

**NOVICE EFL TEACHERS' PERCEIVED CHALLENGES AND SUPPORT
NEEDS IN THEIR JOURNEY TO BECOME EFFECTIVE TEACHERS**

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ÖZET

MESLEĞİNİN İLK YILLARINDAKİ İNGİLİZCE ÖĞRETMENLERİNİN YAŞADIKLARI ZORLUKLARA VE DESTEĞE İHTİYAÇ DUYDUKLARI KONULARA İLİŞKİN GÖRÜŞLERİ

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Bu çalışma, mesleğinin ilk yıllarındaki İngilizce öğretmenlerinin yaşadıkları sorunları ve desteğe ihtiyaç duydukları alanları belirlemeyi amaçlamıştır.

Hem niteliksel hem de niceliksel araştırma yöntemlerinin kullanıldığı çalışmada, veriler yarı yapılandırılmış mülakatlar, sınıf içi gözlemler ve odaklı mülakatlar, günlükler ve anketler yoluyla toplanmıştır. Çalışmanın katılımcıları, en fazla 4 yıllık öğretmenlik tecrübesine sahip, ilk ve ortaöğretim düzeyinde eğitim veren devlet okullarında görev yapan 104 İngilizce öğretmenidir. Vaka incelemelerine ise, ilk yılını çalışan 7 İngilizce öğretmeni katılmıştır. Çeşitli veri toplama kaynaklarından elde edilen niteliksel bilgiler, bir tümevarım analiz yöntemi olan ‘Constant Comparison’ (Glaser and Strauss, 1967) yöntemi kullanılarak analiz edilmiştir. Anket verileri ise betimsel olarak analiz edilerek, frekanslar ve yüzdeler üzerinden ifade edilmiştir.

Söz konusu araştırma, mesleğinin ilk yıllarındaki İngilizce öğretmenlerinin yaşadıkları zorluklara ve desteğe ihtiyaç duydukları konulara ilişkin önemli bilgiler ortaya koymuştur. Çalışmadan elde edilen bulgulara göre, mesleğinin ilk yıllarındaki İngilizce öğretmenleri, sınıf yönetimi, dil öğretimi ve öğrenimi süreçleri ve karşılaştıkları çeşitli mesleki destek biçimleriyle ilgili birbiriyle etkileşim halinde olan bir takım zorluklarla karşılaşmaktadırlar ve yukarıda sözü edilen konulara ilişkin pedagojik desteğe ihtiyaç duymaktadırlar. Elde edilen bulgular, hizmet öncesi ve hizmetiçi öğretmen eğitimi konuları açısından tartışılmış ve bu bulgular ışığında çeşitli öneriler sunulmuştur.

Anahtar Kelimeler: Mesleğinin ilk yıllarındaki öğretmenler, yabancı dil olarak İngilizce, yabancı dil öğretmeni yetiştirme, zorluklar

ABSTRACT

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The present study aimed to describe the challenges as perceived by novice EFL teachers teaching in public primary and secondary schools and to identify their needs in relation to foreign language pedagogy and forms of professional assistance and guidance.

Both qualitative and quantitative research methodologies were used in the present study. For a rich, vivid and elaborate description of the research issues under investigation, a variety of research instruments were employed in a triangulative manner. The data sources of the present study included semi-structured interviews, diary entries written by teachers throughout a school term, video-recorded classroom observations and stimulated recall interviews, and questionnaires used to gather a larger group of novice EFL teachers' perspectives. The participants of the present study were 104 novice EFL teachers who had a maximum of 4 years of teaching experience. The case study; on the other hand, were seven first year EFL teachers.

It was a demanding task to analyse the voluminous qualitative data coming from a variety of sources. In order to sort these data into more manageable and meaningful

units, constant comparison method (Glaser and Strauss, 1967) was used, which was a blend of inductive category coding involving a simultaneous comparison of all events observed and coded in the data. Data from the questionnaire were described and presented in the form of percentages.

The present study yielded important information as to the novice EFL teachers' challenges and support needs in their initial years of teaching. As the results seemed to suggest, the novice EFL teachers started out their pedagogical journey in the midst of a myriad of competing and interacting difficulties in relation to classroom management, foreign language teaching and learning, and forms of professional support that were available to them. The results were discussed in relation to pre-service and in-service teacher education.

Key words: Novice teachers, English as a foreign language, language teacher education, challenge

JÜRİ VE ENSTİTÜ ONAYI

Pınar SALI'nın "NOVICE EFL TEACHERS' PERCEIVED CHALLENGES AND SUPPORT NEEDS IN THEIR JOURNEY TO BECOME EFFECTIVE TEACHERS" başlıklı tezi 18/04/2008 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Doktora tezi olarak değerlendirilerek kabul edilmiştir.

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LIST OF ABBREVIATIONS

ELT: English Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

CLT: Communicative Language Teaching

INSET: In-service Education and Training

TESOL: Teaching English to Speakers of Other Languages

TESL: Teaching English as a Second Language

MNE: Ministry of National Education

PGCE: Post-graduate Education

L1: First language

L2: Second language

I1: Interview 1

SRI: Stimulated Recall Interview

D: Diary

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To my sweethearts: mum, dad and brother

I. INTRODUCTION

I. 1. Background to the study

New beginnings are sometimes frustrating, sometimes heartening, provoking, or sometimes promising. However, as it seems, for the novice teachers below, their beginning implies something frustrating and disappointing rather than something promising. What appears to be common in their sentiments is that the novice EFL teachers' experiences of initial years of teaching are intertwined with a bit of frustration, a pinch of disappointment, and a heap of tensions and complexities. As highlighted by several novice EFL teachers:

'Teaching? ... It isn't like what I have expected. What we have learned in the university is how to teach English to a group of ideal students in ideal language classrooms ... but what we have learned is too different from the reality so I feel now a sort of disillusionment and disappointment. For example, to teach irregular verbs, we need a table of irregular verbs ... but at school where I teach we don't have such a material so I asked my students to make a table of the irregular verbs. Is this OK? Maybe yes. We will learn through difficulties, but anyway it wasn't like what I expected'

A six-month novice teacher of English as a foreign language (EFL hereafter) teacher working in a public secondary school

'I have never and ever expected language teaching to be that difficult I have a bunch of difficulties—I don't really know where to begin: lack of administrative guidance and support, colleague pressure, low levels of L2 proficiency, lack of language teaching materials, lack of knowledge of the institutional responsibilities and rituals, lack of knowledge of the school culture, writing and implementing lesson plans, clashes between what I would like to do and what I have to do, fears of making errors in front of the class, feelings of disappointment and so on. I experience all the disadvantages of being a new teacher ...'

A six-month novice EFL teacher working in a public primary school

'...When I was a student, I looked up to my teachers but now when I look at my students I don't feel such a thing. They are not respectful ... They don't approach me in the way I approach my teachers so, to speak frankly, I feel a bit disappointed ...[also] I do not still feel confident about classroom discipline although I am now better at it than I was before ...'

A one-year novice EFL teacher teaching in a public primary school

As also widely recognised and documented in the research literature, initial years of teaching has often been marked with frustrations, confusions, challenges, complexities, and tensions (Veenman, 1984; Loughran et al., 2001; Farrell, 2003; Farrell, 2006; Liston et al., 2006). A plethora of labels has been used in the literature to depict the complexities of initial years of teaching: Praxis shock, practice shock, sink-or-swim experience, reality shock, transition shock. Why do these initial years of teaching come as a shock or as a matter of life and death in a

teacher's career? Presumably, the answer lies in the fact that 'student teacher' suddenly becomes 'the teacher of students' and starts off his/her challenging journey with the full and demanding responsibilities of teaching.

According to Ryan et al. (1980), this period of shock in initial years of teaching seems to spring from such areas of difficulty as personal life adjustment, teachers' expectations and perceptions of teaching, the strains of daily interactions, and the teaching assignment itself. What they have concluded is that these difficulties dramatically indulge the novice teacher in intense strain, fatigue, depression and that, for many novice teachers, the solution is to quit teaching.

What might then be the difficulties that seem to haunt and daunt novice teachers? Research in the educational literature has sought answers to this question. Veenman (1984), in his analysis of eighty-three international empirical studies, provided a comprehensive list of areas of difficulty as perceived by beginning elementary and secondary teachers in their journey of becoming teachers. In his analysis, he identified and rank ordered the most serious problems according to their importance. The problems reported by the novice teachers were as follows: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relations with parents, organisation of class work, insufficient materials and supplies, dealing with problems of individual students, heavy teaching load resulting in insufficient preparation time, relations with colleagues, planning of lessons and school days, effective use of different teaching methods, awareness of school policies and rules, determining learning level of

students, knowledge of subject matter, burden of clerical work, relations with principals/administrators, inadequate school equipment, dealing with slow learners, dealing with students of different cultures and deprived backgrounds, effective use of textbooks and curriculum guides, lack of spare time, inadequate guidance and support, large class size.

Dowding (1998), in his study of teachers in their initial years of teaching, reached similar findings and indicated that classroom management, curriculum planning, large class numbers, meeting the needs of students in their classes and motivating the students were frequently reported problems by beginning teachers.

Similarly, the study by Lang (1999) yielded important information with regard to common problems experienced by newly qualified teachers in New Zealand. What the study revealed was that these newly qualified teachers suffer from such difficulties as tiredness, stress on personal and family relationships, balancing their work and domestic responsibilities, general lack of access to support structures and resources within their schools.

McCormack and Thomas' study (2003) seems to corroborate the findings of the above-mentioned studies. The study sought to understand the induction experiences of a group of beginning teachers within a New South Wales context in terms of the teaching processes and the school socialisation aspects. The difficulties associated with the teaching process itself were classroom management, the poor literacy and numeracy skills of students, lack of resources to promote student learning, being

required to teach unfamiliar content outside specialisation, no relief for training and development, programming to meet all students needs, lack of support from dealing with parents, large amount of paperwork required due to possible litigation. At the level of school socialisation process were expressed such difficulties: lack of support from principals and school executive, lack of formal supervision, unclear school expectations for attainment of their teaching certification, teaching positions in isolated country areas, being given lower or more difficult classes, negative attitude and work ethics from older long-term staff, lack of communication between staff, faculties and school executive, negative public perception of teachers, lack of support from executive to try new things and teaching styles, dealing with school politics and staff room power struggles.

Although much has been written on novice teachers' experiences of initial years of teaching in the educational literature, little space has been allocated to the given issue in the field of English language teaching (ELT henceforth) and language teacher education. Freeman and Richards (1996, p. 8) draw attention to a similar issue by saying that, 'Even as language teacher education puts its faith in the practicum to convey the realities of the classroom, we realise how little we know about the actual understandings that new teachers glean from [their] first experiences in front of the class.' Likewise, Ferguson and Donno (2003), in their study in which they have evaluated one-month pre-service training courses, state that relatively little is known as to how beginning EFL teachers construe their careers, what happens to them, and what support they receive in their first post. It seems that the knowledge of these understandings and views might offer valuable information for the

improvement of pre-service and in-service foreign language teacher education programmes.

Though few, there are studies in the field of ELT, which attempt to reveal novice EFL or ESL teachers' experiences in their initial years of teaching. All these are case studies conducted with a small group of novice teachers.

Numrich's study (1996) is illustrative of one of the few attempts to identify EFL teachers' experiences in their first year of teaching. What the study revealed was that the novice teachers' first-year teaching experiences were laden with self-discovery, reflection, and challenges in relation to classroom pedagogy. These challenges were 'managing class time', 'giving clear instructions', 'responding to students' various needs', 'teaching grammar effectively', 'assessing students' learning', and 'focusing on students rather than on self'.

The study by Richards and Pennington (1998) aimed to understand second language teachers' entry into teaching. In their study, they set off to understand how five novice teachers of English as a second language (ESL henceforth) in Hong Kong secondary schools coped with their first year of teaching, the types of adjustments they had to make in order to deal with the complexities of classroom life, and the extent to which they were able to apply the principles and practices that they had been offered in their teacher preparation programme. The study generated information about the difficulties experienced by these novice EFL teachers. These

were the heavy teaching and non-teaching workload, large class sizes, the students' low English proficiency and general lack of learner discipline.

Farrell's case studies (2003; 2006) provided further insights into novice EFL teachers' experiences in their first years of teaching. In one of these studies (2003), he delved into a first year teacher's experiences and attempted to identify the challenges that might obscure mentorship and novice teachers' socialisation experiences. Increased teaching load, outside-class responsibilities such as counselling students under his care and preparing extra curricular activities, the marking of examination papers, teaching lower proficiency students, lack of collegial communication and collaboration, lack of mentor support were the challenges that the novice teacher had to deal with. In his other case study, Farrell (2006) identified some other additional challenges experienced by the same novice teacher, along with his responses to all those challenges. The teacher reported to be experiencing dilemmas as to how he was expected to teach in contrast to how he would like to teach and how to find a balance between what he believed his learners needed in educational content and the department's syllabus. In addition, lack of support from the school administration and colleagues posed problems for the novice teacher.

Watkins' small-case research (2007) was another study of novice EFL teachers' experiences in their initial years of teaching. More specifically, he sought to understand how well initial teacher training programmes, such as the CELTA (Certificate in ELT to Adults) course prepared teachers for their first years of

teaching and what things were most likely to influence their development. The study revealed important information as to the things that shape teacher development, the areas that the teachers reported a need to develop in order to better cope with their first year of teaching and how the CELTA course affected their teaching. Peer observation and feedback, workshops (although few of the novice teachers encountered with these tools of teacher development), self-reflection and various books of ELT were being used by the novice teachers to facilitate their professional development. Moreover, 'Teaching young learners' and 'finding the right material' were the two areas that most of the teachers reported a need to develop in their teaching.

Apart from being scarce in number, most of the studies mentioned above were dealt with novice EFL or ESL teachers' experiences in some other settings of English language teaching and learning. Within the context of the present study, Korukçu (1996) conducted the only study of novice EFL teachers. In her study, she aimed to investigate a group of pre-service and beginning EFL teachers' perspectives of their problems in terms of foreign language instruction. The beginning teachers were teaching in Basic English departments of universities and were asked to reflect on the problems that they were experiencing, while pre-service teachers were asked to indicate the potential areas of problems that they might experience when they become full-time EFL teachers. The study revealed that the problems stated by novice and pre-service teachers were concerned with such issues as teaching methods, classroom management, lesson planning, and motivating learners. Although this study constituted one of the few attempts of understanding novice

EFL teachers' problems, it; however, was conducted in a very particular context, basic English departments of Turkish universities, which seems to be highly different from the language classes in primary and secondary schools in Turkey.

I.2. Purpose of the study and research questions

Sparked off by all the information mentioned in the previous lines and by the relative scarcity of research on novice teachers' experiences in their initial years of teaching in the field of language teacher education, the present study aims to unearth one of the aspects of these experiences and attempts to describe the difficulties as perceived by novice EFL teachers teaching in public primary and secondary schools and to identify their needs in relation to foreign language pedagogy and forms of professional assistance and guidance. The study seeks answers to the following questions:

1. What challenges do novice EFL teachers in public primary and secondary schools report to be experiencing in their initial years of teaching?
 - a. What challenges do they report to be experiencing in relation to foreign language pedagogy?
 - b. What challenges do they report to be experiencing in relation to forms of professional assistance that are available to them?
2. What are the perceived support needs of novice EFL teachers teaching in public primary and secondary schools?
 - a. What are their perceived needs in relation to foreign language pedagogy?
 - b. What are their perceived needs in relation to forms of professional assistance?

Within the scope of the present study, a novice EFL teacher was defined as a teacher with a maximum of four years of teaching. Any difficulty that novice EFL teachers reported to be interfering with their instructional decisions and practices was considered to be a challenge (The word is interchangeably used with such other words as difficulty and problem).

I. 3. The significance of the study

It is well-documented in the literature that first years of teaching are of critical importance in any teacher's career in the sense that these years have a deep impact on the future professional attitudes and practices of a teacher, teacher effectiveness, job satisfaction, career length and so on (Farrell, 2003; Loughran et al., 2001; McCormack and Thomas, 2003; Moir and Gless, 2000). These being the case, initial years of teaching seem to be an important phase to invest efforts in their development as teachers. As Moir and Gless (2001) note, 'Ideally, an investment in teacher quality starts at the earliest stages of a teacher's career and continues throughout a professional lifetime'. Rolley (2001) touches upon a similar issue and points out that it is the initial years of teaching in which the issue of quality teaching can be tackled with in the most practical and fundamental way to ensure teacher retention and to provide the novice teacher with immediate feedback about his/her teaching practices. Thus, it seems to be of significance to document the difficulties and support needs of the novice EFL teacher in such a sensitive, critical, and risky period. Through this documentation, we-as teacher educators-will better deal with such questions as what to invest, how to invest, how much to invest in our quest of

increasing language teacher quality and will be able to offer suggestions for turning the demands and risks of this phase of teacher development into more fruitful learning experiences for the novice EFL teacher.

Moreover, the challenges faced by the novice EFL teacher might not only hinder his/her attempts of creativity, experimentation, and innovation but also might obstruct his/her professional development and hence pedagogical actualisation as a language teacher. All these will in turn negatively influence the quality of language teaching. It seems that we are not alone in this insight. As Loughran et al. (2001, p.7) illustrate '... the difficulties of beginning to teach can create a situation whereby student teachers' ideals and hopes for teaching may be repressed ...' The enriched understanding of the difficulties and the support needs of novice EFL teachers therefore seems to be of critical importance to be able to create growth-nurturing contexts for our new forces .

As teacher educators, we also do our best to help our student teachers to become good and successful teachers of English, and, with our best intentions and wishes, set these novice teachers off to a journey with a baggage of knowledge of language teaching. However, once our students graduate, there is no systematic and formal follow up of their development as language teachers. We, as those who trained them, do not seek answers to such critical questions as what they go through in their journey of becoming language teachers, whether their journey is an enjoyable one or whether it is a bit dull and full of complexities, challenges, and tensions. Manuel (2003), in his study of retention and attrition of early career teachers in New South

Wales, draws attention to a similar issue by using the example of Janus, the mythological Roman sun deity who, with his two faces, guarded the entrances and the exits as the guardian of gateways. As he puts it,

As educators, we surely in one sense embody the ancient Janus-like responsibility of overseeing the educational 'entrances and exits' of all of those who make the life-altering decision to be a teacher. While we are certainly watching over the entrances into the teaching profession, we perhaps need more vigilantly and urgently to take notice of the exits (p. 149).

The present study is thus, in a sense, in pursuit of taking notice of the exits from the door of pre-service language teacher education by attempting to answer the above-mentioned crucial questions. These questions are crucial in the sense that the answers of these questions will generate important insights that might serve as a base for reconsidering and restructuring foreign language teacher education in Turkey in terms of its content and practices.

II. LITERATURE REVIEW

II. 1. Introduction

This chapter presented an account of the following review of literature concerning the present study. The first section considered some issues in relation to foreign language teacher education in Turkey, with a focus upon both pre-service teacher education and in-service teacher education. The next section reviewed research studies in the field of education about novice teachers' initial year teaching experiences, and the final section research conducted on EFL/ESL teachers' experiences in their first years of teaching.

II. 2. Foreign Language Teacher Education in Turkey

II. 2. 1. Pre-service language teacher education

Before proceeding into issues regarding pre-service language teacher education, it seems to be necessary to give a brief account into teacher education in general in order to be able to get a comprehensive view of the overall structure of pre-service language teacher education in Turkey.

Teacher education in Turkey witnessed some major changes and developments throughout its history. One of these major changes took place in 1973 with the acceptance of the 'Basic Law for National Education' (Milli Eđitim Temel Kanunu)

(Gürşimşek, 1997; Çakıroğlu and Çakıroğlu, 2003). Before the given law came into effect, primary school teachers were educated in boarding schools called as ‘teacher schools’ (öğretmen okulları). These were secondary schools, offering six-year education, from the sixth grade to the 12th. In light of the ‘Basic Law for National Education’, teacher schools were then restructured as two-year education institutes (eğitim enstitüleri). The impetus behind this act of restructuring was that all teachers needed to be trained in higher education institutions. Those who graduated from these institutes were appointed as primary school teachers in elementary schools. Subject-matter teachers for secondary schools; on the other hand, were trained in education institutes, providing three years of education.

The second major change in teacher education occurred in 1981, with the establishment of the Higher Education Council and with the introduction of a unified system of higher education (Gürşimşek, 1997; Çakıroğlu and Çakıroğlu, 2003; Deniz and Şahin, 2006). (The Higher Education Council is responsible for managing activities of higher education institutions in Turkey such as planning, organization, governance, instruction, and research since then). Teacher education institutions such as colleges, institutes and faculties, initially operating under the Ministry of National Education (MNE hereafter) and universities, were thus all unified and changed into faculties of education offering four-year teacher education programmes (Tercanlıoğlu, 2004) (Prospective secondary school teachers then began to receive four years of education, and primary school teachers two years.). From 1981 on, universities- hence the Higher Education Council (HEC)-took over the task of training all teachers across the country, which was an important step stone in teacher education in Turkey (Aydın and Tercan, 2005). Another important

turning point in the Turkish teacher education was the decision made in 1989 that prospective teachers of all levels, be it primary or secondary, must complete four-year teacher education programmes. All higher institutions of teacher education then started to provide four-year B.A. programmes as faculties of education from 1989-1990 academic year.

In 1997, some other developments took place in the Turkish teacher education. One of these was the establishment of the National Committee of Teacher Education (Öğretmen Yetiştirme Türk Milli Komitesi). It consisted of members from the faculties of education and the Higher Education Council (HEC). The main objectives of the committee were to set- and implement- national standards for pre-service teacher education, to facilitate faculty-school cooperation, to develop control mechanisms to ensure the quality teacher training and thus to contribute to the quality of pre-service teacher education. Another important development in 1997 was that teacher education programmes were restructured as a consequence of the cooperation between the World Bank and the HEC. The purpose was to bring standardisation to the varied curricula of teacher education programmes in all subject areas (Seferoğlu, 2004). Along with this standardisation in the curricula of teacher education, teaching practice component was developed as well and teaching practice opportunities were considerably substantiated. However, these standardised teacher education programmes received considerable criticism that they trained 'teaching technicians' rather than training 'teachers'. (Duman et al., 2005)

The most recent development in the Turkish teacher education occurred at the beginning of 2007, and the teacher education programmes once underwent a revision. What triggered this revision was, in large part, the increasing debate over the efficiency of current teacher education programmes to train knowledgeable and skilful teachers compatible with the demands of the rapidly growing and changing world. Changes made by the MNE in the primary school curriculum in 2004 and concerns over the standardisation of teacher education programmes in comply with the demands of European Higher Education Area (Turkey has been a member of it since 2003) were among the other incentives that prompted the process of revision. The major changes made in the teacher education programmes were thus as follows (YÖK, 2007):

1. 50% of the programmes consisted of subject matter-specific courses, whereas 30% of them were composed of educational courses on teaching formation. Twenty percent of the programmes were allocated to courses on liberal arts such as mythology, history, and so on. These percentages varied across different subject matter areas.
2. The faculties of education were allowed flexibility-to a certain extent-to decide upon their courses. In addition, the number of elective courses was increased.
3. The prospective teachers were offered opportunities to practice teaching in rural areas, in integrated classrooms, and in YİBOs (Yatılı İlköğretim Bölge Okulları, i.e. Boarding Schools of Primary Education).
4. The number of courses on liberal arts was increased considerably.

5. The teacher education programmes were designed in such a way that they largely concurred with those in the European Union countries.

6. One of the objectives of the revised programmes was to train teachers capable of problem solving and of teaching their learners how to learn, rather than technician teachers.

Despite these reform efforts, the pre-service teacher education is an issue of ongoing debate and criticism in Turkey. At the very heart of these criticisms lie issues in relation to the quality of teacher education programmes.

One of the criticisms is concerned with the instable and unsteady policies of teacher education. This instability thus results in inconsistent and unsystematic practices of teacher education which in turn might hinder the development of teachers as well-equipped and qualified professionals (Duman et al., 2005).

The knowledge base of teacher education programmes is another issue of constant debate. More specifically, the debate revolves around the question of how relevant the knowledge base of teacher education programmes is to the practices in real teaching contexts. According to Çakıroğlu and Çakıroğlu (2003), the issues covered and emphasised in teacher education programmes, for the most part, do not match with the realities of schools in Turkey. They also draw attention to the results of some research studies indicating teachers' dissatisfaction with teacher education programmes in terms of their inadequacy to ease the process of learning to teach and of the irrelevancy of the courses to what they face in schools. They further their criticisms over the content of teacher education programmes in Turkey and

comment on the tendency to use the Western knowledge base and teacher education traditions regardless of a myriad of situation- and culture-dependent variables that are likely to govern and shape Turkish education system and teacher education.

The pre-service English teacher education programmes were also reconsidered and restructured as a part of all the educational reforms mentioned in the previous lines. Currently, there are 27 ELT departments at the education faculties of the public universities, and 6 of the private universities. The ELT programmes aim to train teachers of English for both primary and secondary schools.

From 1983 onwards, ELT programmes in Turkey too have considerably changed in terms of their content. The first ELT programmes were not standardised, and each ELT programme differed from each other in terms of its content and practices. However, due to a growing concern for the imbalanced distribution of the coursework in the curriculum (There was not much emphasis on language teaching methodologies and teaching practice.), the lack of collaboration between the faculties of education and the MNE, the extension of basic education to 8 years, and the introduction of foreign language learning into the primary school curriculum, the ELT programmes were restructured and redesigned in 1997 (Şimşek and Yıldırım, 2001). Some new courses were added to the curriculum such as research skills, teaching English to young learners, Methods in ELT, language acquisition, and so on. The given courses were then introduced earlier into the programme (In the previous curriculum, ELT-specific courses were introduced in the third year of the ELT programme). The amount of teaching practice was also increased as well as the total course credits.

Another revision in the ELT programmes took place at the end of 2007. Some additional modifications were made in the programmes in terms of their content and total credit hours. These were not very radical changes; however, there seems to be a considerable amount of time to see how the latest programme will function and whether it is capable of addressing the needs of the prospective teachers and the current education system (See Appendix XVI for the redesigned ELT programmes in 1997 and 2007).

Nevertheless, teacher education programmes have always met with criticisms as to the way they prepare prospective teachers. Of particular concern in these criticisms is that teacher education programmes do not adequately prepare student teachers for a number of complexities and tensions of classroom life (Crandhall, 2000; Farrell, 2006; Johnson, 1996; Loughran et al., 2001).

Similar criticisms are made against foreign language teacher education programmes. As Johnson (1996) acknowledges, 'L2 teacher education programmes are often criticised for presenting particular kinds of knowledge in ways that do not resemble how teachers actually use their knowledge in real classrooms (p.765).' She also adds that theoretical knowledge is what is mostly emphasised in L2 teacher education programmes and that particularly novice teachers experience difficulties in putting this knowledge into practice and thus dealing with problems that might occur in their classrooms. She goes on pointing out that theoretical knowledge imposed upon trainees, in fact, has little to do with these problems which are the manifestations of authentic, real life situations caused by an intricate web of social, cultural, and economical factors.

Johnson seems not to be alone in her insight. Crandhall (2000) draws attention to a similar drawback of language teacher education programmes and states that there are considerable doubts over whether language teacher education programmes are able to prepare teachers adequately for the realities of the classroom.

These criticisms bring about an important question to ask: To what extent-and how-can teacher education programmes duplicate the realities and problems of daily classroom practices? According to Veenman (1984), this is not much plausible. As he asserts, 'It is unjustified to think that teacher education could anticipate all the future problematic situations of beginning teachers, not to say stimulate these situations.' (p. 167). Loughran et al. (2001, p.17) raise a similar point and say that, '...this is one of the dilemmas of teacher preparation. Issues and likely concerns are able to be highlighted but not fully addressed as teacher preparation cannot duplicate the reality of the actual world of beginning teaching.'

It may be true that it is not always fair to put the blame on teacher education programmes whenever and wherever new teachers are challenged by daily problems and dilemmas of the teaching profession. Presumably, what teacher education programmes can do is to involve pre-service teachers as much as possible in contexts and situations similar to real teaching contexts and to situations in which they may find themselves when they become full-teachers. This may be achieved by varying student teachers' field teaching experiences and by engaging them in analyses of problematic classroom situations.

Whilst all the above are the important issues in pre-service teacher education, what about the in-service education and training (INSET) in Turkey? In what follows, this question will be tackled with.

II. 2. 2. In-service language teacher education

Before moving on to issues regarding in-service language teacher education in Turkey, let us focus on a brief history of INSET and INSET practices in general.

‘The Bureau of On-the-job Teacher Training’, established in 1960, was the first institution to provide teachers of all levels (pre-school, primary, and secondary) with in-service education. In 1975, this bureau was extended and replaced by ‘The Department of In-Service Training’ due to an increasing demand for in-service education and the inadequacy of the bureau to meet these demands. Since then, the given department is in charge of all the issues relating to in-service training of all teachers and is supervised by the MNE. In addition, in 1993, the provincial administrations were allowed to provide in-service teacher education activities.

The major task of the Department of In-service Training is to train nearly 700.000 teachers and other staff working in the central and provincial organisations of education all over Turkey (MEB, 2007). More specifically, the department aims to:

- induct novice teachers into the teaching profession,
- provide a common ground for the perception and interpretation of the aims and the principles of the Turkish National Education,

- compensate for the possible deficiencies of pre-service teacher training and thus to contribute to the development of teachers in terms of their professional competencies,
- empower teachers with knowledge and skills as required by the innovations and developments in the field of education,
- develop teachers' understanding of professional competence and take the best advantage of it,
- increase teachers' self-confidence and motivation,
- carry out complementary training to enable horizontal and upper transfers of those who have taken different trainings,
- make sense of the Turkish National Education policy as a whole,
- enable coherence in implementing the basic principles and techniques of education,
- support the development of the education system.

In order to achieve the above aims, the Department of In-Service Training prepares and implements annual in-service training plans centrally (and Provincial Directorates of National Education locally) and carries out the following activities:

- Pedagogical formation training
- Promotion training for those to be assigned to higher positions
- Teaching orientation programmes for novice teachers
- Computer training programmes
- Training of formator teachers
- Foreign language learning programmes for teachers

- Central and local courses and seminars for teaching and administrative staff
- International affairs and foreign in-service training activities
- Graduate programmes on public administration
- Carrying out projects supported by the World Bank and the European Union
- TODAİE (Public Administration Institute for Turkey and the Middle East) graduate programme on Education Management
- Training programmes for those with hearing and mental disabilities
- Exchange training programmes

Moreover, in-service training is compulsory for all teachers, school administrators, and the other MNE staff.

However, it seems that INSET in Turkey is not without its problems. One of these problems is the way INSET is conceived and hence implemented. It appears that in-service training of teachers is construed as a one-time practice rather than a life-long and never-ending process of professional learning and development and is implemented inconsistently and unsystematically. In a similar vein, Daloğlu (2004) raises criticisms against INSET practices and states that, 'In Turkey, the common understanding and practices of in-service teacher development is a series of topically unrelated workshops over the course of an academic year. While attending such events is compulsory for teachers in some schools, it is optional in others...'

(p. 677)

Another problem in INSET programmes is concerned with the quantity of the activities provided by the Department of Teacher Training. The programmes are often criticised on the grounds that a small amount of teachers are able to access to the INSET activities and that this access remains to be limited. As Yalın (2001) points out, more than 500.000 personnel, including teachers, work at the central and local institutions of the MNE and only 100.000 of them are provided with in-service training. He concludes that, this being the case, the INSET activities are undoubtedly inadequate in terms of their quantity.

As with the problem of quantity in INSET, the quality of the INSET programmes is another issue of sustained criticism. One of the criticisms raised against the quality of the INSET in Turkey is concerned with its efficiency, that is, whether or not it successfully contributes to fruitful teacher learning experiences. Ünal's study (2001) seems to be note-worthy and indicates that INSET programmes might not achieve a change in teachers' knowledge and practices. In his study, Ünal aimed to delve into a group of teachers' views of INSET programmes. What the teachers reported was that the INSET activities did not much contribute to their knowledge of the subject matter that they were teaching, their familiarisation with the educational technology, and learner success and achievement in their classes.

Another criticism in relation to INSET programmes is that teachers, as those who are one of the key interlocutors in INSET processes, do not have any role in planning objectives and practices of these processes. In other words, no needs analyses are carried out in planning INSET activities. Various departments of the

MNE initiate the INSET programmes in an ‘a priori’ and top-down manner. This is the most common practice in Turkey to launch any INSET activity. Within such a picture then, it seems to be inevitable that the planned activities do not address teachers’ immediate needs and interests, as also evidenced by Yalın’s study (2001). In his study, Yalın aimed to reveal a group of teachers’ and school administrators’ perspectives of 15 different INSET activities. According to what nearly half of the teachers reported, the activities that they were involved in did not correspond to their needs and interests. Some of the teachers and administrators also noted that they were never asked whether the content of the activities matched with their immediate needs. Nonetheless, in order for INSET activities to lead to more fruitful teacher learning experiences, they need to address teachers’ immediate needs and interests. Daloğlu’s study (2004) provides support for this view. In this study, an in-service professional development programme was designed in response to the needs of English language teachers at a private primary school in Ankara, Turkey. The programme aimed to establish a materials bank and thus to improve the quality of teaching materials, which was identified as a need both by the teachers and their learners. What the study suggested was that INSET programmes and activities might result in greater benefit for teacher development if they were nested in teachers’ and learners’ immediate needs and if teachers were actively involved in the design of such programmes and activities.

With regard to in-service language teacher education in Turkey, EFL teachers’ opportunities seem to be limited. A look at 2007 annual programme of the INSET activities (MEB, 2007) indicates that only a small amount of the INSET activities

are ELT-specific, which are mainly about ELT methodology. There are also some other activities that are available to EFL teachers. They are not ELT-specific, but cover general issues of education such as teaching methods and techniques, material design, assessment and evaluation, classroom management, school-based professional development, problem-solving techniques, and so on.

As mentioned in the previous lines, the training of novice teachers is one of the important INSET activities carried out by the Department of In-service Training. In the following section, this issue will be explained in detail.

II. 2. 2. 1. Training of novice teachers as an INSET practice

Training of novice teachers on a regular and systematic basis is relatively a new phenomenon in Turkey. It was in 1995 when a one-year programme of in-service training (which may be called as the ‘teaching orientation programme’) for novice teachers was put into practice.

The purpose of the programme is mainly to induct novice teachers into the profession of teaching and thus to help them grow as autonomous and real practitioners. All the teaching orientation activities are carried out by the MNE.

All throughout their first year of teaching, novice teachers are in a teaching orientation status. Being assigned to their work places, they start teaching and receive their teaching orientation training at the same time. At the end of the

training programme, they are tested on a wide range of issues in which they are trained, and those who succeed in the exams are no longer in their teaching orientation status and become permanent teachers.

The programme consists of three successive components: the basic education, preparatory education, and practical education. The basic education lasts approximately 60 teaching hours and covers issues in relation to the rules and regulations of civil services. Novice teachers are provided with the following courses in this component of the programme:

- Atatürk's Principles
- History of Turkish Revolution I
- Turkish Civil Law
- Main Principles in Turkish Law
- Rights and Responsibilities
- Fundamental Institutions of the Turkish Republic
- The Executive
- Governmental Structure
- Laws of Civil Services
- Procedures in Formal Correspondences and Filing
- Protection of the Governmental Goods and Economic Measures
- Public Relations
- Confidentiality and its significance
- National Security

- Communication
- Turkish Grammar

The basic education is immediately followed by the preparatory education in which novice teachers take courses on the organisation of the MNE, organisations of schools, school rules, and regulations, and responsibilities of a teacher. The preparatory education lasts 120 teaching hours.

The practical education offers novice teachers with a 220-hour teaching programme. In this part of their education, novice teachers are required to practice teaching at schools which they are appointed to. School administrators and mentors are those who are in charge of training novice teachers at schools. Mentor teachers are assigned and selected by the school administration among experienced and successful teachers. They guide and support novice all throughout their teaching orientation training. The mentor and the novice teacher are to be in the same subject matter.

The mentor teacher is required to prepare a training programme for the novice teacher which also needs to be approved by the department of the relevant subject matter and the school administration. The aim of this programme is to help the novice teacher get a comprehensive view of how to plan lessons on a daily and yearly basis. The mentor teacher also guides and evaluates novice teachers, and prepares reports of their development to be presented to the school administration. At the end of the programme, novice teachers are evaluated out of 100 in terms of their general teacher qualities, discipline, diligence, cooperativeness,

trustworthiness, and knowledge of subject matter. The school administration also has a key role in the training of the novice teacher.

Although these are the required processes and practices in mentoring novice teachers, the reality seems to be quite different. In most of the schools within the context of the present study, novice teachers are generally left to their own devices with little or no support from their mentors due to either shortage of teachers at schools or teachers' heavy teaching schedules, or both. It is also a common practice that novice teachers are assigned mentors whose subject matters are different from theirs. The resulting picture is thus-inevitably-novice teachers trying to learn how to teach by 'ordeal by fire'. The picture seems to get more complicated with the lack of support and guidance by school administrators. Akbaba (2002) touches upon a similar issue and states that support and guidance provided by school administrators are inadequate to help novice teachers develop as effective practitioners and are rather inspection-oriented. Şahan (2002) raises further criticisms against professional support structures that are available to novice teachers and points to the inadequacy of them in providing novice teachers with fruitful learning experiences. She maintains that novice teachers are deprived of professional support and guidance and have difficulty in accessing to their experienced colleagues.

Recently, a new component has also been included in teaching orientation programmes: 'Seminars to orient novice teachers to their teaching contexts'. More specifically, these seminars aim to help novice teachers get to know the social and cultural structure of their teaching contexts, establish, and maintain rapport with people around them.

II. 3. Research on novice teachers' difficulties and needs in their initial years of teaching: Insights from the field of education

There is a great deal of research in the field of education on novice teachers' entry into teaching, more specifically on novice teachers' experiences of initial years of teaching. Although these studies deal with novice teachers' general experiences of initial years of teaching and although, at first glimpse, they might somehow seem to be irrelevant to the reader for the purposes of the present study, they appear to illuminate our understanding on novice teachers' difficulties and needs in their first years of teaching. Thus, these studies (despite the fact that they do not specifically deal with these given issues) were also included in this part.

Bullough's case study (1989) was one of those studies that attempted to explore novice teachers' experiences of initial years of teaching. In his case study, he followed Kerrie, a beginning teacher, throughout two-school years and sought to understand her experiences as a beginning teacher. Kerrie was a first-year teacher. She was 29 years old. She was a graduate of secondary teacher education programme. Upon graduation, she was assigned to a secondary school in Salt Lake City, Utah, the U.S.A. and was in charge of seventh-grade classes. She was teaching English, social studies, and reading. Bullough collected his data by means of interviews and weekly observations followed by reflective interviews to elicit Kerrie's views of her own practices as a teacher. He also interviewed the school principal and four randomly selected learners from Kerrie's classes to make better sense of classroom events and how Kerrie was perceived by the learners. The

analysis pointed to the existence of a myriad of difficulties in Kerrie's first years of teaching. One of these difficulties was concerned with classroom discipline which seemed to be the most perplexing issue for Kerrie. As she noted, she felt startled by the presence of learners who were highly different from what she experienced before in her practicum. It was highly difficult for her to get some of her learners on-task and thus to establish classroom control. Motivating learners was another issue that challenged her. According to what she noted, there were a significant number of learners for whom school meant little or nothing. Dealing with individual learner differences, particularly how to deal with low-ability learners, assessing learner work (She was particularly concerned about fairness when assessing learner work), and developing relationships with parents were other difficulties that persisted all throughout the study. While Kerrie was struggling with those difficulties, she unfortunately did not have anybody around to count on. Lack of support from her colleagues and her mentor teacher were some other issues that worried her. She was also worried about the teacher evaluation system, because she seemed to feel that she did not get any benefit from the evaluations made by the school principals.

Calderhead and Shorrock (1997) also carried out a case study in which they tracked the development of a group of student teachers into their initial years of teaching. The aims of the study were to understand how student teachers think about teaching, learning, subject matter, themselves and the process of becoming a teacher before the start of their training courses, to track the changes in the students teachers' thinking, to identify what features might facilitate or impede their development, and to understand how a study of these changes may help understand the processes of

professional development. The participants were a sample of 20 student primary teachers from two different training courses at the same institution which was a college of higher education in the south-west of England. One of the courses was a conventional year long post-graduate education (PGCE) course in primary education, preparing class teachers for the 4-11 age range. The other was a two-year articulated teacher course, preparing the student teachers for teaching the 4-11 age range and involving 80 percent of course time being spent in schools. The PGCE students were followed through into the first year of their school-based course, whereas the articulated teachers through the full two years. All of the participants were graduates with first degrees in such subjects as arts, languages, sciences, humanities, home economics, and psychology. Semi-structured interviews were the primary tool of data collection, supplemented with a questionnaire and a rating scale at the end of the first year. Stimulated recall interviews were also held with the student teachers' pupils and mentors. What the results revealed was that both the PGCE students and the articulated teachers, when they became full teachers, were coping with a number of difficulties such as planning their work, getting to know the children, little mentor support, high levels of stress, and so on. They reported to be living with teaching 24 hours a day and to be spending lots of time in preparation and record keeping.

Lang's study (1999) was one of the other research studies which aimed to investigate the experiences of novice teachers in their initial years of teaching. In particular, she aimed to identify the points in initial years of teaching at which the beginning teachers felt they got beyond the survival stage, the things that helped them survive and the issues that they felt they needed to learn in their pre-service teacher

education programmes. The participants of the study were seven primary school teachers in New Zealand. They all graduated from teacher education programmes and were in their first year of teaching. A survey was used to collect data, consisting of three open-ended questions. Except one of the seven teachers, all reported that things began getting easier for them in the second half of the school year, but they were also found to have been coping with a range of difficulties such as health problems, learners with behaviour problems, long hours of work, low levels of energy, and so on. Among the most commonly mentioned factors that helped these teachers survive their first year of teaching were collaborative instructional planning, support from their mentor teachers, keeping up to date with planning, marking and administrative tasks. The teachers also mentioned a range of areas that they would have liked to be covered in their teacher education programmes. These can be listed as follows: better reading/language training; realistic time-management; how to deal with learners with behaviour problems; more practical teaching experience; creative use of classroom activities; more curriculum ideas; practical ideas, activities, materials to be used in the first days at school; ideas for how to deal with learner parents, how to set up classes effectively, how to deal with the curriculum; long-term instructional planning; how to deal with intelligent learners, and teaching oral language.

Similarly, Goddard and Foster (2001) centred attention on one of the important aspects of beginning teaching: the phenomenon of beginning teachers leaving the profession. More specifically, they attempted to investigate beginning teaching experiences from the perspective of the beginning teachers themselves. They also

aimed to understand whether beginning teachers consider their teacher education programmes to be adequate preparation for the realities of teaching. In order to address these issues, a collective case study design was adopted. This allowed the researchers to focus on contextual realities of the schools and on multiple realities as represented by idiosyncratic experiences of the research participants. The study was carried out in Canada. Nine beginning teachers participated in the study. All were in their first five years of practice and were graduates of teacher education programmes. Five of the teachers were teaching at the elementary school level, whereas the four others in the high school. Data were collected by means of interviews, as well as of relevant government, school, and school district documents. The interviews were conducted face-to-face or via e-mail and were semi-structured. They were all transcribed and returned to each interviewee for member check before the data analysis. Data were then sought for emergent themes and categories. The analysis revealed that the neophyte teachers, as called in the study, tended to move through six themes or phases as they develop as teachers. These were as follows: The existence of a significant other affecting the neophyte teachers' future practices (such as experienced colleagues, school administrators), approaching the gate of the profession, identifying the challenges of the profession, recognising the imbalance between professional and personal life and feelings of unpreparedness for classroom teaching, a period of disillusionment and blaming the teacher education programmes about their inadequacies to prepare them for the realities of teaching. Along with these findings, the study revealed information as to the challenges that the neophyte teachers experienced. These were classroom discipline, motivating learners, dealing with individual learner differences, assessing learner work, relationships with

parents, the organisation of class work, inadequate teaching materials, and dealing with the problems of individual learners.

Like Goddard and Foster, in her study, Manuel (2003) dealt with retention and attrition of early career teachers in Australia. Her study was a part of larger research which aimed to track a small group of beginning teachers (N=6) through the first five years of their teaching career. The teachers began teaching in 'hard-to-staff' schools. They were all graduates of teacher education programmes. Data were obtained by means of interviews, journals kept by the teachers, and questionnaires. The analysis seemed to indicate that the teachers suffered mainly from disorganised administration, poor classroom management, learner indiscipline, violence from learners, lack of formal or informal collegial support, the absence of formal induction procedures at system, school, or subject department level, disillusionment with the system, sheer workload, high level of stress and thus health problems.

McCormack and Thomas (2003) reached similar findings in their study of beginning teachers in Australia. The study sought to understand the induction experiences of a sample of beginning teachers in terms of the teaching processes and the school socialisation aspects. The participants (N=248) were graduates of primary, secondary and early childhood education. The participants were teaching in primary and secondary schools varying in size, ethnicity, and location (city and rural schools). Data were collected via questionnaires and focus-group semi-structured interviews which sought information on the format and the perceived value of the induction programmes, levels of teaching satisfaction, concerns in relation to

survival, tensions and conflicts experienced and professional support provided. The questionnaire data were analysed by SPSS. Data from the interviews and the open-ended section of the questionnaires were sought for common themes across the groups. The participants' responses to the questionnaire revealed that the most common form of induction encountered was informal collegial support, followed by induction by the school administration. Formal link to a mentor and attendance to formal induction sessions appeared to be forms of professional support encountered by a small group of teachers. When asked to evaluate the induction support, the teachers ranked it in the moderate range, and informal collegial support was the most highly valued form of support. With regard to the levels of satisfaction, the teachers provided with support by their colleagues and school administration reported very high to high levels of satisfaction, whereas those complaining over lack of support in the areas of programming and dealing with learners' individual needs perceived moderate to very low levels of satisfaction. The study also provided insights into the issues which seemed to challenge and discourage the beginning teachers. In relation to teaching, the most commonly mentioned areas were concerned with classroom management. The teachers complained mostly over disruptive learner behaviour and inconsistent school management procedures to cope with this challenge. This lack of support with management seemed to lead to feelings of isolation on the part of the teachers. There were also some other challenges associated with teaching processes. These were the poor literacy and numeracy skills of learners, lack of resources to promote student learning, having to teach unfamiliar content outside specialisation, no relief for training and development, programming to meet all learners' needs, lack of support from parents or dealing with parents, large amount of paperwork required

due to possible litigation. At the level of school socialisation process, such concerns were expressed: lack of support from principals and school executive, lack of formal supervision, unclear school expectations for attainment of their teaching certification, teaching positions in isolated country areas, being given lower or more difficult classes, negative attitude and work ethics from older long-term staff, lack of communication between staff, faculties and school executive, negative public perception of teachers, lack of support from executive to try new things and teaching styles, dealing with school politics and staff room power struggles.

Though few, there are also studies in the field of education which specifically focus on novice teachers' needs of support and difficulties, being one of the important aspects of initial-year teaching experiences.

One of the most comprehensive research studies on the difficulties of initial years of teaching was carried out by Veenman (1984). He analysed 83 international empirical studies conducted from 1960 to the present. Of these eighty-three studies, 55 were from the United States, 7 from West Germany, 6 from the United Kingdom, 5 from the Netherlands, 4 from Australia, 2 from Canada, 2 from Austria, 1 from Switzerland, and one from Finland. Most of these studies employed questionnaires which were mostly in the form of rating scales. A few of the studies also used interviews to enrich the data from the questionnaires. In order to identify the most serious problems experienced by beginning elementary and secondary teachers, Veenman made a list of areas of difficulty most frequently reported in the 83 studies. Selecting the 15 most serious difficulties mentioned in these studies, he

classified and rank ordered them according to their importance. The difficulties reported by beginning teachers were as follows: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relations with parents, organisation of class work, insufficient materials and supplies, dealing with problems of individual students, heavy teaching load resulting in insufficient preparation time, relations with colleagues, planning of lessons and school days, effective use of different teaching methods, awareness of school policies and rules, determining learning level of students, knowledge of subject matter, burden of clerical work, relations with principals/administrators, inadequate school equipment, dealing with slow learners, dealing with students of different cultures and deprived backgrounds, effective use of textbooks and curriculum guides, lack of spare time, inadequate guidance and support, large class size.

In her study, Wong Yuen-Fun (1999) focussed both on novice teachers' difficulties and needs of support. The purpose of her study was to gain an in-depth understanding of beginning teachers' concerns and problems, to identify existing assistance and support strategies that were available to them, to gather their perspectives on possible solutions to their concerns, and to understand whether induction activities were meeting their instructional and personal needs. To this end, a two-phase study was designed. In the first phase of the study, beginning teachers' concerns and problems were investigated by means of questionnaires and interviews. The participants of the study were 120 teachers at primary and secondary schools in Singapore. In the second phase of the study, a survey, The Beginning Teacher Induction Questionnaire, was administered to 207 first-year

beginning teachers. This phase of the study produced both quantitative and qualitative data and revealed problems of beginning teaching similar to those identified by Veenman (1984). According to the results, the commonly cited problems of the beginning teachers were: classroom discipline, motivating unmotivated students, dealing with learner differences, work overload, administrative paperwork, pressures to fulfil high performance requirements, role complexity, lack of opportunities for independent decision-making, lack of access to role models, the inadequacy of support and feedback from their superiors in terms of their abilities, accomplishments, and their growth as teachers. In terms of the solutions to their difficulties, they mentioned five categories of support that might alleviate their concerns. These were personal support (i.e. well-structured mentoring schemes, collegial support, leadership that is more accepting, supportive, and assertive), workload assignment support (that is, concessions in workload, ongoing professional development, feedback and evaluation (i.e. more time, empathy and allowance for mistakes, more autonomy and transparency in the teacher evaluation), and teachers' network support. The beginning teachers also mentioned what else their teacher education programmes could have done to better prepare them for a smooth transition into teaching. What they suggested was more guidance on how to translate theory into practice, more focus on real world of teaching, an extended period of practicum, and content between the faculty, practitioners and beginning teachers. In relation to the forms of professional support available to the beginning teachers, formal sharing experiences ranked the highest. This was immediately followed by observations by Principals and Heads of Department. Information on teacher roles and responsibilities, concessions in workload and fewer

outside classroom responsibilities were the least experienced forms of support. The beginning teachers were also asked to rate the usefulness of various forms of professional support. Concessions in workload and the allocation of fewer tasks were the most highly valued forms of assistance.

Likewise, Meister and Melnick's study (2003) seemed to generate important information as to the novice teachers' challenges and needs in their initial years of teaching. More specifically, it aimed to identify first and second year teachers' concerns in such areas as classroom management, time management, communication with parents, and academic preparation. A total of 273 novice teachers participated in the study. The teachers were teaching either in rural, suburban or urban school districts. Sixty percent of the sample were elementary teachers, 13% were middle school teachers, and 27% high school. Survey research methodology was used in the study. The participants were asked to respond to the Internet survey both with close- and open-ended items. The results appeared to reveal that novice teachers were in need of direct experience in schools and continued support in such areas as classroom discipline, time management, and communication skills. Also, although these areas were focused on their teacher education programmes, most of the novice teachers also tended to feel less confident of their knowledge and skills when they entered into the profession. Time-management seemed to be another area in which most of the novice teachers were experiencing difficulty. Most of the teachers in the study reported that they were sometimes overwhelmed by the workload. Relationships with parents were another problematic issue for the novice teachers in that most of them did not regularly communicate with parents, as they reported.

Finally, some of the teachers tended to think that their student teaching experiences did not prepare them well for their first years of teaching and that there needed to be more content-based courses and more emphasis on how to use multiple assessment methods.

A more recent study of novice teachers' difficulties in the field of education was conducted by Toren and Iliyan (2008). In their study, they sought to identify the problems of beginning teachers in Arab schools in Israel. One hundred and seventy-two beginning Arab teachers were the participants of the study. They were teaching at secondary schools and were from a variety of subject matters such as languages, science, early childhood education, and special education. These teachers were either the graduates of Arab and Jewish teacher education institutes or trying to receive teacher certification. At the time of the study, they were participating in an internship programme. Five mentor teachers from the internship programme and five advisors of the beginning teachers also took part in the study. The research instruments included an open-ended questionnaire and semi-structured interviews held with the beginning teachers, mentors, and advisors. Data were analysed by means of content analysis, and chi-square test was used to examine the differences in the reported difficulties across areas of subject matter. Although the study brought up a variety of complex cultural issues as influential in the beginning teachers' challenges in the Arab schools in Israel, it seemed that the reported difficulties were similar to those found in the previous studies of beginning teachers' problems. What the results revealed was that the beginning teachers' problems revolved around four major issues, which were didactic and disciplinary knowledge, the school culture and

the organisational climate of the school, teaching load, and dealing with individual differences in the classroom. The problems reported by the beginning teachers in relation to didactic and disciplinary knowledge were student evaluation, providing classroom discipline, use of teaching strategies, and the preparation of instructional materials. Dealing with pupils, parents, governmental systems and older colleagues were the problems articulated by the beginning teachers with regard to the school culture and the organisational climate of the school. Excessive amount of time and effort needed for preparing learning materials, lesson plans, checking tests, and completing paperwork were the problems specific to work load. Dealing with individual learner differences in the classroom was the other area of challenge for the beginning teachers.

An overall look into the results of the research studies mentioned above seem to indicate that novice teachers face with a number of difficulties in relation to classroom management (particularly in relation to classroom discipline, dealing with individual learner differences, planning their work, etc.) and various forms of professional support and guidance such as administrative, collegial or mentor support.

Having reviewed the relevant research in the field of education, let us now shift the focus to the studies conducted in the field of ELT to explore novice EFL teachers' entry into teaching.

II. 4. Research on novice EFL teachers' difficulties and needs in their initial years of teaching: Insights from the field of ELT

As mentioned in the previous lines, novice teachers' initial years of teaching experiences have attracted considerable attention in the field of education. Though few, there seems to be attempts in the field of ELT to investigate novice EFL teachers' entry into teaching. Numrich's study (1996) was one of these earliest attempts to investigate novice EFL teachers' first year teaching experiences. In her study, she attempted to identify the various experiences of novice EFL teachers in their first semester of teaching. The participants of the study were 26 novice ESL teachers attending a master's degree programme in Teaching English to Speakers of Other Languages (TESOL henceforth) in the U.S. and had less than 6 months of teaching experience. They were all the native speaking teachers. As a requirement of the programme, the novice teachers were taking a two-section practicum course in which, in pairs, they were to teach their own classes of adult learners in a community English programme for 4 hours a week. Data were gathered by means of personal language learning histories and 20 diary entries written by each teacher throughout their 10-week practicum course. The analysis of data revealed that, the teachers, rather than their learners' needs or learning, were preoccupied with their own teaching experiences. Most of their concerns revolved around such issues as 'making the classroom a safe, comfortable environment', 'controlling when students talk', 'being creative and varied in teaching', 'experiencing teaching individually', 'clarifying the value of a textbook'. The teachers' own L2 learning experiences seemed to be influential on their teaching practices, also. As they noted in their

diaries and personal language learning histories, the novice teachers tried to carry over to their teaching such positive learning experiences as ‘integrating culture into language classes’ and ‘giving students a need to communicate’, whereas they rejected ‘error correction’ and ‘grammar teaching’. Unexpected discoveries about effective teaching were another theme that emerged in the data. The most frequently mentioned unexpected discoveries were ‘Positive learning takes place outside the classroom’ and ‘Students want error correction on pronunciation and grammar’. The novice teachers also appeared to feel frustrated about a few issues in teaching. These were ‘managing class time’, ‘giving clear instructions’, ‘responding to students’ various needs’, ‘teaching grammar effectively’, ‘assessing students’ learning’, and ‘focusing on students rather than on self’.

Like that of Numrich, Richards and Pennington (1998) aimed to unravel novice ESL teachers' experiences in their first year of teaching. More specifically, in their study, they set off to understand how five novice ESL teachers in Hong Kong secondary schools survived in their first year of teaching, the types of adjustments that they had to make in order to deal with the difficulties, and the extent to which they were able to draw on the knowledge that they had been offered in their teacher preparation programme. The study was carried out in Hong Kong secondary schools. The participants of the study were 5 ESL teachers in their first year of teaching. They all completed a three-year full-time undergraduate degree (the BA TESL) entirely taught in English and had been assigned as full-time teachers. Data were collected by means of a belief-system-questionnaire, a first year teacher questionnaire administered at the beginning and end of the study, biweekly

reflection sheets completed by each teacher, classroom observations, and the monthly meetings with the teachers. The results seemed to indicate that the teachers, due to a concern for establishing their classroom roles and authority and covering the syllabus efficiently and thoroughly, tended to give up many of the principles and practices considered to be central to language teaching and learning. More specifically, they shifted their focus away from the principles and practices of communicative language teaching to a view of language as the learning of content, with an emphasis on vocabulary and grammar. They also seemed to adopt a teacher-centred approach in which the learner participation and initiation was restricted. The study generated important information as to the difficulties experienced by these novice EFL teachers as well. These were the heavy teaching and non-teaching workload, large class sizes, the students' low English proficiency and general lack of discipline.

Farrell (2003) focused on one important aspect of initial years of teaching experiences, that of mentorship and attempted to identify the challenges that might obscure mentorship and novice teachers' socialisation experiences. More specifically, he dealt with the influence of collegial support that one beginning EFL teacher experienced in his first year of teaching. The study was conducted at a neighbourhood secondary school in Singapore. The teacher, Wee Jin (a pseudonym) had a BA degree in English language and was attending a 1-year programme, the Post-Graduate Diploma in Education, in order to be assigned as secondary school teacher. This programme offered students a 10-month training in which they took teaching practice and theory classes. The study took an

interpretative approach to the research issues under scrutiny and sought to unravel a teacher's experiences of first year of teaching from the stance of the individual teacher. It thus used qualitative methodologies rather than those of quantitative. Data were collected by means of field notes and written-up log, 6 hours of classroom observation and post-observation conferences, semi-structured interviews with the teacher and the school principal, and diary entries regularly written by the beginning teacher. The analysis of data revealed important information in relation to the reality shock that Wee Jin experienced as a beginning EFL teacher, the support that he got from his colleagues and the school administration, and the phases that he went through in his first year of teaching. Wee Jin's first reality shock was concerned with his teaching load which increased considerably when he began teaching. He also had many other outside-class responsibilities such as counselling students under his care and preparing extra curricular activities. Heavy teaching load and these extra responsibilities led him to feel tired and overwhelmed. In addition, he had trouble in marking examination papers and teaching lower proficiency students. It appeared to pose a great problem for him to write exam papers for levels that he was not teaching and to grade papers of other school subjects. The resulting picture was that he had to read and grade a heap of exam papers. Another difficulty for him was to deal with lower proficiency students who had discipline problems as well. With regard to the professional support that Wee Jin experienced, it seemed that his school exhibited a culture of individualism. In other words, there was a lack of communication and collaboration between teachers. As Wee Jin noted, he did not have any opportunities for peer observation and there were cliques at his school. This appeared to make it hard for him and the other

novice teachers to adjust in their first year. Although he did not receive adequate support from his colleagues, he got positive support from the school administration. The positive support from the school administration was the only form of mentoring that he experienced. Although he was assigned to a formal mentor, he could not receive adequate support and guidance from him. He saw his mentor only once during his first year. In light of all this information, the researcher concluded that there are two important agents playing a role in the successful socialisation of language teachers: the school where the teacher begins teaching and the novice teacher him/herself. He argued that the collaboration of these two agents might ensure a supportive professional context for novice teachers to develop successfully in their initial years of teaching.

In another study, Farrell (2006) further elaborated on Wee Jin's experiences and identified the challenges that he faced in his first years of teaching and his responses to these challenges. The study took an interpretative approach to data collection and analysis and used qualitative methodologies. Data were collected by means of the researcher's field notes and written-up log, classroom observations and post-observation conferences, semi-structured interviews with Wee Jin and the school principal, diary entries regularly written by the teacher and regular e-mail messages. Data were analysed inductively, and the emergent themes and patterns were formed by means of analytic induction. The context of the study was a Singaporean neighbourhood secondary school. Wee Jin, at the time of the study, was attending a one-year post graduate diploma programme to be certified as a secondary school teacher. The analysis of data revealed that Wee Jin faced a number of difficulties

during his first year as a teacher. One of his major difficulties was the clash between how he was expected to teach in contrast to how he would like to teach. According to Wee Jin, it was the learner-centred approach that would best facilitate student learning. However, when he began to teach, he realised how it would be difficult to take this approach, because it was the teacher-centred approach prevailing at his school where learner-centred approaches were associated with bad teaching, more specifically, with the teacher's inadequacy of classroom management skills. As he also noted, this teacher-centred approach was in conflict with what he had learned in the teacher education programme. Although these conflicts seemed to remain unresolved at the end of his first year, he tried hard to reconcile learner-centred and teacher-centred approaches, and, as he noted, he incorporated learner-centred activities into his classes whenever he could, and he shaped his practices according to his learners' perceptions of a good English lesson. Another major challenge that Wee Jin faced with was the course content to be covered in English classes. The problem seemed to arise from the conflict between what he wanted to teach in his classes and what the head of the department required him to teach. To be more specific, he was experiencing a dilemma as to how to find a balance between what he believed his learners needed in educational content and the department's syllabus. This seemed to lead to another complication for Wee Jin, however. As he mentioned in his diary, the inflexibility of the syllabus limited his opportunities for trying out new teaching ideas in his classes. In order to resolve these tensions, Wee Jin decided to listen to his learners' needs and did not give up bringing in extra materials to supplement the course books. A third major difficulty that Wee Jin experienced was dealt with the professional relationships that he

formed with his colleagues and the school administration. As he wrote in his diary, the school where he was teaching exhibited a culture of individualism, and he was left alone throughout the year. He also mentioned that he was having greater difficulty in understanding the general culture of the school and the English Department. The tensions in relation to his professional relationships appeared to remain unresolved throughout his first year, presumably due to his unwillingness for seeking help or the culture of individualism existing in the school.

Watkins (2007) centred attention on a rather different aspect in beginning EFL teachers' experiences. In his small-case research study, he sought to understand how well initial teacher training programmes, such as the CELTA (Certificate in ELT to Adults) course prepare teachers for their first years of teaching and what things are most likely to influence their development. Eight novice teachers participated in the study. All of them had previously completed a Cambridge CELTA course. Interviews were held at intervals with the teachers throughout their first twelve months of teaching. The study generated information as to the things that shape teacher development, the areas that the teachers reported a need to develop in order to better cope with their first year of teaching and how the CELTA course affected their teaching. What the results seemed to reveal was that peer observation and feedback, workshops (although few of the novice teachers encountered with these tools of teacher development), and various books of ELT might facilitate professional development. Most of the novice teachers also noted that, rather than seeking help from senior teachers, they prefer to share their thoughts and experiences with other novice teachers. They also reported to be using

reflection as a tool for development and seemed to consider that the CELTA course prepared them well for a cycle of planning, teaching, and reflecting. Another strand of findings was concerned with the needs of the novice teachers. 'Teaching young learners' and 'finding the right material' were the two areas that most of the teachers reported a need to develop in their teaching. With regard to the influence of the CELTA course, all of the novice teachers tended to think that the general methodology they used remained the same. Moreover, it seemed that there was not much evidence of trying out new techniques following the CELTA course.

The only study of novice EFL teachers within the context of the present study was carried out by Korukçu (1996). In her study, she (1996) sought to identify a group of beginning and pre-service EFL teachers' perspectives of their problems in terms of foreign language instruction. Ninety-five participants took part in the study. Twenty-eight of these were beginning teachers working in Basic English departments of eight universities in Turkey. Sixty-seven of the participants were fourth year students at ELT departments. Data were gathered by means of questionnaires consisting of items in relation to classroom management, teaching skills and classroom techniques, competency in certain teaching methods, potential areas of problems as perceived by pre-service teachers when they become real teachers, practice teaching, and opinions on induction programmes. Data were analysed by means of SPSS and described in the form of means, standard deviations, frequencies, and percentages. The analysis revealed that, when classroom management is concerned, the beginning teachers seemed to be experiencing difficulties in giving oral or written feedback, arranging teacher talking

time and organising pair and group work. In relation to such areas as asking questions, using technical equipment, arranging waiting time and motivating students, they reported to be having less difficulty. In relation to teaching skills and classroom techniques, the beginning teachers reported to be having difficulty in 'teaching different sub-skills of reading, teaching learners how to make inferences from a reading text and how to do contextual guessing, designing speaking tasks, teaching spelling/punctuation, teaching how to link sentences in writing, finding authentic materials to teach grammar, helping learners retain vocabulary, preparing exams for different skills, choosing appropriate games and activities, and arranging lesson time in advance'. When it comes to the issue of competency in certain classroom skills and techniques, the beginning teachers seemed to have little confidence in teaching translation and in testing. The study also generated information as to the areas that the beginning teachers thought they were in need of further training. The most frequently mentioned of these were as follows in descending order: Teaching methods, classroom management, lesson planning, motivating learners, teaching vocabulary, error correction, learning strategies, teaching reading, material design, testing, regulations of school, teaching writing, use of game and activities, giving feedback, giving instructions, timing, teaching speaking, and teaching listening.

As the results of the studies mentioned above appear to indicate, novice EFL teachers deal with a number of challenges in relation to classroom management (i.e. classroom discipline, motivating learners, and so on), foreign language teaching and learning (low learner proficiency of English, using teaching methods and materials,

etc.) and professional support structures available to them (i.e. lack of administrative, collegial and mentor support).

In light of all the information gleaned from the research studies on novice teachers' challenges both in the field of education and ELT, the present study focused on novice EFL teachers' difficulties and support needs in relation to two major areas: foreign language pedagogy and forms of professional support and guidance. Challenges in relation to 'foreign language pedagogy' were examined under three different sub-themes as 'challenges in relation to classroom management', 'challenges in relation to foreign language teaching and learning' and 'challenges in relation to the context of teaching'.

III. METHODOLOGY

III. 1. Introduction

This chapter provided an account into the data collection and analysis procedures. It first started with information on participants and the context of the present study. Subsequent to the detailed presentation of the data collection procedures, the chapter ended up with the procedures followed in the analysis of the data.

The present study, as mentioned earlier, was in pursuit of understanding

- the challenges faced by novice EFL teachers in their initial years of teaching,
- novice EFL teachers' support needs in terms of foreign language pedagogy and forms of professional support.

In order to address the above issues, both qualitative and quantitative research methodologies were adopted. The present study might be attributed as quantitative in the sense that a survey was conducted with the intention of describing a large group of EFL teachers' perspectives.

On the other hand, although a larger scale focus on the research issue would be insightful, a need was also felt to listen to the idiosyncratic and unique voices concerning the research issues under scrutiny. This need triggered the researcher to

adopt a qualitative research methodology as well because only qualitative methodology would help to ‘learn at first hand about the social world the researcher is investigating by means of involvement and participation in that world through a focus upon what individual actors say and do’, as Hitchcock and Hughes (1995, p. 12) state. The present study was thus qualitative in that small, in-depth case studies were carried out. The figure below displays the methodological framework of the present study.

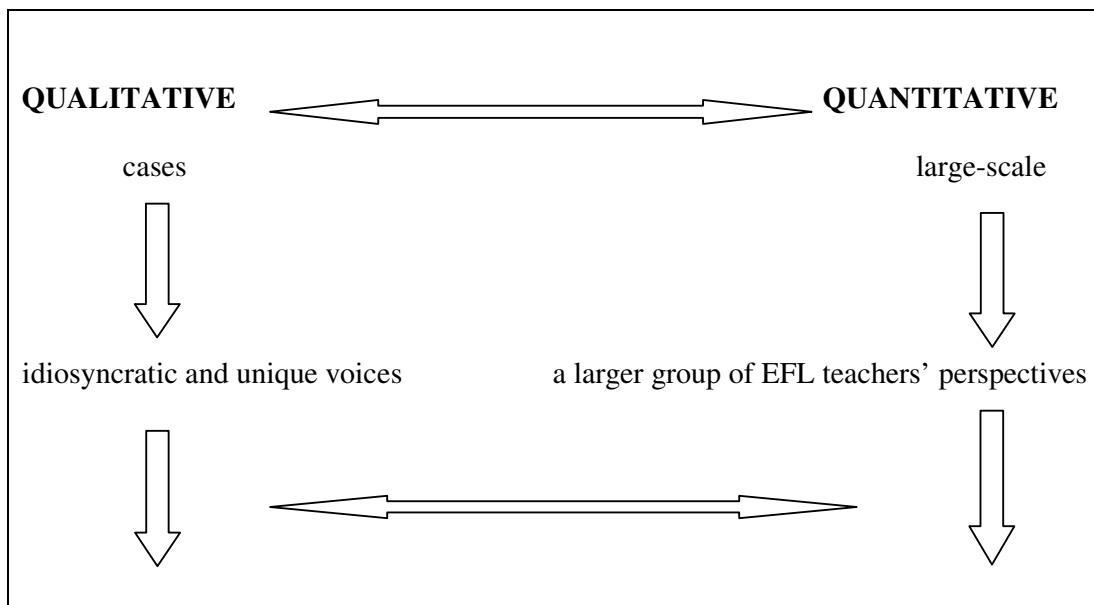


Figure 1. Methodological framework of the present study

III. 2. Participants

The participants of the present study were 104 novice EFL teachers who had a maximum of 4 years of teaching experience. The teachers were teaching English at primary and secondary schools in Bursa and Eskişehir. Their ages ranged between

22 and 28. Ninety-eight of the teachers were female, six of them male. Most of the teachers (N=90) were teaching at public primary schools and a small number of them at secondary schools. Seven of the 104 novice EFL teachers took part in the case studies.

The participants were selected by means of convenience sampling method, in which research participants are selected on the basis of their willingness and availability to be studied (Creswell, 2005).

The below tables provide the overall profile of the participants in terms of their teaching experience, the type of the schools where they teach and the undergraduate programmes that they have completed.

Table 1. Participant profile- Years of teaching experience (N=104)

<i>Years of teaching experience</i>	<i>No of teachers</i>
1 year (0-12 months)	35
2 years (13-24 months)	50
3 years (25-36 months)	13
4 years (37-49 months)	6

Table 2. Participant profile-Undergraduate programmes that the participants have completed (N=104)

<i>Department</i>	<i>No of teachers</i>
English Language Teaching	87
English Literature	12
DELT (Distance ELT Programme)	3
Linguistics	1
Translation and Interpreting Studies	1

As mentioned earlier, the present study consisted of two different, but complementary levels. On rather a macro level, a large group of novice EFL teachers (N=104) was given questionnaires. On a micro-level, case studies were conducted with seven novice EFL teachers. The collection of data started in fall term and lasted until the end of spring term, 2005-2006 academic year. It began with the exploratory fieldwork and proceeded with the administration of the questionnaires.

Following the formal correspondences for the list of novice EFL teachers and for permission of research, the researcher took the preliminary steps into the research context, contacted with a few teachers teaching in primary and secondary schools in Bursa and Eskişehir and asked them whether they would like to be a participant of the case studies. The teachers were informed in detail on the purpose, significance, and requirements of the study such as diary keeping (throughout the fall term), a few

classroom observations, and interviews. It was emphasised that classroom observations did not aim for any evaluation of teaching and learning performance and that the participants' names and the schools where they were teaching would not be mentioned in the study. Some of the teachers – due to their tight schedule of teaching and some other personal issues- did not want to be a part of such a study. A few (N=13) agreed to participate, and the exploratory work thus started in the fall term with these teachers selected on the basis of their willingness to take part in the present study. However, as the study proceeded, some of the teachers stated that they would like to withdraw from the study due to their heavy teaching load or to some other personal issues. Their decisions were respected immediately, and the case studies were conducted with the rest of the teachers (N=7). In the following table is given the profile of case study participants in terms of the type of the schools in which they are teaching, the undergraduate programmes that they have completed, and their appointment date to teaching:

Table 3. Participant profile-Case studies

<i>Participants*</i>	<i>The type of school the teacher is teaching in</i>	<i>Appointment date to teaching</i>	<i>The undergraduate programme the teacher has completed</i>
1. Bahar	Primary, Eskişehir	Fb. 2005	Trakya University, ELT Department
2. Yağmur	Primary, Eskişehir	Fb. 2005	Anadolu University, ELT Department
3. Sema	Vocational High school, Bursa	Fb. 2005	Uludağ University, ELT Department
4. Eylül	Primary, Bursa	Sept. 2005	Uludağ University, ELT Department
5. Ahmet	Primary, Bursa	Sept. 2005	Uludağ University, ELT Department
6. Elif	Primary, Bursa	Sept. 2005	Uludağ University, ELT Department
7. Perisu	Primary, Bursa	Sept. 2005	Anadolu University, ELT Department

*All the participant names are pseudonyms.

As can be seen in the above table, all of the case study participants were the graduates of ELT departments and took a four-year of teacher education programme which offered student teachers courses on language skills, ELT methodology, English literature, general educational principles and teaching practice. The teaching practice starts off in the first year of the programme with the course ‘School Experience I’ in which student teachers observe classes of any subject matter in primary schools and write reflective observation reports (However, slight changes have been made in teacher education programmes recently, and this course has now been omitted from the programme). Pre-service teachers are offered practicum experiences in the fourth year of the programme: School Experience II. It is this very component of the practicum in which student teachers are provided with opportunities of teaching practice all throughout two school terms. In the first term, they observe English classes in either primary or secondary schools, prepare

joint lessons plans with their peers, and engage in teaching practices. Similarly, in the second term, they involve in both classroom observations and teaching practice, with an increased amount of practice opportunities.

All of the teachers had a heavy teaching load. The following table presents an account of the participants' total hours of teaching and the classes that they were teaching.

Table 4. Case study participants' teaching schedule

<i>Participants</i>	<i>Total hours of teaching</i>	<i>Classes taught</i>
1. Bahar	26	4 th , 5 th / 6 th graders
2. Yağmur*	28	4 th and 5 th graders / 6 th , 7 th , 8 th graders
3. Sema**	17	9 th and 11 th graders
4. Eylül	31	5 th graders / 6 th , 7 th , 8 th graders
5. Ahmet	23	7 th , 8 th graders
6. Elif	29	5 th graders / 6 th , 7 th , 8 th graders
7. Perisu	28	4 th and 5 th graders / 6 th , 7 th , 8 th graders

*16 hours of Yağmur's all classes were English, 10 of them Turkish, and 2 of them Music.

**2 hours of Sema's classes were German.

Except one teacher, Yağmur, all of the teachers had mentor teachers from their own field, that is, either from ELT, or from other fields. Sema's and Bahar's mentor teachers were experienced EFL teachers. Yağmur was not assigned a mentor due to a shortage of teachers at her school. The other participants had mentor teachers from some other subject matters such as Fine Arts and Turkish other than English.

All of the teachers who took part in the case studies were also in their first year of teaching and were attending the teaching orientation programme for novice teachers. They were attending some courses on basic rules, regulations and procedures involved in the teaching profession and were tested regularly on these given issues (For a sample from the first-year teacher pack, please see Appendix XIV). Only one of the participants, Ahmet, was not attending teaching orientation programme, as he was working on a contract. Within the context of the present study, due to a shortage of EFL teachers across the country, it is a usual practice to assign those teacher candidates who have failed in the KPSS exam (or who could not take the exam for some reasons) as ‘a teacher working on a contract’ (KPSS is a formal test all teacher candidates have to take in order to be assigned as in-service teachers). Teachers starting to work on a contract are not included in teaching orientation programmes. Ahmet was one of those teachers.

All of the case study participants were teaching at ‘hard to teach schools’ with poor physical conditions. The schools, as the case study participants frequently noted in the diaries and in the interviews, were deprived of instructional materials and technological equipment and had large class sizes as well.

III. 3. Context of the study

The present study was carried out in public primary and secondary schools in Turkey. Public primary and secondary schools were chosen as the setting for the

present study, because most of the graduates of the ELT Departments are assigned to public schools to teach English.

The Turkish Education System offers 8 years of primary education for children between the ages of 6 and 14, which is mandatory. There are both public and private primary schools. Public schools are free of charge, while private schools are not. Although private schools offer the same basic curriculum as public schools, they offer extra-curricular activities typically including more classes of English as well as swimming, more sports and better facilities in general. At the end of 8th grade, students take an exam which places them in different secondary schools according to their scores. It tests the students' skills in Turkish, Mathematics, Natural Sciences, and Social Sciences. English as a subject matter is not included in this exam.

English as a foreign language is first introduced in the fourth grade of the primary school education. The fourth and fifth grade students are provided with two hours of English classes within a school week. The amount of English classes is increased to four hours per week in the sixth, seventh and the eighth grades.

4 years of secondary education are also provided in public and vocational high schools. There are different kinds of high schools in the Turkish education system including: Public High Schools, the standard type; Anatolian High Schools with more class hours of a selected foreign language (English, German or French); Science High Schools with a focus on science education; Vocational High Schools

which helps students specialise on a certain type of profession. Previously, some secondary schools have had an additional 1 year of English preparatory classes such as Anatolian High schools; however, this system has now been abandoned. English is now taught within four years of secondary education, rather than within an intensive one-year preparatory programme.

III. 4. Data collection tools

In order to address the research questions posed in the study, there seemed to be a need to use a variety of research tools in a triangulative manner for a rich, vivid and elaborate description of the research issues under scrutiny.

The data sources of the present study included the following:

- a. Semi-structured interviews
- b. Diary entries written by teachers
- c. Video-recorded classroom observations and stimulated recall interviews
- d. Questionnaires

III. 4. 1. Semi-structured interviews

Interviews, as Cohen and Manion state (1998), provide researchers with more in-depth information than other methods of data collection and might act as a complementary research tool to be used with other data collection instruments within a research setting. In the present study, interviews were thus held for

purposes of triangulation and of eliciting rich, vivid, elaborate insights into the participants' perspectives.

The interviews were of semi-structured type and started off with a few predetermined questions, but there was also some space for flexibility and freedom of expression (See Appendix VII for the interview questions). The interviewees were informed as to the purpose of the interview, how long it might last.

Interviews were audio-recorded and held in Turkish. Notes were also taken during and after the interviews for further reference in the data analysis process. Interviews lasted between 45 and 60 minutes. The interviews were transcribed fully.

The teachers were also given the transcriptions to check whether the content of the transcriptions matched with the information that they provided during the interviews.

III. 4. 2. Diaries

The diaries provided the researcher with first-hand accounts into the research participant's day-to-day actions, experiences, and beliefs (Bogdan and Biklen, 1998; Cohen and Manion, 1998). The participants kept their diaries throughout the fall term in 2005-2006 academic year. They were given notebooks and were asked to record the positive and negative aspects of that teaching day, how those influenced them and anything they would like to share (See Appendix I for

sample diary entries written by the teachers). These prompts provided the participants with a clear and neat framework to keep their diaries. They also enabled the researcher with a structure to better make sense of and analyse the data.

The participants were also given a few samples of diaries written by foreign language teachers and were informed in detail as to how they should keep their diaries. They were given feedback on a regular basis to clarify their points.

III. 4. 3. Video-recorded classroom observations and stimulated recall interviews

Classroom observations were held, with a purpose of probing deeply into the difficulties experienced by the participants at foreign language classroom level. These observations were then used for purposes of stimulated recall interviews. The teachers were asked to stop the recording and retrospectively comment on their lessons in terms of the difficulties they were experiencing. A copy of their video-recordings was also given to the teachers.

With regard to stimulated recall interviews, they were held with a purpose of probing deeply into the difficulties experienced by the participants in relation to foreign language pedagogy. The teachers were asked to watch their lessons, stop the recording at a point in which they thought they were experiencing a difficulty and comment on it. The interviews were transcribed fully, and the teachers were

given the transcriptions to check whether the transcriptions matched with the information given by them.

III. 4. 4. Questionnaire

The questionnaire in the present study was used to gather large-scale information about novice EFL teachers' perspectives of their difficulties, what types of support were available to them and what their support needs were.

The detailed review of literature seemed to indicate that there was no questionnaire that might be used to gather data on both perceived difficulties and support needs of novice EFL teachers. The information to design the questionnaire then came from the preliminary semi-structured interviews held with novice EFL teachers, diary entries written by them and from a few questionnaires used in several studies on beginning EFL teachers' perceived problems and support needs (Korukcu, 1996; International British Council Survey on Newly Qualified Teachers 'ELTA NQTs Questionnaire', 2005, unpublished) and from a detailed review of literature on beginning teachers problems, support needs, and induction experiences.

After the questionnaire items were developed on the basis of all this information, in order to ensure its content validity, the questionnaire was given to sixteen judges, who were experts in the field of education or foreign language education. A form for expert view was prepared, and each expert was then sent this form, along with a letter of information about the purpose of the study, about the instrument itself, and

how he or she were expected to examine the questionnaire items. They were asked to state whether the questionnaire item should be retained as it was, whether it should be omitted, or whether its wording should be changed if it would be retained. Some space was also left under each questionnaire item for any further suggestions.

Of all these 16 experts, 12 of them returned the instrument with feedback which covered a wide range of issues regarding the format and content of the questionnaire. All this feedback was summed up, and the questionnaire was revised for a further step of expert view. In this second step, the revised questionnaire was given to 5 experts in the fields of education and foreign language education. The questionnaire was once more revised in the light of their feedback.

The questionnaires were also field-tested before its actual administration with a few participants who would not be a part of the actual study (N=12). This piloting process provided useful information on the relevance and clarity of the questionnaire items and the amount of time required to answer the questions.

The questionnaire was administered to 104 novice EFL teachers in Bursa and Eskişehir. Some of the questionnaires were self-administered by the researcher, and some of them were posted. The teachers teaching at schools in the city centre were given the questionnaires in person by the researcher. Those in the surrounding towns were teaching at hard-to-reach schools. Thus, these teachers (N=62) were sent the questionnaires by post. In the envelopes were included a questionnaire, a cover letter addressed to each teacher (See Appendix III), and another stamped

envelop with the researcher's work address which the teachers would use to send back the completed questionnaire. As an incentive for the respondents, small gifts were also put into the envelopes. The teachers were given two-week time to fill out the questionnaires, and the response rate was 80%. However, there were still a few teachers who did not send their questionnaires. New posting packets were thus prepared, and follow-up letters were sent to these teachers to remind them that they were sent a questionnaire to complete and return (See Appendix IV). More than 10% of these teachers who were sent follow-up letters returned the questionnaires. There were still few teachers who did not respond to the follow-up letter. However, since this constituted a small portion of the sample population and since it was thought that data saturation was reached, these teachers were not sent a third letter. A total of 104 questionnaires were obtained.

III. 5. Data Analysis

III. 5. 1. Analysis of the diary entries and interviews

The diary entries were analysed by means of constant comparison method (Glaser and Strauss, 1967), a blend of inductive category coding with a simultaneous comparison of all events observed and coded in the data. What this implies is that as data are documented and identified, it is also subjected to a constant comparison across previously formed categories. Data are thus continuously refined throughout the analysis process which opens up possibilities

for the emergence and discovery of new dimensions and relationships within the data (LeCompte and Preissle, 1993).

The total number of diary entries written by these teachers was 113. In order to sort these entries into more manageable and meaningful units, it was first read thoroughly and then divided into communication units. In the present study, a communication unit was considered as either a word, a phrase, a full sentence, a paragraph, or a set of paragraphs about a single topic. The total number of the communication units was 1133. Below are given a few samples of diary entries divided into communication units:

‘[Müfredattan geriyim. 2 haftalık bir açığım var. Ve bugün de istediğim yere gelemedim. Konular çok yavaş ilerliyor.]

‘[Bu sınıfta sınav sonuçları pek de umurlarında değildi öğrencilerimin çoğunun.] [Dersi kitaptan işlemeye çalıştım.] [Ama zamanın ders saatinin bir bölümü bazı öğrencilere sınıf içi kuralları hatırlatmakla geçti...]’

In the first extract above, the statement, ‘[Müfredattan geriyim. 2 haftalık bir açığım var. Ve bugün de istediğim yere gelemedim. Konular çok yavaş ilerliyor.]’ was regarded as one communication unit and labelled as a challenge in the area of classroom management. As for the second extract, the utterance, ‘[Bu sınıfta sınav sonuçları pek de umurlarında değildi öğrencilerimin çoğunun.]’ was counted as another communication unit and identified as a difficulty. The statement, ‘[Dersi

kitaptan işlemeye çalıştım.]’ was considered as another communication unit and as ‘teaching techniques used’. [Ama zamanın- ders saatinin bir bölümü bazı öğrencilere sınıf içi kuralları hatırlatmakla geçti...]’ was given multiple codes. It was identified as both a classroom management-related difficulty and a solution to deal with the difficulty.

Table 5. Number of the diaries analysed, total number of the diary entries, and total number of the communication units

<i>Number of diaries analysed</i>	7
Total number of diary entries	113
Total number of communication units	1133

After the diary entries were broken down into meaningful and manageable units, all the data were read thoroughly once more, and a preliminary list of codes was created in light of the conceptual framework of the present study, research questions, and the prompts given to the teachers to keep their diaries. As a next step, similar communication units were brought together and given labels by the help of the provisional start list of codes. The codes were constantly compared and contrasted against each other, and those showing similar characteristics were grouped under categories which were further developed through a comparison of communication units with each other. In addition, there were a few instances within the data which were not of direct relevance to the research questions posed in the present study. However, these instances were coded and categorised, since they

seemed to relate to key variables that would help thoroughly understand research issues under scrutiny.

For purposes of validation and verification of analyses, an independent researcher was asked to analyse a certain amount of interview and diary data and form her own categories from it. The co-rater was an experienced teacher trainer and a researcher in the field of E LT and was informed as to the purpose and the research questions of the present study before she began the analysis. As for the interview data, the co-rater was given the transcripts of the four of the first interviews and two of the stimulated recall interviews. She was then asked to form her categories from those data. With regard to the diaries, she was given 30% of the data from each diary. The entries given to the co-rater were chosen from the beginning, middle, and last pages of each diary. In order to achieve consistency on the communication units, a small amount of data were first analysed by the two researchers independently. These individual analyses were then compared and discussed. Having reached a consensus on communication units, the rest of data were divided into communication units by the researcher and the co-rater individually. A similar procedure was followed for the identification of emergent themes and categories in the diaries.

In order to calculate inter-rater reliability, the following formula (Miles and Huberman, 1994, p. 64) was used:

$$\text{Reliability} = \frac{\text{number of agreements}}{\text{total number of agreements + disagreements}}$$

84% agreement was achieved between the researcher herself and the co-rater in the analysis of diaries.

As with the analysis of the diary entries, the analysis of interview data started out by means of constant comparison method, and on the basis of the conceptual framework, the research questions posed in the present study, and the themes and sub-themes emerged in the diaries, the transcripts of the first interviews were first read thoroughly and sought for emergent themes and categories. By means of constant backs and forths within the data, the final categories were formed. With these final categories, the transcripts of the stimulated recall interviews were examined carefully and thoroughly and coded. Then all of the categories emerged within the whole data (i.e. diaries and interviews) were integrated and finalised.

80% agreement rate was achieved between the researcher and the co-rated in the analysis of the semi-structured interviews, and 85% in the stimulated recall interviews.

III. 5. 2. Analysis of the questionnaires

The data coming from the questionnaires were analysed descriptively. For each questionnaire item, frequencies were calculated out of the total number of participants (N=104) and described in the form of percentages.

IV. RESULTS AND DISCUSSION

IV. 1. Introduction

This chapter was dedicated to the report of the quantitative and qualitative findings flowing from the present study.

The chapter was divided into two major sections in light of the research questions posed in the present study. The first section was dealt with the question of what novice EFL teachers' perceived challenges were in relation to foreign language pedagogy and forms of professional support available to them. The second section considered the answers of the other main research question in relation to novice EFL teachers' pedagogical and professional support needs. This presentation was accompanied by some extracts from the interviews and diaries in the case studies.

IV. 2. What challenges do novice EFL teachers report to be experiencing in their initial years of teaching?

The analysis of the questionnaires and the interviews as well as the diaries revealed that the novice EFL teachers were faced with a number of challenges interfering with their instructional decisions and practices. In what follows, these challenges were dealt with under two general headings: Challenges in relation to foreign language pedagogy and challenges in relation to forms of professional support that were available to novice EFL teachers.

IV. 2. 1. Challenges in relation to foreign language pedagogy

As mentioned in the previous chapter, one of the sections of the questionnaire asked the participants to tick the difficulties that they thought they were experiencing (See Appendix XVII for the percentages of the all challenges mentioned in the questionnaire.). This section of the questionnaire aimed to reveal the novice EFL teachers' difficulties in relation to classroom management, foreign language teaching and learning, and the context of teaching. The analysis of the diaries and interviews unveiled a number of challenges that could be classified under headings similar to those in the questionnaire. The cross-case analysis also revealed another general heading which could be labelled as 'education system-related' difficulties. All the challenges mentioned in the questionnaires and in the case studies in relation to foreign language pedagogy were then grouped and reported under the following main headings:

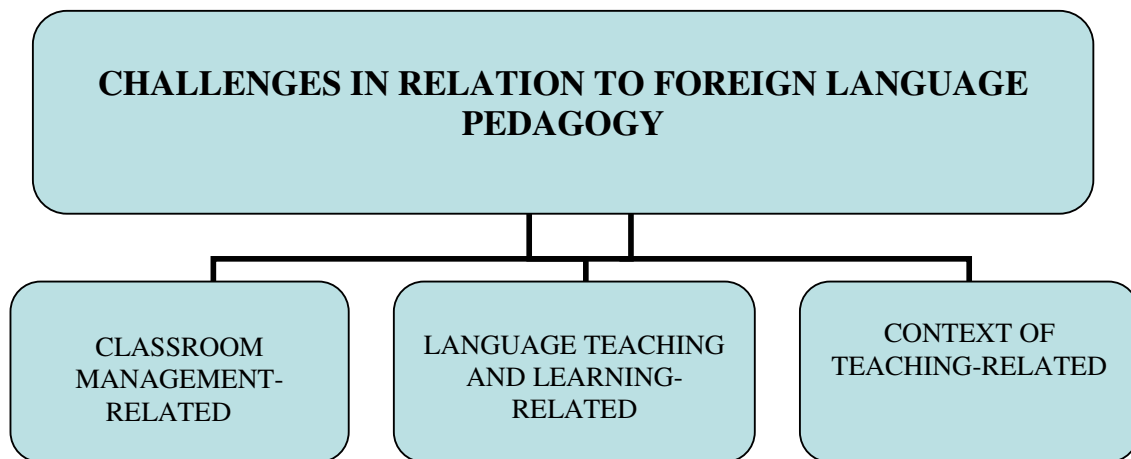


Figure 2. Challenges in relation to foreign language pedagogy

Let us now detail into all the challenges reported by the novice EFL teachers, starting with classroom-management related difficulties mentioned in the questionnaires and in the case studies.

IV. 2. 1. 1. Challenges in relation to classroom management

According to the items in the questionnaires and the information flowing from the interviews and diaries, the challenges in relation to classroom management were classified broadly under the following themes, as displayed in the following figure:

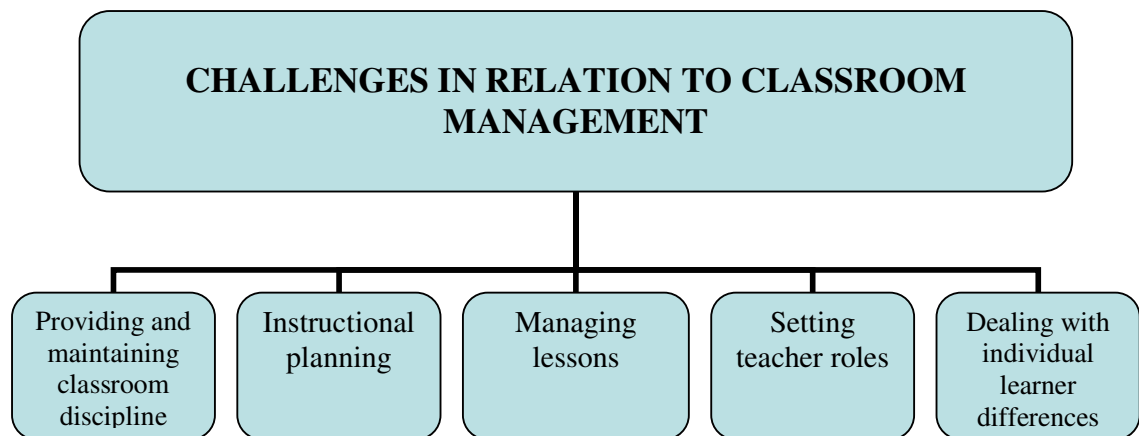


Figure 3. Challenges in relation to classroom management

Before elaborating on each theme individually, let us focus on the overall results in relation to classroom management obtained from the questionnaires.

As shown in Table 6, 'Providing and maintaining classroom discipline' was the most frequently mentioned difficulty (54, 81%) in relation to classroom management. 'Dealing with individual learner differences in the classroom' ranked the second highest of all the items in this part of the questionnaire (48, 08%). This was followed by, in descending order, 'Photocopying the activities I have prepared', 'Gathering and maintaining learner interest', 'Finding appropriate learning activities', 'Carrying out language learning activities in the classroom', 'Making lesson plans', 'Developing classroom materials', 'Managing learner participation', 'Making instant decisions in case of problems', 'Adapting classroom materials', 'Not knowing which teacher roles I am to assume in the classroom', 'Giving learners clear instructions', 'Using lesson time effectively', 'Setting clear lesson objectives', 'Correcting learner errors', 'Making transitions within the lesson', 'Not knowing learners well', 'Establishing a positive classroom atmosphere', 'Managing and maintaining classroom interaction', 'Using/adjusting my voice', 'Using the board appropriately', 'Using my body language appropriately', 'Beginning the lesson', 'Managing how much I am to talk in the classroom', and 'Ending the lesson'.

Table 6. Challenges in relation to classroom management: questionnaire results

<i>N= 104</i>				
	+*		- **	
<i>Challenges in relation to classroom management</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Providing and maintaining classroom discipline	57	54,81	47	45,19
Dealing with individual learner differences in the classroom	50	48,08	54	51,92
Photocopying the activities I have prepared	41	39,42	63	60,58
Gathering and maintaining learner interest	41	39,42	63	60,58
Finding appropriate learning activities	40	38,46	64	61,54
Carrying out classroom activities	36	34,62	68	65,38
Making lesson plans	32	30,77	72	69,23
Developing teaching materials	30	28,85	74	71,15
Managing learner participation	26	25,00	78	75,00
Making instant decisions in case of problems	26	25,00	78	75,00
Adapting teaching materials	25	24,04	79	75,96
Not knowing which teacher roles I am to assume in the classroom	24	23,08	80	76,92
Giving learners clear instructions	23	22,12	81	77,88
Using lesson time effectively	17	16,35	87	83,65
Setting clear lesson objectives	17	16,35	87	83,65
Correcting learner errors	16	15,38	88	84,62
Making transitions within the lesson	15	14,42	89	85,58
Not knowing learners well	13	12,50	91	87,50
Establishing a positive classroom atmosphere	13	12,50	91	87,50
Managing and maintaining classroom interaction	13	12,50	91	87,50
Using/adjusting my voice	11	10,58	93	89,42
Using the board appropriately	10	9,62	94	90,38
Using my body language appropriately	8	7,69	96	92,31
Beginning the lesson	7	6,73	97	93,27
Managing how much I am to talk in the classroom	5	4,81	99	95,19
Ending the lesson	2	1,92	102	98,08

* +: The number of the participants who ticked the related questionnaire item

** - : The number of the participants who did not tick the related questionnaire item

IV. 2. 1. 1. 1. Providing and maintaining classroom discipline

‘Providing and maintaining classroom discipline’ was a difficulty that ranked the highest of all the other items in relation to classroom management in the questionnaire. Nearly more than half of the novice teachers (See Table 6), reported it to be a difficulty. The analysis of the diaries and interviews also revealed that ‘Providing and maintaining classroom discipline’ remained to be an area of problem for all of the case study participants (N=7), casting light on different aspects of classroom discipline that were particularly troubling to them. According to what emerged in the case studies, the following challenges appeared to haunt some of the novice EFL teachers when it comes to providing and maintaining classroom discipline: Disruptive learner behaviour, dealing with disruptive learner behaviour, class time spent on maintaining classroom discipline, and not being able to establish rapport with learners.

IV. 2. 1. 1. 1. 1. Disruptive learner behaviour

Although disruptive learner behaviour as a challenge did not take place in the questionnaire, it was one of the recurrent issues mentioned in the case studies. All of the seven case study participants complained over it and reported it as a difficulty for themselves in either the diaries or interviews, or both. As noted by the teachers, ‘Disruptive learner behaviour’ was generally either in the form of bullying, excessive talk, talking out of turn, being noisy, being out of seat without good cause, bad language, disobedience, learner cliques in the classroom, lack of

learner interest in the lesson, behaviour problems, or disrespect to the teacher. The extract from Sema's diary appeared to be illustrative of some of these forms of disruptive learner behaviour.

'And up to now, I have had really hard time with 11x. You know they are teenies. It's very difficult dealing with these ladies. They talk too much during the classes, don't do their responsibilities, and moreover have lack of politeness.'
(Sema/D/Entry 7b)

In her diary, Bahar complained over some of her learners' talking out of turn. As she wrote:

'What annoys me most is learners talk out of their turns. Although I repeatedly warn them, they go on doing the same thing. I hope they will soon learn how to talk in the classroom.' (Bahar/D/Entry 1)

For Perisu, 'Disruptive learner behaviour' appeared to be annoying, too. She talked about an instance of it in her first interview:

'...Noise, chatting, nonsense talks, teasing-I mean-I am trying hard to calm them down-I can't concentrate on what I'm doing and neither can some of the learners who are busy with the activity...' (Perisu/I1/pp.26-27)

Eylül's complaints were not much different from those of the other participants. It seemed that she was having difficulty particularly with disruptive learner behaviour in the seventh and eighth grades. She noted the following in her first interview:

'...they can't stand still in the classroom ...with the 8th graders, it even gets worse ...they are noisy and hyperactive. They would just like to let their energy out...'
(Eylül/I1/p10)

Elif's greatest difficulty, as she remarked in her stimulated recall interview, was disruptive learner behaviour, more specifically, excessive talk during the lessons:

'It is my greatest difficulty-I mean-the moment I turn my back to write something on the board-I can't see what they are doing-so they begin chatting ...' (Elif/SRI/p15)

Yağmur seemed to suffer from disruptive learner behaviour as well. She commented on an instance of disruptive learner behaviour and complained over learner disobedience in her stimulated recall interview as follows:

'Look please. He doesn't pay attention to what I am saying. I told him to change his seat. 'Miss, I'm okay here.' he says if I don't get him wrong ...this is really a tough situation-I mean-when you tell a learner to do something and when s/he doesn't do it...' (Yağmur/SRI/p11)

Similar to Yağmur, Ahmet appeared to feel helpless against disruptive learner behaviour. He was questioning his authority as a teacher. As he expressed:

'...they don't care my warnings at all...my warnings don't work any longer...so I'm feeling inadequate, because I can't do anything. If I'm the teacher here...and if there are classroom rules, everyone should obey them...but they don't pay attention to me, so I feel inadequate.' (Ahmet/SRI/pp.32-34)

Disruptive learner behaviour, as it seemed, showed up in those teachers' classes as a nuisance leading them to carry out ineffective lessons and spoiling the flow of the lesson. As the analysis revealed, it also became the main criterion by which some of the novice EFL teachers made their pedagogical decisions. For example, disruptive learner behaviour was pushing some of the novice teachers to give up planning or doing communicative activities such as games, because the learners were getting more and more disruptive, turning the class upside down. It also seemed to be evident in the data why disruptive learner behaviour created quite a stir in these novice teachers' classrooms. It was presumably linked to the way they deal with disruptive learner behaviour, which was another difficulty reported by the novice teachers.

IV. 2. 1. 1. 2. Dealing with disruptive learner behaviour

How were the novice teachers dealing with disruptive learner behaviour then? All of the case study participants, as it seemed, were experiencing

difficulty in dealing with disruptive learner behaviour and brought up this issue either in their diaries or in the interviews, or both. What they specifically mentioned was that they could not pre-empt learner misbehaviour, were using ineffective ways to deal with it or did not know how to overcome it.

Sema was one of the novice teachers who seemed to be having difficulty in dealing with disruptive learner behaviour. She wrote in her diary what she once did in response to disruptive learner behaviour:

'...Of course, as a teacher I'm sure that I'll meet these kind of students everywhere. Again I [can't control] myself well and use unpopular dealing methods ('shouting at them to warn for being silent is just an example)...' (Sema/D/Entry 7b)

In her diary, Eylül questioned herself and the way she dealt with disruptive learner behaviour:

'...It is the only thing these learners understand: Physical punishment. Sometimes, the school administrators come into classes and hit the learners who then stop talking. What kinds of learners are they?... And since I can't do such a thing, teaching English in some classes is not much different from torture! Is it only the guilt of mine -I mean-is it me who can't really discipline them? ...' (Eylül/D/Entry 10b-c)

'Dealing with disruptive learner behaviour' appeared to be a difficulty for Perisu as well. In her first interview, she reported an instance of learner misbehaviour and the way she dealt with it. One of the eight-grade learners was disturbing her and the other learners in the classroom, distracting their attention. She then lost her patience and told him to go out immediately. The rest of the story was as follows:

'...Go out!', I told him, 'You can't disturb anyone. You distract my attention and your friends' as well. If you aren't interested in the lesson ...go out!' 'I won't', he said, 'Why the hell am I going out?'...He kept saying, 'I won't'. I told again, 'You will! You do spoil the lesson' ... What you do is just spoil the flow of the lesson. You interrupt me ...' He thought a bit about all those and then left the class angrily. But what would I have done if he hadn't left the class? I still don't know the answer. I don't really. What if he hadn't left the class and had insisted on staying in the class. I don't really know what I would-I would have done. Probably, I would have got my notebook I recorded the learner grades in. It really frightens them...' (Perisu/II/pp. 27-30)

Ahmet seemed not to know how to deal with some types of disruptive learner behaviour in his classes:

'I really don't know how to deal with those learners who keep wandering during the lesson. This has come to be a sort of their habit. They cause me to lose my concentration...When I ask, 'Why do you keep wandering around?', they somehow

come up with an excuse-err-what am I saying? I don't know how to deal with those learners...' (Ahmet/SRI/pp3-4)

Later in the interview, he also lamented over how he could not develop strategies to deal with disruptive learner behaviour.

'Do you see? I am letting them talk, because they don't pay attention at all-err- 'Look! Listen! Do this, do that!' or any comments-they don't work...I was using different strategies before. I was saying, 'you will make sentences with these words till the end of the lesson or so ...but s/he doesn't do it. For example, I was giving plusses and minuses to those learners who kept chatting. I said that I would lower their grades. It didn't work, either. I then gave up-I mean-I think I couldn't develop a strategy to deal with such behaviour.' (Ahmet/SRI/pp.12-14)

In his diary, Ahmet also cited an instance in which he considered he ineffectively dealt with disruptive learner behaviour. He reflected on the incidence as follows:

'In the second lesson, I quarrelled with one of the learners, and he lost his interest in the lesson. I talked with him after the lesson. I shouldn't have done so even if I was feeling demoralised and demotivated.' (Ahmet/D/Entry 15a)

Elif seemed to suffer from the same difficulty and, like Ahmet, was sometimes confronting with her learners although this was something that she tried hard to avoid.

'I am trying hard not to confront with the learners, but sometimes-inevitably-I do get angry with them. Sometimes I stop the lesson and sit down. They don't even pay the slightest attention to the lesson. I sit on my chair. I never utter even a word. They ask me questions, and I ignore them ...' (Elif/11/p63)

Yağmur appeared to feel a bit desperate about how to deal with disruptive learner behaviour. In her stimulated recall interview, she talked about the difficulty:

'...You can't imagine how it is difficult-I mean-you can't get the learner to do what you ask him/her to do. What can I do? I ask misbehaving learners either to stand up still or go out of the classroom ...but this is a reward for them, not a punishment. It is what they actually want- to go out of the classroom...I mean I really don't know at all what to do. I still keep thinking of different ways, 'Should I do this or that? or 'If s/he misbehaves, should I tell this or that?' ...' (Yağmur/SRI/pp.12-13)

The above quotations seem to indicate that the novice teachers feel a bit desperate, helpless, and unsure about the way they approach and handle disruptive learner behaviour in their classes. The feelings of helplessness and uncertainty seem to be doubled with the feelings of self-doubt and inefficacy as they fail in providing and maintaining discipline. What is also evident in the teachers' sentiments is that either they give up reacting to the discipline problem or, if they are to deal with it, they rely on such forms of punishment as hitting or giving lower marks to disruptive learners. Presumably, the novice teachers consider all these strategies to be the most practical and easiest way to pre-empt disruptive behaviour and thus to maintain

classroom discipline. However, it seems that these strategies get in their practices and are far from being deterrent for the learners in that some of the teachers reported how they lost their class time to provide discipline in their classrooms.

IV. 2. 1. 1. 1. 3. Class time spent on maintaining classroom discipline

Disruptive learner behaviour, presumably coupled with ineffective ways to deal with it, appeared to cause some of the novice EFL teachers to experience another difficulty: They had to spend a considerable amount of their class time to resolve the complications in relation to classroom discipline. Five of the novice teachers raised this issue as a difficulty in their diaries or interviews.

Eylül was one of the teachers who complained over spending her class time on dealing with classroom discipline. She wrote in her diary:

'In my classes, rather than teaching English, I try to teach them how to behave themselves.' (Eylül/D/Entry 9b)

Elif expressed similar sentiments in her stimulated recall interview:

'...They never open their books. They either quarrel with each other or are busy with some other things...I spend the first 10 minutes of the class to calm them down.' (Elif/SRI/p1)

Likewise, Ahmet complained over how his class time was wasted because of disruptive learners:

'Today I spent a considerable amount of my class time on reminding some of the disruptive learners the classroom rules.' (Ahmet/D/Entry 1b)

In her first interview, Perisu commented on how disruptive learners were spoiling the flow of the lesson and how she lost some of her class time.

'We can't carry out the lesson itself. At least 10 minutes-a learner may be having a problem with another learner in the classroom. Sometimes it lasts throughout the whole lesson. Suddenly there-children at this school are aggressive ...they suddenly hit each other. So the lesson is interrupted ...you have to deal with the problem. So a 10 minute-class time is wasted.' (Perisu/II/pp.43-44)

Although at first sight wasted class time is a difficulty triggered by disruptive learner behaviour, it might again be linked to the way these novice teachers deal with learner misbehaviour. There is great likelihood that if these teachers should develop careful strategies in managing learner discipline, they will be able to make the most of their class time and will devote their pedagogical energy to instructional delivery rather than utilising it to resolve conflicts in relation to classroom discipline.

IV. 2. 1. 1. 1. 4. Not being able to establish rapport with learners

Although ‘Establishing a positive classroom atmosphere’ was not considered to be a problem by a great majority of the questionnaire respondents, the in-depth case studies seemed to reveal some intriguing instances in which establishing a positive classroom atmosphere might pose problems for the novice EFL teachers. As revealed in the case studies, it was particularly ‘not being able to establish rapport with learners’ that appeared to trouble some of the novice EFL teachers. Two of the novice teachers in the case studies, as they reported, were having difficulty in establishing good relationships with their learners. Ahmet was one of those teachers. In one of his diary entries, when questioning his skills and practices as a teacher, he also mentioned how he failed to develop good relationships with his learners:

‘This week was monotonous-I think-both for me and for the learners...I keep thinking I cannot teach properly and I cannot break the ice between myself and the students and cannot reach a compromise with them.’ (Ahmet/D/Entry 19a)

This difficulty once showed up in his stimulated recall interview as he was reflecting on a few learners who were not interested in the lesson at all. He appeared to link learner disinterest to the lack of rapport between himself and the learners. As he remarked:

'There were a few students who were indifferent to the lesson from the very beginning of the class. I think-err- it has something to do with the relationship between us- I mean there are those who would not like to establish any relationship with me and so they cannot concentrate on the lesson.' (Ahmet/SRI/p.2)

When asked to give some details into the nature of this relationship, he went on to explain that he was just a passer-by for some of his learners:

'I mean-for some, I'm just someone passing by the classroom. There is not any other relationship between us. So they don't know me and behave as they would like to.' (Ahmet/SRI/pp.2-3)

Sema was one of the other teachers who complained over her lack of rapport with the learners. It seemed that she was trying hard to overcome this difficulty. She wrote the following in her diary:

'It was a hectic day...Towards the end of the school day I saw a group of my learners waiting for me outside the classroom. We discussed and talked for a total of 2.5 hours. Those are the popular girls in the classroom, but they are problematic. Anyway I thought this might be a great opportunity to earn them. There is lack of rapport in our classroom...so anyway we did brainstorming, developed projects, assigned tasks and made promises. I hope all these will work or I will have cancer☹.' (Sema/D/28a)

These two teachers also reported to be having difficulties with dealing disruptive learner behaviour successfully in their classrooms (See the section ‘Dealing with disruptive learner behaviour successfully’). The lack of rapport with the learners might be one of the other reasons for their failure in providing classroom discipline. As these teachers cannot achieve good relationships with their learners, they are probably having difficulty in dealing with learners’ disruptive behaviours.

IV. 2. 1. 1. 2. Dealing with individual learner differences

‘Dealing with individual learner differences’ was another area of difficulty for the novice teachers, as revealed both in the questionnaires and in the interviews and diaries. According to the questionnaire results, ‘dealing with individual learner differences’ was one of the frequently mentioned difficulties (48, 08% of the novice teachers mentioned it as a difficulty) in relation to classroom management. A few of the novice EFL teachers also reported ‘not knowing learners well’ to be a challenge for themselves (See Table 6). The very same issue was brought up in the interviews and diaries which shed further light on how not knowing their learners posed problems for some of the novice EFL teachers (for 3 of the case study participants). As revealed in these participants’ diaries and interviews, what was particularly challenging for them was that they did not know their learners thoroughly in terms of their academic strengths and weaknesses and their lives outside the school. This lack of knowledge was then negatively affecting their classroom practices.

Sema was one of those novice teachers who seemed to suffer from her lack of knowledge of learners. In her diary, she recounted the following incidence:

'A few weeks ago, a crisis broke out in 10x where there is a student from Azerbaijan. He can't speak Turkish well, but I didn't know this at that moment. I asked him a question. He didn't answer it. I waited for a 3 or 4 minutes, but he was just standing still. I can't bear a student who doesn't answer my questions. I'd like them to give me an answer. It doesn't matter if it's correct or not. And I scolded him because I didn't know him. Afterwards, he told me he can't speak Turkish well. I did regret for what I did...and this crisis indicated to me that knowing learners is very important in teaching. I should see their classroom teachers more often.'
(Sema/D/Entry18)

Perisu was another teacher who complained over not knowing her learners well. It seemed that this lack of knowledge prevented her from performing her caring roles successfully and hence dealing with individual learner differences effectively. As she expressed in her stimulated recall interview:

'...in my classes, there are orphans, but I have just learned this. Next year the first thing to do is to first get to know my students-I mean their family background...It's so important. I just didn't think about it, because I didn't know them in terms of their cognitive abilities and special needs...for example, there may be times I have sent some of my students away when they really need me. Actually, I did so. There's a girl in one of my fourth-grade classes. She's much older than her peers I

think. She came to this school in the second term, but I didn't pay attention to her. Her academic skills were poor...she was complaining about her friends, but I didn't listen to her.' (Perisu/SRI/pp.41-43)

Later in the interview, Perisu maintained that one day she accidentally learned that her mother had died. She seemed to be feeling guilty for what happened:

'Perhaps, she needed me, but I didn't feel this at all. I didn't know her. I then said to myself, 'I should first try to get to know students who have such problems.' (Perisu/SRI/p.44)

'Not knowing her learners well' was a problematic issue for Elif, too and led her to deal with disruptive learner behaviour ineffectively, as she mentioned in her stimulated recall interview. Like Perisu, she appeared to be regretful for what happened:

'There were a few complaints about some of my students...I'm their classroom teacher, so I felt I should do something about it...and I asked them to see me in the teachers' room...I just wanted to scare them...there was another teacher with me. He's the chairman of the disciplinary committee. He had just thought they did something bad to me, so he hit them...I was just startled and was still trying to ask what happened. The students then started crying. I just didn't know them...I really didn't know if they may be misbehaving or not...actually they hadn't done something too bad. I did feel regretful...Next time, I never and ever judge my students without

knowing them thoroughly. I did so, but then I did feel embarrassed...'
(Elif/II/pp.30-33)

As indicated in these novice teachers' interviews and diaries, their lack of knowledge of the learners (i.e. in terms of their abilities and problems in their private lives) doubles their difficulties with addressing their learners' needs successfully, dealing with disruptive behaviour effectively, establishing rapport with their learners, and setting their classroom roles (See Perisu's extract in the following section.). Lack of communication with learner parents may account for why these teachers do not know the learners thoroughly. Also, as seems to be evident in the data, none of these teachers have made efforts to get to know their learners better (Only Sema asked the learners in one of her classes-she was the classroom teacher of that class- to write their autobiographies; however, she did not do the same thing in her other classes.). For example, they might have asked the learners to provide brief written information about themselves and their families or might have given them tests to gain insights into their linguistic and cognitive abilities. This information would in turn have been one of the points of departure for them to manage their instructional practices.

IV. 2. 1. 1. 3. Setting teacher roles

Setting their classroom roles was one of the other pressing problems for the novice EFL teachers. According to the results coming out of the questionnaires, nearly 1/5 of the novice teachers (23, 08% of them) seemed not to know which

teacher roles they should assume in the classroom. A very similar issue emerged in the interviews and diaries. In particular, what some of the novice EFL teachers noted was that they were not able to become the teacher they would like to be. There were also several teachers saying that they were experiencing a conflict in relation to their classroom roles. In other words, they seemed not to decide yet which teacher roles they should assume in their classrooms.

One of the problems of the novice EFL teachers with setting their classroom roles was that they were not able to become the teacher that they would like to be. All of the novice teachers in the case studies seemed to be having a dilemma between the idealised teacher that they would like to be and the teacher that they had to be. The idealised teacher in their ideals was humanistic, tolerant, understanding, caring, humorous, and friendly. However, this ideal teacher image appeared to be in sharp contrast to what they had to be: A strict, serious, and an authoritarian teacher. As they emphasised in their diaries and interviews, there were times that they tried to become like that idealised teacher; however, they were then running the risk of losing their authority in the classroom. Moreover, due to the contrast between the teachers, they would like to be and the teachers that they had to be, they were sinking into the feelings of sadness, demotivation, and unhappiness.

Ahmet appeared to be resentful of his not being able to become the teacher that he would like to be. He would like to be a constructive and humorous teacher, but, as it seemed, the more he was constructive and humorous, the more he was losing his authority in the classroom. As he noted:

'I cannot say my lessons are fruitful. That's because I can't be the teacher I'd like to be...I mean I'd like to be more constructive-and humorous as well, but I can't achieve this without losing my authority. This makes me feel demotivated and unhappy.' (Ahmet/D/Entry19b)

Eylül would like to be a tolerant, friendly and an authoritarian teacher at the same time; however, she could not. She was only able to play the tolerant and humanistic teacher, but this was adding to her problems with classroom discipline. She noted:

'I do sometimes think I can't keep my distance from the students. I can't say, 'No' to them. I don't want to hurt any of them, but the more I'm well-intentioned, the more they're getting disruptive. I'd like to try something new next term. I'd still like to be a teacher as a friend, but they are just children and may turn my friendliness into misbehaviour. I'm gonna be more authoritarian and distant. It is hard to be a teacher as a friend and teacher as an authority figure at the same time. I hope I'm gonna achieve this as I gain more experience.' (Eylül/D/Entry5)

Sema had to play the strict teacher in order to provide order and discipline in her classrooms, but she was then moving away from the picture of the ideal teacher that she painted in her mind. When watching herself, she criticised herself for being a too serious teacher:

'...I'd like to carry out fun and enjoyable lessons. I'd really like such lessons, but they keep chatting and when they do so, I feel sad...and I get out of patience if this

prevents learning in the classroom...What I'd like is that we laugh and enjoy ourselves during the classes, but when I see myself like that-I mean I feel too sad.'
(Sema/SRI/pp.93-94)

Like Sema, Yağmur reported that she had to be an authoritarian teacher and that, for the sake of providing order and discipline in her classrooms; she quitted being a tolerant and caring teacher. She said:

'We have to be authoritarian particularly with the 8th graders. Initially, I was a very smiling, tolerant, sympathetic, and caring teacher-err-but this negatively affected me and my lessons-I mean-err they came to think we don't do anything in the lessons. They told me, 'We do love English classes because we do nothing.' I felt too sad...they behaved badly. They even fought with each other, probably that's because I don't say anything...' (Yağmur/SRI/pp.6-7)

What we can infer from these teachers' remarks is that their concern for providing classroom discipline and for establishing their authority considerably moves them away from their ideal teacher images. Nevertheless, it appears that the more they walk away from this image, the more they are emotionally disturbed, because the teacher template into which they mould themselves does not match with the teacher in their ideals.

As mentioned earlier, nearly 1/5 of the questionnaire respondents reported that they did not know which roles they are to assume in the classroom. A similar difficulty

emerged in several of the interviews. As these novice teachers (2 of them) remarked, they were not yet able to decide whether to become a teacher as controller or teacher as a guide.

Yağmur, as mentioned in the preceding section, had to play the authoritarian teacher to prevent disruptive learner behaviour. There were however times when she was having ebbs and flows in relation to her classroom roles. These ebbs and flows were most likely to be provoked by her misperception that she should strictly stick to one of the teacher roles and then go along with that role. She expressed her conflict as follows:

‘What I’m sometimes having is a role crisis. That’s my problem-I mean I still can’t find my way. When my students think of me, they can’t say. ‘She’s angry.’, ‘She’s tender.’, or ‘She can tolerate everything.’ I am continually changing in the classroom. There’s a teacher role-it’s authoritarian teacher-I mean teacher as a controller. I think it’s something like that...I feel I should choose one of the teacher roles and I have to assume it in the classroom. I feel I’m inconsistent.’
(Yağmur/SRI/pp.10-11)

Perisu was undecided about whether to become a teacher as controller or teacher as a guide. Her indecision was mainly because of the fact that she did not know her learners thoroughly, as she herself noted:

'I can't decide if I should be a teacher as a controller or teacher as a guide. If I become a teacher as a guide, can the students get what I'm teaching? It's probably because I don't know learners well. What are they capable of doing? What should I teach them and how much? I don't know all those...' (Perisu/SRI/p. 70)

The conflicts that the teachers have in relation to their classroom roles might be explained on the basis of their lack of awareness of various teacher roles to be assumed in a classroom or their inadequate knowledge of the teaching contexts and learner characteristics, as being two important variables for teachers to take into account in establishing classroom roles.

IV. 2. 1. 1. 4. Instructional planning

Instructional planning appeared to be another area of challenge for some of the novice EFL teachers according to the results of the questionnaires and the case studies. As indicated in the questionnaires, the novice EFL teachers faced with challenges in a few important aspects of instructional planning such as copying the activities that they have prepared, finding appropriate learning activities, developing and adapting teaching materials, making lesson plans and setting clear lesson objectives (See Table 6).

The data from the case studies revealed additional and intriguing insights into how instructional planning might pose problems for novice teachers. In particular, the

case study participants (Four of the novice teachers) mentioned that they were experiencing difficulties in making explicit lesson plans.

Sema was one of the teachers who had difficulty in making explicit lesson plans. The source of the difficulty, in fact, was that she did not want to make lesson plans. As she reflected in her diary:

'...I don't have the habit of making lesson plans. Everything gets harder for me-as someone bad at time-management. I have to confess that ☹ I have never made a lesson plan throughout my 10-month teaching experience and I am not still doing it. How come do I feel such confidence and courage as if I had forty-year teaching experience? In my classes, I somehow make my way even if I stumble-just because of not making plans. But I now realise that there are some things that don't actually go well. Say, for example, I'm in the class and there is an appropriate and relevant activity to the subject of that day, but I don't have it with me. 'Zeynep, please go to the teacher's room and bring in that or this book.' We have it then. 'Aslı, please make 50 copies of this activity.' I think it's not cool at all ...I do know the solution is making lesson plans. Why don't I do it then? Because I think it's just a waste of time ... I really don't know! How will I get used to making lesson plans? It's really hard for me. If I could start it, I know I will go on, but I can't ☹ Heeeelp!'
(Sema/D/Entry 22c)

Like Sema, Ahmet reported that he did not want to make lesson plans although he would like to be planned and orderly in his teaching. He was writing lesson plans,

as he noted in his stimulated recall interview, but they were just in the format required by inspectors. In these plans were included structures to be taught, a few examples of those structures and homework to be given to learners and so on. Such a format was not what he needed-and what he would like to follow in planning his lessons. As he added:

'...There is nothing else included in those plans, so they are not okay with me. They are ready-made. I'd like to make my own plans. I'd like something like an agenda...but I don't-don't do it...You can say, 'Why don't you do so then? Go for it. It is a matter of motivation I think, but I just don't want to do it.'
(Ahmet/SRI/pp.72-74)

Yağmur did not want to make lesson plans, either. As she remarked in her stimulated recall interview, she was able to carry out her lessons effectively even if she did not make detailed lesson plans. She seemed to think that the plans that she wrote in her practicum and the ones that she had to write at her school were not much necessary. As she remarked:

'Even if I have planned my teaching within five minutes, I can carry out good lessons- I mean- everything-It then occurs to me that I wrote all those plans unnecessarily [She means the ones that she made in her practicum] ... even the ones that I have to make here. I mean-I can-normally-remember what I'll do, which method I'll be using or which examples I'll be giving-I mean I wrote all those pages of plans unnecessarily. Maybe they were useful, because I owe my creativity and

flexibility to those plans. But anyway I made myself believe that there is no need for keeping writing plans-err-I mean-for being strict.’ (Yağmur/SRI/pp. 42-44)

However, it seemed that her difficulty arose largely from the way they were required to make lesson plans in public schools. In public schools within the context of the present study, teachers have to use a certain format of lesson plans and make their plans accordingly. According to this format, they plan their teaching on weekly, monthly, and yearly basis. It was presumably this aspect of lesson plans discouraging Yağmur to write plans. She noted:

‘...In the plans that they ask us to do, say, for example, what I’ll be doing in the first lesson hour, in the second hour-probably that’s why I can’t manage class time-I mean I don’t write my plans like that-I mean-like I’ll be doing this for five minutes. I’ll be doing that for 10 minutes...but it seems to me-err-I get bored.-I mean I don’t want to do it. I don’t want to restrict myself...’ (Yağmur/SRI/pp.47-48)

Yağmur’s remarks also revealed another source of her difficulty with making plans. The lesson plans that she got used to making in her teacher education programme did not match with those that she was required to make when she began teaching.

‘...In the plans that I have to make now-I mean-there are lots of irrelevant points, but what they ask us to do-err-it is something that I never get-I never get why and something that I don’t see any value in. So, I don’t want to do something that I don’t see any value in- I mean-there is no need for making them...there are big

differences between the plans that I was making in my teacher training programme-err-...the ones I am doing now...We were giving introductory information, writing down the methods, techniques, the duration of the lesson. That's okay. We were writing these down, but they say [She means the school administration] I shouldn't include the example sentences in my plans. They are actually the ones that I need to write down, because it is difficult to make up sentences in the class. You know it is difficult to decide if a sentence is grammatical or not.' (Yağmur/SRI/pp.45-46)

It appeared that Perisu's difficulty with making lesson plans was particularly concerned with her using ready-made lesson plans that she downloaded from the internet, rather than tailoring them to the learners' needs and existing knowledge (Those plans were the ones recommended by the MNE). She seemed to think that it was all just because of her lack of knowledge of how to plan her instruction. She regretted that she should have planned her teaching properly. In her stimulated recall interview, she remarked as follows:

'It was just because of my lack of knowledge (She did not know her teaching context and her learners well). I just downloaded the annual plans in the internet, but they are too idealistic and inappropriate to my learners' proficiency level. Our school-I mean-the learners are low proficient ... I need to prepare my plans from the very beginning in the next term.' (Perisu/SRI/pp.52-53)

All these teachers' sentiments seem to indicate that they are not much aware of how to make their lesson plans as required in public schools. This lack of awareness

might be explained on the basis of the differences between the format and content of the lesson plans that these novice teachers are familiar with and those that are used in public schools. As mentioned earlier in this section, in public schools, teachers are to follow a standardised lesson plan format and plan and implement their teaching activities according to these standard plans. However, none of the teachers above is familiar with this format of instructional planning (See Appendix XIII for the lesson plan formats required by the MNE.).

Furthermore-and interestingly enough, what appears to be evident in the above extracts is that, although these teachers are at the very beginning of their pedagogical journeys and are rather inexperienced, they tend to devalue instructional planning which is one of the key tasks of effective teaching and which is presumably an indispensable guide for themselves as novice teachers. Unlike experienced teachers, novice teachers may need to make explicit lesson plans, because they are not yet equipped with the shields of internalised knowledge and experience that they may rely on to carry out their lessons effectively. The novice teachers in the present study also tended to be rather unwilling and demotivated to make lesson plans. Their unwillingness and demotivation might be linked to the overall pedagogical and affective burden of being a full-time teacher. Presumably, these novice teachers view instructional planning as something to be sacrificed in order to lessen the tasks and responsibilities of becoming a full teacher.

Moreover, it is very likely that lack of instructional planning is one of the reasons for why some of the novice teachers in the present study cannot successfully deal

with disruptive learner behaviour. Undoubtedly, a careful planning of instruction will bring an order and a structure to these novice teachers' lessons and will in turn contribute to their efforts to prevent learner misbehaviour.

However, the novice EFL teachers' unwillingness and demotivation for making lesson plans appeared to throw them into another array of difficulties in relation to some particular aspects of lesson management.

IV. 2. 1. 1. 5. Managing lessons

Lesson management was another problematic issue for the novice EFL teachers, as revealed both in the questionnaires and in the interviews and diaries. According to what the questionnaire results indicated, the novice EFL teachers were experiencing difficulties in managing their lessons, particularly in: gathering and maintaining learner interest, carrying out classroom activities, managing learner participation, making instant decisions in case of problems, giving learners clear instructions, correcting learner errors, making transitions within the lesson, establishing a positive classroom atmosphere, managing and maintaining classroom interaction, using/adjusting their voice, using the board appropriately, using their body language appropriately, beginning the lesson, managing how much they are to talk in the classroom, and ending the lesson (See Table 6).

The case studies offered us additional information which seemed to support the questionnaire results. Lesson management emerged in the novice EFL teachers'

interviews and diaries as an area of problem. More specifically, the teachers reported to be having difficulty with the following: catching up with the syllabus, managing class time, gathering and maintaining learner interest, making transitions within the lesson, managing learner participation in classroom activities, checking learner work, managing teacher talk, using body language effectively, eliciting learner responses, managing classroom interaction, using the board appropriately. As the data suggested, these difficulties caused the novice teachers to carry out ineffective lessons.

IV. 2. 1. 1. 5. 1. Catching up with the syllabus

‘Catching up with the syllabus’ was one of the other issues that did not take place in the questionnaire, but that was brought up in the case studies. As some of the case study participants (Four of the novice EFL teachers mentioned it as a difficulty) mentioned, they were continually feeling frustrated due to the volume of the syllabus that they were to cover, and their frustration was being coupled when they saw that they were lagging behind the syllabus.

Yağmur appeared to be experiencing such a frustration. As she echoed in her diary:

‘I can’t keep up with the syllabus. I am two-week behind it. I couldn’t make it again-I couldn’t do what I planned to do. I think it is because the learners couldn’t concentrate. Despite this, I tried to teach this-that-these-those at the same lesson.

It didn't work I think. I knew that it wouldn't, but it was all because of the fear of lagging behind the syllabus ...' (Yağmur/D/Entry 9)

Like Yağmur, Sema was not able to catch up with the syllabus. As she mentioned, this was mainly because of her concern for ensuring student learning. She did not want to move on to a new topic before ensuring that the learners had learned previous items thoroughly. This was a deliberate choice of hers, but it caused her to experience some other complications.

'I don't catch up with the syllabus-I've got such a problem-I haven't taught a second thing before the first one has been learned thoroughly. The other teachers are now teaching Unit 10. They're gonna cover all the syllabus soon, but I 'm still teaching Unit 7...I really don't know if they are wrong or right, but ... I'm then having difficulty. You know-you refer to present when talking about be going to, but the students don't know present ...' (Sema/SRI/p4; 9-11)

As the data suggested, the concern with catching up with the syllabus caused the novice teachers to diverge from teaching practices that they considered appropriate. For example, Yağmur, due to her overriding concern for catching up with the syllabus, attempted to teach two things at a time; however, it did not work. Sema was using deductive teaching techniques (i.e. grammar-translation) not to lag behind the syllabus, as she seemed to think that these techniques were more practical and timesaving.

Some of the novice teachers' difficulty with catching up with the syllabus might be linked to the lack of instructional planning in their practices. To illustrate, 3 of the teachers who mentioned their difficulty with keeping up with the syllabus were also having difficulty with planning their instruction. Another reason might be that these teachers have not yet developed an awareness of how they, as teachers, and the students will interact with the syllabus, because it is the first time they have encountered with what they have to teach, with the full responsibilities of being a teacher. Ineffective use of class time may also account for why these novice teachers have difficulty in keeping up with the syllabus.

IV. 2. 1. 1. 5. 2. Managing class time

As revealed in the questionnaire data, ineffective use of class time was an area of difficulty for nearly 1/6 of the novice EFL teachers. Four of the novice teachers in the case studies brought up the same difficulty. In particular, they complained over not being able to manage class time effectively due to disruptive learner behaviour, lack of learner proficiency, and lack of instructional planning. For instance, Yağmur, as she noted in her diary, was not able to use class time effectively. Poor lesson planning and low levels of learner proficiency appeared to add to her difficulty with using class time effectively.

'I don't think it was an effective lesson. Maybe it is because I couldn't plan the lesson well. My students-they are low proficient...so I have to teach from the very beginning and I'm not able to use class time effectively.' (Yağmur/D/Entry9)

Ahmet was not able to manage class time effectively, either. His difficulty seemed to be provoked by disruptive learner behaviour and his indecision as to how to deal with it.

'It's important to manage class time efficiently. It's really...I can't do it ...because of disruptive behaviour. I can't decide if I should deal with the problem or not, so the class time just flows away ...' (Ahmet/SRI/p.108)

The above extracts appear to indicate that ineffective management of class time was triggered by some other difficulties such as disruptive learner behaviour, lack of instructional planning, and low levels of learner proficiency. Disruptive learner behaviour seemed to occupy some of the novice teachers in such way that, rather than delivering instruction, they were spending a certain amount of their class time on providing discipline and order in their classrooms. Similarly, low levels of learner proficiency caused some of the novice teachers to devote most of their class time to revising previously taught items instead of presenting new language items.

IV. 2. 1. 1. 5. 3. Making transitions within the lesson

Making transitions within the lesson was one of the pressing issues for some of the novice EFL teachers, as indicated in the questionnaire data (See Table 6) and in the case studies (Two of the novice EFL teachers reported it to be difficulty). What was particularly challenging in making transitions was to provide the transitions appropriately within the different components of a lesson (such as

beginning and closing the lesson) and within different classroom activities. One of the novice teachers in the case studies expressed her difficulty with making transitions within her lessons, as in the following:

'Look. I'm jumping from one thing to another. How come! I say, 'your homework is...' Then I immediately stop and go on with something different...and I then go back to homework...sometimes the students don't get what I'm teaching and I have to teach and teach it again because I keep jumping from one thing to another...'
(Sema/SRI/pp.86-87)

As also unveiled in the above quotation, ineffectiveness of transitions within a lesson can create an inviting context for disorder, confusion, and chaos in a classroom. It might be that some of the novice teachers' difficulty with making transitions is due to lack of instructional planning or poor lesson planning. This appears to be evident in Sema's and Ahmet's cases. These two teachers, as they mentioned, tended not to make detailed lesson plans. Ineffective management of class time and the pressure that some of the novice teachers feel to catch up with the syllabus might be the other reasons for why they are having difficulty with making transitions within the different parts of a lesson.

IV. 2. 1. 1. 5. 4. Managing learner participation

In relation to lesson management, managing learner participation was another challenge that some of the novice EFL teachers reported to be facing with.

According to the questionnaire results, approximately 1/5 of the novice EFL teachers considered it a challenge in their classroom practices. The same difficulty was brought up by three of the novice teachers in the case studies. According to what they stated, they were particularly having difficulty in monitoring learner participation during the classroom activities or deciding whom to nominate or not to nominate. Sema; for example, was nominating the weak learners just to involve them in the activities and to encourage them; however, not only she was spending a certain amount of her class time on waiting for them to give an answer, but also those learners were losing face in the classroom. Ahmet; on the other hand, was sometimes not able to notice the learners raising their hands to be involved in classroom activities. He was then not able to maintain classroom interaction smoothly and effectively. Perisu's difficulty was to organise and control learner participation during classroom activities. As she remarked:

'Here I think the student needs a clue to answer my question. I could have helped her, but I can't. I wait for the student to give an answer...but there are always a few students telling the answer before that student gives it. I mean it's difficult to provide classroom control. That student is then getting more confused.'
(Perisu/SRI/pp.13-14)

It is probable that some of the novice EFL teachers' difficulty in managing learner participation is due to their lack of knowledge of how they can best initiate and sustain classroom interaction. This seems to be evident in Sema's and Ahmet's cases. For instance, in order to involve them in classroom activities, Sema

nominates weak learners who may not contribute to classroom interaction and effective implementation of classroom activities. Ahmet; on the other hand, seems not to nominate learners who can successfully aid in the initiation and maintenance of classroom interaction.

IV. 2. 1. 1. 5. 5. Checking learner work

‘Checking learner work’ was a challenge brought up by two of the case study participants. What was particularly difficult for these teachers was to check the learners’ homework due to large class sizes and insufficient class time. To illustrate, as she noted, it was extremely hard for Perisu to check her learners’ homework particularly in the 4th and 5th grade classes, because she had only two hours of English classes per week and did not have any extra time to be able to check learner work. She was sometimes checking learner homework during the class, but she was then spending too much of her class time. In order to overcome this problem, she assigned a few learners in her classrooms for homework check; however, these learners were only able to tell who did or did not do their homework.

Sema seemed to be experiencing a similar problem. It was a hard task for her to check the learners’ homework, since she had large classes. She told:

‘As our classes are too crowded (app.50 students) it’s really hard to check who did or not do their homework. So 5-6 students in each class are in charge of this duty...’ (Sema/D/Entry2)

In actuality, Sema and Perisu were trying hard to overcome their difficulty with checking learner work. Perisu; for instance, was either checking them during the breaks or when the students were busy with noting the things on the board. Sema assigned a few learners in her classrooms to check whether the learners were doing their homework or not. Yet, they were still having difficulty with the task of homework check due to a few contextual (i.e. large class sizes) and curricular constraints (i.e. time allocated to English in the curriculum).

IV. 2. 1. 1. 5. 6. Gathering and maintaining learner interest

Gathering and maintaining learner interest was another distressing issue for some of the novice EFL teachers. As the questionnaire data indicated, nearly half of the novice EFL teachers considered it to be a challenge (See Table 6). The very same difficulty was mentioned by three of the novice teachers in the case studies. It seemed that the teachers were trying hard to gather and maintain learner interest.

Ahmet was one of those teachers who had difficulty in gathering and maintaining his learners' interest. He seemed to be annoyed by lack of his learners' interest in the lesson.

'I am having problems with gathering learners' attention-and maintaining their interest- from the first moments of the lesson. I'm too much distracted by those who

keep wandering around during the lesson. I really don't like this...'
(Ahmet/SRI/pp.4-5)

In her stimulated recall interview, Elif complained over how it was difficult for her to give a start to the lesson and gather learner interest particularly at the beginning of the lessons. As she mentioned, she had never found her learners ready for the class:

'At the very beginning of the lesson, it is really difficult to find the learners ready for the lesson and to get their attention. I have never seen them ready so far ...They never open their course books, they quarrel with each other, or they are interested in something different. Never – I mean-I do spend the first 10 minutes of the lesson on calming them down...' (Elif/SRI/p1)

The teachers' challenge with gathering and maintaining their learners' interest might be explained on the basis of lack of learner interest in the lesson which seemed to be one of the manifestations of disruptive learner behaviour. Presumably, at the very heart of this problem lay the learners' lack of interest in English as a subject matter. The given difficulty might also be attributed to the way the novice teachers use teaching techniques and materials. Ineffective use of instructional techniques and materials or not using a variety of teaching techniques and materials may account for why gathering and maintaining learner interest shows up as a challenge in some of the novice teachers' classrooms. Lack of instructional planning might be one of

the other factors adding to these teachers' difficulty with gathering and maintaining learner interest.

IV. 2. 1. 1. 5. 7. Using body language effectively

According to what the questionnaires and in the qualitative data revealed, some of the novice EFL teachers were having difficulty using their body language effectively (See Table 6 for the questionnaire results). As unveiled in the case studies, the teachers (Two of them mentioned it as a difficulty) complained over not being able to use their body language in such a way that would display a self-confident and assertive teacher manner. Sema; for example, reported that she did not know how to use her body language when she first began teaching, since she was feeling anxious and was unsure of herself as a teacher. Ahmet was not contented with the way he was using his body language. He voiced his concerns as follows:

'I didn't like this-I mean my hand in my pocket. This is something antipathetic to the students I think. I'm folding my arms like that. I'm joining my hands all the time. I don't like these either. The students may think-how can I tell it-I'm unsure of myself.' (Ahmet/SRI/p.15)

As also pronounced by Ahmet, a teacher's ineffective use of body language may signal to learners that the teacher is lack of self-confidence and is not assertive

enough. This might then shake his/her authority in the classroom, leading to challenges in relation to providing and maintaining classroom discipline.

IV. 2. 1. 1. 5. 8. Using the board appropriately

This was the other difficulty reported by a small number of the novice EFL teachers in the questionnaires (See Table 6). The same difficulty was mentioned by two of the novice teachers in the interviews. According to what they stated, they were not able to use the blackboard economically and orderly. Sema expressed her difficulty in using the board appropriately as in the following:

'I can't use the board economically...then I can't find any space on the board to write some other things and squeeze them. It really looks bad.' (Sema/SRI/p.63)

Using the board neatly and legibly are important in the sense that it may add to a well-established and structured lesson. In addition, the blackboard is one of the important tools to display linguistic input in the classroom. However, a few of the novice teachers in the present study seem not to achieve to use the board effectively. Their difficulty with board use may be linked to the fact that they do not plan their classroom practices beforehand.

IV. 2. 1. 2. Challenges in relation to foreign language teaching and learning

Along with the difficulties in relation to classroom management, it appeared that the novice teachers had to deal with a myriad of some other difficulties when it comes to foreign language and learning. These difficulties were reported and discussed in light of the following sub-themes, as they appeared in the questionnaires and in the qualitative data which further illuminated our understanding of the challenges faced by the novice EFL teachers in relation to processes of language teaching and learning.

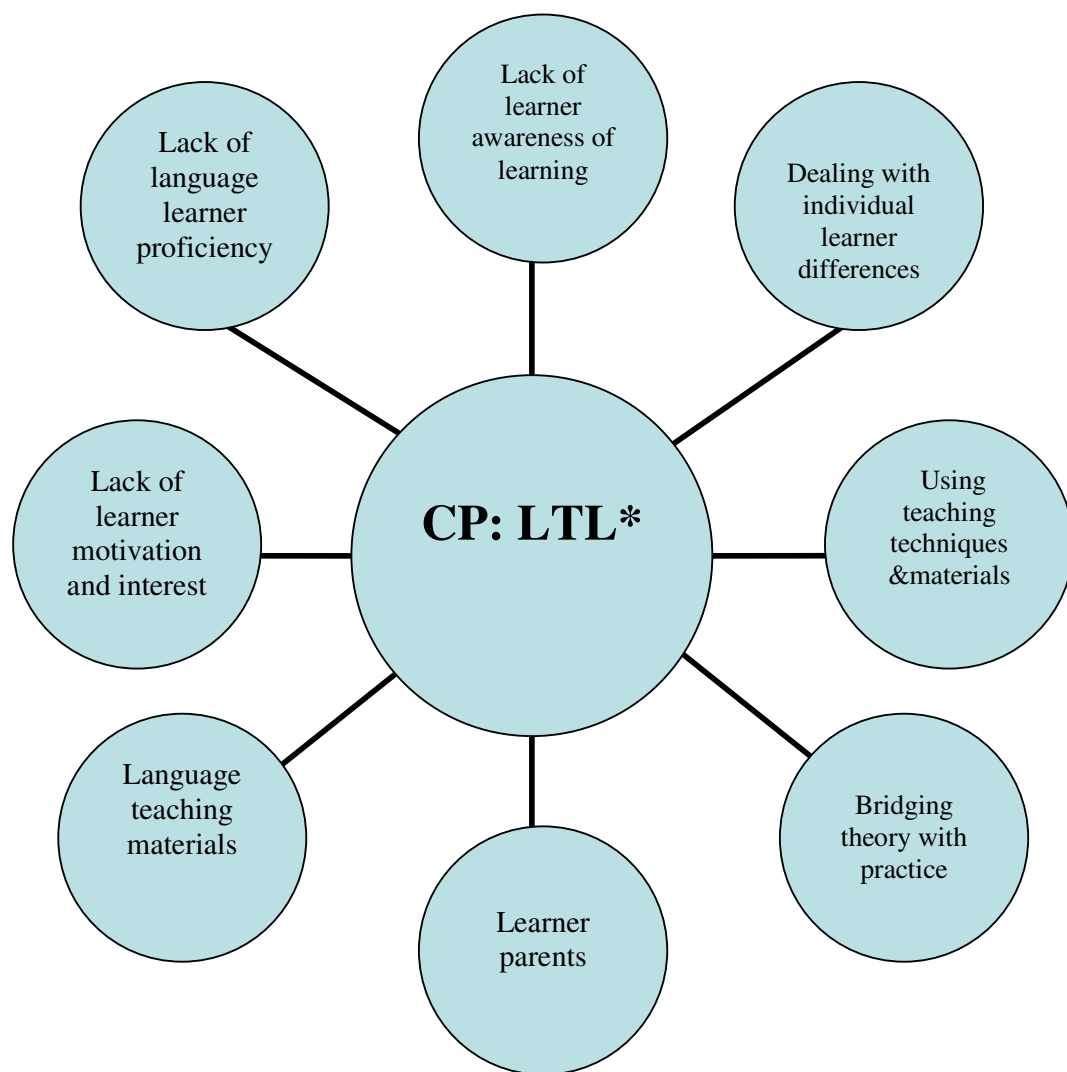


Figure 4. *Challenges in relation to foreign language teaching and learning

Before proceeding into the report of the all challenges under the sub-themes above, let us first give an account into the overall questionnaire results in relation to the novice EFL teachers' challenges with foreign language learning and teaching.

When the difficulties in relation to foreign language teaching and learning are concerned, 'Low English proficiency of learners' ranked the first highest of all items (91, 35%), as indicated in Table 7. 'Inadequacy of language teaching course books' was the second most frequently reported difficulty (88, 46%). Another most frequently mentioned difficulty was 'Using English as classroom language' (80, 77%), followed by 'Teaching speaking skills' (65, 38%). The following difficulties were also mentioned in the descending order: 'Teaching listening skills', 'Teaching writing skills', 'Putting my theoretical knowledge into practice', 'Using communicative language teaching methods', 'Developing positive learner attitudes towards English', 'Teaching reading skills', 'Not knowing what learners expect of learning English', 'Questioning in English', 'Curricular constraints', 'Teaching vocabulary', 'Determining learning level of learners', 'Lack of my knowledge of how to teach English', 'Teaching grammar', 'Grading exams', 'Lack of my knowledge of language skills', 'Preparing exams', 'Lack of my knowledge of English grammar and vocabulary', 'Assessing learner performance', and 'Presenting new language items'.

Table 7. Challenges in relation to foreign language teaching and learning: questionnaire results

<i>Challenges in relation to foreign language teaching and learning</i>	<i>N= 104</i>			
	+*		- **	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Low English proficiency of learners	95	91,35	9	8,65
Inadequacy of language teaching course books	92	88,46	12	11,54
Using English as classroom language	84	80,77	20	19,23
Teaching speaking skills	68	65,38	36	34,62
Teaching listening skills	44	42,31	60	57,69
Teaching writing skills	44	42,31	60	57,69
Putting my theoretical knowledge into practice	37	35,58	67	64,42
Using communicative language teaching methods	32	30,77	72	69,23
Developing positive learner attitudes towards English	29	27,88	75	72,12
Teaching reading skills	28	26,92	76	73,08
Not knowing what learners expect of learning English	25	24,04	79	75,96
Questioning in English	22	21,15	82	78,85
Not being able to provide extra curricular activities	22	21,15	82	78,85
Teaching vocabulary	21	20,19	83	79,81
Determining learning level of learners	20	19,23	84	80,77
Lack of my knowledge of how to teach English	20	19,23	84	80,77
Teaching grammar	18	17,31	86	82,69
Grading exams	10	9,62	94	90,38
Lack of my knowledge of language skills	10	9,62	94	90,38
Preparing exams	10	9,62	94	90,38
Lack of my knowledge of English grammar and vocabulary	8	7,69	96	92,31
Assessing learner performance	4	3,85	100	96,15
Presenting new language items	3	2,88	101	97,12

* +: The number of the participants who ticked the related questionnaire item

** -: The number of the participants who did not tick the related questionnaire item

Having reported the overall questionnaire results, let us now detail into each individual sub-theme and its related difficulties.

IV. 2. 1. 2. 1. Lack of language learner proficiency

‘Lack of language learner proficiency’ was one of the issues that seemed to plague a great majority of the novice teachers, as indicated in the questionnaires and in the qualitative data.

‘Low English proficiency of learners’ was the most frequently mentioned difficulty by the questionnaire respondents (Nearly all of them considered it to be a difficulty) (See Table 7). The very same issue was brought about by all of the case study participants in the interviews and diary entries, providing us with some further insights into how learners’ lack of English proficiency as a challenge impacted on the novice teachers’ practices and how it led to some other difficulties in their classrooms.

Yağmur was one of the teachers who expressed her sentiments in relation to poor language proficiency of her learners and how this difficulty influenced her practices:

‘...my learners’ language proficiency is low, so every time I present a new language item, I have to first revise the previous ones. That’s why I cannot use my class time effectively.’ (Yağmur/D/Entry 9)

Eylül’s problem was not much different from that of Yağmur. What she pointed out in her diary was that she was not able to cover all the items in the syllabus, as she

was spending some time in reviewing the basic structures in English. The below extract seems to reflect her difficulty with low levels of learner proficiency:

'...the major problem is that they [She means the eight grade learners] do not know even the most basic forms and structures in English although they are 8th graders ...I then review the basic items in English they should have already learned so far and lastly I teach the things in the syllabus-if I have any time to do so of course.'
(Eylül/Diary/Entry 3b)

Similarly, Elif complained over her learners' lack of proficiency in English and how it interfered with her teaching practices. It seemed that due to their lack of English proficiency, the learners were not able to do such simple activities in English as writing simple sentences or even telling their names, and since they were incapable of doing all those things, they were losing their interest in the lesson. Elif was then inclined to give up what she aimed to do. The below extract illustrates her difficulty with low proficient learners and the way she deals with it:

'I'd like to have them [She means the students] write down sentences in English, but they cannot. I ask them to tell their names. They can't. How far can I go back in the syllabus? They should have learned all those stuff before. So, I assume that they already know all those. If I don't do so-I mean there are lot of things that I should cover...then I ask them to read aloud , they can't...so I don't want to be too much insistent on what I'm doing and I just don't want to lose time or the students are getting inattentive. (Elif/II/pp.7-8)

Learners' lack of proficiency of English appeared to bring about some other complications for the novice teachers as well, as they noted in their diaries and interviews. One of these was the lack of learner achievement in English. Since the learners had low levels of English proficiency, they were getting lower grades in the exams or they could not understand or learn what they had been taught. However, this seemed to result in a further complication for the teachers: It was difficult for them to observe the impact of their teaching on student learning. Some of the novice teachers, for example, were worried that they could not achieve the desired learning outcomes although they tried hard. Another complication was that the learners were not able to understand classroom language in English, which resulted in some of the teachers' using Turkish as medium of instruction.

Lack of learner proficiency in English is, in fact, a typical problem of language learning and teaching contexts in Turkey, so, perhaps, it is not much surprising to find out that it ranked the highest of all the questionnaire items and was mentioned by all of the case study participants. It then might be speculated that lack of learner proficiency in English is a challenge for any teacher of English regardless of whether they are novice or experienced. Nevertheless, there is great likelihood that this difficulty will be perceived and lived by novice EFL teachers more differently than experienced teachers, as novice teachers' existing knowledge of teaching and the teaching contexts may not suffice yet to deal with such a difficulty. In other words, novice teachers may not yet know what they should do with these types of learners unlike experienced teachers who, through accumulated practice and internalised knowledge, will be able to better deal with low proficient learners. Yet,

in order to ease their possible troubles in relation to learner proficiency and its complications, novice EFL teachers might attempt to gain a preliminary understanding of their learners' linguistic background through simple tasks at the very beginning of their school days. For example, the novice teachers in the present study could have given simple activities to their learners in order to get an overall idea of their language proficiency and could have planned their practices accordingly. However, this seemed to be evident in none of the teachers' practices except one teacher, Perisu, who asked her learners to write simple sentences to introduce themselves. It might well be argued that such efforts alone would be insufficient to take the full picture of learner proficiency; nevertheless, it is very likely that they would provide teachers with hints as to what challenges and prospects are awaiting for them ahead in relation to language learner proficiency.

Lack of learners' English proficiency was not the only pressing problem for the novice EFL teachers. Lack of learners' proficiency of Turkish seemed to add to some of the novice teachers' troubles with the learners' English proficiency. What some of the case study participants (4 of them touched upon it.) reported was that they had to not only deal with their learners' lack of English proficiency but also struggled with their low proficiency of Turkish. As they mentioned, they were then deprived of one of the bases that they could build L2 knowledge on while teaching it.

Eylül was one of the teachers who were worried about her learners' lack of Turkish proficiency. What she noted in her diary illuminates our understanding on how the learners' lack of proficiency in Turkish was acting as a constraint for her.

'...I first teach them Turkish-I mean what a verb or noun is. I then review the basic items in English they should have already learned so far and lastly I teach the things in the syllabus-if I have any time to do so of course.' (Eylül/D/Entry 3b)

In her first interview, Eylül also recounted an incidence in relation to her difficulty with the learners' low levels of Turkish proficiency. She seemed to be struck by the fact that the learners were not aware of some of the basic structures in Turkish. She was teaching adjectives to her eighth graders that day.

'We were studying adjectives that day. I had them read a text and taught unknown words and said, 'Now underline the adjectives and tell me what they are.' Anyway I taught the words with their Turkish equivalents. One of the students raised his hand and asked if talk could be an adjective. I said, 'Talk is konuşmak'. He replied, 'Isn't it okay then?' I once said, 'Talk is konuşmak.' He insisted, 'Isn't it right?' and I asked, 'Talk is an adjective?'-by the way I was using Turkish to explain all those-'Isn't it so?', he said. 'No, it isn't.', I said and asked, 'What is konuşmak in Turkish?' 'Is it a noun?', he asked. I then came to understand that I should first teach them Turkish.' (Eylül/II/pp.12)

Lack of her learners' proficiency in Turkish was a concern for Perisu as well. Like Eylül, she preferred to review the basic points in Turkish grammar before she taught language items in English. As she commented in her stimulated recall interview:

'Before I teach language items in English, I review their equivalents in Turkish...this is explicit grammar instruction, but their Turkish is poor indeed, so I need to make up for it first. For example, I once asked in this class, 'What is şimdiki zaman in Turkish?' Only few learners could answer my question...so as their Turkish is poor, they have difficulty in making sense of English.' (Perisu/M2/pp.15-16)

The novice teachers' remarks above appear to illustrate how lack of learner proficiency in Turkish may constrain their teaching practices and may lead to some additional challenges for them. For example, it seemed to affect Eylül in such a way that she was having difficulty covering the items in the syllabus, because she was first struggling to teach the basic forms in Turkish and English. In Elif's case, it was evident that it resulted in lack of learner interest. According to what she pointed out, the learners were getting demotivated and disinterested, as they were not able to understand what they had been taught due to their lack of Turkish and English proficiency. Perisu had to first review items in Turkish before teaching those in English; otherwise, her students were experiencing difficulty in learning English.

The teachers' above sentiments raise an important question to ask, also: Do they really need to switch to Turkish to teach and clarify issues in English? What seems to be obvious in these teachers' practices is that they are inclined to teach English grammar explicitly and use grammatical terminology to explicate its structures. Given the fact that their learners are not competent and proficient in English and Turkish, these teachers' practices might be questioned in relation to the way they teach grammar. Such a concern seems to be evident in Perisu's above remark as well. As she was reporting her difficulty with low levels of learner proficiency in Turkish and what she was doing in response to it, she also reflected on the way she taught English grammar, telling that it was explicit and form-focussed. However, this is not to say that explicit instruction on L2 grammar is something that should be avoided in language classrooms. The question here is whether it is appropriate to rely on form-focussed instruction with such low proficient learners. There is great likelihood that these teachers consider such explicit teaching to be a practical tool to provide L2 instruction.

IV. 2. 1. 2. 2. Lack of learner motivation and interest

'Lack of learner motivation and interest' appeared to be another pressing issue for some of the novice EFL teachers, as indicated both in the questionnaires and in the case studies. According to the questionnaire results, nearly 1/4 of the novice EFL teachers were having difficulty in developing positive learner attitudes towards English. The interviews and diaries in the case studies provided us with additional information about what was particularly distressing for

some of the novice EFL teachers when it comes to learner motivation and interest. As revealed in the case studies, a few novice teachers seemed to be suffering from low levels of learner motivation for learning and lack of learner interest in English.

'Lack of learner motivation for learning' was one of these difficulties that seemed to challenge some of the novice teachers. 4 of the novice teachers in the case studies appeared to construe it as a challenge. What these teachers pointed out was that most of their learners did not invest any effort in their own learning and did not feel obliged to fulfil their tasks and responsibilities.

Eylül was one of the teachers who seemed to be startled with low levels of motivation for learning. What she remarked was that most of her learners did not intend to learn anything and had little motivation to do so. She then cited an incidence that she considered noteworthy:

'...by the way something interesting happened a few days ago...I don't now remember the student's name-whatever it is-the other students asked me if he would be dismissed from the school ...'Maybe, I don't know.', I replied...Guess what they told me? 'I wish I were dismissed from the school too!' This is the way they are!' (Eylül/SRI/pp.31-32)

The students' reaction seemed to cause her to lose her temper. As she went on:

'I do-I really lose my patience. I utter things I shouldn't, but they do deserve it I think-anyway I told, 'Why come are you here then? You don't have your course books and even your notebooks with you. Why are you coming to school then? ...Don't come to school please! Don't disturb us!' (Eylül/SRI/pp.32-33)

Bahar lamented over a similar difficulty with her learners. She appeared to feel helpless a little and expressed her concerns as follows:

'They aren't interested in any lesson...they don't study...You keep trying, trying and trying, but when you see they don't do anything for themselves, you begin to feel helpless...' (Bahar/SRI/pp.11-13)

Like Eylül and Bahar, Perisu seemed to be troubled by her learners' low motivation levels. According to what she told, her learners were unwilling to learn and lazy.

'They - for example I correct their mistakes and when I have a look at their notebooks the following week, I can't see the corrected forms in their notebooks. I mean they are lazy...I correct their mistakes, but they-I feel demotivated then. I devote my time to them, but they don't pay the slightest attention. It was indeed a great problem for me.' (Perisu/SRI/pp.6-7)

What seem to prevail in these teachers' remarks are the feelings of anger, impatience, demotivation and despair aroused by low levels of learner motivation. Eylül's affective response to the difficulty, for example, is a kind of shock and

anger. Bahar and Perisu appear to be feeling desperation and demotivation. It also seems that these feelings triggered by lack of learner motivation act as a constraint upon these teachers' pedagogical practices. For instance, the way Eylül responds to the given problem is likely to provide evidence for this assumption. She, rather than attempting to earn her learners, tends to confront with them, which may complicate matters further.

'Lack of learner motivation for learning' was not the only difficulty that upset the novice EFL teachers. The picture seemed to be getting more complex by the presence of learners with lack of interest in English. Six of the novice teachers in the case studies reported it as a challenge for themselves.

What was particularly troubling to Perisu was her learners' perception of English as a subject matter. As she noted in her stimulated recall interview, in the eyes of her learners, English was by no means different from such a subject matter as, say, Religious and Moral Education in the curriculum and was not of any significance for their development as learners. Below she commented:

'Learners should first feel a need to learn English. For the students at this school, English is just a subject matter ...They are not aware of its significance. Perhaps, in inner-city schools, the situation is different. Learner parents may speak it, so learners may see a value in it...but the students here never take time to ask themselves if they will ever need English...' (Perisu/SRI/pp.33-34)

For Ahmet, lack of his learners' interest in English was an unsettling issue, too. It was unsettling in the sense that he was blaming himself for what was happening. In his stimulated recall interview, he sincerely reflected on the issue:

'There is something wrong here-I mean...I do feel there is-there is a problem here. Is it only me who is feeling like that?...err-I mean-the class-they don't care about English. It is important-I mean-that they are motivated to learn English, but I think a part of guilt is mine, because I cannot motivate them. But isn't it important that they are interested in English? What is wrong-I don't know to what extent they need English...maybe they don't need it, so they aren't motivated.' (Ahmet/SRI/pp.48-50)

In Elif's classes, lack of learner interest in English came out as a constraint impinging upon what she was doing and what she would like to do as a language teacher. As she noted in her first interview:

'...Say, for example, we have made an English corner-I did actually. I was putting jokes, stories on a board, but they were not interested at all. I once had them read stories, but they didn't care. What was going to happen in the end? That was the only thing they kept thinking about. I asked them to buy dictionaries. Most of them did buy them. I monitored for the first two weeks if they brought the dictionaries with them ... but now they don't because they don't care...If I told them to bring them to the classroom, they would, but only for once or twice.' (Elif/I1/25-27)

She brought up a similar issue in her stimulated recall interview:

'A lesson like English-I mean for the student it means nothing-I mean it's not Mathematics, it's not Science, History or Geography, so they are indifferent to English. It doesn't matter for them if they can speak it or not. 'What am I gonna do with it?', they say.' (Elif/SRI/pp.54-55)

Like Elif, Yağmur was resentful of lack of her learners' interest in English which seemed to be getting in the way of what she was doing in her classrooms. She expressed her sentiments as in the below:

'Songs, for example. I brought the latest songs to my 8th grade classes-err-just for the sake of authenticity, but they hadn't heard them before. They aren't interested at all. They don't want to learn them...' (Yağmur/SRI/p.28)

Lack of learner interest in English emerges in some of these teachers' classes as something which is likely to hinder their attempts of creativity and initiation. These teachers' difficulty with the given issue might be related to the way they enact their classroom practices and to what they specifically do to stimulate and maintain learner interest in English. Ahmet's remark above provides support to this view. He assumes responsibility for the problem and criticises himself for not being able to increase their motivation for English. In actuality, lack of learner interest in English is one of the problems in the Turkish education system, and perhaps the source of the difficulty should be sought beyond the teachers themselves. For instance, it seems to be evident in the data that parental attitudes towards English are one of the factors adding up to some of the teachers' difficulty (This was also

mentioned as a difficulty by some of the teachers and elaborated on in the following sections). Another source of the difficulty might be that the teachers are teaching at schools with learners coming from deprived backgrounds, and English implies nothing to them (Again, all of the novice teachers brought up this issue as a difficulty, as touched upon in the following sections.).

According to some of the novice teachers, their learners were not only unwilling to learn, but also had lack of awareness on their own learning and unfamiliar with some of the language learning and teaching techniques and materials.

IV. 2. 1. 2. 3. Lack of learner awareness of learning

‘Lack of learner awareness of learning’ was another area of challenge that was borne out only in the qualitative data, but that was not included in the questionnaire. In particular, what some of the novice teachers complained over was that their learners did not have any awareness on their own learning and that they were unfamiliar with CLT techniques.

Three of the novice teachers who took part in the case studies seemed to be suffering from the learners’ lack of awareness on their own learning. According to what they noted, their learners did not have any awareness of what and they were learning and why.

Ahmet, as he was reflecting on his lesson in the stimulated recall interview, commented on how his learners were unaware of what they had been learning, and due to such a lack of awareness, what he was teaching had little impact on the learners. In that lesson, he was teaching either and too. As he noted:

'.. Err-I think the students-I mean-they don't ask themselves, 'Did I really learn something today? What did we do today in our classes?' They don't have such questions in their minds. I mean this is a kind of lack of learner awareness. Maybe they remember they went to Istanbul and we talked about it in that lesson, but what did they learn? They probably don't remember anything about either and too' (Ahmet/SRI/pp.84-85)

Elif touched upon a similar difficulty in her stimulated recall interview and complained over how the learners were unaware of some of her practices. For instance, she was circling the forms and structures that she wrote on the board to highlight them, but, as she told, the learners did not have the slightest idea of why she was doing so. She expressed her sentiments:

'I am circling things on the board just to highlight them-I mean perhaps it helps them [the students] while they are studying, but they don't care at all. I am very sure of this. They just ask, 'Miss, shall we underline the other sentences?' They don't care why-I mean-they are not aware why I'm doing so...they don't even bother to look at their notebooks.' (Elif/SRI/pp.49-50)

As seems to be obvious in the above extracts, the learners had difficulty in making sense out of their teachers' practices due to their lack of awareness on what they were learning and why. There is great likelihood that this was a difficulty provoked by some other difficulties such as such as lack of learner motivation for learning and lack of L2 learner proficiency. Yet, it also seems that the novice teachers did not make efforts to raise their learners' meta-cognitive awareness which may contribute to fruitful learning and teaching experiences.

Moreover, according to some of the novice teachers, the use of CLT techniques and materials was one of the other classroom practices that their learners had difficulty in making sense of. As these teachers mentioned (4 of the novice EFL teachers in the case studies brought it up as a challenge.), their learners were unfamiliar with the CLT techniques and materials. This was something distressing for the novice EFL teachers in the sense that, according to what they reported, it brought them to the edge of avoiding such activities and materials although they would like to inject them into their classroom practices (This was another difficulty mentioned by novice the teachers. It was discussed in the following sections). Games, songs, group work, inductive grammar teaching, and visual materials such as flashcards, pictures were among the CLT techniques and materials that the novice teachers attempted to use in these classrooms.

Yağmur was one of the novice teachers who seemed to be annoyed by her learners' lack of familiarity with the CLT techniques and materials. In her diary, she recounted one of her experiences in her 5th grade classes:

'Today I taught months to them. I made a chart of seasons ... but I didn't show it to them. First, I told each month aloud and repeated them several times. Only after did I ask them to repeat each month, I showed them the chart. They did like it...but they were distracted and began asking if I drew the pictures by myself ...I was only able to silence them by putting the chart aside. This is my biggest problem in using visual materials. Since they aren't used to such materials, they tend to think they are just game-like things or so. They think the class is over and it is now game time.' (Yağmur/D/Entry 11)

Yağmur was experiencing the same problem in her upper classes. In her first interview, she talked about the way her learners reacted to the visual materials that she was using.

'They [the learners] were unfair to me...they; for example, made fun of the flashcards that I was using...they didn't like them much. They weren't interested in the lessons at all, because the use of such materials was just a waste of time for them. No one did the things that I asked him or her to do. That was the hardest part for me.' (Yağmur/II/pp.12-13)

Perisu's learners were not much different from those of Yağmur. As Perisu reported in her stimulated recall interview, she preferred to use the techniques of deductive teaching rather than those of inductive, which are one of the key techniques in the

CLT. The learners' unfamiliarity with such techniques seemed to divert her course to deductive teaching techniques. As she commented:

'Unfortunately-maybe because of what they are used to doing in classes of other subject matters, the learners are used to be given the explicit rules- 'Yes, semicolon now. Use this in that way if bla bla bla. They'd like something explicit. They'd like the rule.' (Perisu/SRI/pp.62-63)

Ahmet expressed similar sentiments in relation to his learners' unfamiliarity with the CLT techniques and materials. He was particularly annoyed by his learners' disinterest in games, as one of the CLT techniques. He was attributing this disinterest to the learners' unfamiliarity with such techniques.

'They aren't interested even in games. Games are fun, aren't they? And you learn by fun, don't you? But I see here that they don't. They don't care for fun. I think they aren't aware that they can learn through fun and enjoyable activities...' (Ahmet/II/p.11)

As the extracts above indicated, in these novice teachers' classes, the learners' unfamiliarity with the CLT techniques and materials emerged as something impeding their classroom practices and triggering a set of other problems. For instance, in Yağmur's and Ahmet's classes, it resulted in lack of learner attention and interest. Perisu; on the other hand, seemed to give up doing what she considered to be right. As she remarked, rather than using inductive teaching

techniques to present language items, she relied on deductive techniques of grammar teaching with which her learners were more familiar. What was worse; however, it seemed that learners' unfamiliarity with the CLT techniques and materials was one of the justifications that the novice teachers made to give up using such activities and materials in their classrooms. This issue was focussed on in the following section.

IV. 2. 1. 2. 4. Using teaching techniques and materials

'Using teaching techniques and materials' appeared as another area of challenge both in the questionnaires and in the qualitative data. According to the questionnaire results, when it comes to using teaching techniques and materials, the novice EFL teachers were having difficulties particularly with teaching language forms and skills (i.e. teaching grammar and vocabulary, teaching reading, writing, listening, speaking), with using CLT techniques and materials (i.e. using communicative language methods, using English as classroom language, questioning in English), assessing and evaluating learners (i.e. determining learning level of learners, grading exams, preparing exams, and assessing learner performance), providing extra-curricular activities, and with presenting new language items (See Table 7). The interviews and diaries offered us additional information that seemed to further illuminate our understanding of some of these challenges.

As the questionnaire results indicated, 'Using English as classroom language', 'Using communicative language teaching methods', and 'Questioning in English' were the problematic issues for some of the novice EFL teachers (See Table 7). The interviews and diaries shed further light on how the use of CLT techniques and materials posed problems for the novice EFL teachers. In particular, the novice teachers complained over either not being able to use CLT techniques and materials (i.e. games, group work, production activities, using English as classroom language, flashcards, pictures, and so on) or not being able to use them effectively when they attempted to do so. These were due to their learners' unfamiliarity with such techniques and materials, disruptive learner behaviour, low levels of learner proficiency and motivation, large class sizes and so on. Six novice EFL teachers reported to be having difficulty with using CLT techniques and materials.

Perisu was one of the teachers who complained over how she was not able to include CLT techniques in her classroom practices as often as she would like to, because, as she said, her pupils were getting disruptive. As she remarked:

'I now see that games, songs are really helpful particularly in the 4th and 5th graders. I try to use them, but I cannot often because they're time-consuming...I mean they're difficult to implement in the classroom-I mean-to monitor pupils...when we do such activities, they all stand up and start talking. I see they do like such things, but they interrupt the lesson and I cannot fulfil my objectives ...I try to go on with another activity, but a few pupils go on singing the song I have taught them...' (Perisu/II/pp.7-10)

Elif was another teacher who seemed to be having difficulties using the CLT techniques in her classes, because, as she mentioned, her learners were reluctant to make efforts to learn through such techniques.

'I'd sometimes like to do something different in my classes and I ask myself if they can learn, say, through games, but whenever I do such activities, I see that I'm moving away from what I'd like to do actually-I mean my aim is to teach English, but theirs aren't. They'd just like fun or they don't make any efforts to produce something. They just don't care-I mean they are lack of creativity.' (Elif/SRI/pp-20-21)

Similarly, Ahmet was worried that he was not able to use the CLT techniques in his classrooms. According to him, this was due to lack of his learners' interest in such activities:

'When I try to involve them in games ...they aren't interested ...there are even a few pupils who don't want to play games. They just don't care...so they get demotivated and so do I. Everything then turns upside down at that moment and I begin to use grammar-translation techniques...' (Ahmet/II/42-44)

Sema was not able to include the CLT techniques in her classroom practices. As she noted, large class sizes were what prevented her from using such techniques.

'Classes are crowded, so this affects the types of the activities that you are using. Rather than the CLT techniques, you have to use those of the grammar-translation because they, you think, are time-saving and practical.' (Sema/SRI/p.98)

Yağmur's particular concern was that she could not use classroom language in English. As she said, although she would like to use English as classroom language, it was impossible for her to do so due to low levels of learner proficiency in English.

'...I had to use Turkish then. It was hard for me-I mean-to get over the students' complaints. They kept telling they didn't understand anything. They even said, 'You can't teach well...' (Yağmur/II/p.12)

Later in the interview, she recalled and recounted what happened in one of her first classes:

'I'd like to use English in my classes ...but it is impossible-it is really...As soon as I stepped into the classroom, I began to use English...but the students stared at me with sullen faces. They don't understand anything...that was really hard for me...' (Yağmur/II/p.54-56)

As seems to be evident in the above extracts, the novice teachers justify their departure from the CLT techniques and materials-and their ineffective use of these techniques and materials-on the basis of some other difficulties such as large class sizes, lack of learner proficiency and motivation, disruptive learner behaviour,

learners' unfamiliarity with the CLT techniques and materials, and so on. All these might well be reasons-or justifications-for such a departure; nevertheless, it might also be questioned how these teachers implement CLT techniques in their classes and what they do to make them more appealing to their learners. Also, some of the teachers' difficulty with the use of the CLT techniques and materials could be explained on the basis of their unwillingness for instructional planning rather than large class sizes, lack of learner proficiency, learner motivation, learners' unfamiliarity with the CLT techniques and materials. Perhaps, with a careful planning of activities, these novice teachers will be able to make the most of CLT activities and materials.

Furthermore, these novice EFL teachers' sentiments seem to reveal that they experience a tension between what they would like to do as language teachers and what they have to do due to several constraints (i.e. lack of learner motivation, large class sizes, learners' unfamiliarity with CLT techniques, etc.). For example, although they would like to include CLT techniques and materials in their classroom practices and see a pedagogical value in such activities-and although they make efforts in using such activities in their classrooms, they, as they mention, either have to abandon them totally or do not prefer to use them as often as they like. The resulting picture is thus a conflict between what they consider right and what they are to do within the world of constraints. Presumably, in essence, this is a conflict between the novice teachers' knowledge and the realities of the practice, because in teacher education programmes within the context of the present study, the use of CLT techniques and materials is one of the issues that is emphasised. However,

interestingly enough, despite the inner conflict that they experience between what they like to do and what they have to do, some of the novice teachers' pedagogical stance is to divert their courses to grammar-translation techniques which they believe are easier to implement, rather than developing strategies to inject CLT techniques and materials into their classrooms.

It was not only the use of CLT techniques and materials to which the novice EFL teachers allocated little space in their pedagogical agendas, but also the teaching of language skills, as revealed in the case studies. What was particularly troubling for some of the novice teachers (Four of the novice teachers reported it to be a difficulty), as they mentioned was that they were not able to provide speaking, listening, reading, and writing activities in their classes. Moreover, one of the novice teachers, as she noted, was having difficulty with tailoring speaking and writing activities to her learners' proficiency level and making them interesting to her learners.

In her stimulated recall interview, Elif voiced her concern for not being able to teach speaking skills due to lack of her learners' proficiency in English and disruptive learner behaviour. These were however leading her to abandon speaking activities totally.

'As well for speaking...the students keep saying, 'May I speak Turkish?', so we have to prefer explicit teaching-anyway I was sometimes doing speaking activities but-I mean because they were getting noisier and naughtier and the lesson was being

wasted, I gave it up then. Games, say, for example, are fun, memorable, and enjoyable for learners and I was feeling they were learning something through games, but they are just interested in fun, not in what they are learning. Then I am feeling it's just a waste of time...if I had extra time, I could do [speaking] ...'
(Elif/SRI/pp.68-69)

Perisu reported a similar difficulty; however, she was particularly concerned with large class sizes and her learners' low English proficiency when it comes to teaching speaking.

'We can't do speaking in classes with 30 students...To do speaking activities, the students need to have a certain level of English proficiency, they have to know a certain amount of vocabulary...we can't do speaking with learners who haven't heard of English or who have poor knowledge of English vocabulary and grammar.'
(Perisu/II/pp.41-42)

Yağmur's difficulty was a bit different from that of Eylül, Elif and Perisu. What appeared to worry her was how to tailor speaking and writing activities to her learners' proficiency level. She said:

'I think I know well how to plan speaking and writing activities...but I can't make them interesting-or I mean I can't make them appropriate to my students' level of proficiency, so they come to be boring...what kind of a lesson plan should I make

with learners of low English proficiency? That's the hardest part to me...'
(Yağmur/SRI/pp.116-117)

'Not being able to teach speaking skills' was not the only concern of some of the novice EFL teachers. 'Not being able to teach listening skills' was also reported to be a problem by some of the teachers.

Sema was one of the novice teachers who were not able to teach listening in her classes due to the inadequacy of instructional materials at her school. As she reported:

'We can't do listening, which is a problem...we have a huge tape-recorder and two big loudspeakers, but the teacher of Music uses it. If I should get it- but it is something she needs. Maybe we can buy a tape-recorder. Yes, we should go for it. I hope we'll do something about it soon...' (Sema/II/pp. 10; 11-12)

Elif raised similar concerns. She was not able to do listening activities either because, as she told, it was not likely for her learners to understand what native speakers were saying. Her school was also lack of such materials as televisions and tape-recorders. She mentioned:

'If I should ever do listening, but they don't get what I'm saying. Let alone a native speaker. We have neither a tape-recorder nor a television...' (Elif/SRI/p.63)

Perisu's sentiment was that she was not able to include listening in her classroom practices due to curricular constraints. In other words, she did not have sufficient class time to do listening activities. She expressed her sentiments as follows:

I haven't been able to do listening yet. It's a matter of time. It's not enough.'
(Perisu/II/p.42)

With regard to teaching reading and writing, the same very same problem seemed to exist. To illustrate, one of the novice teachers remarked that she was not able to do reading and writing activities in her classrooms:

'...Take; for example, writing. I did try it. I asked them to write letters or so, but they can't go beyond 'My name's ...' you have to take care of all of them at the same time. I mean they say, 'I'd like to write this or that. I looked it up in the dictionary' or 'I couldn't do it, miss!' When you are busy with one student, others keep asking questions, so you can't do anything. I ask them to write them down at home, but they can't.' As well for reading, most of them don't bring their dictionaries with them, so they don't understand the words, and they get demotivated.' (Elif/SRI/pp.67-68)

As seems to be clear in these extracts, some of the novice teachers lament over not being able to teach language skills in their classrooms. Curricular constraints (i.e. not having extra class time), learners' unfamiliarity with the CLT techniques, disruptive learner behaviour, lack of learner proficiency in English, large class sizes,

inadequacy of school materials appear to add to their difficulty with teaching language skills. They also show up as justifications for not including reading, speaking, writing, and listening activities in their pedagogical practices. The emerging picture is thus a more grammar-based and form-focussed instruction with little variety in their classrooms in terms of teaching techniques and materials that they were using.

When it comes to using teaching techniques and materials, adding variety to their classes seemed to be area of difficulty that seemed to disturb some of the novice EFL teachers. According to the questionnaire results, not being able to provide extra-curricular activities was a challenge for a few of the novice teachers (See Table 7). Similarly, 'Not being able to add variety to their classes' emerged as a difficulty in some of the novice teachers' interviews or diaries or both (5 of the novice teachers in the case studies reported it as a difficulty). In particular, these teachers expressed their discontention with their practices in that they were not able to draw on a variety of language teaching techniques and materials or were not able to provide their learners with supplementary materials.

Ahmet; for example, seemed to be annoyed by the fact that he was not using a variety of techniques and materials in his classes. As he noted in his diary:

'This week was monotonous both for me and the students, because I do try hard to keep the students on-task. I feel inadequate and annoyed...perhaps this is

because...I don't use a variety of teaching techniques and materials in my classes.'
(Ahmet/D/Entry19a)

Perisu expressed her sentiments for not being able to provide her learners with supplementary learning materials. This was due to the fact that she was not able to photocopy the worksheets that she prepared. Below is what she remarked:

'I couldn't give worksheets to the students this term...because I couldn't photocopy them. [The photocopy machine] was getting out of order the first term. They [the school administration] gave us a sharp scolding. I didn't collect money from the students for the worksheets. I objected to it. I said, '...I'm a teacher. I can't get money from the students.' ...but the school administration is right, too because they don't get any appropriation...but the next term, from the very beginning, I'll get money from the students and I won't show any tolerance...' (Perisu/SRI/pp.49-51)

Like Perisu, Yağmur was not able to provide her learners with extra learning materials due to the lack of photocopy facilities at her school. In her first interview, she mentioned:

'You can't photocopy anything as a teacher. Only the school principal and his assistant can do it. If they are busy, I can do it I think...but no. Only they should do it. So I can't provide extra materials...In my first school days, I was preparing extra materials to hand out to the students, but we didn't have such a problem. They then set up such a rule perhaps because we did so much photocopying. I can't

afford it ...the school should pay for it, but it doesn't...so I can't give extra materials in my classes...I write things on the board or we study the workbook. I don't use any supplementary materials because they don't photocopy them.' (Yağmur/I1/pp.45-49)

Her problem seemed to exacerbate in the following days, because the photocopy machine was broken down. As she wrote in her diary:

'Afterwards I wrote example sentences on the board and we did the exercises in the course book. By the way, the photocopy machine is out of order so I can't provide extra materials. I really did several times, but since it cost too much and just for reproach, I gave up doing so.' (Yağmur/D/Entry 17a)

In her stimulated recall interview, Sema reflected on the way she presented the topic of nationalities. She taught it explicitly without using any other techniques and materials, which she considered a problem in her teaching. As she reflected:

'...just teach it quickly and go on with another item, because I mean-I don't have enough time. You teach like that and they write it 10 times. Do they really learn? I mean-it's just traditional, but sometimes we do what we once criticise-I don't have lots of alternatives. Well, I can bring pictures, flags into the classroom or maps to show the locations of the countries...but this way at least isn't time consuming...also I don't make lesson plans, so I can't see the alternative routes...so I carry out dull lessons like this' (Sema/SRI/pp.65-66)

Elif was the other novice teacher who complained over the variety issue. She questioned the way she delivered instruction in her classes and mentioned her difficulty as follows.

'...maybe such a lesson doesn't attract the learners' attention, but how else can I teach? If we play games, the class turns upside down. If I do listening, they don't get what I'm saying, let alone a native speaker. We don't have televisions and tape-recorders...such a lesson may not be appealing to learners, but there is no alternative...maybe the learners would like to see something concrete, but I am telling, 'In present tense we use am, is, are.' So it just flies away...show a flashcard or have them watch TV or use an overhead projector...they may like such things...'
(Elif/SRI/63-66)

The teachers' sentiments above appear to reflect that inadequacy of school materials (i.e. lack of photocopy facilities), learners' low level of English proficiency, disruptive learner behaviour, and insufficient class time for English come to be the novice teachers' justifications for not being able to use a variety of teaching techniques and materials in their classrooms. It also seems that as they do not inject variety into their practices, the learners are getting more disruptive and demotivated (particularly in Ahmet's and Elif's cases). The resulting picture is therefore a vicious circle of difficulties triggering each other. In addition, all of the novice teachers seem to feel helpless against this vicious circle, and, interestingly enough, rather than looking for alternative ways to provide variety in their classes, they are

inclined to submit themselves to the constraints. For instance, three of the teachers (Perisu, Elif and Yağmur) do not provide their learners with extra learning and teaching materials due to inadequacy of instructional materials at their schools. Sema prefers using form-focussed instruction at the expense of variety in order to save more class time. Ahmet, although he sees a pedagogical value in using a variety of techniques and materials, does not make efforts in incorporating it into their practices.

IV. 2. 1. 2. 5. Teacher knowledge of language and teaching

As revealed both in the questionnaires, interviews and diaries, some of the novice EFL teachers seemed to be unsettled about their knowledge of vocabulary and grammar, about their speaking skills in English and about their knowledge of how to teach English. According to the results of the questionnaires, lack of their knowledge of how to teach English, language skills and English grammar and vocabulary seemed to pose problems for some of the novice EFL teachers (See Table 7). Similar difficulties were articulated in the diaries and interviews. What the teachers specifically pronounced was that they were not equipped with adequate knowledge of English grammar and vocabulary and were not much confident of their own speaking skills in English.

Three case study participants voiced their concerns in relation to their poor speaking skills in English.

Yağmur was one of the teachers who seemed to be suffering from her own poor speaking skills in English. As she remarked in her first interview:

'...We are still having difficulty expressing ourselves fluently in English-by the way I have a few friends. They are native speakers-they are aware of this, too...Another friend of mine is a Romanian. English is her second language, but she speaks it very well. She speaks it fluently. I said to her-I mean-'I just finished secondary school', she said. You see! She just completed secondary school and could speak English like that! Teachers of English can't speak as fluent as her. I mean I can't speak like that.' (Yağmur/II/pp.132-133)

Similarly, Sema was worried about her speaking skills in English. As she told in her first interview, she was feeling that she was not much competent in speaking English. What was worse, as it seemed, this was interfering with her classroom practices. For instance, although teaching English in an integrated way (with an equal emphasis on grammar, speaking, writing, and so on) was one of her teaching ideals, she was having difficulty reaching out this ideal because, as she mentioned, she was not a fluent speaker of English:

'...it is what we call integrated teaching-I mean there is grammar, speaking, writing in it...it is my humble ideal ... when I was wandering around in the class, I sing English songs or I utter a few things in English or make explanations in English. Just to expose them to it, but it's not enough because I'm not much strong in speaking English. Everybody has his own English-I mean there is Sema's English

or Pınar's English...I'm not competent enough in speaking, but I try to do my best as much as I can.' (Sema/II/pp.9-11)

Later in the interview, she raised similar concerns unveiling her trouble with her poor speaking skills. She recounted the following incidence, and later in the interview, she used the metaphor 'scar' to depict the trouble with her own speaking skills.

'...this year I went abroad. I met a Danish boy who was much younger than me. He was 15 years old; I think and was speaking better than me. I then regretted that I told I was a teacher of English. Believe me it is really a great trouble because you have difficulty in expressing yourself...speaking-it a scar of mine.' (Sema/II/p.30; p. 33)

Eylül used the same metaphor as Sema to portray her difficulty with speaking English.

'Speaking is like a bleeding scar in Turkey I think...to be honest, I don't have much confidence in my speaking skills. I can't say I can speak English accurately and fluently. This is the case with me unfortunately.' (Eylül/II/p.41)

What all the above sentiments appear to unveil is that some of the novice EFL teachers are not confident of their communicative competence in English. This lack of confidence becomes more salient particularly in two of the teachers' sentiments

(Sema and Eylül). They use the metaphor 'scar' to portray their feelings of inefficacy. What is more, one of these teachers' poor speaking skills-Sema-seems to intervene with her teaching practices. As Sema remarks, she is not able to provide her learners with ample input in English, as she feels she is not much communicatively competent in it. Furthermore, as mentioned previously, some of the novice EFL teachers have lamented over not being able to use the CLT techniques and English as classroom language and over not being able to teach speaking in their classrooms. They have justified their preferences on the grounds that the learners have low levels of English proficiency or unfamiliar with the CLT techniques. In actuality, having poor speaking skills in English might be the underlying reason for why some of the novice EFL teachers do not use the CLT techniques and English as classroom language and do not include speaking activities in their teaching practices. It is also a bit unsettling to find out that some of the novice EFL teachers feel weak in one of the key components of language competence. Given that they are the only providers of language input in EFL classrooms, their communicative competence gains greater significance. However, a language teacher with poor communicative skills inevitably brings about a question as to the quantity and quality of the input that s/he provides in his/her classrooms.

These teachers were not only daunted by the fact that they had poor speaking skills, but they were, as it seemed, also distressed by their knowledge of English grammar and vocabulary. There were particularly two teachers (Yağmur and Eylül) who appeared to be unsure of their knowledge of English grammar and vocabulary.

Yağmur, before her appointment to her current school, was teaching English in a private course where she first began to question her knowledge of English grammar. She commented:

'Err - I saw that my grammar was awful. When? Immediately after I began teaching in a private course for the university entrance exam. There-I mean-we had to deal with some details in English grammar, but I now see that I better use some structures...err-I, for example, I didn't use such forms as 'I don't know what to do'. 'I don't know what you're saying.' I couldn't make such sentences...'
(Yağmur/II/p131; 133)

Adding that grammar and translation classes should be substantiated in teacher education programmes, she cited an incidence that she experienced in one of her classes.

'...in translation classes, we are taught translation techniques but first grammar should be focused on because it is what we will be teaching. Of course, I don't mean teaching English is merely teaching its grammar, but-err-...I made up the following sentence-it's too simple-'He went to school by a car'. One of my students rejected, 'Miss, you can't use 'a'.' 'Why?' I asked. 'It is because you can't put a determiner between by and a vehicle.' 'Oops, sorry', I told, 'it just slipped my notice.' I felt too embarrassed. I really didn't know it. It was maybe my fault, but ...we didn't study English grammar thoroughly. I think grammar should be given all throughout the programme...' (Yağmur/II/pp.135-136)

She also seemed to think that she did not have in-depth knowledge of English vocabulary and, according to her, that was the reason for why she was not fluent in English. As she reflected:

'...why aren't we fluent in using English? It is because our vocabulary knowledge is limited.' (Yağmur/II/p.136)

Eylül too complained over her difficulty with English grammar and vocabulary. As she mentioned, there were moments in the classroom when she was having hard time to explain grammatical rules and words due to her lack of knowledge of some English forms and vocabulary. What was particularly distressing for her was that her students were challenging her knowledge and authority as a language teacher. As she noted in her stimulated recall interview:

'...they [the students] ask me a grammatical rule. What should I say about it? Probably, 'That's the rule.' What else can I tell? You can't tell-you can't tell, 'I know it.' You are a teacher. They expect you to know everything...They sometimes ask a word. I say, 'I don't know. I really don't. Shall I lie to you? Shall I make it up?' They then keep telling, 'Aren't you a teacher of English?' ...' (Eylül/SRI/pp.22-23)

It seems to be evident in the teachers' extracts that their lack of knowledge of English grammar and vocabulary causes quite a stir in their pedagogical and affective worlds. To illustrate, Eylül appears to have difficulty in elaborating and

substantiating input opportunities. Yağmur, for example, provides her learners with inaccurate L2 input. All these then turn out to be face-threatening acts for the novice teachers and challenge their authority and knowledge as language teachers.

There were also few questionnaire respondents (n=8) who seemed to think that they did not have adequate knowledge of English grammar and vocabulary. Ten of the questionnaire respondents were not contented with their knowledge of language skills, and nearly 1/5 of the novice EFL teachers (n=20) tended to think that their knowledge of how to teach English was limited.

Nevertheless, it seems to be interesting that these novice teachers, though few, tend to consider their knowledge of language and language teaching to be inadequate, as they get training on these areas in their teacher education programmes. Such a tendency might be explained on the grounds that these teachers are not yet able to internalise the knowledge that they have accumulated in their teacher education programmes. Another explanation might be that they are not able to fit in their pedagogical and linguistic knowledge yet with the real task of teaching and the real contexts of teaching. As they fail in doing so, they may think that their current knowledge falls short.

IV. 2. 1. 2. 6. Dealing with individual learner differences

‘Dealing with individual learner differences’ was an area of difficulty that was mentioned under the theme ‘classroom management-related difficulties’. There were also some other difficulties mentioned by the novice teachers in the questionnaires and in the case studies in relation to individual learner differences; however, it seemed that those were the difficulties that were more likely to interfere with language teaching and learning processes rather than classroom management-related tasks. Therefore, they were dealt with under the theme ‘foreign language learning and teaching-related difficulties. As revealed by the questionnaire results, one of some of the novice EFL teachers’ problems in dealing with individual learner differences was that they did not know what the learners expected of learning English (Nearly 1/5 of the novice EFL teachers reported this to be their difficulty.) (See Table 7). The case studies helped us gain further insights into the novice EFL teachers’ particular difficulties in dealing with individual learner differences in their classrooms.

One of these difficulties was ‘dealing with learners with poor cognitive/academic skills’ as articulated by some of the novice EFL teachers. Their challenge was, as it seemed, doubled with a few inclusion learners in their classrooms. The inclusion of learners with special needs in regular classes is a recent issue in Turkish education system. The purpose is to integrate children having various disabilities (i.e. hearing impairment) or learning difficulties with children without any special needs. These children are placed in age-appropriate and regular classes and are provided with

support to participate in all aspects of school activities. However, this issue seemed to be a source of difficulty for some of the novice EFL teachers. (Three of the novice teachers had inclusion learners in their classes.) For example, inclusion learners came as a shock to one of the teachers. When she started teaching, as she said, she felt a great disappointment because she had never expected to have such learners. As she remarked:

'Just imagine a school where inclusion learners-err-learners with learning difficulties are in the same class...I was really disappointed by their academic [skills], which were very low. They have difficulty comprehending- even they have difficulty understanding something in Turkish-writing something in Turkish. I write a few things on the board. It takes them half an hour to note those down. I haven't encountered such learners before...' (Yağmur/II/ pp. 18-23)

She raised similar concerns in her stimulated recall interview and talked about two of her learners. One of them was an inclusion learner and the other one had learning difficulties and behaviour problems. As she voiced her concerns:

'...that learner, x [anonymous]. He is a learner with learning difficulties ...He is an inclusion learner. What is more, he can't write down what he has just heard. He can't read. On the board-I mean-for example, he can write the letter 'a' as a circle and ı beside it...err-he doesn't have the slightest idea of his courses. What he'd just like to do is to chat with his friends...so I'm trying to monitor continually what he's doing-I mean he should know I won't let him to do so because he asks irrelevant

questions or complains about his friends...look, here is another learner [She talks about a female learner]. She isn't an inclusion learner, but...a too sad situation-err-she's weird indeed...she overreacts and has learning difficulties...I can't appropriately respond to their questions because all they ask is nonsense. During the classes, I'm trying to calm them down telling, 'Please stop jerking around. Let's start the lesson. You disturb your friends.' I know that's not an appropriate thing to do, but I don't know what else to do about these learners. I really don't know what to do...' (Yağmur/SRI/pp. 1-2)

Perisu had a few inclusion learners in her classes, too. She seemed to be worried that she could not deal with these learners individually due to constraints on time. She reflected as follows:

'x – He's an inclusion learner. I mean-they-the other students don't know he's an inclusion learner –err-he's rather a slow learner...if he would like to participate in classroom activities, I let him because the other students may realise he's a slow learner. But then I lose time. For such inclusion learners-I mean they should attend different classes...but because of constraints on time-just 2 hours per week. He is such a learner that needs special care-I mean he should be dealt with individually. I should evaluate what he can and can't learn. I should plan what I should and shouldn't teach him, which is difficult...but next year we'll send such learners to the Centre of Guidance and Research...' (Perisu/SRI/pp.9-11)

They were not only inclusion learners that these novice teachers had to struggle with. There were also a few bright and smart learners in their classrooms, which added to their challenge with inclusion learners or learners with poor cognitive skills. The resulting picture was then that there were huge gaps between the learners in terms of their cognitive and academic abilities. Therefore, the teachers were having difficulty with establishing a balance between these two groups of learners. As Yağmur expressed her disappointment:

'Just imagine. In a classroom with inclusion learners, there are several bright ones. They learn very fast, but there are others who can't even write. There's such an imbalance...I've never thought I'll have such learners...' (Yağmur/II/ pp. 18-23)

Bahar appeared to be having hard time in dealing with the differences between her learners in terms of their cognitive abilities. She told:

'...these 2 or 3 students-they speak out of their turn. They talk and so do I, and what we have a commotion in the classroom. I keep telling them, 'Let me finish first and be silent.' Sometimes I ask them to correct their peers' mistakes, but they can't help themselves-I mean there are huge gaps in the classroom indeed. On the one hand, there are few students with low cognitive abilities and; on the other hand, very smart ones with high English proficiency. It's difficult to find a balance between them.' (Bahar/SRI/p.16)

These teachers, as they pointed out, were trying hard to find a balance between slow and fast learners. Perisu; for example, was giving extra tasks to fast ones to busy them, whereas Bahar had to continually warn the bright learners to calm them down or was allowing for a certain degree of freedom to express themselves. Yağmur seemed to feel helpless and startled by the fact that she had to teach in mixed-ability classes. Presumably, at the very heart of the problem lies the fact these teachers, in their teacher education programmes, did not get training on learners with special needs and how to cope with them. Even Yağmur remarked that she had never heard the term 'inclusion learner' before. What is more, she had never expected that she would have such learners. Additionally, it seems that these teachers have not yet been able to develop strategies to cope successfully with those kinds of learners. Yağmur, for instance, appears to be helpless -and discontented with the way she deals with the problem as well- and not to know what else she needs to do in order to cope with them effectively. Perisu is aware of the problem; however, she prefers not to deal with it because, as she says, she does not have ample time to do so. Bahar; on the other hand, tends to use strategies that may only have short-term effects on learner behaviours.

'Not being able to address learner interests and needs' was the other area of difficulty that some of the novice EFL teachers reported in their interviews and diaries (Four of the novice teachers mentioned it). In particular, the teachers complained that they were not able to provide their learners with individualised instruction and were not able to meet their demands although they would like to do so.

As shown in the below extract, Ahmet seemed to be feeling a deep sadness and anger, as he was thinking that he was unable to address his learners' interests:

'I can't tell I'm going through a good and successful term. For example, I can't meet the demands of some of my students who I think are good at English. This is really distressing and sad. They like to play games, but I don't do such things. I get angry with myself, but I sometimes feel so helpless that I have difficulty doing activities like games.' (Ahmet/D/Entry19c)

Similarly, Perisu was feeling regretful for not being able to pay individual attention to her learners; however, the large number of learners and limited class time appeared to act as constraints upon her possible attempts of doing so.

'I do sometimes feel regretful after the lessons and tell myself, 'The student was going to talk or wanted to do this or that, but I couldn't give him the chance to do so.' They would like to tell me something private, but I can't allow any time for them. I mean I have 200 students...30 students per a 45-minute lesson. Suppose that each would utter 10 times-they talk even more than that-that makes 300 utterances. I mean it's impossible to deal with all of them...' (Perisu/SRI/pp.32-33)

For Bahar, it was demanding and troubling to respond to all her students' needs and interests. Large number of learners in her classes doubled her demand, as she mentioned:

'I was just thinking, 'If I teach like that, they can easily get it' or 'If I do this or that, they learn it.' Then you see that each student is unique in terms of his or her psychology, his or her family backgrounds, and their capacities. There are different types of learner intelligences. It's really hard to address to all students. If the classes are crowded, it gets even harder...' (Bahar/11/pp.31-32)

As unveiled in these teachers' sentiments above, they are unable to follow one of the basic premises of foreign language pedagogy, which is addressing learner interests and needs. As the teachers fail to do so, it seems that they are indulged in feelings of regret, guilt and sadness. Moreover, the given difficulty appears to be closely tied to some other difficulties mentioned by the teachers such as large class sizes, not using a variety of teaching techniques and materials, poor instructional planning, and time allocated to English in the curriculum. Of all these difficulties, large class sizes and time allocated to English in the curriculum; for example, are pointed out by two of the teachers as justifications for not addressing their learners' needs and interests. Poor instructional planning-or lack of instructional planning (This seems to be evident in Ahmet's, Perisu's and Sema's case, because they have difficulty in planning their lessons)-might be one of the underlying reasons for why some of the novice teachers have difficulty in responding to their learners' needs and interests. Similarly, not using a variety of teaching techniques and materials might add to these teachers' difficulty with addressing learner needs and interests.

IV. 2. 1. 2. 7. Putting theory into practice

'Putting theory into practice' seemed to be another disturbing issue for the novice EFL teachers. According to the questionnaire results (See Table 7), nearly 1/3 of the novice teachers reported to be facing with challenges in putting their theoretical knowledge into practice. All of the novice EFL teachers in the case studies mentioned the same difficulty. What appeared to challenge these novice teachers was that they were not able to match their theoretical knowledge with the realities of the classroom practice. They all too raised criticisms against their teacher education programmes. Their major criticism was being exposed to idealised language learning and teaching situations.

Bahar had difficulty in bridging her theoretical knowledge with classroom practice. She voiced her concern as in the following:

'You do many activities in the university...but they don't reflect the normal classroom atmosphere...you come to understand the reality in your teaching practice. Once you are alone with your own classrooms, you see that. You know you have the knowledge, but in practice, it's much different. Particularly, issues like classroom management and discipline or ways of responding to misbehaviour are little focussed on. Practice opportunities are limited as well in those areas. That's why teachers are having difficulties...' (Bahar/SRI/pp.27-28)

Perisu's concern was not much different from that of Bahar. She told:

'In our teaching education programme, we focussed on perfect teaching practices. Say, for example, we were told, '...use audio-visual materials.' Okay, but what will we do in contexts where we can't use those things? This was exactly what challenged us.' (Perisu/II/p. 42)

Ahmet; on the other hand, was feeling desperate, because his knowledge of a good language classroom was in clash with his current teaching context, and he was not able to put this knowledge into practice successfully although he tried hard to do so.

The below extract seemed to mirror his difficulty:

'It's hard to say all these, but it's too much desperate-I mean because we don't have what we have expected...there you think you will have a bright, lively classroom...but here it's not like that. I haven't yet been able to achieve that lively atmosphere... it doesn't matter however I try but when I see I fail, I'm fed up with what I'm doing...' (Ahmet/II/pp.41-42)

The novice teachers above are the graduates of different teacher education programmes; however, their concerns seem to bear similarities. They all complain that they cannot achieve to match their knowledge with classroom practice, and according to them, the major source of their difficulty is their teacher education programmes which have created in their minds ideal images of language learning and teaching. However, it might well be argued that these teachers' challenge with bridging theory with practice is linked to a set of constraints in their teaching contexts (For instance, some of the teachers cannot use English as classroom

language, because their learners' English proficiency is too low.) rather than what they have been exposed to and imposed upon in their teacher training programmes. Perhaps, the only criticism to raise against teacher education programmes in Turkey might be that student teachers are rather placed in easy-to-teach schools for their teaching practices. When they; however, graduate and become full teachers, they are appointed to hard-to-teach schools with poor physical conditions. The mismatch between their field teaching experiences and full-time teaching experiences might be what disappoints the novice teachers.

IV. 2. 1. 2. 2. 8. Language teaching materials

In relation to language teaching materials, the novice EFL teachers seemed to be suffering particularly from the inadequacy of language teaching course books that they were to use in their classrooms. According to the questionnaire results, it was one of the most frequently mentioned difficulties (Most of the novice teachers considered it to be a difficulty, as indicated in Table 7). The same difficulty emerged in the qualitative data offering insights into why language teaching course books were considered inadequate by the novice teachers. As some of the novice EFL teachers reported, the course books were not adequate in terms of their layout and content. They did not involve the learners in authentic encounters with English and were too far from being appropriate to the learners' proficiency level (They were above the learners' proficiency level as they stated). They did not have such supplementary materials as the teachers' books and listening cassettes or CDs.

Elif described the course books as lacking in terms of the supplementary materials that they should provide. They did not have any listening cassettes, for example.

As she remarked:

'The course books do not have any listening cassettes. There are listening sections, but the teacher herself is supposed to read aloud dialogues or texts...' (Elif/II/p.12)

Perisu seemed to be worried about the way language items were graded in the course books. She mentioned:

'For example, the 5th graders learn 'I can't carry the table, because it's too heavy' before they learn simple present tense. Is it too necessary? Which item should come first? ...How else can it be graded? I don't know who designs these books, but it sounds illogical to me.' (Perisu/SRI/pp.71-72)

According to Nunan (1998, p. 181), 'Course books can relieve the overburdened, as well as under-prepared, teacher of a great deal of stress, time and additional work.' However, the qualitative data in the present study seemed to suggest the reverse, because the novice EFL teachers were deprived of an important instructional tool that would govern their pedagogical decisions and practices and thus that would facilitate their teaching. However, despite their drawbacks, some of the novice teachers went on using these course books. The picture was getting more complicated in these teachers' classes, since they were not using supplementary materials to cover up the deficiencies of the course books. Perhaps, the novice

teachers' difficulty with the course books was related with the way they were using them, as they did not attempt to tailor these course books to their own and the learners' immediate needs and interests.

IV. 2. 1. 2. 9. Learner parents

'Relations with learner parents' were an area of challenge that was mentioned in the questionnaire. However, the qualitative data provided us with some important and detailed information in relation to the novice EFL teachers' difficulties with learner parents. According to what some of the case study participants complained, the learners' parents were not helping their children with English and had negative attitudes towards English as a subject matter.

As two of the case study participants expressed their sentiments, the learners did not have anybody to scaffold and guide their learning outside the school. Therefore, what they had taught was not going beyond the school, which resulted in little student learning. As illustrated in Perisu's remark below:

'I've got some problems with the students' parents...I do believe I teach well and the students seem to get what I've taught, but...they don't have any one to help them at their homes, so they forget too easily. The parents don't help their children ...'
(Perisu/II/p.12)

The economic and educational background of learner parents might account for why they were not interested in their children's learning. Most of the novice teachers in the present study were teaching at schools in rural and neglected areas where low-income families with poor educational backgrounds were living, so the questions what their children learned and to what extent they learned may occupy little space in the parents' concerns. Another explanation might be that, unlike some other school subjects such as Turkish, Maths, Science, etc., English is a subject where learner parents may not have any knowledge. Thus, it can be impossible for them to help their children with English if they do not speak it.

'Parental attitudes towards English as a subject matter' was the other difficulty emerged in the qualitative data in relation to learner parents. Two of the case study participants reported it to be a challenge. What they particularly mentioned was that some of the learner parents had negative attitudes towards English as a subject matter and tended to devalue it. Ahmet complained over the issue in his stimulated recall interview:

'Learner parents here just don't care about English...I don't remember any parents who have come up telling, 'My child likes to learn English. I'd really like him to do so. It's gonna help him or her a lot in the future'. They don't have the slightest idea of it. They think, 'S/he should now learn Turkish and Mathematics. Then we'll take care of English. We may send him/her to a course...they only care about grades. English means nothing to them.' (Ahmet/SRI/50-51)

Yağmur's complaint was similar to that of Ahmet. In one of her classes, she had a learner who was highly motivated to learn English. However, the learner's parents did not want her to learn it. She noted the following:

'Her parents frown at her just because she likes to learn English. Her older brother keeps telling her, 'What come are you doing? Study Maths and Turkish instead of English...I was just startled, but I told the student, 'Don't care about them. You study English. I did so and I have become a teacher of English.'
(Yağmur/SRI/pp.90-93)

Lack of parents' interest in English as a subject matter appeared to startle and disappoint these novice teachers, as what they were teaching, that is, English was underestimated and undervalued by learner parents. Perhaps, the parents' lack of interest in English has something to do with their economic or educational background. As mentioned previously, the learners of the novice EFL teachers come from families with low economic status and little education. Hence, English may not be a concern of such families at all. There is also great likelihood that the parents, when compared to some other school subjects such as Maths, Turkish, Geography, History, Science, etc. do not construe English as a subject vital to their children's academic development. Moreover, such lack of parental interest in English may be one of the explanations for learners' lack of interest in English as a subject matter.

IV. 2. 1. 3. Challenges in relation to the context of teaching

Challenges in relation to the context of teaching covered a few general issues about the physical features of the schools in which the teachers were teaching, relationships with parents, teaching load, and opportunities for professional development as well as some other issues such as administrative and collegial support. The challenges in relation to those general issues mentioned above were dealt with in the following section, while the difficulties with regard to administrative and collegial support were handled in detail under Section IV. 2. 2. together with the information gleaned from the qualitative data in order to answer the research question about the challenges in relation to forms of professional support that were available to the novice EFL teachers.

In the questionnaires, 'Inadequacy of teaching materials at school' was the leading difficulty mentioned by the teachers (59, 62%) when it comes to difficulties in relation to the context of teaching. 'Inadequacy of professional development opportunities' was the other most frequently pronounced difficulty (55, 77%). 'Large class sizes' was the third item that ranked highest of all the other items, followed by 'Relations with parents', 'Responsibilities other than English language teaching (e.g. Organising social activities at school, Teaching German, Teaching Turkish)', 'Heavy teaching load', 'Inadequacy of support and guidance from school administration', 'Inadequacy of collegial support', and 'Inadequacy of my knowledge of school policies and rules'.

Table 8. Challenges in relation to the context of teaching: questionnaire results

<i>N= 104</i>				
	+*		- **	
<i>Challenges in relation to the context of teaching</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Inadequacy of teaching materials at school	62	59,62	42	40,38
Inadequacy of professional development opportunities	58	55,77	46	44,23
Large class sizes	48	46,15	56	53,85
Relations with parents	45	43,27	59	56,73
Outside-class responsibilities	31	29,81	73	70,19
Heavy teaching load	23	22,12	81	77,88
Inadequacy of support and guidance from school administration	23	22,12	81	77,88
Inadequacy of collegial support	22	21,15	82	78,85
Inadequacy of my knowledge of school policies and rules	15	14,42	89	85,58

* +: The number of the participants who ticked the related questionnaire item

** - : The number of the participants who did not tick the related questionnaire item

The interviews and diaries provided us with similar and additional information about the novice EFL teachers' challenges when it comes to the context of teaching. These challenges were large class sizes, inadequacy of school materials /equipment, expectations and attitudes of the school administration of language teaching, heavy teaching load, learners coming from deprived backgrounds, and time allocated to English in the curriculum.

IV. 2. 1. 3. 1. Large class sizes

'Large class sizes' were one of the frequently mentioned difficulties, as revealed in the questionnaires (See Table 8). The same difficulty emerged in three

of the novice teachers' interviews or diaries which shed further insights into how large class sizes interfered with their practices.

Perisu was teaching in classrooms of 30-35 learners. However, this was in contrast to her ideal class size. According to her, in an ideal language classroom, there should be 15 learners or so. She remarked:

'We were taught, 'In your classes, manage seating plans in the form of a horseshoe, do group work or speaking activities and so on', but all these are impossible in classes of 30 students. A seating plan like that is impossible.' (Perisu/II/p.41)

Sema mentioned a similar difficulty with large class sizes. Her classes consisted of at least 40 learners. As she told:

'...in classes of 40 students-classes are too crowded, so this affects the type of the activities you're doing. Well, what are you doing then? Rather than communicative techniques, you're using grammar-based ones because you think they are the most practical and easiest ones to teach...' (Sema/SRI/p.98)

As the qualitative data suggested, in some of the novice EFL teachers' pedagogical universe, large class sizes emerged as a difficulty triggering some other complications. For instance, the teachers tended to use grammar-translation techniques and activities rather than communicative ones, as they were thinking that the communicative language teaching activities were more difficult to implement

and monitor in large classes. Large class sizes also appeared to be the justification for not being able to provide individualised instruction and care for the learners with differing needs and interests.

IV. 2. 1. 3. 2. Inadequacy of school materials /equipment

According to the questionnaire results, this was one of the most frequently mentioned challenges by the novice EFL teachers (More than half of them considered it to be a difficulty. See Table 8). The same issue was brought up by six of the novice teachers in the interviews and diaries. In particular, these teachers described their schools as lacking in various instructional materials such as televisions, tape recorders, computers, overhead projectors, photocopy machines, and so on.

Sema seemed to be suffering from the inadequacy of instructional materials at her school. She needed boards to display learner projects and assignments and believed that displaying them on a board in the classroom would motivate her students and would increase their chances of peripheral learning. However, there was not such a material at her school. As the below extract from her diary illustrated:

'Yeah. A new problem arose again. No days without problems. Am I too pessimistic or is the teaching job hard? I'd told you that we stuck some posters on the walls of the classroom with ninth grade students. Today my students informed me about the posters. One of the assistants of the headmaster came into the class

and told the students not to stick stuff like that on the walls because they deform them. As soon as I heard it I felt so demoralised and helpless. Those posters are the ones that the students did themselves. They are their products and very helpful to the learning process. On the other hand, he (the administrator) was right. The posters may damage the walls. But we don't have panels on which we can put our posters, projects on the walls.' (Sema/D/Entry 6a)

Ahmet did not provide his learners with supplementary learning materials such as work sheets, because he was not able to copy them at his school. He complained:

'I can't give my students extra learning materials, because you can't photocopy what you've prepared. They think we are wasting too much paper [He means the school administration]. It's just a concern for being economic...I can't afford the extra materials either, so I don't give extra materials to them. Then I have to use the course book...' (Ahmet/SRI/pp.89-90)

As with large class sizes, it appeared that inadequacy of school materials and equipment became an excuse for the novice teachers to give up what they intended to do (i.e. doing listening activities) or what they kept doing. For instance, most of the case study participants mentioned that they gave up providing the learners with extra learning materials because of the lack of photocopy facilities at their schools. Some of them, as they told, were not doing listening activities since there were not any tape recorders or computers that they may use to do so. They were then having

difficulties in teaching language skills, adding variety to their classes, and addressing their learners' needs and interests.

IV. 2. 1. 3. 3. Heavy teaching load

'Heavy teaching load' appeared to be one of the other troubling issues for some of the novice EFL teachers, as shown in both the questionnaire and qualitative data (See Table 8 for the questionnaire results and Table 4 for the case study participants' schedules of teaching). According to what the qualitative data indicated, heavy teaching load increased the pedagogical and emotional burden of the novice teachers who were already overwhelmed with the tasks and responsibilities of being a full-time teacher. What is more, few of the novice teachers in the case studies had been given Turkish (Yağmur) and German (Sema) classes to teach, along with English classes.

Eylül's remarks below were illustrative of how heavy teaching load was a pressing issue for the novice EFL teachers. She seemed to be feeling demotivated and overwhelmed cognitively:

'Yesterday I had 8 teaching hours-without any break. I'm teaching 8 hours three days in a week and I'm torn apart at the end of those days. Yesterday I got too tired that I made a mistake-It's not something important-I immediately corrected it, but it shouldn't be like that. I think such a teaching schedule-I mean I lose my motivation and I feel my teaching deficiency decreases...' (Eylül/D/Entry9)

According to the regulations in relation to newly qualified teachers (See Appendix XIV), newly qualified teachers should not be given any teaching responsibilities. They are to observe their mentor teachers' classes and attend teaching-orientation courses. However, as the present study indicates, this remains as a written practice only, due to a shortage of teachers of English in Turkey, newly qualified teachers of English are immediately assigned their classes and start teaching with a tight schedule. The emerging picture is then, as the present study suggests, exhausted novice EFL teachers with little motivation and enthusiasm for teaching.

IV. 2. 1. 3. 4. Expectations and attitudes of the school administration of language teaching

This was an issue raised by two of the novice EFL teachers in the interviews. According to what they told, their school administration was not much interested in what they were doing in their classrooms as teachers of English and did not place a value in English as a school subject. The way their school administration approached to English appeared to discourage and demotivate Elif and Perisu. As Perisu remarked in her first interview:

'The school administration doesn't care about what we are doing in 40-45 minute-class time...They tell me, 'You just teach them how to say hello. That's enough for them...' Their concern is just if the students are being misbehaving or not or they don't get low marks in English.' (Perisu/II/pp.51-54)

As in the Perisu's case, Elif's school administration seemed to devalue English as a school subject. She complained:

'When English is concerned, they say, 'Don't care Elif. What if do you teach like that? What if don't they come to your classes? Don't care!' There's such an attitude here.' (Elif/SRI/p. 22)

Within the context of the present study, although there is a high demand for learning and speaking English, as a school subject, it is devalued by learner parents and learners themselves. This attitude is presumably related with the education system itself, as learners are not tested on English in the exams that they are to take to enter secondary schools and universities. However, it seems to be interesting to find out that the school administrations may have such an attitude. This appeared to discourage and demotivate the novice EFL teachers.

IV. 2. 1. 3. 5. Learners coming from deprived backgrounds

This was a challenge that all of the novice teachers brought up in the case studies. In particular, what the teachers reported was that most of their learners were coming from middle or lower class families and were children of uneducated parents. As it seemed, this was interfering with the novice teachers' practices. For example, it was one of the underlying reasons of disruptive learner behaviour and thus caused the novice teachers to have trouble with providing and maintaining discipline in their classrooms. Some of the novice teachers; on the other hand,

mentioned their learners' low economic status as one of the justifications for not being able to provide extra classroom materials, because they would not like to collect money from their learners. According to some of the novice teachers, it was also one of the factors that negatively impacted upon learner achievement.

Sema was one of the teachers who seemed to feel unsettled by the fact that her learners were coming from low-income families. In her diary, she cited an intriguing incidence. It was intriguing in the sense that it seemed to indicate how her learners' low economic status interfered with what she would like to do as a teacher. As she wrote in her diary, she needed boards to display the projects and materials made by the learners, but she could not find any at school. She then sought the help of the school administration. The school principal advised her to collect money from the students. The learners' low economic status appeared to double her difficulty and throw her away into the feelings of helplessness. As she noted in the diary:

'We don't have any boards. We will collect money from the learners again. We already do so for the photocopies. This is a very difficult situation. How will we survive with our learners? They are coming from low income families.'
(Sema/D/Entry16)

Perisu's learners were coming from uneducated families, as she noted in her diary. This had a negative influence on learner behaviour. She expressed:

'I spend a certain amount of my class time on moral education, because they aren't given such training in their families. They aren't aware of rules of good manners and they are rude. Unfortunately, I'm too much aware that they won't make anything. I don't have such a hope.' (Perisu/D/7b)

According to Bahar, there was a cause-and-effect relationship between the learners' family background and their disruptive behaviours as well as their academic achievement. As she commented in her stimulated recall interview:

'These two students...during the lesson they keep on teasing each other. They are fighting. They are chatting...maybe all these are because of their families...One of those has a stepmother. Such things affect students...you can easily identify students having problems with their families. These problems inevitably affect their behaviour or successes at school...such students spoil the flow of the lesson, too.' (Bahar/SRI/pp. 5-7)

Ahmet touched upon a similar issue in his stimulated recall interview and linked disruptive learner behaviour to his learners' tendencies towards violence that was taught to them by their families. As he said:

'The students are inclined to violence...Violence-it's something ordinary for them...something chronic. It's something imposed on them-probably by their families...because of those kinds of learner tendencies, I; for example, issued disciplinary penalties to three students in one of my classes...they fought fiercely

with each other during the lesson...they were also cursing each other...'
(Ahmet/SRI/pp.56-58)

The learners with deprived backgrounds were a problematic issue for Yağmur as well, because they were being disruptive and thus annoying for both her and the other students. She commented on the issue as in the following:

'If the student hasn't learned anything in his family and doesn't know what respect is, he not only annoys the teacher but also disturbs the other students. A too-too helpless situation indeed.' (Yağmur/SRI/p.14)

As unveiled in these teachers' sentiments, learners' family background and the way they are brought up in their families seem to be one of the unsettling issues for the novice teachers. It is unsettling in the sense that it adds to their difficulties with classroom management and learner achievement. For example, as some of the novice teachers point out, the learners with deprived backgrounds tend to display disruptive behaviour in the classroom and have low levels of academic success. In addition to these, some other difficulties such as lack of learner interest in English as a subject matter and learners' poor academic skills might be explained on the basis of learners' family background.

IV. 2. 1. 3. 6. Time allocated to English in the curriculum

This was a challenge emerged only in the qualitative data. Two of the novice EFL teachers in the case studies mentioned it as a challenge and reported how it was interfering with their practices. At primary level, the 4th and 5th grade learners were offered 2 hours of English classes per week, whereas 6th, 7th, and 8th graders 4 hours within a week. At vocational secondary schools, there were 3 hours of English classes.

Sema was teaching at a vocational secondary school that offered learners 3 hours of English classes per week. This was inadequate according to her, as she was then having difficulty catching up with syllabus.

'3 hours within a week. For example, with 9x, we did five extra classes because it's not enough. Or I can't catch up with the syllabus. I've got such a problem. (Sema/SRI/p.19)

Perhaps, shortage of English language teachers and poor physical conditions at most of the schools are among the reasons for why English as a subject matter occupies little space in the curriculum. However, this system-wide drawback appears to influence negatively some of the novice EFL teachers' practices, as it doubles their pressure of having to catch up with the syllabus, increasing their anxiety. This difficulty also appears to be hindering their initiation and creativity. For instance, it is being one of the excuses of not being able to deal with learners individually and

not being able to do what they would like to do as language teachers such as using a variety of materials and techniques and addressing learners' needs and interests.

IV. 2. 2. Challenges in relation to forms of professional support

Apart from a number of pedagogical challenges, the novice EFL teachers reported to be facing with a set of some other difficulties with regard to various forms of professional support that were available to them, as unveiled both in the questionnaires and in the case studies. All these difficulties were reported and discussed under the following themes in light of the information coming from the questionnaires, interviews, and diaries.

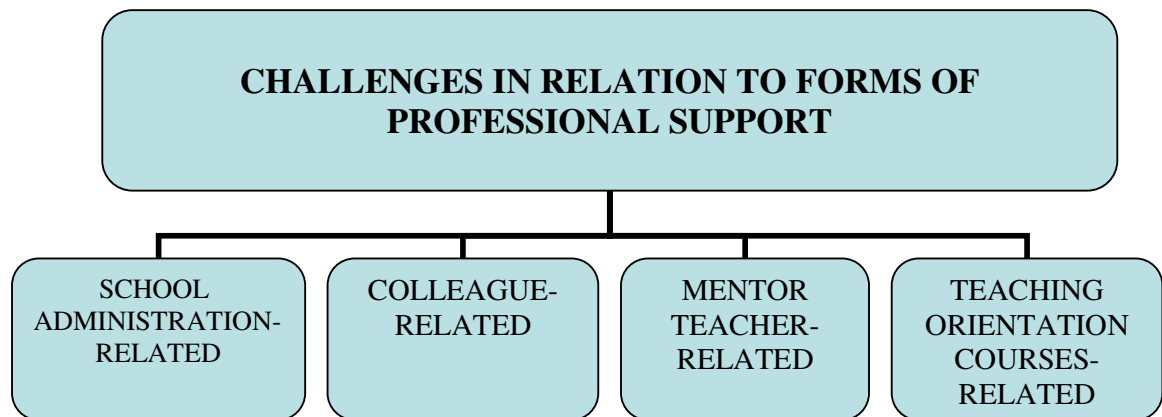


Figure 5.Challenges in relation to professional support structures

IV. 2. 2. 1. School-administration related

'Lack of support from the school administration' was an issue that appeared to haunt some of the novice EFL teachers, as revealed in the questionnaire and qualitative data. According to the questionnaire results, nearly 1/5 of the novice EFL teachers seemed to be suffering from lack of support from their school administration. The interviews and diaries in some of the case studies uncovered the novice EFL teachers' particular difficulties with the way they were supported by the school administrators. According to what some of the novice teachers mentioned, their efforts were not being appreciated by the school administration, they were not encouraged for professional development, they were given extra work outside teaching, and they were not being helped in times of difficulty. What one of the teachers expressed in her diary seemed to be interesting. She asked the vice - principal of the school for a board to hang onto the walls of the classrooms in order to display learner projects and some other visual materials. However, she got disappointed, because she could not get the support that she would like to.

'...I first went to the vice-principal to solve this 'panel' problem. He said that there might be one in the store. I immediately asked the school servant to look for the panel in the store, but he couldn't find it. I then rushed to the principal's room and asked her for advice how we could overcome this problem. (She writes in a sarcastic manner here) She was very helpful! Thanks a lot! She said, 'You can collect money from the students, or you can do it yourself.' ...So we don't have panels. We will once collect money from the students, which is very sad. How will

we (She means the students and herself) survive? Most of the students are children of families with restricted income. Let's wait and see. We will find a way. I wish we had someone to support us in our efforts ☹ ' (Sema/D/Entry5)

Another teacher had a wide range of responsibilities from teaching Turkish, administrative work to planning social activities at school. What she reported in her diary illustrated how these responsibilities were interfering with her primary responsibility – teaching English. She sadly questioned what had happened:

'We did pair-work in the first lesson. The students asked each other the questions of a reading passage and answered them. The second lesson-I couldn't make it unfortunately. DEAR principal (She emphasises it by capital letters) asked me to see him and we prepared a list of activities for November 10th. (This is the date when Atatürk passed away.) ... Then the bell rang. The students had already turned the classroom upside down. A missing lesson again. Should I put the blame on the students? Only after a long time-after Bayram Holiday will I be able to check their answers...' (Yağmur/D/Entry4)

As the data in the present study seemed to suggest, the novice EFL teachers were not able to receive support, confirmation and feedback from the school administration as to their practices. They were not encouraged or scaffolded either in their efforts of initiation and experimentation. Lack of confirmation, feedback, and support from the school administration was then resulting in feelings of loneliness, disappointment, and demotivation on the part of the novice teachers.

The significance of support and feedback from school administrators appears to be undisputable for any teacher. However, such support and feedback gains greater significance for novice teachers, as those who are naïve and vulnerable both emotionally and pedagogically and who need to be scaffolded more in their growth as effective teachers. It is thus a bit disheartening to find out that some of the novice EFL teachers in the present study are deprived of such a support and guidance in their professional journey. On the other hand, there is also the possibility that these novice teachers' difficulties with the school administration might be linked to their lack of awareness of how and when to ask for support from the school administration or to their reluctance for seeking ways of doing so.

IV. 2. 2. 2. Colleague-related

'Lack of support from the school administration' was not the only challenge with which the novice EFL teachers had to struggle. Some of them were also suffering from lack of collegial support and cooperation. As indicated in the questionnaires, approximately 1/5 of the novice EFL teachers seemed to consider 'lack of collegial support' to be a challenge. The case studies generated a similar finding, revealing collegial support as an area of difficulty.

Sema was one of the case study participants who seemed to be continually disturbed by lack of cooperation among the teachers at her school. This indulged her into feelings of loneliness, as she lamented:

'I'm sad, I don't take it personal, but it's my first term in teaching and there's no cooperation among teachers of English and having such a loneliness, I have to struggle with 11x 6 hours a week...' (Sema/D/Entry10c)

Similarly, Elif seemed to be experiencing a sort of pedagogical loneliness, as her colleagues did not welcome her efforts of initiation and experimentation.

'I say [She means the other teachers of English], 'Let's give the students different tasks, assignments. They tell me, 'Don't care Elif! They don't write anything at all. Just ask them to introduce their families. It'll be okay, but ...I'd just like something different...they then tell me, 'Do whatever you like'...they seem to appreciate whatever I do even if it's right or wrong.' (Elif/SRI/pp. 56)

According to the questionnaire results, support and help from colleagues was one of the forms of professional support that more than half of the novice teachers reported to encounter (See Table 9). Nevertheless, in the qualitative data, lack of collegial support and collaboration emerged as one of the distressing issues for some of the novice EFL teachers (n=3). These teachers were particularly worried that they could not corroborate effectively with their colleagues and receive confirmation and feedback for their efforts, as also illustrated in Elif's remarks above. The lack of collegial support and cooperation, doubled with the lack of support and guidance from the school administration, appeared to augment their feelings of loneliness, discouragement, and demotivation.

It seems obvious that colleagues are one of the important interlocutors in novice teachers' workplace learning. They may play an important role in these teachers' professional lives, modelling appropriate and effective teaching practices. However, presumably, due to a shortage of teachers and teachers' tight schedules of teaching at Turkish schools, novice teachers' opportunities for collegial support and collaboration may be hindered, as signalled in the case studies. While these are likely to be the underlying reasons for some of the novice teachers' difficulty with their colleagues (i.e. shortage of teachers and tight teaching schedules), another reason for their difficulty might be, as it may be the case in lack of support from the school administration, their not knowing yet how to make the most of the collegial support and help or their reluctance of seeking professional assistance.

IV. 2. 2. 3. Mentor teacher-related

Both the questionnaire and qualitative data seemed to reveal that mentoring system in Turkey did not function properly. According to the regulations about training newly qualified teachers, each novice teacher, upon his/her appointment to full-time teaching, is assigned a mentor teacher from his/her subject-matter area, and the novice teacher, under the guidance of this mentor teacher, is involved in teaching practice and is not given classes to teach. Nevertheless, this again appears to be a written practice only, and the reality runs contrary to the regulations. Within the context of the present study, the common practice in on-the-job training of newly qualified teachers is either to leave them to their own devices without any mentors or to assign them to teachers of subject-matter areas other than

their own particularly in subject areas where there is shortage of teachers (English is one of these areas). The results of the present study provide evidence for this common practice. According to the questionnaire results, 'being assigned a formal mentor teacher' was one of the least experienced forms of professional support. The interviews and diaries offered additional insights into how mentoring system was working, or was not working, at Turkish public schools. The analysis of the qualitative data revealed that the novice EFL teachers were not either assigned a mentor teacher, and even if they were, the mentor teacher was not from the field of ELT. The only novice teacher with a mentor from the field of ELT was Sema, but she did not get adequate support and guidance from her.

In one of her diary entries, Sema wrote the following. Upon a problem with the school administration, she felt so unhappy and called her mentor teacher. However, she was worried that she could not see her mentor often:

'I called my mentor teacher. I'm crying for sure. She told me to calm down and added that she would deal with the issue. I felt a bit all right. She was the head of the English department last year. She is one of the youngest teachers in the department, but she is influential. She is the only teacher who understands me in the English department. But unfortunately, I don't see her often this semester. So I feel lonelier.' (Sema/D/Entry 10c)

Elif had a mentor teacher, but the teacher was not a teacher of English:

'I was assigned a mentor teacher, but she's not from our field. Only a teacher of my own field can understand me thoroughly...How can a teacher make sense of English classes if s/he can't speak English at all...so I'm trying to find my way by trial-and-error, but I lose time. Anyway, I hope it'll be okay next year.' (Elif/SRI/pp.101-102)

Besides school administrators and colleagues, mentor teachers are one of the other important actors in novice teachers' workplace learning. Perhaps, they play a more important role than those two parties do, because they may act as a bridge between the novice teacher and the school administration and colleagues. Nonetheless, a majority of the novice EFL teachers in the present study are deprived of such a bridge over their troubled waters. The resulting picture is then, as seems to be evident in the case studies, increased feelings of loneliness and isolation and teacher learning experiences not much fruitful for teacher development.

IV. 2. 2. 4. Teaching orientation courses-related

With regard to teaching orientation programmes, the novice EFL teachers in the case studies raised a few criticisms against the courses that were offered as a part of these programmes. What they reported was that they did not much benefit from these courses, as they did not address their immediate needs and interests and hence did not contribute to their development as teachers.

Elif was one of the novice EFL teachers who seemed to be discontented with teaching orientation courses. She remarked:

'In teaching orientation courses they talk about rules, regulations and laws. There's nothing relevant to English teaching. Sometimes experienced teachers talk about their memories and experiences. They're useful, but those rules and regulations-they're awful...there's no such things as 'What would you do in that situation or which method would you use?'...I took the exam, but I then forgot all those rules and regulations.' (Elif/II/67-70)

Yağmur similarly seemed to be feeling disappointed by the teaching orientation courses. She told:

'In those courses, they gave us information about the organisational structure of schools...about laws and stuff like that and procedures we have to follow-there was too much detail, but they didn't talk about the things waiting for us [She means the challenges in teaching]...the courses were just about 657. I do think so. They didn't pay any individual attention to us ...those courses weren't fruitful much...' (Yağmur/SRI/pp.131-134).

It is presumably impossible-and perhaps a too idealised and difficult practice to implement-to pay individual attention to each novice teacher in those courses, as Yağmur would like to. On the other hand, the knowledge of laws, rules, and regulations about the teaching profession seems to be essential in order for novice

teachers to gain a deeper understanding of their teaching contexts, their rights, and responsibilities as teachers. Probably, the problem in essence is with the content of these courses which, in large part, place emphasis on bureaucratic and formal aspects of the teaching profession. These courses can be reconsidered and restructured in such a way that would address novice teachers' immediate needs and interests with regard to daily strains of classroom teaching.

IV. 3. What are the perceived support needs of novice EFL teachers teaching in public primary and secondary schools?

The answers to this research question were obtained from the two different sections of the questionnaire (i.e. Section III and Section IV) and the interviews as well as the diaries. In what follows, the novice EFL teachers' support needs were mentioned on the basis of the two sub-research questions about foreign language pedagogy and forms of professional support that were available to them.

IV. 3. 1. Novice EFL teachers' perceived needs in relation to foreign language pedagogy

The novice EFL teachers reported a few areas in which they needed further training and guidance in relation to foreign language pedagogy both in the questionnaires and in the interviews. These were presented in the following sections with specific reference to the results from the questionnaires and the case studies.

According to the questionnaire results, 'Teaching English to unmotivated learners' was the issue that most of the teachers (85, 58%) reported a need for further support and guidance. This was immediately followed by 'Teaching English in classes of learners of low proficiency', which ranked the second highest of all items in that part of the questionnaire (77, 88%). More than half of the teachers (59, 62%) also reported a need for support when 'Teaching speaking skills' was concerned. 'Teaching English in large classes' (55, 77%) and 'Providing and maintaining classroom discipline' (51, 92%) were the other most frequently mentioned issues that the teachers needed support and guidance. As also indicated in Table 8, these were followed by, in descending order, 'Teaching English at schools with inadequate teaching materials', 'Developing and adapting teaching materials', 'Teaching English in mixed-ability classes', 'Teaching listening skills', 'Developing my own speaking skills in English', 'Teaching writing skills', 'Teaching reading skills', 'Making lesson plans', 'Teaching vocabulary', and 'Teaching grammar'.

Table 9. Novice EFL teachers' support needs: questionnaire results

<i>N= 104</i>				
<i>NEEDS OF SUPPORT</i>	+*		- **	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Teaching English to unmotivated learners	89	85,58	15	14,42
Teaching English in classes of learners of low proficiency	81	77,88	23	22,12
Teaching speaking skills	62	59,62	42	40,38
Teaching English in large classes	58	55,77	46	44,23
Providing and maintaining classroom discipline	54	51,92	50	48,08
Teaching English at schools with inadequate teaching materials	48	46,15	56	53,85
Developing and adapting teaching materials	48	46,15	56	53,85
Teaching English in mixed-ability classes	48	46,15	56	53,85
Teaching listening skills	40	38,46	64	61,54
Developing my own speaking skills in English	35	33,65	69	66,35
Teaching writing skills	35	33,65	69	66,35
Teaching reading skills	23	22,12	81	77,88
Making lesson plans	23	22,12	81	77,88
Teaching vocabulary	21	20,19	83	79,81
Teaching grammar	10	9,62	94	90,38

* +: The number of the participants who ticked the related questionnaire item

** - : The number of the participants who did not tick the related questionnaire item

The novice EFL teachers in the case studies brought up several issues as their need of support, which were similar to those reported in the questionnaires. These issues were grouped and discussed under the following sub-themes: Teacher knowledge of language, dealing with individual learner differences, providing and maintaining classroom discipline, and others.

IV. 3. 1. 1. Teacher knowledge of language

Some of the novice EFL teachers in the case studies reported their need for additional training and guidance in order to improve their knowledge of English grammar and to develop and sharpen their speaking and writing skills in English. These novice teachers were also the ones who seemed not to be much confident in their linguistic and communicative skills. What they suggested was that in pre-service teacher training, more emphasis was needed in those aspects of language competence (i.e. grammar, speaking, and writing). They also recommended that in in-service teacher training, they should be provided with opportunities for practice in grammar, speaking, and writing in English. The questionnaires produced similar results, showing that developing their speaking skills in English was an area of additional focus and practice for nearly one third of the novice EFL teachers (See Table 7).

It appears to be quite a bit interesting that some of the novice EFL teachers need additional training to develop their linguistic and communicative skills given that they have taken a number of classes such as English grammar, writing, and speaking in English in their teacher education programmes. Despite this, they seem not to be feeling confident and adequate in terms of their own linguistic and communicative skills in English. It is; therefore, disheartening to find out that some of the novice EFL teachers feel insecure and inadequate about the subject matter that they are to teach. The teachers link their inadequacy and insecurity to their teacher education programmes; nonetheless, it may not always be fair to put the blame on teacher

education whenever a problem arises as to teachers' knowledge of their subject matter. It might well be argued that s/he is also the teacher him/herself who should assume accountability for his/her own development.

IV. 3. 1. 2. Dealing with individual learner differences

This was another area in which some of the novice EFL teachers mentioned their need for guidance and assistance. In particular, what these novice teachers told was that they needed to be shown a number of ways as to how to teach English to young learners and adolescences and how to teach English to learners with low levels of English proficiency. They also reported that they needed additional training on child and adolescence psychology so that they could better deal with issues in relation to classroom discipline, motivating learners, addressing learner needs and interests. Elif was one of the novice teachers who were in need of assistance and guidance in motivating learners with little or no motivation for learning languages. As she told:

'How can we teach English to learners with little or no motivation to learn it? A course like that may be helpful...because the students don't pay attention to English. It doesn't matter if they learn it or not...What are the practical ways to teach English to those kinds of learners? That kind of training I mean.' (Elif/11/pp.73-74)

Furthermore, the questionnaires generated similar findings and indicated that 'Teaching English to unmotivated learners' was the most frequently mentioned area

of support by the novice EFL teachers (See Table 9). This was immediately followed by 'Teaching English in classes of learners of low proficiency'. These responses of the novice EFL teachers appear to mirror in what kind of a teaching context that they find themselves. Learners with little or no motivation for learning English and with low levels of proficiency are common to most of the language classrooms in public primary and secondary schools. Especially the picture gets more complicated at schools where most of the novice teachers in the present study are teaching. These schools are in deprived and isolated rural areas, so the learners mostly come from deprived backgrounds, have little or no motivation for learning and poor academic skills. The teachers' challenge doubles with low levels of English proficiency and motivation for learning English. Therefore, it is not much surprising to find out why 'Teaching English to unmotivated learners' and 'Teaching English in classes of learners of low proficiency' were most frequently reported by the novice EFL teachers as areas that they were in need of support and guidance.

IV. 3. 1. 3. Providing and maintaining classroom discipline

Both in the questionnaires (See Table 9) and in the qualitative data, providing and maintaining classroom discipline came up as an issue that most of the novice EFL teachers seemed to be in need of support and guidance. More specifically, as unfolded in some of the interviews, the novice teachers needed to be assisted in how to provide classroom discipline in adolescence classrooms, how to

deal with disruptive learner behaviour, how to provide discipline in classrooms with learners coming from deprived backgrounds.

'What really annoy me are problems during the class. For example, a quarrel between two students does affect the whole lesson. What can we do at those moments? ...I feel the class time is wasted. Do they behave like that just to waste class time? But I can't ignore the problem...so the whole lesson time just flows away, and the lesson is being interrupted ...training on these issues might be useful.' (Perisu/11/pp.73-75)

As widely documented in literature both in the field of general education and ELT, classroom discipline remains as a troublesome issue for novice teachers irrespective of their subject matter and the type of the school at which they are teaching (Bullough, 1989; Goddard and Foster, 2001; Korukçu, 1996; McCormack and Thomas, 2003; Richards and Pennington, 1998; Veenman, 1984). A majority of the novice EFL teachers in the present study is by no means different. Classroom discipline, and how to provide it as well, seems to be one of their major concerns when classroom management is concerned. In actuality, in their teacher education programmes, these teachers receive training on classroom management and are involved in field teaching experiences; however, there is great likelihood that their current knowledge falls short in dealing successfully with classroom discipline. In addition, most of the novice teachers in this study teach English at schools which seem to carry a great potential for disruptive learner behaviour, because the learners come from deprived backgrounds, are generally inclined towards violence and

display behaviour problems. Within such a picture then, providing and maintaining classroom discipline emerges as an area in which some of the novice EFL teachers need further assistance and training.

IV. 3. 1. 4. Others

There were some other miscellaneous issues brought up by some of the novice EFL teachers in their interviews as areas that they were in need of guidance and support. One of the novice teachers; for example, reported that a series of seminars, courses, and conferences on new developments in the field of ELT would keep novice teachers up-to-date, refreshing their pedagogical knowledge and showing them ways for alleviating their troubles. Two of the teachers, as they noted, needed to be shown ways for how to teach at schools with poor physical conditions. One of the novice EFL teachers mentioned that she needed guidance and further training in dealing with situations involving instant decision-making.

In addition to all these, according to the questionnaire results (See Table 9), ‘Teaching speaking skills’ and ‘Teaching English in large classes’ were the issues that more than half of the novice EFL teachers reported to be in need of guidance. The novice teachers’ need for guidance in these areas is presumably related with their teaching contexts and their lack of familiarity with these contexts. Their unfamiliarity is probably because of the tendency in the teacher education programmes to send student teachers to rather-easy-to-teach schools for teaching practice. However, when student teachers become full-teachers; however, they are

generally appointed to hard-to-teach schools. 'Teaching English at schools with inadequate teaching materials' was another area in which nearly half of the novice EFL teachers would like to be guided. There is great likelihood that, as with teaching English in large classes and teaching speaking, such a need of some of the novice EFL teachers is related to their unfamiliarity with teaching contexts without adequate instructional materials. Similarly, nearly half of the novice EFL teachers seemed to think that they needed help and guidance in 'Developing and adapting teaching materials' and in 'Teaching English in mixed-ability classes'. Surprisingly, some of the novice teachers mentioned developing and adapting teaching materials as an area of support need. This is surprising in that they received training on material evaluation and adaptation. Perhaps, the reason is their not knowing how to tailor instructional materials (such as course books) according to their teaching contexts with poor physical conditions and with learners with low levels of motivation and proficiency. As to teaching English in mixed-ability classes, some of the novice EFL teachers reported in their interviews that there were huge gaps between the learners in terms of their cognitive and linguistic abilities. Several of them even had inclusion learners in their classrooms. Therefore, they were facing hard times in bridging between these two different groups. It is probably this task in which the novice teachers needed support. They have not; for example, got training on how to teach English to learners with special needs such as inclusion learners or learners with moderate learning difficulties. 'Teaching listening skills', 'Teaching writing skills', and 'Teaching reading' were considered by some of the novice EFL teachers as areas in which they needed support. Probably, their particular concern was that they did not know how to teach listening

and writing at schools with inadequate teaching materials and with learners of low English proficiency. 'Making lesson plans' was another area of support mentioned by some of the novice EFL teachers probably because of the way that they were supposed to make lesson plans in their schools. As the results flowing from the case studies indicated, some of the novice EFL teachers were not yet able to get used to the format and content of the lesson plans that they were required to follow, as it did not match with the way they used to make lesson plans in their teacher education programmes. 'Teaching vocabulary' and 'Teaching grammar' were the areas mentioned by a small number of novice EFL teachers, 'Teaching grammar' being the least frequently mentioned one.

IV. 3. 2. Novice EFL teachers' perceived needs in relation to forms of professional support that are available to them

The analysis of both the questionnaires and case studies revealed that the novice EFL teachers needed more support and guidance from their school administrators, mentor teachers and colleagues, who seemed to be the key agents in scaffolding novice teachers' professional development.

The fourth part of the questionnaire provided us with information about the novice EFL teachers' professional support needs and included items that covered a range of issues in relation to formal (i.e. mentoring novice teachers; courses, seminars and materials for novice teachers, etc.) and informal means of professional support (i.e. collegial help and support). In this part of the questionnaire, the participants were

asked to state what forms of professional support they encountered in their first years of teaching. The analysis of the teachers' responses indicated that 'attending formal meetings held at school' was the most frequently reported type of professional support that the novice EFL teachers encountered in their initial years of teaching, as indicated in Table 11 (60, 58%). 'Collegial support and help' was another form of professional support that was frequently reported by the participants (60, 58%). 'Conferences/seminars/courses held for novice teachers' was another form of professional support that was frequently reported by the teachers (59, 62%). 'Being informed about school rules and policies' ranked the fourth highest of all types of professional support. The frequency of the other types of professional support reported was, in descending order, as follows: 'Being observed by an experienced EFL teacher' (28, 85%), 'Being assigned a formal mentor from the field of ELT' (25, 96%), 'Preparing joint lesson plans with the other EFL teachers' (25%), 'Being informed about the curriculum of foreign language education' (25%), 'Being given fewer outside-class responsibilities' (20, 19%), 'Using materials specifically written for novice teachers' (19, 23%) (These materials were in the form of a file that included such issues as rules, regulations and procedures to be followed in relation to the teaching profession, the content of basic and preparatory training courses that the all novice teachers had to attend, and so on.) (See Appendix XIV for a sample from that first-year teacher file.), 'Observing the classes of experienced teachers at their school (14, 42%), and 'Being given fewer classes to teach' (5, 77%).

Table 10. Forms of professional support received: questionnaire results

	<i>N=104</i>			
	+*		- **	
<i>FORMS OF PROFESSIONAL SUPPORT RECEIVED</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
I attended formal meetings held at school.	63	60,58	41	39,42
I got collegial support and help.	63	60,58	41	39,42
I attended conferences/seminars/courses for novice teachers.	62	59,62	42	40,38
I was informed about school policies and rules.	45	43,27	59	56,73
My classes were observed by an experienced EFL teacher.	30	28,85	74	71,15
I was assigned a formal mentor from my own field.	27	25,96	77	74,04
I prepared joint lesson plans with the other EFL teachers.	26	25,00	78	75,00
I was informed about foreign language curriculum.	26	25,00	78	75,00
I was given fewer outside-class responsibilities.	21	20,19	83	79,81
I drew on materials written for novice teachers.	20	19,23	84	80,77
I observed classes of experienced teachers at my school.	15	14,42	89	85,58
I was given fewer classes to teach.	6	5,77	98	94,23

* +: The number of the participants who ticked the related questionnaire item

** - : The number of the participants who did not tick the related questionnaire item

In terms of their needs in relation to various forms of professional support, some of the novice EFL teachers in the case studies remarked that they needed additional training on how schools function as institutions and on what rules, regulations, and procedures they had to follow. Perisu was one of these teachers. As she pronounced in her first interview, there was still a lot that she had to learn about the bureaucratic aspects of the teaching profession such as school rules and regulations:

‘They tell me, ‘You shouldn’t have done it like that. You should do it like this. You should document or prepare a report of whatever you’re doing. You should have the school administration sign it. We do learn all those by ourselves. I need to ask what I should do or shouldn’t do. If I don’t, I cannot learn. There are lots of things

I should've done, but I didn't do. I learn all those afterwards...for example I'm the head of the book club at school. I have to hold a school club meeting, but what am I supposed to do at that meeting? What should I emphasise? How will I report what I have done? I'm really unaware of all those things. Training about those issues would be really helpful.' (Perisu/11/pp.60-61)

In fact, all newly qualified teachers are trained on the above-mentioned issues in their teacher orientation programmes; however, as the present study suggests, these programmes appear not to contribute much to novice teachers' knowledge of rights, responsibilities, rules, and regulations involved in the teaching profession. Some of the novice teachers; for instance, reported in their interviews that they did not get much benefit out of their orientation courses. In particular, they complained that what they had learned was not memorable and just flew away, because they were supposed to memorise all those rules and regulations without making a full sense of how they may contribute to their knowledge of schooling and teaching profession.

Additionally, according to the questionnaire results (See Table 10), such forms of professional support as 'Being observed by experienced EFL teachers', 'Being assigned a formal mentor', 'Preparing joint lesson plans with the other EFL teachers', 'Being informed about the foreign language curriculum', 'Being given fewer outside-class responsibilities', 'Being provided with materials written for novice teachers', 'Observing the classes of experienced teachers' and 'Being given fewer classes to teach' were less frequently mentioned by the novice EFL teachers. 'Being given fewer classes to teach' seemed to be the rarest form of professional

support experienced by novice EFL teachers. What might be inferred from these results is that the novice EFL teachers were deprived of opportunities for collegial support and collaboration. Similarly, mentor support and guidance appeared to be lacking in their experiences. These were also the issues brought up by several novice teachers in the case studies. Furthermore, they were given outside class responsibilities presumably adding to their challenges with being a full-time class teacher (such as organising all social activities at their school, playground duty, etc. as revealed in the case studies). They were not provided with materials specifically written for novice teachers expect for the first-year teacher pack (See Appendix XIV). However, in this pack were not included any issues that may help novice teachers with the daily strains and concerns of classroom practice. Most of them were not informed about the foreign language curriculum, and very few of them were given fewer classes to teach.

What can be deduced from all these results is that the novice EFL teachers' opportunities for peer support and collaboration are limited and that most of them do not have mentor support and guidance. Thus, it appears that peer support and collaboration as well as mentor support and guidance should be made an important aspect of these teachers' pedagogical experiences in their initial years of teaching. They seem to be in need of supplementary written materials that might show them a range ways to alleviate their pedagogical concerns and troubles. Besides, as it seems, their teaching load should be lessened, since they already bear the emotional burden of being a full-time teacher for the first time. This emotional burden coupled

with heavy teaching load might cause them to feel overwhelmed, bringing them closer to the edge of burnout.

IV. 4. A brief summary of the results

An overall look into the all difficulties mentioned in the questionnaires seemed to indicate that ‘Low English proficiency of learners’ was the most problematic issue for a great majority of the novice teachers (91,35% of them reported it as a difficulty). ‘Inadequacy of language teaching course books’ appeared to constitute another problematic area for most of the teachers. It ranked the second highest of all the items in the second part of the questionnaire (88, 46%). ‘Using English as classroom language’ remained another major problem for many of the teachers. It was the third most frequently mentioned difficulty (80, 77%). ‘Inadequacy of teaching materials at school’ was one of the other frequently mentioned difficulties by the teachers (59, 62%). ‘Inadequacy of professional development opportunities’, ‘Providing and maintaining classroom discipline’, ‘Dealing with individual learner differences in the classroom’ appeared to pose problems for more than half of the teachers, as shown in the below table.

Table 11. The most frequently mentioned challenges: Overall

	<i>(N=104)</i>	
<i>CHALLENGES (Overall)</i>	<i>n</i>	<i>%</i>
Low English proficiency of learners	95	91,35
Inadequacy of language teaching course books	92	88,46
Using English as classroom language	84	80,77
Inadequacy of teaching materials at school	62	59,62
Inadequacy of professional development opportunities	58	55,77
Providing and maintaining classroom discipline	57	54,81
Dealing with individual learner differences in the classroom	50	48,08

All of these challenges reported in the questionnaires were also brought up in the teachers' diaries and interviews which further illuminated our understanding on how they were interfering with the novice EFL teachers' instructional decisions and practices.

With regard to the issues that the novice EFL teachers were in need of support and guidance, the questionnaire data revealed that teaching English to unmotivated learners, teaching English in classes of learners with low levels of proficiency, teaching speaking skills, teaching English in large classes, providing and maintaining classroom discipline were the areas that most of the novice EFL teachers needed to be supported and guided. The case studies provided us with both similar and additional information as to the novice EFL teachers' needs. According to what some of the case study participants reported, they needed additional training and guidance in order to develop their own linguistic and communicative skills, to better deal with individual learner differences such as learner proficiency, age, and motivation and disruptive learner behaviour, school rules and regulations, and so on.

V. CONCLUSION

V. I. Introduction

This chapter was devoted to a brief summary of the present study, including major findings coming out of the study, to the implications, limitations, and suggestions for further research. The chapter ended up with a few concluding remarks.

V. 2. A summary of the study

The present study aimed to unearth the difficulties of initial years of teaching as perceived by novice EFL teachers teaching in public primary and secondary schools and to identify their needs in relation to foreign language pedagogy and various forms of professional support. It sought to answer the following research questions:

1. What challenges do novice EFL teachers in public primary and secondary schools report to be experiencing in their initial years of teaching?
 - a. What challenges do they report to be experiencing in relation to foreign language pedagogy?
 - b. What challenges do they report to be experiencing in relation to forms of professional assistance that are available to them?

2. What are the perceived support needs of novice EFL teachers teaching in public primary and secondary schools?
 - a. What are their perceived needs in relation to foreign language pedagogy?
 - b. What are their perceived needs in relation to forms of professional assistance?

In order to address the above questions, both qualitative and quantitative research methodologies were used. The present study was quantitative in the sense that a questionnaire was administered to a larger group of EFL teachers' perspectives and that the emerging data were quantitatively represented and analysed. On the other hand, although the survey methodology would help us gain important insights into the research issues under scrutiny, a need was also felt to listen to the idiosyncratic and unique teacher voices. Thus, a qualitative research methodology was also utilised in the present study, and small, in-depth case studies were carried out in order to be able to learn at first hand about the participants' experiences as they were felt and lived by them.

In the present study, for a rich, vivid and elaborate description of the research issues under investigation, a variety of research instruments were employed in a triangulative manner. The data sources of the present study included semi-structured interviews, diary entries written by teachers throughout a school term, video-recorded classroom observations and stimulated recall interviews as well as questionnaires used to gather a larger group of novice EFL teachers' perspectives.

The present study was carried out in public primary and secondary schools in Turkey. The participants consisted of 104 novice EFL teachers who had a maximum of 4 years of teaching experience (See Table 1, Table 2, Table 3, and Table 4 for detailed information on participants' profiles.). The teachers were teaching English at primary and secondary schools in Bursa and Eskişehir and were selected by means of convenience sampling method (Creswell, 2005). A great majority of the teachers were graduates of the ELT departments, whereas a small number of them graduated from such departments as English Literature, DELT (Distance ELT Programme), Linguistics, and Translation and Interpretation Studies. The case study participants, who were selected on the basis of their willingness to take part in the present study, were seven novice EFL teachers in their first year of teaching. They were all graduates of the ELT departments. Six of these teachers were teaching in primary schools and one of them in a vocational secondary school.

It was a demanding task to analyse the voluminous qualitative data coming from a variety of sources. In order to sort these data into more manageable and meaningful units, constant comparison method (Glaser and Strauss, 1967) was used, which was a blend of inductive category coding involving a simultaneous comparison of all events observed and coded in the data.

The present study yielded important information as to the novice EFL teachers' difficulties and support needs in their initial years of teaching. As the results seemed to suggest, the novice EFL teachers started out their pedagogical journey in the midst of a myriad of difficulties. On the one hand, they had to deal with a

number of difficulties in relation to foreign language pedagogy, more specifically, in relation to classroom management and foreign language teaching and learning.

When it comes to classroom management, classroom discipline appeared to be one of the incessant problems of the novice EFL teachers, as revealed by the results of the questionnaires and the case studies. 'Providing and maintaining classroom discipline' ranked the highest of all the other classroom management-related questionnaire items, and the case studies cast further light on the novice teachers' specific difficulties with classroom discipline. One of these difficulties was disruptive learner behaviour, which was either in the form of excessive talk, behaviour problems, noise, speaking out of turn, disobedience and disrespect to the teacher, lack of interest in the lesson, and so on. As the data also suggested, such disruptive learner behaviour caused some of the teachers to rely on grammar-oriented, teacher-centred classroom activities rather than those of communicative and learner-centred, as with the latter, they were better able to deal with disruptive learner behaviour. Disruptive learner behaviour was not the only troubling issue with regard to providing and maintaining classroom discipline. Dealing with it effectively was another area of difficulty for some of the novice EFL teachers. According to what they stated in their diaries and interviews, they were not able to deal with disruptive learner behaviour effectively. Thus, disruptive learner behaviour coupled with the ineffective ways to deal with it was further complicating matters for the novice teachers, because these two difficulties were acting as constraints upon their carrying out effective lessons. As they were not able to carry out fruitful lessons, they were indulged in feelings of inefficacy, demotivation,

unhappiness, and so on. Some of them, as they remarked, also had to spend a certain amount of their class time on providing and maintaining classroom discipline, which was another challenge that they reported to be experiencing. Not being able to establish rapport with their learners was the other unsettling issue for a few of the case study participants. These results seem to corroborate those of the previous research about novice teachers' experiences in their initial years of teaching (Bullough, 1989; Goddard and Foster, 2001; Manuel, 2003; McCormack and Thomas, 2003; Richards and Pennington, 1998; Toren and Iliyan, 2008; Wong Yuen-Fun, 1999; Veenman, 1984).

'Dealing with individual learner differences' was likely to be another area of problem for most of the novice EFL teachers, as indicated in the questionnaire data and in the interviews and diaries. This was an item that ranked the second highest of all the other questionnaire items in relation to classroom management. The interviews and the diaries revealed additional information about what was particularly challenging for the novice teachers when dealing with individual learner differences: 'Not knowing learners well'. As some of the novice teachers voiced their concerns, they did not know their learners thoroughly in terms of their abilities and problems in their private lives. These teachers' lack of knowledge of their learners, in turn, appeared to be adding up to their difficulties with addressing their learners' needs, dealing with disruptive behaviour effectively, establishing rapport with their learners, and setting their classroom roles. These results seem to support those of some other research studies indicating 'dealing with individual learner differences' as one of the areas of challenge for novice teachers in their first years of

teaching (Bullough, 1989; Calderhead and Shorrock, 1997; Goddard and Foster, 2001; Toren and Iliyan, 2008; Wong Yuen-Fun, 1999; Veenman, 1984).

On the other hand, the novice EFL teachers were fighting with a range of challenges brought up by the unique context of the present study and the unique nature of the novice teachers' subject matter. These challenges were concerned specifically with foreign language teaching and learning processes and the context of teaching which the novice EFL teachers found themselves in. Of all the foreign language learning and teaching-related difficulties, the most frequently mentioned one was 'Low English proficiency of learners. All of the case study participants and a great majority of the questionnaire respondents reported it to be a challenge (It also ranked the highest of all the other questionnaire items in relation to the difficulties.). As also revealed in the case studies, low levels of learner proficiency in English provoked a series of other problems for the novice teachers such as low levels of learner achievement in English, little impact of their teaching on student learning and having to use Turkish in their classes as the medium of instruction. When it comes to foreign language learning and teaching, 'Inadequacy of language teaching course books' was one of the other troubling issues for the most of the novice EFL teachers, as indicated by the questionnaire results. A very similar issue emerged in the interviews and diaries. According to the novice teachers in the case studies, the course books that they were to use were poorly designed in terms of their layout and content. They were far from involving learners in authentic encounters with English. The linguistic items in those course books were also graded in such a way that was inappropriate to learners' proficiency level. They did not provide any

listening activities and materials. Neither did a teacher's book. Within such a picture then, it seemed that the novice EFL teachers were deprived of one of the important instructional materials that might assist them in their pedagogical decisions and practices. 'Using English as classroom language' was another area of difficulty according to the results of the questionnaires and case studies. In particular, what was problematic for the novice EFL teachers was that they were not able to use English as the medium of instruction due to their learners' low levels of English proficiency. Moreover, the novice EFL teachers appeared to be coming up against challenges in teaching speaking skills. As unearthed in the diaries and interviews, their particular difficulty was not being able to teach speaking although they would like to do so.

In addition to all these, the novice EFL teachers appeared to be facing a few constraints in relation to the physical conditions of the schools at which they were teaching. 'Inadequacy of teaching materials at schools' was one of those constraints, as indicated both in the questionnaires and in the case studies. As the case study participants reported, their schools were inadequate in terms of such technological equipments as computers, televisions, tape-recorders, and so on, and they were not able to do any photocopying at their schools (According to the questionnaire results, photocopying activities was one of the frequently mentioned difficulties as well.). However, this difficulty seemed to be interfering with the novice teachers' practices in such a way that they did not provide their learners with supplementary learning materials or did not do any listening activities in their classrooms.

Along with all those pedagogical difficulties mentioned above, the novice EFL teachers seemed to be coming up against some challenges in relation to the forms of professional support that were available to them and appeared to be deprived of fruitful induction experiences. As the results of the questionnaires and case studies indicated, quite a few of the novice teachers were suffering from the inadequacy of professional development opportunities, lack of support from the school administration and from their mentors (or lack of a formally assigned mentor), lack of collaboration with their colleagues (particularly with the experienced ones), tight teaching schedules, outside-class responsibilities (such as teaching German or Turkish classes, administrative work, etc.), and from the inadequacy of teaching orientation programmes. These results seem to be in line with those found in previous research on novice teachers' induction experiences in their initial years of teaching (Bullough, 1989; Calderhead and Shorrock, 1997; Farrell, 2003, 2006; Goddard and Foster, 2001; Manuel, 2003, McCormack and Thomas, 2003; Numrich, 1996; Richards and Pennington, 1998; Toren and Iliyan, 2008; Wong Yuen-Fun, 1999; Veenman, 1984).

With regard to the issues that the novice EFL teachers were in need of support and guidance, the questionnaire data revealed that teaching English to unmotivated learners, teaching English in classes of learners with low levels of proficiency, teaching speaking skills, teaching English in large classes, providing and maintaining classroom discipline were the areas that most of the novice EFL teachers needed to be supported and guided. The case studies provided us with both similar and additional information as to the novice EFL teachers' needs. According

to what some of the case study participants reported, they needed additional training and guidance in order to develop their own linguistic and communicative skills, to better deal with individual learner differences such as learner proficiency, age, and motivation and disruptive learner behaviour, school rules and regulations, and so on.

V. 3. Conclusion

What can be inferred from all the results obtained in the present study? According to Doyle, (1986), teaching involves two major tasks that are organised around the following issues: learning and order. Learning is served by the instructional function of teachers, and order by the managerial function (p.395). The novice EFL teachers in the present study have difficulty with these major tasks of teaching and they, as it seems, are not able to fulfil their instructional and managerial functions successfully within the confines of a myriad of challenges.

As it also seems, the novice EFL teachers, in their initial years of teaching, have to deal with a web of interacting and competing difficulties. To put it differently, the difficulties operate in such a way that they trigger each other, resulting in a chain reaction of difficulties. For example, as the information from the case studies suggests, some of the teachers who are faced with challenges in instructional planning seem to be experiencing difficulties in such aspects of lesson management as managing class time, catching up with the syllabus or in addressing learner interests and needs successfully. Similarly, the difficulties in relation to providing and maintaining classroom discipline or learners' English proficiency appear to be

provoking some other ones in using learner-centred and communicative classroom activities, as some of the novice teachers report their difficulty with employing such techniques in their classrooms due to disruptive learner behaviour or lack of their learners' English proficiency.

The novice EFL teachers not only struggle with all those overwhelming and competing difficulties, to make matters worse, they also seem not to find themselves in supportive contexts where they can grow successfully as professionals. This is a situation in contrast to what literature acknowledges: Support for teachers in their initial years might be very important in helping them survive through the challenges and tensions in the first years of teaching (Johnson, 1996; Veenman, 1984). As the questionnaire results indicate, more than half of the novice EFL teachers complain that they are not provided with adequate professional development opportunities. Being given fewer classes to teach and fewer outside-class responsibilities, being assigned a formal mentor, and professional activities such as collaborative teaching and observation are forms of professional support that the novice teachers report to be experiencing less frequently. As revealed in the case studies, lack of support from the school administration and lack of collegial support are other distressing issues for some of the novice teachers when it comes to professional support. Although the questionnaire results reveal collegial support and help as one of the forms of professional support that more than half of the novice teachers report to be experiencing, some of the case study participants state the reverse and seem to be working at schools where a culture of individualism rules over rather than a collaborative one.

Teaching orientation programmes, as one of the important means for inducting and socialising novice teachers into the profession of teaching, are not without problems. As unveiled in the case studies, particularly the courses provided in the basic and preparatory components of these programmes do not address novice EFL teachers' professional immediate needs and interests, because they place emphasis mainly on bureaucratic aspects of the teaching profession such as rights and responsibilities of civil servants, the organisation of the MNE, organisations of schools, school rules and regulations, and responsibilities of a teacher, rather than on issues concerning classroom pedagogy. Nevertheless, this is not to say that there is no need to focus upon those aspects of the teaching profession in teaching orientation programmes. Any teacher, be it a novice or experienced, may need such knowledge that would greatly contribute to their understanding of how schools as organisations work and what their tasks and responsibilities are as teachers. The point is that the content of the courses in teaching orientation programmes might be reconsidered, because, as the present study suggests, these courses fall short in addressing novice teachers' immediate needs and interests.

Mentoring, as one of the other important catalysts of fruitful first year teaching experiences, is not without its problems either, as it appears to be handled on an ad hoc basis. To illustrate, being assigned a formal mentor is one of the less experienced forms of professional support, according to the questionnaire results. The case studies have revealed a similar finding and indicated that some of the novice teachers were not assigned a mentor at all. There were several novice teachers with mentors; however, they, as they complained, did not receive adequate

support and guidance. It appears to be a bit disheartening to find out that the novice EFL teachers lack mentor support and guidance, because research indicates that mentor teachers, as significant others, have a crucial role to play in fruitful socialisation experiences and that having a mentor may positively contribute to novice teachers' views of teaching and their teaching contexts (Carter and Francis, 2001; Lang, 1999; McCormack et al., 2006; Molner, 2004, Rots et al., 2007).

Moreover, the present study has yielded intriguing information as to the novice teachers' stances towards the difficulties. While there are some instances in the qualitative data showing that the novice teachers push hard against some of the challenges that they are faced with, there are also some others revealing that the teachers tend to accommodate to the difficulties and prefer to give up doing what they would like to do or what they consider to be appropriate. For instance, some of the teachers do not provide their learners with extra learning materials due to the lack of photocopy facilities at their schools. There are also some other novice teachers who give up using CLT techniques and materials because of the fact that their learners are getting disruptive or they are unfamiliar with the use of such techniques and materials. Such tendencies of the novice teachers might be explained on the basis of 'internalised adjustment', which is one of the social strategies developed by Lacey (1977) to explain conformity to institutional norms. It seems that the novice teachers sometimes use this strategy and prefer to conform to the realities of their teaching contexts for the sake of creating safe pedagogical spaces for themselves. Thus, most of the novice teachers tend to quit many of the principles that are crucial to successful language learning and teaching experiences

(i.e. communicative methodologies, learner-centred approaches, and so on) rather than including these principles in their instructional decisions and practices. What is more, such difficulties as disruptive learner behaviour, lack of school materials and equipment, the learners' unfamiliarity with the CLT, lack of learner proficiency in English, having to catch up with the syllabus, heavy teaching load, large class sizes, lack of learner motivation, time allocated to English in the curriculum appear to become the major criteria that the novice EFL teachers rely on to make their instructional decisions. To illustrate, a few of the novice teachers in the case studies report to be using grammar-translation techniques and teaching grammatical forms deductively to be able to catch up with the syllabus and hence to save time.

Interestingly enough, when we closely look at some of the difficulties that the novice EFL teachers report to be experiencing and their support needs, we can easily see that they revolve around such areas as classroom management, ELT methodology on which these teachers receive intensive training. This breeds a few questions to ponder over. Is there a possibility that initial teacher education has little impact on initiating change in teachers' behaviours? According to Knowles (1995), there may be. What he asserts is that pre-service teacher education and teaching practice experiences may have little effect on pre-service and novice teachers' beliefs and practices. Zeichner and Gore (1990), in their analysis of research on teacher socialisation, conclude that pre-service teacher education programmes may not be much powerful in terms of their impact on student teachers' future practices. Flores (2001) has reached similar conclusions in her study, indicating that initial teacher education may have little effect in shaping new

teachers' learning experiences. Or might it be that teacher education programmes inadequately prepare prospective teachers for the realities of the teaching profession? As documented in the literature (Crandhall, 2000; Farrell, 2006; Johnson, 1996; Loughran et al., 2001), teacher education programmes are sometimes criticised on the grounds that they do not prepare pre-service teachers adequately for the real task of teaching, and the reality shock that many of the novice teachers experience is linked to this under-preparation. This might be one of the possible explanations for novice teachers' challenges in their initial years of teaching; however, it would be naïve-and implausible as well- to think that teacher education programmes are mainly responsible for those challenges. Presumably, the problem with teacher education programmes is, as Bullough (1989) once stated, that the schools and teacher education programmes sometimes place emphasis on different set of values and practices from each other. According to Bullough, this may confuse novice teachers about what constitutes appropriate practice, and consequently, they are swept away by a flood of insistent problems. Another reason is probably concerned with what novice teachers can do or cannot do within a world of constraints, i.e. with their abilities to deal with problematic classroom situations. Veenman (1984) touches upon a similar issue and asserts that the process of becoming a teacher involves the interplay between individuals' needs, capabilities, intentions, and institutional constraints.

Another interesting result of the present study is that the novice EFL teachers appear not to have adequate knowledge of teaching contexts in which they may find themselves although they are involved in teaching practice experiences. This seems

to be evident both in the case studies and in the questionnaires. According to what most of the teachers report, 'Teaching English to unmotivated learners' and 'Teaching English in classes of learners of low L2 proficiency' are the two most frequently mentioned issues that they are in need of support. In the case studies, some of the teachers remark that they have not expected at all that they would have to deal with unmotivated or low proficient learners or that they would teach at schools with poor physical conditions. This is probably due to the fact that the teacher trainees are placed in relatively easy-to-teach schools for their teaching practices unlike hard-to-teach schools where they are appointed to when they start teaching.

Furthermore, it might well be argued that the difficulties reported by the novice teachers in the present study are a concern for any language teacher whether s/he is experienced or inexperienced. However, these difficulties may not only influence novice teachers negatively who are not yet equipped with the shields of knowledge and skills to successfully struggle with the challenges of initial years of teaching. They may also discourage their motivation for experimentation and innovation, sometimes causing them to accommodate to the requirements and realities of their teaching context easily in order to create safe pedagogical spaces for themselves. The present study provides evidence for such a discouragement and demotivation. What is worse, those difficulties may also cause some novice EFL teachers to quit teaching, as also acknowledged by Senior (2006, p. 57): 'Traumatic initial teaching experiences, in which they find themselves teaching in stressful situations without the support that they need, can turn some novices off language teaching for good.'

To conclude, the novice EFL teachers had to deal with a myriad of challenges in their initial years of teaching. In actuality, most of these challenges mentioned by the teachers seemed to reflect the features of typical ELT classes and hard-to-teach schools in Turkey: Low levels of learner proficiency, large class sizes, inadequacy of language teaching course books and school materials, and so on. Most of the novice EFL teachers start their pedagogical journey in such hard-to-teach schools and classrooms. However, as the present study suggests, the novice EFL teachers tend to be rather vulnerable and naïve against the challenges with which they are faced in their schools and classrooms and seem to be accommodating to the constraints of their teaching contexts too readily. Perhaps, what needs to be done is to develop novice teachers' reflective and critical thinking skills and to equip them with the knowledge of various strategies that would help them survive through the dilemmas and challenges in their initial teaching experiences. This would probably help us, as teacher educators, better deal with their vulnerability and prevent their adjustment to institutional constraints and norms. Engaging teacher trainees both in easy-to-teach and hard-to-teach schools for their field experiences might also prepare them, in advance, for what they are likely to experience when they become full teachers, by contributing to their knowledge of how to respond to the demands of different instructional contexts.

Furthermore, the novice EFL teachers appear not to be provided with adequate professional support which will guide and assist them in their journey of becoming effective professionals. For example, as mentioned in the previous lines, teaching orientation programmes do not address novice EFL teachers' professional

immediate needs and interests. Therefore, there seems to be a need to reconsider the content and practices of these orientation programmes. Mentoring system seems not to be functioning properly, either, and it needs to be handled on a more consistent and systematic basis to better help novice teachers survive through a range of challenges in their initial years of teaching.

V. 4. Implications

The results of the present study have important implications for both pre-service language teacher education and in-service teacher education within the context of the present study.

V. 4. 1. Implications for pre-service language teacher education

The present study seems to unveil what novice EFL teachers go through when they first start off their journey of becoming language teachers. This knowledge can be a point of departure for reflecting ourselves as teacher educators. We, in our teaching education programmes, provide student teachers with a map of road which they can follow in their journeys of learning teaching, but it seems that we sometimes portray the road itself as straight, with no curves and cliffs. Presumably, we should sensitise our student teachers to the possibility that, in their journey of becoming language teachers, they may sometimes feel lost, find themselves in a slippery, winding, and rough road, and we should show them how they could survive in such a road. How can we achieve this then? Involving them in analyses of case studies of novice and experienced teachers may be one of the

ways to promote their awareness on difficult classroom situations. Pre-service teachers may be asked to analyse problematic classroom situations embedded in these cases as well as how teachers in the cases deal with those situations. They may also be asked to reflect on what they would be doing if they were the teachers in the problematic situations. Although it may be a hard task to find appropriate cases for such analyses and although such a case methodology does not involve pre-service teachers in authentic teaching practices, it may yet contribute to prospective teachers' knowledge of teaching in a number of valuable ways. According to Kleinfeld (1990), such a case methodology may provide pre-service teachers with models of how to think professionally about problems and increase their repertoire of educational strategies by showing them how expert teachers approach to the problems. She maintains that through concrete cases, they may learn how to use theoretical concepts to illuminate a practical problem and how to spot the larger issues implicit in what might seem to be a minor classroom decision.

Varying novice teachers' field teaching experiences might be another way to sensitise them to possible problems in classroom teaching. Generally, for their teaching practice experiences, student teachers are sent to relatively 'easy to teach schools' unlike to 'difficult to teach schools' where they are usually assigned to when they become full teachers. We may then design student teachers' practicum experiences in such a way that would involve them in a variety of teaching contexts (i.e. contexts with good and poor conditions) and may encourage them to reflect on the realities of these contexts. This would in turn contribute to the novice EFL teachers' knowledge of teaching contexts. Moreover, a formal and systematic follow-up scheme might be developed to take notice of the exits from the door of

pre-service language teacher education and to support and guide novice EFL teachers, although, for the present, the reality of the Turkish education system would not allow for such a framework due to a range of practical reasons such as large number of student teachers and lack of available resources such as finance and materials.

V. 4. 2. Implications for in-service teacher education

What the present study reveals is that the novice EFL teachers do not find themselves in supportive contexts where their professional development can be fostered successfully. This information has a word to say to school administrators and policy makers and points to a need for creating fruitful, systematic and structured induction, socialization experiences for novice teachers. Professional support structures need to be reconsidered, particularly that of mentoring which seems not to be properly and consistently implemented within the context of the present study. Similarly, the content and the practices of the teaching orientation programmes need careful reflection and reconsideration in that they seem to fall behind addressing novice teachers' needs and interests. As in the pre-service teacher education, in these programmes, novice teachers can be engaged in analyses of problematic classroom situations and encouraged to reflect on the possible reasons of these problems as well as on a number of ways to resolve them. Besides, as an alternative to these programmes, school-based teacher development schemes might be designed in which the school administrators, colleagues, and mentor teachers work collaboratively to help novice teachers survive through their

complexities, tensions, challenges in initial years of teaching. This would likely to increase novice teachers' opportunities for 'communities of practice', which flourish when people sharing common interests in some subjects or problems collaborate over a period of time to share ideas, find solutions, and build innovations (Lave and Wenger, 1991).

In addition, as unfolded in the present study, the novice teachers are vulnerable and naïve not only pedagogically but also emotionally. Therefore, along with pedagogical scaffolding, novice teachers might be provided with affective scaffolding that would likely aid in the development of their self-efficacy, motivation and professional identity. Such scaffolding can be in the form of systematic confirmation and constructive feedback as to novice teachers' classroom practices and their values at schools. Again, school administrators, colleagues, and mentor teachers appear to be key agents in this task, as the providers of such affective scaffolding, along with pedagogical scaffolding (Farrell, 2003; Farrell, 2006).

V. 5. Limitations of the study

The present study focussed on novice EFL teachers' perspectives of their difficulties and support needs in their initial years of teaching and employed both qualitative and quantitative research methodologies to scrutinise the given issues. It was quantitative in the sense that it utilised questionnaires to gather a larger group of participants' perspectives (N=104). On the other hand, it was qualitative in that

small and in-depth case studies were conducted with seven novice EFL teachers to gain elaborate insights into the research issues under investigation. The use of these two different, yet complementary research methodologies enriched and verified the information obtained through different sources; however, the present study centred attention on a relatively small sample of novice EFL teachers. It might then be argued that differing insights could have been obtained with a larger group of participants. No claims can be made as to the generalisability of the results from the case studies due to the small number of participants and to the idiosyncratic nature of first year teaching experiences.

V. 6. Suggestions for further research

The purpose of the present study was to identify and describe the difficulties and support needs novice EFL teachers teaching at public primary and secondary schools. The present study; nevertheless, did not focus on the relationship between these difficulties and teachers' previous language learning experiences, types of the schools where they were teaching, amount of teaching experience, the teacher education programmes that they graduated from, and teacher characteristics, since these were not within the scope of the present study. Further studies can then be conducted on these issues by means of a case methodology in order to make better sense of the underlying reasons for novice EFL teachers' difficulties. In the present study, the focus was upon novice EFL teachers' difficulties, as one of the important aspects in initial years of teaching experiences. However, not all initial years of teaching experiences need to be knitted with difficulties, challenges, conflicts and so

on. There might well be successful first year teaching experiences, so further case studies can be carried out on successful entries into the teaching profession so as to provide prospective teachers with a range of models and practices of effective first year teaching experiences. Moreover, some other studies may capitalise on comparisons of both novice and experienced EFL teachers' difficulties and needs in order to better understand the challenges that novice teachers are faced with and to see how novice and experienced teachers deal with various difficulties of classroom practice.

V. 7. Final remarks

The title of the present study used the metaphor 'journey' to portray novice EFL teachers' first years of teaching experiences. It seems that, and perhaps not surprisingly, the journey of novice EFL teachers is not an enjoyable, nice one. It is rather a journey of frustrations, complications, dilemmas and instabilities. As the present study unravels, these teachers are born into teaching contexts where they have to combat with a myriad of challenges and where they are provided with little, if any, pedagogical and affective support. This appears to be a bit disheartening given the fact that teaching contexts (i.e. learners themselves, the ecology of the classroom, colleagues, and institutional features of schools) may have an important role to play in moulding teachers' beliefs, knowledge and classroom practices (Flores, 2001; Sharkey, 2004; Zeichner and Gore, 1990). The results of the present study provide support for this line of thought. As suggested in the case studies, some of the novice EFL teachers, rather than manipulating the challenges, they were

being manipulated by them. To exemplify, there were a few teachers who gave up providing their learners with supplementary learning materials due to the fact that they could not photocopy them. Some other teachers did not do any listening activities, justifying their practices on the grounds that their schools lacked technological materials such as tape-recorders, computers, and televisions. To sum up, it seemed that the novice EFL teachers' induction experiences were of a 'sink or swim' type, which was likely to hinder their initiation, creativity, and experimentation. As Feinman-Nemser (2001) once acknowledged, 'Sink or swim induction encourages novices to stick to whatever practices enable them to survive whether or not they represent best practice in that situation.' (p. 1014).

There seems to be no doubt that they are teacher education programmes, school administrators, mentors, and policy makers that are mainly responsible for the task of turning novice teachers' probable disadvantages in their initial years of teaching into advantages. Part of the task is probably to train prospective teachers in such a way that they are equipped with essential knowledge and skills to reflect on and tolerate a range of unexpected and problematic classroom situations. Another part of the task is to create for novice teachers territories of professional learning that will help them actualise their pedagogical selves and that will nurture their growth as effective teachers. There is great likelihood that all these would eventually lead to a better journey of becoming a teacher.

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Appendix I

Sample diary entries written by the participants

✓ Date: 3.12.2005 No. 3

3) Bugün bir aday öğretmen için olan hazırlayıcı eğitim kursundaydım. Hem haftada 30 saat ders, hem de hafta sonları bu kurs, beni gerçekten yoruyor; neyseki yarın son gün. Bir kaç hafta sonra da sınav olacağı ve öğretmenlikte bir adımı daha atlatacağız. Bu arada sekizinci sınıflarda ders işlemekte çok zorlanıyorum bazen. Birincisi yaşları daha büyük ve tam ergenlik çağındalar; bu yüzden yerlerinde durmuyor, asla sasmuyorlar. Bunlar sınıfta disiplini sağlamamı zorlastıran sorunlar. Bunlardan daha kötü olan da ikinci sorun (ama asıl sorun) bu sınıfa kadar gelmişler ve İngilizce'ye ilgili en basit konuları bile bilmiyorlar. Hatta Türkçe'yi kullanmay, bile bilmiyorlar. Bunlar da branşın ilgili yaşadığım sorunlar. Onlara önce Türkçe'yi anlatıyorum; fiil nedir, isim nedir... Sonra basit İngilizce konularını -ki dördüncü sınıfta öğrenmiş olmalıydılar-, en sonunda yetiştigi kadar sekizinci sınıf konularını

CLASS: 4A

26.10.2005

4A

Konu "classroom objects" ti. Greşel olarak ders eplendeli e inipli ead ti. Real object kullandim. Öğrencilerin ağız batıldı. Alacak, defterlerda tekran etmeye inipmen, kelimeleri okunarda ciddi sıkıntılar var. Bilgiyi en çok okunu ağızla ağızla sınıklı öğretiliyorum. Benim öğretilen ağızla telafuflar okunmasında rapmen ve abıza dnce inaklıbeyi dayandırmalarına rapmen gınlis gınlis ve telafuflar kullandıktta israrolar! :

Sunu kabul ediyorum ki sınıımı en çok partlayan sınıf bu sınıf. Bir abıza dnce silyetipim sey tekran sevünce tekran laması: alıktaa yarın ve abı.

Dersin sonunda bğadımın ciddi şekilde açışını hissettim.

Ve derste sunu dedim: "My God, give me patience, but make it quick!"

②

DATE: 27.10.2005

CLASS: 7A

Uğışım. Ders istemedik. Sayın müdürüm. bana 10 Kasım için görev verildi. 6 ve 7. sınıflarla kara çalışıyorum. Ziraatçı'na sevdiğim soruları dıretiyorum. Sözlüleri her bundan tek alıp- ağız- ağız konular. Uğediyor. Bu, haftaya da böyle olacak. müntemeler.

Sunu anlatıyorum. Önem derslerde kara çalıştırımı biliyor. hem de plan soruyor. Buradan da planın "yasak isarına" alıktıuu daktı fı alıyırım.

Appendix II

Questionnaire –Form for expert view

MESLEĞİNİN İLK YILLARINDAKİ İNGİLİZCE ÖĞRETMENLERİ ANKETİ

UZMAN GÖRÜŞÜ FORMU

Merhaba,

Bu anket mesleklerinin ilk yıllarındaki İngilizce öğretmenlerinin ihtiyaçlarını ve yaşadıkları zorlukları anlamak üzere hazırlanmıştır. Sözkonusu anket 4 bölümden oluşmaktadır. İlk bölüm, araştırma katılımcılarının kişisel bilgileriyle ilgili maddeler içermektedir. İkinci bölüm, mesleklerinin ilk yıllarındaki İngilizce öğretmenlerinin ihtiyaçlarını ve yaşadıkları zorlukları anlamaya yönelik maddelerden oluşmaktadır. Üçüncü bölümde, İngilizce öğretmenlerinin ne tür destek formlarıyla karşılaştıklarını anlamayı amaçlayan maddeler bulunmaktadır. Dördüncü bölümde ise, öğretmenlerin dil eğitimi konusunda yardıma ihtiyaç duydukları alanları tespit etmeye yönelik maddeler yer almaktadır.

Anketimizde, anketlerde sıklıkla kullanılan bir geçerlik yöntemi olan kapsam geçerliği çalışmasının yapılabilmesi amacıyla uzman görüşüne ihtiyaç duyulmaktadır. Bu sebeple sizden, anketimizdeki maddeleri değerlendirip, görüş ve önerilerinizi belirtmeniz rica edilmektedir.

Katkınız için şimdiden çok teşekkürler, iyi çalışmalar.

Araş. Gör. Pınar SALI

Mektuba,

Bu anketin amacı, mesleklerinin ilk yıllarındaki siz İngilizce Öğretmenlerine ihtiyaçlarını ve yaşadıkları zorlukları anlamaya çalışmaktır. Anket, 4 bölüme ayrılmıştır. İlk bölümde kişisel bilgilerinizle ilgili maddeler yer almaktadır. İkinci bölümde, karıştırdığınız soruların ne tür olduğunu anlamaya yönelik maddeler bulunmaktadır. Üçüncü bölüm, görüşe bağladıktan sonra, ne tür destek formaları aldığınızı anlamaya yönelik maddeler içermektedir. Dördüncü bölüm ise gili öğretmen komisyonunda yardıma ihtiyaç duyduğunuzunuzu düşündüğünüz alanları tespit etmeyi amaçlamaktadır. Anketin doldurulması yaklaşık olarak 15-20 dakika kadar sürmektedir. Toplanan veriler araştırmaçı tarafından gizli tutulacak, araştırmanın amacı dışında hiçbir şekilde kullanılmayacaktır.

Yasadığınız sorunların çözülmesine ve ihtiyaçlarınızın giderilmesine yönelik önerileri sunabileceği adına büyük önem taşıdığınıza inanıyoruz anketimizi samimiyetle cevapladığınızı diler, katkınız için çok teşekkür ederiz.

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I. Kişisel Bilgiler

Öğretmenlik tecrübeniz: yıl ay
Mezun olduğunuz üniversite/bölüm:
Şu anda görev yaptığınız okul:
E-mail adresiniz:

II. Aşağıda belirtilen noktaların hangisinde/hangilerinde zorluk yaşadığınızı düşünyorsunuz? Lütfen (X) işareti koyarak belirtiniz.
(Birden fazla seçeneğe işaretleyebilirsiniz)

1. İngilizce'nin nasıl öğretilceği konusunda az bilgi sahibi olma

Bu maddede olduğu gibi kalmalı.	Bu maddede ifade değişikliği yapılmalı.	Bu maddede çıkartılmalı.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bir İng. öğretmenin İngiliz dili grameri konusunda az bilgi sahibi olması

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------
3. Bir İng. öğretmenin İngilizce kelime bilgisinin az olması

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------
4. İngilizce gramer öğretimi

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------
5. İngilizce kelime öğretimi

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Appendix III

Postal questionnaires – Welcome letter

Sayın

Umarım iyisinizdir. Ben, Anadolu Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı'nda Araştırma Görevlisi olarak çalışmaktayım ve mesleğinin ilk yıllarındaki siz İngilizce öğretmenlerinin ihtiyaçlarına ve yaşadıkları zorluklara ilişkin bir doktora tezi hazırlamaktayım.

Size göndermiş olduğum zarfın içerisinde, yaşadığımız zorlukları ve ihtiyaçlarınızı tespit etmek amacıyla geliştirmiş olduğum bir anket bulacaksınız. Sizden istediğim, yaşadığınız sorunların çözümlenmesine ve ihtiyaçlarınızın giderilmesine yönelik önerilerin sunulabilmesi adına büyük önem taşıyan bu anketi cevaplandırmanız. Zarfın içinde ayrıca, üzerinde adresimin yazılı olduğu pullu, sarı renkte bir zarf daha göreceksiniz. Cevaplamış olduğunuz anketinizi bu zarfı kullanarak, **16 Nisan 2006** tarihine kadar bana geri gönderirseniz çok sevinirim.

Anketi cevaplamak amacıyla zaman ayırdığınız için şimdiden çok teşekkür eder ve görüş ve önerilerinizin çalışmam için çok değerli olduğunu belirtmek isterim. Şimdilik hoşçakalın, iyi çalışmalar...

Araş. Gör. Pınar SALI
Anadolu Üniversitesi, Eğitim Fakültesi
İngiliz Dili Eğitimi Anabilim Dalı
İş tel: 0 222 335 05 80 / Dah. 3520
Cep tel: 0 532 557 96 69

Appendix IV

Postal questionnaires – Follow-up letter

Sayın,

Geçen haftalarda size mesleğinin ilk yıllarındaki İngilizce öğretmenleriyle ilgili bir anket ve bu anketi bana gönderebilmeniz için üzerinde adresimin yazılı olduğu pullu bir zarf göndermiştim. Anketin elinize ulaşmamış olabileceği düşüncesiyle, size tekrar pullu bir zarf ve bir anket daha gönderiyorum. Anketi tarihine kadar doldurup, bana gönderebilerseniz çok sevinirim. Anketi cevaplamak amacıyla zaman ayırdığınız için şimdiden çok teşekkür eder ve görüş ve önerilerinizin çalışmam için çok değerli olduğunu belirtmek isterim. İyi çalışmalar ...

Araş Gör. Pınar SALI

Anadolu Üniversitesi Eğitim Fakültesi

İngiliz Dili Eğitimi Anabilim Dalı Eskişehir

E-mail adresi: psali@anadolu.edu.tr

İş tel: 0 222 335 05 80 / 3520

Cep tel: 0 532 557 96 69

Appendix V

Questionnaire (Turkish)

Sayın öğretmen,

Bu anketin amacı, mesleklerinin ilk yıllarındaki siz İngilizce öğretmenlerinin ihtiyaçlarını ve yaşadıkları zorlukları anlamaya çalışmaktır. Anket, dört bölümden oluşmaktadır. İlk bölümde kişisel bilgilerinizle ilgili maddeler yer almaktadır. İkinci bölümde, karşılaştığınız zorlukların neler olduğunu anlamaya yönelik maddeler bulunmaktadır. Üçüncü bölüm, dil eğitimi konusunda yardıma ihtiyaç duyduğunuzu düşündüğünüz alanları tespit etmeyi amaçlamaktadır. Dördüncü bölüm ise göreve başladıktan sonra, ne tür destek biçimleriyle karşılaştığınızı anlamaya yönelik maddeler içermektedir. Anketi doldurma süresi yaklaşık olarak 15-20 dakika kadardır. Toplanan veriler araştırmacı tarafından gizli tutulacak, araştırmanın amacı dışında hiçbir şekilde kullanılmayacaktır.

Yaşadığınız zorlukların ve ihtiyaçlarınızın giderilmesine yönelik önerilerin sunulabilmesi adına büyük önem taşıyan bu anketi samimiyetle cevaplandırmanızı diler, katkınız için çok teşekkür ederim.

Araş. Gör. Pınar SALI
Anadolu Üniversitesi, Eğitim Fakültesi
İngiliz Dili Eğitimi Anabilim Dalı
Eskişehir

I. Kişisel Bilgiler

Yaşınız:

Cinsiyetiniz: Kadın Erkek

Öğretmenlik tecrübeniz: yıl ay

Mezun olduğunuz üniversite/bölüm:.....

Öğretmenlik yaptığınız okul türü: İlköğretim Meslek Lisesi
 Genel Lise Anadolu Lisesi

II. Aşağıda belirtilen konulardan hangileri sizin için bir **zorluk oluşturmaktadır?** Lütfen (✓) işareti koyarak belirtiniz. (Birden fazla seçenek işaretleyebilirsiniz.)

I. Sınıf yönetimine ilişkin yaşadığım zorluklar	
-Ders planı hazırlamak.....	<input type="checkbox"/>
-Dersin amaçlarını anlaşılır, açık şekilde belirlemek.....	<input type="checkbox"/>
-Anlatacağım konuya uygun aktiviteler bulmak.....	<input type="checkbox"/>
-Bulduğum aktiviteleri sınıfta uygulamak amacıyla çoğaltmak.....	<input type="checkbox"/>
-Materyal geliştirmek.....	<input type="checkbox"/>
-Materyal uyarlamak.....	<input type="checkbox"/>
-Derse başlamak.....	<input type="checkbox"/>

-Dersi sonlandırmak	<input type="checkbox"/>
-Derste etkinlikler arası geçişleri yapmak	<input type="checkbox"/>
-Ders zamanını verimli bir şekilde kullanmak.....	<input type="checkbox"/>
-Öğrenci yanlışlarını düzeltmek	<input type="checkbox"/>
-Bulduğum aktiviteleri sınıfta uygulamak.....	<input type="checkbox"/>
-Derste ne kadar konuşacağımı ayarlamak.....	<input type="checkbox"/>
-Ses tonumu ayarlamak	<input type="checkbox"/>
-Vücut dilimi etkili bir biçimde kullanmak.....	<input type="checkbox"/>
-Sınıf disiplinini sağlamak ve sürdürmek	<input type="checkbox"/>
-Tahtayı uygun bir şekilde kullanmak	<input type="checkbox"/>
-Öğrencileri tanımamak.....	<input type="checkbox"/>
-Sınıfta bireysel farklılıkları ele almak.....	<input type="checkbox"/>
-Öğrencinin ilgisini sağlamak ve sürdürmek.....	<input type="checkbox"/>
-Sınıf içerisinde hangi öğretmen rollerini (kontrolör, rehber gibi) benimseyeceğimi bilmemek.....	<input type="checkbox"/>
-Derste bir sorun çıktığında, soruna ilişkin anında karar verip uygulamak.....	<input type="checkbox"/>
-Sınıf içi etkileşimi kurgulamak ve sürdürmek	<input type="checkbox"/>
-Öğrencilerin derse katılımını sağlamak	<input type="checkbox"/>
-Olumlu bir öğrenme ortamı yaratmak.....	<input type="checkbox"/>
-Verdiğim yönergelerin öğrenciler tarafından anlaşılmasını sağlamak.....	<input type="checkbox"/>
II. Dil öğretimi ve öğrenimi süreçlerine ilişkin yaşadığım zorluklar	
-Öğreteceğim yeni konuları sunmak	<input type="checkbox"/>
-Öğrencilerin anlattığım konuları anlayıp anlamadıklarını saptamak.....	<input type="checkbox"/>
-Sınıfta iletişimsel dil öğretme yöntemlerini kullanmak.....	<input type="checkbox"/>
-Okuma becerilerini öğretmek	<input type="checkbox"/>
-Konuşma becerilerini öğretmek	<input type="checkbox"/>
-Yazma becerilerini öğretmek.....	<input type="checkbox"/>
-Dinleme becerilerini öğretmek.....	<input type="checkbox"/>
-İngilizce kelimeleri öğretmek	<input type="checkbox"/>
-İngilizce dilbilgisi kurallarını öğretmek.....	<input type="checkbox"/>
-Öğrencilere İngilizce sorular yönelmek	<input type="checkbox"/>
-Sınıf dili olarak İngilizce'yi kullanmak.....	<input type="checkbox"/>
-Öğrenci performansını değerlendirmek	<input type="checkbox"/>

-Sınav soruları hazırlamak	<input type="checkbox"/>
-Sınavları değerlendirmek.....	<input type="checkbox"/>
-Lisans eğitimim süresince İngiliz dili öğretimine ilişkin almış olduğum bilgilerimin sınırlı olması.....	<input type="checkbox"/>
-Lisans eğitimim süresince İngiliz diline ilişkin almış olduğum bilgilerin (gramer, kelime bilgisi gibi) sınırlı olması.....	<input type="checkbox"/>
-Lisans eğitiminde edinmiş olduğum bilgileri uygulamak.....	<input type="checkbox"/>
-Öğrencilerin İngilizce düzeylerinin düşük olması.....	<input type="checkbox"/>
-Öğrencilerin İngilizce dersinden neler beklediğini bilmemek.....	<input type="checkbox"/>
-İngilizce dersine yönelik olumlu öğrenci tutumları geliştirmek.....	<input type="checkbox"/>
-Sınıf içi uygulamalarda müfredat dışına çıkmak.....	<input type="checkbox"/>
-İngilizce ders kitaplarının yetersiz olması	<input type="checkbox"/>
III. Bulduğum ortama ilişkin yaşadığım zorluklar	
-Okulumda öğretme materyallerinin (Tepegöz, bilgisayar, İngilizce kaynaklar gibi) yetersiz olması.....	<input type="checkbox"/>
-Kendi uzmanlık alanım dışındaki sorumluluklar.....	<input type="checkbox"/>
-Ders yüklerimin fazla olması.....	<input type="checkbox"/>
-Sınıfların kalabalık olması.....	<input type="checkbox"/>
-Velilerle ilişkiler	<input type="checkbox"/>
-Mesleki gelişim fırsatlarının az olması.....	<input type="checkbox"/>
-Okul idaresine ilişkin bilgilerimin sınırlı olması.....	<input type="checkbox"/>
-Okul idaresince bana verilen desteğin yetersiz olması.....	<input type="checkbox"/>
-Okulumda öğretmenler arasındaki mesleki dayanışmanın yetersiz olması	<input type="checkbox"/>
-(Ekleme istediğiniz başka şeyler varsa lütfen belirtiniz.)	

III. Aşağıdakilerden hangileri desteğe ihtiyaç duyduğunuz konular arasındadır? Lütfen (✓) işareti koyarak belirtiniz. (Birden fazla seçenek işaretleyebilirsiniz.)

-Sınıf disiplini sağlamak ve sürdürmek.....	<input type="checkbox"/>
-Okuma becerilerini öğretmek.....	<input type="checkbox"/>
-Konuşma becerilerini öğretmek.....	<input type="checkbox"/>
-Dinleme becerilerini öğretmek.....	<input type="checkbox"/>
-Yazma becerilerini öğretmek.....	<input type="checkbox"/>
-İngilizce dilbilgisi kurallarını öğretmek.....	<input type="checkbox"/>

-İngilizce kelimeleri öğretmek.....	<input type="checkbox"/>
-İngiliz yaşam tarzı ve kültürünü öğretmek.....	<input type="checkbox"/>
-Materyal geliştirmek ve uyarlamak.....	<input type="checkbox"/>
-Ders planı hazırlamak	<input type="checkbox"/>
-Öğretim materyalleri açısından yetersiz olan okullarda İngilizce öğretmek.....	<input type="checkbox"/>
-Kalabalık sınıflarda İngilizce öğretmek.....	<input type="checkbox"/>
-İngilizce düzeyi düşük olan sınıflarda İngilizce öğretmek.....	<input type="checkbox"/>
-İngilizce öğrenmeye ilgisi olmayan öğrencilere İngilizce öğretmek.....	<input type="checkbox"/>
-Farklı yetenekteki öğrencilerden oluşan sınıflarda İngilizce öğretmek.....	<input type="checkbox"/>
-İngilizce konuşma becerilerimi geliştirmek.....	<input type="checkbox"/>
-(Ekleme istediğiniz başka şeyler varsa lütfen belirtiniz.)	

IV. Aşağıdaki ‘mesleki destek’ biçimlerinden hangileriyle karşılaştınız? Lütfen (✓) işareti koyarak belirtiniz. (Birden fazla seçenek işaretleyebilirsiniz.)

-Öğretmenler arasında bilgi/tecrübe paylaşımını sağlamak için yapılan resmi toplantılara katıldım.....	<input type="checkbox"/>
-Kendi alanımdan daha deneyimli bir öğretmen derslerimi gözlemledi.....	<input type="checkbox"/>
-Okulumdaki daha deneyimli öğretmenlerin derslerini gözlemledim	<input type="checkbox"/>
-Kendi alanımdan daha deneyimli bir öğretmen bana rehberlik etti.....	<input type="checkbox"/>
-Okul idaresine ilişkin bilgilendirildim.....	<input type="checkbox"/>
-Okulumdaki diğer öğretmenlerin önerileri ve yardımlarını aldım.....	<input type="checkbox"/>
-Yabancı dil öğretimi müfredatına ilişkin bilgilendirildim.....	<input type="checkbox"/>
-Ders yüküm az tutuldu.....	<input type="checkbox"/>
-Uzmanlık alanım dışındaki sorumluluklarım az tutuldu.....	<input type="checkbox"/>
-Göreve yeni başlayan öğretmenler için hazırlanmış yazılı materyallerden yararlandım.....	<input type="checkbox"/>
-Göreve yeni başlayan öğretmenler için düzenlenen konferanslar/ seminerler/kurslara katıldım.....	<input type="checkbox"/>
-Diğer İngilizce öğretmenleriyle ortak ders planları hazırladım.....	<input type="checkbox"/>
-(Ekleme istediğiniz başka şeyler varsa lütfen belirtiniz.)	

Appendix VI

Questionnaire (English)

Dear Teacher,

This questionnaire is designed to find out your difficulties and support needs as novice teachers. The questionnaire consists of four parts. In the first part, you are asked to provide some personal information such your age, the type of school in which you are working. In the second and third parts of the questionnaire are included items that aim top reveal your difficulties and support needs. The final part of the questionnaire aims to find out the types of professional support that are available to you. It takes 15-20 minutes to complete the questionnaire. Your personal information will be kept confidential all throughout the study.

Thank you in advance for your sincere answers and cooperation.

Research Assistant Pınar SALI
Anadolu University, Faculty of Education
ELT Department
Eskişehir

I. Personal Information

Age:

Gender: Female Male

Teaching experience: year(s)month(s)

The university and department that you graduated from:

The type of school in which you are currently teaching: Primary Vocational High School
 High School Anatolian High School

II. Which of the following do you think is a difficulty for you? Please (✓) tick the item if you think that it is a difficulty for you (You can tick more than one item).

I. Difficulties in relation to classroom management	
- Making lesson plans.....	<input type="checkbox"/>
- Setting clear lesson objectives	<input type="checkbox"/>
- Finding appropriate classroom activities	<input type="checkbox"/>
- Photocopying the activities I have prepared.....	<input type="checkbox"/>
- Developing classroom materials.....	<input type="checkbox"/>
- Adapting classroom materials.....	<input type="checkbox"/>
- Beginning the lesson.....	<input type="checkbox"/>
- Ending the lesson.....	<input type="checkbox"/>

- Making transitions within the lesson.....	<input type="checkbox"/>
- Using lesson time effectively.....	<input type="checkbox"/>
- Correcting learner errors.....	<input type="checkbox"/>
- Carrying out classroom activities in the classroom.....	<input type="checkbox"/>
- Managing how much I am to talk in the classroom.....	<input type="checkbox"/>
- Using/adjusting my voice.....	<input type="checkbox"/>
- Using my body language appropriately.....	<input type="checkbox"/>
- Providing and maintaining classroom discipline.....	<input type="checkbox"/>
- Using the board appropriately.....	<input type="checkbox"/>
- Not knowing learners well.....	<input type="checkbox"/>
- Dealing with individual learner differences in the classroom.....	<input type="checkbox"/>
- Gathering and maintaining learner interest.....	<input type="checkbox"/>
- Not knowing which teacher roles I am to assume in the classroom.....	<input type="checkbox"/>
- Making instant decisions in case of problems.....	<input type="checkbox"/>
- Managing and maintaining classroom interaction.....	<input type="checkbox"/>
- Managing learner participation.....	<input type="checkbox"/>
- Establishing a positive classroom atmosphere.....	<input type="checkbox"/>
- Giving learners clear instructions.....	<input type="checkbox"/>
II. Difficulties in relation to language teaching and learning	
- Presenting new language items.....	<input type="checkbox"/>
- Determining learning level of learners.....	<input type="checkbox"/>
- Using communicative language teaching methods.....	<input type="checkbox"/>
- Teaching reading skills.....	<input type="checkbox"/>
- Teaching speaking skills.....	<input type="checkbox"/>
- Teaching writing skills.....	<input type="checkbox"/>
- Teaching listening skills.....	<input type="checkbox"/>
- Teaching vocabulary.....	<input type="checkbox"/>
- Teaching grammar.....	<input type="checkbox"/>
- Questioning in English.....	<input type="checkbox"/>
- Using English as classroom language.....	<input type="checkbox"/>
- Assessing learner performance.....	<input type="checkbox"/>
- Preparing exams.....	<input type="checkbox"/>

- Grading exams.....	<input type="checkbox"/>
- Lack of my knowledge of how to teach English.....	<input type="checkbox"/>
- Lack of my knowledge of English grammar and vocabulary.....	<input type="checkbox"/>
- Putting my theoretical knowledge into practice.....	<input type="checkbox"/>
- Low English proficiency of learners	<input type="checkbox"/>
- Not knowing what learners expect of learning English.....	<input type="checkbox"/>
- Developing positive learner attitudes towards English.....	<input type="checkbox"/>
- Not being able to provide extra curricular activities in language classes.....	<input type="checkbox"/>
- Inadequacy of language teaching coursebooks.....	<input type="checkbox"/>
III. Difficulties in relation to the context of teaching	
- Inadequacy of teaching materials at school.....	<input type="checkbox"/>
- Responsibilities other than English Language Teaching.....	<input type="checkbox"/>
- Heavy teaching load	<input type="checkbox"/>
- Large class sizes	<input type="checkbox"/>
- Relations with parents	<input type="checkbox"/>
- Inadequacy of professional development opportunities.....	<input type="checkbox"/>
- Inadequacy of my knowledge of school policies and rules.....	<input type="checkbox"/>
- Inadequacy of support and guidance from school administration	<input type="checkbox"/>
- Inadequacy of collegial support	<input type="checkbox"/>
- Others (Please specify.).....	

III. In which of the following areas do you think you need support? Please (✓) tick the item if you think that it is an area that you are in need of support. (You can tick more than one item.)

- Providing and maintaining classroom discipline.....	<input type="checkbox"/>
- Teaching reading skills.....	<input type="checkbox"/>
- Teaching speaking skills.....	<input type="checkbox"/>
- Teaching listening skills.....	<input type="checkbox"/>
- Teaching writing skills.....	<input type="checkbox"/>
- Teaching grammar.....	<input type="checkbox"/>
- Teaching vocabulary.....	<input type="checkbox"/>
- Developing and adapting teaching materials.....	<input type="checkbox"/>
- Making lesson plans.....	<input type="checkbox"/>

- Teaching English at schools with inadequate teaching materials.....	<input type="checkbox"/>
- Teaching English in large classes.....	<input type="checkbox"/>
- Teaching English in classes of learners of low L2 proficiency.....	<input type="checkbox"/>
- Teaching English to unmotivated learners.....	<input type="checkbox"/>
- Teaching English in mixed ability classes.....	<input type="checkbox"/>
- Developing my own speaking skills in English.....	<input type="checkbox"/>
- Others (Please specify).....	

IV. Which of the following forms of professional support have you encountered? Please (✓) tick the item if you think that it is a form of professional support you have encountered. (You can tick more than one item.)

- I attended formal meetings held at school.....	<input type="checkbox"/>
- My classes were observed by an experienced EFL teacher.....	<input type="checkbox"/>
- I observed classes of experienced teachers at my school.....	<input type="checkbox"/>
- I was assigned a formal mentor from my own field.....	<input type="checkbox"/>
- I was informed about school policies and rules.....	<input type="checkbox"/>
- I got collegial support and help.....	<input type="checkbox"/>
- I was informed about the curriculum of foreign language education.....	<input type="checkbox"/>
- I was given fewer classes to teach.....	<input type="checkbox"/>
- I was given fewer responsibilities other than my subject field.....	<input type="checkbox"/>
- I drew on materials written for novice teachers.....	<input type="checkbox"/>
- I attended conferences/seminars/courses held for novice teachers.....	<input type="checkbox"/>
- I prepared joint lesson plans with the other EFL teachers.....	<input type="checkbox"/>
- Others (Please specify).....	

Appendix VII

Interview Questions (1st interview) (Turkish version)

1. Hangi lisans programından mezun oldunuz?
2. Ne kadar süredir İngilizce öğretmenliği yapıyorsunuz?
3. İngilizce öğretmeni olmaya nasıl karar verdiniz?
4. Dil öğretimi ve öğrenimi üzerine genel düşünceleriniz neler?
5. Öğretmenlik beklediğiniz gibi miymiş? Göreve başlamadan önceki beklentileriniz neydi?
6. Bugüne kadar yaşadığınız zorluklar var mı? Varsa bu zorluklar neler?
7. Bu zorluklar öğretme performansınıza yansıyor mu? Eğer öyleyse, nasıl yansıyor?
8. Lisans eğitiminin mesleğinizin ilk yılları için sizi ne derece hazırladığını düşünüyorsunuz?
9. Size İngilizce öğretmeni yetiştiren bir lisans programı hazırlama imkanı verilse, nasıl bir program hazırlardınız?
10. Lisans eğitiminde öğrendiklerinizle şu anda görev yaptığınız okulun şartları birbiriyle uyuyor mu?
11. Okuldaki ilk gününüz nasıldı?
12. Size mesleğinin ilk yıllarındaki İngilizce öğretmenlerini destekleyecek bir program hazırlama imkanı verilse bu nasıl bir program olurdu?
13. Mesleki açıdan yardıma/desteğe ihtiyaç duyduğunuz konular var mı? Varsa, bunlar neler?
14. Meslekteki ilk yıllarınızı üç kelimeyle özetleyecek olsanız, bunlar ne olurdu?
Neden?

Appendix VIII

Interview Questions (1st interview) (English version)

1. Which ELT department did you graduate from?
2. How long have you been teaching?
3. How did you decide to become a teacher of English?
4. What are your views of language learning and teaching?
5. Has teaching been what you expected? Why?/Why not? What did you expect before entering?
6. What challenges have you experienced as a new / novice language teacher?
7. Do you think these challenges affect your teaching? If so, in what ways?
8. How far do you think your pre-service education prepare you for full-time teaching?
9. Is there a distinction between the expectations of pre-service education and the expectations of the school you are working now? In other words, did your pre-service classes match with what the school system / school told you to do?
10. If you would be given the chance to design the foreign language teacher training programme at a college, what would you include / exclude?
12. How was your first school day?
11. How are you being assisted as a novice teacher? Do you receive any kind of professional support? If you do, what are they?
12. If you could plan a first year teacher programme of professional support, how would it look like?
13. Are there any aspects of your teaching in which you need support?

14. With 3 words, how do you describe your first years of teaching as a new /novice language teacher? And why?

Appendix IX

Diary prompts (Turkish)

- Bugün sınıflarınızda ya da sınıf dışında olumlu ve/veya olumsuz olarak adlandırabileceğiniz şeyler yaşadınız mı? Yaşadıysanız bunlar nelerdi?
- Bu yaşadıklarınız kendinizi nasıl hissetmenize yol açtı?

Diary prompts (English)

- Were there any positive aspects in your teaching today? If so, what were they?
How did you feel in relation to those aspects?
- Were there any negative aspects in your teaching today? If so, what were they?
How did you feel in relation to those aspects?

Appendix X

Consent form for the participants of case studies

Dear Teacher,

You have been asked to participate in a research study investigating novice EFL teachers' experiences and difficulties in their initial years of teaching. Your contribution to the research will take the form of

- two interviews
- 4 lesson-hour video-recorded classroom observations
- diary keeping

All interviews will be tape-recorded and transcribed. Your own interview transcriptions will be given back to you to check it over.

Video-recorded classroom observations will be used solely for purposes of stimulated recall interviews in which you will watch various segments of the video-recordings and comment on them. These video-recordings will not in any way be used for purposes of learner and teacher evaluation. A copy of these recordings will be given to you if you wish.

You are also asked to keep the diary throughout the fall term, 2005-2006 academic year. The findings of this research will be written up as feedback for you, for policy makers and for other organisations interested in our work. The written work may include quotations from the interviews and diaries, but your names and where you teach will never be mentioned.

Your contribution to this research is immensely valuable. However, if, at any point during the course of the project, you wish to withdraw from the study, we will respect your decision immediately.

Confirmation and consent

I confirm that I have freely agreed to participate in the research study, 'Novice EFL teachers' perceived challenges and their support needs in their journey of becoming language teachers'. I have been briefed on what this involves and I agree to the use of the findings as described above. I understand that the material is protected by a code of professional ethics.

Participant signature: _____

Name: _____

Date: _____

I confirm that we agree to keep the undertakings in this contract.

Researcher signature: _____

Name: _____

Date: _____

Appendix XI

Consent form for the use of transcribed interview

I _____ (name of interviewee), having discussed and understood the above project with Pinar SALI, have now received an anonymous transcript of the interview.

Please tick if you agree.	
I agree that the transcript is an accurate record of the interview.	<input type="checkbox"/>
I agree to the use of the transcribed interview by Pinar Sali for her PhD dissertation.	<input type="checkbox"/>
I understand that the researcher will not intentionally reveal my identity to anyone and will do her best to ensure that my identity is not revealed to anyone unintentionally.	<input type="checkbox"/>
I agree that at the end of the research project the transcribed interview may be archived for potential future <i>research use</i> .	<input type="checkbox"/>

I understand that I have a right to withdraw my consent to any of these uses at any time, which I may do by notifying Pinar SALI.

Signed _____ (Interviewee)

Date _____

Appendix XII

List of novice teachers' challenges and support needs emerged in qualitative data

1. CP: Challenges in relation to classroom pedagogy
Challenges in relation to classroom management (CP:CM)
Dealing with individual learner differences
Not knowing learners' well
Providing classroom discipline
Disruptive learner behaviour
Dealing with disruptive learner behaviour successfully
Not being able to establish rapport with learners
Class time spent on maintaining classroom discipline
Setting teacher roles
Instructional planning
Making explicit lesson plans
Managing lessons
Making transitions within the lesson
Managing class time
Managing learner participation
Gathering learner interest
Not being able to use the board appropriately
Using body language effectively
Catching up with the syllabus
Checking learner work
Challenges in relation to language teaching and learning (CP: LTL)
Lack of language learner proficiency
Learner motivation and interest
Learner awareness of learning
Dealing with individual learner differences
Using teaching techniques and materials
Teacher knowledge of language and teaching
Putting theory into practice
Language teaching materials
Learner parents
Challenges in relation to the context of teaching (CP: COT)
Large class sizes
Inadequacy of school materials /equipment
Heavy teaching load
Expectations and attitudes of the school administration towards English
Learners coming from deprived backgrounds
Time allocated to English in the curriculum
2. OPS: Challenges in relation to professional support structures
School-administration related challenges (CPS: SA)
Lack of support from school administration
Colleague-related challenges (CPS: C)
Lack of collegial support and collaboration

Mentor teacher-related challenges (CPS: MT)
Lack of mentor support
Teaching orientation-related challenges (CPS: TO)
Teaching orientation courses not addressing to novice EFL teachers' needs
B. SN: SUPPORT NEEDS
1. Support needs in relation to foreign language pedagogy
Language knowledge (Teacher's own knowledge)
Dealing with individual learner differences
Providing and maintaining classroom discipline
Others
2. Support needs in relation to forms of professional support

Appendix XIII

Formats of the lesson plans required by the MNE.

BÖLÜM I:	
Dersin adı	
Sınıf	
Ünitenin Adı/No	
Konu	
Önerilen Süre	

BÖLÜM II:	
Öğrenci Kazanımları/ Hedef ve Davranışlar	
Ünite Kavramları ve Sembolleri/ Davranış Örtüntüsü	
Güvenlik Önlemleri (Varsa)	
Öğretme-Öğrenme-Yöntem ve Teknikleri	
Kullanılan Eğitim Teknolojileri- Araç, Gereçler ve Kaynakça	
*Öğretmen	
*Öğrenci	
Öğretme-Öğrenme Etkinlikleri:	
✓ Dikkati Çekme	
✓ Gütüleme	
✓ Gözden Geçirme	
✓ Derse Geçiş	
✓ Bireysel Öğrenme Etkinlikleri (Ödev, deney, problem çözme vb.)	
✓ Grupla Öğrenme Etkinlikleri (Proj, gezi, gözlem vb.)	
✓ Özet	

BÖLÜM III	
Ölçme-Değerlendirme:	
✓ Bireysel öğrenme etkinliklerine yönelik Ölçme- Değerlendirme	
✓ Grupla öğrenme etkinliklerine yönelik Ölçme- Değerlendirme	
• Öğrenme güçlüğü olan öğrenciler ve ileri düzeyde öğrenme hızında olan öğrenciler için ek Ölçme- Değerlendirme etkinlikleri	
Dersin Diğer Derslerle İlişkisi	

BÖLÜM IV	
Plannın Uygulanmasına İlişkin Açıklamalar	

Ders/Sınıf Öğretmeni

Uygundur.../...
İmza
Adı Soyadı
Okul Müdürü

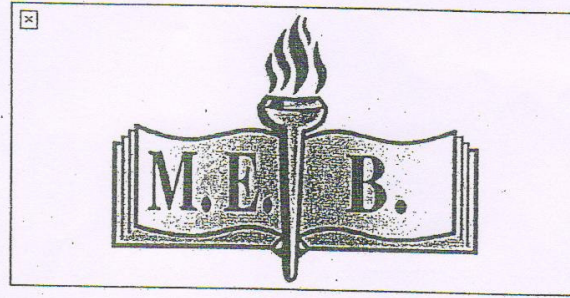
AÇIKLAMALAR

1. Örnek ders planının içeriği aynı kalmak koşulu ile biçimsel olarak değiştirilebilir.
2. Bu ders planı, öğretmeni ilgili ders programında yer alan birbiri ile ilgili kazanımlar, hedef ve hedef davranışlar dikkate alınarak aynı ders için bir günde işlenebilecek ders saatinden daha fazla ders saati için yapılabilir.
3. Bu plan dersin kapsamı, öğrenci özellikleri, okulun ve çevrenin özellikleri dikkate alınarak her ders için ayrı ayrı yapılabilir.
4. Bu ders planı ilköğretim 1-5 sınıflar ile okul öncesi eğitim kurumlarında her bir ders için ayrı ayrı olmak kaydıyla günlük plan olarak yapılır.

Appendix XIV

Samples from the first year teacher file prepared for novice teachers

ADAY ÖĞRETMEN (STAJ) DOSYASI



ADI SOYADI:.....

GÖREVLİ OLDUĞU OKUL:

.....
.....
.....

İÇİNDEKİLER

- İstiklal Marşı
- Atatürk'ün Gençliğe Hitabesi
- Atatürk'ün Öğretmenlere Hitabı
- Öğretmen Yemini
- Öğretmen Marşı
- Atatürk Portresi

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**MİLLÎ EĞİTİM BAKANLIĞI ADAY MEMURLARININ
YETİŞTİRİLMELERİNE İLİŞKİN YÖNETMELİK**

T. Dergisinde Yayını:30.1.195
Sayısı:2423

I. BÖLÜM

Amaç, Kapsam, Dayanak ve Tanımlar

Amaç

Madde 1- Bu yönetmeliğin amacı, Millî Eğitim Bakanlığı merkez ve taşra teşkilatındaki görevlere aday olarak atanan Devlet memurlarının yetiştirilmeleri ve asli memurluğa geçirilmeleriyle ilgili esas ve usulleri düzenlemektir.

Kapsam

Madde 2- Bu yönetmelik, Millî Eğitim Bakanlığı merkez ve taşra teşkilatına aday memur olarak atanmalar hakkında uygulanır.

Dayanak

Madde 3- Bu yönetmelik, 21.02.1983 gün ve 83/6061 sayılı Bakanlar Kurulu Kararı ile yürürlüğe konulan "Aday Memurların Yetiştirilmelerine İlişkin Genel Yönetmelik" in 33. Maddesine dayanılarak hazırlanmıştır.

Tanımlar

Madde 4- Bu yönetmelikte geçen,

"Bakanlık": Millî Eğitim Bakanlığını,

"Merkez Teşkilatı": Bakanlığa doğrudan bağlı, kurul, ana hizmet birimleri, danışma ve denetim birimleri ile yardımcı birimleri,

"Taşra Teşkilatı": Bakanlığın merkez ve yurtdışı teşkilatı dışında kalan okul ve kurumları,

"Aday Memur": Bu Yönetmelikle belirlenen temel, hazırlayıcı ve uygulamalı eğitimlere tabi tutulmak üzere Bakanlık merkez ve taşra teşkilatındaki görevlere ilk defa Devlet Memuru olarak atanmaları,

"Asli Memur": Adaylık süresi içinde temel, hazırlayıcı ve uygulamalı eğitimlerin hepsinde başarılı olan ve bu süre sonunda olumlu-sıfırlanarak adaylığı kaldırılanlar,

"Adaylık Eğitimi": Aday memurların yetiştirilmesi amacıyla düzenlenen temel, hazırlayıcı ve uygulamalı eğitim devrelerini içine alır,

✓ "Temel Eğitim": Aday memurlara Devlet memurlarının ortak özellik ve nitelikleriyle ilgili konularda verilen eğitimi,

✓ "Hazırlayıcı Eğitim": Aday memurlara atandıkları hizmet sınıfları ve görevleriyle ilgili olarak verilen eğitim,

✓ "Uygulamalı Eğitim": Aday memurlara atandıktan hizmet sınıfı ve görevleriyle ilgili olarak yaptırılan stajı,

✓ "Sınav": Temel ve hazırlayıcı eğitim dönemleri sonunda yapılacak değerlendirmeler için, aday memurların bilgi seviyelerini ölçme işlemini,

✓ "Değerlendirme": Temel ve hazırlayıcı eğitim dönemleri sonunda yapılacak sınavlar ile uygulamalı eğitim sonundaki bilgi ve beceri seviyesini ölçme işlemini,

✓ "Rehber Öğretmen": Aday öğretmeni yetiştirmek üzere görevlendirilen öğretmeni,

✓ "Rehber Eğitici": Aday memuru yetiştirme görevi verilen eğiticiyi,

"Yıl": Bu Yönetmelik ile belirlenen eğitimlerde toplam bir takvim yılı esasına göre geçen süreyi,

"Öğretim Yılı": Öğretimin başladığı tarihten itibaren bunu takibeden öğretim yılının başlamasına kadar geçen süreyi,

"İlgili Birim": Memurun görevli bulunduğu il millî eğitim müdürlüğü veya merkez teşkilatı bünyesinde adaylık işlemlerinin yürütüldüğü birimi, ifade eder.

II. BÖLÜM

Genel İlkeler, Kurullar ve Komisyonlar

Eğitim İle İlgili Genel İlkeler

Madde 5- Aday memurların;

a) Türkiye Cumhuriyeti Anayasasına, Atatürk İlike ve İnkılaplarına, Anayasa'da ifadesini bulan Türk Milliyetçiliğine sadakatla bağlı kalacak, Türkiye Cumhuriyeti Kanunlarını milletin hizmetinde, tarafsızlık ve eşitlik ilkelerine bağlı kalarak uygulayacak, yurt ve vatanada sevgisiyle dolu, güller yüzlü, yol gösterici, vatandaşlara daima yardımcı, disiplinli ve bilgili memur olacak şekilde yetiştirilmeleri,

b) Hizmetin gerektirdiği bilgi ve becerileri kazanarak zaman ve kaynak israfına meydan vermeden hizmetlerin en verimli şekilde yerine getirilmesini sağlayacak yönde yetiştirilmeleri,

c) Adaylık eğitimlerinin birbirini takip eden bir sıra içinde ve öğretim seviyeleri dikkate alınarak düzenlenip yürütülmesi,

d) Asli memurluğa atanabilmeleri için adaylık eğitimlerinin her devresini başarı ile tamamlanmış olmaları,

e) Temel ve hazırlayıcı eğitimlerinin Merkezi Eğitim Yönetme Kurulunca belirlenecek eğitim merkezlerinde, uygulamalı eğitimlerinin ise atandıkları okul ve kurumda yapılması, esastır.

Merkezi Eğitim Yönetme Kurulunun Kuruluşu

Madde 6- Bakanlık merkez teşkilatında müsteşar veya görevlendireceği Müsteşar Yardımcısının başkanlığında; Personel Genel Müdürü, Hizmetiçi Eğitim Dairesi Başkanı ile Müsteşarca görevlendirilecek yeteri kadar öğretim dairesi

amirinden olmak üzere Merkezi Eğitim Yönetme Kurulu kurulur. Bu kurulun sekreteryası İşleri Hizmetiçi Eğitim Dairesi Başkanlığına yürütülür.

Merkezi Eğitim Yönetme Kurulunun Görevleri

Madde 7- Merkezi Eğitim Yönetme Kurulunun görevleri şunlardır:

- Temel ve hazırlayıcı eğitim programlarını ve programların uygulanmasında gerekli araç ve gereçleri ve sınav sorularının konularına göre ağırlık derecelerini belirlemek, sınav çeşidine göre soruları hazırlamak, eğitim yerlerine dağıtılmasını sağlamak,
- Eğitici personelin niteliklerini belirlemek,
- Her bir eğitim ve bunlarla ilgili sınavların programları çerçevesinde yapılması ve yürütülmesi için gerekli tedbirleri almak,
- Eğitim yapılacak yerleri planlamak ve belirlemek,
- Diğer kurum ve kuruluşlarla gerekli her türlü işbirliğini sağlamak,
- Eğitim faaliyetlerini denetlemek veya denetlenmesini sağlamak,
- Her bir eğitim devresinin süresini ayrı ayrı belirlemek,
- Eğitim faaliyetlerinin en etkin ve verimli bir şekilde yürütülmesi bakımından ilgili birimler arasında gerekli iş bölümünü yapmak,
- Bakanlık merkez teşkilatı birimlerinin aday memurların yetiştirilmelerine ilişkin esas ve usuller konusundaki tekliflerini değerlendirerek sonuçlandırmak.

Eğitim ve Sınav Yürütme Komisyonunun Kuruluşu

Madde 8- Eğitim ve sınav işlemlerini yürütmek üzere merkez ve taşra teşkilatında eğitim ve sınav yürütme komisyonları kurulur.

Bu komisyonlar;

a) Merkez teşkilatında, Hizmetiçi Eğitim Dairesi Başkanı başkanlığında; merkezi eğitim yönetme kurulunu oluşturan birimlerin her birinden en az şube müdürü düzeyinde görevlendirilecek üyelerden oluşur. Bu komisyonun sekreteryası İşleri Hizmetiçi Eğitim Dairesi Başkanlığına yürütülür.

b) Taşra teşkilatında, İl milli eğitim müdürünün başkanlığında; ilköğretim müfettişleri kurulu başkanı, il milli eğitim müdürünün teklifi üzerine Vali tarafından görevlendirilecek bir il milli eğitim müdür yardımcısı veya şube müdürü ile okul öncesi eğitim, ilköğretim, ortaöğretim, özel öğretim ve yaygın eğitim kurumlarını temsilen kendi aralarından seçecekleri birer üyeden oluşur. Komisyonun sekreteryasını başkan tespit eder.

Eğitim ve Sınav Yürütme Komisyonunun Görevleri

Madde 9- Eğitim ve Sınav Yürütme Komisyonunun görevleri şunlardır;

- Merkezi Eğitim Yönetme Kurulunun görevleri ve bu kurulca alınan kararlar doğrultusunda eğitim ve sınavlarla ilgili her türlü iş ve işlemleri yürütmek,
- Sınav sonuçlarını aday memurlara tebliğ etmek, ilgili birimlere göndermek,
- Sınav sonuçlarına yapılacak itirazları inceleyerek sonuca bağlamak.

III. BÖLÜM

Temel ve Hazırlayıcı Eğitim

Temel Eğitimin İlkeleri

Madde 10- Temel eğitimle ilgili ilkeler şunlardır;

- Temel eğitimin hedefi, aday memurlara Devlet memurlarının ortak özellikleriyle ilgili temel bilgileri vermektir.
- Temel eğitim her sınıf ve kadrodaki memura ortak bir program içinde ve aday memurların öğrenim durumları dikkate alınarak uygulanır,
- Temel eğitimin süresi toplam 50 saatlik programdan aşağı olmamak üzere on günden az iki aydan çok olamaz,
- Temel eğitim için ayrılan süreye dönem sonunda yapılan sınav süreleri dahildir,
- Temel eğitim, Merkezi Eğitim Yönetme Kurulunca belirtilen tarihte başlar.

Temel Eğitim Programı

Madde 11- Temel eğitim programı aday memurların standıkları görev ve öğrenim durumları dikkate alınarak aşağıdaki konular çerçevesinde hazırlanır.

- Atatürk İlkeleri,
- T.C. Anayasası,
- Genel olarak Devlet teşkilatı,
- Devlet Memurları Kanunu,
- Yazışma kuralları ve dosyalama usulleri,
- Devlet malını koruma ve tasarruf tedbirleri,
- Halkla ilişkiler,
- Gizlilik ve gizliliğin önemi,
- İnkılap tarihi,
- Milli güvenlik bilgileri,
- Türkçe- dilbilgisi kuralları.

Temel Eğitim Programının Uygulanması

Madde 12- Temel eğitim programı eğitim ve sınav yürütme komisyonları sorumluluğunda uygulanır. Bu uygulama sonunda aday memurların başarı seviyelerini tespit etmek amacıyla 16. Maddede belirtilen ilke ve yöntemler çerçevesinde temel eğitim sınavı yapılır.

Hazırlayıcı Eğitimin İlkeleri**Madde 13-** Hazırlayıcı eğitimin ilkeleri şunlardır;

- Hazırlayıcı eğitimin hedefi, aday memurların işgal ettikleri kadro ve görevleri dikkate alınarak bu görevlerin yürütülmesi için gerekli bilgi ve becerileri kazandırmak ve görevlerine uyumlarını sağlamaktır,
- Hazırlayıcı eğitim süresi toplam 110 saatlik programdan aşağı olmamak üzere bir aydan az, üç aydan çok olamaz,
- Hazırlayıcı eğitim için ayrılan süreye dönem sonunda yapılan sınav süreleri dahildir.
- Hazırlayıcı eğitim, temel eğitimin bitiminden sonra başlar.

Hazırlayıcı Eğitim Programı**Madde 14-** Hazırlayıcı eğitim programı aday memurların kadro ve görevleri dikkate alınarak aşağıdaki konular çerçevesinde hazırlanır.**1) Bakanlık Teşkilatının;**

- Tanıtlması,
- Görevleri,
- Teşkilatı,
- İlgili mevzuatı,
- Diğer kurumlarla ilişkileri,

2) Aday memurun görevleriyle ilgili konular,**3) Merkezi Eğitim Yönetme Kurulunun uygun göreceği diğer konular.****Hazırlayıcı Eğitim Programının Uygulanması****Madde 15-** Hazırlayıcı eğitim programı eğitim ve sınav yürütme komisyonlarının sorumluluğunda uygulanır. Bu uygulama sonunda aday memurları başarı seviyelerini tespit etmek amacıyla 16. Maddede belirtilen ilke ve yöntemler çerçevesinde hazırlayıcı eğitim sınavı yapılır.**IV. BÖLÜM****Sınavlar****Sınavlarla İlgili İlke ve Yöntemler****Madde 16-** Temel ve hazırlayıcı eğitim dönemleri sonunda yapılacak sınavlarla ilgili ilke ve yöntemler şunlardır;

- Sınavlar test, uzun cevaplı veya uygulamalı şekilde yapılır, uygun görülen sınav çeşitlerinden biri veya birkaçı birden kullanılabilir.
- Sınav önceden duyurulan yer, gün ve saate yapılır.
- Sınav soruları, salon başkanı tarafından yoklama yapıp, sınava katılmayanların tutanakla tespit edilmesinden ve sınav kurallarının adaylara açıklanmasından sonra dağıtılır.
- Sınavlarda standart kağıt kullanılması zorunludur.
- Sınavlarda sınavın başlangıcını, akışını ve bitimini, kullanılan kağıtların ve sınava giren adayların sayısını ve her adayın kullandığı kağıt adedini gösteren bir tutanak düzenlenir. Bu tutanaklar salon başkanı ve en az iki gözetici tarafından imzalanır.
- Eğitim dönemlerinin süreleri dikkate alınarak, eğitim sonunda yapılacak sınavlara hazırlamak amacıyla temel ve hazırlayıcı eğitim süreleri içinde ara sınavları yapılabilir.

Sınav Sorularının Hazırlanması ve Uygulanması**Madde 17-** Temel ve hazırlayıcı eğitim sınav soruları, merkezi eğitim yönetme kurulu tarafından; aday memurların kadro ve görevleri dikkate alınarak eğitim programlarında her konu için tespit edilecek zamanlarla orantılı olacak şekilde her hizmet sınıfı için ayrı ayrı ve sınavda sorulacak soruların en az üç katı olmak üzere hazırlatılarak, eğitim ve sınav yürütme komisyonlarına iletilir.

Sorulacak sınav soruları, hazırlanmış bulunan bu sorular arasından konuların eğitim programlarındaki ağırlıkları dikkate alınarak, her konu için ayrı ayrı olmak üzere kur'a usulü ile ve adaylar arasından seçilecek en az üç kişi huzurunda eğitim ve sınav yürütme komisyonu tarafından tespit edilerek uygulanır. Sınavların test usulüyle yapılması halinde soru tespitinde soruların üç kat olarak hazırlanması ve kur'a ile belirlenmesi yöntemi uygulanmaz.

Temel ve Hazırlayıcı Eğitimin Değerlendirilmesi**Madde 18-** Temel ve hazırlayıcı eğitim sonunda yapılan sınavlarda sınav kağıtları 100 tam puan üzerinden değerlendirilir. Bu değerlendirmede 60 ve daha yukarı puan alanlar başarılı sayılırlar. Başarısız sayılan aday memurların sınav kağıtları komisyonca en geç bir gün sonra bir defa daha okunarak değerlendirilmeye alınır. Buçuklu puanlar bir üst tam puana tamamlanır.**Sınav Sonuçlarının Bildirilmesi****Madde 19-** Sınav sonuçları, sınavların yapıldığı günü izleyen iki gün içinde ilan edilir. Başarısız adaylara sonuçlar ayrıca yazılı olarak tebliğ edilir.**İtiraz****Madde 20-** Aday memurlardan sınav sonucunda başarısız olanlar sınav sonuçlarının kendilerine tebliğini takibeden iki gün içinde dilekçe ile eğitim ve sınav yürütme komisyonu başkanlığına itiraz edebilirler.

Eğitim ve sınav yürütme komisyonu bu şekilde yapılan itirazları on gün içinde inceler ve karara bağlar. Sonuç itiraz yapana yazılı olarak duyurulur. Sınavlara itiraz edenler, itirazları sonuçlanıncaya kadar bir sonraki adaylık eğitimine devam ederler. Yapılacak incelemelerde başarılı olmadıkça karar verilenlerin başarısız oldukları eğitimleri bir defaya mahsus olmak üzere tekrarlatılır.

İtirazı inceleyen komisyonun verdiği karar kesindir.

Ayrıca, kendi yerine başkasını sınava sokanlar hakkında Cumhuriyet Savcılığına suç duyurusunda bulunulur.

Sınavlara Katılmama**Madde 21-** Belge ile ispatı mümkün zorlayıcı sebepler dışında sınavlara katılmayanlar başarısız sayılır.

Zorlayıcı sebeplerle sınava katılmadıklarını belgeleyenlerin sınavları bu özürlerinin kalktığı tarihi takip eden ilk hafta içinde yapılır.

Sınavları Geçersiz Sayılacaklar

Madde 22- Aday memurların adaylık eğitim sınavları aşağıdaki durumlarda geçersiz sayılır:

- Kopya çekmeye teşebbüs etmek, kopya çekmek veya kopya vermek,
- Sınav düzenine aykırı davranışta bulunmak,
- Kendi yerine başkasını sınava sokmak.

Bu durumları bir tutanakla belirlenerek (a) ve (c) fıkrası kapsamına girenler hakkında 657 sayılı Devlet Memurları Kanununun 56 ve 57. Maddeleri; (b) fıkrası kapsamına girenler hakkında ise eğitim ve sınav yürütme komisyonunca verilerek karar doğrultusunda işlem yapılır.

Sınav Belgelerinin Saklanması

Madde 23- Sınavlarla ilgili evraklar 2 yıl, yargı yoluna başvurulması halinde dava sonuna kadar saklanır.

V. BÖLÜM**Uygulamalı Eğitim****Uygulamalı Eğitimle İlgili İlke ve Yöntemler**

Madde 24- Uygulamalı eğitimle ilgili ilke ve yöntemler şunlardır:

- Uygulamalı eğitimin hedefi, aday memurlara hazırlayıcı eğitim döneminde verilen teorik bilgileri ve işgal ettikleri kadro ve görevleri ile ilgili diğer bilgi ve işlemleri ve kazandırılan becerileri uygulamak suretiyle tecrübe kazandırmaktır.
- Uygulamalı eğitim hazırlayıcı eğitimden sonra merkezi eğitim yönetme kurulunca belirlenen tarihte başlar.
- Uygulamalı eğitim süresi toplam 220 saatlik programdan aşağı olmamak üzere iki aydan az beş aydan çok olamaz.
- Aday öğretmenlerin uygulamalı eğitim yerlerinin belirlenmesinde, kendi branşında rehber öğretmenlik yeterliğini taşıyan en az bir öğretmenin ve branşı ile ilgili ders araç gereci vb. imkanların bulunması gerekli şart olarak aranır.
- Uygulamalı eğitime tabi tutulan öğretmenler;
 - Görevli buldukları okulda yapılan öğretmenler kurulu toplantıları ile görevlendirildikleri her türlü kurs, seminer, konferans ve diğer eğitimsel etkinliklere katılmak zorundadırlar.
 - Bağımsız nöbet görevi üstlenemezler, ancak nöbetçi öğretmenin yanında, çalışma programını aksatmamak şartı ile yardımcı olarak nöbet görevi yaparlar ve nöbet sırasında öğretmeni olmayan sınıfların derslerine girerler.
 - Rehber öğretmen nezaretinde derse girer, müstakil ders veremezler.

Uygulamalı Eğitim Programları

Madde 25- Aday memurların uygulamalı eğitim programları merkezi eğitim yönetme kurulu tarafından belirlenen ilkeler çerçevesinde eğitim ve sınav yürütme komisyonlarının sorumluluğunda adayın görevlendirileceği birimin özelliği dikkate alınarak aşağıda belirtilen konularda hazırlanır.

- Yazışma ve dosyalama kuralları,
- Sorumluluğuna verilen araç ve gereçleri kullanma ve bakımını yapma,
- Görevi ile ilgili mevzuatı bilme ve kurallarına uyma,
- İş ilişkileri,
- Çevre ilişkileri,
- Ast, üst ilişkileri,
- İnsan ilişkileri,
- Gizlilik dereceleri, yazışma ve gizlilik dereceli evrakın saklanması,
- Görevi ile ilgili gözlem, araştırma ve incelemeler,
- Güvenlik ve koruma tedbirleri,
- Uygulamada tarafsızlık,
- Zamanın ve kaynakların verimli şekilde kullanılması,
- İlgili diğer konular,

Aday öğretmenlerin uygulamalı eğitim programları yukarıda belirtilenlerle birlikte, aşağıdaki konuları da kapsar:

- Yıllık plan,
- Ünité planı,
- Günlük ders planı,
- Dersin işlenmesi için gerekli araç, gereçler,
- Atölye öğretiminde öğrencilerin yapacakları iş ve uygulamalara ilişkin temrin resimleri ve projeler,
- Okulun bulunduğu çevrenin ve bu çevredeki çeşitli kuruluşların eğitim faaliyetleri ders amaçlarının gerçekleştirilmesi yönünden incelenmesi ile ilgili hususlar,
- İnceleme gezilerinin planlanması, uygulanması ve değerlendirilmesi,
- Bir kısım ders ve uygulamaların endüstride yapan okullarda, öğrencilerin izlenmesi, değerlendirilmesi,
- Sınıf ve danışman öğretmenlik çalışmaları,
- Öğretmenler kurulunun görevleri ve kurulun sekreterlik hizmetleri,
- Öğrenci rehberlik hizmetleri,
- Atölye ve laboratuvarların yönetimine ilişkin konular,
- Ölçme ve değerlendirme araçlarının hazırlanması, uygulanması ve geliştirilmesi,
- Okulun genel işleyişi ile ilgili yönetmelikler,
- Okulun yönetimi ile ilgili uygulamalar,

Uygulamalı Eğitimin Yapıtırılması

Madde 26- Uygulamalı eğitim, belirlenen uygulamalı eğitim programları doğrultusunda aday memurun görevlendirileceği okul veya kurum amirinin sorumluluğunda yapılır.

Rehber Eğitici ve Rehber Öğretmenlerin Seçimi

Madde 27- Uygulamalı eğitim yapacak personelin görevlendirildiği birim amirleri tarafından; yeterli görev ve meslek tecrübesine sahip, hizmete yatkın ve başarılı personel arasından,

- a) Aday öğretmenlerin yetiştirilmesi amacıyla rehber öğretmen,
b) Öğretmenler dışındaki aday memurların yetiştirilmesi amacıyla rehber eğitici görevlendirilir.
- Rehber Eğitici ve Rehber Öğretmenlerin Görevleri**
Madde 28- Rehber eğitici ve rehber öğretmenlerin aday memurların yetiştirilmedeki görevleri şunlardır:
a) Okul veya kurum amirinin emirleri doğrultusunda aday memurun uygulamalı eğitim programında gösterilen faaliyetlerin gerçekleşmesi için gerekli tedbirleri almak,
b) Aday memurun uygulamalı eğitim programlarına uygun olarak yetiştirmesi için izleme, yöneltme ve rehberlikte bulunmak,
c) Periyodik olarak aday memur hakkındaki görüşlerini raporlar halinde birim amirine sunmak. Bu raporlarda aday memur hakkında;
1) Eksiklerini tamamlamaya ve yetiştirilmesine yönelik önerileri,
2) Değerlendirilmesine ilişkin hususları, belirtmek.
3) Varsa bu hususlara ilişkin belgeleri ibraz etmek.
d) Uygulamalı eğitim süresi sonunda aday memurun adaylığının kaldırılıp kaldırılmayacağına ilişkin görüşünü, sicil amirlerince dikkate alınmak üzere uygulamalı eğitim değerlendirme belgesindeki niteliklere uygun olarak belirtmek.
- Rehber eğitici ve rehber öğretmenler bu görevlerin yerine getirilmesinde okul veya kurum amirine karşı sorumludurlar.
- Uygulamalı Eğitimin Değerlendirilmesi**
Madde 29- aday memur uygulamalı eğitim dönemi sonunda sicil amirlerince (Ek-1)'de gösterilen uygulamalı eğitim değerlendirme belgesi ile aşağıdaki genel özelliklere göre toplam 100 puan üzerinden değerlendirilir.
a) Genel nitelikler (10 puan)
b) Disiplin (15 puan)
c) Çalışkanlık (15 puan)
d) İşbirliği (5 puan)
e) Güvenirlilik (5 puan)
f) Meslek Bilgisi (50 puan)

VI. BÖLÜM

Adaylığın Kaldırılması

Uygulamalı Eğitim Değerlendirme Belgesinin Doldurulması

Madde 30- Adaylığın kaldırılması için, uygulamalı eğitim sonunda, (Ek-1)'deki uygulamalı eğitim değerlendirme belgesi:

- a) Birinci sicil amirince bu belgedeki değerlendirmeye esas her bir niteliğe,
b) İkinci sicil amirince yine bu belgedeki değerlendirmeye esas niteliklerin toplam puanlarının gösterildiği genel özellikler,

Aynı ayrı puan verilerek doldurulur.

Değerlendirmede kesirli puan verilemez.

Uygulamalı eğitim sonunda doldurulan uygulamalı eğitim değerlendirme belgesine göre, birinci ve ikinci sicil amirlerinin bu belge ve üzerinde ayrı ayrı verecekleri toplam puanlarının aritmetik ortalamasının 60 ve daha yukarı olması durumunda, aday memur uygulamalı eğitimde başarılı sayılır.

Belgelendirme

Madde 31- Uygulamalı eğitim değerlendirme belgesine göre, sicil amirlerince verilen puanların aritmetik ortalamasının, adaylığın kaldırılması için gerekli olan 60 puanın altında yada değerlendirmeye esas her bir niteliğe verilen puanların verilebilecek en fazla puanın yarısı veya yarısından daha az olması durumunda, az puan vermeyi gerektiren sebeplerin belge ile ispatı zorunludur.

Aday Memur ile Birlikte Çalışma Süresi

Madde 32- Uygulamalı eğitim değerlendirme belgesini dolduracak sicil amirlerinin, değerlendirmeye esas nitelikler çerçevesinden aday memuru izleme, denetleme, yöneltme ve rehberlikte bulunmaları ve bu belgeyi doldurabilmeleri için aday memur ile en az altı ay birlikte çalışmaları zorunludur.

Ancak sicil amirlerinin görev değişikliği, istifa ve emeklilik gibi sebeplerle görevlerinden ayrılmaları dolayısıyla aday memur ile birlikte altı aydan az çalışmaları durumunda değerlendirme belgesi, aday memurun mevcut sicil amirleri tarafından rehber eğitici veya rehber öğretmenlerin, varsa önceki sicil amirlerinin yazılı görüşleri de alınarak doldurulur.

Memur ile iki aydan az olmamak üzere birlikte çalışan sicil amirlerinden, ölüm ve görevine son verilme dışındaki çeşitli sebeplerle görevlerinden ayrılanlar aday memur hakkındaki yazılı görüşlerini varsa belgeleri ile birlikte kendi yerlerine atanana bırakmak zorundadırlar.

Adaylığın Kaldırılması Teklifi

Madde 33- Aday memurlardan uygulamalı eğitim değerlendirmesi sonunda başarılı olduğu anlaşılmanın adaylığının kaldırılması teklifi, değerlendirme belgesi ile birlikte adaylığın kaldırılması gereken tarihten bir ay önce; öğretmenler ve sicil dosyaları valilikte tutulan personel açısından il milli eğitimi müdürlüğündeki; sicil dosyaları Bakanlıkta tutulan personel açısından ise merkez teşkilatındaki adaylık işlemlerini yürüten birimde bulundurulacak şekilde gönderilir.

Adaylığın Kaldırılması

Madde 34- İlgili birimler 33. Maddede belirtilen süreler içinde kendilerine intikal eden belgeleri inceleyerek usul ve işlem eksikliği bulunmayanları (Ek-2) formu makamın onayına sunarlar.

Usul ve işlem eksikliği bulunanların bu eksiklikleri en kısa sürede tamamlattırılır.

Asgari adaylık süresinde başarılı olanlar için alınacak onaylarda bu sürenin bittiği tarih; asgari adaylık dönemi içinde başarılı olamamaları nedeni ile adaylık süreleri uzatılanlardan başarılı olanlar hakkında alınacak adaylık kaldırma onayında ise başarılı oldukları eğitim programının bittiği tarih esas alınacaktır.

Adaylığı kaldırılan personelle ilgili onayların birer örneği, sicil dosyalarında muhafaza edilmek üzere ilgili birimlere ve Tebliğler Dergisinde yayımlanmak üzere Yayınlar Dairesi Başkanlığına gönderilir.

Adaylık İşlemlerinin Takibi

Madde 35- Adaylık işlemlerini yürüten birimler, işlemlerin yönetmelikte belirtilen sürelerde yapıp yapılmadığını takip eder ve zamanında yapılması için gerekli tedbirleri alır.

Adaylık Süresinin Uzatılması

Madde 36- Aday memurlar adaylık eğitiminin herhangi bir devresinde başarılı olmadıkça bir üst eğitim devresine alınmazlar. Bu eğitim devrelerinin herhangi birinde başarısız olanlara, başarısız oldukları eğitim devresi bir defadan fazla olmamak üzere tekrarlatılır.

Bu tekrarlamalar sonucunda toplam adaylık süresi hiçbir şekilde iki yılı geçemez.

Adaylığın uygulamalı eğitim devresinde başarılı olamayanların bu eğitimlerini başka sicil amirleri maiyetinde tekrarlamalarına karar verilebilir.

VII. BÖLÜM Çeşitli Hükümler

Adaylık Süresi

Madde 37- Aday olarak atanmış olan memurların adaylık süresi bir yıldan az, iki yıldan çok olamaz. Bu Yönetmelikle belirlenen haller dışında adaylık süresi içerisinde aday memurların hiçbir şekilde görev yerleri değiştirilemez.

Eksik Eğitimin Tamamlatılması

Madde 38- Belge ile ispatı mümkün zorlayıcı sebeplerle ders saati olarak belirlenen her programın 1/5 'ine devam edemeyenlerin eksik eğitimleri, eğitim programı bütünlüğü içinde tamamlattırılır.

Belirlenecek Hizmet Alanlarındaki Aday Öğretmenler

Madde 39- Öğretmen politikasının en etkin ve verimli olarak hayata geçirilebilmesi bakımından, Personel Genel Müdürlüğü'nün teklifi, Merkezi Eğitim Yönetme Kurulunun uygun görüşü ve Bakan onayı ile gerekli görülen hizmet alanlarındaki aday öğretmenlerin adaylık eğitimleri rehber öğretmen gözetiminde müstakil derse girerek tamamlattırılır.

Bununla ilgili esas ve usuller ile gerekli diğer düzenlemeler Bakanlık kadrolarına ilk defa öğretmen olarak atanacaklarla ilgili yürütülen işlemler sırasında Merkezi Eğitim Yönetme kurulunca sonuçlandırılır.

Askerlik Durumu

Madde 40- Aday memurların adaylık süresi içinde silah altına alınmaları durumunda terhislerinden sonra göreve başlamalarını müteakip durumlarına uygun eğitim programına dahil edilecek kalan eğitimleri 38. Maddede belirtilen şartlarda tamamlattırılır.

Adaylık İçinde Göreve Son Verme

Madde 41- Uzatma süreleri dahil adaylık eğitiminin her devresinde başarısız olanların; disiplin cezası vermeyi gerektirecek veya memuriyete bağdaşmayacak durumları tespit edilenlerin 657 sayılı Devlet Memurları Kanunu'nun 56 ve 57. Maddelerine göre adaylık eğitimlerini sürdürdükleri yerlerdeki sicil amirlerinin teklifi üzerine atamaya yetkili amirin onayı ile memuriyete ilişkileri kesilir.

Tekrar Memuriyete Alınma

Madde 42- Temel eğitim, hazırlayıcı eğitim ve uygulamalı eğitim devrelerinin her birinde başarısız olan ve bu sebeple görevlerine son verilen aday memurlar üç yıl geçmedikçe tekrar Devlet memurluğuna alınmazlar. Sağlık sebebiyle kurumları ile ilişkileri kesilenler için bu şart aranmaz. Üç yıllık süresinin tespitinde Başbakanlık Devlet Personel Başkanlığında tutulan kayıtlar esas alınır.

Sınıf Değiştirenlerin Adaylığı

Madde 43- Diğer hizmet sınıflarından birinde adaylığı kaldırılmış iken Eğitim ve Öğretim Hizmetleri Sınıfına öğretmen olarak atanarak, öğretmenlik mesleği açısından uygulamalı eğitime tabi tutulurlar. Bu eğitim sonunda başarılı olmadıkları anlaşılana kadar diğer hizmet sınıflarındaki durumlarına uygun görevlere kazanılmış hak aylık dereceleri ile atanırlar.

Eğitim Programlarının Hazırlanması

Madde 44- Bu Yönetmeliğe göre hazırlanacak olan eğitim programları bu yönetmeliğin yürürlüğe girdiği tarihten başlayarak en geç 3 ay içinde hazırlanır.

Bildirme İşlemi

Madde 45- Görevlerine son verilen aday memurlar, görevlerine son vermeyi gerektiren sebepler de belirtilecek Hizmetiçi Eğitim Dairesi Başkanlığına en geç bir ay içinde Başbakanlık Devlet Personel Başkanlığına bildirir.

Hüküm Bulunmayan Haller

Madde 46- Bu Yönetmelikte hüküm bulunmayan hallerde "Aday Memurların Yetiştirilmesine İlişkin Genel Yönetmelik" hükümleri uygulanır.

Geçici **Madde 1-** Bu Yönetmeliğin yürürlüğe girdiği tarihte adaylık eğitimlerine başlanmış olan aday memurlar hakkında, bu Yönetmeliğin yürürlüğe girdiği tarihten önce yürürlükte bulunan ilgili mevzuat hükümleri uygulanır.

VIII. BÖLÜM Yürürlük Hükümleri

Kaldırılan Hükümler

Madde 47- Bu Yönetmeliğin yürürlüğe girdiği tarihten itibaren Millî Eğitim Bakanlığı Merkez ve Taşra Teşkilatı personelinin adaylıkları ile ilgili yönetmelik yönerge ve genelgeler yürürlükten kalkar.

Yürürlük

Madde 48- Bu Yönetmelik yayımı tarihinde yürürlüğe girer.

Yürütme

Madde 49- Bu Yönetmeliği Millî Eğitim Bakanı yürütür.

UYGULAMALI EĞİTİM DEĞERLENDİRME BELGESİ .

Aday Memurun

A. Adı Soyadı :
 B. Kurumu :
 C. Birimi :
 D. Kadro Unvanı Ve Görevi :
 E. Doğum Yılı Ve Yeri :
 F. Baba Adı :
 G. Kurum Sicil No :
 H. Öğrenim Durumu :
 I. İlk Göreve Başlama Tarihi İ. Adaylık Süresi :

EK-1
ON YÜZÜ

FOTOĞRAF

2. Adaylık Süresi İçinde Diğer Eğitimlerde Aldığı Puan

A. Temel Eğitim : Puan .
 B. Hazırlayıcı Eğitim : Puan

3. Değerlendirme Nitelikleri

	Puan Ağırlığı Ve Dağılımı	1. Sicil Amiri	2. Sicil Amiri
A. Genel Nitelikler	10		
A. Kılık Kıyafetine Özeni	1		
B. Nezaketi Ve Hoşgörülüğü	2		
C. Ağır Başlılığı Ve Vakarı	1		
D. Ciddiyeti	2		
E. Kişisel Çıkarlarına Düşkün Olmaması	1		
F. Uygulamadaki Tarafsızlığı Ve Hakkaniyeti	2		
G. Malzeme Ve Zamanı Yerinde Kullanması	1		
B. Disiplin Kurallarına Uyma Durumu	15		
A. Kanun, Yönetmelik Ve Emirlere Uyması	4		
B. Görevlerim Tanı Ve Zamanında Yapması	5		
C. Üslerine Karşı Tavrı Ve Hareketi	3		
D. Mesai Arkadaşlarına Karşı Tavrı Ve Hareketi	1		
E. İtaati	2		
C. Çalışkanlığı	15		
A. Görev Yapmada Heves Ve Gayreti	5		
B. Araştırma Ve İnceleme Yeteneği	5		
C. Fiziki Yoğunluğa Dayanıklılığı	2		
D. Zihinsel Yoğunluğa Dayanıklılığı	3		
D. İş Birliği Yapma Durumu	5		
A. Gurup İçi Uyumu	2		
B. Gurup Çalışmasına Yatkınlığı	3		
E. Güvenirliliği ve sadakati	5		
A. Dürüstlüğü	2		
B. Dedii-Kodu Yapma Aışkanlığı Olmaması	1		
C. Gizliliğe Riayeti Ve Sır Saklaması	1		
D. Güveni Kötüye Kullanmaması	1		

f. Meslek Bilgisi

50

(Mesleki bilgiye ilişkin genel özellikler Merkezi Eğitim Yönetme Kurulunca sınıf ve görevlerine göre ait niteliklerini ayrılarak ayrı ayrı belirlenir.)

Toplam Puan,

2. Sicil Amirinin Toplam Puanı

Uygulamalı Eğitim Notu

1. Sicil Amirinin Toplam Puanı

Sicil Amirlerinin

1. Sicil Amiri

2. Sicil Amiri

Adı Ve Soyadı

Görev Unvanı

Kurumu

Düzenlendiği Tarih

İmza Ve Mühür

Tasdik olunur
 Yetkili Amirin
 Adı ve Soyadı
 İmza Mühür-Tarih

AÇIKLAMALAR:

Değerlendirme belgesindeki bütün bilgiler mürekkepli kalemle silintisiz ve kazınsız olarak doldurulacaktır.

Bu belge iki nüsha tanzim edilerek bir nüshası memurun sicil dosyasına konacak, diğer nüsha ise aday memura verilecektir.

Nitelikler kısmı, adayın uygulamalı eğitim yaptığı birimdeki birinci ve ikinci sicil amirlerince doldurulacaktır.

Her niteliğin toplam puanı karşısında yazılmıştır. Niteliğe verilecek puan, amirlerce o niteliğin kriterlerine göre takdir edilerek kendilerine ait sütuna yazılmak suretiyle nitelik puanı bulunacaktır.

Uygulamalı eğitim notu birinci sicil amiri ile ikinci sicil amirinin aday memura verdikleri toplam puanların aritmetik ortalamaları alınmak suretiyle bulunacaktır.

Birinci ve ikinci sicil amirinin aday memura verdikleri toplam puan ile uygulamalı eğitim notu hem rakam, hem de yazı ile yazılacaktır.

Değerlendirme belgesinin 1/i bölümünde yer alan "Adaylık Süresi" nde memurların tabi tutuldukları adaylık eğitimin süresinin 1. veya 2. yıl olduğu belirtilecektir.

ADAYLIK KALDIRMA TOPLU ONAY FORMU

Adaylığı Kaldırılacak Personelin					Adaylık Teklif Yazısının		Uygulamalı Eğitim Notu
Sıra No	Adı Soyadı	Başarı Unvanı	Görev Yeri	Görev Başlama Tarihi	Tarih	Sayı	

Yukarıda belirtilen (.....) personelin adaylığını kaldırılarak 657 sayılı Devlet Memurları Kanununun 58. maddesi uyarınca asli Devlet memurluğuna atanmalarını müsaadelerimize arz ederim.

Adı Soyadı
Unvanı,
İmzası

OLUR

Adı Soyadı Unvanı,
İmzası ve Tarih

Appendix XV

English Language Teacher Education Curriculum: 1997 Reform

COURSES – 1ST YEAR	
1ST TERM	2ND TERM
English Grammar I	English Grammar II
Speaking I	Speaking II
Reading I	Reading II
Writing I	Writing II
Turkish I: Writing	Turkish I: Speaking
Atatürk's Principles and History of Revolution I	Atatürk's Principles and History of Revolution II
Introduction to Teaching	School Experience I
	Elective
2ND YEAR	
3RD TERM	4TH TERM
Advanced Reading I	Advanced Writing II
Introduction to English Literature I	Introduction to English Literature II
Language Acquisition	Approaches and Methods in ELT
Computer	Introduction to Linguistics I
Turkish Phonetics and Morphology	Turkish Syntax and Semantics
Human Development and Learning	Instructional Planning and Evaluation
3RD YEAR	
5TH TERM	6TH TERM
Introduction to Linguistics II	Research Skills
Analysis and Teaching of Short Stories	Teaching English to Young Learners
English-Turkish Translation	Analysis and Teaching of Novels
ELT Methodology I	ELT Methodology II
Instructional Technology and Material Development	Classroom Management
4TH YEAR	
7TH TERM	8TH TERM
English Language Testing and Evaluation	Turkish-English Translation
Analysis and Teaching of English Drama	Analysis and Teaching of English Poetry
Material Evaluation and Adaptation	Psychological Counselling
Coursebook Evaluation	Teaching Practice
School Experience II	
	Total Credits: 143

Appendix XVI

Current English Language Teacher Education Curriculum (2007)

COURSES – 1ST YEAR	
1ST TERM	2ND TERM
Contextual Grammar I	Contextual Grammar II
Advanced Reading and Writing I	Advanced Reading and Writing II
Listening and Pronunciation I	Listening and Pronunciation II
Oral Communication Skills I	Oral Communication Skills II
Turkish I: Writing	Lexical Competence
Computer I	Turkish II: Speaking
Effective Communication	Computer II
Introduction to Education	Educational Psychology
2ND YEAR	
3RD TERM	4TH TERM
English Literature I	English Literature II
Linguistics I	Linguistics II
Approaches to ELT I	Approaches to ELT II
English-Turkish Translation	Language Acquisition
Oral Expression and Public Speaking	Research Methodology
History of Turkish Education	ELT Methodology I
Teaching Principles and Methods	Instructional Technology and Material Design
3RD YEAR	
5TH TERM	6TH TERM
Teaching English to Young Learners I	Teaching English to Young Learners I
ELT Methodology II	Turkish-English Translation
Teaching Language Skills I	Teaching Language Skills II
Literature and Language Teaching I	Literature and Language Teaching II
Second Foreign Language I	Second Foreign Language II
Drama	Assessment and Evaluation
Classroom Management	Practices in Social Services
4TH YEAR	
7TH TERM	8TH TERM
ELT Materials Adaptation and Development	English Language Testing and Evaluation
Second Foreign Language III	Comparative Education
Atatürk's Principles and History of Revolution I	Atatürk's Principles and History of Revolution II
Psychological Counselling	Turkish Education and School Administration
School Experience	Teaching Practice
Special Education	Elective II
Elective I	Elective III
	Total Credits: 159

Appendix XVII

Frequency of the all difficulties reported by the novice teachers

<i>N= 104</i>				
	+*		- **	
<i>Challenges in relation to classroom management</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Providing and maintaining classroom discipline	57	54,81	47	45,19
Dealing with individual learner differences in the classroom	50	48,08	54	51,92
Photocopying the activities I have prepared	41	39,42	63	60,58
Gathering and maintaining learner interest	41	39,42	63	60,58
Finding appropriate learning activities	40	38,46	64	61,54
Carrying out language learning activities in the classroom	36	34,62	68	65,38
Making lesson plans	32	30,77	72	69,23
Developing teaching materials	30	28,85	74	71,15
Managing learner participation	26	25,00	78	75,00
Making instant decisions in case of problems	26	25,00	78	75,00
Adapting teaching materials	25	24,04	79	75,96
Not knowing which teacher roles I am to assume in the classroom	24	23,08	80	76,92
Giving learners clear instructions	23	22,12	81	77,88
Using lesson time effectively	17	16,35	87	83,65
Setting clear lesson objectives	17	16,35	87	83,65
Correcting learner errors	16	15,38	88	84,62
Making transitions within the lesson	15	14,42	89	85,58
Not knowing learners well	13	12,50	91	87,50
Establishing a positive classroom atmosphere	13	12,50	91	87,50
Managing and maintaining classroom interaction	13	12,50	91	87,50
Using/adjusting my voice	11	10,58	93	89,42
Using the board appropriately	10	9,62	94	90,38
Using my body language appropriately	8	7,69	96	92,31
Beginning the lesson	7	6,73	97	93,27
Managing how much I am to talk in the classroom	5	4,81	99	95,19
Ending the lesson	2	1,92	102	98,08
<i>Challenges in relation to foreign language teaching</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Low English proficiency of learners	95	91,35	9	8,65
Inadequacy of language teaching course books	92	88,46	12	11,54
Using English as classroom language	84	80,77	20	19,23
Teaching speaking skills	68	65,38	36	34,62
Teaching listening skills	44	42,31	60	57,69
Teaching writing skills	44	42,31	60	57,69

Putting my theoretical knowledge into practice	37	35,58	67	64,42
Using communicative language teaching methods	32	30,77	72	69,23
Developing positive learner attitudes towards English	29	27,88	75	72,12
Teaching reading skills	28	26,92	76	73,08
Not knowing what learners expect of learning English	25	24,04	79	75,96
Questioning in English	22	21,15	82	78,85
Not being able to provide extra curricular activities	22	21,15	82	78,85
Teaching vocabulary	21	20,19	83	79,81
Determining learning level of learners	20	19,23	84	80,77
Lack of my knowledge of how to teach English	20	19,23	84	80,77
Teaching grammar	18	17,31	86	82,69
Grading exams	10	9,62	94	90,38
Lack of my knowledge of language skills	10	9,62	94	90,38
Preparing exams	10	9,62	94	90,38
Lack of my knowledge of English grammar and vocabulary	8	7,69	96	92,31
Assessing learner performance	4	3,85	100	96,15
Presenting new language items	3	2,88	101	97,12
<i>Challenges in relation to the context of teaching</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Inadequacy of teaching materials at school	62	59,62	42	40,38
Inadequacy of professional development opportunities	58	55,77	46	44,23
Large class sizes	48	46,15	56	53,85
Relations with parents	45	43,27	59	56,73
Outside-class responsibilities	31	29,81	73	70,19
Heavy teaching load	23	22,12	81	77,88
Inadequacy of support and guidance from school administration	23	22,12	81	77,88
Inadequacy of collegial support	22	21,15	82	78,85
Inadequacy of my knowledge of school policies and rules	15	14,42	89	85,58

* + : The rate of the questionnaire items that were ticked by the participants

** - : The rate of the questionnaire items that were not ticked by the participants