced in their teaching contexts immediately after they were appointed to teach English.

In the second and the third stages, participants' opportunities and challenges regarding teaching were investigated through unstructured diaries and their identified challenges were elaborated via semi-structured interviews. After completing 2018-2019 spring term, the participants started 2019-2020 academic years in September 2019 when stage 2 began. In mid-October, they were asked to keep an unstructured diary. After they sent their diaries, a semi-structured interview was implemented in the beginning of November 2019. Interviews for each participant took from 25 to 35 minutes, recorded via phone calls. Stage 3 also followed the same procedures as in the previous stage. Participants sent their final unstructured diaries in mid-November and after two weeks, participants were interviewed based on identified challenges in the unstructured diary at the beginning of December 2019. Interviews in the third stage took from 12 to 46 minutes.

The fourth and the fifth stages included two structured diaries and two semi-structured interviews. In the fourth stage, the researcher sent participants a structured diary template at the beginning of December, and participants were asked to list their three main concerns about their teaching career by asking them to reflect on their teaching practices. Namely, the structured diaries were sent to the participants in the last months of their first-year teaching practices. This was because participants could reflect and analyze their opportunities and challenges easily in the later stages of the study. The first structured diary in stage four was collected in mid-December 2019, and interviews lasted 16 minutes. The same procedures were followed in the fifth stage. The interviews lasted from 14 to 20 minutes. These were the last stages of the data collection process about participants' first-year teaching experiences. The sixth and the final stage included a semi-structured interview, and the collected data at the end of January 2020 took from 14 to 31 minutes. Overall, the last stage aimed to collect data about participants' perspectives on the effectiveness of participating in a reflective diary keeping study.

3.2.4. Data Collection Methods

Qualitative data collection methods provide various advantages thanks to their flexible and inductive nature, and one of the biggest ones is making it possible to access more detailed explanations about beliefs and experiences by using different types of qualitative methods (Guest et al., 2013). In addition, thanks to using multiple methods such as interviews, observations, diaries, or open-ended questionnaires, “a fuller, richer picture of the participants’ perspective can be explored and represented” (Heigham & Croker, 2009, p. 9). On this issue, throughout the participants’ first year of teaching, data were collected via teacher diaries and follow-up interviews at regular intervals. These methods are given explicitly below.

The Diary-Interview Method

In the current study, the diary-interview method developed by Zimmerman and Wieder (1977) was employed. According to them, this method combines these two methods so as to provide first-hand and more reliable data. Accordingly, the two data collection methods used in the research were interconnected. Diaries used in data collection basically formed the content of the interviews and greater depth in data was provided during the data collection process. Therefore, this method may lead participants to keep a record of their events and experiences on an issue for a specific period, and these records are used to get a basis for interview data. Namely, the participants’ reflections are used as means to generate interview questions and this method makes the diary method a question and data-generating tool (Zimmerman & Wieder, 1977). Parallel to these descriptions, using the diary-interview method makes diary entries possible to be interpreted in a detailed way and provide the researcher with the opportunity of expanding and connecting the events of participants (Kenten, 2010).

The diary-interview method was helpful especially in understanding the reasons why they encountered specific negative situations in teaching English and why they had specific concerns about the teaching profession. In the study, basically, after participants kept their diaries, the researcher read and analyzed the submitted diaries and generated specific questions to ask in semi-structured follow-up interviews. By means of this method, the

researcher had an opportunity to gather insights of participants with regard to their lived experiences.

Teacher Diaries

Diary was the main method used in this study. Specifically, a diary is a tool of expression and a suitable medium for recording and re-reading about everyday experiences, and it is a treasure involving first-hand evidence on various subjects (Hyers, 2018). More explicitly, a diary is “a document created by an individual who has maintained regular, personal and contemporaneous record” (Alaszewski, 2006, p. 1). Besides, Krishnan and Hoon (2002) highlight that diaries generate “first-person observations of learning experiences recorded over a period of time” (p. 227). As they include first-hand and longitudinal data, a set of cases with thick and rich descriptions can be very valuable. Some features which make them especially valuable were identified by Alaszewski (2006a): a) personal, b) regularity, c) contemporaneous, d) a record. He first defines the ‘*personal*’ feature in that diaries are written by an individual who shares specific experiences with personal thoughts and ideas. Secondly, ‘*regularity*’ is a feature that in diaries, there is a sequential regularity, and it was dated over a while during keeping a diary. Thirdly, the feature of ‘*contemporaneous*’ is that diaries were written immediately after the experiences happened. The ‘*record*’ is the last feature regarding diaries which include recordings of what a diarist assumes important such as feelings, impressions, events, etc. All these defining features of the diary can be helpful to understand what a diary includes and how it can be used in an effective way.

Diaries can be used as an effective data collection tool for communication reflecting participants’ ideas on teaching-learning processes (Yi, 2008). Different types of diaries identified by the researchers can be used in various social and educational research studies (e.g., Sheble & Wildemuth, 2009; Thomson & Holland, 2005). For instance, Sheble and Wildemuth (2009) make a classification on diaries and emphasize why diaries are written as the basis of this classification. They classify diaries in terms of their structure: a) structured, b) semi-structured, and c) unstructured. While structured diaries tend to be a mean for helping a sustained interaction between the researcher and the participants by encouraging the participant to respond to answers of the researcher, unstructured diaries offer the respondents to reflect their experiences by giving little or no guidance concerning the content

of the study (Sheble & Wildemuth, 2009). Regarding this, structured diaries can focus on more specific contents and format; however, unstructured diaries can lead the diarist to be freer while keeping them in terms of content and format. Moreover, semi-structured diaries are the final type of diary which is the most used one and it is a combination of the structured and unstructured type that both form and content were given in a controlled manner (Sheble & Wildemuth, 2009). To sum up, according to this classification, qualitative inquirers who use the diary method to collect rich data from participants can choose one of these types regarding the degree of structure and diary collection

The diaries in this study were designed as structured and unstructured types. Firstly, structured diaries were used because this type of diary provided the researcher with the opportunity of collecting specific data about participants' main concerns. In this way, the participants were encouraged to write about their main concerns by listing their three main teaching concerns. Secondly, unstructured diaries were used because this type led participants to be freer and reflect on their regular teaching practice; thus, it is flexible and descriptive in nature. Hence, unstructured diaries enable the researcher to collect more naturalistic and general data about their first year of teaching practices. Also, one of the research question's aims in this study is to find answers to the effectiveness of structured and unstructured diaries by comparing them. In this respect, these types of diaries were included in this research.

Participants wrote a total of six diaries. While four of them were unstructured (see Appendix A), two of them were structured (see Appendix B). The content and form of these diaries were prepared by the researcher with reference to the research questions and their content was given below. While in unstructured diaries, participants were asked to write down their opportunities and challenges in their teaching career, in structured diaries, they were asked to list three main concerns about their teaching career in addition to their opportunities and challenges. Both types of the diary were collected online through e-mails. The language of the diary was Turkish. However, the quotes in reflected diaries were translated into English and they were checked by an expert.

Table 2

Chosen type of diary according to the research questions

Type of diary		Research Questions
Unstructured	Phase 1 (1 st diary)	1) What are the major challenges of novice English language teachers in the first year of teaching?
	Phase 2 (2 nd diary)	1a. How do they cope with these challenges?
	Phase 3 (3 rd diary)	2) What are the opportunities of novice English language teachers in the first year of teaching?
	Phase 4 (4 th diary)	
Structured	Phase 5 (5 th diary)	1) What are the major challenges of novice English language teachers in the first year of teaching?
	Phase 6 (6 th diary)	(Three main concerns of novice teachers)

As can be seen in Table 2, unstructured diaries referred to the first and second research question aimed at understanding participants' opportunities and challenges that they have had since they began their teaching. In addition to their overall teaching experiences, the first two unstructured diaries in Phases 1 and 2 were also used to understand novice teachers' first impressions about the teaching profession and teaching contexts that they have been working. Therefore, through unstructured diaries, participants were asked to reflect on their opportunities and challenges of teaching. The main issue for structured diaries was to understand participants' three main concerns about teaching. In this respect, participants were asked to list their three main concerns in addition to their overall teaching experiences.

Follow-Up Interviews

Interview was the other data collection method of this study. An interview can be considered as a convenient tool to understand a situation in-depth in the bounded complex system (Silverman, 2000). Arksey and Knight (1999) highlight interviews can help to explore data on the individuals' actions, feelings, and special understandings. Thus, it is worth emphasizing that the focus should be on the conversation with the subject in a subjective way. The interview method is necessary when individuals' behaviors, worldviews, or feelings cannot be described sufficiently and their past events could not be reproduced (Merriam, 2009). In educational studies, interviews are especially important for teachers since they enable them to reflect on their insights into teaching practices,

experiences, perceptions, and beliefs in depth which is not possible in surveys (Heigham & Croker, 2009). For these reasons, in this study, interview was the crucial data collection method that enables the researcher to collect data on more specific issues about participants such as their reasons for challenges, feelings towards negative experiences, opportunities, and their perceptions of main concerns of the teaching profession.

Considering that the form and the content of the interview can change according to the study's purpose, Merriam (2009) categorizes the types of the interview into three as structured, semi-structured, and unstructured interviews. While structured interviews allow for collecting the data in a controlled manner to emphasize specific information, unstructured interviews do not have specific and pre-determined questions and are largely based on interviewers' encouragement and respondents' contribution (Richards, 2009). That is to say that in unstructured interviews, the interviewer's role is to develop and generate questions with many follow-up probes during the interview, in structured interviews, on the other hand, the interviewers' role is to generate and ask questions to the respondents to uncover the research related issues by using pre-determined and more specific questions (Berg, 2001). The final one is the semi-structured interview in which systematic and pre-determined questions or topics are used to seek information about the inner worlds of participants are asked with sufficient flexibility (Heigham & Croker, 2009). For these reasons, semi-structured interviews should have a guide including main topics supported by probes, when necessary, in order to identify the respondents' insights into the main topics.

Semi-structured interviews were used in the current study as they have the potential to identify novice English language teachers' experiences including challenges and concerns about the teaching profession and how they coped with these challenges and concerns in a detailed way. Semi-structured interviews allowed research to be more flexible, and the participants were supported by given probes to uncover their insights about first year experiences. The phases of semi-structured interview were tabulated in Table 3 including related topics according to the research questions.

Table 3

The phases of semi-structured interview according to research questions and related topics

	Phases	Main Topics	Research Questions
Semi-structured interviews	Phase 1	<ul style="list-style-type: none"> • Encountered challenges • Their effects on teaching 	1. What are the major challenges of novice English language teachers in the first year of teaching? 1a. How do they cope with these challenges?
	Phase 2	<ul style="list-style-type: none"> • How they were coped • Possible solutions 	
	Phase 3	<ul style="list-style-type: none"> • Three main concerns about teaching • The reasons of concerns 	
	Phase 4	<ul style="list-style-type: none"> • Possible solutions to cope with them 	
	Phase 5	<ul style="list-style-type: none"> • Evaluation of diary keeping experience • Difference between keeping structured and unstructured diary • General views on participating in a reflective diary keeping study 	2. What are the novice English language teachers' perceptions of usefulness of keeping unstructured and structured diaries about their teaching? 3. views about the usefulness of participating in the present research?

As seen in Table 3, five semi-structured interviews were conducted. The first and the second phases of semi-structured interview aimed to seek participants' encountered teaching challenges, the effects of these challenges on teaching English, how they coped with these challenges and the possible solutions to these challenges. The semi structured interview protocol (see Appendix C) in these phases sought answers to the first research question. To understand these issues, participants were firstly asked to give details about the challenges identified in their teacher diaries. To do this, some probe questions were asked when it is necessary to highlight specific issues about their insights on teaching practices. At the end of Phase 2, the semi-structured interview also led participants to reflect on their perceptions about the diary-keeping experience to their including negative-positive aspects of diary-keeping and its contributions to professional and personal development.

The third and fourth phases of the second semi-structured interviews (See Appendix D) focused on the participants' three main concerns that they listed in structured diaries. These phases were implemented to find answers to the first research question. In an attempt to identify their main concerns about teaching, participants were asked to give detailed information about their concerns and what each concern means to them. Besides, the reasons why they have such a specific teaching concern were asked. Also, participants were asked how they could cope with these concerns and what possible solutions are.

The fifth phase of the semi-structured interview (see Appendix E) aimed to collect data about participants' diary keeping experiences and evaluate their participation in the study. Therefore, this phase sought answers to the third and the fourth research questions. To give detailed information about its content, participants were firstly asked to reflect on their perceptions about diary-keeping experience again similar to the interview in the second phase. In order to obtain more detailed information, positive and negative aspects of diary keeping and its contributions to personal and professional development were elaborated with probes. In response to the third research question, secondly, participants were asked to comment on the usefulness of keeping a structured and an unstructured diary. Moreover, in response to the fourth research question, participants' views about the usefulness of participating in the current research were asked.

The interviews were conducted online through phone calls at a specific time arranged by each participant. Each phone call was audio-recorded by the researcher. They were conducted in Turkish to lead participants to feel more comfortable. Each interview held individually and lasted depending on the flow of the interview and the variety of probe questions asked to the participants.

Ethical Considerations

Regarding research ethics, deception-consent and privacy-confidentiality issues were taken into account. For deception and consent, before the data collection process began, the approval to collect data was taken from the Institute of Educational Science of Çanakkale Onsekiz Mart University through ethical approval form after the submission of the research proposal including data collection tools and the explanation about the scope of the study. Secondly, each participant was given a consent form in which they were fully informed about the scope of the study so as to ensure them to protect their shared information and privacy.

The participation was voluntary. When all approvals to collect data were obtained, the data were started to collect.

In terms of privacy-confidentiality issues, pseudonyms are used to protect participants' privacy. Their specific roles and experiences covering specific teaching contexts and previous educational institutions were not uncovered. The data collected through diaries and interviews were used for only research purposes, and this was emphasized both verbally and via participant consent forms. Also, audios and diaries were not shared by third parties. Specifically, audios were deleted after the data analysis process and the submitted diaries had been safely stored for six months in the computer of the researcher.

3.2.5. Research Settings and Participants

This section of this dissertation gives information about participants, sampling procedures, and the research setting in a detailed way. The participants of the current study included four English language teachers who had just started their teaching career in the April of 2019-2020 spring academic year. The settings of the research were participants' school environments, namely, their teaching contexts where they were appointed and started to teach. All this information was given below in detail.

In terms of sampling, as the qualitative study did not aim to generalize but understand the complex issues, purposive sampling was employed for this study. From the types of purposive sampling strategies, firstly criterion sampling, and then convenience sampling was used. While criterion sampling includes set of procedure in which cases were chosen through predetermined criteria (Guest et al., 2017), convenience sampling aims to select samples which are easily accessible for studies (Suri, 2011). Firstly, the criterion for selecting participants was that participants should experience the first year of English language teaching at a state school. Secondly, readily available participants were chosen. Three of the participants were classmates of the researcher. The fourth one was a friend of the researcher who studied at the same high school.

In recruiting participants in the study, firstly, phone conversations were made with them to give brief information about the scope of the study in general. To do this, five novice English language teachers were contacted, and the participants were asked whether they would like to participate in this study or not. All of them agreed to participate in this study

verbally. After verbal consent, each participant was sent a consent form via e-mail and informed about the details of study such as its purpose, research procedures, usefulness, foreseen risks, and the protection of data privacy procedures. The consent forms were taken from all participants; however, four of the participants' data were used in the study. This was because one of the participants became a vice-headmaster and withdrew from the study. All participants were novice English language teachers who have begun their teaching profession, and this is their first year of teaching experience. Table 4 shows the demographic information about the participants' age, gender, and the type of school taught below.

Table 4
Demographic information of participants

Participants	Eylül	Buse	Fulya	Emre
Gender	Female	Female	Female	Male
Age	24	25	25	25
Type of school	Primary/Secondary school	Anatolian High school	Anatolian Religious Vocational High school	Anatolian High school
Duty place (Region)	Eastern Anatolia	Southeastern Anatolia	Eastern Anatolia	Southeastern Anatolia

The participants had graduated from the English language teaching department of two different state universities in Western part of Turkey. Buse, Fulya, and Emre were graduated from the same state university, Eylül was graduated from a different state university than the others. After getting a bachelor's degree, Buse and Fulya enrolled in the Master of Arts (MA) in English language teaching program in the same university that they graduated from.

Before the appointment and starting their first year of teaching experience, each participant had teaching experiences in different educational institutions with various levels of students. Considering the novice teachers' previous teaching practices, Eylül did not work in an institution, but she gave private lessons to some students at the 3rd and 4th grades of primary school for 8 months. Buse taught English in two different private schools to preschoolers, 4th, 5th, 7th, 8th, and 9th graders during a year. Fulya was teaching in a private

teaching institution to both secondary school students and college students. In contrast to other participants, Emre was teaching in a state high school within the Ministry of National Education to 9th, 10th, 11th, and 12th graders, and this was a temporary-paid teaching.

From the day participants began their teaching career, they took an induction programme proposed by MoNE. Through this program, a total of 654 hours of training including in-class and in-school activities, extracurricular activities, and in-service training activities were provided. The training schedule was determined and implemented according to the contracted teacher's starting date (See Appendix F, G). However, the implementation of the training schedule could differ according to the duty places of participants.

The participants were appointed to different cities and all of them began their profession in April 2019. These cities were located in the Eastern part and Southeast of Turkey. In this research settings, participants experienced some profession-based and socio-cultural problems by emphasizing social contexts framing those experiences. Even though the cities are different, they are associated in terms of similar ethnicity, economy, and culture. Students' and their parents' ethnicity are generally Kurdish, Zaza, Arabic, or Kirmançi. Moreover, in both regions, they are mostly bilingual or multilingual speakers of Kurdish, Zaza language or Arabic and they learn Turkish as a second language. Also, in comparison to the other regions of Turkey, economic, social, and political conditions regions are not favorable.

Each participant had a special teaching context with the type of schools and different levels of students as in given Table 4. Firstly, Eylül was teaching at a village primary and secondary school in which students came from nearby villages to the school in the Eastern part of Turkey. In her first year of teaching, she was teaching to 2nd and 7th -grade students. In this context, most of the students were bilingual, and their mother tongue was the Zaza language. However, they could also speak Turkish. Secondly, Buse was teaching at an Anatolian high school in Southeast Turkey that students came from the villages and the center of the town. She was teaching English to 10th -grade students. In her school, while English is a compulsory course, the Arabic language is taught as an elective course. Many students' mother tongue is Kurdish, also they can speak Turkish; thus, students were bilingual. Thirdly, Fulya was a teacher at an Anatolian religious vocational high school located in the center of the town in the Eastern part of Turkey. She was teaching English to 9th, 10th, 11th, and 12th graders in high school. As in Buse's school, students were learning English compulsorily and they were learning the Arabic language electively. Similar to other

participants, Buse's students were using the Kurdish language as their mother tongue, they can also speak Turkish especially in their school context. In this respect, Buse's students were bilingual. Lastly, Emre was teaching at an Anatolian high school in a town located in the Eastern part of Turkey and his students were 9th, 11th, and 12th graders. One of the classrooms was an English language-based classroom in which students took more intensive English language than other classes in the school. The Kurdish language was the mother tongue of students. They can speak Kurdish and Arabic language as well. Therefore, most of the students can speak at least two languages and are multilingual.

3.2.6. Data Analysis

Qualitative data analysis includes the process of data selecting, displaying data in an organization, and drawing conclusions from the collected data (Miles & Huberman, 1994). Specifically, the data analysis process in qualitative research can be described as an interpretation of the collected data to display them according to a specific organization in a meaningful way. According to Darlington & Scott (2002), qualitative data analysis involves various approaches to qualitative data, and most of them include similar stages or similar analytic procedures according to the aim of the study and research questions to be sought. Namely, these analytic procedures applied to qualitative data are interconnected and they can be applied to data many times (Maxwell & Chemiel, 2014). In this study, different approaches to qualitative data were conducted and each type of data was analyzed immediately after the data collection. In other words, the data collection and data analysis process were applied simultaneously because one of the important aspects of the qualitative data analysis is that it is an on-going and iterative process (Creswell, 2007). For the analysis of the data, narrative analysis and content analysis were followed and these were given below in detail.

In this research, while the diaries were subject to narrative analysis, follow-up interviews were analyzed through content analysis. Below, the analysis procedures were given in a detailed way according to the data analysis types and data collection tools used in the current study. However, the combination of these data analyses and their general procedures were described in Figure 3. Overall, narrative analysis and content analysis were utilized simultaneously.

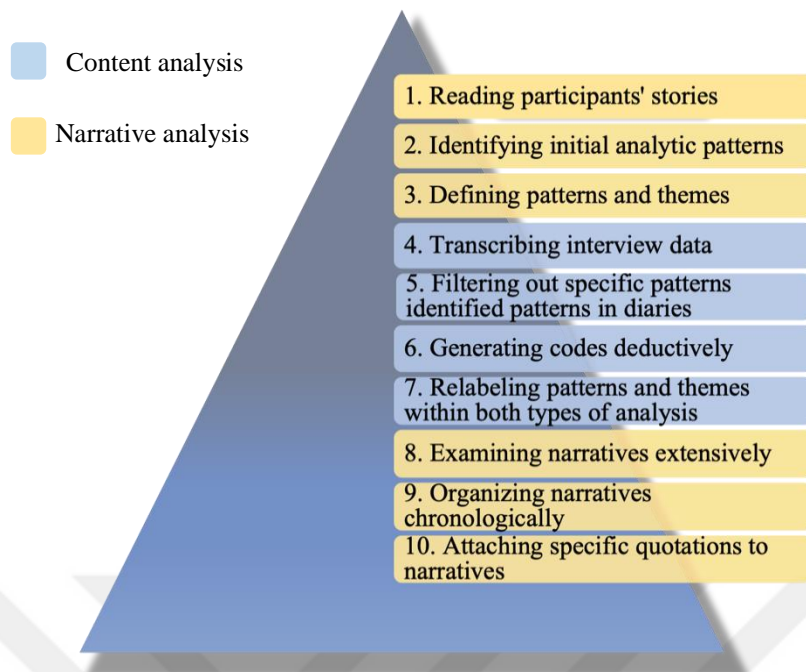


Figure 3. General procedures for data analysis

Narrative analysis is the main data analysis method used in the current study. As mentioned previously, as narrative inquiry is a method for understanding complex issues about individuals' subjective experiences, the analysis of narratives intends to identify the experiences based on relevant stories to the scope of the research in a meaningful way. Esin et al. (2014) describe narrative analysis as an analytic process that researchers explore the complexities of individuals' lives by transcribing, synthesizing, and interpreting them. Through this definition, it is worth emphasizing that the core of narrative analysis can be understanding how participants' stories are constructed and how individuals and researchers make sense of these stories.

According to Garson (2013), various approaches to narrative analysis can be applied or the combination of approaches can be used in a narrative study. Thematic analysis method is one of the analysis methods used in this study that the researcher identifies and organizes themes according to shared experiences and meanings of participants (Braun & Clarke, 2012). On the one hand, by using narrative analysis, it was examined participants' experiences in a period. In addition, narrative analysis enabled the researcher to analyze and interpret different teaching experiences of participants in their early careers in a more holistic and comprehensive way. On the other hand, the thematic analysis aimed to understand common teaching practices of participants. Thus, the thematic analysis provided the

researcher with themes relating to the research questions. In this way, these themes formed the basis of narrative analysis to be interpreted in a broader term.

Narrative and thematic analysis were used in the analysis of data collected through structured and unstructured diaries. For the analysis of unstructured and structured diaries, the data analysis consisted of two parts. While the first part included thematic analysis as a complementary method, the second part covered narrative analysis. In the first part, Braun and Clarke's (2014) thematic analysis steps were implemented as follow: a) familiarizing the written data, b) identifying initial codes, c) seeking for themes, d) reviewing analytic patterns, e) defining themes, and finally, f) written report. After participants' online-written diaries were collected, they were read more than one time so as to be acquainted with the narratives of participants. The most important parts of narratives were highlighted, and texts were made available to code. As for identifying initial codes, familiarized data were arranged, and word or phrase-based codes were identified. The initial codes formed the themes regarding participants' first impressions, opportunities, challenges, and their main concerns about teaching profession. After all these steps were conducted, themes were labeled in relation to research questions. Through this way, themes reflecting important aspects of participants' experiences created a meaning for narrative analysis. In the second part in which narrative analysis was implemented, the identified themes through thematic analysis were examined extensively. Firstly, themes were organized chronologically in order to identify each participant's important points of teaching experiences. Relevant quotations were attached to each important point within themes. Finally, in order to clarify these points, each participant's narratives under different themes were examined and analyzed together.

Qualitative content analysis is the second data analysis method used in this study in order to analyze and understand data collected through semi-structured interviews. Qualitative content analysis leads researcher to describe the data collection tool systematically, and it is implemented by the classification of the data through the themes of a coding frame (Schreier, 2012). Additionally, Schreier (2012) systematically describes the qualitative content analysis. Namely, it includes three characteristic features: a) data reduction, b) flexibility, and c) systematicity. According to this description, qualitative content analysis requires identifying selected aspects related to the research questions in a specific sequence of steps through a data-driven coding frame. As for the main aim of content analysis, it provides researchers with customized the data set according to the research questions and to define the data set within this frame (Schreier, 2012). From this standpoint,

as this research was designed as a multiple case study, it dealt with an extensive data set, and qualitative content analysis was conducted to the semi-structured interviews so as to reduce the data to handle it. While doing the data reduction, the ‘structuring content analysis’ technique proposed by Mayring (2004) was utilized for filtering out specific aspects originated from participants’ structured and unstructured diaries.

In the analysis process of semi-structured interview, data were read several times and then transcribed word by word by the researcher. As data were analyzed manually, relevant codes were noted on the margins of the page. While coding, the researcher especially focused on participants’ opportunities, challenges and main concerns about teaching identified in diaries through narrative thematic analysis. In this way, data collected through semi-structured interviews were reduced and specified according to existing patterns. Hereby, specific data were focused, and the coding frame was built in a data-driven way. Identified codes in semi-structured interviews were labeled under relevant themes.

Apart from these procedures above, regarding the third and the fourth research questions aiming to find out participants’ perceptions of keeping unstructured and structured diaries and views about participating in the present study, an inductive way of content analysis was implemented. Namely, inductive codes and categories were developed by identifying themes during the analysis process. To do this, transcribed interviews were read and prepared for the coding process. All codes were categorized under related research questions. With that, the categories reflected the answers to research questions, and this procedure was the final stage of the content analysis.

3.2.7. Research Quality

The social and educational sciences aim to understand the descriptions of human nature in action. Several various ways and methods can be applied to identify these actions and the reasons behind them. However, in doing so, it is important to address ethical considerations and the quality of the research. According to Miles and Huberman (1994), one important aspect should not be ignored by the researchers: Qualitative data analysis is not merely a technical issue focusing on the quality of information produced; moreover, evaluating the rightness or wrongness of researchers’ actions during studying human actions with other members held in the study is crucial.

Basically, issues of trustworthiness refer to validity and reliability in data so as to assure data quality, its interpretation, and data collection methods (Polit & Beck, 2014). Connelly (2016) emphasizes that conducting research regarding this issue is important for readers to understand the scope of the study and rely on the collected data. In this respect, issues of trustworthiness were also taken into consideration throughout the researching process. Some researchers such as Lincoln and Guba (1985) attempted to define some constructs for increasing the reliability and validity to alleviate the limitations: a) credibility, b) transferability, c) dependability, d) conformability. According to them, credibility is an alternative way to validating the conducted study in terms of data analysis parameters. Transferability indicates the generalization of the findings for other contexts and situations. Dependability is a way for ensuring reliable and consistent data that can be replicated in similar contexts while conformability is a way for validating the accuracy of collected data and collection and analysis procedures. The following techniques and strategies were implemented to ensure these constructs and given below.

In this study, participants were expected to write their experiences and their ideas in a detailed way and for a long period of time in order to include their teaching experiences in the first year of teaching. This longitudinal study gave a chance for both participants and the researcher to identify their experiences and interpret them with thick descriptions. Throughout the process, this long-time frame was effective for the researcher in terms of establishing rapport with participants and collecting consistent data. Secondly, during and after the data collected through written documents and interviews, participants were checked their data whether they agreed with them or wanted to add what they reflect about their experiences by means of the member checking strategy. In terms of dependability, data collection tools, sampling and data analysis procedures were given elaborately and step by step in order to ensure reliable and consistent data in further studies.

Triangulation is an implementation of multiple sources and/or different analysis approaches used in this study so as to strengthen the validity of the study (Salkind, 2010). In general, triangulation as a social research term refers to “the observation of the research issue from (at least) two different points” (Flick, 2004, p. 178). Specifically, this is a technique to provide valid data by using multiple theories and methods of analyzing and multiple sources of collecting data in multiple times. In the current study, in order to ensure triangulation, both structured and unstructured types of the diary were given to the participants at different time intervals. Moreover, each diary was triangulated by conducting semi-structured

interviews after diaries to understand participants' experiences in a more detailed way. In summary, by using various research methodologies and data analysis methods, triangulation was used in this study to provide validation.



CHAPTER 4

FINDINGS

This study aims to understand the experiences of four novice English language teachers in the first year of their teaching experience. This chapter presents the narratives of the participants with reference to their first impressions, opportunities, challenges, and how they coped with these challenges and their diary-keeping experiences respectively. The structure of the findings chapter follows the data collected through diaries and follow-up interviews.

4.1. First Impressions of Novice English Language Teachers

4.1.1. Emre's Story

Emre began his profession in a Religious Vocational High School in the Eastern part of Turkey. In his first months of teaching, he encountered with several challenges which were related to: a) administrative paper works about induction process, b) regional factors, c) socio-cultural and economic backgrounds of students. In the very beginning of the profession, he firstly faced with administrative paper works which he found very complicated. This was because, he did not receive any training on administrative issues. His second concern was that it was difficult to teach English in that region where most people were bilingual and multilingual speakers of Kurdish, Turkish and other languages. For that reason, according to Emre, students were unwilling to learn a new language. Additionally, Emre reported that students spoke their mother tongue (i.e., Kurdish or Arabic) during lessons among themselves and this made him annoyed and disturbed. However, he described this situation both with an advantage and a disadvantage in his diary as follows:

“Here, people usually speak Kurdish. Similarly, Arabic is spoken to a large extent. This was both a problem and a chance for me in the classroom. When the students started speaking Kurdish or Arabic among themselves, I could not understand, and I did not have chance to deal with negative situations. Besides, I have a chance to learn a new language from students.” (Diary 1, 20/04/2019)

Emre also highlighted that there were some cultural issues that affect the teaching and learning process. For instance, he felt as if there were some social and cultural barriers

between him and his students. Since he could not understand his students' dialects and even their languages, he felt that he could not communicate with them during lessons. Likewise, in that context, there were some societal problems like 'blood revenge.' As one of his students explained, some students cannot come to school due to this problem. Another challenge affecting teaching-learning process was financial problems of students. He stated in his diary that when he asked whether students had course books, some of the students pointed out they had but they used their books for heating by burning them in the stove. He also mentioned that these students had not used coursebooks as a learning material before, which made him very upset. In this region, there was a multi-child family structure, and considering this, Emre observed that there was a high level of absenteeism in education. His observation directed attention to the students working in the field as seasonal workers at certain times of the year. Emre expressed himself on this issue as:

"When I entered my class in order to teach English, there were two or three students in the classroom. Our students were not in their classroom but in the fields. Without students, can we be teacher? Or are we all unemployed for a while?" (Diary 2, 26/05/2019)

In addition to the challenges mentioned above, there were several challenges that he encountered in class while teaching English including classroom management and students with low levels of English. In terms of classroom management, he stated that the classes were crowded. This was another challenge for him since he had difficulty in accessing students and dealing with any problems of each student in a limited class time period. Additionally, he asserted that he had students who were incompetent in English language. He commented that especially 9th grade students did not know even how to say their names in English. In this respect, designing various language teaching activities was hard for Emre because of students' lack of English competence, and he felt he lost his creativeness in planning instructional activities.

In brief, after all the challenges that he experienced, at the beginning of his career, Emre was unsure if he was really in the position that he expected in teaching profession. He felt hesitant about continuing this profession and was afraid of his career choice. Finally, he stated his first impressions and feelings as:

"I was thinking that whether I really imagined that? Would I spend half my twenties here for that? I felt scared. I was scared because I had not come here only with financial expectations. I wanted to be professionally

satisfied. I came here to see the students who want to learn, and maybe change the lives of a few students.” (Diary 1, 20/04/2019)

4.1.2. Eylül’s Story

Eylül was appointed to a secondary school in a village in the Eastern part of Turkey. According to her, the first day of the profession was the hardest one because she had never witnessed the culture and the languages of the people who lived in the Eastern part of the country. In her first lecture, the first thing Eylül noticed was that students were financially disadvantaged. Namely, she observed that students were wearing torn clothes and they had limited school materials. She was also disappointed when she heard learners’ future aims that “most of them wanted to be a farmer and some did not have a future dream” (Diary 1, 12/05/2019).

One of her challenges was some religious factors affecting the teaching-learning process. For instance, during the month of Ramadan, almost every student was fasting as a religious worship. Therefore, students were tired out and unwilling to learn. Also, it was hard for them to attend classroom activities: “even 2nd grade students were fasting in Ramadan, and it was hard for them to attend in-class activities” (Diary 2, 10/06/2019).

Apart from these challenges, Eylül also encountered with societal issues in her first months of the profession. In that region, students were not only responsible for studying, but also working in the field and the barn before and/or after school. Therefore, she commented that the school was only place where they could study. All in all, Eylül had a compelling adaptation process in the very beginning of her profession. Despite these challenges, she commented that she was still happy to be a teacher by emphasizing the role of teaching profession in affecting students’ lives positively.

4.1.3. Buse’s Story

Buse worked in an Anatolian high school in the Southeast of Turkey. In her first meeting with town and the school, she felt that there was a supportive environment where they had good relationship among colleagues and school administration. However, she thought that this was not the same with her students. According to her, students were disrespectful towards their teachers and peers. In the school, students were divided as male

and female classes. Buse observed that female teachers complained about especially male-only classes because of their negative behaviors during lectures. Indeed, she realized that there were some troublemakers in the classroom, and this caused serious problems in classroom management and wasted teaching time. The final challenge about classroom management was that as Kurdish was the most common spoken language in the region, she complained about students who were speaking Kurdish among themselves during her lecture. This was a problem because she could not even understand what they were talking about, and this disrupted some students who were willing to learn English.

Apart from challenges about classroom management, she had also a challenge regarding English language teaching and learning. In her first lecture, Buse realized that students were incompetent in English language skills. Even though they had taken English lessons for many years, they had no idea about what a listening activity included. Therefore, she designed an activity including listening and speaking skills, and according to her observation, students were pleased to participate in these activities.

Physical condition of school building was also a problematic issue because the school building was shared with a Religious Vocational High School. For this reason, most of the time, there were conflicts between these two schools and their administrations and students did not get on well with each other. Nonetheless, Buse had positive views about her colleagues with the support of school administration which gave importance to extracurricular activities such as art exhibitions, poetry readings and social and historical trips with students. She felt that these kinds of activities were very beneficial to learn by doing. All in all, despite all the challenges that she faced, Buse stated her general impressions about this profession were positive and reflected her experience by comparing her previous school experience as follows:

“While I was working in a private school, I was afraid that I would always encounter with challenges throughout my teaching profession. But now, when I think of a lot of good moments that I encountered, I say that I can spend my entire career in this school. From the day I started working at this school, I can easily say that teaching is such a profession that is done with pleasure and excitement, and I am very happy to choose this profession” (Diary 2, 20/05/2019).

4.1.4. Fulya's Story

Fulya was a teacher at an Anatolian Religious Vocational High School in the East part of Turkey. Fulya was biased to the context before she went there because she was not positive about people with Eastern culture. However, unexpectedly, she had such a positive environment with her colleagues and school members that they were very friendly and helpful. However, she encountered with problematic student behaviors in her first lecture. According to her one-week observations, one of the biggest challenges for her was classroom management. She explained that students were very rude, it was tiring to overcome these challenges and teach them English. It was very frustrating for her that students were purposeless, and they restricted other students from learning during the lecture. For those reasons, she felt hopeless about teaching them English. This was because, in her view, their English level was very low. Similarly, most of the students were also unwilling to learn English and only a few students from each class were eager to learn English. This was because, they did not know for what purposes they can use English and they did not aim to improve themselves. She wrote in her diary as:

“As a first meeting event, I met with my student through a warm-up activity. Since I understood that it would be difficult for 9th grade students to ask and answer questions in English, I let them ask me Turkish questions when activity was over. As they introduced themselves, I realized that students do not have goals and expectations from future. Few people were interested in learning English. They said that they know Kurdish and Turkish, and that was enough for them.” (Diary 1, 09/04/2019)”

She also associated this situation with the students' lack of motivation. In order to increase the students' motivation towards English lesson, Fulya decided that she would use authentic and interactive teaching materials in her lectures. In this way, she aimed to create more effective English lessons.

In addition to the challenges mentioned above, Fulya realized that there were two main challenges affecting teaching-learning process: a) absenteeism in education and b) societal problems. Firstly, the majority had a multi-child family structure, and the rate of absenteeism was high. She had a clear idea that the reason for this challenge was a kind of 'forced labor.' It means that students had to support their families economically and students fell behind their compulsory education. The other equally important challenge was

unexpected societal problems, for instance, ‘blood revenge’ and ‘terrorism as a political event.’ Therefore, she was very anxious about these problems. This was because some of the students were not able to come to school. All in all, at the end of these first months in her early career, she developed negative ideas about her profession in this school, as the challenges she had experienced were much more than her opportunities.

4.2. Opportunities of Novice English Language Teachers in the First Year of Teaching

4.2.1. Emre’s Experiences

In the first year of teaching, Emre had some opportunities. These mainly included: a) learning a new language thanks to the context, b) establishing positive relationship with his students, c) positive English language learning issues such as students’ enthusiasm, willingness to learn English and students’ achievements on English language, and finally, d) improving some teaching-related characteristics such as problem-solving and reflective thinking ability.

As a first impression, in the very beginning of the profession, he had negative feelings about the context because he did not understand students’ mother tongue, and this impacted his teaching negatively. However, afterward some time, he thought that this situation was an opportunity for him to learn a new language from his students. This encouraged him to learn Kurdish in order to understand basic concepts. He was very happy for trying to talk with his students in their mother tongue and establish good relationship with them.

Other opportunities were about positive classroom atmosphere and the relationship with some students. Emre started teaching profession in April which was the last months of the semester. Therefore, he could not establish effective relationship with his students and had challenges about classroom management. However, in the very beginning of the new semester, he was determined to start with establishing good relationship with students and creating more positive classroom atmosphere. To do this, he set class rules together with all members of each classroom. Also, he started to get to know his students individually because of which he was appreciated. Secondly, he was very honored to be a role model for his students. Especially, according to the students in the English language intensive classroom, he was the best teacher they had ever met. These compliments of the students were really precious and made him motivated in his profession.

Emre had also an opportunity about English language learning and teaching process. Even though he encountered with challenges in his first months of the profession, he realized that after he tried to find solutions to the challenges about English language learning, he was hopeful and happy. One of the mostly encountered opportunity in his first year was with the students in the English language intensive classroom:

“Even though the students were very enthusiastic to learn English, they were not proficient enough. In order to solve this, I gave these students extra language activities including different language skills according to their needs and interests. After a while, I noticed that extra activities increased their achievements, and this achievement pleased me” (Diary 4, 16/11/2019).

Apart from the students in the English language intensive classroom, for other students specifically who had lower levels of English and were not willing to learn, Emre simplified the topics and structures in order to make them feel the sense of achievement. He taught English with games and interactive teaching activities. This was because he observed that students liked having fun while learning. After two months of teaching, especially some students stated that they became willing to learn English. They commented that English learning was like ‘solving puzzles’ and they started to have fun in English lessons. As a result, students realized that they could understand and learn English. After a while, Emre also observed that students’ grades in exams and attendance in language activities increased. In this point, Emre was pleased with students’ positive statements on this issue which also improved the student-teacher relationship. Consequently, the positive perceptions of students towards English language led him to feel more positive about his profession: “as the students’ achievements and their thoughts on learning English changed positively, I understood that the best feeling in this profession was to be guide in the learning of students. Therefore, I was very satisfied, and self-motivated” (Diary 4, 16/11/2019).

According to his overall observations during his early career, Emre said that he was very lucky because teaching contributed to his personal development. He realized that the challenge he faced led him to be a patient person and according to him, “staying calm was so hard against problems, but when I got angry, I tried to stay silent, take a deep breath and make decisions about the problems, this made me a very patient person” (Interview 3, 01/01/2020). In addition, he gained the ability of solving problems and think reflectively towards challenges because as he stated, “this process gave me a chance to think about the

process itself including not only the problems in classrooms but also things I made personally and professionally” (Interview 2, 09/12/2019). All in all, despite many problems, Emre believed that the positive sides of the teaching profession and opportunities improved him both professionally and personally.

4.2.2. Eylül’s Experiences

Despite her first impressions, Eylül had many opportunities in terms of a) teaching and learning English language, b) induction training and c) overall contributions of teaching profession on her in terms of personal development.

Concerning English language teaching and learning, she had positive impressions about students’ improvement in language learning. Firstly, in the first months of the semester, after the language levels of students were determined through a proficiency exam implemented by MoNE, Eylül and her colleagues taught extra courses for some students voluntarily. As a result, she observed that especially elementary school students got proficient in English and became more eager to learn. Helping her students made her very happy and she worked harder for the improvement of students with the hope that she got positive feedbacks from them. Also, teaching them on a voluntarily basis made her feel proud. Similarly, in the middle of the second semester, Eylül observed that her students’ prejudices towards learning English decreased, and their English levels increased. She stated that this situation was also observed from the results of the placement test held in the school and the average of success was more than expected. Another opportunity about English language teaching and learning was that she was praised by the school principal for her lesson. Eylül thought that the support given by school administrations was crucial for students’ and especially teachers’ improvement. Specifically, she was a candidate teacher in her first year of teaching, sometimes, she was observed by qualified teachers during a lecture. In this respect, one day, the school principal attended her lecture as an observer and stated his ideas about her teaching. Eylül expressed her feelings as follows:

“The school principal who was satisfied with my lecture and the materials I used, congratulated me by stating that if all teachers perform in this way, there will be no problem in education. These compliments made me very happy and motivated. The appreciation of my teaching by someone who

was more experienced and qualified than me made me feel self-confident.”

(Diary 4, 17/11/2019).

Except from the opportunities experiences on English language and learning, she also had opportunities in induction training. At the beginning of the semester, she had taken lessons in Zaza language, which was one of the common spoken languages in the region, during the Candidate Seminars for four weeks. It was a pleasure to learn a new language and get to know a new culture. Thanks to these seminars, she had opportunity to know the culture and lifestyle of the society better.

Beyond these experiences, in her early career, she felt lucky because of the opportunities influences that teaching profession had on her personal development. For instance, she was happy that, without exceptions, all students and their parents behaved her respectfully and sincerely. Along with this, her ideas about the teaching profession were proven by her experiences that “the role of a teacher was not only teaching students English, but also to learn from students” (Diary 6, 12/01/2020). Namely, she was learning new things everyday by emphasizing the value of teaching, behaving patiently, giving unrequited love. Also, she was pleasant that she had formed a strong relationship with her students from the moment she started to teach. Therefore, all in all, she stressed that the most fundamental characteristic that makes teaching worthwhile was mutual love and respect.

4.2.3. Buse’s Experiences

Buse described her first-year teaching experience as a process with full of positivity. This was because, in spite of some challenges, she had mostly positive impressions and experiences related to: a) social relationship, b) students’ motivation and interest to learn English language and c) overall contributions of teaching profession both personally and professionally. Firstly, she felt lucky that the school administrators were very understanding, and they tried to help not only in adaptation period but also throughout the year. Moreover, school administration gave importance on out-of-school activities that include teachers and students. In this respect, more convenient adaptation process was provided, and she got used to the people and the culture in the context. Aside from school administrators’ support and understanding behaviors, most of the students were also positive to her. According to Buse, the best feeling was that students could understand and feel all of the efforts she made to English more effectively.

Buse also had an opportunity based on students' motivation and interest in English language learning. Despite the lack of instructional materials, seeing that some students were still highly motivated and felt interested in language learning, she also felt motivated and satisfied. In particular, there were many students who wanted to choose English language intensive classroom and asked their teacher to give information about the content of these classes. In addition to these, some students also improved their efforts to learn English. Buse described this process as the most positive experience: "even the most negative students began attending lessons, asking questions regularly, and making efforts to learn" (Diary 5, 21/12/2019). All these opportunities about English language teaching and learning process made her feel positive about her future teaching experiences.

The final issue was about the overall contributions of teaching profession to her personal and professional development. Thanks to her efforts on students' improvement in English language, she became a role model for her students. Particularly, some students expressed that they were inspired by her efforts, and they wanted to be teacher in future. In this respect, Buse felt that being a role model for her students was a special feeling and without any expectation, being a guide for them was the best part of this profession.

4.2.4. Fulya's Experiences

From the very beginning of the profession, when her opportunities and impressions about the profession were asked, Fulya pointed out that her opportunities were less than challenges. However, she thought that opportunities would lead her to improve her future teaching experiences. The opportunities were about her relationship with school members and English language teaching practices.

Firstly, she was positive about the relationship with her colleagues and school administrators. She had a positive environment in the school. This was greatly important for her because she felt that their friendly behaviors and supports were so helpful that in spite of many challenges she experienced, they provided opportunity to deal with these challenges.

The second issue about opportunities was on English language teaching learning practices. Even though she had many challenges, the results, and her way of solving these problems gave her a chance to understand how she could be stronger against challenges. For instance, as her daily routine, she reflected on her teaching in order to seek solutions to self-identified in-class challenges. To do this, she kept asking herself whether "I had done my

best today and what I could do better?" (Diary 4, 28/11/2019). The communities on social platforms, her colleagues in different schools, and more experienced trainers on educational platforms were inspirations for her in terms of lesson planning, gaining positive ideas on teaching, reflective thinking, and problem-solving skills. Therefore, she understood that each of the challenges led to an improvement in the profession. In addition, Fulya had some students who were eager to learn. Unlike students' inefficacy in English language learning, having such eager and successful students made her feel happy. This positive situation ensured that teaching excitement was permanent, and she did not lose her determination to teach. In summary, she was pleased to be a teacher, and she believed that the opportunities she would encounter led her to be more competent in teaching English.

4.3. Challenges of Novice English Language Teachers in the First Year of Teaching

This study aimed to understand participants' challenges and main concerns in the first year of teaching. To this end, two unstructured and two structured diaries were implemented. In order to figure out participants' challenges in depth, interviews were conducted.

4.3.1. Emre's Challenges

According to Emre, he encountered with many challenges during his first year of teaching experiences: a) students' negative behaviors and classroom management, b) challenges regarding not having a common language in communication with parents, c) difficulty in teaching language to students requiring special education, d) students' inefficacy in grammar of Turkish language, e) students' lack of language learning goals, f) students' English language learning biases and learned helplessness, g) students' problems regarding English language pronunciation. These challenges were further presented below.

Emre's first challenge was that he had difficulty in coping with students' negative behaviors and being effective in classroom management, especially in a 9th-grade class where he acted as the classroom counselor. Other teachers complained to him about students' disrespectful behaviors. This made it necessary to contact with students' parents. Emre simply expresses his feelings on this issue as follows:

“Taking on the role of a classroom guidance counselor was not just about preparing the necessary documents for that class. Besides, it was to take responsibility for all students. When I took this responsibility and encountered a negative event, all teachers and students stated their complaints directly to me. It was the first time that I was a classroom counselor, so I was struggling” (Interview 1, 11/11/2019).

These challenges were because, according to Emre, students suffered from the adaptation process to high school as they just entered high school education. They tended to continue acting as if they were in secondary school. Because of this challenge, Emre stated that he faced with both physical and verbal negative behaviors during lessons; therefore, “it was very difficult to allocate time for language teaching, as the main purpose was to provide or organize the teaching-learning environment before language teaching” (Interview 1, 11/11/2019). When asked in the interview how he solved or what he planned to solve this problem, Emre said that regardless of the content of the Counseling course, he conducted interviews with students, held meetings on how to behave to their peers and teachers, provided emotional support, and finally, emphasized school discipline regulations. After these, he commented that some students changed their negative behaviors and that “establishing rapport with students during the adaptation process had an important effect on the social relations of the teacher and the student” (Interview 1, 11/11/2019).

The second challenge was regarding not having a common language with the parents of the students. As the Emre was a 9th-grade classroom guidance counselor, he always had to be in contact with parents. However, because of both parents’ inefficacy in speaking Turkish and the teacher’s inability to speak the Kurdish language, they could not communicate. For instance, Emre described this challenge with an experience:

“A parent of one of my students called me on the phone. Since he spoke Kurdish, I could not understand and asked him in Turkish if he was with someone knowing Turkish or not. The parent did not understand me either and I was not able to help him because we did not understand each other. Finally, I went to the vice-principal and asked him to translate what he said, in this way we communicated” (Interview 1, 11/11/2019).

Emre agreed that this challenge could be solved in different ways. As given the experience above, this challenge can be solved with the help of translation through an individual who could speak Turkish. Secondly, as students had many siblings, some

individuals could communicate in Turkish at home. Apart from these practical solutions, Emre believed that “learning the Kurdish language to communicate at the basic level would also be a solution” (Interview 1, 11/11/2019).

The other challenge was related to the difficulty in teaching language to a student who required special education. At the very beginning of the semester, he realized that one of his students had a 75% disability including visual, hearing, and mental disabilities, and he had taken Special Education before. This caused problems during the lesson as the student showed aggressive behaviors, established poor communication with teachers and peers, and experienced more difficulties in learning English compared to other students. In an attempt to solve this challenge, Emre believed that “after realizing that he is special, it was not impossible to overcome the challenges, it was simply impossible for him to be educated under the same conditions as the students in the class and his special situation did not allow me to teach effectively” (Interview 1, 11/11/2019). To cope with this situation, teachers first started the legal process with the Counseling and Research Center (CRC). Additionally, Emre was in constant communication with the student during the process and other students were warned to be sensitive about their behaviors towards their disabled friend. In terms of the language learning process, extra activities were provided during lessons, large printed teaching materials were used for minimizing the effects of visual impairment, and finally, due to the insufficient sound system in the school, the disabled student was exempted from listening activities.

Moreover, when his other challenges were asked in the unstructured diary and the interview after a month, he firstly mentioned his students’ inefficacy in the Turkish language and its negative effects on learning English language. According to Emre, this challenge was related to the fact that that “their mother tongue was Kurdish and as their families did not know Turkish, they were communicating through the Kurdish language at home” (Interview 2, 09/12/2019). Therefore, the school was the only place where they can use Turkish. He realized this challenge when students frequently asked him about the meanings of some basic Turkish words. As an effect of this challenge on the English course, it did not work when he used Turkish in language teaching. In order to solve this challenge, Emre firstly aimed to improve their Turkish language by collaborating with literature teachers. To achieve this, students were encouraged to read to improve their comprehension and interpretation skills in Turkish.

Secondly, Emre had challenges that were related to students' lack of language learning goals and motivation. Emre stated the reason why they were so unmotivated as follows:

“Many individuals could discover many things via information technologies; however, here, the number of students who were in financial difficulties was very high. Nobody had the opportunity to travel around and discover different languages. Students did not know what benefits learning English would bring to them. English was just a lesson for them at school. That was why they did not want to learn English” (Interview 2, 09/12/2019).

As a result, students were not active in English lessons. Upon this, he introduced a few people whose lives changed positively by learning different languages and stated that English could be easily used as a communication tool in cases where Kurdish and Turkish were insufficient in the international area. Also, he invited a foreign friend online to show that people could communicate distantly through English. Despite all the efforts of the participants, he observed that he was unsuccessful and hopeless.

Similar to the challenge mentioned above, Emre stated that students were biased against learning English: they were not motivated and felt that they were not successful. Emre indicated that these negative states affected his teaching as well. For example, he was teaching a simpler level of English than students' language levels; therefore, he had to change his lesson plans according to students' needs. In addition, “the students who were biased against learning English could give up learning English easily when they encountered difficulty in learning English” (Interview 2, 09/12/2019). To overcome this challenge, Emre tried to make English lessons as effective as possible by including various funny activities. Besides, he aimed to make the students understand English by using simple English so that they could understand and felt a sense of success. However, he observed that this was not enough to solve this challenge.

Lastly, the participant had challenges with students' English pronunciation. He had some ideas on the reason why students were so inefficient in this matter:

“Firstly, the students could not get language education on time and there was multi-grade class teaching in village schools; therefore, students' background knowledge was insufficient. Secondly, most of them were bilingual and there were pronunciation mistakes due to the differences

between languages. For these reasons, I justified students' pronunciation mistakes on a logical basis" (Interview 2, 09/12/2019).

This challenge mentioned above resulted in language complexity. For example, he specified that students were confused about the pronunciation of the letter 'x' when he saw the letter 'x', and this was because the letter and sound 'x' in Kurdish did not have the same pronunciation as in English. So as to enhance their pronunciation, he included his teaching in English language pronunciation sections in the curriculum. Additionally, he benefitted from both instant and post-error correction during his lessons. He also emphasized that the video or audio-based materials were beneficial for them. The participant explained the results of all these solutions as followed:

"Lastly, we focused on words similar in pronunciation but semantically different. At the end of this lesson, I realized that with all the practices, the students pronounced the sounds that they had previously noticed correctly, and they could correct mispronounced words as they practiced" (Interview 2, 09/12/2019).

Emre's Main Concerns about Teaching

Through structured diaries and interviews, Emre reflected his main concerns about teaching and being a teacher. The reported main concerns in the first structured diary were: a) affecting students' life badly with a verbal accusation, b) being inefficient in English language teaching, c) being a monotonous and a non-innovative educator. For a deeper understanding, he was asked to elaborate on the reasons of these concerns and write about how to overcome these concerns.

Firstly, he was worried about verbally accusing his students unintentionally. Namely, his concern was about the possibility of not controlling his anger and affecting students' life negatively with a verbal accusation. The reason for this concern, according to him, was related to one of his experiences faced in high school years and his experience followed as:

"When I chose a foreign language department in high school, one of my teachers said that it would be a miracle when I got into a university. I still remember this, and it was a bad experience, but I was not affected negatively. Because I had not psychologically internalized it. However,

someone else could give up after hearing these words” (Interview 3, 01/01/2020).

Emre, stating he had not had such an experience since the beginning of the teaching, emphasized that he first tried to calm down when he was angry in order to cope with this concern: “I took a deep breath and try to make logical decisions. I had become a more patient person since I started the teaching profession” (Interview 3, 01/01/2020). In the second structured diary, he stated that he still had this concern and also, he did not believe he would overcome this concern completely as according to him, “a teacher should be afraid of affecting a student’s life negatively” (Interview 4, 13/01/2020).

His second concern was being inefficient in English language teaching. Emre was particularly concerned about the possibility that students would not trust his knowledge of English. This concern was because there were times when he had difficulty in responding to questions of some students had asked because of a lack of concentration and not paying attention enough. Besides, he stated as “I want to be a successful teacher in the field and be respected, but when I encountered situations that as if I could not have full knowledge of English, my concern arose; therefore, this was one of the biggest concerns I had” (Interview 3, 01/01/2020). In order to cope with this concern, the participant followed up-to-date central examinations of MoNE (Ministry of National Education), and for reducing the rate of error, he finally tried to focus and concentrate while answering students’ questions.

The final concern reflected in the first structured diary was being a monotonous and non-innovative teacher throughout his career. This challenge was also generally related to the possibility of his lack of job satisfaction in the near future. Emre had such a concern as he thought that “I spent nearly the last ten years of my life to learn English language, and I observed that the language education I received in high school was almost the same as the current education” (Interview 3, 01/01/2020). Therefore, the possibility of not being innovative in education for more effective teaching-learning environments and the ongoing education problems emphasized by many educators from past to present made him worried. When these reasons were taken into account, Emre had concerns about professional continuity and satisfaction. However, he stated that these concerns were mainly due to his observations regarding the problems in the educational system. In this respect, he believed that the only thing to do as a language teacher was self-improvement:

“I would overcome this concern by using the most effective methods and techniques in language teaching to my students or producing new methods

and techniques. Apart from that, I should do master's degree in the field of English language teaching to keep my content knowledge up to date. I could not change the education system, but I had to improve myself as a language teacher" (Interview 3, 01/01/2020).

The same concern was mentioned in the second structured diary after a month. In addition to his ideas stated above, he added that he tried to teach in an environment where the instructional materials were not provided at a sufficient level. Additionally, the inability to emphasize the importance of learning a language to learners for years caused him to worry about this issue. In this respect, Emre refused to become a monotonous teacher.

The final concern mentioned in the second structured diary was about not being able to find solutions to his problems or trying to solve it in a wrong way. According to him, all teachers might have challenges in the first year of teaching and they tried to solve their problems. Regarding this, he explained his concern with its reasons that "Sometimes, I was not able to solve a problem concerning English language teaching or a classroom management which might lead me to think that I could be insufficient in teaching, and this was like a phobia for me" (Interview 4, 13/01/2020). Emre also worried that he might cause another challenge to arise while solving an instructional challenge. For instance, he was concerned about complicating the problem such as English language teaching and classroom management. In order to cope with this concern, Emre emphasized that being cautious towards the solutions of the problems were crucial. As regards, Emre indicate how to overcome this concern:

"I was more cautious in finding solutions to my instructional problems. For instance, when I identified a problem, I did not apply the first solution that comes to my mind. I was looking for various and logical solutions. I overthought which solutions really solve this problem. When I could not find a solution, I consulted to my colleagues who had were more experienced than me" (Interview 4, 13/01/2020).

In conclusion, in the first year of teaching experience, Emre had many challenges however he thought that "there were especially negative situations which I encountered for the first time and made me anxious; however, when I encountered the experiences again, I was more ready to solve them and cautious" (Interview 4, 13/01/2020).

4.3.2. Eylül's Challenges

In her first year of teaching, Eylül reflected her challenges as a) the feeling of professional inability, b) students' lack of attention, concentration, and achievement c) challenges with timely applicability of the curriculum, d) negative effects of students' out-of-school life on the teaching-learning process, e) students' inefficacy in Turkish language and its effects on English language learning, f) classroom management challenges. These challenges were presented further with its reasons and her solutions to these problems.

Her first challenge was related to professional inability. At the very beginning of the first semester of the year, students took a proficiency exam including all courses applied by MoNE and English was the course in which students failed the most. In this respect, Eylül felt insufficient in teaching English them. After she began to analyze the reasons for this failure, she realized that this challenge was caused by different possible factors, and she specified these factors as:

“The first factor was that students were not efficient in Turkish grammar because their mother tongue was the Kurdish or the Zaza language for example, they did not know what an adjective means. Therefore, I explained it in Turkish and then in English. In these circumstances, I could not implement the curriculum on time. Secondly, students were lack of interpretation ability. If they could understand the questions, they would be able to solve them more easily. Seeing that students fail to achieve (or understand?) despite teaching them over and over again, I felt demotivated and inefficient in teaching” (Interview 1, 11/11/2019).

Eylül had difficulty in finding solutions to the challenge mentioned above. When this was asked in the interview, she stated that there was more than one solution to overcome this challenge. Due to learning Turkish as a foreign language, students were not successful in lessons requiring verbal ability such as Turkish language, history. In this respect, she provided extra lessons with her volunteer colleagues in their free time. Additionally, she made them come across different types of questions and led them to understand ‘wh-questions’ by preparing wallcharts and hanging them on the wall in the classroom. After all these solutions, she observed that students were more successful in the second proficiency exam and this was because “they could understand the questions in the exam thanks to extra lessons, given question patterns and techniques” (Interview 1, 11/11/2019). Eylül also

emphasized that for future teaching practices, in order to increase student learning, she used videos and visual supports such as posters, word boxes, and songs. Similar to this challenge, in the second unstructured diary, she reflected students were inefficient in the Turkish language and she understood this issue when she asked students to make negative and positive sentences. Students had difficulty in understanding negative and positive sentence structures in Turkish. In order to solve this challenge, Eylül firstly cooperated with Turkish language teachers. As a result, she provided students with additional resources to learn Turkish. Additionally, she regularly allocated lesson hours to lead the students to read a book in a week.

Secondly, Eylül had a challenge with primary school students' lack of attention, concentration, and achievements in learning. She thought that the major factor of this challenge was that students' reasons for attending school was basically to play games with their peers. In addition to this major factor, she also added this challenge was related with not only students' aim of coming to school but also parents not supporting their students, and explained as followed:

“One of the reasons why students failed to pay attention to the lessons was the parent factor because the parents did not emphasize enough the students' aims of going to school and did not make enough effort for their education life. In this respect, students were not aware of the significance of studying and learning. Many of them were not aware of how to achieve effective learning. In short, there was no one guiding them to learn so, why should a child aged 6-7 concentrate on his lessons when he could not find a source of motivation?” (Interview 1, 11/11/2019).

Because of the challenge mentioned above, she had difficulty in classroom management and dealing with noise. While she was trying to keep the students silent, this situation both made her tired and wasting in-class time and in this respect, she could not teach enough. In order to overcome this challenge, she decided to support her teaching with visuals and videos by students' needs and interests. To do this, she used craft books for young learners while teaching English, and as much as possible, they led them to make the cut and paste activities to get learning English fun.

The other challenge she wrote in her diary was the difficulties of implementing the curriculum as planned by MoNE. This was because she wanted to teach and give emphasis on some basic and important concepts of English because most of the students were lack of

these basic concepts of English such as colors, numbers, greetings, and she did not want to ignore them. Even though this issue was not a problem with 2nd graders, she had to teach English according to the curriculum to 4th or 5th graders since these students took proficiency exams applied by MoNE at regular intervals. Her first aim while teaching English was to make students like English language learning and increase their motivation to learn English; however, the two-class hour was also a factor causing to this problem as “teaching, guiding and monitoring almost 25 students in a class hour was very tiring; therefore two-class hour in a week was not sufficient for me and my students’ learning” (Interview 1, 11/11/2020). So as to overcome this challenge, she prepared herself a teaching calendar by syncretizing both the curriculum and her teaching plan. Also, she was planning to organize her lessons as an intensive course program by considering students’ interests.

The final challenge mentioned in the first unstructured diary was about negative effects of students’ out-of-school life on the teaching-learning process. Namely, this challenge included students who had financial problems, at least one of their parents was dead, lived with a very crowded and chaotic family, and played role in their parents by working in the barn or at home. Due to the students’ multi-roles, their learning process was affected, and Eylül narrated her dialogue as:

“When I asked my students why they did not study regularly and did not do homework, one of my female students said that, not to mention studying, she could not even rest because she helped her mother at home. Another student stated that he cleaned the animals’ barn, and everybody started to complain one by one. I realized that their only role was not a student and I understood why my students could not learn effectively” (Interview 1, 11/11/2019).

Eylül thought that nothing but keeping in touch with students’ parents would be useful in order to overcome this challenge. However, as the school where he was teaching included many students from different villages, he could not go to students’ homes in order to contact parents about their students. Even though the only possible solution was to make phone calls with parents to ask parents to provide a suitable learning environment for students, she was hopeless that this solution would be effective.

In the second unstructured diary, she stated a challenge about classroom management with 7th grade students. Students were trying to attend the lesson; however, students were attending by causing chaos and noise in the classroom. In this respect, Eylül had to lecture

them loudly and this challenge affected her lesson negatively. To solve this challenge, she firstly negotiated this issue with the students in a sincere way. According to her, “the only way to lead the students to understand their negative behavior was to talk and meet them on common ground” (Interview 2, 10/12/2019). However, she realized that this thought may not be helpful for some situations and people. Therefore, she decided to receive support from the classroom teacher and school administrators. Finally, the students apologized to her and there was no such problem again. After this challenge was overcome, she began to feel inefficient, and she expressed her feelings as followed:

“I felt so incompetent in classroom management. If the classroom teacher and the school administrators could solve this situation, I should have been able to solve it as well because they warned the students verbally like me. I was looking for a deficiency in myself in terms of not being able to manage the classroom. Either I could not take the necessary control in time, or I was too optimistic about the students’ negative behaviors. Although I thought I did my best, I hoped to become a more effective teacher through experience” (Interview 2, 10/12/2019).

Eylül’s Main Concerns about Teaching

In the first year of her teaching career, in addition to her challenges, Eylül was very concerned about some issues: a) inability to provide students both national and moral values as well as effective education, b) being an unsuccessful and worthless teacher, c) low job status of teaching profession and financial dissatisfaction, d) learners’ lack of educational opportunities and its effects on the language learning process.

In the first structured diary, she firstly stated to feel worried about the inability to provide students with national and moral values as well as effective language education. This concern was because she observed during her first-year teaching experience that the students’ parents were not in contact with her, and they could not talk about issues related to the education of their children. The students did not communicate with their parents at home as well. Therefore, Eylül thought that parents’ lack of communication with their children influenced the students’ values. For instance, Eylül narrated this issue as:

“I observed that when the students were late to my lesson, they entered the class without asking permission and sat down without apologizing.

Additionally, they bumped into their teacher in the corridor and again they did not apologize. When I was a child, my parent advised us to respect people, especially to my teachers. However, here I saw that the importance of such values was not emphasized. At this point, solving this issue was our responsibility as teachers” (Interview 3, 02/01/2020).

Eylül also emphasized this concern in the second structure diary and the interview. She stated that students were also lack of national values. For example, there were limited students who love their country where they live in, respect to their history and ancestors. Due to these reasons, in contemplation of providing moral education to students, she was concerned that she would not be able to give them awareness about these issues. In order to overcome this concern, she emphasized that “being role model by displaying exemplary behaviors for students was crucial” (Interview 4, 13/01/2020). Eylül asserted that she behaved his students respectfully and with full of love or both she apologized to her students for her bad attitude, and she thanked the students for their polite behaviors. Also, she addressed moral and national values by emphasizing their importance in her classes. As a result, Eylül observed the improvement in this issue, at least in the classes she was responsible for. She was also hopeful about spreading these values and suggested as: “it was only necessary to touch the souls of the students; therefore, if every teacher instilled this awareness in his class, the problem would disappear” (Interview 4, 13/01/2020).

The second concern which was mentioned both in the first and the second structured diaries was the concern of being an unsuccessful and worthless teacher. In her opinion “unsuccessful teacher is a person who failed to win the hearts of the students and could not support the students academically” (Interview 3, 02/01/2020). In this issue, how students reflected their thoughts and feelings to their teachers was an equally important issue for her. For example, she emphasized that there were students who were successful but did not behave their teacher affectionately and made their teachers feel worthless and simple. Besides, she was trying for making students more successful. This was because she thought that students’ achievements somewhat reflected her teaching efforts: “When we evaluated students’ achievements with our principal, I felt bad as the principal asked why these students were inefficient in English; therefore, I wanted to see students’ success because their success was also considered as your success” (Interview 3, 02/01/2020). This concern was caused by her observations and in-school experiences mentioned above. Eylül wanted to eliminate this concern because she thought establishing good relationships with students

was an important factor in education. On this issue, if she wanted to show her reaction when she got angry, she carefully chose her words and tried to react to them without breaking their hearts. For students' achievements, through identifying the students' learning deficiencies, she made arrangements for these deficiencies, and she changed teaching methods and techniques according to students' needs. In conclusion, she expressed her feelings about this concern:

“We had a lot of teachers in our school age, but we had a few teachers who had a positive impact on us. I also wanted to be one of those teachers. In other words, I wanted to be an unforgettable teacher who shapes students' lives positively and remembered by the students in the future as ‘she had contributed a lot to my life’ or ‘she was my inspiration.’ Therefore, I wanted to be a qualified teacher” (Interview 4, 13/01/2020).

The other concern stated in the first structured diary and the interview was the low job status of teaching and her financial dissatisfaction. Firstly, she worried that the teaching profession was getting to be considered as a valueless profession because most of the parents and students were inclined to behave disrespectfully towards teachers or teachers were seen as responsible for student-related challenges and inefficient in teaching. She experienced this issue:

“At the parents' meeting, a parent said, ‘Our teachers are very young, and I think they failed to teach students.’ As novice teachers, we opposed to this idea which made us very sad. Why should the younger be useless? Of course, we did not have much experience like other teachers, but this situation never showed we were inefficient in teaching; on the contrary, our knowledge was up-to-date, and we had more energy. I lost my enthusiasm” (Interview 3, 02/01/2020).

Secondly, she was concerned about financial dissatisfaction which was related to the amount of salary paid to teachers and financial deficiencies of the school. That was to say, according to her, most people thought teachers who were teaching in the East part of the country were paid an extra salary, however, she emphasized that all teachers in the country were paid equally. Eylül was spending some of her money on teaching materials which were not provided by the school. Therefore, she stated if she earned more money, she could help students by providing them with various teaching materials. In order to overcome financial dissatisfaction, she was trying to look at the bright side of this profession.

Finally, the final concern mentioned in the second structured diary was about the lack of educational opportunities provided to students. On this issue, Eylül stated that there were no technological devices in the school such as a photocopier machine, a smart board, internet connection, or even a computer. Even though she brought her computer to the classroom, students were not able to see the screen of the computer and the sound system was insufficient to hear. Students did not have computer or internet connection at their home. Additionally, students' parents were in financial difficulty. For these reasons, this situation gave her a feeling of failure and inadequacy:

“First of all, I needed to make my students love English; therefore, I needed technology. I needed to support their language learning visually and aurally or assigned them to projects and homework which led them to continue their education outside of the school. In the absence of these, I had to teach them with ordinary and simple materials that I had prepared, and this made me tired both financially and psychologically. It felt like I was teaching them in an imaginary way as if it had no connection with real-life” (Interview 4, 13/01/2020).

In consequence of these reasons, Eylül and her colleagues who suffered from the same concern made a request to the school administrators on technological materials. Although the school administrators stated that they would solve it, a solution to this problem was not found. Therefore, Eylül used her own materials to overcome this challenge and concern. However, these efforts of her were not enough to overcome this concern, she emphasized:

“Environmental factors are very important for education. During our teacher education, our teacher educators emphasized this issue. However, even basic needs such as heating, water, electricity could not be fully met, and students and teachers were expected to achieve great success. Happy teacher raises happy students who would be successful in the future” (Interview 4, 13/01/2020).

4.3.3. Buse's Challenges

In her early career, Buse mentioned challenges regarding the social background and the teaching-learning process: a) political events and terrorism in the region and their effects

on education, b) lack of instructional materials, c) classroom management and students' discipline problems, d) students' biases against English language learning, e) students' English language speaking anxiety and unwillingness to speak. She emphasized these challenges in her first year of teaching with its details as below.

The first encountered challenge was about terrorism and its effects on education. Because of this challenge, some of the students who lived and studied in different villages began to study in her school as guest students. Because of these students' traumatic experiences, they had been affected adversely, namely, they lost their homes, they could not go to school, and they needed to take psychological support. During the students' orientation process, Buse also was affected by their poor situations, and she did best for these students. First of all, all guest students were directed to the school guidance service and all teachers wanted to learn their interests, wishes, and how they were affected by this process. She thought "considering that success in education and students' psychological states were parallel, as teachers, our main goal, more important than education, was to understand their psychological states and help them in this regard" (Interview 1, 11/11/2019). In terms of the language teaching-learning process, after Buse analyzed the students' levels and needs, she compensated the gaps in their knowledge in English. In this way, she led the other students to revise the given subjects. Not only teachers but also students supported the guest students. Buse was happy at the end of the term because she stated:

"As teachers, we realized that we were successful because the guest students hugged us one by one while leaving our school by saying 'we were happy in the actual school, but you supported us so much here, we wish this was our school.' We tried to do our best during their stay here, I did not know to what extent I helped them, but I was very happy and emotional when they hugged me. I believed that they could not remember our names throughout their lives, but they would remember what I did" (Interview 1, 11/11/2019).

The lack of instructional materials was also one of the problematic issues for her. This was because the school shared the building with a religious vocational high school and there were not enough materials for two schools in one building. Therefore, Buse thought that suitable language teaching and learning environments were not provided. Because of this challenge, she brought her computer to the classes; however, this solution was not suitable in terms of the sound system and view and firstly she had to lead them to use the

computer first with one-half of the students, then with the other half which was a waste of time. For these reasons, she felt that she was not able to motivate the students enough and she commented on this situation as follows:

“I could not prepare audio-visual activities efficiently. If the school building belonged only to us, I would like to arrange a classroom as an English classroom. However, let alone having an English class, we did not have basic technological facilities such as a projection device and photocopy machine. School administrators said that the school currently did not have financial possibilities and that we should use our financial means completely. The only thing given to me was the school board. In this way, I could not encourage students to learn and be motivated enough” (Interview 1, 11/11/2019).

To deal with the challenge mentioned above, Buse tried to keep in touch with the students not only at school but also out-of-school. She used social media platforms by sharing interesting facts and information about English language learning to attract their interest. Also, she was creating an interactive learning environment via these social platforms.

In the second unstructured diary and the follow-up interview, Buse talked about classroom management and students' discipline problems again. In general, the school included in single-gender classes, and a mixed class. Especially, in male classes, she witnessed that students used physical and verbal violence against each other during the lesson. Also, according to her, classroom management challenges resulted from the classroom size which was about forty students in a class. This affected the English language teaching-learning process. Buse emphasized “first of all, I had to solve students' discipline problems so that I could move on to the next stage which was English language teaching-learning process, namely, at first moral education, then teaching” (Interview 2, 10/12/2019). In order to make classroom management more effective, firstly Buse tried to solve this challenge by re-arranging seating arrangement, verbal warnings, and one-to-one interviews; however, these were not effective enough to solve challenges. For a more permanent solution, after obtaining permission from the Provincial Directorate of National Education, teachers decided to hold a meeting. According to the decisions made, the classes of students who pose problems would be changed and two mixed classes would be established, and the

problematic students would be provided education in different classes. Buse finally stated that thanks to this new arrangement, this challenge was overcome.

Buse had a challenge that students had biases against English language teaching, and this made the teaching-learning process ineffective. In her lessons, Buse stated that she encountered with students saying, ‘you were trying to teach in English to native Kurdish students who do not speak Turkish properly.’ During class time, Buse could not use English as the classroom language because when she started speaking English, the students immediately started talking among themselves; and therefore, I had to use Turkish as a common language. For these reasons, Buse felt hopeless:

“I entered the classroom energetically, I made surprises for my students to attract their attention. Sometimes, I used simple sentences to ask questions, for example, ‘could you please close the window?’ Students liked and did slow listening activities and at a level that they could understand, but they did not want to do it when I gave them a reading activity. Despite these, they were not free from their biases” (Interview 2, 10/12/2019).

Nonetheless, she had plans for solving this challenge. For instance, she was planning to conduct a conference about the importance of language learning with her colleagues and school counselors. Also, she wanted to create ‘a language street’ which aimed to include elements that convey English language culture and lifestyle. To do this, she would cooperate with the students.

The last challenge encountered in the first year of teaching was students’ English language speaking anxiety and reluctance to speak English during class time. Buse associated this challenge with students’ biases against English language learning because she realized that there were students who wanted to learn English and become English language teacher in the future while most of the other students had biases on this issue. According to Buse, this challenge affected her lessons:

“Since many students were inefficient in English, I had to teach lower-level English to thirty-five out of forty students although I tried to take individual differences into account. The remaining five students were taught lower-level English language which was under their levels, and they got bored in class. To deal with this, I tried to support the students with extra activities, but I did not know how effective I was” (Interview 2, 10/12/2019).

In order to overcome this challenge, she emphasized that the only thing she can do was decreasing their level of bias against the English language. In this respect, she tried to let them understand basic structures such as ‘good morning’ and ‘good afternoon.’ According to her, some parents were supportive, and they wanted their children to speak English because they could speak at least two languages thanks to their jobs such as lorry driver, transporter, and merchant. She thought “even parents were so eager for their children to speak English, I was disappointed that the students were so reluctant” (Interview 2, 10/12/2019). Even though she could not find a solution to this challenge, she felt determined and planned to solve it.

Buse’s Main Concerns about Teaching

During her first-year teaching career, Buse was concerned about some issues: a) being a worthless teacher, b) being an ineffective English language teacher, c) being a bad-tempered teacher, and affecting students’ education life. These concerns were given below in detail.

She was primarily concerned about being a worthless teacher. Specifically, she thought that students should respect and love their teachers to love the lesson. However, she was one of the members of the discipline committee in school and she could punish problematic students. In this respect, she was worried that she seemed like a teacher who was always bad-tempered. In order to overcome this concern, Buse tried to be careful while she was talking with students and made them relieved as:

“The concern caused by my role in the discipline committee, when I met with students outside of the school or during breaks, I sometimes chatted with them like a friend to make them feel more relaxed. I also made one-to-one meetings with their parents when necessary. Therefore, they could talk to me more comfortably and explain their troubles by knowing their limits. Finally, they understood that even though I was a member of the discipline committee, I was not in favor of their punishment” (Interview 3, 02/01/2020).

The second concern in the first structured diary was about being an ineffective teacher in teaching. More specifically, she was concerned about the inability to motivate students to learn the language. The students were growing up in the digital age however she

was not able to use technological items while she was teaching English. Also, even though she used ready-made flashcards, wall charts, etc. during her lessons, she thought they were not effective enough to attract students' attention and motivate them. To cope with this concern, she gave information to all graders about how they would use English in their future practices. However, Buse emphasized that she could not find a solution. According to her, this was a process, and she believed this situation would be overcome in time.

The concern which was about being an ineffective teacher also was mentioned in the second structure diary, but in particular, the concern was that she worried about not being able to teach students effectively. According to her, teaching students effectively meant 'providing learning outcomes to students in an interactive way for each skill' (Interview 4, 13/01/2020). Namely, she wanted to use technological teaching materials to support their learning visually and aurally. As mentioned in her challenges and the concern mentioned above, because of the school's inadequate resources, she could not use them which led them to feel like an ineffective teacher. To overcome it, she could use her technological materials as far as possible.

The last concern stated in the first structured diary was being a bad-tempered teacher and affecting students' life negatively. Specifically, this issue was based on challenges in class such as problematic behaviors of students. Buse was afraid of verbal accusation by students because she was faced with many situations in the classroom due to students' discipline problems and this situation made her very angry. In this respect, Buse could give negative reactions to her students in such situations. She also mentioned this concern in the second structured diary and after she thought over it, being a member of the discipline committee in the school could be a reason as well. In this issue, she argued that she could not seem to be an authority figure for students, and a balance should be established between the student-teacher relationship. In order to cope with this concern, she gave students verbal warnings when she got angry by stating "Now I am angry, please be more careful if I say something will upset you, know that I will not say it to you willingly" (Interview 3, 02/01/2020). By means of these verbal warnings, students were trying to be more careful, and she stated that this helped her to eliminate this concern.

In summary, most of her concerns were related to different factors such as her challenges during her first year of teaching, the lack of financial possibilities. She believed that when all the factors affecting students' learning and her teaching would be overcome when these external factors were eliminated.

4.3.4. Fulya's Challenges

Fulya described the first year of her teaching career as something full of challenges. The main challenges were a) students' negative perceptions of the English language learning process and learned helplessness, b) students' inefficacy in Turkish language and its effects on the English language learning process, c) classroom management and students' discipline problems.

Firstly, she faced students' negative perceptions about the English language learning process, their biases, and learned helplessness situations. From the beginning of the semester, students asserted that both coursebooks and other teaching materials were difficult to understand, and these were above their English language levels. In this respect, they could not understand anything in English even though they had taken English before. Additionally, students were desperate about language learning and had biases against language learning. She narrated this issue:

“Students consistently stated that they could not learned English from the very beginning of their education and that they could not learn English. Although I tried to do my best for students, I could not find an answer to the question of what I could do yet and this situation made me sad”
(Interview 1, 13/11/2019).

This challenge affected her lesson negatively. For example, when students did not understand listening materials even if she let them listen many times, she could not do these activities. Also, she had to stop using coursebooks, instead, she prepared and used different sources that were more suitable for students' levels.

When her challenges were asked in the second unstructured diary, she again mentioned that students had negative perceptions and learned helplessness. Due to learned helplessness, students did not want to participate in speaking activities as they thought they would never learn. This situation also affected the students who were willing to learn the English language negatively. In order to solve this challenge, Fulya used different instructional materials and created a 'language corner' in classes to display basic sentence structures of English, she integrated their lives to the English language teaching process. With this solution, she aimed to let them understand the meaning behind why they were learning English. Despite all these solutions, few students' negative perceptions changed,

and they were free from their biases towards the English language. To sum up, when her plans for overcoming this challenge was asked, she felt hopeless and stated as:

“I was stuck in this problem. Therefore, I did not know what else I could do for students who did not react to my solutions. I tried to find solutions and even I consulted the school guidance service. I did not think that the purpose of the students was not coming to school to take education” (Interview 1, 13/11/2019).

The second challenge was about students’ inefficacy in the Turkish language and its effects on the English language learning process. She defined her students’ problems in the Turkish language as reading comprehension and grammatical knowledge. She emphasized that students even could not understand Turkish texts and they did not have any idea about what an adjective or adverb. Therefore, Fulya did not know how she could teach them in English. She decided to teach them firstly in Turkish and then English which was waste of time for her. Fulya wanted to handle this challenge and to do this, students were asked to read books by both Turkish and English teachers, and she observed their reading processes. Secondly, she led them to practice Turkish grammar. Apart from these solutions, she could not find any other solutions because of the limited class-time period in a week.

The last challenge stated both in the first and second unstructured diary was her classroom management and students’ discipline problems. During her teaching, she was always encountered with students’ problematic behaviors which made her lesson ineffective. In this respect, she felt inefficient in the teaching profession:

“There were too many students who disturbed me and other students in the classroom. I tried to prevent their negative behaviors through verbal warnings. This situation caused a lack of motivation for me. I thought I was wasting time. During the lesson, I got tired of warning them constantly. Sometimes, I was so worried about this problem that I did not want to teach them anything. Other students also expressed their discomfort with their peers by warning them” (Interview 2, 09/12/2019).

According to Fulya, these challenges could result from students’ negative perceptions about English language learning and that they did not want to attend lessons. Moreover, Fulya felt that parents did not show necessary interest to their children; namely, their communication with their children was poor. In this respect, particularly some students insisted on not doing the activity and they were disrespectful to their teacher. She also

referred to this challenge in the second unstructured diary. When she asked students why they did not do their homework, they clearly stated that they did not want to do their homework. Therefore, most of the time she felt she was trying in vain. However, in an attempt to solve this challenge, she met with the parents of students who had problematic behaviors in cooperation with school administrators and the school guidance but, this solution was not useful. After that, Fulya emphasized the importance of language learning to her students and tried to motivate them to keep them quiet and teach. All these solutions were not useful; therefore, Fulya felt that she was ineffective in classroom management, and she had no idea about how to solve this challenge.

Fulya's Main Concerns about Teaching

In addition to her challenges, Fulya also mentioned her main concerns about teaching. These concerns were: a) feeling incapable of fulfilling teaching profession requirements, b) the lack of professional development, c) both students' and the teacher's learned helplessness about the language learning-teaching process, d) being a bad-tempered teacher, e) being a monotonous teacher and the feeling of professional burnout.

The first concern was about feeling incapable of fulfilling teaching profession requirements. This challenge did not include her content knowledge but included being not coping with encountered challenges in teaching. For instance, she encountered with students' discipline problems and students' biases against English language learning. Specifically, these challenges that Fulya constantly encountered and could not find solutions made her feel inefficient in the profession and worried about this issue. Therefore, she believed that this concern would be over when all these important challenges were overcome.

Secondly, she explained her concern in the first structured diary as a lack of professional development. Fulya mainly stated that she wanted to improve herself in terms of pedagogical and content knowledge. However, Fulya felt she could not be effective enough in teaching. This concern was because she encountered many challenges with students' inefficacy in the English language. Moreover, she was not able to motivate them to learn English. In this respect, she stated, "I had to teach students lower-level English, and this led me to reflect on my teaching practices in order to observe my professional development" (Interview 3, 02/01/2020). To eliminate the effects of this concern, she was getting a master's degree and she read academic texts including high-level language.

Furthermore, she followed her colleagues and teacher educators on social platforms to refresh her content knowledge.

Both students' and the teacher's learned helplessness situations about the language learning teaching process was also one of the concerns reflected in the second structured diary. Fulya explained this concern briefly:

“This concern must be considered from both the students and my point of view. Although my students had studied English for years, they thought that they could not learn English and that they would not learn it in the future. Moreover, even though I used different techniques, methods, and solutions to solve this problem of the students, I felt the same as students' feelings when I realized that my solutions were not effective” (Interview 4, 13/01/2020).

She thought that the only way for overcoming this concern was that students should be given a sense of achievement in terms of English language learning. Namely, both students' and her learned helplessness situations were interrelated.

The other concern mentioned in the second structured diary was that she was worried about being a bad-tempered teacher. She observed that she had such a concern at the end of her first-year teaching experience because of her classroom management and students' discipline problems during the semester. Also, English was seen as an unimportant subject for students. All these ongoing challenges made her upset and angry. Therefore, she was afraid of being a bad-tempered teacher. She declared that in order to cope with this concern, the ongoing challenges should be solved effectively.

Being a monotonous teacher was the last concern of her during the first year of teaching experience. She thought that “coursebooks and given ready-made materials lead her to teach monotonously” (Interview 4, 13/01/2020). Fulya was the only English language teacher in the school, and most of the time, she could not have time to prepare different activities for her students even though she was planning to integrate different activities into her teaching. In this regard, variety in teaching was important for her. In an attempt to deal with this concern, she found some solutions. She explained what she could do for not being a monotonous teacher as follows:

“I could say that I was not a monotonous teacher if I was able to offer my students as many different and varied activities as possible, display the

activities in our English corner, give useful feedback to students and see that my students were successful in return” (Interview 4, 13/01/2020).

To sum up, her main concerns were generally related to affective states such as learned helplessness and/or self-efficacy beliefs. Her concerns were interrelated with her challenges that she had throughout her first-year teaching experience. Even though these concerns and encountered challenges were compelling for her, she was trying to overcome these negative barriers to teach.

4.4. Diary Keeping Experiences

In the scope of the study, the participants’ diary-keeping experiences were identified in the interview. The participants stated that diary keeping had many positive aspects both on their professional and personal development. When they were asked in what general aspects diary-keeping experiences had positive aspects, most of them emphasized such issues as; a) being reflective, b) fostering positive changes in their teaching c) allowing for retrospection d) being solution-oriented, and e) exchanging information with colleagues.

As for being reflective, participants claimed that diary keeping provided them with opportunity of analyzing their experiences regularly in a more detailed way. This allowed them to reflect on their opportunities and challenges easily. These were because, as Eylül emphasized, “normally, I would not think of what I experienced when I came back home and I would forget what I experienced; however, keeping a diary enabled me to allocate time to reflect on my experiences” (Interview 2, 10/12/2019). In addition to this positive aspect, all participants agreed that diaries enabled them to notice the improvement in their teaching. On this issue, especially Emre realized that when he looked back at all the experiences encountered from the very beginning of the profession, his first times were problematic, and he was the reason for his challenges. According to him, “I remember the first day of my teaching career and I hesitated if I encountered more problems than I expected. Now, when I read my diaries back, at least, I could see the positives and the negatives in myself and I could draw an effective way to motivate myself” (Interview 2, 09/12/2019).

Furthermore, considering that the diary was about expressing thoughts and feelings about experiences, all participants emphasized that diaries were easily accessible documents that enabled them to go through their experiences and think about these again and again. The

retrospective reading feature of diaries enabled them to see weak points in the classrooms. For instance, Buse expressed her ideas on this issue as follows:

“When I asked myself what I had experienced or what experiences I could transfer to diaries, I had the opportunity to focus on the events that I encountered. If I could not find effective solutions to my problems instantly, I was able to generate ideas by re-reading the diaries written before.” (Interview 5, 22/01/2020).

Namely, keeping diaries enabled the participants to record their teaching experiences and they could remember how they felt during teaching and see their progress.

In addition to these positive aspects, diary-keeping was also found to be beneficial in terms of generating ideas both personally and professionally. The participants mentioned that diary keeping helped to understand the reason why they had challenges as if they were the third person who was observing the context. This was because diaries allowed identifying the challenges from different perspectives and led them to establish connections between problems. In terms of finding solutions to the challenges, while the participants were keeping diaries, they interrogated their experiences to find answers to the question of how they could offer better solutions to their challenges. As a result, they became aware that there could not be only a unique solution to a specific challenge because keeping a diary enabled them to identify challenges from different perspectives. For instance, when the participants thought about a problem related to students in detail, they addressed different perspectives such as students’ psychological states, their culture, and social lives through diaries. In this way, they analyzed the reason for challenges experienced in a detailed way, thought over them and they improved their teaching practices.

Specifically, when they were asked to comment on the contributions of diary keeping to their personal and professional development, they restated their ideas as in positive aspects of diary keeping. According to the participants, one of the most important contributions of diaries to their professional development was that they had an opportunity to discover their strong and weak points in teaching. This created awareness about their professional needs, and they gained the ability to realize their professional needs easily. Emre expressed his thoughts and feelings on this issue as follows:

“Sometimes, I did not think of certain issues, and I let the life flow. Especially at the very beginning of the first year, I did not even have time to think about everything. The diaries provided the time and environment

that I could think about my experiences in detail. Now, I am aware of my problems and the diaries allowed me to identify problems and find solutions” (Interview 2, 09/12/2019).

Secondly, in the light of the experiences gained, both Fulya and Eylül agreed that diary keeping allowed to think about which methods and techniques were more beneficial to their students’ needs and interests. Therefore, they tried to develop and apply appropriate methods and techniques, and also, they had a chance to measure the usefulness of the methods and techniques that they used in their teaching. In this point, Eylül gave an example as:

“In the first proficiency exam implemented by MoNE, I noticed that my students were inefficient in English even to answer simple questions, and I immediately questioned myself. By means of diaries, I tried to find solutions. After I decided to change and apply my teaching methods and techniques according to students’ needs, I observed that they were more successful in the next exam” (Interview 5, 20/01/2020).

All participants agreed that diary keeping experience contributed to their personal development as well. According to them, one of the most important contributions was self-criticism, in that keeping diaries enabled them to discover their positive and negative aspects. For instance, in keeping diaries, Fulya realized that because of the challenges she encountered, she was getting to be a more patient person. After participants realized that they could identify and had a chance to solve their problems thanks to diary-keeping experience, they determined to stand strong against the challenges they encountered in their social life as well. In this respect, they gained the ability to approach their daily life challenges from a solution-oriented perspective. For example, Emre stated “I aimed to find permanent solutions to the problems; therefore, I had gained the habit of approaching the problems I experienced not only in school but also in my daily life with a solution-oriented approach (Interview 5, 21/01/2020). According to Eylül and Emre, the other important personal contribution of diary keeping was searching for answers to the question of which characteristics they should develop. To do so, Emre stated that while questioning himself, he gained the habit of creating a to-do-list systematically in his daily life. As a final contribution, all participants had a consensus that being aware of what happened in their early career and recording their experiences were like psychological therapy as if they were talking with someone. Particularly, this situation made them happy about sharing their

feelings and experiences with the researcher. According to Eylül, “those times when she kept diaries, she was away from all the negativity, also being like talking to yourself and sharing the experiences with the researcher relieved herself.” (Interview 5, 20/01/2020). Similarly, Emre explained that “literally, pouring emotions and thoughts on a piece of paper can be seen as a pleasant hobby” (Interview 5, 21/01/2020). In this respect, apart from other contributions, it might be appropriate to state that diary keeping resulted in self-relief and the happiness of sharing thoughts and feelings.

Besides these positive aspects of keeping a diary and contributions of keeping a diary to their personal and professional development, when they were asked about the negative aspects of diaries, three participants stated that there was no negative aspect. However, Emre expressed his ideas as “even though diary-keeping did not have a specific negative aspect, it could be a problem if diary-keeping was regarded as an external obligation or a responsibility” (Interview 2, 09/12/2019). Therefore, he stated that it could be like a hobby and teachers should express their ideas willingly and without any hesitation.

4.4.1. Structured vs. Unstructured Diary Keeping

In this study, participants were asked to keep two unstructured and two structured diaries. In unstructured diaries, participants were asked to write about their opportunities and challenges of teaching. In structured diaries, in addition to their feelings, they were invited to list three main concerns about their teaching. At the end of the study, they were asked to compare the effectiveness of keeping a structured and unstructured diary.

According to them, in writing unstructured diaries, they reflected on their opportunities and challenges that they encountered, and it led them to produce solutions to the problems in their way. As Buse emphasized, “unstructured diary was easy in terms of transferring experiences in the first year of teaching since I encountered some experiences that affected my teaching deeply while the others were easy to be solved; therefore, I had a chance to realize and solve these hard challenges by freely reflecting my challenges” (Interview 5, 22/01/2020). This type of diary made them feel freer while keeping the diary. This was because, their focus was on the context such as school, colleagues, students, and unstructured diaries led the participants to describe their experiences explicitly. Therefore, this type allowed them to attempt to find effective solutions to their problems.

As for structured interviews, participants stated that this enabled them to perceive their concerns as they questioned themselves in a more detailed way. Developing this awareness made them feel anxious.

Firstly, participants who compared structured diaries to unstructured diaries stated that after they had been faced with a challenge including their concerns, they realized that they had concerns and these concerns really made them anxious. Also, Buse added that she noticed that she reported similar concerns in structured and unstructured interviews. By writing her concerns in a systematic way, she established a link between her concerns and challenges:

“While I was not aware that I even had a concern about my teaching, it was hard to start questioning what my concerns were. However, I realized that I had some ongoing concerns in reality. Seeing that these concerns were parallel in both structured and unstructured diaries, I taught that I needed to focus on my concerns” (Interview 5, 22/01/2020).

The other aspect of a structured diary was that structured diaries were more realistic than unstructured diaries. Through structured diaries, they had an opportunity to realize what their concerns were and what they did wrong about their careers. The structured diaries were useful for discovering and understanding real concerns and feelings. On this issue, Fulya specifically mentioned that “after I had written my three main concerns about the teaching profession, I thought that this type of diary provided me to become aware of my fears and concerns by uncovering my inner world in a more subjective way” (Interview 5, 21/01/2020).

The final feature of the structured diaries mentioned by participants was that they were more challenging and time consuming compared to unstructured diaries. This was because this type of diary pushed them to self-evaluate in a more detailed way to identify their concerns. While they emphasized that it was more restrictive, they were pleased to question themselves. To sum up, according to the participants, both types of diaries were very beneficial for their professional and personal development; however, structured diaries were more useful in terms of questioning their inner world explicitly.

4.5. Evaluation of the Study

At the end of this research, participants were asked to describe and evaluate their experiences of participating in this study. While they were evaluating the usefulness of the study, they took into account the objective of the study, diaries, interviews, and its benefits to their personal and professional development. However, they firstly had a consensus that it was pleasant to attend this study in terms of identifying their opportunities and challenges in their early career because this study allowed them to evaluate and develop themselves. Eylül emphasized this issue in her statement that “the most important contribution of this study was that it provided me with the opportunity of self-evaluating and increasing my professional development because I realized my problems and faced with myself” (Interview 5, 20/01/2020). In addition to this, Buse exemplified this issue as:

“Thanks to this study, I started looking for different ways to get better professionally, and after a while, this became a habit. While I was leaving the classroom and going to the teachers’ room, creative ideas about English language teaching started to appear in my mind (Interview 5, 22/01/2020).

Participants also expressed their ideas on the contribution of the study to their personal and professional development. Each participant emphasized the different aspects of the contributions of the study. Regarding personal contributions, Fulya indicated the most important personal contributions was that “diaries and interviews were helpful in terms of thinking about and reflecting upon experiences and they prompted to think in detail on how to eliminate problems to increase positive experiences in her life” (Interview 5, 21/01/2020). Another important contribution to Emre was that this research enabled them to look at their experiences from different perspectives in a detailed way. Namely, Emre believed that this study encouraged him to think deeply in order to define a case or solve a problem. Particularly, diaries and interviews gave them a chance to observe what happened in the first year of the teaching profession. In addition to this, Emre also highlighted that while he was keeping a diary at regular intervals, he thought and analyzed the stages of solving a problem. In other words, he stated that “when I thought about my challenges by doing reflection, I realized that there were the stages of solving these challenges and that it could be used in other challenges placed in my personal life” (Interview 5, 21/01/2020). Therefore, he believed that this reflection process could apply not only to in-class challenges but also to his personal challenges. The final personal contribution was that according to Eylül and

Buse, instead of saying ‘I was not able to overcome the challenges in their lives, they started to feel strong against challenges and this study raised their awareness about problem-solving. This was because each aspect of the study from diaries to interviews gave them a chance to realize their main concerns and challenges. Buse highlighted this issue as “this study raised awareness that the challenges encountered should be addressed and these challenges should be solved as soon as possible” (Interview 5, 22/01/2020). In this way, they began to stay calm and be stronger against any challenges, and it helped them find different solutions.

All participants believed that this study enabled them to take one step further in their teaching profession by making them more critical, following various ways to produce better solutions, and implementing a better teaching and learning process through reflection. They understood that they would never give up in the profession. Especially, Eylül experienced that, regardless of the subject, problems should be addressed and tried to be solved by emphasizing that:

“Towards the end of the first-year experience, I realized that I encountered many challenges, but I did not give up anymore. Whatever happened, I had to solve my problems. For instance, the lack of instructional technology in the educational environment could not affect my teaching and I used my own technological facilities. Whatever the circumstances were, I started adapting myself to those conditions” (Interview 5, 20/01/2020).

Overall, according to the participants, this study contributed significantly to their personal and professional development. Therefore, all the participants were very pleased to be a part of the study. Additionally, they had a consensus that they would be a guide for future novice teachers in terms of their experiences and they believed that their experiences would be helpful for future novice teachers in their teaching practices.

CHAPTER 5

DISCUSSION

This chapter presents the discussion of the findings of the present study followed by research questions. Specific perceptions of participants regarding their first-year teaching experience will be discussed in this chapter. These perceptions are presented under different titles regarding research questions as follows: a) opportunities of novice teachers, b) challenges of novice teachers with their first impressions and teaching concerns, c) their perceptions about the benefits of structured and unstructured diary-keeping, finally, d) views on participating a teacher diary-keeping study.

5.1. Encountered Challenges of Novice Teachers in Early Career Teaching

Participants' encountered challenges are divided into three sub-titles to understand their challenges in detail. The data emerging under the title of encountered challenges of novice teachers is valuable in order to understand their major challenges and how they coped with them. These issues are about their first impression of the teaching profession, their challenges, and main concerns about their instructions. All these issues are elaborated through the relevant literature below.

5.1.1. First Impressions of Novice Teachers

When participants began their early career teaching, they firstly reflected on their first impressions about teaching profession and adaptation process. The issues revealed by the current study are a) socio-economic and socio-cultural backgrounds of students and their family commitments, b) lack of teaching materials and poor physical contexts, and c) low self-efficacy of classroom management.

As a first issue, almost all participants encountered with socio-economically disadvantaged students, and they were coping with serious socio-cultural and political barriers in their daily lives. In terms of socio-economic backgrounds, most of the students had limited school materials and they had to work in the field or/and barns in their school time which caused high level of absenteeism. Thus, participants stated that all these socio-economical barriers made teaching-learning process more challenging, and they believed

that these barriers created regional inequalities and they desired for equal education for their students.

This factor affecting the teaching-learning process seems to be an important finding in the understanding of how regional socio-economic differences can affect education and it might give implications to regulate educational policies and create more equal learning environments across regions in Turkey. International studies are emphasizing the importance of socio-economic factors on teaching-learning process in relevant literature. Firstly, the study of Misbah et al. (2017) conducted in Malaysia aimed to identify factors hindering students' achievement in English language learning. 118 students with low-level English from 7 schools were conducted a questionnaire including students' basic information about socio-economic status, parents' educational status, and their exam scores obtained by a recent test. The results of this study revealed that one of the three major themes regarding students' English language learning achievement is their socio-economic status. This result indicates that parents could not fulfil the educational demands of students such as the lack of access to extra special English courses and books. Similarly, Kormos and Kiddle (2013) carried out a research study with 740 secondary school language learners from various social classes in Santiago district of Chile. The study aimed at investigating the role of socio-economic factors on students' language learning motivation, and multiple variances analysis was used to analyze how motivational sub-issues differ based on participants' social classes and socio-economic factors. The findings emphasized that participants' language learning motivations, especially self-regulation, and learner autonomy, are strongly related to their socio-economic status. Thus, in Chilean schooling system, socio-economic problems can also affect learning of English similar to the Turkish contexts. Finally, Hosen (2021) examined the effects of socio-economic drawbacks on students' second language learning in a rural area of Bangladesh. From this rural area, 180 language learners from several schools were attended and through mixed method, they were interviewed and students' scores in the National School Leaving Exam in 2019 were obtained as a quantitative data. By doing this, how second language learners' socio-economic drawbacks affect their language achievement was aimed to demonstrate. The findings showed that learners' achievement in English is highly interrelated with parental occupation and their socio-economic status.

As seen in Chile, Bangladesh, and Malaysia contexts, there are similar results in Turkish contexts. Thus, socio-economic status can be an important indicator of students' learning and achievement. This challenge, having been researched for many years, seems

one of the crucial factors affecting the learning processes of students; thus, the challenge and its solutions should be addressed more in the education policies of countries.

In terms of access to education, there are regional differences in Turkey; for instance, there are more socially and economically disadvantaged students in the Eastern part in contrast to the Western part. Regarding this, Özdemir (2016) conducted a study with students from 7th to 12th grade in various regions of Turkey, and the study aimed to examine the equity level of the Turkish education system through PISA (Program for International Student Assessment) exam 2012. To do this, the relationship between different social background variables and participants' exam performances was examined through a multi-level model. The findings revealed that students with higher socio-economic status showed better results in the PISA exam, so the participants from the Western part of Turkey outperformed in contrast to the participants in the Eastern parts. These results suggest that disadvantaged students should take better education with various educational resources to close the achievement gap among themselves and the students from other regions in Turkey. However, his study shows the reality that advantaged and disadvantaged students are still given education with the same standards.

Similar to the previous study, Bellibaş (2016) also identified the relationship between student achievement and socio-economic background by exploring the factors affecting students' achievement in PISA 2012. The study's main aim was to compare the students with high socio-economic status and economically disadvantaged students from 170 schools across Turkey. Multiple linear regression model was used to identify different factors affecting students' achievements. The analysis of the data showed that there are factors such as lack of educational resources and non-availability of information technologies at home affected socio-economically disadvantaged students' achievement in the exam compared to the students with high socio-economic status. The findings of this study imply that poor conditions of students should be taken into account by the government and educational policymakers. In line with these previous studies, the current study also indicates that there are students who take education under poor educational conditions in the East and the Southeast of Turkey, and this situation creates inequality in the teaching-learning process.

Socio-cultural and political issues such as blood revenge, terrorism, and lifestyles of families were other challenging aspects of the early careers of the participants. This was because, some students had to stay at home for their safety or they had to help their parents with household works, so a high level of absenteeism created ineffective teaching-learning

process for both students and novice teachers. Also, participants were incapable of handling this challenge since these were political events. Many research studies investigated the effects of socio-cultural issues on the educational process. Especially some studies show the reflections of novice teachers with the same issue (e.g., Bekdemir, 2019; Güngör et al., 2019). For instance, Bekdemir (2019) investigated the adaptation process and the solutions of 85 novice English language teachers. To do this, qualitative approach was used by employing a self-designed survey. As a result, the social adaptation problems of 85 novice teachers were about human relations, environmental issues, and personal issues. In personal issues, ideological subjects and political issues were the encountered challenges of novice teachers, and these challenges affected their way of teaching students English negatively. They could not cope with these socio-cultural problems, and finally, they accepted these socio-cultural problems as stated by participants in the current study. Secondly, Güngör et al. (2019) conducted a cross-cultural research study with 34 Polish and Turkish novice English language teachers teaching to socio-culturally diverse regions of Turkey and Poland about their early career teaching experiences. While collecting data, collected experiences of participants and interviews were utilized. Hereby, in contrast to Polish participants, Turkish participants reported that they had difficulty in teaching students with socio-culturally diverse backgrounds in rural districts. Some resolutions such as teacher awareness of their students' cultural backgrounds and contextual challenges and the requirement of collaboration among teachers and administrators are made by participants.

One of the other first impressions mostly mentioned by participants was limited school materials and the unsuitability of teaching-learning contexts. For instance, Eylül was teaching English to children with flashcards and worksheets, but she thought that it was not enough for her students because she could not support it with educational videos. In addition, Buse could not make her students do listening activities for a while due to the lack of technological equipment in the school. In order to solve this challenge, both teachers had to continue teaching English by using their means, but the fact that even their resources were insufficient due to the crowded classrooms and the fact that they teach English to many classes worried the participants.

Some international studies are showing similar results above. One of these studies was conducted in a government school in Pakistan by Lodhi et al. (2019). According to this study, the majority of the government schools had a problem with school materials and infrastructure of the schools; thus, this study aimed to investigate the factors affecting the

learning environment of English language learners and teachers through survey-based design. Randomly selected students, teachers, and administrators from these schools were surveyed. The results revealed that an effective school environment has a significant contribution to the teaching-learning process, and both teachers' and students' opinions showed the government schools in Pakistan are not sufficient in providing teaching materials. Especially teachers are not facilitated enough with technological equipment in schools. In addition, Ahmed et al. (2020) examined 206 novice teachers' challenges of first-year teaching experiences affecting their teaching performances in Pakistan. This study addressed the encountered problems of novices. A self-developed questionnaire and open-ended questions included in the questionnaire were administrated. The descriptive results revealed that participants encountered many challenges and due to these challenges, they could not perform satisfactory teaching practices. The lack of suitable instructional materials and conducive school environment was the major factor affecting their job performances and novice teacher could not cope with these challenges due to the lack of support by headteachers.

As seen in the studies conducted in Pakistan, the physical context of teaching and instructional materials are important aspects of the teaching-learning process. Similarly, public schools in the Eastern part of Turkey, where the participants in this study were teaching, have similar physical conditions and the participants experienced difficulties in terms of limited teaching materials.

Several studies conducted in Turkish contexts also showed similarities with the current study. For instance, in Bekdemir's (2019) study investigating 85 novice teachers' adaptation process, participants coped with insufficient teaching materials and lacking technological supplies as professional adaptation problems. Öztürk and Yıldırım (2012) investigated 15 novice English language instructors' early practices in the induction process through interviews. The participants teaching at four different public universities in Turkey expressed their experiences. One of these experiences was the inadequacy of school materials. Due to this problem, they were concerned about their effectiveness in teaching English. Additionally, Sali and Kecik (2018) described 7 novice teachers' challenges of first-year teaching in primary and secondary schools of Turkey by using semi-structured interviews, diaries, video-recorded observations, and recall interviews. The findings of the study emphasized that novice teachers were suffering from inadequate school materials such as photocopy machines, overhead projectors, and computers, etc. Thus, participants could

not use supplementary materials for their learners. Similar to this study, Doğan (2015) aimed to find out thirty novice primary school teachers' social, cultural, and professional problems in the Eastern part of Turkey. The data was acquired with semi-structured interviews and classroom observations. The findings showed that schools in the East of Turkey were insufficient in terms of the physical environment and instructional materials. For this reason, the participants had difficulties in implementing suitable teaching activities for the level of the students and stated that they were tried to carry out the lessons with limited opportunities.

All these studies' results have consistency with the current study. Especially, the studies implemented in the Turkish context have similar findings. One of the important factors affecting Turkish novice teachers is the lack of technological materials, even the lack of supplementary materials such as books, worksheets, etc. In the current study, although the participants tried to provide technological devices and other instructional materials with their own financial means, they had a consensus that the necessary support should be provided from the Ministry of National Education and school administrations in order to be more effective in their teaching practices.

The last first impression reflected by participants was low self-efficacy of classroom management. In the first two months of the profession, all participants addressed some classroom management challenges such as disrespectful students towards teachers and their peers, noise in the classes, students speaking Kurdish in-class time. All these classroom management problems restricted other students who want to learn and made teachers tired of teaching and feel inefficient in managing their classrooms. Most of the participants could not overcome classroom management problems; however, Eylül overcame this issue with the help of classroom guidance counselors of problematic classes and school administrators. Still, she felt inefficient in classroom management because she was not able to take necessary control in time by herself.

The previously conducted studies show that classroom management problems are one of the most common challenges encountered by both novice and experienced teachers. However, Veenman (1984) acknowledges that novice teachers can be very sensitive towards disruptive student behaviors which prevent their instructional plans, and they can be less prepared for spontaneous student reactions than experienced teachers. In this respect, it is useful to examine the studies on the classroom management problems of novice teachers. For instance, Goh et al. (2017) identified the perceptions of 18 novice teachers regarding their competencies through their lived experiences in Malaysia. A phenomenological

methodology was conducted to understand participants' different perceptions of this phenomenon by using open-ended and in-depth interviews. According to the results, one of the competency perceptions was related to classroom management that teachers should manage disruptive student behaviors by controlling the learning environment. The strategies used by participants such as rearranging students' seating positions, communicating with students who are problematic, and doing interactive activities.

Another study held by Wilson (2019) aimed to identify 109 teachers' awareness level of students' trauma in their classes, teachers' perceptions of problematic student behaviors, and their readiness in coping with these problematic behaviors in Connecticut. Two surveys regarding their awareness of and readiness in managing student behaviors were conducted. The results of the study revealed that even though participants were aware of problematic student behaviors, they could not fully understand the reason why students show these problematic behaviors, and they could not be ready for responding to challenging behaviors of students. Similar to these results, participants in the current study did not find themselves efficient enough in classroom management, and this situation made participants feel exhausted and inefficient in teaching English. This implies that effective classroom management can be associated with high-level of self-efficacy of teachers and the competencies of teachers in managing effective strategies for their discipline problems.

The studies conducted in Turkish contexts also showed similarities with the current study. Especially, in early practices of novice teachers encountered similar challenges regarding classroom management. Öztürk and Yıldırım (2013) described 465 novice teachers' early practices in the adaptation process by using a questionnaire. This descriptive study's results revealed that one of the four mostly mentioned adaptation problems of novice teachers was classroom management. According to them, managing a classroom was the most challenging part of the profession because most of them did not know how to approach students' problematic behaviors and they had many classes where they had encountered discipline problems. In addition, Akcan (2016) investigated non-native 55 novice English language teachers' perceptions about their teacher education program effectiveness and their problems in their early career. Through a survey and follow-up interviews, the difference between their first-year real teaching practices and program expectations was identified. The results showed that novice teachers had a problem with managing their crowded classes and noise in these classes in their early careers. Whereas they had learned communicative

approaches and they were ready for using them to teach English, it was almost impossible to implement these approaches and methods in their problematic classes.

Similar to these studies, Bekdemir's (2019) study examining novice teachers' adaptation process revealed that participants perceived their students during the first year of teaching as problematic and rude towards them. Therefore, including participants' teaching procedure, classroom management was the most challenging adaptation problem encountered by participants. They tried to teach English to crowded and noisy classrooms and they were insufficient in classroom management strategies. The given solutions by the participants were setting class rules mutually, creating better relationships with their students, and getting feedback from their students regarding classroom effectiveness. In summary, all studies mentioned above had a common result in terms of novice teachers' challenges in classroom management. Most novice teachers can feel inefficient in managing their classrooms during their early careers. Thus, the reflections of novice teachers suggest that classroom management is a cornerstone of effective teaching and a positive classroom atmosphere.

5.1.2. Challenges of Novice Teachers

Participants came across many challenges throughout the year. However, a few of these challenges greatly affected their teaching practices. These basic challenges are:

- Teaching in an unfamiliar context and their low self-efficacy to teach English to bilinguals,
- Low self-efficacy of teaching English to mixed-ability groups and students with low English proficiency, and students' biases-learned helplessness towards English language learning
- The disconnection between the national curriculum and students' needs and language proficiencies in the contexts,
- Teachers' incompetence of teaching English to students that need special education,
- The lack of parental encouragement and involvement in education,
- Teachers' readiness and low self-efficacy of teaching English to unmotivated students and their way of coping with motivational issues.

Firstly, participants had challenges with teaching in an unfamiliar context because of the spoken languages in these regions. According to them, it was difficult to teach English

where most people were bilingual or multilingual speakers of Kurdish, Zaza language, and Arabic since participants could not speak any of these languages and there was a communication block. In addition, teaching pronunciation to students was a problematic issue for them in their early career teaching because students were exposed to home languages more than Turkish and English. Participants stated that the reason why students are incompetent in pronunciation might be the orthographical differences between these languages.

These results are supported by many research studies (e.g., Demircioğlu, 2013; Dikilitaş & Geylanoğlu, 2012; Ercan, 2018). Firstly, Ercan identifies Turkish EFL learners' pronunciation problems and finds that as Turkish and English have different sound systems, pronouncing sounds correctly could be problematic for learners. According to Dikilitaş and Geylanoğlu (2012), the sounds such as Schwa, th, and ng sounds were found problematic phonemes for Turkish foreign language learners. Also, they emphasized the difference between Turkish and English languages that while Turkish is a syllable-timed language, English is a stressed-timed language that generates mispronunciations and overgeneralizations. In order to cure the pronunciation of these problematic sounds, they stated that learners should be taught these orthographical differences between English and minority languages by practicing sound distinctions. Thus, they also suggest that teachers should encourage their learners to the conceptualization of sounds through different methods and activities such as repetition-based approach, model approach, showing places of stress, and audio-visual integrated repetitions.

Secondly, participants' low self-efficacies of teaching English to mixed ability groups and students with low English language proficiency was one of the problematic issues in their first-year teaching practices. They expressed students had English language learning biases and learned helplessness due to their inadequacy in learning English from the very beginning of the term. Students even could not make a distinction between positive and negative sentence structures. In this regard, participants were confused about their effectiveness in their classes because most of the students had lower-level English, and the remaining students were taught also lower-level English which was under their learning levels.

Most teachers who began their careers may encounter students with low proficiency in English and/or mixed-ability groups. Thus, this situation can make novice teachers feel weak and inadequate in the first year of the profession. Ainslie (1994) defines mixed-ability

teaching-learning as a process that includes differences between individuals in a few varied areas in a classroom, and it is potentially related to language learning. Based on this definition and the challenge stated by participants in this study, the presence of a mixed ability group of students in a classroom was perceived as a challenge by the teachers.

Earlier studies investigated teachers' challenges of mixed ability groups and the possible solutions to this challenge. One of these studies was Al-Shammakhi and Al-Humaidi's (2015) study conducted to investigate the challenges faced by 170 EFL teachers teaching mixed-ability classes in Oman. A self-developed questionnaire including possible challenges and strategies that participants used to overcome those challenges was administered. As a result, participants' most frequent challenges with mixed-ability classes were about motivation, teaching-learning materials, and classroom management. However, the strategies used to overcome these three main problems were merely classroom management strategies, and they did not feel efficient enough to use strategies regarding the other two problems for mixed ability groups. Similarly, Syathroh et al. (2019) found out ten Indonesian teachers' strategies of teaching English in mixed-ability classes. In this qualitative descriptive study, an open-ended questionnaire was used. The findings showed that while participants were teaching mixed-ability classes, they had a challenge with students' discipline, sustaining student motivation, conducting effective teaching-learning, and adapting tasks, and selecting classroom materials.

Moreover, Nusrat's (2017) study shed light on how teachers can overcome this problem and it tried to find reasons behind this problem by intensifying this issue. Five teachers were interviewed in public universities of Bangladesh, and the given answers to the interview questions were descriptively analyzed. All of the teachers faced this problem in their language classes, and they addressed this problem by using first language, varying tasks, giving further information about the lecture to lower ability students. For participants, the factors behind this problem were linguistic barriers in their country, ignoring students' self-necessities, lack of learning motivation, etc. In order to overcome the problem, participants created an interactive classroom environment, monitored their students individually, and ensured effective learning through equal and active participation. As seen in previous international studies above, the participants in the current study also had difficulty in conducting an effective teaching-learning process and supporting students with adequate teaching materials. Therefore, participants were not sure about their effectiveness.

In the Turkish context, Bekdemir (2019) examined novice teachers' adaptation process, and participants' professional adaptation problems were related to students' academic success. Namely, participants had mixed ability classes and they suffered from ensuring effective teaching-learning for students with both lower-level and higher-level. In summary, the problems faced in mixed ability classes are possibly challenging for teachers in terms of effective learning and maintaining students' motivation.

In addition to the challenges faced in mixed-ability classes, teaching students with lower-level English proficiency was problematic. Students were incapable of understanding the basic structures, and participants had low self-efficacies of teaching them English. Especially, two-class hours in a week was not enough for participants to be effective for their lower-level students. This challenge affected students' motivation and they experienced learned helplessness. Lower-level proficiency learners and high proficiency learners' attitudes and beliefs towards English learning can differ. In line with this notion, Huang and Tsai (2003) compared students with low and high English proficiency and their affective states and beliefs towards English language learning. In order to understand the beliefs of these two groups of learners, interview and survey data were collected from two high school classes in Taiwan. The results showed that in terms of language aptitude, low proficiency students did not have special abilities to learn English effectively while high proficiency learners felt confident for learning. Also, low proficiency learners found English learning as a difficult task. These findings revealed that low proficiency learners may feel inefficient in learning English throughout the process. This situation may also lead low proficiency learners to experience learned helplessness.

In teaching-learning processes, learners' negative affective states are one of the most important issues affecting their learning and even teachers' teaching methods. Greer and Wethered (1984) identify learned helplessness as a sensation that individuals experience repeatedly; as a result, it results in passivity, decrease in interest, and productivity in the process. Falout et al. (2009) examined 900 EFL university learners' negative affective states and factors in learning English in Japan. While collecting data, a survey was used. Taken into learners' proficiency level, the findings revealed that low proficiency learners were least prone to control their negative affective states when they experienced challenges in English language learning. Also, the internal factors are interrelated with their long-term English language learning outcomes.

In Turkish contexts, Özen et al. (2013) carried out a national needs analysis of English language teaching at state schools in Turkey. The data were collected from a large mass. A survey was conducted to approximately 2000 students, parents, and English language teachers, and 80 English language classes were observed across Turkey. According to this study's findings, most of the students assessed their level of English lower even though they were progressing. Also, according to teachers and classroom observations, learners could not make significant progress in the English language; therefore, students' negative affective situations were prominently changed towards English language learning. These also confirm the findings of some studies conducted in Turkish contexts and with beginning teachers (e.g., Güngör et al., 2019; Sali & Kecik, 2018). Firstly, as mentioned before, Güngör et al.'s (2019) study conducted as a cross-cultural research study compared Polish and Turkish novice teachers' early career teaching experiences. According to the results, unlike Polish novice teachers, one of the problems experienced by Turkish participants was teaching students who were illiterate in the Turkish language and the lack of both official and English as a foreign language. Their students ignored English language learning tasks; thus, participants suffered from reaching out to their students and coping with their affective states.

A similar conclusion was reached by Sali and Kecik (2018). This study engaged with novice EFL teachers' reported challenges in regard to foreign language pedagogy. The results revealed that one of the challenges regarding foreign language learning was the lack of learner proficiency in English. These challenges triggered ineffective class time for both participants and some higher-level learners. Participants were not sure whether they were effective for them, and this made them anxious. All these studies' findings may support the notion that especially novice teachers teaching in various contexts can encounter low-proficiency students. However, this issue might be assumed as a challenge by early career teachers, and it can also affect novice teachers' affective states and the way of teaching.

The third challenge that participants encountered in the first year of teaching was the disconnection between the national curriculum and language proficiencies and the needs of students in their teaching context. As mentioned in the previous challenge, they were teaching to students with mixed-ability and low English proficiency, and participants had to teach and give emphasis on some basic and important concepts of English such as colors, numbers, and greeting to secondary school students. Therefore, participants had a challenge with the timely applicability of the national curriculum because teaching, guiding, and

monitoring crowded classes in a lesson hour were tiring and not sufficient for effective teaching practices. As participants could not implement the curriculum on time and the curriculum did not meet the needs of students, participants thought that the educational system and policy is something that teachers cannot control over.

A curriculum should make allowances for students' learning style as a psychological structure and what they have been already learned as previous experiences in education (Tuckman, 1969). Curry et al.'s (2016) study conducted as a content analysis investigated 72 novice teachers' induction process. The result of this content analysis revealed that participants were concerned about the quality of education and accountability including curriculum. According to participants, the standardized curriculum was a kind of factory-like setting which is insensitive to students' needs and interests. Madalińska-Michalak and Bavli (2018) identified the challenges of 12 Turkish and 12 Polish novice teachers in teaching English at state schools. This qualitative case study was conducted by using semi-structured interviews. As a result, one of the major challenges of participants from both countries at the school level was inadequate English class hours. Participants desired more English class hours in order to meet the needs of their students and implement the curriculum on time. The similar difficulties of implementing the curriculum as planned by MoNE were experienced by the participants in the current study. This issue can be an important finding in the understanding of the educational system as teachers cannot control over in Turkish contexts.

Regarding the challenges of participants on the implementation of curriculum, many studies were conducted to analyze the national curriculum and its quality according to teachers who implement it in their real teaching practices (e.g., Aksoy, 2020; Erarslan, 2016; Uztosun, 2017). Firstly, Aksoy (2020) evaluated the updated secondary school English curriculum of Turkey employing a mixed-method design. The structured questionnaire, interviews, documents, and in-class observations were used as data collection tools. The questionnaire was administered to 96 English language teachers teaching at various public schools in Turkey and four classes were observed. The results indicated that teachers found the updated curriculum effective. In spite of this finding, many teachers agreed that class hours for implementing all the objectives stated in the curriculum were not adequate. Similarly, Erarslan (2016) evaluated the second grade English language curriculum including teachers' perceptions and practices in implementation. Through a combination of interviews, in-class observations, and a survey, a mixed-method approach was employed. 85

English language teachers teaching with second graders attended the study. As a result, English class hours are not enough for teachers to cover the content of the curriculum, and there is pressure on teachers in terms of completing the planned curriculum according to students' language proficiency levels and needs. Lastly, Uztosun (2017) investigated the quality of English language teaching in Turkey including teachers' instructional problems and suggestions for dealing with these problems. Across Turkey, 2,476 language teachers participated in this study. Descriptive data were collected via both qualitative and quantitative methods. According to the findings, some of the similar results with the current study were limited class hours and an overloaded and structure-based curriculum. All participants suggested that they should have a voice in designing their lessons; and thus, a curriculum should be particular and flexible according to students' language needs.

In addition to the studies about the evaluation of national curriculum and quality of implementation, some studies regarding early career teachers' practices also showed similar results that participants had challenges about curricular issues (e.g., Kaça & Yiğitoğlu, 2017; Yazan, 2016). In their study, Kaça and Yiğitoğlu (2017) aimed to understand how Turkish instructional policies and the English language curriculum influence novice teachers' cognitions. Two Turkish novice English language teachers participated the study. The qualitative case study was employed through interviews, observations, and think-aloud protocols to explore the influences of the curriculum followed by teachers. The results showed that participants had confusion and tension between their beliefs and practices because the curriculum was not a help but a hindrance for them. Namely, the difference between participants' what they believed and required to teach according to students' needs and what they needed to teach made them feel ineffective in teaching. Additionally, Yazan (2016) explored 10 novice English language teachers' instructional challenges and their solutions to these challenges in Ankara province of Turkey. The data including participants' instructional challenges were gathered through individual interviews. These interview results revealed that many of the instructional challenges originated from curricular constraints. Participants found the followed curriculum restrictive since the program was overloaded and test-based for them. In this respect, they could not focus on students' real English language learning needs. Also, they saw themselves rushing through the program and they missed students' real needs in terms of English language learning.

In summary, curricular challenges are one of the common challenges faced by many teachers in the Turkish context. The results of the current study are consistent with what has

been found in previous studies. This can be an important finding in the understanding of how educational policies and national curriculum can affect teachers' instructional plans. This implies that such issues cannot be controlled over by teachers.

Participants' fourth challenge was related to their incompetence in teaching English to students that need special education in their classes. On this challenge, Emre reflected that as he had a student with 75% disability including visual, hearing, and mental disability, he had difficulty in teaching English to this student who needs special education. According to the participants' reflection, the student showed aggressive behaviors and poor communication with teachers and peers. In order to solve this challenge, he firstly was in contact with students, and then, he warned his students to be sensitive about their behaviors towards their disabled friends. For improving the language learning process of this student, the participant benefited from large print and specially prepared worksheets for this. In the listening activities, he applied the activities by sitting the student close to the sound system and ensuring that he listened many times.

This challenge was encountered by many teachers not only in teaching English but also in general education according to recent studies. In literature, learning disability is a type of underachievement, and students that need special education can suffer from crucial difficulties in the learning of reading, writing, listening, speaking, reasoning, etc. (Reid et al., 2013). For novice teachers, this challenge can be more problematic since they began to the teaching profession in an unfamiliar context. Firstly, Busch et al. (2001) conducted a research study with a novice teacher with students having special learning disabilities in Minnesota. In order to identify the challenges and the participants' possible solutions regarding teaching to students having specific learning needs, a program including language arts and mathematics instructions was employed. The participant's direct observation notes and reflections were used as data. The findings revealed that the participant faced challenges such as programming lessons according to the diverse group of students, behavioral difficulties, and reading and speaking difficulties. For these academic needs of students, educational interventions were made, and pieces of advice were taken by special education specialists. The participant preferred to instruct one on one; however, limited class hours and low parental support were obstacles to helping these students.

Secondly, Siam and Al-Natour (2016) aimed to assess the differentiated instruction practices employed by Jordanian teachers and the challenges that they faced while teaching students having special learning needs in Amman. To do this, a mixed-method design was

applied by using a questionnaire and interviews. According to the findings, while implementing this differentiated instruction for students with learning disabilities, teachers reflected that their workload and limited capacity of materials, resources, and media in the school were problems in implementing the instruction. In line with these previous studies, similar conclusions were reached by the current study. Especially, this issue could be problematic for novice teachers, and they could not know exactly how to cope with these students who need special education. Applied special instructional practices may not be enough and efficient to make their learning process of high quality.

Along with the challenges regarding teaching to students with special learning needs, teachers' competencies, perceptions, and beliefs also appear to be important in the understanding of the given education quality to these students. In this respect, Ortiz (1997) identifies the competencies of language teachers teaching to students with special learning disabilities as being familiar with special disabilities, their possible effects on teaching-learning process, assessments types, acceptable adaptations of regular curricula and teaching practices, preparing activities culturally and linguistically relevant to these students' disabilities, achieving parental involvement, and finally, effective collaboration and communication.

Regarding the competencies given above, there are some studies conducted in the Turkish context and investigating teachers' self-efficacies and reflections of inclusive practices at state schools (e.g., Akcan, 2016; Zeybek, 2015). Akcan's (2016) study investigating non-native fifty novice English language teachers' perceptions regarding their teacher education program effectiveness and their first-year teaching experiences showed that there were gaps between their courses taken in the education program and actual experiences about teaching to students with learning disabilities. Participants stated that they were lacked competencies and strategies to teach English to students with learning disabilities. To overcome this, experienced colleagues, the counseling department of the school, and reading articles and books on this issue was helpful for them to know how to cope with this challenge. Another study held by Zeybek (2015) aimed to identify 25 English language teachers' ideas of and suggestions for inclusive practices in Eskişehir province of Turkey. The data were collected through semi-structured interviews. The results of the qualitative data revealed that participants were not satisfied with the practices for inclusive students conducted by the school. In addition, especially novice language teachers found themselves inadequate in teaching those students who need special education because

participants had both limited knowledge about how to teach those students with suitable methods and techniques and limited teaching materials and class-time. Finally, participants suggested that paying more attention to inclusive practices in in-service training, induction process, and seminars would be helpful for them.

Finally, even though many teachers have a familiarity with special education from the courses of education faculty, they may still have challenges in real classroom practices. Inclusive education practices also can be influenced by external factors such as limited materials, limited class time, and support given by schools and other special education institutions. These findings were supported by the current study's results and previous studies. In summary, in line with the reflections of novice teachers, there is a need for understanding how teachers deal with teaching students with learning disabilities and to what extent they were given support on this issue in their early career teaching practices.

The fifth challenge encountered by participants was the lack of parental involvement and encouragement in the language learning process of their learners. Participants expressed in reflective diaries that many students' parents did not give importance to the school, and they did not emphasize enough the students' aims of going to school. Namely, parents did not show necessary interest to their students, and communication with children at home and teachers at school was poor; thus, participants could not be in contact with parents regarding students' learning process and their language learning problems.

It is a known fact that the learning process includes not only students, teachers, and school context but also parents, and parents are a crucial part of improving student achievement and school. According to Machen et al. (2005), parents are the effective voice of schools since collaboration between parents and teachers can promote teaching-learning strategies that students benefit from while learning. However, when parents cannot be included in the teaching-learning process, both teachers and students may have problems, or have a deficiency in this process. Regarding this, some research studies were conducted in order to understand the impact of parental involvement on student achievements, attitudes, and behaviors (e.g., Fajoju et al., 2016; McNeal, 2014). Firstly, Fajoju et al. (2016) aimed to understand how parental involvement can affect primary students' academic achievement in the Edo State of Nigeria. From 1,895 students, the data were collected through The Parental Involvement Rating Scale. This ex-post facto research studies' findings revealed that parental involvement has a significant effect on students' achievement. Parents have

especially greater involvement in English language courses than other core subjects. Thus, students showed higher achievements than other subjects.

Similar to the study above, McNeal (2014) conducted a research study aiming to find out linkage among parent involvement, academic achievement, the role of students' behaviors and attitudes by using a national survey administered by the United States and National Education Longitudinal research results. The study was hypothesized that parent-student communication and monitoring affect students' attitudes and behaviors such as educational expectations and absenteeism, and parent-teacher organization can affect student achievement directly. The findings of the study regarding the hypotheses expressed that parent-student and parent-teacher involvement have a greater positive effect on student achievement, attitudes, and behaviors in the teaching-learning process. These international studies' results can imply that one of the important factors for student achievement is parental involvement and encouragement. However, in line with the participants' this experience in the current study, it can be concluded that the lack of parental involvement in the language learning process leads teachers to not know about the whole learning process of their students.

As in international contexts given above, to what extent Turkish parents are involved in the learning process of their children is an equally important issue. To highlight this, Özen et al. (2013) in cooperation with British Council and TEPAV, national needs assessment of state school English language teaching investigated and reported. 19,380 students and 1,394 parents from 12 cities and 17 schools attended this quantitative study. According to this report, while students reflected that 35% of parents help students' English class homework and are involved in their language learning process, parents' survey results showed that the largest percentile of parents is involved in this process from only one hour to three hours in a week by helping their homework. This can imply that parents are not fully involved in their children's language learning process. In order to understand parents' perceptions regarding their involvement and engagement in English language education, Kalaycı and Öz (2018) explored the demographic characteristics of 180 parents in a private primary school in Ankara. The study was designed as a sequential explanatory study by using a survey, and through semi-structured interviews, the data were triangulated. Firstly, findings revealed that even though parents believed that their involvement influence their learning process, their involvement and encouragement were not enough for students. Secondly, parents expected that teachers should interact with them if there is a problematic issue by stating that teachers

did not have any request for involvement in education. As seen in the findings of the study, both teachers and families want to receive support from each other. However, in this case, the lack of sufficient communication may lead to the absence, or inadequacy of the parent-teacher partnership in students' language learning process.

The findings of this study showed that the parents of students studying in the Eastern part of Turkey are socio-economically disadvantaged compared to students in other regions of Turkey. The participants of the study were also aware of this situation of the parents and thought that they could not show necessary interest to their children due to their work life. Bellibaş and Gümüş's (2013) study aiming to understand the impact of socio-economic status of parents on their involvement in Turkish primary schools from teachers' perspectives was an example. The data were collected through interviews to understand how social facts can influence parent-school partnerships and why they had an insufficient collaboration with parents. Findings indicated that the socio-economic status (SES) of parents is interrelated to parents' involvement and student achievement in the learning process, and while parents with lower SES have no connection with teachers, middle-class parents showed higher and effective involvement. In addition, participants had a consensus that parents who are not involved in this process give less importance to education. Finally, similar to the current study's results, some of the parents did not allow students to spend more time or go to university for higher education because of the limited economic situations.

The results given above can be an important finding in the understanding of parental involvement role in both general education and English language subject of students. Dinç and Dollar's (2017) study summarized the relations between parental involvement and students' language development. This longitudinal qualitative case study aimed to understand how parents' involvement in the language learning process can affect the improvement of those students' social and academic success. This research was conducted at a private primary school in Turkey with 5 parents of 4th-grade students. The data were collected through a survey, parent-teacher interviews, interviews with classroom teachers, a counselor and lesson planners, and finally, classroom observations. The findings confirmed that parents' socio-cultural and educational backgrounds impacted students' language learning development. In addition, effective parental involvement was very influential in boosting students' responsibility in school tasks and projects in English classes. In summary, language learning can be thought of as an interactive task that should be included in collaboration with school members and teachers. Therefore, the reflections of novice

teachers in this study can imply that for ideal language learning and teaching, teachers and parents have to be in cooperation for their learners' achievement.

The final challenge was participants' low self-efficacy of teaching English to unmotivated students and participants' way of coping with demotivation of students. Almost all participants reflected that their students were lack of learning goals, willingness to learn English, and motivation. This made participants had low self-efficacy of teaching English to those students. Most of the students stated to their teachers that they did not need to learn English by emphasizing that Turkish and Kurdish were sufficient for them. In other words, most of the students could not know what benefits learning English would bring to them since nobody had the opportunity to travel around and discover new and different languages. To overcome this issue, participants let students know how they can use English by introducing foreign friends, using language authentically, and telling them how students would use English in their future jobs, and familiarizing the language socially and culturally. Still, their efforts were not sufficient for motivating students.

According to Johnson (2017), the learning of the students can be influenced by their intrinsic or extrinsic motivation; however, here, teachers' role should be giving external support for improving their interest, relevance, and autonomy. Despite this statement, many studies are showing the low self-efficacy of teaching English to unmotivated students (e.g., Alrabai, 2014; Bahous et al., 2011; Kakar & Pathan, 2017; Usman et al., 2016). Teachers' self-efficacy beliefs regarding teaching English to unmotivated students are possible affect their teaching process. Those teachers also can be likely to not know how to cope with unmotivated students. Usman et al.'s (2016) study can confirm this issue. The study aimed to find out how teachers' competencies and efficacies can influence 24 students' motivation in learning English in Indonesia. To do this, a questionnaire including five closed and open-ended questions was used. The results of the study showed that teachers' cognitive, affective, and psychomotor competencies improve the motivation of the students. Namely, their personality, the ability and positive beliefs on teaching English, the way of presenting the lessons as external factors are crucial in motivating students for learning English. Thus, in the current study, participants' low self-efficacy beliefs regarding teaching to unmotivated students may have an impact on students' unmotivational situations.

In addition to the study given above, Albarai (2014) investigated motivational applications in English language classes in Saudi Arabia through the views of teachers and learners. A teacher survey to identify their way of motivating students and a student survey

to identify their motivational situations were conducted on 36 teachers and 826 students. On one hand, the students' survey results revealed that in contrast to the current study's findings, students found learning English important in getting a good job in the future and interacting easily with English speakers. On the other hand, teachers' survey showed that teachers' mostly used strategies for using unmotivated students were creating a positive classroom atmosphere for decreasing language learning anxiety, familiarizing students with the target language and its cultural values, and promoting their self-confidence. According to the reflections of participants in the current study, while students' perceptions of English language learning were still negative, participants used similar strategies for motivating their students. This can imply that even though teachers use very effective motivational strategies for their students as external factors, still, students' cultural, social, and educational backgrounds may affect their intrinsic motivation.

One of the participants in the current study revealed that as the lack of technological materials and limited and uninteresting school materials affected the teaching process, the students were unmotivated to learn English. With this finding, Bahous' et al., (2011) study results showed similarity. In this study, the motivation of students and the practices of teachers were aimed to identify by using an interview with students and a survey with teachers in Beirut. The findings of the study ascertained that students were not motivated and the reason for this issue was the inconsistency between students' future goals and English language course, only one skill-based lessons, and boring learning materials. Therefore, teachers are complained about those students stating that they did not want to learn English. As seen in Bahous' study, and similar to the current study, students' lack of future aims regarding English language learning showed that students were lack of intrinsic and extrinsic motivation, and this made teachers feel inefficient in teaching English to them.

Specifically, participants tried to decrease the negative affective states of students by informing students about how English language can be useful for them and familiarizing the target language's culture through introducing foreign people to their students. Similar to this finding, Kakar and Pathan (2017) aimed to explore the motivational strategies used by 96 Pakistani English language teachers and to what extent they were successful. While conducting this research, a quantitative research method was employed via a questionnaire based on motivational strategies. Similar findings showed that from the strategies, promoting learners' autonomy in language learning and familiarizing learners with the values of target culture were the most useful strategies for increasing their learners' motivation. In contrast,

overtask given to the students regarding a language skill was the least effective strategy for increasing students' motivation. Overall, not only for novice teachers but also for all teachers, students' low motivation to learn English can be a challenge during the process. However, the proper strategies can be helpful for teachers while coping with this challenge.

In terms of given language education, Turkish EFL teachers teaching to students with different social and cultural backgrounds can have challenges with motivational issues in their classes because a variety of students can be affected by many external factors such as teaching contexts, family support, value, and perspectives about education. In addition to the international studies given above, the study conducted in the Turkish context also revealed similar findings with the current study from different perspectives. This Turkish research study showed the reasons why students are unmotivated in Turkish English language learning contexts. Dişlen (2013) focused on why some students are unmotivated compared to other students and what the solutions can be at an Anatolian High School in Adana province of Turkey. In this qualitative research study, a questionnaire including open-ended questions was completed by 15 students, interviews with teachers, and observations by the researcher were made in order to understand the reasons and causes of demotivation in the teaching-learning process. As a result, according to teachers, age and time spent of concentration of students can affect students' motivation to learn English, for instance, adolescents were unmotivated and uninterested in English lessons. In contrast to the current study's findings, through the strategy of using visual aids and various instructional materials, teachers could overcome this challenge. However, according to students, for motivation of learning English, teachers' affective behaviors towards their students and application of instructional games to English lessons play a vital role for students. To summarize, different perspectives in the English language process can affect students' motivation.

Regarding the current study's results, novice teachers' experienced challenges about unmotivated students are equally important. Some studies conducted with novice teachers showed similar results (e.g., Akcan, 2016; Güngör et al., 2019; Öztürk & Yıldırım, 2013; Sali & Kecik, 2018). Firstly, Akcan (2016) focused on 55 novice English language teachers' early career practices. The results revealed that most of their participants stated that their students were unmotivated. Participants believed that they were lack of motivation strategies and skills to cope with unwillingness to learn English and unmotivated students. To cope with this difficulty, participants were asked for guidance from experienced teachers and tried to learn motivational strategies from articles and books. Secondly, Güngör et al. (2019)

examined 34 Polish and Turkish novice teachers' experiences and the study emphasized that both Polish and Turkish participants complained about their students' low motivation to learn English. Because of the diverse ethnic background of the students, teachers had difficulty in motivating the students. To overcome this difficulty, participants emphasized the importance of learning English as a medium of interaction and communication for future opportunities; however, some of their students were not motivated. All in all, the lack of motivation is one of the problematic issues for the teaching-learning process. Especially, as initial years of teaching for novice teachers is stressful (Richards & Farrell, 2005), teachers who encountered unmotivated students could be unsuccessful and felt inefficient in teaching English. The findings in previous studies with the current study's findings support the notion that motivation is one of the most encountered challenges by both experienced and novice teachers. While some strategies as external factors can be applied to the language classrooms by teachers for increasing motivation, students' beliefs, intrinsic motivation situation, and socio-cultural issues can be decisive to be motivated to learn English.

5.1.3. Main Concerns of Novice Teachers

The challenges experienced in the first year of teaching led teachers to have concerns about their careers. The overall findings regarding participants' main concerns are a) the negative affective states of teachers and their impact on the teaching-learning process, and b) their limited opportunities for professional development and low level of job satisfaction.

Firstly, the results of this study revealed that novice participants could encounter some negative affective states in the first year of teaching such as low self-efficacy beliefs and teacher-students relationships. Participants in their first-year teaching experiences had a challenge with low English language proficiency of students, some parents' negative behaviors towards teachers, limited educational opportunities in school contexts, students' biases against English language learning, and teachers' inability to motivate their students to learn language. Thus, these challenges made participants feel inefficient both personally and professionally. Ria et al. (2003) aimed to present the situated emotions of two novice teachers during their first classroom experiences utilizing observational data and novice teachers' self-confronted interview data. The study reveals that whereas teaching makes teachers feel satisfaction, negative feelings such as tension, puzzling, and even suffering can also affect beginning teachers' efficacy, especially during the early teaching profession.

These negative emotions are closely related to their preoccupations: one of them is complying with the lesson plan, the other one is maintaining students' activity, and their emotions are the justification of adaptive intelligibility of their classroom actions. As seen in this study's results, these feelings can have an impact on participants' way of teaching and their self-efficacy beliefs.

Individuals' self-efficacy beliefs can affect their actions and practices. Bandura (1986) states that self-efficacy belief is defined as individuals' beliefs about their capabilities to create an expected level of performance, and this belief decides upon how individuals feel, think, behave, and motivate themselves. Schmidt (2008) reports that novice teachers can feel insufficient personally and professionally when they encounter challenges that hinder their professional development. As Schmidt stated, in this study, participants found themselves professionally incompetent when they could not find reasonable solutions to their teaching problems; thus, they were concerned about how they develop themselves professionally. Many research studies have been carried out to support the idea of the relationship between self-efficacy and effectiveness in teaching (e.g., Choi & Lee, 2018; Fackler et al., 2021). However recently, most of the studies regarding self-efficacy has been conducted to compare experienced and novice teachers' self-efficacy level and its effects on their teaching practices (e.g., Shohani et al., 2015; Tschannen-Moran & Woolfolk-Hoy, 2007), or self-efficacies of novice teachers in early career (e.g., Faez & Valeo, 2012; Karas, 2019; Meristo & Eisenschmidt, 2014; Özder, 2011). For instance, Choi and Lee (2018) indicate that experiencing specific teaching practices more than one time leads novices to use these specific practices much more and frequently. Furthermore, they stated that the lack of enough teaching experiences makes teachers feel less efficacious in teaching and professionally less developed.

In terms of novice teachers' self-efficacy perceptions, Karaca (2020) investigated in-service English language teachers' perceptions of self-efficacy. The study aimed to identify their self-efficacy levels and investigate the differences of perceptions based on efficacy in student engagement, using instructional engagement, and classroom management. To understand this issue, mixed method was utilized by using the self-efficacy scale and semi-structured interviews. From participants, 77 were novice teachers. The results show that novice teachers who began their profession in a rural area of Turkey have low self-efficacy scores because of regional challenges, students' socio-economic, cultural backgrounds, and inadequacy of technological materials. Therefore, novice teachers present lower self-

efficacy perceptions than experienced teachers. In this study, participants also stated similar reasons why they had lower-level self-efficacy about their teaching, and this implies that their self-efficacy beliefs can be affected mostly by extrinsic factors. Tschannen-Moran and Hoy (2007) also support the idea that contextual factors could decrease novice teachers' self-efficacy beliefs.

Bandura (1997) explains that teachers who have a high level of self-efficacy gain effective teaching-learning experiences; however, a low level of self-efficacy leads teachers to have doubts about their teaching practices and this caused ineffective teaching. This might mean that teachers' low self-efficacy beliefs are possibly associated with ineffective teaching practices. Therefore, this study may indicate that in the early career of teaching, novice teachers might incline to feel less efficient in teaching because of encountered challenges. Although participants tried to solve these challenges, they could not overcome them, and this caused participants to be concerned about their teaching efficacy. Therefore, support and more teaching practices can be crucial for eliminating their negative affective states.

The final negative affective state was that participants were concerned about the teacher-student relationship and teacher dignity. The participants stated that the chaos in the classroom directly affects the teacher-student relationship, the patience and respect of the teachers and the success of the students. Namely, in their first year of career, some of the participants were concerned that they might not be able to avoid anger and humiliating behaviors towards their students. Some studies showed that teacher-student relationships and their affective states can affect the teaching-learning process. Specifically, Hsu's (2014) study indicated that teacher misbehaviors can affect especially students' willingness to communicate in English since students' affective learning is directly linked to the teachers' behaviors. In addition, Velez and Cano (2008) emphasize the notion that teachers' behaviors influence students' expectancy of success, and if teachers' behaviors are negative, students will not be disposed to attend lessons, and this makes them cognitively disconnected. In this respect, novice teachers who want to teach students with greater success in English learning should behave their learners understandable and in a controlled manner when they get angry about problematic issues. In brief, effective teaching is possible with positive affective states, emotions, and their positive affective attachments lead teachers to be effective about how they planned their instructional issues and in what ways they preferred to teach (Hargreaves, 1998).

As a second issue, participants were concerned about limited opportunities for professional development and their low level of job satisfaction. Almost all participants were concerned about being monotonous and non-innovative teachers because they were teaching lower-level students. Sometimes, this situation made them think about their effectiveness in teaching English. Also, Eylül worried about teachers' status in the profession, and she thought that the teaching profession was getting to be considered a valueless profession because of some students' and parents' disrespectful behaviors towards teachers. All these findings can give importance to teachers' job satisfaction and their continuing professional development.

The notion of professional development is important in the understanding of effectiveness in teaching, and Bubb (2004) described this notion as various activities that teachers do to keep up to date and increase their knowledge, skills, and effectiveness throughout the process. As teacher learning can be seen as a cognitive and an affective process, there is a need for understanding the novice teachers' beliefs, activities, and concerns about professional development. There are many research studies conducted on novice teachers' professional development in the early career of teaching. One of the studies implemented by Karlberg and Bezzina (2020) aimed to understand the differences between experienced and novice teachers in terms of their professional development needs in Sweden. Almost 2,000 teachers including novice and experienced teachers attended the internet-based survey. These teachers' previous experiences and current needs for professional development were investigated. The results showed that while there were no statistically significant differences between experienced and novice teachers' needs of professional development, novice teachers had a high level of need for developing themselves in the area of students with learning difficulties, use of technology, and coping with negative affective states of students. Namely, the areas that novice teachers did not experience before can be supported.

Novice teachers' professional development process was also discussed by some research studies (e.g., Poom-Valickis, 2014; Zhukova, 2018). Firstly, Poom-Valickis (2014) implemented a study regarding novice teachers' professional development process in their first year of teaching in Estonia. Novice teachers' and mentors' responses to the questionnaire based on changes in their competencies were used as data sources. The findings acknowledged that by comparison with the first and the second term of novice teachers, they began to evaluate the development of professional skills. However, at the

beginning of the process, novice teachers were very anxious about their professional development because of the encountered challenges. Mentors' support throughout the year was also beneficial for them in reviewing their professional development. Secondly, Zhukova (2018) investigated novice teachers' early professional experiences and development in Latvia. The data were collected from four novice teachers through multiple sources such as semi-structured interviews, questionnaires, and focus group notes in two years. In this longitudinal study, the issues affecting and shaping participants' development in teaching were examined. The results showed that participants experienced many problems from classroom management to unmotivated students. They also reported that being stressed and professionally isolated made them feel inefficient in their teaching role. As participants indicated, the lack of enough professional assistance and their concerns on this issue emerged at the end of the first-year experience, and the feeling of professional inadequacy had a negative impact on their teaching practices. In line with the findings of previous studies, it can be concluded that challenges experienced by novice teachers in their first year of the profession are likely to affect the beliefs about their professional development. As seen in the current study, participants did not feel enough professionally developed because of the encountered challenges.

The attempts that teachers do to develop themselves in the profession were equally important. For instance, Emre and Eylül decided to do master's degree in the field of English language teaching to keep their content and pedagogical knowledge up to date. In addition, Fulya was not sure how to ensure professional development and she felt herself ineffective in teaching even though she was getting master's degree, reading academic texts including high-level language, trying to refresh her content knowledge through social platforms by expert interaction. This may imply that the participants did not take sufficient professional support in the first year of teaching.

There are some international studies regarding giving supports to novice teachers for their professional development (e.g., Anggraini et al., 2020; Jin et al., 2021). Anggraini et al.'s (2020) study aimed to understand a novice teacher's professional development process, its challenges and supports provided by the school in Indonesia. In this qualitative case study, questionnaires, interviews, and documents were used. As a result, it was found that the novice teacher did not have adequate professional development opportunities in the school, there was not enough support given to the participant. Moreover, Jin et al.'s (2021) study shed a light on how novice-expert interaction can affect teachers' ongoing professional

development in China. Six novice teachers attended the Training Program for novice vocational school teachers. In order to collect data, novice-expert interactions were audio-recorded, and each novice teacher was interviewed. Consequently, novice-expert interaction in early career was found as a crucial external factor for professional development. Consistent with the current study's finding, Fulya also attempted to use this teacher learning method and she agreed upon it helps her to alternate teaching methods and take active feedback about the teaching performance.

In addition to international studies, many studies were conducted in Turkish contexts. One of these studies was implemented by Karataş (2015) in order to explore challenges and perceptions regarding professional development and professional identity of 12 novice teachers teaching in İzmir. In this qualitative case study, interviews, observations, and the researcher's field notes during the study were utilized. The results revealed the perceptions of novice teachers regarding professional development, and they expressed their disappointment about the support provided. The only supporter at the school was their colleagues. Some of the novice teachers also stated that given workshops in the induction process were not enough and useless because they did not reflect participants' real classroom activities. Their self-efforts were observing experienced teachers and routine teaching practices; however, these practices were not effective enough to meet the expectations of teachers. Moreover, Yurtseven-Yılmaz and Sever (2021) investigated 38 novice Turkish language teachers' past experiences in PD and accordingly determined their perceptions of and expectations from PD in Bursa. Interview was the basic data collection tool in this phenomenological research. The reflections of participants revealed that they attended PD activities compulsory by the school, and these activities did not meet their educational needs because they were practice oriented.

To sum up, these are important findings in the understanding of novice teachers' professional development process. As seen in the current and the previous studies, novice teachers in Turkish contexts did not have enough support in professional development. Their self-efforts were not effective enough for their ongoing development. These results can imply that there is a need for more support for novice teachers to improve themselves professionally.

In addition to the concerns about participants' professional development, their low-level of job satisfaction was an equally important finding. Participants' limited opportunities in professional development also led them to have low level job satisfaction. Some

challenges such as students' and parents' disrespectful behaviors, their inefficacy in English language, and participants' concerns about the teaching profession were the reasons for low-level job satisfaction for participants. According to Svaalvik and Svaalvik (2010), job satisfaction is a motivational issue including negative and positive perceptions that teachers feel about their profession. Taking this definition into account, dissatisfied teachers are likely to be unmotivated; therefore, it is possible to lose their ability to motivate their learners and provide them with effective teaching (Moè et al., 2010).

On the one hand, the job satisfaction of teachers can be affected by both intrinsic and external factors, and this issue was handled by many research studies. Most of the studies tried to understand how teachers became dissatisfied with the profession and the impacts of job satisfaction on their profession (e.g., Curry et al., 2016; Meristo et al., 2016; Redman, 2015). Curry et al. (2016) conducted a content analysis of 72 novice teachers' induction. Their drawings included their current perceptions about the teaching context that they work in with challenges, supports, or both of them. The analysis of this qualitative content analysis results showed that one of the identified themes was overwhelmed and struggling. Participants reflected that they were struggling with helplessness, desperation, and commitment to the profession. It may be assumed that novice teachers are prone to feel these emotions and low-level job satisfaction because of their workloads and the encountered challenge in the first year of their career. Also, Meristo et al. (2016) aimed to identify the factors in the level of 74 novice teachers' job satisfaction by comparing Estonia and Sri Lanka contexts. Four scales were conducted in order to assess participants' self-efficacy, sense of community, motivation, and satisfaction levels. According to the results, all these constructs are interrelated to the participants' job satisfaction. Especially, the sense of community within the school helps novice teachers to be accustomed to the profession.

There are both national and international studies regarding context-based factors on teachers' job satisfaction levels (e.g., Başer, 2012; Chaaban & Du, 2017; Kimsesiz, 2019; Lam & Yan, 2011). Chaaban and Du (2017) investigated ten novice teachers' job satisfaction levels and their strategies for coping with this in the Qatari government school. By doing this, mixed method was employed in two phases: an initial questionnaire and in-depth interviews. The result of the findings revealed that participants' perceptions about their job satisfaction were related to their desire to teach, self-efficacy beliefs, and school context. The lack of administrators' and colleagues' supports, their workloads, and classroom management problems were the basic reasons for low-level job satisfaction. Contrary to the

current study's findings, participants were able to cope with job satisfaction challenges through help-seeking strategies. Also, Lam and Yan's (2011) qualitative longitudinal study explored 17 novice teachers' job satisfaction situations and context-based factors affecting them in Hong Kong. Interview was the basic data collection method. Participants were interviewed after graduation from the teacher training program, and then they gained two years of teaching experience. In the end, they found that the school environment was determinative in teachers' job satisfaction levels. When participants focused on more non-teaching activities, for example, administrative workloads, they are prone to have low-level job satisfaction. In addition, equity in distribution of work and support given to the participants in terms of professional development was the context-based factors emerged in this study. All in all, these findings in international contexts declared that context-based factors seem to be crucial in the understanding of teachers' job satisfaction levels and their commitment to the profession.

In Turkey, Kimsesiz (2019) administered a study exploring the job satisfaction and burnout levels of 74 language teachers according to their school types, years of experience, and age. The scale including related aspects was conducted on the participants. In the light of findings, teachers showed a high level of burnout. Especially, novice teachers teaching at primary schools had a higher level of burnout than teachers working with other levels. From these aspects, previous studies imply that their job satisfaction and the commitment to the profession can be associated with their teaching context where they are teaching and interacting with students, parents, colleagues, administrators, and their supports to teachers are likely to be important in future teaching practices.

5.2. Opportunities of Novice Teachers in Early Career Teaching

Even though the first year of teaching experience was challenging for each participant in this study, they had opportunities in their teaching contexts as well. The most mentioned issues by participants were a) establishing good communication with students, b) the significance of promoting students' learning and sense of achievements, c) the importance of school administrators and colleagues' positive attitudes and supports in the first year of the profession, d) effective induction process. As the participants stated in their reflective diaries, these opportunities led them to be happier even though they encountered many challenges.

The first issue is to establish good communication with students in the first year. Even though most of the time, participants complained about negative student behaviors, they still tried to establish good communication with students. Especially, Emre and Eylül stated their experiences and ideas on this issue that creating a more positive classroom atmosphere through setting class rules with students, establishing rapport with them individually, and thinking of themselves as role models for their students motivated them. This issue led them to understand the importance of the teaching profession and why building effective relationships with students are so important.

Relevant literature supports that being open to maintaining good communication is crucial for students' achievements (e.g., García-Moya et al., 2019; Wentzel, 2009). According to Brosh (1996), the effective teacher is commonly defined as an educator who gets knowledge about their students, establishes good interaction and classroom environment with their students. Most of the studies in the field examine the notion that good communication fosters teachers' effectiveness and students' achievement and well-being. For instance, Dinçer et al., (2013) present a literature review study about common characteristics of effective English language teachers and emphasize the importance of socio-affective skills. They state that one of the basic characteristics that a language teacher should have basic social skills which enable teachers to interact with students effectively and sustain the teaching-learning process successfully.

Regarding this first opportunity, a similar finding with the current study is revealed by Allen et al. (2013) that positive interaction between teacher and students is crucial not only for student achievement but also for improvement of teacher performance. To highlight this, they observed teacher-student interactions in a classroom and coded 643 students' grade point average of the school courses by using the Classroom Scoring System and employing multi-level modeling. The findings of the study imply that an emotionally positive classroom with sensitivity to students' needs and emotions, focusing on problem-solving, and engaging students' learning are related to the high level of student achievement. Also, the findings of Khan et al. (2017)'s study also confirms that good communication and effective relationship between teacher and students are seen as an essential emotional practice, and teachers in their study reported that building effective relationships is the source of happiness, motivation, and job satisfaction for them. In a similar vein, as participants mentioned, even though they had some problematic issues about teaching in the first year, good communication made them resistant towards challenges and they energized thanks to

effective interactions with students. Namely, good communication in the teaching-learning process can affect not only students' sense of achievement but also teacher motivation.

As a second issue, participants emphasized the importance of promoting students' learning and their sense of achievement. On this issue, two participants reported that whereas there were constraints about their early teaching practices, some positive affective issues of students such as some learners' enthusiasm and willingness to learn English were encountered. Teaching English with games, interactive teaching activities, and supporting the teaching-learning process with hand-made visuals and videos made students more eager to learn. This issue reflected not only students' achievements but also participants' enthusiasm for teaching. For instance, their students stated that they started to have fun while learning English and it was like 'solving puzzles' for them.

According to Reynolds (1992), competent teachers use effective ways and materials that promote students' interests and enthusiasm; and also, making expert use of these materials is required to enrich the content. Recent studies showed that novice teachers may encounter challenges regarding promoting learners' learning and their sense of achievement. Contrary to the findings of this study, many novice teachers in the first year of their profession find their students' achievement in English insufficient and state that they do not have an adequate solution to this challenge (Güngör et al., 2019; Öztürk & Yıldırım, 2012; Sali & Kecik, 2018). Güngör et al.'s (2019) study examining 34 Polish and Turkish novice teachers' experiences revealed that participants could not choose appropriate methods and materials for increasing students' interests and enthusiasm to learn English. Similarly, Öztürk and Yıldırım (2012) identified 15 novice English language instructors' induction experiences, and findings acknowledged that participants reflected their role in the first year of teaching to make their students feel better and love English language learning. According to this, some practices to overcome the difficulty of promoting students' sense of achievement such as dramatization, stories, games, and enjoyable activities could not be enough all the time because of the limited class hours. Finally, Sali and Kecik (2018) who described 7 novice teachers' challenges of first-year teaching found out the challenges related to foreign language teaching and learning pedagogy. One of the most important challenges reflected by participants was lack of learner interest to learn English and teachers' incapability of boosting their sense of achievement. Although participants were trying to use communicative techniques and materials to make language learning effective and fun, they

could not take positive feedback from their students. Thus, they chose English structure-based activities because these were more practical and time-saving for them.

Taken into account the discussed studies above, most of the novice teachers had a challenge with promoting their students' learning, sense of achievement, and interest in learning English. Regarding this, rather than teaching English as a subject matter at schools, authentic and realistic use of English language may be helpful for teachers in order to make have fun their learners while learning English.

The third opportunity reflected by participants was the school administrators' and colleagues' positive attitudes and supports in the first year of the profession. Almost all participants reflected in their diaries that they had a positive school environment since principals and colleagues were very friendly and helpful when they had a challenge. One of the participants especially stated that she had a more convenient adaptation process in an unfamiliar school context because school administration supported extracurricular activities such as cultural and historical trips with colleagues and students which made her get used to being familiar with an unfamiliar culture and context. Also, one participant stated that the compliments and supports given by school principals and experienced colleagues were crucial for both teachers' motivation and their efficacy beliefs in teaching.

In line with the reflections of participants given above, the support provided by school administrators and colleagues for novice teachers is an important issue for early-career practices of novice teachers. Lambeth (2012) acknowledged the importance of this issue that the lack of social support with a non-supportive school atmosphere can determine novice teachers' early career practices since this atmosphere can lead teachers to exhibit negative attitudes towards the profession which may have negative effects on students and instructional practices. This issue was supported by many research studies in international contexts (e.g., Boyd et al., 2011; Marable & Raimondi, 2007; Wood, 2005). As a first, Wood (2005) identified the roles of school administrators especially in the induction process of novice teachers with the attendance of principals from 8 high schools, 4 middle schools, and 42 elementary schools in California. The participants from these schools were surveyed and 5 schools were interviewed including principals and novice teachers with focus group techniques. The findings revealed and five roles of school administrators in the induction process labeled as 1) culture builder, 2) instructional leader, 3) facilitator of mentors, 4) novice teacher recruiter, and finally, 5) novice teacher retainer. In other words, school principals should provide with positive school culture with students and teachers by

supporting instructional activities and promoting professional relationships among teachers, model lessons for novice teachers, play a key role for teacher retention by providing support, and making sure novice teachers have enough materials and resources. On this issue, the results of the current study were consistent with the findings of this study given above since participants thought their school principals and other colleagues were very helpful and supportive in their early careers.

After the specific roles and attitudes of a school principal, how teachers can perceive the support and what kind of supports was given by administrators was an equally important issue. In this regard, Marable and Raimondi (2007) aimed to investigate whether there are differences between the perceptions of teachers mentored and those not supported. In this respect, the most and the least supportive issues were identified with teachers in New York State. A survey including four open-ended questions was conducted. The findings regarding teachers' perceptions of the most and the least supportive issues were reported that while colleagues and administrative support was the most supportive for them, the quality of training given to teachers and lack of instructional materials was the least supportive issue. Boyd et al. (2011) also investigated the relationship between school support and teacher retention in the profession with all novice teachers in New York City. The quantitative research method was administered through initial and follow-up surveys. Results indicated that one of the greatest effects of novice teachers' retention decisions was school administrators' attitudes and they also affect the quality of instructional practices and teacher development. All these findings are consistent with what has been found in the current study. These findings support the notion that the support given by administrators socially and academically to the teachers can influence novice teachers' perceptions regarding their self-practices and professional development.

In Turkish contexts, there are also studies supporting the importance of school administrators' and colleagues' supportive attitudes. For instance, Balyer et al., (2017) tried to understand the role of administrators and school members on teacher empowerment. In this qualitative research study, 20 teachers were interviewed. The results showed that administrators gave support to the teachers' empowerment by providing them with shared decision-making, building relationships among teachers based on mutual trust, and making the school a more attractive place. However, teachers were not adequately supported for academic issues such as professional development, self-efficacy, and managerial roles. In contrast to the findings of the current study, some studies conducted with novice teachers

showed different results that they did not encounter with positive attitudes of school administrators and colleagues (e.g., Bekdemir, 2019; Sali & Kecik, 2018). For example, Bekdemir (2019) investigating 85 novice English language teachers' adaptation process through a self-designed survey found that there was whether too little interaction or too much interference among teachers and administrators. As there was no balance between communication among them, many breakdowns and communication surfaces occurred, and this affected participants' adaptations socially. Also, Sali and Kecik (2018) describing 7 novice teachers' early career challenges in primary and secondary schools of Turkey revealed that let alone academic support, school administrators were not interested in what have been done in English language courses and did not value the subject.

All in all, the previous studies' findings showed that school administrators, colleagues, and other school members' attitudes towards early career teachers are especially crucial in the first year of teaching experience. This was because, negative attitudes can affect instructional planning, teachers' retention in the profession, their self-beliefs, even the communication with students. Therefore, the result discussed in the current study can imply that positive attitudes and a positive school atmosphere can play a vital role in experiencing opportunities.

The final opportunity was participants' effective induction process throughout the year. Only one of the participants stated that she had a very effective induction process. This was because, during this candidate process, Eylül had taken lessons in Zaza language that she learned a new language and got to know a new culture. Thanks to these courses, she had an opportunity to know the culture and lifestyle of the society where she lives and teaches better. She thought that all the issues given through the induction program were helpful for more convenient adaptation to the context. Also, classroom observations done by experienced teachers and school administrators made them happy since these applications motivated her during their early careers.

According to Feiman-Nemser et al. (1999), an induction program is a transition process from learning to teaching to real teaching, teacher socialization, and adaptation for beginning teachers. Most of the studies conducted was tried to understand the role or the needs of induction programmes administered with the collaboration of MoNE and the schools in international contexts (e.g., Andrews et al., 2007; Erawan, 2019). Andrews et al., (2007) explored the types of support that beginning teachers were provided by the school and the practices of the induction process in the U.S. In order to understand the perceptions

of beginning teachers, they were surveyed. Administrators also were surveyed to understand their support strategies given to the beginning teachers. This quantitative research study revealed that administrators thought more positively that they gave enough support compared to the beginning teachers. Assigning mentors, holding special orientations seminars, providing instructional materials to the new teachers, and holding professional development seminars were the types of mostly supported issues. Contrary to the findings of the current study, organizing cultural and historical trips with students and teachers for learning school district was the least pointed issue by the beginning teachers and administrators. Another study was held by Erawan (2019) in order to analyze the needs and given supports of 111 novice teachers in the induction process in remote rural areas of Thailand. This mixed-method design research study was conducted in two phases: While the first phase was included in affinity diagram for brainstorming, in the second phase, a self-designed survey was administered to understand their induction needs. As a result, data showed that while designing induction programmes, participants' first-year challenges in remote rural areas may be customized. The lack of enough realistic practices and challenges revealed that more priority to attend training activities, workshops, and seminars.

In addition to international research studies, some studies employed in Turkish contexts also reveals important and consistent results with the current study (e.g., Aktaş, 2018; Hangül, 2017; Yetkiner & Bıkmaz, 2019). Firstly, Hangül (2017) aimed to explore 8 novice teachers' experiences and evaluations of new teacher induction program in Van province of Turkey. Qualitative data collected through semi-structured interviews showed that participants found the instructional practices and seminars were very helpful; however, in contrast to the current study's findings, out-of-school practices such as visiting other related institutions, historical and natural surroundings were not of great influence on them. Secondly, Aktaş (2018) aimed to evaluate the induction program with the opinions of novice teachers, mentors, and school administrators in Turkey. The research was designed as a qualitative phenomenological study and the data was collected through semi-structured interviews with 40 novice teachers, 43 mentors, and 5 school administrators. As a result, novice teachers reflected that while the induction program was helpful and fruitful in terms of instructional issues, the out-of-school activities, and the scope of social activities with parents, teachers, and students could be broadened. Finally, Yetkiner and Bıkmaz's (2019) study aimed to analyze the positive and negative views of novice teachers on induction practices in Turkey. The study was conducted with 812 novice teachers across the country

through a survey model. The results indicated that novice teachers found the training process adequate and appropriate. Specifically, the activities, training, seminars, visiting important places in the city for educational aims were very influential in the professional development of novice teachers.

To sum up, participants in the current study found the induction program very effective in terms of more convenient orientation. This is also consistent with what has been found in previous studies given above. In Turkish studies, there are some suggestions for the improvement of the induction program because some of the studies' results showed that there is a need for more comprehensible out-of-school activities and more socialization activities for novice teachers. Still, it is seen that novice teachers were partly satisfied with the activities held in the induction program.

5.3. Diary-Keeping Experiences and the Usefulness of Reflective Diary Keeping Study

When participants' diary-keeping experiences and their ideas on the usefulness of reflective diary-keeping study in their early career were examined, they made positive comments. Overall, diary-keeping experiences provide participants with a) reflectivity and revising positive changes in English teaching process, b) retrospection, c) problem-solving skills and being solution-oriented, d) transferring information among teachers and support, e) self-development, f) developing critical perspective and pedagogy. These issues are examined and supported below so as to identify the reason why diary as a reflective tool and reflection are crucial for educational processes especially understanding of novice teachers' early experiences.

All participants in this study stated that diary-keeping experience and participating in a reflective diary-keeping study throughout their early career were very beneficial in terms of reflecting their experiences and increasing reflective thinking dispositions. Narrative reflective diaries kept by teachers regularly led them to understand their challenges, respond to these experiences by making sense of them, and establish new appreciations and understandings (Knapp, 1992). As Knapp states, in the current study, reflective diaries fostered positive changes in participants' teaching practices.

As a model of reflective practice, reflective writing is an effective method, and "once written in a diary, our thoughts become a mirror, allowing for reflection and self-

objectification” (Hyers, 2018, p. 9). The matter of using diaries as an effective method for reflection in teaching-learning has been supported by studies that emphasize reflection via diary is a way of monitoring and fostering teaching performance and personal development (Alaszewski, 2006), and useful tool for promoting teachers’ teaching and assessment practice by linking them to the concepts and teaching theories happened in a classroom context (Tang, 2002). The findings of the current study revealed that participants had teaching problems especially regarding students and thanks to reflective diaries, they could have a better understanding of their needs, expectations, and interests. Similar to this, Krishnan and Hoon (2002) describe diaries as a channel for understanding learners’ feelings and opinions and they inform teachers about course design, teaching methods, and materials used in the classroom in line with students’ needs.

Apart from general perspectives of reflective diaries’ benefits on the teaching-learning process, reflective practice in early career is also important because it is fruitful for discovering the early teaching process by novice teachers to be experts in teaching (Numrich, 1996; Schön, 1983). The participants in this study also mentioned that with the reflected experiences from the very beginning to the end of the year, they felt themselves more expert in teaching and they coped with teaching problems. In line with this finding, McIntosh (2010) highlights the importance of reflection especially for novice teachers who mostly encounter challenges in the first year; however, his study also revealed that limited time for reflection is a problematic issue and suggested that opportunities should be created for enhancing reflective thinking and practice among novice teachers so as to diminish challenges and boost professional growth.

Moreover, participants of the current study pointed out that diary-keeping experiences enabled participants to focus more on teaching issues and led them to be more effective in their subject area. Kabilan (2007) conducted a research study about 18 English language teachers’ reflection experiences in Malaysia. Firstly, self-examination by keeping a reflective diary and reading others’ experiences, secondly, examination of others’ practices by providing them suggestions and finally, reflecting on their reflections was provided with participants. As a result of this implementation, it was revealed that reflective diary-keeping experiences enabled the participants to increase basic pedagogical knowledge, awareness of effective teaching practices, linguistic competencies of teachers, positive attitudes towards educational processes, and specific teaching skills. Thus, in light of the current study, the first step to overcome first-year challenges in the English language teaching-learning

environment could be the enhancement of reflective activities for novice teachers which create reflective awareness of teaching practices.

In addition to these findings, participants in this study could identify and solve their problematic teaching issues easily and this made the teaching process more effective through reflective diaries. On this matter, experiencing diary keeping and participating in a reflective diary-keeping study was valuable for novice teachers in terms of fostering positive changes in their teaching because diary-keeping leads them to monitor their teaching practices and enhance their professional performance (Alaszewski, 2006). Also, Woodfield and Lazarus's study (1998) conducted with 20 Malaysian teachers who graduated from a two-year INSET course supports the idea of a diary as a reflective tool. Their study aims to encourage teachers to reflect on both their language learning and language teaching process by linking theory and actual teaching practices. Findings revealed that if there are some challenges regarding the teaching-learning process, through reflection, teachers can identify these barriers and reflection can provide teachers with rearrangement of teaching practices, awareness of how language teaching and learning takes place. To sum up, the current study and relevant literature supported the idea that reflective diary provides especially novice teachers for understanding their specific teaching situations and leading them to identify and solve teaching challenges more easily and in a more effective way.

5.4. Perceptions of Keeping Structured and Unstructured Diaries

Two forms of diaries used in this study were evaluated by participants. They compared the structured and unstructured diary-keeping experiences to understand in what ways they differ. The interview findings revealed that participants felt freer and described their concrete experiences more explicitly while keeping an unstructured diary. They found the structured diary-type more challenging, time-consuming, and more restrictive because of given more specific and contextualized instructions by the researcher. However, participants stated that questioning their inner world explicitly makes them perceive their teaching concerns and challenges in detail.

Studies have investigated the reflective diary forms and diary methods' methodological advantages for researchers (e.g., Bartlett & Milligan, 2015; Denzin & Lincoln, 2008; Kenten, 2010). According to these studies, it is possible to say that different formats of diaries have positive and negative aspects. In this context, participants were able

to express their experiences freer while keeping the diary in this format. This was because, although unstructured diaries limited them in terms of teaching experiences, they only enabled them to convey their experiences about the teaching-learning process reflectively absent from giving specific and detailed information about their experiences, and without giving specific instructions by the researcher. From this standpoint, unstructured diaries also lead participants to describe merely their concrete experiences such as classroom management challenges and teaching practices explicitly unlike structured diaries. While keeping an unstructured diary during the first year, participants depicted their experiences as they happened; thus, keeping unstructured diaries made it easier for them to express their classroom activities. As the findings of this study revealed, Corti (1993) supported this finding that unstructured diaries allow participants to keep a record of their experiences and ideas in their own words in a free format. Similar to these ideas, Radcliff's (2013) study describes the diary method implementation in the context of 24 couples about the work-family interface. Pre- and post- semi-structured interviews and a month of unstructured diary keeping were employed. It acknowledges the participants' perceptions on keeping unstructured diaries and they emphasize that keeping this form of the diary without prompts made them feel as if they write just what happened; thus, they had a chance to consider and produce the issue in detail. However, there is still concern about this type that the participants' reflected experiences were not totally relevant to the given instructions by the researcher, and this caused the loss of information about the work-family interface. In the current study, participants also shared similar ideas with Radcliff's participants while keeping unstructured diaries. In this respect, the used type is important in terms of mentioned issues above.

As a second type, structured diaries, on the one hand, were more challenging, time-consuming, and restrictive for participants in comparison with the unstructured diary-type since the structured diary given to the participants in this study narrowed the subject area of the participants' reflective experiences in terms of providing specific information about their internal beliefs about teaching practices. On the other hand, participants stated that as given structured diaries included more specific prompts about their teaching practices and their main teaching concerns, they had a chance to question their inner worlds explicitly and they perceived especially their teaching concerns in detail. This result can imply that structured diaries are appropriate for participants in this study in terms of effective reflection. Some studies showed the effectiveness of using structured diaries. Poom-Valickis and Mathews

(2013) aimed to examine the differences in novice teachers' reflections about classroom challenges between the very beginning and at the end of the first year of teaching. On this aim, novice teachers experience that teachers engaging with structured diaries in a specific period enhanced their reflection skills. Also, not only the way of reflecting on their experiences but also the way of reflecting other teachers' reflections changed in this process by means of structured diary keeping. In the current study, participants also had similar ideas. At the very beginning of the profession, they found the structured diaries more complex than the unstructured type. However, at the end of the semester, they changed their opinions, thinking that structured diaries were more beneficial for them in terms of reflecting on their inner world and understanding the difficulties in detail. Moon (2006) supports this idea that diarists can benefit from a structured diary by emphasizing that it provides diarists with reflecting on the issues and ongoing reflection; hereby, "this may prevent them from going around in circles" (p. 52).

Apart from these findings, participants stated that a structured type of diary led them to think about their emotions and feelings. This finding has been supported by Bartlett and Milligan's (2015) study, and they stressed why a structured type of diary empowers participants to identify and reflect their thoughts and feelings not immediately, but after reviewing their previous experiences because this type affords time and space for them. In this respect, when the structured diary's advantages and disadvantages are compared, it is possible to say that even though it was challenging, time-consuming, and restrictive with special prompts, the structured type of diary is notably valuable in terms of understanding novice teachers' affective states and concerns.

CHAPTER 6

CONCLUSION AND IMPLICATIONS

This chapter contains the present study's final thoughts. The findings provided and discussed in earlier chapters are explained in terms of their contributions to the field of education, and implications for novice teachers' early career teaching experiences are generated. The implications for the development of practices involving novice teachers' early career teaching are reviewed, and this leads to outlining the suggestions for further studies. In this respect, the final chapter provides for concluding reflections on experiences obtained in the current study.

6.1. Contribution to Literature and Educational Practices

This study aims to identify four novice English language teachers' teaching experiences in the first year of their career with a special focus on their opportunities and challenges, their main concerns about the teaching profession, and their perceptions of diary-keeping experiences in the early career of teaching. Participants' early career teaching experiences collected through narrative mode highlighted that novice teachers' early career teaching process is mostly full of negativity, and they need special support in induction programmes. Data from their teacher diaries and detailed interviews in the current study provided reflections concerning novice teachers' teaching practices which are significant implications for regulating pre-service teacher education programmes, Turkish educational policy, and novice teachers.

6.2. Conclusions

In this section, the results obtained from the findings of the research are presented according to the sub-problems.

6.2.1. Novice Teachers' Challenges

Participants' encountered challenges are examined into three sub-titles to understand their challenges in detail. The results emerging under the title of novice teachers' major

challenges are valuable in order to understand their major challenges and how they coped with them.

Novice Teachers' First Impressions

When participants began their early careers, they initially remarked on their first impressions about the teaching profession and adaptation process. Almost all novice teachers were teaching socio-economically disadvantaged students who faced significant socio-cultural and political challenges. Socio-economic challenges made the teaching-learning process more difficult, and these barriers resulted in regional discrepancies indicating that novice teachers want fair education for their students. This aspect influencing the teaching-learning process appears to be a significant finding in the understanding of how regional socio-economic inequalities affect education. Socio-cultural and political issues such as terrorism and the lifestyles of families were challenging aspects. Socio-economic problems made the teaching-learning process more difficult, and these barriers resulted in regional disparities, indicating that novice teachers want fair education for their pupils. This aspect influencing the teaching-learning process appears to be a significant discovery in our knowledge of how regional socio-economic inequalities affect education. Terrorism and family lives were all problematic socio-cultural and political concerns. As a result, there was a high percentage of absenteeism, which resulted in an unsatisfactory teaching-learning process for both students and novice teachers. As these were political events, novice teachers were unable to handle the situation. The reality is that advantaged and disadvantaged students are still given education with the same standards (Özdemir, 2016). In brief, socio-economic, and socio-political issues are the challenges that sometimes, teachers could not control over even though they had an extreme effect on novice teachers' early teaching experiences.

In the first year of teaching, limited school resources and unsuitable teaching contexts were problematic in the first year of teaching. Due to the lack of technological equipment in teaching the context, novice teachers could not use effective online sources, listening materials. In order to solve this challenge, novice teachers had to continue teaching English by using their means, but the fact that even their resources were insufficient due to the crowded classrooms and the fact that they teach English to many classes worried the participants. Findings indicate that in a world where technology is used so much in

education, the inadequacy of accessing to technology in certain parts of Turkey brings along problems in education. This situation can also affect novice teachers' belief in their teaching.

Low self-efficacy of classroom management was a challenge for novice teachers. Some classroom management challenges such as disrespectful students towards teachers and their peers, noise in the classes, students speaking Kurdish in-class time. All these classroom management challenges made teachers tired of teaching and feel inefficient in managing their classrooms. Most of the participants could not overcome classroom management problems. They felt inefficient in classroom management because they were not able to take necessary control in time. In classroom management of novice teachers reveals that they have difficulties in organizing effective learning environments in crowded classrooms, maintaining classroom discipline, and preventing undesirable student behaviors in the classroom even though they had knowledge-based courses and classroom management practices in teaching practicum at state schools in teacher education programmes. In this respect, this indicates that the courses and practices applied in teacher education programmes may not be enough for early career teaching, or contextual factors and the profile of students in these contexts can affect the classroom management situations.

Novice Teachers' Major Challenges

Novice teachers came across many challenges throughout the year; however, a few of these challenges greatly affected their teaching practices. Teaching in an unfamiliar context because of the spoken languages in these regions greatly affected their manners in teaching and managing the classroom. It was difficult to teach English where most people were bilingual or multilingual speakers of Kurdish, Zaza language, and Arabic. This can show that the situation that there is no common language among students, parents, and teachers can create a communication block among them, and this situation may affect the interaction between students and teachers. In addition, teaching pronunciation to students was a problematic issue for them in their early career teaching because students were exposed to home languages more than Turkish and English. It reveals that though teachers had taken courses including pronunciation in teacher training, teaching pronunciation students who are bilingual or multilingual should be given more importance since Turkey is intertwined with different nations and cultures due to its location, and therefore, necessary teaching and practice should be provided by considering contextual factors.

Novice teachers' low self-efficacy in teaching English to mixed ability groups and students with low English language proficiency was one of the problematic issues in their first-year teaching practices. Students' English language learning biases and learned helplessness due to their inadequacy in learning English from the very beginning of the term led novice teachers to feel ineffective in teaching. This challenge emphasizes that most of the teachers could not decide how to teach mixed-ability groups and which group teachers should focus on. Also, this situation is likely to affect both teachers and students interchangeably. While novice teachers are teaching mixed-ability classes, they can have a challenge with students' discipline, sustaining student motivation, conducting effective teaching-learning, and adapting tasks, and selecting classroom materials (Syathroh et al., 2019). This is because, when students have low self-efficacy in learning English which can be an affective filter for students, teachers can automatically feel that they are incapable of teaching those students.

The disconnection between the national curriculum and language proficiencies and the needs of students in their teaching context was one of the challenges experienced by novice teachers. They were teaching to students with mixed-ability and low English proficiency. Therefore, their challenge regarding the timely applicability of the national curriculum revealed that teaching, guiding, and monitoring crowded classes in a lesson hour were tiring and not sufficient for effective teaching practices. The educational system and policy are likely to be something that teachers cannot control over. However, a curriculum should make allowances for students' learning style as a psychological structure and what they have been already learned as previous experiences in education (Tuckman, 1969). Curricular challenges are one of the common challenges faced by many teachers in the Turkish context. This can be an important finding in the understanding of how educational policies and national curriculum can affect teachers' instructional plans. This implies that such issues cannot be controlled over by teachers, but teachers can regulate the curriculum according to the needs of students.

Novice teachers' lack of competencies in teaching English to students that need special education in their classes was also a challenge. Even though teacher candidates in teacher education programmes are given courses regarding teaching to students with learning disabilities, this course may not be effective enough in the real teaching practices of teachers. Ortiz (1997) identifies the competencies of language teachers teaching to students with special learning disabilities as being familiar with special disabilities, their possible effects

on teaching-learning process, assessment types, acceptable adaptations of regular curricula and teaching practices, preparing activities culturally and linguistically relevant to these students' disabilities, achieving parental involvement, and finally, effective collaboration and communication. For improving the language learning process of students with learning disabilities, novice teachers can overcome these kinds of challenges with different techniques; however, on this issue, there is a need for informing novice teachers with special courses in induction programmes.

Parental involvement and encouragement in the language learning process of their learners are important. However, parents who did not show necessary interest to their students, and who did not communicate with children at home and teachers at school were a challenge for novice teachers. This was because, it is a known fact that the learning process includes not only students, teachers, and school context but also parents, and parents are a crucial part of improving student achievement and school. However, when parents cannot be included in the teaching-learning process, both teachers and students may have challenges, or have a deficiency in this process. Machen et al. (2005) emphasize that parents are the effective voice of schools since collaboration between parents and teachers can promote teaching-learning strategies that students benefit from while learning. However, the fact that the participation and involvement of parents are so low in students' learning shows that they are insufficient in supporting both the student's learning and the teaching of novice teachers in this process. In this sense, school-parent cooperation should be ensured in order to provide the necessary support by the parents, and school administrators should take more stringent actions.

Novice teachers' low self-efficacy in teaching English to unmotivated students and their way of coping with demotivation of students is another challenge. Students' lack of learning goals, willingness to learn English, and motivation can make participants have low self-efficacy of teaching English to those students. In other words, students who do not know what benefits learning English would bring to them can lead novice teachers to begin the teaching-learning process by emphasizing why students are learning English. To overcome this issue, familiarizing the language socially and culturally could be a solution to solve this problematic issue since the learning of the students can be influenced by their intrinsic or extrinsic motivation; however, here, teachers' role should be giving external support for improving their interest, relevance, and autonomy (Johnson, 2017).

Novice Teachers' Main Concerns

The challenges experienced in the first year of teaching led teachers to have concerns about their careers. Novice teachers were concerned about some negative affective states in the first year of teaching, such as low self-efficacy beliefs and teacher-student relationships. During their first-year teaching, they had many challenges regarding teaching and the social context of teaching-learning. Thus, novice teachers can find themselves professionally incompetent when they cannot find reasonable solutions to the encountered concerns. This finding can report that novice teachers can feel insufficient personally and professionally when they encounter challenges that hinder their professional development. Therefore, this challenge highlights that more emphasis and psychological support should be given to novice teachers in order to be effective in their teaching practices.

The teacher-student relationship and teacher dignity were other concerns experienced by novice teachers. The concern is that the chaos in the classroom directly affects the teacher-student relationship, the patience, the respect of the teachers, and the success of the students. In their first year of career, they might not be able to avoid anger and humiliating behaviors towards their students. However, this concern demonstrates that the teaching profession should not include only conveying information to students, but also approaching them with affection. However, this concern is likely to change with more teaching experience.

Limited opportunities for professional development were concern for novice teachers. Novice teachers' ideas on this issue show that being monotonous and non-innovative teachers, and the perception that the teaching profession was getting to be considered a valueless profession worried about teachers' status in the profession. Sometimes, this situation made them think about their effectiveness in teaching English. This challenge can be derived from some students' and parents' unrespectful behaviors towards teachers. Also, they could not allocate time for professional development activities because of many challenges that they encountered. All these findings can give importance to teachers' continuing professional development. The notion of professional development is important in the understanding of effectiveness in teaching, and various activities that teachers do to keep up to date and increase their knowledge, skills, and effectiveness throughout the process. As teacher learning can be seen as a cognitive and an affective process, the attempts that teachers make to develop themselves in the profession are equally important. In addition, novice teachers were not sure how to ensure professional

development even though some of the novice teachers were getting master's degrees, reading academic texts including high-level language, trying to refresh their content knowledge through social platforms by expert interaction. This may imply that the participants did not take sufficient professional support in the first year of teaching. To sum up, these are critical findings in the understanding of novice teachers' professional development process. As seen, novice teachers in Turkish contexts did not have enough support in professional development. Their self-efforts may not be effective enough for their ongoing development. Thus, this can imply that there is a need for more support for novice teachers to improve themselves professionally.

Novice teachers' low level of job satisfaction was an equally important finding. Participants' limited opportunities in professional development can also lead them to have low-level job satisfaction. Some challenges such as students' and parents' unrespectful behaviors, their inefficacy in the English language, and participants' concerns about the teaching profession were the reasons for low-level job satisfaction for participants. As job satisfaction is a motivational issue including negative and positive perceptions that teachers feel about their profession, dissatisfied teachers are likely to be unmotivated; therefore, it is possible to lose their ability to motivate their learners and provide them with effective teaching.

6.2.2. Novice Teachers' Opportunities

Although each novice teacher had a difficult first year of teaching experience, they all had opportunities in their teaching environments. Still, they were happy as a result of their opportunities. Establishing good communication with students was one of the opportunities in the first year. Novice teachers' experiences and ideas on this issue imply that creating a more positive classroom atmosphere through setting class rules with students, establishing rapport with them individually, and thinking of themselves as role models for their students were motivating factors for novice teachers. This issue indicates that establishing good communication and interaction is one of the key issues and has a positive effect on the teaching-learning process.

Being able to promote students' learning and their sense of achievement with different hand-made visuals, games, and utilizing these activities, witnessing students' willingness to learn English was another positive issue experienced by novice teachers. This

issue reflects not only students' achievements but also participants' enthusiasm for teaching. Also, it demonstrates how expert use of these materials increases the quality of teaching and learning and promotes students' interests and enthusiasm. Regarding this, instead of teaching English as a subject matter at schools, authentic use of English language may be beneficial for novice teachers who are unable to promote students' sense of achievement and willingness to learn in order to have fun with their learners while learning English.

The school administrators' and colleagues' positive attitudes and support in the first year of the profession were another positive point. Novice teachers had a positive school environment since principals and colleagues were very friendly and helpful when they had a challenge. School administrations of novice teachers mostly supported novice teachers with extracurricular activities such as cultural and historical trips with colleagues and students. This can imply that these kinds of activities made them get used to being familiar with an unfamiliar culture and context. This experience indicates that they had a more convenient adaptation process in an unfamiliar school context. Furthermore, the compliments and supports given by school principals and experienced colleagues can imply that this experience is crucial for both teachers' motivation and their efficacy beliefs in teaching. The support provided by school administrators and colleagues for novice teachers is an important issue for early-career practices of novice teachers. The importance of this issue is that this atmosphere can lead teachers to exhibit positive attitudes towards the profession which may have positive effects on students and instructional practices. Therefore, the result can imply that positive attitudes and a positive school atmosphere can play a vital role in experiencing opportunities.

The final opportunity experienced by novice teachers was that they had an effective induction process throughout the year. During this candidate process, novice teachers learned a new language and got to know a new culture. Thanks to these courses, they had an opportunity to know the culture and lifestyle of the society. According to novice teachers, all the issues given through the induction program were helpful for more convenient adaptation to the context. Also, classroom observations done by experienced teachers and school administrators made them happy since these applications motivated them during their early careers. In brief, participants in the current study found the induction program very effective in terms of more convenient orientation. This issue shows that novice teachers were satisfied with the activities held in the induction program.

6.2.3. Novice Teachers' Perceptions of Keeping Reflective Diaries

Two forms of diaries used in this study were evaluated by participants. They compared the structured and unstructured diary-keeping experiences to understand in what ways they differ.

Unstructured Type of Diary

Novice teachers felt freer and described their concrete experiences more explicitly while keeping an unstructured diary. It is possible to say that in this context, novice teachers were able to express their experiences more freely while keeping the diary in an unstructured format. Although unstructured diaries limited novice teachers in terms of teaching experiences, this type of diary only enabled them to convey their experiences about the teaching-learning process reflectively absent from giving specific and detailed information about their experiences, and without giving specific instructions by the researcher. From this standpoint, this finding indicates that unstructured diaries lead participants to describe merely their concrete experiences such as classroom management problems and teaching practices explicitly. Moreover, it shows that while keeping an unstructured diary, as novice teachers depicted their experiences as they happened, keeping this type of diary made it easier for them to express their classroom activities. Novice teachers' perception of keeping an unstructured diary points out that keeping this form of the diary without prompts made them feel as if they write just what happened; thus, they had a chance to consider and produce the issue in detail. However, it is possible to say that there is still concern about this type of diary. Namely, participants' reflected experiences are not totally relevant to the given instructions by the researcher, and this caused the loss of information about the scope of the study.

Structured Type of Diary

According to novice teachers, a structured diary-type is more challenging, time-consuming, and more restrictive because of giving more specific and contextualized instructions by the researcher. In this respect, perceptions of novice teachers on structured diaries can reveal that they are more challenging, time-consuming, and restrictive for them

in comparison with the unstructured diary-type since the structured diary might narrow down the subject area of reflective experiences in terms of providing specific information about their internal beliefs about teaching practices.

Novice teachers perceived that as structured diaries included more specific prompts about their teaching practices and their main teaching concerns, they had a chance to question their inner worlds explicitly and they perceived especially their teaching concerns in detail. This result can imply that structured diaries are appropriate for participants in this study in terms of effective reflection.

At the very beginning of the profession, they found the structured diaries more complex than the unstructured type. However, at the end of the semester, they changed their opinions, thinking that structured diaries were more beneficial for them in terms of reflecting on their inner world and understanding the difficulties in detail. Therefore, the overall ideas of novice teachers indicate that a structured type of diary provides them reflecting on the challenges during their early career of teaching and ongoing reflection, and this is likely to lead them to understand the basic issues that occurred in their teaching practices.

The structured type of diary led novice teachers to think about their emotions and feelings. This issue reveals why a structured type of diary empowers participants to identify and reflect their thoughts and feelings not immediately, but after reviewing their previous experiences. Because this type affords time and space for them. In this respect, when the structured diary's advantages and disadvantages are compared, it is possible to say that even though it was challenging, time-consuming, and restrictive with special prompts, the structured type of diary is notably valuable in terms of understanding novice teachers' affective states and concerns.

6.2.4. Novice Teachers' Views About the Usefulness of Participating in Reflective Study

When novice teachers' diary-keeping experiences and their ideas on the usefulness of reflective diary-keeping study in their early career were examined, they made positive comments. Novice teachers stated that diary-keeping experience and participating in a reflective diary-keeping study throughout their early career were very beneficial in terms of reflecting their experiences and increasing reflective thinking dispositions. General findings regarding the usefulness of participating in a reflective diary-keeping study indicate that

narrative reflective diary kept by teachers regularly lead teachers to understand their challenges, respond to these experiences by making sense of them, and establish new appreciations and understandings. In this respect, reflective diaries can foster positive changes in novice teachers' teaching practices and their way of monitoring and fostering teaching performance and personal development. Moreover, using this useful tool for promoting provide for linking to the concepts and theories that occurred in real teaching practices.

Another finding reveals that even though novice teachers can have teaching challenges especially regarding teacher-student relationships and teaching, thanks to reflective diaries, they could have a better understanding of their needs, expectations, and interests from the profession. Apart from general perspectives of reflective diaries' benefits on the teaching-learning process, reflective practice in early career is also important because it is fruitful for discovering the early teaching process by novice teachers to be experts in teaching. Novice teachers mentioned that with the reflected experiences from the very beginning to the end of the year, they felt themselves more expert in teaching and they coped with teaching challenges. However, if they did not participate in this study, they could have limited time for reflection. Namely, thanks to this study, they had an opportunity to reflect on their experiences. Therefore, opportunities should be created for enhancing reflective thinking and practice among novice teachers so as to diminish challenges and boost professional growth.

Novice teachers pointed out that diary-keeping experiences enabled them to focus more on teaching issues and lead them to be more effective in their subject area. As a result of the implementation of this study, it can reveal that reflective diary-keeping experiences enabled novice teachers to increase basic pedagogical knowledge, awareness of effective teaching practices, linguistic competencies of teachers, positive attitudes towards educational processes, and specific teaching skills. Thus, the first step to overcome first-year challenges in the English language teaching-learning environment is possible with the enhancement of reflective activities for novice teachers which create reflective awareness of teaching practices.

Novice teachers in this study could identify and solve their problematic teaching issues easily and this made the teaching process more effective through reflective diaries. On this matter, experiencing diary keeping and participating in a reflective diary-keeping study seem to be valuable for novice teachers in terms of gaining problem-solving skills. if

there are any issues with the teaching-learning process, novice teachers can recognize these obstacles through reflection, and this can give teachers with readjustment of teaching practices as well as awareness of how language teaching and learning occurs. To sum up, the current study demonstrates the idea that a reflective diary provides especially novice teachers for understanding their specific teaching situations and leading them to identify and solve teaching problems easier and in a more effective way.

6.3. Implications

In this section, implications and suggestions developed for the development of novice teachers' early career practices and further research studies based on the findings obtained from the research are presented. In order to decrease the difficulties faced by novice teachers and to enable teachers to overcome these difficulties, suggestions were made for pre-service teacher education programmes, induction training programmes, novice teachers, and other policymakers. Moreover, this section introduces some methodological implications for further studies.

6.3.1. Implications for the Development of Novice Teachers' Early Career Practices

Implications for Pre-Service Teacher Education Programmes

There is a taken-for-granted issue regarding pre-service teacher education that content knowledge and teaching skills provide student teachers with professional practice in educational institutions as future workplaces (Allen & Wright, 2014). In terms of pre-service teacher education programmes' role of connecting theory and practice, they should combine theory with additional practice chances and assist pre-service education programmes in adapting their pedagogical content knowledge and abilities for diverse classrooms so as to effectively prepare them for real teaching situations. As novice teachers reflected that they had challenge with instructional preparation and implementation based on their students' proficiency levels, pre-service teacher education should strike a balance between theory and practice by proposing the content be presented in such a way that they can create meaning based on the level of students.

Novice teachers had challenges with students with learning disabilities and bilingual-multilingual students. In this respect, pre-service education programmes should provide more practical aspects of some theory-based courses such as linguistics, inclusive education, and teaching, and second language education for a better understanding of how these courses are applicable for their real teaching practices. Moreover, pre-service teachers should be given evidence of how to apply academic knowledge to their teaching activities along with the opportunity to practice them.

Teacher education and development of student teachers include assisting them in gaining confidence to teach in real-life situations and providing them practical recommendations during teaching practice (Kagoda & Sentongo, 2015). In terms of teaching practicum course included in pre-service teacher education programmes, it can be proposed that the 'School Experience and Teaching Practices' course should not be given in the last year of the program, but this course should be begun at the very beginning of teacher education programmes and the process of teaching practicum should be expanded in four years in professionally and effectively with guidance of supervisors and teacher educators. Also, pre-service teachers can get teaching experiences and teaching skills in both urban schools and village schools with varying grade levels. By means of this, pre-service teachers can be better equipped for classrooms and probable obstacles of teaching in the induction process.

In terms of pre-service teacher education and induction program applicability cooperation, induction programmes held by MoNE, and pre-service teacher education programmes should work together to create an appropriate basis for preparing teachers for the needs of early career teaching practices. A collaboration between these parties enhances the possibility for powerful and cohesive goals that are coordinated to fulfill the requirements of novice teachers. Pre-service teachers should be engaged in workshops and meetings with novice teachers so as to create awareness of possible adaptation issues.

As novice teachers' first impression regarding their teaching contexts showed that they encountered socio-culturally, and socio-economically disadvantaged students and these challenges had negative effects on their teaching experiences. Therefore, pre-service teacher education programmes should be included a course based on adjusting them to cultural, physical, and social variations to strengthen pre-service teachers' socio-cultural understandings. Moreover, this course should include methods and techniques for practicing in multi-cultural classrooms. Additionally, teaching challenge-based learning and teaching

which occurs in real teaching practices can be studied and utilized to enhance pre-service teachers' understanding of the possible challenges of being a novice teacher.

In terms of teaching social relationships and administrative workload in school contexts, preparing pre-service teachers successfully for adapting their school administration and administrative works is crucial; thus, pre-service teacher education programmes should make ready them for identifying those kinds of activities by collaborating them with experienced teachers, school administrators. On this issue, pre-service teachers might be assigned tasks with these groups in teaching practicum.

Implications for Novice Teacher Induction Programmes

Focusing on novice teacher experiences in the current study and the perceptions of novice teachers with various suggestions about the novice teacher program are presented. Individuals for induction programmes should be chosen depending on their demonstrated capacity to mentor and promote novice teachers in the profession. Induction coordinators should attempt to make the most professional development time so as to indicate to novice teachers that their time is valuable. Professional development practices should be designed to address the requirements of novice teachers. By establishing specific times for novice teachers to devote time individually, the mentors should provide supportive comments on novice teachers' teaching practices.

In induction programmes, novice teachers should be informed more about administrative paperwork, student, parent, school environment, and social profiles. English language pre-service teaching programmes are offered foreign language learning elective courses as German and French. In addition to these courses, the induction program can propose that the courses promote both target languages culture and native culture in English language classrooms to pre-service teacher education programmes.

Veenman (1984) acknowledges that novice teachers can be very sensitive towards disruptive student behaviors which prevent their instructional plans, and they can be less prepared for spontaneous student reactions than experienced teachers. Therefore, novice teachers should be motivated to share their experiences with other teachers and their mentors and also, systematic confirmation and meaningful feedbacks should be provided for novice teachers. As novice teachers did not know or decide how to sustain their professional development, induction programmes could be given opportunities and suggestions to novice

teachers for their professional development through both online support groups, for example, cooperative forums, and at schools in order to facilitate the sharing of knowledge and foster continuing professional development.

Implications for Policymakers in the Development of Early-Career Teaching

As novice teachers reflected, they faced insufficiency of the schools' physical infrastructure, limited school materials, and technological devices. In this respect, other schools in the area and/or local resources should be financed to diminish these challenges. Related institutions should provide financial aid for inefficient schools. The physical environment of schools should be designed to promote successful learning, and for effective teaching of novice teachers. To maintain and conduct induction programmes properly, policymakers should be aware of developing research about novice teachers' induction process, and they must reconsider their situations before adjustments.

Methodological Implications

After conducting a case study and/or narrative inquiry, novice teachers' reflected experiences are so valuable since many novice teachers may wonder how to reflect on their practices through specific techniques which enable them to reflect on and understand what happens in their classroom. Schön (1987) proposed that teachers utilize reflection when they meet unique experiences and may be unable to use their previous knowledge. Therefore, the results of these studies should be re-examined and novice teachers' challenges regarding their early career practices should be taken into account in order to realize and solve their challenges.

As in this study, novice teachers' perceptions about their keeping reflective diary experiences are totally positive and they express that keeping reflective diaries throughout the first year of the teaching profession make novice teachers understand their specific teaching situations and lead them to identify and solve teaching problems more easily and in a more effective way. McIntyre (1993) also acknowledges that novice teachers should be encouraged to realize the necessity of ideas from available sources by reflecting on their own instruction since they start to learn accessing knowledge that can be beneficial to them when they reflect. In this respect, there is a need for studies including narratives and short stories

of novice teachers and these studies should promote reflective thinking disposition and practices among novice teachers.

6.4. Suggestions for Further Studies

This study aims to identify four novice English language teachers' teaching experiences in the first year of their career with a special focus on their opportunities and challenges, and their main concerns about the early career of teaching. Furthermore, in a methodological stance, this study aims to reveal four novice teachers' perceptions of diary-keeping experiences and keeping a structured and an unstructured diary during their early careers. The conclusions drawn are grounded on the data generated by four novice English language teachers in four different state schools in the Eastern part of Turkey.

As this research is limited to diaries and semi-structured diaries kept by novice teachers at regular intervals, further in-depth research may be conducted by providing long-term engagement with novice teachers via data gathering different methods like observation. Although the experiences of novice teachers in their first year of teaching profession were investigated by using multiple case study and narrative inquiry methods in this study, different variables such as self-efficacy of novice teachers, adequacy of induction training, and professional development could be investigated using these methods over a long period in order to identify these specific issues. Finally, in order to reveal different perspectives on the experiences faced by novice teachers, further research studies can be conducted by taking the opinions of counselor teachers, school administrators, and even teacher educators as well as novice teachers.

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APPENDICES
APPENDIX A
UNSTRUCTURED DIARY FORMAT

Arařtırma Gnlg

Tarih:

İsminiz:

Ltfen ğretmenlik mesleėinizde řu ana kadar yařadığınız olumlu ve olumsuz deneyimlerinizi yazınız.

APPENDIX B
STRUCTURED DIARY FORMAT

Araştırma Günlüğü

Tarih:
İsminiz:

Lütfen öğretmenlik mesleğinizde şimdiye kadar *sınıf içinde* yaşadığınız olumlu ve olumsuz deneyimlerinizi yazınız.

Şimdiye kadarki öğretmenlik deneyimlerinizi düşündüğünüzde mesleğinizle ilgili duyduğunuz en önemli üç kaygıyı yazınız.

3 Temel Kaygı:

- 1)
- 2)
- 3)

APPENDIX C
SEMI-STRUCTURED INTERVIEW FORM 1 FOR PHASE 1-2

SEMI-STRUCTURED INTERVIEW PROTOCOL I

Tarih:

Konuşma süresi:

- A) Döneminin başından itibaren katılımcının yaşadığı olumlu ve olumsuz tecrübeler
- B) Olumsuz ve olumlu tecrübenin sınıf içerisindeki etkileri
- C) Olumsuz tecrübe ile başa çıkma yolları
- D) Problemi ortadan kaldırma yolları
- E) Problemi ortadan kaldırmak adına geleceğe dair planlar

APPENDIX D
SEMI-STRUCTURED INTERVIEW FORM 2 FOR PHASE 3-4

SEMI-STRUCTURED INTERVIEW PROTOCOL II

Tarih:

Konuşma süresi:

- A) Öğretmenlik deneyimlerini düşünerek öğretmenlik mesleği ilgili duyulan en önemli üç kaygının saptanması
- B) Kaygının öğretmenlik kariyerine etkileri
- C) Kaygının sebepleri
- D) Kaygıyı ortadan kaldırma yolları
- E) Kaygıyı ortadan kaldırmak adına geleceğe dair planlar

APPENDIX E
SEMI-STRUCTURED INTERVIEW FORM 3 FOR PHASE 5

SEMI-STRUCTURED INTERVIEW PROTOCOL III

Tarih:

Konuşma süresi:

A) Günlük Tutma Tecrübesi

1. Günlük tutma tecrübesi genel düşünceler
2. Günlük tutma deneyiminin olumlu yönleri
3. Günlük tutma deneyiminin olumsuz yönleri
4. Günlük tutma deneyiminin mesleki gelişime katkıları
5. Günlük tutma deneyiminin kişisel gelişime katkıları

B) Yapılandırılmış ve Yapılandırılmamış Günlük Tutma Deneyimi

1. Mesleğe başladığımızdan itibaren yazılan tüm serbest günlüklerin, kaygıları içeren yapılandırılmış günlükler ile karşılaştırılması
2. Yapılandırılmamış ve yapılandırılmış günlükler arasındaki farklılıkların saptanması

C) Yansıtıcı Günlük Tutma Çalışmasına Katılma Deneyimi

1. Katıldıkları çalışmanın genel değerlendirmesi
2. Bu çalışmada bulunma deneyimini tanımlama/ duygu ve düşüncelerin saptanması
3. Çalışmanın kişisel gelişime katkıları
4. Çalışmanın mesleki gelişime katkıları

APPENDIX F
CONTENT OF CANDIDATE INDUCTION PROGRAMME (TURKISH)

Aday öğretmenlere yetiştirme sürecinde,
384 saat sınıf içi ve okul içi
90 saat okul dışı faaliyetleri;
180 saat hizmetiçi eğitim faaliyetleri olmak üzere
Toplam: 654 saat eğitim verilecektir.
Sözleşmeli aday öğretmenin göreve başlama tarihine göre bir eğitim takvimi belirlenecek ve uygulanacaktır.

	Sıra	Çalışma Konuları	Süre(Saat)
Sınıf ve Okul İçi Faaliyetler (384 Saat)	1	Ders Planlama/Hazırlık/Değerlendirme	144
	2	Ders Uygulaması	90
	3	Ders İzleme	54
	4	Okul İçi Gözlem ve Uygulamalar	96
Okul Dışı Faaliyetler (90 Saat)	5	Şehir Kimliğini Tanıma	18
	6	Kurumsal İşleyiş	18
	7	Yanı Başımızdaki Okul	18
	8	Tecrübeyle Buluşma	12
	9	Gönüllülük ve Girişimcilik Çalışmaları	12
	10	Mesleki Gelişim ve Kariyer	12
Kitap Okuma	11	Kitap Okuma (Her ay 1 kitap)	
Film İzleme	12	Film İzleme (Her ay 2 film)	
Hizmet İçi Eğitimler (180 Saat)	13	Türkiye’de Demokrasi Serüveni ve 15 Temmuz Süreci	6
	14	Anadolu’da Çok Kültürlülük, Kaynakları ve Eğitime Yansımaları	60
	15	Kültür ve Medeniyetimizde Eğitim Anlayışının Temelleri	18
	16	Dünden Bugüne Öğretmenlik	12
	17	İnsani Değerlerimiz ve Meslek Etiği	12
	18	Öğretmenlikle İlgili Mevzuat Programı	12
	19	Etkili İletişim ve Sınıf Yönetimi	12
	20	Milli Eğitim Sisteminde Güncel Uygulamalar	12
	21	Gelişmiş Ülkelerin Eğitim Sistemleri, Uluslararası Kuruluşların Sisteme Yansımaları	12
	22	Ulusal ve Uluslararası Eğitim Projeleri ve Örnek Projeler	12
	23	Kaynaştırma/Bütünleştirme Yoluyla Eğitim Uygulamaları Semineri	6
	24	Afet Eğitimi Semineri	6

APPENDIX G
CONTENT OF CANDIDATE INDUCTION PROGRAMME (ENGLISH)

<p>In the process of training candidate teachers, 384 hours in-class and in-school 90 hours of extracurricular activities; 180 hours of in-service training activities; A total of 654 hours of training will be provided. A training schedule will be determined and implemented according to the contracted teacher's starting date.</p>			
	Order	Subject Areas	Time (hour)
Classroom and In-School Activities (384 Hours)	1	Lesson Planning/Preparation/Assessment	144
	2	Teaching Practicum	90
	3	Lesson Monitoring	54
	4	In-School Observation and Practices	96
Out of School Activities (90 Hours)	5	City Identification	18
	6	Institutional Operations	18
	7	School Near Us	18
	8	Meeting with Experience	12
	9	Volunteering and Entrepreneurship Studies	12
	10	Professional Development and Career	12
Reading	11	Reading Books (1 book per month)	
Watching movies	12	Watching Movies (2 movies per month)	
In-Service Trainings (180 Hours)	13	The Adventure of Democracy in Turkey and the 15th of July Process	6
	14	Multiculturalism in Anatolia, Its Sources and Its Reflections on Education	60
	15	The Foundations of Education in Our Culture and Civilization	18
	16	Teaching from Past to Present	12
	17	Our Human Values and Professional Ethics	12
	18	Legislation Program on Teaching Profession	12
	19	Effective Communication and Classroom Management	12
	20	Current Practices in the National Education System	12
	21	Education Systems of Developed Countries, Reflections of International Organizations on the System	12
	22	National and International Education Projects and Sample Projects	12
	23	Educational Practices by Inclusion/Integration Seminar	6
	24	Disaster Education Seminar	6

APPENDIX H ETHICAL APPROVAL FORM



T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü



Sayı : 33813216-302.14.06-E.1900189940
Konu : İrem ERÖZCAN GÜRBÜZ

27/12/2019

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

İlgi : 23.12.2019 tarihli ve 40653602-302.14.06-E.1900186324 sayılı yazımız.

Anabilim Dalımız yüksek lisans programı öğrencisi İrem ERÖZCAN GÜRBÜZ 'ün "The First Year Experiences of English Language Teachers in Turkey: A narrative Inquiry" başlıklı tezi kapsamında veri toplama çalışmaları Enstitümüz tarafından uygun görülmüştür.

Gereğini bilgilerinize rica ederim.

e-İmzalıdır

Prof. Dr. Salih Zeki GENÇ
Enstitü Müdürü V.

Belge Doğrulamak İçin: <https://ubys.comu.edu.tr/ERMS/Record/ConfirmationPage/Index> adresinden DF7DHFM kodu girerek belgeyi doğrulayabilirsiniz.

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1900189940 numaralı belge, 5070 sayılı Elektronik İmza Kanununun 5. maddesi gereğince Salih Zeki Genç tarafından 27.12.2019 tarihinde güvenli elektronik imza ile onaylanmıştır.