

Ufuk University

Graduate School of Social Sciences

Department of English Language Teaching

**IN-SERVICE ELT TEACHERS' FIRST YEAR WITH REFERENCE TO
MENTOR TEACHERS AND PROFESSIONAL DEVELOPMENT**

Taceddin KORKMAZ

Master's Thesis

Ankara, 2015



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KABUL VE ONAY

Taceddin KORKMAZ tarafından hazırlanan "Görevdeki ingilizce öğretmenlerinin meslekteki ilk yıllarının rehber öğretmen ve mesleki gelişim açılarından değerlendirilmesi" başlıklı bu çalışma 30.06.2015 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.



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Taceddin KORKMAZ

To my beloved family..

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ABSTRACT

This study aimed to investigate in-service English language teachers' first year with reference to mentoring provided by the mentor teachers who are assigned by the school administrator and their perceptions on their professional development in their first year. Through a questionnaire with two parts, the data were collected from 108 in-service English teachers who were selected randomly. The results revealed that there are significant relations between mentor teachers' department of graduation and the pedagogical support that beginning teachers needed in their first year. Mentor teachers' department of graduation have significant effects on supporting the beginning teachers. They are: (1) timetabling lessons, (2) developing their teaching strategies, (3) feeling comfortable in talking about teaching, (4) using materials, (5) receiving written feedback about their teaching, (6) discussing content knowledge they need for teaching and (7) reflecting on improving their teaching strategy. The study also showed that mentoring helps the beginning language teachers' first year challenges but it should be advanced. The results indicated that a well-prepared mentoring program is a primary need for the beginning teachers' professional development in general and the beginning English language teachers in a specific context.

Key words: in-service teachers, beginning teachers, English language teachers, challenges, mentoring, mentor teachers, professional development

ÖZET

Bu çalışma görevdeki İngilizce öğretmenlerinin ilk yıllarını rehber öğretmen tarafından sağlanan rehberlik ve birinci yıldaki mesleki gelişim açısından araştırmayı amaçlamaktadır. Seçkisiz örnekleme yöntemiyle seçilen, görevdeki 108 İngilizce öğretmenine iki bölümden oluşan bir anket 'in uygulanması yoluyla veriler toplanmıştır. Sonuçlar rehber öğretmenin mezun olduğu bölüm ile aday öğretmene sağlanan mesleğin ilk yılında ihtiyaç duydukları pedagojik destek arasında anlamlı ilişkiler olduğunu ortaya koymuştur. Rehber öğretmenin bölümünün aday öğretmenin desteklenmesinde önemli etkileri vardır. Bunlar: (1) dersin planlanması, (2) öğretme stratejilerinin geliştirilmesi, (3) öğretimle ilgili konuşurken kendini rahat hissetmesi, (4) uygulamalı materyallerin kullanılması, (5) öğretimle ilgili dönüt alınması, (6) öğretimle ilgili ihtiyaç duyulan içerik bilgisinin tartışılması, (7) öğretim stratejilerini geliştirmeyi yansıtmadır. Çalışma ayrıca uygulamalı rehberliğin aday öğretmenlerin ilk yıl zorluklarına yardımcı olduğu fakat bunun daha da geliştirilmesi gerektiğini göstermiştir. Sonuçlar, iyi hazırlanmış bir uygulamalı rehberlik programının genelde aday öğretmenlerin ve özelde aday İngilizce öğretmenlerinin mesleki gelişimleri için öncelikli bir ihtiyaç olduğuna işaret etmektedir.

Anahtar Kelimeler: görevdeki öğretmenler, aday öğretmenler, aday İngilizce öğretmenleri, zorluklar, uygulamalı rehberlik, rehber öğretmen, mesleki gelişim

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LIST OF ABBREVIATIONS

- MONE : Ministry of National Education
- NTT : Novice Teacher Training
- NEDs : National Education Directorates
- ELT : English Language Teaching
- EFL : English as a Foreign Language
- NQT : Newly qualified Teacher

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This chapter starts with the background of the study by giving an overview on the Turkish context for the beginning teachers which provides a better understanding of what the situation is and what it should be. The reasons for conducting this study are explained later. Statement of the problem and research questions pointed in the research follow that. Then there is the methodology applied in the study. Finally, the limitations of the study and the definitions of the key terms are provided.

1.2 BACKGROUND TO THE STUDY

Turkish context for beginning teachers

After being assigned by the Ministry of National Education (MONE) to a state school in any part of the country teachers have to attend an induction and mentoring program, named Novice Teacher Training (NTT) Program. National Education Directorates (NEDs) conduct the courses in the program at the weekends, in the evenings, or in the semester break. During this period, each beginning teacher has to attend the NTT program either working in a city centre or in villages. The target of this program is to help the orientation and professional development of the beginning teachers in their first year (Journal of Notifications [Tebliğler Dergisi], Number 2436, 1995) (See Appendix 1). The program starts two or three months after the assignment of the teachers and does not last less than 3 and half months nor more than 10 months. It consists of a maximum 400 hours of training including three stages: (1) *basic education*, (2) *preparatory education*, and (3) *applied education*. (See Appendix 2)

The aim of the basic education program is to teach the beginning teachers about the organizations of the state, Constitution, civil service, and current law related to being a civil servant in the Republic of Turkey, the use of the Turkish language and official correspondence, human relations, the economy, saving and a productive service, principles of Kemal Atatürk, and national safety topics in 60 hours of training (See Appendix 3). The preparatory education program aims to inform the beginning teachers

on the structure of the Turkish Educational System, the organizational structure of the MONE, the employee rights of civil servants, and training of educational staff in 120 hours (See Appendix 4). The applied education program aims to inform the beginning teachers on the rules for official correspondence and filing systems, the economy and productivity in civil service, human relations, reform and development, security measures and civil defense, and an applied program for educational staff including planning, instruction, testing and evaluation, learning and environment, school organization, and guidance in 220 hours (See Appendix 5 for the outline of the program). The situation is the same for beginning EFL teachers with the teachers of other fields who are assigned to public schools by the MONE. There is a booklet which was prepared by the MONE for the subject field proficiency. In that booklet, there are subject fields for proficiency for English teachers as well. Those items do not take place in the 'Regulation for training beginning teachers' of MONE.

The training for beginning teachers after they are assigned as a teacher officially is regulated by MONE under the heading of "Regulation on training beginning teachers". There are three parts related to the mentoring program in that regulation under chapter 5: Applied Training Program (Journal of Notification, 2423/1995). The first part is about responsibility. The Second part is the selection of mentor teachers. Lastly the third part is about the roles and responsibilities of mentor teachers.

In the first part, it is expressed that the mentoring program is carried out under the responsibility of the school's administration (Item 26, Journal of Notification, 2423/1995). In the second part it is regulated that the mentor teacher is selected among the teaching staff that are sufficient and experienced enough, also willing to help and be successful (Item 27, Journal of Notification, 2423/1995). In the third part, it is defined that the mentor teacher is responsible for: (1) Taking measures needed for carrying out the activities shown in the applied training program according to the orders of school administrator. (2) Observing, guiding and supervising the beginning teacher in order to prepare him/her in accordance with the applied training program (3) Presenting the reports about his/her opinions on the beginning teachers regularly (Item 28, Journal of Notification, 2423/1995).

1.3 PURPOSE AND SCOPE OF THE STUDY

The matter of first year teachers that is called as “beginning teachers” in this study and the need for supporting them has gained popularity recently. Latest researches apparently link student success with teacher quality. One of the important elements related to decreasing student performance is insufficient experience of practice and daily support for beginning teachers (Ganser et al, 1999). It is obvious that beginning teachers start their profession by facing many challenges. In order to overcome these challenges beginner teachers ought to be supported by mentoring. Research on the general aspects of mentoring support were studied both in Western and Eastern countries. However, in a specific context, challenges that beginning language teachers have and supporting language teachers in content-specific context have not taken this into enough consideration. Besides, very few studies have been carried out on Turkish beginning language teachers and mentoring support for them.

In this study, challenges that beginning teachers have to cope with have been researched. The first year of language teachers was investigated from the perspective of mentoring and ongoing professional development. In a specific context, this study examines the support that beginning language teachers need in their first year; its sufficiency for beginner teachers, its efficacy during the mentoring process and its assistance for real life classroom challenges. Data was collected on teachers’ perceptions about support that they received in their first year from the perspective of helping them deal with the first year challenges and ongoing professional development. A questionnaire was used in order to get information about their perceptions. Some qualitative items were included in the questionnaire for the purpose of learning about their ideas on what would help them more in their first year and what they should have done to develop themselves in a better way. This type of teacher feedback may help us understand the perceived efficacy of the support they received in their first year which plays a very important factor in the process of a transition from the teacher education, during undergraduate years, to the first year of teaching, the real life atmosphere.

Consequently, this study is a path to understanding the beginning language teachers’ first year experience and the mentoring support they needed to overcome those difficulties. It is expected that the results of the study will arouse an understanding

about the importance of first year in teaching in general and language teaching specifically and the importance of mentoring support that they need.

1.4 SIGNIFICANCE OF THE STUDY

The first year is very important in teachers' professional career, and it is worth investigating the different sides of it. Although there is a lot of research on the professional development of pre-service students of ELT, there is still a need for research on the professional development of in-service language teachers for Turkish context. This study gives a broad picture of the first year of in-service teachers in general and the specific parts that are related to in-service English language teachers from the point of first year challenges and content-specific mentoring. Language teachers' perceptions about the mentoring support in the first year of their career provides us with precious data which may help language teacher educators, mentor teachers, school principals and policy makers.

This study aims to activate an interest in language teachers' first year to help them become qualified teachers and continue their professional development by highlighting the importance of first year. As in almost every job, work-place learning is very important in a person's professional development. This study hopes to arouse attention on the importance of work-place learning of language teachers which is called 'school-based' in educational context. It also undertakes to fill the gap of research in mentoring beginning language teachers in the Turkish context. It is expected that the responses to open-ended questions in the questionnaire could help beginning teachers and mentor teachers as a good source of feedback to reflect on and improve more useful relations in the mentoring process. The data of language teachers' perceptions on mentoring in the first year could show some implications of professional development of in-service teachers.

1.5 THE STATEMENT OF THE PROBLEM

The teachers who start the profession in a state school mostly have a great enthusiasm, ideals, excitement and devotion as Moir et al (1999, p.106) mentioned in the stages of first year teachers. She called this stage as "survival stage". However, the first year challenges could make them lose all their idealism, enthusiasm, and

excitement. For this reason, the first year teachers are supported generally in an induction period. In this period, mentoring support which aims to provide a smooth transition to the reality of the classroom is given to the beginner teachers. It is agreed that this mentoring support is very helpful for them if it is done in a well prepared program. Numerous researches have taken place for investigating the quality of induction and mentoring programs worldwide (Ingersoll & Strong, 2011). However, the efficacy and quality of mentoring support for beginning English language teachers in Turkish context have not been studied in a wide perspective.

Another important point is that most teacher educators usually complain about the difference between the ELT students' education during the teacher preparation program and the practice in the real classroom atmosphere when they start their profession. According to teacher educators, pre-service students of ELT learn modern methods of language teaching such as communicative approach during their university years. However, when they start teaching English as a profession in state schools they apply old and less-tiring methods such as the grammar-translation method. What is the reason behind such an attitude? There may be a lot of reasons behind this. There may be some psychological and sociological reasons. (Hellston & Prytula, 2011). Notwithstanding, if there is no good role-model for the beginner teacher and no qualified support to overcome the first year challenges, the beginner teacher may give up the idealistic view to the profession, and may apply the methods and techniques which bad role-models use.

In schools of Ministry of National Education (MONE) there is a one-year induction period for beginning teachers. Mentoring support is supplied in this period. A mentor teacher is assigned for each beginning teacher at the very beginning of the term. Mentor teacher helps for the assessment of the beginning teacher at the end of the term. The effect of this mentoring support has not been studied from the perspective of professional development. To what extent this mentoring program works is an important issue and worth researching. On the other hand, there is almost no research on beginning English language teachers and the mentoring support applied to them.

For all these reasons, it is essential to investigate the English language teachers' perceptions and the efficacy of the mentoring program in the Turkish context. This

study could give important data on what the mentoring program does and what it should do in an understandable way. It could also give important conclusions on relations between the beginning teachers and mentor teachers, and what the applications can be. The study could help obtain important implications for all the members from the education community to make beginner language teachers remain qualified and modern and sustain this.

1.6 RESEARCH QUESTIONS

The main objective of this research is to find out teachers' perceptions on mentoring support in their first year; its effect on beginning teachers' professional development and the efficacy of mentoring program. This research aims to touch on certain matters such as the importance of school-based mentoring for in-service teachers, the relations with mentor teachers and beginning teachers, and the importance of selecting and matching mentor teachers and beginning teachers.

In a specific context, the following research questions were addressed in the research:

1. Is there a relationship between the mentor teachers' department of graduation and English Language teachers' attitude towards mentoring support on pedagogical assistance?
2. To what extent do the mentor teachers help the first year challenges of the beginning in-service English language teachers?
3. What are the expectations of in-service English language teachers from their mentor teachers from the perspective of development as a teacher in their first year?
4. What are the in-service English language teachers' opinions on their professional development in their first year of teaching?

1.7 DEFINITION OF THE TERMS

1. **Beginning teacher:** a teacher who has finished teacher education program at a University and starts, newly-employed, to a teaching career (Field & Field, 1994).
2. **Mentor teacher:** A qualified experienced teacher assigned to help, guide, and assess beginning teachers by providing feedback for the development in their induction period (Öztürk, 2008).
3. **Induction Period:** The transition from being a student teacher into an assigned teacher position (Öztürk, 2008).
4. **Mentoring:** Mentoring is a deliberate pairing of an inexperienced person with an experienced partner to guide and help his or her improvement (Pitton, 2006).
5. **In-Service Training:** in-service training is designed to develop the skills of people who are already working in a particular profession (MacMillan dictionary)
6. **Pre-service teacher education:** The education and training provided to student teachers before they have undertaken any teaching (Wikipedia the Free Encyclopaedia).
7. **Professional development:** In education, it is used for specialized training, formal education, or advanced professional learning proposed to help school principals, teachers, and other educators develop their professional knowledge, competence, skill, and effectiveness (The Glossary of Education Reform).

CHAPTER 2

LITERATURE REVIEW

2.1 Transition from pre-service education to the first year of teaching

Pre-service teacher education is the groundwork for making students ready for independent teaching; on the other hand professional development primarily occurs when it is engaged absolutely in such teaching (Smith & Sela, 2005).

According to Lindgren (2005), the role of teachers has altered during the last years. This is as a result of increased tasks and demands, in combination with more distinct students. Moreover, many teachers have a lot of works to organize and plan, such as making the parents involved in the process and school development. Although they have qualified and effective pre-service education, in-service training for student teachers often have some difficulties due to the reality of the classroom. These difficulties can cause feelings of not being ready for meeting students' needs, classroom management and understanding school practice (Stanulis *et al.*, 2002, cited in Lindgren, 2005). For that reason, It is a need for every part to build bridges between being a student teacher and being a teacher. Mentorship for beginning teachers can be an example of such a bridge. The aim of mentoring is to share many of the experiences and possibilities in the teaching profession with beginning teachers. (Lindgren, 2005).

Laughran et al (2001) supports this idea and thinks that no matter what they learnt in their pre-service teacher education program, teaching itself takes the crucial role when the duties of school works become an everyday routine for beginning teacher. It is useful to analyse the transition from pre-service education to full-time teaching. The reason for this is the challenges of beginning to teach can cause the beginning teacher to give up from their ideals and hopes.

The transition challenge is the same for beginning EFL teachers. What should be done to make this transition easy for them? Farrell (2008) criticizes language teacher education programmes that they mainly focus on methods of teaching language and they ignore the meaning of being a language teacher. Because of that he suggests that language teacher education programmes should try to focus on developing reflective

studies for students and make them ready for the challenges of transition from pre-service education to the first year of teaching. It is accepted in literature that beginning EFL teachers who pass from pre-service to first year of face disheartening responsibilities in their first years of teaching (Schmidt, 2008).

From the point of language teacher education, according to Farrell (2008), there are two approaches how Second Language Teacher education programs could more adequately make beginning teachers ready for the challenges they may face in their first year. One of them is to open specific courses dedicated to first year of teaching and the second one is development of school-teacher educator partnership. The first approach focusses on the matters of transition by making direct connection to teaching in the first year in Teacher Preparation Courses. 'Teaching in the First Year' course can be added to the Teacher Education Programs. The second approach is to create a connection with the university and the school for the development of beginning teachers and mentor teachers. Farrell (2006) also suggests that "language teacher education programs should move away from stressing the various methods of teaching language and move towards promoting development of skills in anticipatory reflection so that beginning teachers become more aware of what they will face when they make the transition from the teacher education program to the real world of the classroom" (p.218). Learning about teaching in teacher education, and learning about teaching through experience as a beginning teacher should be certainly combined. They should not be independent of one another, but need to be combined in ways which make teachers concerned about their understanding of teaching (Laughran, 2001).

2.2 Beginning EFL Teachers

The term used for new teachers vary in the literature, so this causes some misconceptions. “Novice”, “Newly Qualified Teacher”, “New teacher”, “Beginning teacher” are used interchangeably in order to define the teachers who start the teaching profession newly. In this study, the term “beginning teacher” is used.

First year teaching has been widely included in general education research recently. However, the first year of language teachers has not been documented in a detail (Farrell, 2008). Karataş and Karaman (2013) have pointed out that most research highlights the role of the first years of teaching in teacher’s career and how the experiences of teachers defined their identity and future practices. Not only the general aspects of beginning teachers but also the specific context of language teacher has been highlighted in this study.

2.2.1 The Definition of Beginning Teacher

There is no certain definition of beginning teachers or “novice teachers” in the literature in general education (Farrell, 2012). Beerens (2000) defines beginning teachers as teachers who have two years of experience or fewer (cited in Bailey, 2006, p.267). Kim & Roth (2011) explain the term novice teacher as a teacher with less than five years of teaching experience. The definition of a beginning teacher is given in Field & Field (1994) as “...a teacher who has completed a course of teacher education at a Higher Education Institution and is embarking, newly-employed, on a teaching career.” (p.8) Farrell (2009) warns us that novice teachers are sometimes called as newly qualified teachers (NQTs) and are generally defined as teachers who have completed their teacher-education program and have just begun teaching in an educational institution.

2.2.2 The Importance of First Year

Beginnings are always difficult for people. Most teachers cannot forget their first year of teaching, since it usually means the best and worst of times. The first year of teaching is certainly the most challenging. Respectively, many teachers who are expected to be good teachers leave the teaching profession after their first year according to the literature. In many researches about new teachers, it is emphasized that the rate of leaving the job in the early years are increasing (Gordon, S., & Maxey, S., 2000, Stanilus, 2002, Farrell, 2012, Smith & Ingersoll, 2004, Brown, 2010). This is because of the challenges and special matters of the first year like adaptation. For the beginning teacher, the first year of teaching is unpredictable and an unusual event (Johnson, 2002). Veenman, (1984) described this as “a reality shock”. Farrell (2006) gives the reason for this as “the ideals that the beginning teacher formed during teacher training are replaced by the reality of school life where much of their energy is often transferred to learning how to survive in a new school culture.” Socialization process, learning to teach and the challenges for teaching starts with the first year. In the first year, fitting into a school as a part of the organization is a case which can be full of problems for the beginning teacher just as classroom realities (Hayes, 2008). When we look at the situation from the perspective of language teacher, Schmidt (2008) draws our attention to the point that beginning teachers transitioning from teacher education to the ESL/EFL classroom encounter frightening tasks in their first years of teaching. The study of how beginning teachers learn to handle the initial years will be of great importance for teacher education and policy-making (Cui, 2012).

2.2.3. Learning to teach in the first year

Learning and teaching is as old as humanity. It should be accepted that it is too difficult to come to any certain conclusions about how people learn. On the other hand, several attempts have been made to determine potential patterns of learning which might help us to facilitate the processes involved (Gray, 2001).

Learning which is seen as situated activity by Lave and Wegner (1991) has as its central defining characteristic a process that is called “legitimate peripheral participation”. By this they mean to draw attention to the point that learners inescapably

participate in communities of practitioners and that the comprehension of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of a community. The latest view about ‘teacher learning’ is socio-cultural perspective (Cui, 2012). Johnson (2009) clarifies this perspective as:

...teacher cognition originates in and is fundamentally shaped by the specific social activities in which teachers engage. Thus, teachers’ knowledge and beliefs are constructed through and by the normative ways of thinking, talking, and acting that have been historically and culturally embedded in the communities of practice in which they participate (as both learners and teachers. (p.17)

According to Feiman-Nemser (2001), policy makers and educators start to understand that student learning is directly related to the way teachers teach; and the way teachers teach is related to knowledge, skills and responsibilities they bring to their teaching and the opportunities they have to carry on learning in and from their practice. So it can be said that learning is an indispensable part of teaching and that a powerful way of learning as a teacher is through using teaching practice as a site for analysis (Kane and Francis, 2013).

Fransson and Gustaffson (2008) put the emphasis on teacher learning. Teachers are supposed to be involved in learning and professional development activities during their whole professional lives. Halford (1999) draws a broad line and think that all teachers, especially beginning teachers, are learners. The writer adds to this point that beginning teachers are not only on the process of learning how to effectively work with different students, they are also on the edge of developing a professional identity and handling a new school culture. Understanding the fact that even with good pre-service preparation, beginning teachers are still learning to teach highlights the need for ongoing professional development (Feiman-Nemser, et al, 1999). Farrel (2008) points up the difficulty of learning to teach in the first year and articulates that learning to teach is a complex process since the learning doesn’t take place only during the first year alone; other influences have an effect on how the first year teachers are socialized into the teaching profession such as the influence of their previous education story, the influence of the teacher education itself, and the influence of the first year socialization

process. So, from this point it can be said that beginning teachers have two difficult jobs to do; the first one is they have to teach and second one is that they have to learn to teach (Feiman-Nemser et al, 1999). To enrich this idea, Fox et al (2010) expresses that “the process of becoming a teacher involves learning through social participation in both formal and non-formal ways” (p.3).

It is found in a research that when teachers were asked where they had learnt the most important skills they need in their job, out of all respondents 64 per cent reported having learnt those skills at work. Only 14 per cent thought that they had learnt them during their university education and about 10 per cent emphasized both education and work as a source of learning at these skills (Tynjälä et al. 2006). Kanno and Stuart (2011) underscores the importance of learning to teach at work that Learning-in-practice is different from the simple concept of “learning-by doing” because in learning-by-doing, learning is still thought as the final goal to which doing is supposed to contribute. On the other hand, in learning-in-practice, the practice is the final duty; beginners learn because they need to do their part in the practice.

How teachers learn to teach is another important matter. Darling-Hammond (1999) describes this as “Teachers learn just as students do: by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see.” (p.16) Mentoring support is also very crucial for beginner teacher learning. Farrell (2008) underlines this idea by expressing that beginning teachers who are mentored tend to be more successful teachers in their beginning years since they learn guided practice instead of depending on trial-and-error efforts alone.

In a research applied to five trainee teachers in a short teacher training program, it is understood that as beginning teachers gained experience in teaching they began to focus less on acting like a teacher and more on teaching itself. Gradually, they became more comfortable with their role as a teacher and their attention turned to other aspects of teaching. Thus, it is clear that the first years of teaching are intense and formative which means that it is an ongoing process from the point of learning to teach, affecting not only whether people remain in teaching but what kind of teacher they become (Feiman-Nemser, 2001).

2.2.4. Developmental stages for teachers

The transition from pre-service education to the first year of teaching is a difficult process for teachers. Facing with “reality shock” and challenges, beginning teachers move through some stages. In the studies on beginning teachers, a series of stages teachers pass through in the process of becoming experienced professionals were taken place in detail. Knowledge of these stages may help all the parts of education community for helping the beginning teachers effectively.

Burden (1982, pp. 2-10) introduces three developmental stages for teachers. The first stage is called *survival stage* which is for the first year of teaching. Second stage is *adjustment stage* which is for second, third and fourth years. And the third stage is *mature stage* which is for five years and beyond. According to Burden, since many of the teachers have similar conditions and experiences, the survival stage is distinct for them. They seem to be unrealistic at this stage and have little vision of the complexity of the teaching environment. Many express feelings of inadequacy and have an attitude of trial period during the stage. Adjustment stage is a period that the teachers learn a lot but don't think that they are able to control everything in the classroom. Thirdly the mature stage is a time that most of the teachers feel that they are mature teachers and can handle anything that happens in their teaching

Barnes (1992, pp. 5-18) describes four stages for teachers. The writer calls each stage as a “wave”. The first stage is *discovery*. This stage refers to the early years of teaching. At this stage, teachers are self-focused and directed. They view teaching and learning process as a performance: they are the performers on the stage and the learners are the audience. They are unaware of the relationships among learning variables. The second stage is *invention*. At this stage teachers begin to improve their performance skills and focus on the relationship between content and process, they also begin to be aware of the things about the members of their "audience" and their role in the process. The third stage is *integration*. At this stage teachers learn to create or adopt new methods for the teaching and learning process by the years passed. Teachers at this stage begin to correlate learning with doing. The fourth stage is *reflection*. This stage is for skilled teachers and it is the transition from the teacher-centred viewpoint to learner-

centred viewpoint. The aim is a collective effort among learners to discover, share, and reconstruct the things they have to learn and teach.

2.2.5. Developmental stages for first year teachers

After examining the developmental stages for teachers, a focus on the developmental stages of “first year” teachers is one of the aims of this study. Moir (1999, pp. 19-23) describes six phases for beginning teachers: from *anticipation*, to *survival*, to *disillusionment*, to *rejuvenation*, to *reflection* and then back to *anticipation*.

The anticipation phase starts with student teaching part of pre-service education. Student teachers tend to have an adventurous view of teaching and have an idealistic viewpoint. This goes through the first weeks of school.

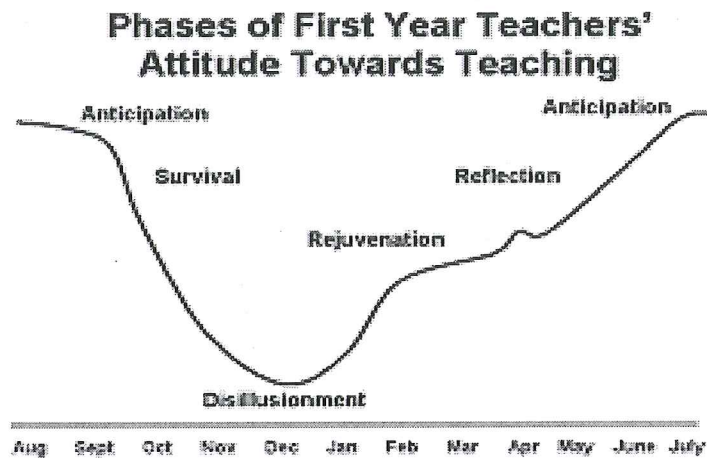
The survival phase involves the first month. In this phase beginning teachers struggle to “keep their heads above”. During this period new teachers are not sure about what will work and must develop, they do not use the successful lessons again as experienced teachers do.

After six to eight weeks of working and difficulties, beginning teachers enter the disillusionment phase. The length and intensity of the phase change among beginning teachers. They begin questioning their performance and competence. Many of them get drained during this phase. Classroom management is the major source of distress for this phase. They express self-doubt, have lower self-esteem, and question their professional practice.

Rejuvenation phase generally begins four months later from the start. It is described as a slow improvement in the beginning teacher’s way of teaching. The semester break is time for reflection and a chance to gain viewpoints for beginning teachers. After that, they understand the system better, and accept the realities. In this phase they increase their confidence and have better coping skills. They concentrate on curriculum development, long-term planning and teaching strategies.

The Reflection phase begins during the last six weeks of the year. Beginning teacher highlights the successful and weak points by reflecting back over the year.

Chart 2.1: Stages of first year teachers



(Moir, 1999, p.21)

2.2.6 Challenges for beginning teachers

Veenman (1984) proposes that being aware of the problems faced by beginning teachers, especially in their first year of teaching, can provide important information for the development and designing of pre-service and in-service teacher education. Being new in a place and doing a job for the first time is always difficult. You have to learn the job and you have to adapt to the new social environment. Although they are new and inexperienced, beginning teachers are charged with the same responsibilities as their more experienced colleagues. They are expected to be effective as well. However, most aspects of the situation are not familiar for the beginning teacher; the pupils, the curriculum, the community and the legal procedures. Besides the newness of the situation, the challenges of teaching itself cause new teachers for immediate problems. Since they have limited experience and practical knowledge, many beginning teachers feel devastated and uncertain. In addition, isolation of teachers in their classroom, hesitating to ask for help and non-interference make it difficult to ask for and receive helps (Feiman-Nemser et al, 1999). Moir (2003) states that:

As the only adults in their classrooms, they feel isolated from their fellow educators. They are overwhelmed by administrative tasks. They have to digest complex curriculum requirements while learning students' individual names and

needs. In short, they find themselves doing two jobs at once: being a teacher and learning to teach. (p.2)

Veenman (1984) puts the emphasis on “reality shock” about the challenges of beginning teachers which means the collapse of the mission ideals formed during teacher education period by the strict and rude reality of everyday classroom life. In the study conducted by Veenman about beginning teachers, the challenges faced by beginning teachers frequently were found as: classroom discipline, motivation of students, dealing with individual differences among students, assessing student’s work and relations with parents.

Carr et al (2005) describes six critical points which can be challenging for beginning teachers and should be managed through the help of mentoring. (1) *Information*: understanding school’s culture and climate such as procedures the process which run in the school, (2) *Instruction*: basic knowledge and skills which teachers need for planning and delivering effective curriculum and developing their teaching and learning activities in content areas, (3) *Personal*: balancing personal and professional time and reducing stress, (4) *Management*: structures and strategies that teachers form balance and reduce stress, (5) *Results*: classroom, local and state assessments which help teacher to be aware of their students’ knowledge and skills, (6) *Collaboration*: collegial relationships provide teachers to reflect on their practice for the purpose of improving student learning and teacher satisfaction.

Teaching proficiency indicates the differences between the novice and the expert teacher in the fields of:

1. Interpreting classroom phenomena; understanding and describing the events happening in the classroom
2. Discerning the importance of events; differentiate the important and unimportant events and behave according to that
3. Using routines; use the thing which function successfully

4. Predicting classroom phenomena; awareness of similarities, learning the probability that certain events or stimuli are associated with certain other events or stimuli.

5. Judging common and uncommon events; and

6. Performance assessment: responsibility and emotions (Berliner, 1988).

Besides the generic issues of beginning teacher challenges, Brown (2001) holds the view that language teachers face some conflicts during their first year of teaching. The new English teachers try to apply to newest approaches and methods which they learn during their pre-service education. However, they have conflicts with the veteran teachers who consider applying those methods and approaches as time-wasting. Brown (2001) says “The change to a communicative methodology means that new teachers are now trained in pedagogical skills which may be different from those of their more experienced colleagues and mentors who come from a different teaching tradition” (p.81). In a study on beginning English language teachers, Shin (2012) found out the difficulties English language teachers have when they want to teach English through English in a communicative way. Shin lists the difficulties as: “Students’ inability to understand, lack of student participation, setbacks to progress through coursework, difficulty in preparing for school exams, college entrance exam system, difficulty in classroom control, large class size, disparities in student proficiency levels, lack of teaching materials, teacher’s English proficiency” (p.551).

2.2.6.1 Instructional challenges

2.2.6.1.1 Classroom management and discipline

Classroom management and discipline rank the first among the instructional challenges that first year teachers encounter. Although it is a challenging work for experienced teachers, it is much more difficult for beginning teachers.

The word management and discipline have different meanings. Borden (2013) draws our attention to the differences between classroom management and discipline. Classroom management can be the arrangement of all the elements of teaching-learning environment such as students/groupings, materials, and furniture, and the movement of

these over time. Discipline, on the other hand, is just part of the many duties a teacher has to do to manage a classroom.

There are different definitions for classroom management and discipline. Mingtak (2008, p.3) summarizes the definitions in the literature as:

- It is a dimension of effective teaching, and a process through which an effective classroom environment is created (Good and Brophy, 1997).
- It focuses on student behaviour, especially discipline problems, and deals with issues of low learning motivation and poor self-esteem (Campbell, 1999).
- It refers broadly to all activities that teachers carry out in the classroom. It aims to promote student involvement and cooperation (Sanford et al., 1983, cited in Jones and Jones, 2001).
- It emphasizes the educational value of promoting the growth of students. Its focus is also on proactive and developmental classroom practices, rather than those with negative features of control and punishment (McCaslin and Good, 1992). (p.3)

Classroom management has also become a more important problem over the last 10 years:

The reality of work in a public school classroom-applying theoretical knowledge, developing effective instructional strategies, meeting student's needs, incorporating changing curriculum frameworks, developing high stakes assessment, integrating emerging technology, and remaining sensitive to societal issues-may be one of the most challenging transitions faced by new teachers in their entire professional career. (Virginia Department of Education, 2000, p. 6, cited in Gagen and Bowie, 2005).

This broad view of classroom management surrounds both establishing and maintaining the system, creating effective instruction, dealing with students as a group,

responding to the needs of individual students, and handling the discipline and adjustment of individual students efficiently (Emmer & Stough, 2001).

Although the importance of the classroom management is not understood well, it plays very important roles and affects a lot of things. The following choices can have a number of important effects:

- Create community or fragmentation. It is about whether the teacher will be able to create a good social environment or not.
- Draw to certainty or bewilderment. The classroom management of the teacher will affect the students' minds.
- Create an attitude of accomplishment or failing. It will have effects on the students' success.
- Be a freeing impact or maintain an unfair social class structure. It will affect the social class structure from the perspective of encouragement.
- Promote a climate of motivation and joy or one of disinterest and boring. The classroom management of the teacher is directly related with motivation in the classroom (Schindler, 2010).

The beginning teachers have to learn how to introduce rules for discipline or for coordinating a recitation into the everyday life of the classroom. Besides this, they must practice how to implement those rules if they are disobeyed. Theoretical knowledge is important, but the beginning teacher often would be better served by practice in routines to perform regularly occurring duties easily (Berliner, 1988).

Oliver & Reschly (2007) thinks that ongoing professional development is very important especially for the classroom management skills for new teachers. It is very challenging to manage the classroom effectively for the beginning teachers who may not have received sufficient training and who may have classes with large percentage of at-risk students. Since they are overwhelmed by the needs and have problems because of their students' unexpected behaviours, beginning teachers generally are more reactive

and tend to respond to a student's improper behaviour by removing the student from instruction.

2.2.6.1.2 Motivation of students

Motivation, which is defined in various ways by scholars, means 'the energy that drives one to work toward a goal' for Mifsud (2011). However, since motivation is directly related to human perception and psychology, it may be difficult to find a definite definition of it. Dörnyei (2001) suggests that motivation is not a concrete but hypothetical concept that we use to understand why people think and behave as they do. In fact, No single definition of motivation has been agreed upon at present (Pintrich&Schunk, 2002, cited in Mifsud 2011). On the other hand the literature suggests that there is a crucial connection between motivation and foreign language learning.

The importance of motivation in second language learning is emphasized by Brown (2007) as "...motivation is a star player in cast of characters assigned to second language learning scenarios around the world." Motivation is linked to one of the most basic sides of the human mind, and most teachers and researchers think that it has a very significant role in determining success or failure in any learning situation (Dörnyei, 2001). Two dimensions are put forward about motivation; Intrinsic and extrinsic. The distinction between intrinsic and extrinsic motivation is defined in the following terms: "[intrinsic motivation refers to]...doing something because it is inherently interesting or enjoyable, and extrinsic motivation ...refers to doing something because it leads to a separable outcome" (Ryan and Deci, 2000, cited in You, 2010, p.55). In other words intrinsic motivation is about internal feelings, while extrinsic motivation is externally inspired by instrumental values such as avoiding approvals and acquiring future valuable returns.

Student motivation is used to define the degree to which students pay attention and effort in different activities, which may be the ones expected by their teachers. Personal experiences, especially those connected to their willingness to engage in learning activities and their reasons for doing so are the base of student motivation (Brophy, 2010).

The educators and students' ideas on motivation have changed since motivation research has grown (Toshalis&Nakkula, 2012). Appleton, Christenson, and Appleton et al (2008) differentiate three historical phases in which researchers have successively drawn up the student as:

- A machine attempting to meet basic needs (behavioural tradition);
- A decision maker weighing the likelihood of attainment and value of an outcome (cognitive tradition); and
- A creator of meaning considering the value and purpose of pursuing goals (constructivist tradition). (p.378)

Finally, motivation of students can be a problem even for experienced teachers. However, they have chance to reuse the methods and techniques which they succeeded in their context. The beginning teachers, on the other hand do not have such a chance because of the newness of the situation and it may make the problems harder.

2.2.6.2 Non-instructional challenges

There are some other challenges for beginning teachers that are not related to teaching. Social matters such as job satisfaction are some of the outstanding ones. If these problems are not cared and these beginning teachers are not supported, the difficulties may double and the transition process of beginning teachers may be affected in a negative way.

For novice teachers, to be seen as a member of school society as quickly as possible is very important (Shin, 2012). In Shin's (2012) study, one of the beginning teachers participated in the research describes this as:

During speaking instruction, I had an activity where students moved around the classroom interviewing each other. After class, the vice-principal summoned me. I was told I should teach quietly, and that other teachers' classes had been disrupted. I was almost in tears with chagrin, being regarded as a dumb novice. (p.554)

According to the related literature, it is clear that no pre-service education can prepare the beginning teachers for the challenges of teaching in the first year. Most of the beginning teachers arrive at their new schools still unprepared both intellectually and emotionally to cope with increased workload. Uncertain and isolated in a new place, and often without any support or guidance from colleagues, many become dubious about their own ability to confront and manage the roles they were expected to accomplish (Ashby et al, 2008).

Öztürk and Yıldırım (2013) divide the challenges for beginning teachers into two groups: *job-related* and *social challenges*. Job related challenges are workload, instructional, and classroom management challenges. Social challenges are social status and identity, relationships with students, conflicts with colleagues, supervisor challenges, and relationships with mentor teachers.

A research conducted by Lam & Yan (2011) found that the teaching environment critically influences their professional development and job satisfaction. Lam & Yan implemented that:

The effect of environment was such that it overrode teachers' initial teaching orientation. While some participants were more 'pragmatic' and focused on extrinsic rewards of teaching such as a good salary and social status than 'idealistic' teachers who were more motivated by their 'love of teaching', their level of satisfaction and motivation to teach were not to a great extent determined by these initial orientations. The school environment was found to be more determinative of teachers' satisfaction: If teachers have to expend too much effort on non-teaching activities, and are bound by rigid and unfair administration, even the most passionate of them will be de-motivated. Examples in our research show that a poor working environment can extinguish the enthusiasm of teachers, eventually causing them to leave the profession. On the other hand, when the school environment allows teachers to focus on the core business of teaching, and allows teachers a reasonable work-life balance, teachers are likely to become interested and engaged in teaching, irrespective of their initial teaching orientation. (pp. 344-345)

Consequently, beginning teachers are not the only responsible party for present situation and further professional development. All teacher organizations, teacher educators, state and local officials, inspectors, school principals, students, their parents, researchers and educational specialists are to be involved in the organization for their benefits. Partnership between university trainers and the school community in providing the professional development of new teachers is needed. Therefore an effective teacher induction program is supposed to solve problems of new teachers (Öztürk and Yıldırım, 2013).

2.3 Mentoring in general terms

Mentoring has an old history. The word mentor is first seen in Homer's epic poem of 'The Odyssey'. The story is told in Strategies for Success in mentoring (2003) as:

In Greek mythology when Odysseus, King of Ithaca, went off to fight in the Trojan War, he asked his best friend, 'Mentor', to look after the development of his son, Telemachus. Mentor's task was to educate and train the boy to fulfil his patrimony. Mentor helped Telemachus to become an adult who would inspire his father's pride. (p.2)

Then, the word "mentor" comes to the English Language in 1750 with a French writer, Francois de Salignac de La Mothe-Fenelon (Roberts, 1999).

The word 'mentor' soon became popular as a wise and responsible tutor – an experienced person who gives advises, guides, teaches, inspires, challenges and corrects, and models. Mentoring is used widely at the moment and is an effective tool for personal and organizational development (Turner, 2004).

The practice of apprenticeship continued through the centuries and was adopted at the early years of the twentieth century, when business and industry supported the apprenticeship model. In a business and management series of book, Murray (2001) tries to define mentoring that it is matching a more proficient or more experienced person with a less qualified or less experienced one, with the jointly agreed aim of

having the less proficient person grow and develop specific expertise. Then education has started to use many of the practices of the business world, including mentoring.

2.3.1 Mentoring in specific terms

At first, mentoring was thought as imitating the behaviours and practices of experienced teachers even if they did not have any training on training or mentoring. However, today this point of view is replaced with a modern way of mentoring and beginner teachers' perspective. Teacher education institutes have understood the demand for more classroom practice from the early years of preparation of teacher education. Many universities have begun to see mentor teachers as the cooperating teacher. Beginning teachers are motivated to be active participant and critical thinker. Mentors are begun to see as questioners, good listeners and models for reflective thinking (Boreen, et al, 2009). In the book "The Return of the Mentor: Strategies for Workplace Learning" different writers take the matter of mentoring for various fields from education to health (2004). In "Principles and Practice of Mentoring" section of the same book, Carruthers (1993) gives us Carmin's description about mentoring which is worth to mention here:

Mentoring is a complex, interactive process occurring between individuals of differing levels of experience and expertise which incorporates interpersonal or psychosocial development, career and/or educational development, and socialization functions into the relationship. This one-to-one relationship is itself developmental and proceeds through a series of stages which help to determine both the conditions affecting and the outcomes of the process. To the extent that the parameters of mutuality and compatibility exist in the relationship, the potential outcomes of respect, professionalism, collegiality, and role fulfilment will result. Further, the mentoring process occurs in a dynamic relationship within a given milieu. (pp. 10-11)

Mentoring is explained by Hobson, et al (2008) as the one to- one support of a new or less experienced specialist (mentee) by a more experienced specialist (mentor), arranged principally to help the development of the mentee's competence and to

facilitate their first year into the culture of the teaching profession and into the school context.

Lastly, mentoring can be viewed as part of an ongoing process of building competence within a professional network which focuses on improving practice (Holden, 2002).

2.3.2 School-based mentoring and its importance

Workplace learning is important in almost every job. Academic education is not enough to meet the challenges of real life and specific conditions. Caldwell and Carter (1993) put forward the need for workplace learning as:

From time to time one might engage in what was called in-service training, usually to acquire knowledge and skill in respect to a particular innovation. Now, the concept of innovation has virtually vanished from the work setting in many instances since, as noted before, change in the technology of work is more or less continuous. The challenge is to provide some form of continuous workplace learning to cope with continuous change. While some of this learning may occur through formal training or study for an academic award, it is more likely to be on-the-job learning. (p.2)

When it comes to teaching, it can be easily said that it is a complex job and needs a qualified education and an ongoing development. As a nature of the profession and the difficulty of being new in a place, beginning teachers face with a lot of challenges. To overcome beginners' difficulties and keep the experienced teachers efficient and fit, school based mentoring plays a crucial role. Feiman-Nemser et al (1999) claims that many people think that when individuals finish their formal preparation for teaching, they are ready to teach on their own. This belief is incorrect. Research in general education has demonstrated that the professional culture of each school can introduce many challenges for first-year teachers. Therefore, their professional development is affected. These beginning teachers need support from teacher education programs and the schools in which they are placed. The beginning teacher's work life lasts in her school, with fellow teachers. Actually, it is a reality that she looks for advice about how to teach well and for support in how to become a full-

grown member of the teaching staff (Kardos et al, 2001). Support for the learning potential of school-based mentoring can also be found in Vygotskian and ‘socio-cultural’ viewpoints which explain us that human activities are rooted in social participation and learned not in solitude but with the help of others (Hobson 2002).

Mentoring takes place in schools which are professional learning communities, where it is regularly acknowledged that everyone has something to contribute and something to learn about teaching and learning. The components of such a school would seem to be (1) open climate where staffs are ready to collaborate and cooperate and discuss their work; (2) responsibilities of the principal and the senior staff; (3) clear understanding of the educational purposes (McCann & Radford, 1993).

More recently, best practices have been developed concerning mentoring programs. For this purpose, it has been formulated that the following school-based programmatic basics and processes matter:

- (a) Selecting mentors with the same certification and in close proximity to their mentees,
- (b) Providing mentors and mentees schedules that allow common planning time and opportunities to observe each other,
- (c) Reduced workloads for mentees, and
- (d) Providing orientations for both mentors and mentees (Flynn & Nolan, 2008, pp. 173–174 cited in Barrera et al, 2010).

The improvement of mentoring in a school can be either supported or dampened by the institution's engagement to its success. If the culture and ideology of the school, for example, does not lend itself easily to teachers sharing problems, both new and experienced staff will have restrictions on being heartfelt with each other (Bleach, 1997).

Andrews and Quinn (2005) conducted a research on 188 first year teachers to understand the perceived effects of mentoring on them. They found significant differences between the amount of support received and the perceived by teachers with

a mentor assigned by the school district and those without an assigned mentor. This result serves as powerful evidence of the importance of formal mentoring programs in a school based context.

Teachers are an essential resource; their construction, training, and service all involve costs. The performance of beginning teachers improves if acceptable time is given for mentoring them. Consequently, having these clues in mind, schools have developed and implemented induction and mentoring programs for beginning teachers. The goal of these support programs is to improve the performance and retention of beginning teachers, that is, to complement, and prevent the loss of, investments in teacher's human capital (Ingersoll & Strong, 2011).

As a result, it appears that the first year raises many difficult challenges to beginning teachers. Parental issues, management issues, overwhelming responsibilities, and acclimatization to the field, most first year teachers felt alone and unsupported. On some occasions, even the elements of support that are generally identified in the literature may not be helpful (Marable & Raimondi, 2007).

2.4 Mentoring and beginning teachers

Researches show us the importance of formal mentoring programs to support beginning teachers in the early years. Beginning teachers who are mentored in a formal way tend to be more efficient teachers in their early years, because they experience learning from guided practice instead of depending on trial and error method (Farrell, 2009). The importance of mentoring support for the beginning teachers are emphasized by Johnson that "... the support and cooperation from their experienced colleagues and usually in the form of a mentor, may be crucial because novice teachers have found their first year as period of great anxiety."(cited in Farrell, 2008, p.44)

Beginning teachers have a lot of needs as the novices in the profession. They need support and ongoing professional development. They need a sense of inclusion, and a point of view that when time goes on, they will create a difference not only in the lives of individual children they teach, but in their profession. In order to supply these needs, mentoring plays a crucial role. It assists for closing the gap between pre-service training and the actualities of teaching. It is a win-win position, because to rightly aid as

a mentor for a beginning teacher, one must critically rethink one's teaching methods and strategies, by that improving one's teaching (Eisenman and Thornton (1999). Malderez (2009) draws the borders of mentoring as "...one to one, workplace based, contingent and personally appropriate support for the person during their professional acclimatization (or integration), learning, growth, and development." (p.260)

New teachers generally experience stress in their early years of teaching practice. In addition to the traditional hardship of school rules, deadlines, procedures, and expectations, today's schools offer many new challenges: schedules are strict, standardized testing is a much more demanding provision, and teachers are much more busier than ever trying to follow new content, new technology, and new methodologies. Classroom management has also become a more convincing problem over the last 10 years. Well-trained mentors who have experience in the school can help with this transition (Gagen & Bowie, 2005). The real classroom atmosphere have some certain challenges and only real-life experience can answer these challenges (Moir, 2003). At this point "workplace mentoring" plays an important role in supporting the beginning teachers. Goodwyn (1997) describes the idea of workplace mentoring support as "giving a novice access to the knowledge she needs, when she needs it, through ensuring that a mentor is close at hand for easy contact."(p.105)

By creating an environment of approval, mentors can give crucial support for a beginning teacher, and by offering assistance that the novice teacher is capable of performing the job. That sort of support may create a difference between being overwhelmed and being motivated to find a way to be successful. New teachers need continuous, school-based professional development—guided by skilled colleagues, sensitive to their teaching throughout their early years in the classroom (Johnson and Kardos, 2002).

What about the benefits of mentoring? The benefits of mentoring for beginning teachers are: reduced feelings of segregation, increased confidence and self-esteem, professional growth, and improved self-reflection and problem-solving capacities (Hobson, A.J. et al, 2009). By advocating observation and conversation about teaching, mentoring can assist teachers with their professional development. Feiman-Nemser

(1996) claims that if learning to teach in reform-minded ways is the focus of this joint work, mentoring will also accomplish its promise as a device of reform.

Brooks (1999) name the situation of mentoring beginner teacher process as a “win-win situation” as well. According to him, administrators get support from the mentors in their staff development supports, students enhance by having a more confident beginner teacher, and parents are relieved that teachers are developing proficiency and skills which are so fundamental to student learning. Lastly the whole school benefits from the process.

The literature review on mentoring first year teachers give us clear and detailed data which are directly related to language teachers as well. However, there are some specific points about beginning language teachers. Farrell (2008) assumes that language teachers in their first year of teaching will invariably be faced with an lot of complications that can hinder their development if they are not undertaken, or unless they should come up with some understanding of what these complications are, if they are to continue teaching.

2.4.1 Selecting and matching mentors with beginning teachers

There is a rising debate in the literature on the criteria for selection of mentors (Brown, 2001). Generally experienced or senior teachers are considered as mentor teachers for the newcomers, but being experienced or senior is not enough for it. Boreen et al (2003) is on the opinion that being asked to mentor cannot be something a teacher should undoubtedly expect. Mentoring assignments are not a kind of quality award. The qualities which should be sought in mentor teachers are noted by them as:

- be mastered the basic skills of teaching,
- understand the need for flexibility, in attitude and in practice,
- accept the possibility that pedagogical styles other than the ones they use may be successful,
- realize that possessiveness of students and classroom policies is detrimental to a mentoring relationship,
- can confront troublesome situations as necessary, and
- have a professional vision beyond their own classroom. (p.9)

Carr et al (2005) recommend that mentors are not appointed just as companions simply for every day talks. Moreover, a mentor provides a mentee more than a checklist of important information, such as policies and procedures. According to Carr et al (2005), candidates of mentoring for beginning teachers:

- should be respected by colleagues for their knowledge and expertise as teachers.
- should have a strong interest in learning.
- should have a history of working respectfully and supportively with colleagues. (p.20)

Moir (2003) discusses that not all good teachers can be good mentors. Of course, every mentor must have a good professional ability and teaching standards, and be knowledgeable about curriculum, and student assessment. Mentors must have at least a seven year of teaching experience. But mentors must also display an ability to learn new sets of skills such as teaching adults. They must also tend to study collaboratively. They have to be able to develop relationships, both in pairs and among groups.

In order to be a good mentor there has to be personal and professional agreement. Although mentoring is not like counselling, sometimes they seem similar. Teachers should bring to mentoring eagerness to listen and help but not in an overwhelming way (Fletcher, 2000). According to Brown (2001), recent studies have begun to question seniority as the core of selection of mentors, because many senior teachers have not themselves had experience of mentoring. He takes the matter further by suggesting that beginning teachers might themselves should have some involvement in the selection of their mentor.

In the literature it is widely accepted that mentor teacher should teach the same content area, the same grade level with the beginning teacher in order to increase the efficacy of mentoring (Brown, 2001; Carr et al 2005; Boreen et al 2003; Hudson, 2004b; Gray, 2001; Gray & Gray 1985; Moir, 2003, Arnold 2006). Hudson (2004b) emphasizes that although generic mentoring approaches may be beneficial, effective mentoring differs from subject to subject. That is, mentoring for primary science teaching will differ from mentoring the teaching of physical education. Of the 149

mentoring teams, Kilburg and Hancock (2006) conducted a large study and found out that poor match was the main issue partly, a problem which is a consequence of lack of willing mentors. Some of the problems reported are:

(1) mentor teacher is not at the same grade level (2) Lack of time meeting for mentor teacher with beginning teacher (3) Personality conflicts between mentor teacher and beginning teacher (4) mentor teacher is not in the same specialty (5) Poor coaching by the mentor (6) Mentor teacher is not at the same school (7) mentor teacher does not teach in the same subject (8) Difficulty in working with one another and mentor. (9) Mentor was only a second year teacher included one or more problems (10) New teacher is not willing to take advice (11) mentor teacher has poor problem-solving skills for the common problems in the first year (12) Poor match between new teacher and mentor (13) Lack of emotional support. (p.7)

According to Boreen et al (2009), mentors who will be assigned for beginning teachers should:

- have a minimum of three to five years of teaching experience.
- be teaching in the same content area or at the same grade level at the beginning
- have a classroom close to that of the beginning teacher.
- be significantly older than the beginning teacher.
- be aware of gender differences, although the importance of this factor may depend upon circumstances. (pp.11-12)

Another important issue is the subject- specific and content-specific mentoring. Achinstein & Davis (2014) analyse the findings of their study on mentor teachers by stating that practitioners might question the practice of general mentoring, which does not help beginning teachers with content-alike mentors, and does not bring professional development for mentors in effectively translating content knowledge for beginners. It is generally considered that a good teacher will typically be a good mentor regardless of subject matter, but, their study told that the complex mentor knowledge and practice are needed to support beginning teachers' content teaching. However, current mentor

development approaches may lack this. Programs that engage expert teachers and do not encourage their development as content mentors leave them inadequate to guide beginning teachers' subject matter teaching.

Another important matter is that mentor teacher should teach the same grade and should have extra time for mentoring activities which means having less workload for other teaching responsibilities. Specifically, According to LoCasale-Coruch et al (2012), beginning teachers who were mentored by someone who had taught the same grade reported higher levels of support. They reported higher levels of related support when they spent more time with their mentors. Certain things about mentoring such as teaching in the same grade or content between mentors and beginning teachers positively related to both sense of support as well as observed instructional support. Moir et al (1999) explain the reason for this as “familiarity with students in the class, the overall curriculum plan and the organizational environment helps advisors provide advises with context-specific support” (p.108). Besides, full-time vs. part-time mentor status also affects the mentoring process and its efficacy. This could be because of full-time mentors' being able to keep focused on the novice as this is their main responsibility, and continue to encourage improved practice (LoCasale-Coruch et al, 2012). It is understood that mentor teachers should be able to devote an extra time for the mentoring issue. For this, they should have less workload and more spare time.

2.4.2 Mentor and beginning teacher relations

The mentor teacher and beginning teacher relations is crucial for the success of the mentoring process. They must trust each other to have a good relationship and this is the responsibility of both sides. The special relationship that develops between the mentor and beginning teacher is built upon honesty and confidentiality (Carr et al, 2005). Building a relationship that lasts beyond the limited time for formal mentoring is difficult because of imbalance of experience, knowledge and power. There can be “personality crashes” and this can be overcome by providing for more effective ‘matching’ of mentors and beginning teachers to avoid this problem (Hobson, 2002). Fletcher (2000) defends that good mentoring occurs if there is participation by both the mentor and the new teacher and it turns up across three time zones: past, present and future. There is a parallel process for learning to teach and learning to mentor.

Mentoring is meaningful if mentor teachers help beginning teachers learn how to teach, and also help them learn how to figure out and conclude from their teaching. Besides increasing their motivation, assigned mentors also help beginning teachers develop their practice (Feiman-Nemser, 1991).

Mentoring itself can be regarded as part of an ongoing process of developing the potential capacity within a professional system focused on improving practice (Holden, 2002). For the mentor teacher and beginning teacher, personal growth is an important facet of the mentoring relationship, while qualitative education is the estimable consequence. The mentor and beginning teacher must have a broad understanding of the other's responsibilities. The relationship is therefore a qualitative one and each person in that relationship has to be there because of their choice. (Colwell, 1998)

The study of McCaughtry et al (2005) indicates that the mentor teachers are successful in developing their self-perceived abilities to mentor beginning teachers in a new curriculum regularly over time. The fact that the new teachers record positive perceptions about the mentor relationships suggests that the mentor teachers not only increase their feelings of self-competence, but their feelings of competence might be approved.

For Tauer (1996), the relationship is dependent on the personalities of the participants involved and this matching of personalities remains an inexact and speculative science. Policy makers or practitioners should find a way to compose appropriate conditions for the relationship to develop and accept the inevitability that a number of the matches will not succeed rather than expecting to create appropriate relationships between mentors and beginners. Situational and interpersonal variables should be taken into consideration for the matching process, but they should not be seen as predictors of success. Having an assigned mentor may help the relationship to be promoted more easily and rapidly. Professionally, the mentor should help the new teacher develop the necessary 'skills of the trade', and to become aware of the values and rules of the profession, and of any associated institutions, thus ensuring a scheme for them to continue their professional growth (Collwel, 1998). That's why, Awaya et al (2003) asserts that mentoring is a personal relationship as a journey in which development is the key issue for both the mentor and the mentee.

Time is another important factor in mentor and beginner teacher relations. Clark and Byrnes (2012) made a research on 136 first year elementary school teachers about their perceptions on mentoring and found that appointing time to meet with a mentor may appear time consuming for first-year teachers who are busy with a lot to do and a lot to learn. However, beginning teachers who have common planning time are considerably more likely to regard their mentoring experience highly in spite of these additional meetings and time constraints. Furthermore, releasing time to observe other teachers are also seen more positive by the first year teachers. These findings reveals that these forms of mentoring support are beneficial in that they help beginning teachers become socialized into the teaching profession and feel greater amounts of support about daily teaching responsibilities.

According to Lee & Feng (2007), 'teaching workload' and 'same grade and subject' are points which impact temporal restraints of the mentor-mentee relationship. 'Style of mentor-mentee interactions' and 'supportive and competitive relationships between the mentor and mentee' are dynamics of the mentoring relationship.

When mentoring time and perception of quality considered together, both elements provide exclusive improvement to beginning teachers' improved self-efficacy and reflection. Beginning teachers feel more supported in their relationship with their mentor with higher levels of reflection at the end of the year. In terms of self-efficacy, beginning teachers who engage in additional professional development outside their mentor relationship also report great increases in self-efficacy over the year (LoCasale-Coruch et al, 2012).

Hudson (2013) conducted a study on 101 mentor teachers about mentoring and professional development. The study showed that mentoring function as professional development, where the most of these mentors examined engaged mentees across the pedagogical knowledge practices in each of the subject areas (literacy, numeracy and science) not only for the mentees' development but also for their own development. The interviewed mentors expressed that mentoring functioned as professional development, where they observed mentees teaching and gave feedback to them by reflecting on and deconstructing their pedagogical knowledge practices. Hudson (2004b) focuses on subject specific mentoring and offers a five factor model for mentoring beginning

teachers as: 'personal attributes, system requirements, pedagogical knowledge, modelling, and feedback'.

Mentors develop themselves by talking about teaching with their mentees, participating in mentor training, self-reflecting through action research and class observation, and learning new instructional techniques. Mentoring relationships also contribute to increased collaboration and collegiality among teachers by supporting a culture of professional support (Delaney, 2012).

Training mentors is another important point for the success of mentoring process. It also affects the relationship between mentor teacher and beginning teacher. Being aware of what to do and how to approach new teachers may help a lot for the mentors and increase the quality of mentoring. Moir (2003) puts the emphasis on mentor training and points out:

Effective induction programs conceive the role of mentor as "teacher of teachers." Mentors use their expertise to help support beginning teacher development in ways that are responsive to the needs of new teachers. This work is complex and different from teaching students. To have a real impact, induction programs must provide the same kind of support to mentors that the mentors are in turn providing to new teachers. Like novice teachers, new mentors need training, guidance, and the support of the entire community of educators. Even exemplary teachers will need to learn new skills in order to effectively pass on their wealth of experience and wisdom. (p.5)

Training mentors is an efficient way to diminish the anxiety that is evident in people who are willing to mentor but are distressed with nonspecific guidelines, such as "just help the new teacher get started." School principals do mentors a severe injustice when they want them to take on a role for which they are insufficiently prepared. This is not the way the most effective teachers are used to. When mentoring programs recruit experienced teachers to work with beginning teachers, the mentors should be provided with the tools to allow them to achieve mentorship at the same level as their own highly effective teaching performance (Gagen& Bowie, 2005). A study conducted by Andrews & Quinn (2005) suggests that mentor programs ought to put more emphasis

in their training for mentors on the importance of mentors ‘(a) planning lessons and units with their mentees, and (b) observing and being observed by their mentees and conferencing with the mentees afterward.’ It is suggested that planning and observations should be a mandatory part of mentoring programs.

From the point of language teaching, the generic issues of mentor teacher and beginning teacher relations are the same for beginning language teachers and their mentors as well. Brown (2001) mentions that: “...cooperative relationships between mentors and newly qualified teachers reflect a shared exploration of effective language teaching. They reflect an acknowledgement that new teachers have ideas to offer more experienced colleagues.” (p.78)

Finally, one of the most important objectives of mentoring should be maintaining the mentoring relationship itself. The mentor can assist the new teacher move from stages of dependence to independence and even interdependence with school team members. In the same way, the mentoring relationship can grow from mentor-mentee to collegial collaboration gradually (Boreen et al, 2003).

2.4.3 Roles and Responsibilities in mentoring

Providing effective mentoring to a beginning teacher is an important and challenging job (Gagen and Bowie, 2005). In order to overcome the difficulties and become successful, all the members of teaching and learning environment have some roles and responsibilities which will enable the process of making the beginning teachers ready and successful teachers in a win-win situation. In the literature on mentoring, it is clear that there is a connection between helping beginning teachers learn to teach and mentor teachers’ professional development both as a teacher and as a mentor. Recent studies have also drawn our attention to the connection between teaching and mentoring as related to the planning of mentoring activities; in which mentors use their experience as teachers when helping the mentee; what mentors learn about teaching through mentoring interactions; how mentors express the knowledge that they have as teachers in ways that can help the mentee; on mentors being aware of the forms and meanings that establishing relationships with adult professionals take as

compared to young children in a classroom (Carney & Hagger, 1996; Maynard, 1996; McIntyre & Hagger, 1996; Orland, 1997 cited in Orland, 2001)

2.4.3.1 Roles and responsibilities of mentor teachers

The very first question which comes to our mind on this mentoring issue is; who are mentor teachers and what is their function? The meaning of the term “mentor” varies in the literature. In this study mentor is used for veteran teachers who are assigned by school principals for the beginning teacher in order to help them adapt to the new environment and learn to teach; since teaching profession is something different and more challenging (Farrel, 2008). Feiman-Nemser (1996) pinpoints the function as:

... the promise of mentoring goes beyond helping novices survive their first year of teaching. If mentoring is to function as a strategy of reform, it must be linked to a vision of good teaching, guided by an understanding of teacher learning, and supported by a professional culture that favours collaboration and inquiry. (p.2)

Gagen and Bowie (2005) note that providing effective mentoring to a beginning teacher is crucial and challenging matter. Everyone cannot be a mentor. Being a good teacher is not enough for mentoring. Different perspectives, abilities, aptitudes, attitudes and skills are needed (Brooks and Sikes, 1997). Beardon et al (1992) determine the professional qualities of a mentor as:

- a first class knowledge of their professional subject
- an outstanding record as a teacher
- a thorough understanding of and ability to talk about successful classroom practice
- the ability to debrief trainees after observing them at work and to help them reflect on what they observe and do
- an insight into the nature of professional development and how to counsel trainees on it

- an understanding of how initial training fits into teacher education as a whole. (pp. 86-87)

According to Gagen and Bowie (2005), mentors should be advocates, collaborators, problem solvers and planner on the side of both themselves and the beginning teacher. Gray & Gray (1985) found in the researches on mentoring beginning teachers that good and successful mentors are people-oriented, tolerate uncertainty, prefer theoretical concepts, value their company and work and respect and like their subordinates; they are also confident, secure, flexible, humanitarian, warm and caring, sensitive to the mentee's needs and they trust their mentees.

Malderez and Bodoczky(1999) argue that mentors are *models* for beginners as a way of teaching and being a teacher in context; *acculturators* providing the beginners to be integrated in to the specific context and community; *supporters* of the beginner as a person during the process of transformation to the learner to professionals; *sponsors* of their beginner for doing anything they can do for help; and finally *educators* in the process of being and becoming a teacher, for teaching and learning teaching. Schein (1978) identifies most frequently mentioned mentor roles as; “confidant and role model, developer of talents, sponsor, door opener, protector, and successful leader.” (cited in Gray & Gray 1985, p. 38)

Marable and Raimondi (2007) describe expected roles of mentors as:

- possessing same or related certification.
- maintaining confidentiality.
- being non-judgmental.
- being supportive and willing to listen.
- being placed on-site with flexible availability.
- providing a more formal arrangement, with a fixed schedule such as weekly visits.
- offering frequent meeting times.
- being willing to share ideas, materials, and give support without feeling insecure about it.
- serving as a demonstration teacher. (p.29)

In fact, the role of mentors varies extensively. Duration and intensity of the program have an effect on the role of mentors. In some mentoring programs there are limited meetings between mentor and mentee at the beginning of a school year. In some programs there is a highly structured planning involving frequent meetings over a couple of years between mentors and mentees who are both provided with release time from their normal teaching loads (Ingersoll & Strong, 2011). Of the researches on mentoring and beginning teachers, it is clear that mentors have an impact on new teachers much more than training can do. The real-life classroom introduces questions that only real-life experience can answer. Mentors help support those answers. They supply practical, concrete advice; use questions to elicit reflection; show them effective teaching techniques in the classroom; observe and offer feedback; and offer a broad point of view when it's easy to lose all perspective. Their experience helps the beginning teacher harmonize professional development with every day details. Mentors also diminish the isolation problem of the beginning teacher. Their emotional support is crucial especially when the challenges seem too great, and in a controlled way, grant them to take risks and grow while still keeping the classroom functioning. By having a specific plan for each of the beginning teacher and setting individual performance targets to improve teaching practice, mentors provide a collaborative environment, exchange of ideas, and professionalism. And, by helping them to be a part of a supportive community of educators, mentors awoke a continuous enthusiasm and sense of mission that brought new teachers into the profession in the first place (Moir, 2003).

Malderez (2009) points out mentors provide two types of help. The first type is general characteristics of mentoring which means doing the things for the mentee, such as supporting materials, reducing the stress, observing and so on. The second type of help is the support for process of the learning of the core skills of professional learning, thinking and action: detecting, learning from experience and informed planning and preparation. In this type, doing things for the mentee is not appropriate since the mentee must learn to teach, learn to review and evaluate his or her work separately. Hobson (2002) also emphasizes two kinds of support from the mentors. One of them is personal support which help beginning teachers cope with feelings of insecurity. The other one is professional support which helps the beginning teachers' development as a teacher and responds to the new teachers' changing needs. Holden (2002) thinks that the support

from mentors should go beyond to enabling new teachers to obtain a broad understanding of teaching and learning with the help of convenient questioning and task and target setting. Mentors also should encourage new teachers to discover what they do and the reason underlying in it.

On the other hand balancing support and challenge is another difficult matter for mentor. It involves joining the new teacher in a reflective dialogue about immediate teaching practice and deeper educational points (Arnold, 2006). Beyond socio-emotional and socialization roles, developing beginning teachers' content teaching is a definite and critical mentor role. In order to support this role, experienced content mentors must have a complex knowledge and practice base (Achinstein, B. & Davis, E., 2014).

From the point of language teacher, the general requirements of a mentor teacher are the same for mentors of language teacher as well. However, Arnold (2006) draws our attention to the point that mentors should expertise in their subject- English-inside out, and how to plan and teach lessons. Mentors also need to be aware of the dynamics of classrooms and the schools' social environment and how students learn.

2.4.3.2 Roles and Responsibilities of Beginning Teachers

The mentor teachers' roles play the most important role in mentoring, that's why they are defined in a detailed way in the literature. The beginning teachers' roles are also essential since it is a process in which mentor teachers and beginning teachers interact with each other in order to achieve the aim of improving professional development. However, beginner teachers' roles in mentoring process are not clearly presented. The role of the beginning teacher is complicated. As a beginning teacher, a new teacher is a qualified professional as is the mentor. The difference lies in the experience of teaching and management strategies that the experienced, veteran teacher have. (Alberta Teachers' Association, 2003)

According to Alberta Teachers' Association Program Handbook (2003), on mentoring beginning teachers, the roles of beginning teachers are described as:

- still having much to learn about putting their knowledge to work;

- developing their own teaching styles over time;
- developing active listening and consultation skills;
- are committed to an ethos of collegial reflective practice;
- developing observation and analytic strategies to enhance their teaching effectiveness;
- providing guidance, support and assistance in analysing teaching that enhances their own teaching effectiveness; and
- moving through well-delineated stages of development from day-to-day survival to concerns about managing responsibilities to concerns about the impact of their teaching to raising questions about their profession. (p.11)

2.4.3.3 Roles and responsibilities of school principle

Administrators play an indispensable role for helping secure positive mentoring relationships for both veteran and beginning teachers. Boreen et al, (2003) list that they need to:

- spend reasonable time watching their teachers teach,
- observe the mentoring relationship at the outset,
- analyse teaching situations that may not be suitable for a mentoring employment, and
- alter mentoring relationships if necessary. (p. 15)

The school can promote a more collaborative approach to mentoring by making sure that the beginning teachers and their mentors have some concurrent free time periods and that it is easy to access and support from mentors and colleagues in the staff room. Principals should be sensitive to the relatively delicate about the novices' professional status (Mann & Tang, 2012). They need to make them feel as a real part of teaching profession.

Alberta Teachers' Association Program Handbook (2003) offers the responsibilities of administrators as:

- facilitating joint growth planning for the protégé and mentor,
- providing for common release time for the protégé and mentor with either the instructional or the non-instructional requirements of the collective agreement on a regular and ongoing basis,
- recruiting mentors who meet the identified criteria established by the mentorship steering committee and
- arranging costs for release time for the mentor and protégé to participate in the program's large group sessions. (p.12)

Malderez (2009) think that at the level of school system, the head of the school and every other member of school management system should be persuaded of the value of mentoring to the whole school in order to use the time given for it effectively. So, school administrators have an important role in mentoring. A school administrator can help as the mentor's mentor and as a secondary mentor to the beginning teacher. Mentors will want to model and encourage a functional work (Boreen et al, 2009).

Marable and Raimondi (2007) points out the roles and responsibilities of school principals as:

- providing direct support in the form of observation, feedback, and written materials.
- maintaining visibility and contact.
- holding separate meetings for new teachers.
- maintaining confidentiality.
- offering continued ongoing support on an individual level.
- being supportive and willing to listen.
- offering encouragement.
- providing planning/meeting time for mentor and new teacher.
- providing clear expectation of roles and responsibilities.
- delineating correct channels for problem resolution.
- providing extra start up time in the beginning of the school year. (p.29)

Context has an effect on everything; the most important ones are the culture of the school and the structures for staff development for all teachers. It was understood that mentors who took on the roles of managers, e.g. over time keeping and discipline of mentees, would have performed better in this area, so that they do not feel isolated (Arnold, 2006). Depending on the answers of 366 respondents in the study, Marable and Raimondi (2007) made a general conclusion about the administrative support to first year teachers as “an important source of support in terms of observation, providing written materials, planning time, and supervision.” (p.35)

Finally, schools must give opportunities to teachers for professional development and provide a social environment in which teachers enjoy working in order to establish a supportive environment for new teachers. When teachers feel welcome in their new school environment and have good relationships that will tie them to the school for years. The environmental factors which facilitate students to learn make up the same environment that teachers and principals need to teach, learn, and grow. A school which is always in "crisis mode cannot to provide that necessary supportive environment, which hampers students' learning and consequently drives teachers away (Sargent, 2003).

CHAPTER 3

METHODOLOGY

3.1 Introduction

In this chapter, all the features of design of the study are introduced. Research design is presented first. Then Research questions are stated. Next setting and the participants are described. In the following section, instruments which are used to collect data and data collection procedure are presented. Finally, it ends with data analysis section.

3.2 Design of the Study

The aim of this study is to investigate the first year of English Language Teachers from the perspective of mentoring support and professional development. English Language Teachers' perceptions on mentoring support in their first year of teaching and their opinions about the professional development were examined.

Every research applies different kinds of research methods depending on the aim and focus of the research. Social sciences use both quantitative and qualitative methods. In the last decades mixed methods research has increasingly appeared as a third approach in research methodology (Dörnyei, 2007). Mixed methods research design is defined by Cresswell (2012) as "...a procedure for collecting, analysing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem" (p.535). In this research, mixed methods research design is used in order to provide a better understanding of the research problem which is to understand the English teachers' perceptions on mentoring in their first year.

The overall research design in this study is the survey study. Both quantitative and qualitative research methods were used. Quantitative method was used for getting information about English teachers' perceptions on mentoring. Qualitative method was used for getting information about English teachers' ideas and suggestions about mentoring and their professional development.

3.3 Research Questions

The data on the opinions of a randomly selected group of English Language teachers about mentoring support in their first year were collected and analysed in a descriptive style.

Subsequently, the research questions are defined as follows.

1. Is there a relationship between the mentor teachers' department of graduation and English Language teachers' attitude towards mentoring support on pedagogical assistance?
2. To what extent do the mentor teachers help the first year challenges of the beginning in-service English language teachers?
3. What are the expectations of in-service English language teachers from their mentor teachers from the perspective of development as a teacher in their first year?
4. What are the in-service English language teachers' opinions on their professional development in their first year of teaching?

Research questions were divided into two groups. The first two questions were investigated by using the second part of the questionnaire. Quantitative method was used for this part. The second and the fourth questions were researched with the first part of the questionnaire. In this part, open ended questions were used to find the answers of the research questions. Qualitative method was used in this part.

3.4 The Setting and the Participants

The target population of the study was determined as all English teachers teaching in different schools of Ministry of National Education (MONE) in TURKEY. The teachers were selected from MONE since there is an official mentoring program applied in schools of MONE. It was very difficult to contact with entire population because of the limitations such as the MONE's permission procedures applied in schools, transportation and time. Random sampling was used. A random sample among all individuals of the target population was used in the survey. The year of experience of

the sample is tried to be less than 10 years because it may be difficult for the sample to remember the first year.

The study involved 108 English language teachers who are working in schools of MONE. The questionnaire was uploaded on a website for teachers to answer. The aim of applying the questionnaire online was to reach as many English teachers as possible. Since it was more accessible, this way was chosen. On the other hand, for some participants a printed version was used. The answers of those printed versions were added to the data applied online. Of the participants who answered to the question of gender 71 teachers (65, 7%) were female and 37 teachers (34, 3%) were male.

Table 3.1: The distribution of the participants according to gender

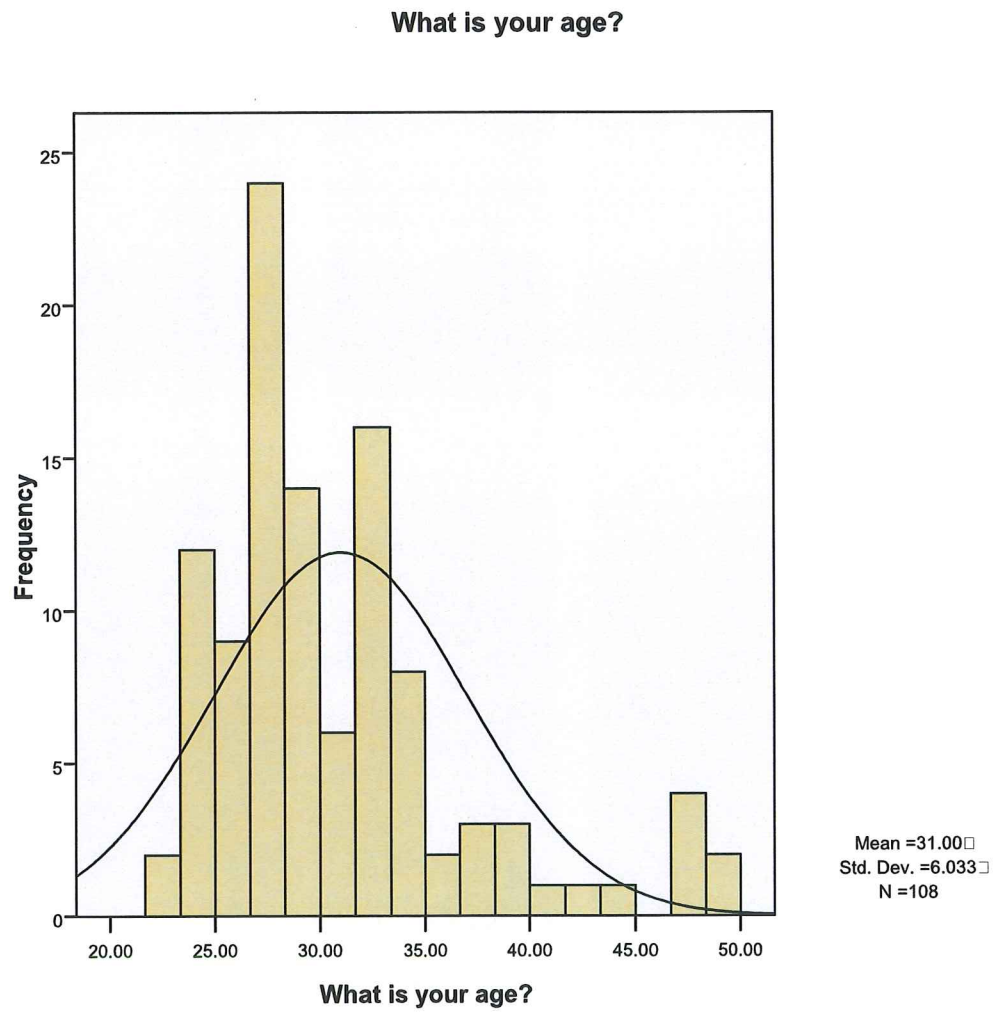
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	71	64.5	65.7	65.7
	Male	37	33.6	34.3	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

The second question asks the age of participants. The mean of participants' age is 31.

Table 3.2: The distribution of the participants with age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23.00	2	1.8	1.9	1.9
	24.00	2	1.8	1.9	3.7
	25.00	10	9.1	9.3	13.0
	26.00	9	8.2	8.3	21.3
	27.00	15	13.6	13.9	35.2
	28.00	9	8.2	8.3	43.5
	29.00	7	6.4	6.5	50.0
	30.00	7	6.4	6.5	56.5
	31.00	6	5.5	5.6	62.0
	32.00	12	10.9	11.1	73.1
	33.00	4	3.6	3.7	76.9
	34.00	2	1.8	1.9	78.7
	35.00	6	5.5	5.6	84.3
	36.00	2	1.8	1.9	86.1
	37.00	1	.9	.9	87.0
	38.00	2	1.8	1.9	88.9
	39.00	2	1.8	1.9	90.7
	40.00	1	.9	.9	91.7
	41.00	1	.9	.9	92.6
	42.00	1	.9	.9	93.5
	45.00	1	.9	.9	94.4
	47.00	2	1.8	1.9	96.3
	48.00	2	1.8	1.9	98.1
	49.00	1	.9	.9	99.1
	50.00	1	.9	.9	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
	Total	110	100.0		

Chart 1: The bar chart for showing the age of participants



Another point the first part concerns with the participants was the undergraduate education.

Table 3.3 Undergraduate education of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ELT	71	64.5	65.7	65.7
	British / American language and literature	28	25.5	25.9	91.7
	other	7	6.4	6.5	98.1
	Linguistics	2	1.8	1.9	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

The number of participants graduated from ELT departments of Faculties is 71 (65, 7%), British and American Literature is 28 (25, 9%), other is 7 (6, 5) and linguistics is 2 (1,9%). 2 of the participants have not answered this question.

The year of experience was one factor that was given attention. 79 teachers (82, 3%) had less than 10 years of experience. 17 teachers (17, 7%) had more than 10 years of experience.

3.5 Instruments

Questionnaires are defined by Cresswell (2012) as “.. forms used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information.” (p.382) For the purpose of measuring English Language Teachers’ perceptions on the mentoring support in their first year, a questionnaire made up of two parts adapted from Hudson (2004a) was used with official permission. The first part of the questionnaire starts with demographic information of the participant (q.a, q.b, q.c) and some information questions. (q.d, q.e, q.h). Finally, there are some open ended questions (q.f, q.g, q.i) in this part (see Appendix 1). The second part of the questionnaire includes 5-point Likert-scale items (1=strongly disagree; 5=strongly agree) and there are 35

questions in it (see Appendix 2). The questions are the same with the original questionnaire of Hudson (2004a). However, there are some items that were added to the questionnaire to get information about the demographic features of participants which help to find answers to the research questions.

In the first part there are 3 questions (q.a, q.b, q.c) for the personal information of the participants. Next, 3 information questions to understand the participants' school experience and mentoring experience in the first year take part in this part. Finally there are 3 open-ended questions in order to understand the participants attitudes on the mentoring support supplied to them and their attitudes on their professional development in their first year. In the second part, there are 35 questions that ask about English language teachers' perceptions about the mentoring activities conducted by mentor teachers. The questionnaire was applied in English.

3.6 Data collection Procedure

After deciding on the key terms and the basics of the study, the literature survey was undertaken about the beginning teachers and mentoring. Hudson's questionnaire was appropriate for the study. He was contacted by email to get official permission. After getting official permission by email, the questionnaire was adapted to the aims of the study by adding some demographic questions. Generally the questions served the purpose of this study. Then it was ready to conduct.

English teachers who wanted to take part in the questionnaire were called and briefly informed about the questionnaire. The colleagues also informed their friends about the questionnaire. An online version of the questionnaire was designed and sent to the participants' e-mail addresses as a link. The participants filled in the questionnaire easily by clicking on a link sent to their e-mail addresses. Then they sent the form by just clicking on the 'send' icon at the end of the questionnaire.

The link was sent to the participants e-mail addresses, and they were requested to send the link to their colleagues who teach English at MONE state schools. Besides, social network websites were used to increase the number of the participants. Also, 17 printed version of the questionnaire were answered at different schools in different

cities. Those responses were added to the online system manually. As a result, 112 replies arrived. 4 of the replies were sent empty. 108 responses were appropriate.

3.6.1 Ethical Issue

For the issue of ethics, the participants completed the questionnaire voluntarily. Any participant who was not willing to fill in the questionnaire was not forced. It was promised to the ones who responded to the questionnaire to keep “privacy” principle, and the 106 participants were not required to write their names in the questionnaires. It was explained that the study was going to be reported without any deceit. Participants were clearly informed about the purpose and the scope of the study.

3.7. Data analysis

In this study, quantitative and qualitative analysis are used. This part presents features of analysis of quantitative and qualitative data.

3.7.1 Analysis of Quantitative Data

The quantitative data is gathered via the questionnaire applied to the English teachers. All the items in the quantitative part of the questionnaire were analysed by using SPSS version 15. Along with the beginning teacher questionnaire analysed, the correlation among the mentor teachers department and participants’ perceptions on pedagogical assistance will be examined using chi-square test.

3.7.2 Analysis of Qualitative Data

The qualitative data is gathered by the open-ended questions in the first part of the questionnaire. The answers to the questions were grouped to evaluate.

3.8 Limitations

The first obvious limitation is about the sampling. The study was applied to a certain amount of participants. Although 108 participants would give an idea on the

issue, the greater amounts would be needed to have a clearer point of view on it. Another limitation is about the participants. They all come from different backgrounds. Some of them started the profession in a rural area where there is limited sources and help for beginning teachers while the others started teaching in a city center where they could find more sources and help as a beginning teacher in their first year. The place of school where the English teachers studied in their first year is not paid attention since it was very difficult to find sufficient amount of participants from city centers and rural areas separately. In some schools there is enough English teaching staff to help the beginning teachers. In some other schools there are only one or two English teachers. This affects the participants' context and their responses. Also, the participants' experience of year may be a threat to the study. Two to three years of experience would be better for the sampling. The difficulty in finding enough amounts of such participants caused us to apply the questionnaire to the English teachers who have fewer years of experience in teaching as much as possible. The teachers who are teaching twentieth year for example may have difficulty in remembering their first year in teaching.

CHAPTER 4

DATA ANALYSIS AND RESULTS

1.1 Introduction

The findings of research are presented in detail in this chapter. First the quantitative findings by tables for descriptive statistics are reported with reference to the first two research questions and next the qualitative findings are presented in accordance with third and the fourth the research questions. The answers of the respondents in this part will be written without being edited.

4.2. Reliability of the Instruments

A questionnaire designed by Peter Hudson (2004a) was used with his official permission via email. Hudson deals with the instrument in five parts and gets the reliability scores of those five parts separately.

	Cronbach Alpha
Personal attributes	: .93
System Requirements	: .78
Pedagogical Knowledge	: .94
Modelling	: .90
Feedback	: .81

4.3. Descriptive Results of the Study

This part supplies information about the first two questions. The first one is the relation between the mentor teachers department with the English language teachers perceptions on pedagogical assistance. The second one is English teachers opinions on the assistance about the first year challenges.

4.3.1 The Analysis of the First Research Question

The first research question addressed in this study was “**Is there a relationship between the mentor teachers’ department of graduation and English Language teachers’ attitude towards mentoring support on pedagogical assistance?**” In order to find the answer of this question, simple correlation analysis was conducted with five point Likert-Scale items. The related questions are q.2, q.10, q.14, q.17, q.19, q.21, q.23.

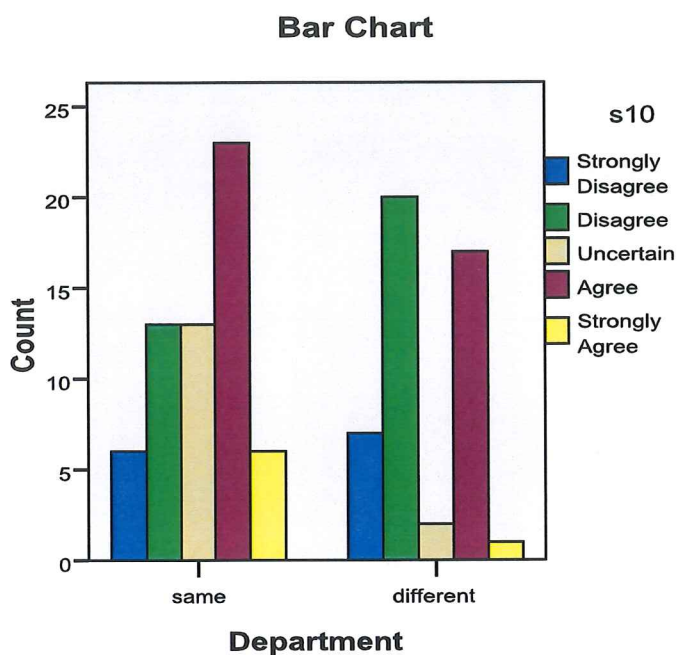
Correlation analysis elicited a significant relationship between the mentor teachers’ department and English language teachers’ perceptions on the certain items of pedagogical assistance of mentor teachers in their first year. The first significant relation is between the mentor teachers’ department and beginning teacher’s perception on the mentor’s assistance about timetabling (scheduling) the beginning teacher’s lessons. This shows that when the mentor teachers’ department is the same with English language teachers’, English language teachers’ perceptions on mentor’s assistance about timetabling (scheduling) their lessons are positive. When they are different the perception is significantly negative. The results are shown in Table 4.1. and Chart 4.1.

Table 4.1: The chi-square test results of the relation between mentor teacher’s department (question 1) and question 10 (assisted me with timetabling (scheduling) my lessons).

			q.10					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Department same	Count		6	13	13	23	6	61
	% within Department		9.8%	21.3%	21.3%	37.7%	9.8%	100.0%
different	Count		7	20	2	17	1	47
	% within Department		14.9%	42.6%	4.3%	36.2%	2.1%	100.0%
Total	Count		13	33	15	40	7	108
	% within Department		12.0%	30.6%	13.9%	37.0%	6.5%	100.0%

$$\chi^2=12.495 \quad sd=4 \quad p=0.014$$

Chart 4.1



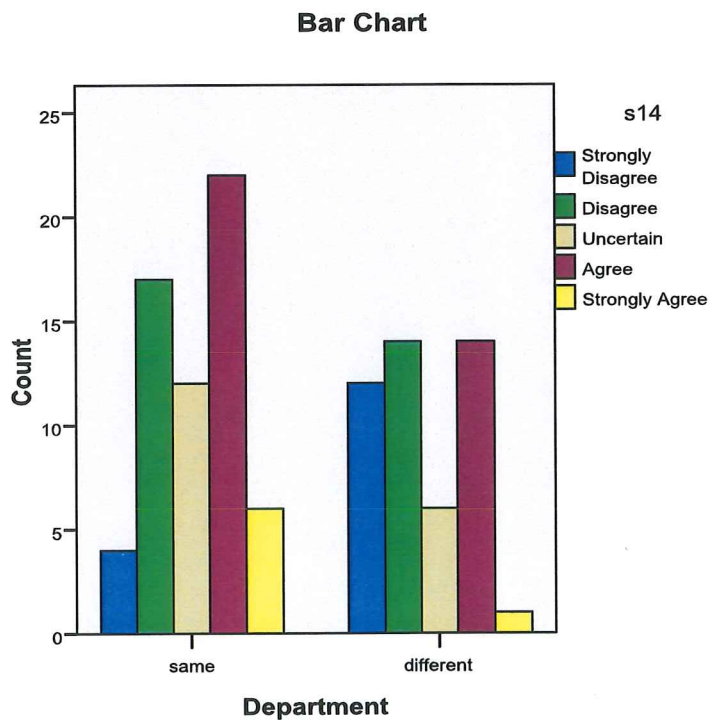
The second significant relation is between the mentor teachers' department and English language teachers' perceptions on development of their teaching strategies. When the mentor teachers' department is the same with English language teachers, English language teachers' perceptions on mentor's assistance about development of their teaching strategies are positive. When they are different the perception is significantly negative.

Table 4.2: The chi-square test results for the relation between mentor teacher's department (question 1) and question 14 (assisted me in the development of my teaching strategies).

		q. 14					Total
		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Department same	Count	4	17	12	22	6	61
	% within Department	6.6%	27.9%	19.7%	36.1%	9.8%	100.0%
different	Count	12	14	6	14	1	47
	% within Department	25.5%	29.8%	12.8%	29.8%	2.1%	100.0%
Total	Count	16	31	18	36	7	108
	% within Department	14.8%	28.7%	16.7%	33.3%	6.5%	100.0%

$$\chi^2=9.993 \quad sd=4 \quad p=0.041$$

Chart 4.2



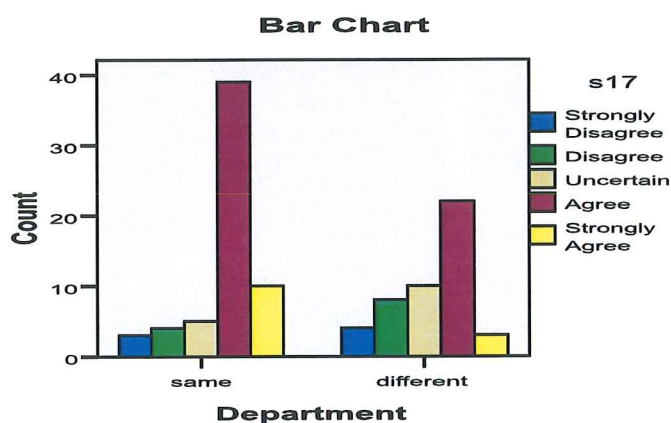
The third significant relationship is between the mentor teachers' department and English language teachers' perceptions on mentor's being comfortable in talking with them about teaching. When the mentor teachers' department is the same with English language teachers, mentor teacher seems comfortable in talking about teaching. 16.4% of them chose strongly agree and 63.9% of them chose agree, When the mentor teachers' department is different from English language teachers, the percentage of strongly agree and agree decreases. While 6.4% of them chose agree, 46.8% chose agree.

Table 4.3: The chi-square test results for the relation between mentor teacher's department (question 1) and the question 17 (seemed comfortable in talking with me about teaching).

		q. 17					Total
		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Department same	Count	3	4	5	39	10	61
	% within Department	4.9%	6.6%	8.2%	63.9%	16.4%	100.0%
different	Count	4	8	10	22	3	47
	% within Department	8.5%	17.0%	21.3%	46.8%	6.4%	100.0%
Total	Count	7	12	15	61	13	108
	% within Department	6.5%	11.1%	13.9%	56.5%	12.0%	100.0%

$$\chi^2=10.003 \quad sd=4 \quad p=0.040$$

Chart 4.3



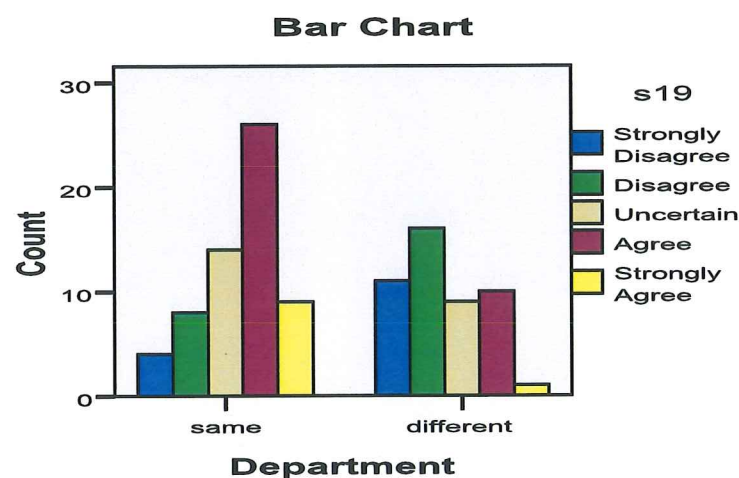
The fourth significant relationship is between the mentor teachers' department of graduation and English language teachers' perceptions on mentor teachers' using hands-on materials for teaching. This means that when the mentor teacher is from the same department with the beginning teacher, English language teachers have a positive perception about mentor teachers' using hands-on materials for teaching. When the mentor teacher is not from the same department with the beginning teacher, this perception is negative.

Table 4.4: The chi-square test results for the relation between mentor teacher's department (question 1) and question 19 (used hands-on materials for teaching).

		q. 19					Total
		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Department same	Count	4	8	14	26	9	61
	% within Department	6.6%	13.1%	23.0%	42.6%	14.8%	100.0%
different	Count	11	16	9	10	1	47
	% within Department	23.4%	34.0%	19.1%	21.3%	2.1%	100.0%
Total	Count	15	24	23	36	10	108
	% within Department	13.9%	22.2%	21.3%	33.3%	9.3%	100.0%

$$\chi^2=19.036 \quad sd=4 \quad p=0.001$$

Chart 4.4



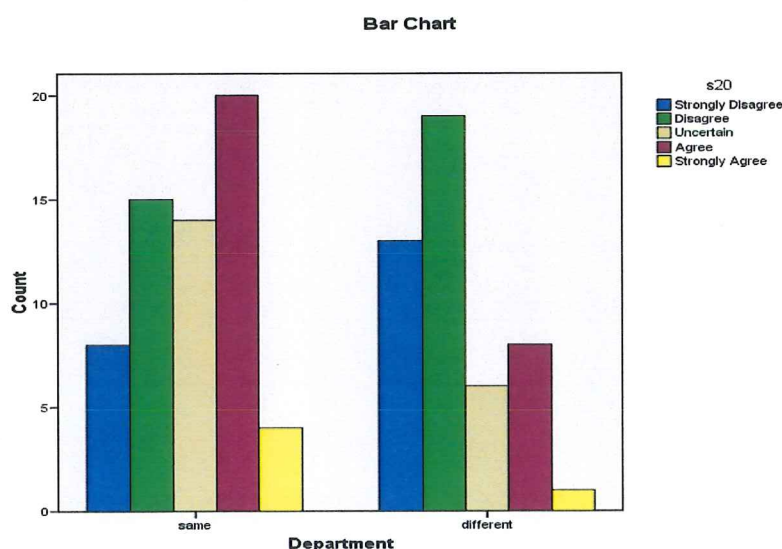
The fifth significant relationship is between the mentor teachers' department and English language teachers' perceptions on mentors' providing written feedback. When the mentor teacher is from the same department with an English language teacher, 6.6% of the participants choose strongly agree, 32.8% choose agree for this item. When the mentor teacher's department is different this rate decreases to 2.1% strongly agree and 17% agree.

Table 4.5: The chi-square test results for the relationship between the mentor teacher's department (question 1) and question 20 (provide written feedback).

			q. 20					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Department same	Count		8	15	14	20	4	61
	% within Department		13.1%	24.6%	23.0%	32.8%	6.6%	100.0%
different	Count		13	19	6	8	1	47
	% within Department		27.7%	40.4%	12.8%	17.0%	2.1%	100.0%
Total	Count		21	34	20	28	5	108
	% within Department		19.4%	31.5%	18.5%	25.9%	4.6%	100.0%

$$\chi^2=10.160 \quad sd=4 \quad p=0.038$$

Chart 4.5



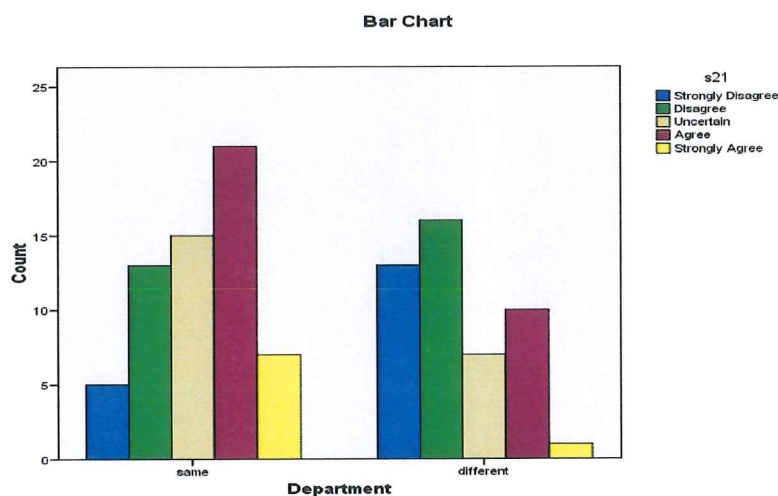
The sixth significant relationship is between the mentor teachers' department and English language teachers' perceptions on discussing with them the content knowledge they need for teaching. When the mentor teachers' department is the same as the English language teachers, they are in the opinion that mentor teachers discuss the content knowledge they need for teaching with them. The rates are 11.5 strongly agree and 34.4 agree. When the mentor teachers are in different departments 27.7 % strongly disagree and 34.0% disagree about this item.

Table 4.6: The chi-square test results for the relation between mentor teacher's department (question 1) and question 21 (discussed with me the content knowledge I needed for teaching).

			q. 21					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Department same	Count		5	13	15	21	7	61
	% within Department		8.2%	21.3%	24.6%	34.4%	11.5%	100.0%
different	Count		13	16	7	10	1	47
	% within Department		27.7%	34.0%	14.9%	21.3%	2.1%	100.0%
Total	Count		18	29	22	31	8	108
	% within Department		16.7%	26.9%	20.4%	28.7%	7.4%	100.0%

$$\chi^2=13.592 \quad sd=4 \quad p=0.009$$

Chart 4.6



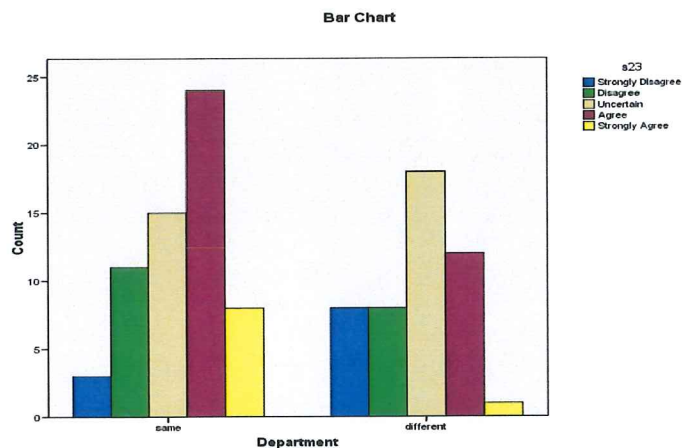
The last significant relation is between the mentor teachers’ department and English language teachers’ perceptions on mentor teachers’ assisting them to reflect on improving their teaching practices. When the mentor teachers’ department is the same as English language teachers, the perception on the assistance reflecting to improving their teaching practice is positive. When the department is the same 13.1% choose strongly agree and 39.3% choose agree. However, when the department of the mentor teacher is different, the perception is negative. The rates are 17% strongly disagree and 17% disagree.

Table 4.7: The chi-square test results for the relation between mentor teacher’s department (question 1) and question 23 (assisted me to reflect on improving my teaching practices).

		q. 23					Total
		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Department same	Count	3	11	15	24	8	61
	% within Department	4.9%	18.0%	24.6%	39.3%	13.1%	100.0%
different	Count	8	8	18	12	1	47
	% within Department	17.0%	17.0%	38.3%	25.5%	2.1%	100.0%
Total	Count	11	19	33	36	9	108
	% within Department	10.2%	17.6%	30.6%	33.3%	8.3%	100.0%

$\chi^2=10.831$ $sd=4$ $p=0.029$

Chart 4.7



4.3.2 The Analysis of the Second Research Question

The second research question addressed in this study was **“To what extent do the mentor teachers help the first year challenges of the beginning in-service English language teachers?”** In order to find the answer to this question, the statistics of the related items of five Point Likert-scales was used. The related questions are q.6, q.12, q.13, q.24, q.26, q.27, q.28, q.32.

The mentoring support about the challenges that first year teachers encounter was investigated with certain items in the questionnaire. The findings on the perceptions of English language teachers were analysed.

Firstly, one of the most common challenges that first year teachers face was asked to the English language teachers in **question 6, “During my first year of teaching, my mentor teacher assisted me with classroom management strategies for teaching”**. As shown in Table 4.8, of the participants 41.7% have negative attitudes on this item. The rate of strongly disagree is 14.8% and the rate of disagree is 26.9%. 43.5 % have positive attitudes on the support on classroom management.

Table 4.8: Results from question 6

q. 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	14.5	14.8	14.8
	Disagree	29	26.4	26.9	41.7
	Uncertain	16	14.5	14.8	56.5
	Agree	39	35.5	36.1	92.6
	Strongly Agree	8	7.3	7.4	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

Another item about the classroom management is question12, **“During my first year of teaching, my mentor teacher modelled effective classroom management when teaching”**. The results are shown in Table 4.9. This item is asking the participants about the mentor teacher’s modelling classroom management when teaching. 39.8% think that mentor teacher did not model effective classroom management with the

percentages of 14.8% strongly disagree and 25% disagree whereas 39.9% of the participants are on the opinion that mentor teachers modelled effective classroom management when teaching. 20.4% of the participants are uncertain about this item.

Table 4.9 The results from the question 12

q. 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	14.5	14.8	14.8
	Disagree	27	24.5	25.0	39.8
	Uncertain	22	20.0	20.4	60.2
	Agree	37	33.6	34.3	94.4
	Strongly Agree	6	5.5	5.6	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

Another challenge for beginning teachers is using the curriculum. The question 13 asks about this as “**During my first year of teaching, my mentor teacher assisted me about using the curriculum**”. The results of this item are shown in Table 4.10. The participants have positive attitudes about this item with the total percentage of 50% strongly agree and agree. 15.7% are uncertain. 34.2% do not think that mentor teacher assisted him or her about using the curriculum.

Table 4.10. The Results of the question 13

q. 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	11.8	12.0	12.0
	Disagree	24	21.8	22.2	34.3
	Uncertain	17	15.5	15.7	50.0
	Agree	46	41.8	42.6	92.6
	Strongly Agree	8	7.3	7.4	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

One of the other challenges is about mentor teacher's giving the beginning English language teacher clear guidance for planning to teach. It was investigated in question 24, **"During my first year of teaching, my mentor teacher gave me clear guidance for planning to teach"**. The results are shown in Table 4.11. The participants have positive attitudes about this item with the percentage of 41.6%; 8.3% strongly agree, 33.3 agree. It is noticeable that 23.1% are uncertain about this item.

Table 4.11: The Results of the question 24

q. 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	10.9	11.1	11.1
	Disagree	26	23.6	24.1	35.2
	Uncertain	25	22.7	23.1	58.3
	Agree	36	32.7	33.3	91.7
	Strongly Agree	9	8.2	8.3	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

One of the important points about beginning teachers is their adaptation. Mentor teacher's assistance for making the beginning teacher feel more confident as a teacher was investigated in question 26, **"During my first year of teaching, my mentor teacher made me feel more confident as a teacher"**. The results are shown in Table 4.12. The participant's general perception is positive with the percentage of 51.8%.

Table 4.12: The results of the question 26

q. 26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	9.1	9.3	9.3
	Disagree	23	20.9	21.3	30.6
	Uncertain	19	17.3	17.6	48.1
	Agree	43	39.1	39.8	88.0
	Strongly Agree	13	11.8	12.0	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

In question 27, “During my first year of teaching, my mentor teacher provided strategies for me to solve my teaching problems” was asked. The results are shown in Table 4.12. 44.5% of the participants think that his or her mentor teacher provided strategies for him or her to solve his or her teaching problems. 21.3% are uncertain about this assistance which is very noticeable. 34.3% have negative attitudes about this item with 10.2% strongly disagree and 24.1% disagree.

Table 4.13: The Results of the question 27

q. 27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	10.0	10.2	10.2
	Disagree	26	23.6	24.1	34.3
	Uncertain	23	20.9	21.3	55.6
	Agree	41	37.3	38.0	93.5
	Strongly Agree	7	6.4	6.5	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

The mentor’s assistance for lesson preparation was investigated with question 28. The results are shown in Table 4.13. The percentages of positive and negative perceptions are equal for this item. 38.9% think that they did not get help from their mentor teacher for lesson preparation. 22.2% of the participants are uncertain. 38.9% think that they got help from their mentor teacher for lesson preparation in their first year.

Table 4.14: The Results of the question 28

q. 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	12.7	13.0	13.0
	Disagree	28	25.5	25.9	38.9
	Uncertain	24	21.8	22.2	61.1
	Agree	39	35.5	36.1	97.2
	Strongly Agree	3	2.7	2.8	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

Assessing students is another challenging matter for beginning teachers. The question 32 investigates the mentor teacher's assistance for assessing students. The results are shown in Table 4.14. 43.5% have positive attitudes for this item with 6.5% strongly agreed and 37% agreed. With a noticeable percentage 24.1% are uncertain with the mentor's help for assessing the students. 31.4% have negative attitudes with 11.1% strongly disagree and 21.3% disagree.

Table 4.15: Results of the question 32

q.32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	10.9	11.1	11.1
	Disagree	23	20.9	21.3	32.4
	Uncertain	26	23.6	24.1	56.5
	Agree	40	36.4	37.0	93.5
	Strongly Agree	7	6.4	6.5	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

4.4 Qualitative Results of the Study

In this part, the results of the third and the fourth research questions will be analysed.

4.4.1 The Analysis of the Third Research Question

The third research question addressed in this study was **“What are the expectations of in-service English language teachers from their mentor teachers from the perspective of development as a teacher in their first year?”** In order to find the answer to this question **“What could your mentor teacher have done to further support your development as a teacher?”** was asked to the participants. 88 participants answered to this question while 20 participants did not answer. Of the 88 participants who answered to this question 41 participants did not give suggestions about what could have been done. Instead, they wrote their positive or negative ideas about the mentor teacher. 9 of the 41 participants wrote just “nothing”. Among these participants who wrote “nothing”, just 1 participant explained the meaning of nothing. That participant continued “Nothing, everything was good enough.” The others did not explain what they meant with “nothing”. 1 participant expressed that he or she has no idea. 2 participants indicated that they were good enough and they did not need their mentor’s help. 1 participant wrote an advice about how an EFL teacher should be. 1 participant just wrote “Evet” in Turkish. 13 participants expressed negative ideas about their mentor teachers or mentoring. Among the 13 participants who wrote just their negative ideas, 7 emphasized that their mentor teacher was not the same field with them. Their statements were quoted directly without correcting the faults. One of the examples is following:

- My mentor teacher was a Religion teacher so if she were in my department it would be a great experience for me but unfortunately she had no contribution in my first year.

Another one again underlines this matter as “He didn’t do anything as he is not an English teacher.” One of the participants complained about the undergraduate education of the mentor teacher as:

- She was a bad example. She had no education about teaching children. She had graduated from English Literature.

The participants who wrote their positive ideas about their mentor teacher for this question mostly expressed that their mentor teacher encouraged them, shared materials, helped with the immediate problems etc.

When it comes to the 47 participants who shared their suggestions about the mentor teacher's assistance for the further development as a teacher, 16 of them pointed out the need for observing and giving feedback. They suggested that mentor teacher could have observed their lessons and given feedback about their teaching. Two of the participants stated that:

- She could listen my lesson and give me feedback about how I can improve myself and she could help with planning my lesson.
- She could have observed my teaching and give feedback about it. She could have asked me questions if I had problems about teaching and students.

Some of them suggest that they could have had the chance for observing the mentor teacher's lessons as a role model, but they could not. One example about this is like this:

- He could have let us observe some of his classes. Because where I started, I was given 32 hours of timetable. Because my first mentor teacher had to leave because of pregnancy. She stayed only 5 days.

Another participant has a similar point of view as:

- He could have invited me to his class by means of class management and teaching methods. But he didn't do that.

A participant drew attention to need for the help in special conditions, for example teaching in a rural area. It is put forward as:

- “She can give more feedback about my process in a village school.”

This results show that beginning English language teachers have some basic needs. They need to be observed and given feedback on their teaching. They also need to observe their mentor teachers as a positive role model. Since they do not have experience of teaching which means that they do not have chance to follow their previous positive experiences, they want to follow the example of qualified and effective teachers.

8 of the participants who shared their suggestions for their further development as a teacher discussed that their mentor teachers could have helped them by talking them about their teaching and by having a good communication with them. This shows that they need to talk about how to teach, how to react certain problems and so on. One of them notes that

- We could have spent more time to talk on teaching problems.

Another one states that:

- She could have talked about more subjects: the importance of revision, how to be patient etc.

5 participants wanted their mentor teachers to be positive and friendly. This is a need for them to have a good relationship. 3 participants shared their ideas that mentor teachers could have helped them with teaching strategies. 3 participants emphasized the need for guidance by the mentor teacher. 3 participants wanted their mentor teachers to be more active. A participant underpinned that mentor teacher and beginning teachers should have a less workload and mentor teacher should be paid for the mentoring duty. One of them expressed that there could have been some regular meetings with the mentor teacher.

4.4.2 The Analysis of the Fourth Research Question

The fourth research question addressed in this study was “What are the in-service English language teachers’ opinions on their professional development in their

first year of teaching?” In order to find the answer of this question an open ended question was used in the questionnaire. The participants wrote their answers to the question “What else could you have done to improve your teaching?”

Of the 108 participants, 78 wrote their answers to this open-ended question, 30 did not write anything. 18 respondents wrote about positive ideas about their teaching experience in their first year and gave no other suggestions. 14 of the respondents to this question stressed that they could have applied new and effective methods, strategies and techniques to improve their teaching. One of them states that:

- Searching and applying new methods and knowing what my students can manage.

Another respondent views that:

- We could have done research about new teaching strategies and applied them in our classes. We could have used authentic materials and focused on activities that the students could show their potential.

10 participants listed the need for improving their English. They wrote about certain suggestions to improve their English such as listening to English materials more, reading articles and so on. 10 participants underlined the importance of collegial relationships to be improved. For example one of them reported that: “I could have made more relationship with my experienced colleagues teaching other schools.” Another one stated: “I could have got in touch with more English teachers in order to have more experience.” 7 participants wrote that they could have used different material or effectively created materials. Some of them complained about the lack of materials. One of them expressed: “I can use listening activities if I had a chance as my school has no computer.” Another respondent viewed that:

- I think I could have used technology more often in my teaching. It would be more effective for my students.

One of the respondents supported using different kinds of materials by saying:

- I could use more illustrated text books, visual materials, and tape recorders and maybe I could more focus on the listening activities

7 participants underscored the mentoring process that it could have been better. One of them maintained by stating:

- Teacher-mentor and school administration can work all together more and more especially in the first days of school to give a good idea how to teach and communication with students.

One of the respondents emphasized the importance of the mentor's being from the same department with him or her by writing:

- I could have a mentor in English branch. This would be more useful than having a mentor from other areas.

3 respondents viewed that they could have gone abroad to improve their English. 3 of the participants suggested attending seminars, courses or conferences. 2 of the participants supported that they could have had more classroom experience. The others wrote their ideas about being more active, having Master's degree, teaching different classes.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.1 Introduction

This chapter discusses the main results related with in-service beginning English language teachers' perceptions on mentoring. The relationship between the mentor teacher's department and the mentee teacher's perception on the pedagogical assistance, mentor teachers' help for the first year challenges, beginning English language teachers' expectations from mentor teachers from the perspective of development as a teacher, and beginning English language teachers' ideas on what they could have done about their own professional development in their first year. The results are summarised in relation to research questions in two parts.

5.2. Discussion of the Quantitative Results

108 participants were involved in the study. All of them were teachers of English in public schools. The experience of teaching English officially varied among the participants. 82, 3 % (79 teachers) of the participants had less than 10 year of experience. This was an intentional choice. It may be difficult to remember the first year of teaching for the teachers who are over experienced. The statistics about the participants' years of experience was shown in Table 5.1. and chart 5.1.

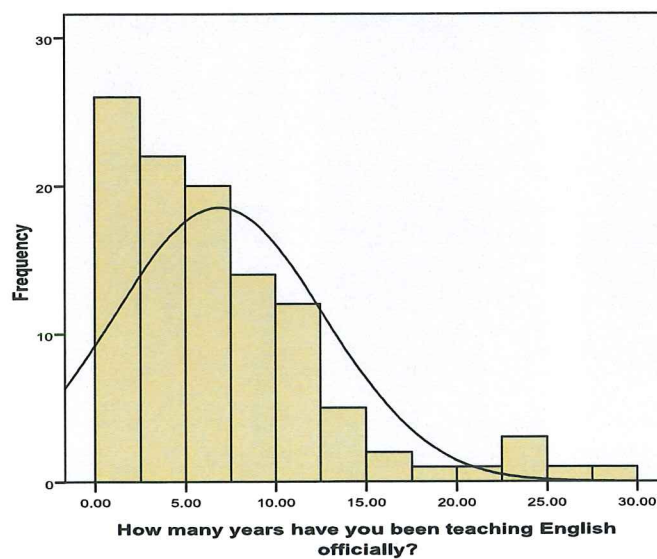
Table 5.1: Participants Years of Experience

How many years have you been teaching English officially?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	4.6	4.6	4.6
	2.00	21	19.4	19.4	24.1
	2.50	1	.9	.9	25.0
	3.00	16	14.8	14.8	39.8
	4.00	5	4.6	4.6	44.4
	5.00	10	9.3	9.3	53.7
	6.00	3	2.8	2.8	56.5
	7.00	7	6.5	6.5	63.0
	8.00	8	7.4	7.4	70.4
	9.00	6	5.6	5.6	75.9
	10.00	8	7.4	7.4	83.3
	11.00	2	1.9	1.9	85.2
	12.00	2	1.9	1.9	87.0
	13.00	1	.9	.9	88.0
	14.00	4	3.7	3.7	91.7
	15.00	2	1.9	1.9	93.5
	18.00	1	.9	.9	94.4
	21.00	1	.9	.9	95.4
	23.00	1	.9	.9	96.3
	24.00	2	1.9	1.9	98.1
	25.00	1	.9	.9	99.1
	30.00	1	.9	.9	100.0
	Total	108	100.0	100.0	

Chart 5.1

How many years have you been teaching English officially?



Mean =6.88
Std. Dev. =5.815
N =108

The participants were assigned for varied classes in their first year. Some of them had only one type of class while others were assigned to different levels of classes. The statistics on their assigned classes were shown in Table 5.2 and Chart 5.2

Table 5.2: Classes that beginning English language teachers were assigned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	26	24.1	24.1	24.1
	2.00	11	10.2	10.2	34.3
	3.00	15	13.9	13.9	48.1
	4.00	19	17.6	17.6	65.7
	5.00	3	2.8	2.8	68.5
	6.00	2	1.9	1.9	70.4
	7.00	21	19.4	19.4	89.8
	8.00	4	3.7	3.7	93.5
	9.00	4	3.7	3.7	97.2
	11.00	2	1.9	1.9	99.1
	12.00	1	.9	.9	100.0
	Total	108	100.0	100.0	

Chart 5.2

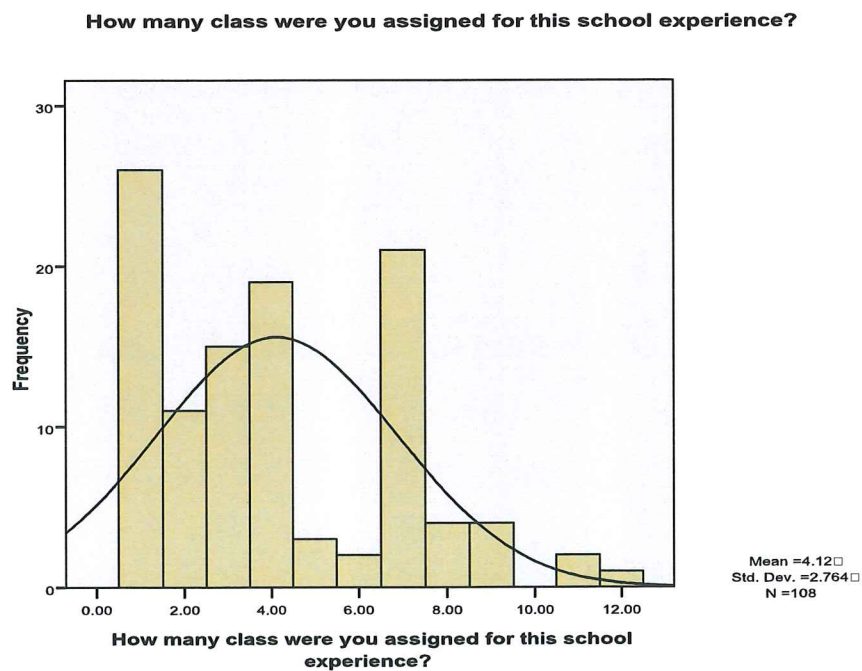


Table 5.3: Statistics on the years of experience and classes assigned for beginning English language teachers

		How many class were you assigned for this school experience?	How many years have you been teaching English officially?
N	Valid	108	108
	Missing	0	0
Mean		4.1204	6.8750
Std. Error of Mean		.26596	.55951
Median		4.0000	5.0000
Mode		1.00	2.00
Std. Deviation		2.76398	5.81455
Variance		7.640	33.809
Skewness		.649	1.723
Std. Error of Skewness		.233	.233
Kurtosis		-.428	3.263
Std. Error of Kurtosis		.461	.461
Range		11.00	29.00
Minimum		1.00	1.00
Maximum		12.00	30.00
Sum		445.00	742.50
Percentiles	25	2.0000	2.6250
	50	4.0000	5.0000
	75	7.0000	9.0000

For the first research question the correlational analysis was made. The relationship between mentor teachers' department (English teacher or not) and the mentor teachers' pedagogical assistance were investigated. For 7 items there is a strong relationship between the mentor teacher's department and their assistance on pedagogical matters. One of them is timetabling (scheduling) the beginning teacher's lessons. When the mentor teacher is in the same department with the beginning teacher, he/she can help with timetabling his/her lessons. This can be very important for the beginning teacher since it may be difficult to arrange time when teaching for the first time in front of the students. Anxiety, excitement and such other factors may affect the beginning teacher to use time efficiently when teaching.

The second significant relation is about mentor teacher's development and assistance for developing teaching strategies. 45.9 % of the participants who have a mentor from the same department agreed that their mentor teacher helped them develop their teaching strategies. On the other hand 55.3% of the participants who do not have a mentor teacher from the same department disagreed that their mentor teacher helped them develop their teaching strategies. This rate is high and indicates that mentor teacher's department of graduation plays a crucial role in helping beginning teachers to develop their teaching strategies.

Another significant relation is between mentor teacher's department and mentor teacher's communication with the beginning teacher when talking about teaching. 80.3% of the participants who have a mentor teacher from the same department agreed that their mentor teacher seemed comfortable in talking with him/her about teaching. Results indicate that mentor teachers who are not from the same department with beginning English language teachers do not seem comfortable in talking about teaching. This may be a hindering factor for the communication and relationship between mentor teacher and beginning English language teacher. When the mentor teacher is a teacher of English, the beginning teacher can ask questions about how to deal with teaching certain topics. The beginning teacher can also ask for help for the immediate teaching problems.

About using hands-on material, there is a significant relation between the mentor teachers' department and participants' perceptions. 57.4% of the participants (14.8% strongly agree and 42.6% agree) who have a mentor teacher from the same department agreed that their mentor teachers used hands-on materials for teaching. This shows that the mentor teacher can be a model for the beginning teacher about using materials when his/her department is the same with the beginning teacher. When the difficulty of confusion about what to do and how to do in the first year of teaching is considered, this kind of modelling may be a useful sign for the beginning teachers.

There is also a significant relation between the mentor teachers' department and the written feedback provided for the beginning English language teachers. Among the beginning teachers who have mentor teachers from English department, 32.8% agree and 6.6% strongly agree that their mentor teachers provided written feedback for them.

However, among the beginning teachers who do not have mentor teachers from English department, a very high rate, 68.1% disagreed that their mentor teachers provided written feedback for them. The difference is significant. It demonstrates that when the mentor teacher's field is different, he/she doesn't tend to give written feedback. The reason may be that they do not know how to lead the beginning teacher for his/her subject field. On the other hand, 37.7% of the beginning teachers who have the mentor teacher from the same department answered that their mentor teachers did not provide written feedback. When it is thought with the amount of uncertain (23%) respondents, the rate is again high. This shows that even when the mentor teacher is from the same department, providing written feedback is neglected. The underlying reason may be about the regulation on training beginning teachers.

Another significant relation is between mentor teacher's department and helping the beginning English language teachers with the content knowledge which is about the specific features of the subject. Results show that beginning English language teachers who do not have a mentor teacher from the same department did not get help for the content knowledge they needed for teaching. 61.7% (27.7% strongly disagree, 34% disagree) disagree that their mentor teacher discussed about the content knowledge they needed for teaching. On the other hand, among the participants who have a mentor teacher from English department, 11.5% strongly agree and 34.4% agree that they discussed the content knowledge they needed for teaching with their mentor teachers. A significant rate for the participants who have mentor teachers from the same department is the rate of uncertain with a percentage of 24.6%. This is a notable rate. Beginning English language teachers are taught the content knowledge they need to teach at schools during their undergraduate education. However, the real life classroom atmosphere brings new challenges about teaching the content for them to overcome. In order to figure out these problems, a collegial help is needed. When the mentor teacher is from the same department with beginning teacher, they can show them ways to follow and make them feel confident to deal with those problems. The last significant relation is between mentor teacher's department and mentor's assistance to reflect on improving their teaching practices. Results indicated that the participants who have a mentor teacher from the same department were assisted to reflect on their teaching practices with a percentage of 52.4% (13.1% strongly agree, 39.2% agree).

For the second research question, the statistics of the participants' answers were used. The mentor teachers' help for the challenges such as *classroom management, using the curriculum, planning to teach, feeling confident as a teacher, strategies to solve teaching problems, lesson preparation, and assessing students' learning* were investigated through certain questions in the questionnaire.

For the classroom management the results of two questions were analysed. In the first one, the mentor teacher's help for the classroom management strategies for teaching was researched. The results showed that 41.7% disagreed that their mentor teachers assisted them with classroom management strategies, while 43.5% agreed. 14.8% of the respondents are uncertain about their mentor teachers' assistance for this. Although the rate of positive answers are higher than the negative answers, the amount of negative answers cannot be ignored when the amount of uncertain respondents are considered. The second question is about mentor teachers' modelling classroom management. The positive and negative attitudes towards this question are almost equal. 39.9% agreed that their mentor teachers modelled them classroom management while 39.8% disagreed. The rate of uncertain respondents for this question is significantly high with a percentage of 20.4%. It can be pointed out that there is an inadequacy of modelling the classroom management for the beginning English language teachers.

For the assistance to using the curriculum, results indicated that the general attitudes of beginning language teachers are positive. 50% responded that they were assisted with using the curriculum. 34.2% have negative attitudes to being assisted with using the curriculum. The positive attitude towards this question may be because mentor teachers can help them find the pre-prepared curriculum papers from websites.

Planning to teach is another important challenge for beginning teachers. According to the results, the 41.6% agree that their mentor teachers gave them clear guidance for planning to teach. 35.2% disagreed about receiving clear guidance for planning to teach. 23.1% are uncertain about this item. When the amounts of uncertain respondents are added to the respondents who disagree, it can be concluded that 58.3% are not satisfied with the help for planning to teach in their first year. When the beginning teacher has difficulty in planning to teach, this may be a negative factor about using the time efficiently in the classroom for him/her. That's why assisting the

beginning teachers for planning to teach is essential for his/her overall success in teaching in the first year.

Feeling confident as a teacher is a challenge for beginning teachers. Results showed that the mentor teachers helped the beginning language teachers feel confident as a teacher. 51.8% are positive with 12% strongly agree and 39.8% agree. However, almost the other half is negative about this support. Feeling themselves confident is very crucial for every teacher, and especially for beginning teachers. When beginning teachers feel themselves confident, it affects lots of things such as their teaching in front of the students, their relations with their students etc. That's why they should be supported about this challenge. This result shows that some precautions may be needed to ensure this.

Another challenging point for the beginning teachers is to find strategies to solve teaching problems. 34.3% disagreed that their mentor teachers provided strategies to solve their teaching problems while 44.5% agreed. 21.3% are uncertain about this assistance. Again when this amount is considered with amount of disagree, it is remarkable. When it is thought with the disagree amount, more than half of the teachers who answered this question think that they were not supported about solving teaching problems.

For the lesson preparation, the rate of positive and negative attitudes is equal. 38.9% are positive and 38.9% are negative. There is a high percentage of uncertain rate with 22.2%. This shows that there is a perceived insufficiency for the mentor teacher's help for lesson preparation. When the amount of uncertain respondents are added to disagree amount, 61.1% of the teachers who most probably would have problems difficulty in lesson preparation in their first year, were not supported enough and left alone.

Lastly, for assessing students' learning, 43.5% agreed that their mentor teachers showed them how to assess students' learning. 31.4% disagreed and 24.1% are uncertain. Even though almost half of the respondents are satisfied with the help for assessing students' learning, it is not enough. Almost 55% of beginning English teachers was left alone for this challenging issue. When the challenge of preparing an

achievement exam is taken into consideration even for the experienced teachers, the importance of helping beginning teachers for assessing students' learning can be understood better.

5.3 Discussion of the Qualitative Results

In the first part of the questionnaire, there are some open-ended questions for the participants. The answers of those questions will be interpreted in this part. Two questions will be discussed separately.

The first question is about the expectations of beginning English language teachers from their mentor teachers from the perspective of development as a teacher. 88 participants responded to the question. 41 participants did not suggest anything on what their mentor teachers could have done to further support their development as teachers. 13 participants just shared their negative opinions while 14 of them expressed only their positive ideas. Among the 13 participants who wrote just their negative ideas, 7 underlined that their mentor teachers are not teachers of English. This is significant. This result shows the need for having a mentor from the same field. One of those respondents state that:

- He could do nothing in English and English teaching as his department was different. He could just be more heartening to build working relationships with other forward-thinking teachers in my school to do more for our students.

This answer shows that when the mentor teachers department of graduation is different from the beginning teacher, the expectancy of support from him/her gets lower. With having such a pre-perception, the mentoring process cannot help the beginning teacher.

Another respondent notes that:

- first of all s/he should teach in the same field with me.

47 participants commented on their expectations. 16 of those 47 participants highlighted the need for observing and being observed by their mentor teachers. They also noted the need for feedback. This result indicates that observation and feedback are

the demanded elements for them in a mentoring program. They also need to observe their mentor teachers as a positive role model. Since they do not have experience of teaching and follow their own positive experiences, they want to follow the example of qualified and effective teachers.

8 of the participants discussed that their mentor teachers could have helped them by talking to them on their teaching and educational matters and also by having good communication with them. This result puts forward that they need to talk about their teaching with their mentor teachers. They want to ask questions and learn about how to solve their problems about teaching. One of them states as:

- First of all, he could ask my needs as a new teacher. And he could have behaved me like friend, not just a colleague. He could have given me much more clues about the student behaviours.

This answer demonstrates that the beginning English language teachers need to be listened and a close relation with their mentor teachers. This may help them to understand their students better.

5 participants expected their mentor teachers to be positive and friendly. This may help them feel comfortable while asking for help if they need. One of them describes this as:

- Maybe she would be more positive. She was a dominant character. She always insisted on her wailings. She could be more agreeable.

This answer shows us the importance of careful matching the beginning teachers with mentor teachers. One of the qualities that should be seeked in a mentor teacher is his/her being flexible in his/her attitudes (Boreen et al, 2003).

3 participants suggested that their mentor teachers could have helped them with teaching strategies. This underlines the need for mentoring and having a mentor teacher for supporting beginning language teachers in their first year. 3 participants expected guidance from their mentor teachers. This is again an important aspect of mentoring to overcome the first year challenges.

For the second research question, the beginning teachers' opinion on their professional development in their first year of teaching was investigated through the open-ended question in the questionnaire. 78 participants responded to this question. 18 of them tended to write only about their positive experiences. 14 of them defended that they could have applied modern methods, strategies and techniques to improve their teaching. This result illustrated that they want to use more efficient ways in their lessons. It can be said that they want to be more effective in teaching.

10 respondents viewed that they could have done activities to improve their English. They listed some activities that could have done such reading English articles, watching or listening English materials, going abroad or going to speaking courses and so on. This indicates that there should be some in-service training programs for the beginning English language teachers to improve their English. This can be carried out in close cooperation with ELT departments of education faculties.

10 of the participants responded to this question and suggested that they could have had better relations with their colleagues. They believed that this could have supported them a lot. This result demonstrated that there should be a good relationship between the beginning language teachers and their colleagues at school. This may help them a lot in their first year. One of them offered that:

- I could have asked more questions and tried to learn everything. For example, finding the best books (especially grammar books) I could have got more knowledge about the importance of students' level.

7 respondents thought that they could have used different, effective materials in their teaching. This shows that they should be directed about using effective materials in their lessons. This can be realised with the help of mentor teachers from the same department with beginning English teachers.

5.4 Conclusions and Suggestions

This study investigates beginning language teachers' first year from the perspective of mentoring and professional development. The relation between mentor

teachers' field and beginning language teachers' perception on the pedagogical support from mentor teachers were examined. Moreover, the mentor teachers' support for the challenges of first year, the beginning language teachers' expectations from the mentor teachers and their opinions about their professional development were also evaluated.

The findings demonstrate that the mentor teachers' subject field should be the same with the beginning teacher. For our context, the mentor teacher of beginning English language teachers should be teachers of English. This study indicates that this may help beginning language teachers about certain points which may be very important in their first year of teaching. Those points can be listed as:

1. timetabling (scheduling) lessons
2. developing their teaching strategies.
3. feeling comfortable in talking about teaching
4. using materials
5. receiving written feedback about their teaching
6. discussing content knowledge they need for teaching
7. reflecting on improving their teaching strategy

There is no rule about the mentor teachers' department in the 'selecting mentor' section of the 'Regulation on training beginning teachers' (Item 27, Journal of Notification, 2423/1995). There may be a regulation about the mentor teachers' field being the same with the beginning teachers in the 'Regulation on training beginning teachers'. It may be useful not only for the beginning English language teachers but also the other beginning teachers from other fields. Because the content or subject specific mentoring may help the beginning teachers become more efficient teachers. Hudson (2004b) believes that pedagogical knowledge may have different aspects from one subject to the other, that's why mentoring is supposed to focus on content-based matters in content-specific terms.

The study shows that the beginning English language teachers are satisfied with the mentor teachers' help for the first year challenges. This shows the importance of mentoring. However, it may be facilitated because there are some high rates of uncertain respondents. Also, for lesson preparation which is essential for teaching effectively the amount of rates of agree and disagree are equal. This demonstrates that it should be handled.

The study reveals that beginning language teachers expect to be observed and to receive feedback about their teaching. They expect to have role models to observe and learn from them. Beginning teachers do not have enough experiences to overcome the teaching difficulties in their first year. That's why, they want their mentor teachers to communicate with them and give advices about their teaching problems. Pietsch & Williamson (2010) discussed that teacher development and becoming a conscious teacher is a complicated process that requires far more than practice in a classroom. If teachers have chance to teach in their own class and monitor their own teaching, they develop distinguished knowledge and skills. In a school-based context it helps beginner teacher to engage in teacher-talk with more experienced colleagues. Their new professional identity as teachers allows them to expand their participation in school groups and to have relation which is a sign of acceptance of them and confidence in them.

Johnson and Kardos (2002) defends that the thing that new teachers want is experienced colleagues who will take their daily problems seriously, observe them teach and give feedback, help them develop instructional methods, model qualified teaching, and share insights about students' work and lives. This study also concludes that they want their mentor teachers to be friendly and active so that they can ask for help whenever they need. They also expect to be guided by their mentor teachers. These expectations should be taken into consideration by the policy makers of education, the school administrators and mentor teachers. It can be concluded that administration, training, supervision, and lack of materials contributed to their discontentment of first year teachers in the first year. These factors indicate to the need for a carefully designed mentor program, high quality in-service training for beginning teachers, and guidelines for administrators (Marable & Raimondi, 2007). The quality and efficacy of the

mentoring program play a crucial role. In order to support beginning language teachers in their early years of teaching experience, the quality of mentoring plays a critical role. In his research with beginning teachers, Brown (2001) summarizes the features of effective mentoring if:

- There is a named mentor in the language department;
- Help is always available;
- The mentor is close at hand;
- Mentors plan regular meetings;
- Mentors are reliable and keep to these plans;
- Lesson observations are regular;
- There is good teamwork and liaison between senior teachers in charge of newly qualified teachers and mentors in the language department
- There are opportunities for newly qualified teachers to observe excellent practitioners in language departments;
- There are opportunities for teachers to engage in discussion and to respect on their developing practice as language teachers;
- There is a commitment on the part of their mentors to their continuing professional development in effective languages pedagogy. (pp. 74-78)

The study shows that English language teachers want to apply new and effective methods, strategies and ways to teach English in their first year. It should be considered that beginning teachers are beginners and should be guided to do better. The mentoring system can support beginning teachers about using effective methods by providing them in-service trainings cooperatively with the education faculties of universities. According to the study, they also need to develop their English in their first year. In-service courses or seminar can be held to help the beginning language teachers to improve themselves. This may cause them feel more confident as teacher and it may affect their success in teaching. They want to have good relations with their colleagues in order to improve

their professional development. The school principals should take measures to ensure this. Some special occasions can be created to increase the social relations among the beginning teachers and their colleagues. This may help integrate them to the school culture and ease the beginning language teachers' adaptation.

5.4.1 Suggested mentoring programs for general and specific purposes

Different mentoring programs from USA, Canada, and Europe were analysed. In the light of findings of this study and these mentoring programs, a framework for a general mentoring program for our context is suggested in this part. This framework can be a new path for educational policy makers to help beginning teachers in their first year and make them qualified teachers. The details and content of this program should be designed by the program makers. The program should be clear and prepared as a brochure for each beginning teacher and mentor teacher. There should be a program evaluation meeting for the each school and a general meeting by the provincial directorate for national education. Such a program can draw a general picture of mentoring for the general purposes and help both the mentor teachers and beginning teachers.

A suggested mentoring program for general purposes is given as an outline in the following.

Mentoring Program for the Beginning Teachers for general purposes

1. Goals of the mentoring program
2. Objectives of the mentoring program
3. Stages of beginning teacher development
4. Qualities of mentor teachers
5. Roles and Responsibilities in the mentoring program (it should be in detail)
 - 5.1 Roles and Responsibilities of mentor teachers
 - 5.2 Roles and Responsibilities of beginning teachers

5.3 Roles and Responsibilities of school administrators

6. Needs analysis for beginning teachers

7. Needs analysis for mentor teachers

8. Reports of mentoring activities

8.1 Reports of mentor teacher

8.2 Reports of school administrator

8.3 Reports of the meetings (among mentor teacher, beginning teacher and school administrator)

9. Evaluation of the mentoring program

9.1 Self-evaluation for mentor teachers

9.2 Self-evaluation for beginning teachers

9.3 evaluations of the school administrator and official inspector

10. Summary of the program as annual report and suggestions

Moreover, there should be a specific program for the beginning English language teachers in order to determine subject specific matters. In fact there is booklet designed by the MONE to define the proficiency of the subject field teachers. There is also a specific one for the English language teachers. This booklet for the proficiency of English language teachers can be developed and used in the mentoring program for the specific purposes by the experts.

The outline of subject field proficiency is given as an outline in the following. This can be a guide for educational experts to prepare a subject specific mentoring program. It can be developed and written in detail. Such a program can help for mentor teachers and beginning teachers for the specific challenges of English teaching in the first year.

Proficiency of subject fields for the English Language Teachers for specific purposes

Proficiency Field 1: Planning and organising English teaching processes

Proficiency 1: Being able to planning appropriate for English teaching

Proficiency 2: Organising appropriate learning environment for English teaching

Proficiency 3: Using appropriate materials for English teaching process

Proficiency 4: Using appropriate methods and techniques for English teaching process

Proficiency 5: Using technology in English teaching

Proficiency Field 2: Developing language skills

Proficiency 1: Being able to help students develop language learning strategies

Proficiency 2: Being able to make students use English in a correct and understandable way

Proficiency 3: Developing students' listening/watching skills

Proficiency 4: Developing students' speaking skills

Proficiency 5: Developing students' reading skills

Proficiency 6: Developing students' writing skills

Proficiency Field 3: Observing and assessing language development

Proficiency 1: Defining the aims of assessment and evaluation related to language teaching

Proficiency 2: Being able to use the assessment and evaluation instruments and methods in language teaching

Proficiency 3: Evaluating the results of assessment about students' language development and being able to provide feedback

Proficiency 4: Being able to use the results of assessment and evaluation about students' language development in teaching

Proficiency Field 4: Cooperating with school, parents and society

Proficiency 1: Being able to cooperate with parents for students' language development

Proficiency 2: Being able to cooperate with the related institutions for students' understanding the importance of using foreign language

Proficiency 3: Being able to make students understand the meaning and importance of national festivals and ceremonies

Proficiency 4: Being able to manage and organise national festivals and ceremonies

Proficiency 5: Being able to cooperate with the society for making the school as an environment of culture and learning

Proficiency 6: Being able to manage social leadership

Proficiency field 5: Improving professional development in English subject field

Proficiency 1: Determining professional competence

Proficiency 2: Developing Professional and personal skills

Proficiency 3: Using the scientific research and techniques in the application of professional development

Proficiency 4: Using the research related with professional development in practicing teaching

5.4.2 Suggestions for the Further Research

This study focused on the beginning language teachers' first year with reference to mentoring and mentor teachers. It can be recommended that the mentor teachers who have experience of assisting the beginning teachers should be investigated for the Turkish context. Their expectations, challenges and suggestions can be examined to have a clear understanding of the mentoring matter.

Also a comparative analysis of Turkish mentoring program with the other Western countries can be made. By doing this, a working mentoring program can be developed by field experts. This may help the policy makers to enhance the present situation.

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APPENDICES

**APPENDIX 1: The regulation for training probationary employee
(teachers) (in Turkish)**

MİLLÎ EĞİTİM BAKANLIĞI

Aday Memurların Yetiştirilmelerine İlişkin Yönetmelik

Tebliğler Dergisi : 30.1.1995/2423

Ek ve Değişiklikler:

- 1) 27/11/1996 tarih ve 166955 sayılı Makam Onayı
Not : Ek-2 Çizelge değiştirildi.

BİRİNCİ 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 aslî memurluğa geçirilmeleriyle ilgili esas ve usulleri düzenlemektir.

Kapsam

Madde 2- Bu Yönetmelik, Millî Eğitim Bakanlığı merkez ve taşra teşkilatına aday memur olarak atananlar 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 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 yurt dışı teşkilatı dışında kalan okul ve kurumları,

"Aday memur", bu Yönetmelikte belirlenen temel, hazırlayıcı ve uygulamalı eğitimlere tabi tutulmak üzere Bakanlık merkez ve taşra teşkilatındaki görevlere ilk defa Devlet memuru olarak atananları,

"Aslî memur", adaylık süresi içinde temel, hazırlayıcı ve uygulamalı eğitimlerin hepsinde başarılı olan ve bu süre sonunda olumlu sicil alarak adaylığı kaldırılanları,

"Adaylık eğitimi", aday memurların yetiştirilmesi amacıyla düzenlenen temel, hazırlayıcı ve uygulamalı eğitim devreleri içine alan eğitimi,

"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 eğitimi,

"Uygulamalı eğitim", aday memurlara atandıkları 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.

İKİNCİ BÖLÜM

Genel İlkeler, Kurul ve Komisyonlar

Eğitim İle İlgili Genel İlkeler

Madde 5- Aday memurların;

a) Türkiye Cumhuriyeti Anayasasına, Atatürk İlke ve İnkılaplarına, Anayasa'da ifadesini bulan Türk milliyetçiliğine sadakatle bağlı kalacak, Türkiye Cumhuriyeti kanunlarını milletin hizmetinde, tarafsızlık ve eşitlik ilkelerine bağlı kalarak uygulayacak, yurt ve vatandaş sevgisiyle dolu, güler 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) Aslî memurluğa atanabilmeleri için adaylık eğitimlerinin her devresini başarı ile tamamlamış olmaları,

e) Temel ve hazırlayıcı eğitimlerinin Merkezi Eğitim Yönetme Kurulunca belirlenecek eğitim merkezlerinde, uygulamalı eğitimlerinin ise atandıkları okul ve kurumda yapılması, esastır.

Merkezî Eğitim Yönetme Kurulunun Kuruluşu

Madde 6- Bakanlık merkez teşkilatında Müsteşar veya görevlendireceği Müsteşar yardımcısının başkanlığında; Personel Genel Müdürü, Hizmet İçi Eğitim Dairesi Başkanı İle

Müsteşarca görevlendirilecek yeteri kadar öğretim dairesi amirinden olmak üzere Merkezî Eğitim Yönetme Kurulu kurulur. Bu kurulun sekreteryası Hizmet İçi Eğitim Dairesi Başkanlığınca yürütülür.

Merkezî Eğitim Yönetme Kurulunun Görevleri

Madde 7- Merkezî Eğitim Yönetme Kurulunun görevleri şunlardır:

- a) Temel ve hazırlayıcı eğitim programlarını ve bu programların uygulanmasında gerekli araç ve gereçleri ve sınav sorularının konulara göre ağırlık derecelerini belirlemek, sınav çeşidine göre sorulan hazırlamak, eğitim yerlerine dağıtılmasını sağlamak,
- b) Eğitici personelin niteliklerini belirlemek,
- c) Her bir eğitim ve bunlarla ilgili sınavların programları çerçevesinde yapılması ve yürütülmesi için gerekli tedbirleri almak,
- d) Eğitim yapılacak yerleri planlamak ve belirlemek,
- e) Diğer kurum ve kuruluşlarla gerekli her türlü iş birliğini sağlamak,
- f) Eğitim faaliyetlerini denetlemek veya denetlenmesini sağlamak,
- h) Her bir eğitim devresinin süresini ayrı ayrı belirlemek,
- ı) Eğitim faaliyetlerinin en etkin ve verimli bir şekilde yürütülmesi bakımından ilgili birimler arasında gerekli iş bölümünü yapmak,
- j) 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, Hizmet İçi Eğitim Dairesi Başkanı başkanlığında; Merkezî Eğitim Yönetme Kurulunu oluşturan birimlerin her birinde en az şube müdürü düzeyinde

görevlendirilecek üyelerden oluşur. Bu komisyonun sekreteryası İçeri Hizmet İçi Eğitim Dairesi Başkanlığınca yürütülür.

b) Taşra teşkilatında, il millî eğitim müdürünün başkanlığında; ilköğretim müfettişleri kurulu başkanı, il millî eğitim müdürünün teklifi üzerine vali tarafından görevlendirilecek bir il millî eğitim müdür yardımcısı veya şube müdürü ile okul öncesi eğitim, ilköğretim, orta öğretim, 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:

- a) Merkezî Eğitim Yönetme Kurulunun görevleri ve bu kurulca alınan kararlar doğrultusunda eğitim ve sınavlarla ilgili her türlü iş ve işlemleri yürütmek,
- b) Sınav sonuçlarını aday memurlara tebliğ etmek, ilgili birimlere göndermek,
- c) Sınav sonuçlarına yapılacak itirazları inceleyerek sonuca bağlamak,

ÜÇÜNCÜ BÖLÜM

Temel ve Hazırlayıcı Eğitim

Temel Eğitimin Öğeleri

Madde 10- Temel eğitimle ilgili ilkeler şunlardır;

- a) Temel eğitimin hedefi, aday memurlara Devlet memurlarının ortak özellikleriyle ilgili temel bilgileri vermektir.
- b) Temel eğitim her sınıf ve kadrodaki memura ortak bir program içinde ve aday memurların öğrenim durumları dikkate alınarak uygulanır.
- c) Temel eğitimin süresi toplam 50 saatlik programdan aşağı olmamak üzere on günden az, iki aydan çok olamaz.
- d) Temel eğitim için ayrılan süreye dönem sonunda yapılan sınav süreleri dahildir.
- e) Temel eğitim, Merkezî Eğitim Yönetme Kurulunca belirtilen tarihte başlar.

Temel Eğitim Programı

Madde 11- Temel eğitim programı aday memurların atandıkları görev ve öğrenim durumları dikkate alınarak aşağıdaki konular çerçevesinde hazırlanır.

- 1) Atatürk ilkeleri,
- 2) T.C. Anayasası,
- 3) Genel olarak Devlet teşkilatı,
- 4) Devlet Memurları Kanunu,
- 5) Yazışma kuralları ve dosyalama usulleri,
- 6) Devlet malını koruma ve tasarruf tedbirleri,
- 7) Halkla ilişkiler,
- 8) Gizlilik ve gizliliğin önemi,
- 9) İnkılap Tarihi,
- 10) Millî güvenlik bilgileri.
- 11) Türkçe Dil bilgisi 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 ilkeleri

Madde 13- Hazırlayıcı eğitimin ilkeleri şunlardır:

a) 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.

b) Hazırlayıcı eğitim süresi toplam 110 saatlik programdan aşağı olmamak üzere bir aydan az, üç aydan çok olamaz,

c) Hazırlayıcı eğitim için ayrılan süreye dönem sonunda yapılan sınav süreleri dahildir.

d) 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;

a) Tanıtılması,

b) Görevleri,

c) Teşkilatı,

d) İlgili mevzuatı,

e) Diğer kurumlarla ilişkileri,

2) Aday memurun görevleriyle ilgili konular,

3) Merkezî 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 memurların başarı seviyelerini tespit etmek amacıyla 16. maddede belirtilen ilke ve yöntemler çerçevesinde hazırlayıcı eğitim sınavı yapılır.

DÖRDÜNCÜ BÖLÜM

Sınavlar

Sınavlarla İlgili İlke ve Yöntemler

Madde 16 - Temel ve hazırlayıcı eğitim dönemleri sonunda yapılacak sınavlarla ilgili ilke ve yöntemler şunlardır:

a) Sınavlar test, uzun cevaplı veya uygulamalı şekilde yapılır, uygun görülen sınav çeşitlerinden biri veya birkaçı birden kullanılabilir.

b) Sınav önceden duyurulan yer, gün ve saatte yapılır.

c) Sınav sorulan, salon başkanı tarafından yoklama yapıp, sınava katılmayanların tutanakla tespit edilmesinden ve sınav kurallarının adaylara açıklanmasından sonra dağıtılır.

d) Sınavlarda standart kağıt kullanılması zorunludur.

e) Sınavlarda sınavın başlayışını, 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 gözcü tarafından imzalanır.

f) 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 sına 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 hazırlattırılarak, 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 değerlendirmeye 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 memurların sıva sonucunda başarısız olanlar sınav sonuçlarının kendilerine tebliğini takip eden 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 yazı ile duyurulur. Sınavlara itiraz edenler, itirazları sonuçlanıncaya kadar bir sonraki adaylık eğitimine devam ederler. Yapılacak incelemede başarılı olmadığına 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 Sayılanlar

Madde 22 - Aday memurların adaylık eğitim sınavları aşağıdaki durumlarda geçersiz sayılır;

a) Kopya çekmeye teşebbüs etmek, kopya çekmek veya kopya vermek,

- b) Sınav düzenine aykırı davranışta bulunmak,
- c) 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 nci maddeleri; (b) fıkrası kapsamına girenler hakkında ise eğitim ve sınav yürütme komisyonunca verilecek karar doğrultusunda işlem yapılır.

Sınav Belgelerinin Saklanması

Madde 23 - Sınavlarla ilgili evraklar 2 yıl, yargı yoluna başvurulması halinde dava sonuna kadar saklanır.

BEŞİNCİ BÖLÜM

Uygulamalı Eğitim

Uygulamalı Eğitimle İlgili İlke ve Yöntemler

Madde 24- Uygulamalı eğitimle ilgili ilke ve yöntemler şunlardır:

- a) 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.
- b) Uygulamalı eğitim hazırlayıcı eğitimden sonra Merkezî Eğitim Yönetme Kurulunca belirtilen tarihte başlar.
- c) Uygulamalı eğitim süresi toplam 220 saatlik programdan aşağı olmamak üzere iki aydan az, beş aydan çok olamaz.
- d) 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.
- e) Uygulamalı eğitime tabi tutulan öğretmenler;
 - 1) Görevli buldukları okulda yapılan öğretmenler kurulu toplantıları ile

görevlendirildikleri her türlü kurs, seminer, konferans ve diğer eğitsel etkinliklere katılmak zorundadırlar.

2) 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.

3) Rehber öğretmen nezaretinde derse girer, müstakil ders veremezler.

Uygulamalı Eğitim Programları

Madde 25- Aday memurların uygulamalı eğitim programları merkezî eğitim yönetme kurulu tarafından belirlenen ilkeler çerçevesinde eğitim ve sınav yürütme komisyonlarının sorumluluğunda adayın görevlendirileceği birimin özelliği dikkate alınarak aşağıda belirtilen konularda hazırlanır:

- 1) Yazışma ve dosyalama kuralları,
- 2) Sorumluluğuna verilen araç ve gereçleri kullanma ve bakımını yapma,
- 3) Görevi ile ilgili mevzuatı bilme ve kurallarına uyma,
- 4) İç ilişkileri,
- 5) Çevre ilişkileri,
- 6) Ast, üst ilişkileri,
- 7) İnsan ilişkileri,
- 8) Gizlilik dereceleri, yazışma ve gizlilik dereceli evrakın saklanması,
- 9) Görevi ile ilgili gözlem, araştırma ve incelemeler,
- 10) Güvenlik ve koruma tedbirleri,
- 11) Uygulamada tarafsızlık,
- 12) Zamanın ve kaynakların verimli şekilde kullanılması.
- 13) İlgili diğer konular.

Aday öğretmenlerin uygulamalı eğitim programları yukarıda belirtilenlerle birlikte, aşağıdaki konuları da kapsar:

- 1) Yıllık plan,
- 2) Ünite planı,
- 3) Günlük ders planı,
- 4) Dersin işlenmesi için gerekli araç, gereçler,
- 5) Atölye öğretiminde öğrencilerin yapacakları iş ve uygulamalara ilişkin temrin resimleri ve projeler,
- 6) Okulun bulunduğu çevrenin ve bu çevredeki çeşitli kuruluşların eğitim faaliyetleri ve ders amaçlarının gerçekleştirilmesi yönünden incelenmesi ile ilgili hususlar,
- 7) İnceleme gezilerinin planlaması, uygulaması ve değerlendirilmesi,
- 8) Bir kısım ders ve uygulamaları endüstride yapan okullarda, öğrencilerin izlenmesi ve değerlendirilmesi,
- 9) Sınıf ve danışman öğretmenlik çalışmaları,
- 10) Öğretmenler kurulunun görevleri ve kurulun sekreterlik hizmetleri,
- 11) Öğrenci rehberlik hizmetleri,
- 12) Atölye ve laboratuvarların yönetimine ilişkin konular,
- 13) Ölçme ve değerlendirme araçlarının hazırlanması, uygulanması ve geliştirilmesi,
- 14) Okulun genel işleyişi ile ilgili yönetmelikler,
- 15) 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 yaptırılır.

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 yetiştirilmesinde 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 yetişmesi için izleme, yöneltme ve rehberlikte bulunmak,
- c) Periyodik olarak aday memur hakkındaki görüşlerini raporlar halinde birim amirlerine 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 nitetıklere 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 ve aşağıdaki genel özelliklere göre toplam 100 puan üzerinden değerlendirilir.

- a) Genel nitelikler (10 puan)
- b) Disiplin (15 puan)
- c) Çalışkanlık (15 puan)
- d) İş birliği (5 puan)
- e) Güvenirlilik (5 puan)
- f) Meslek bilgisi (50 puan)

ALTINCI 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 özelliklere,
- ayrı ayrı puan verilerek doldurulur.

Değerlendirmede kesirli puan verilemez.

Uygulamalı eğitim sonunda doldurulan uygulamalı eğitim değerlendirme belgesine göre, birinci ve ikinci sicil amirlerinin bu belge üzerinde ayrı ayrı verecekleri toplam puanlarının aritmetik ortalamasının 60 ve daha yukarı olması durumunda, aday memur uygulamalı eğitimde de başarılı sayılır.

Belgelendirme

Madde 31- Uygulamalı eğitim değerlendirme belgesine göre, sicil amirlerince verilen puanların aritmetik ortalamasının, adaylığın kaldırılması için gerekli olan 60 puanın altında ya da 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 çerçevesinde 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 atananlara bırakmak zorundadırlar.

Adaylığın Kaldırılması Teklifi

Madde 33- Aday memurlardan uygulamalı eğitim değerlendirmesi sonunda başarılı olduğu anlaşılanların adaylıklarının kaldırılması teklifi, değerlendirme belgesi ile birlikte adaylığın kaldırılması gereken tarihten bir ay önce; öğretmenler ve sicil dosyaları valilikte tutulan personel açısından il millî eğitim müdürlüğündeki; sicil dosyaları Bakanlıkta tutulan personel açısından ise merkez teşkilatındaki adaylık işlemlerini yürüten birimde bulundurulacak şekilde gönderilir.

Adaylığın Kaldırılması

Madde 54- İlgili birimler 33. maddede belirtilen süreler içinde kendilerine intikal eden

belgeleri inceleyerek usul ve işlem eksikliği bulunmayanları (EK-2) formla makamın onayına sunarlar.

Usul ve işlem eksikliği bulunanların bu eksiklikleri en kısa sürede tamamlatılır. Asgarî adaylık süresinde başarılı olanlar için alınacak onaylarda bu sürenin bittiği tarih; asgarî 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 Dergisi'nde yayımlanmak üzere Yayınlar Dairesi Başkanlığı'na gönderilir.

Adaylık İşlemlerinin Takibi

Madde 35- Adaylık işlemlerini yürüten birimler, işlemlerin yönetmelikte belirtilen sürelerde yapılıp 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.

YEDİNCİ 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 Tamamlattırılması

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 Müdürlüğünün teklifi, Merkezî 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 Merkezî 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 edilerek kalan eğitimleri 38. maddede belirtilen şartlarda tamamlattırılır.

Adaylık İçinde Göreve Son Verme

Madde 41- Uzatma süreleri dahil adaylık eğitimin her bir devresinde başarısız olanların; disiplin cezası vermeyi gerektirecek veya memuriyetle bağdaşmayacak durumları tespit edilenlerin 657 sayılı Devlet Memurları Kanununun 56 ve 57. maddelerine göre adaylık eğitimlerini sürdürdükleri yerlerdeki sicil amirlerinin teklifi üzerine atamaya yetkili amirin onayı ile memuriyetle 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 sürenin tespitinde Başbakanlık Devlet Personel Başkanlığında tutulan

kayıtlar esas alınır.

Sınıf Değiřtirenlerin Adaylıęı

Madde 43- Dięer hizmet sınıflarından birinde adaylıęı kaldırılmıř iken Eęitim ve Öęretim Hizmetleri Sınıfına öęretmen olarak atananlar, öęretmenlik mesleęi aısından uygulamalı eęitime tabi tutulurlar. Bu eęitim sonunda bařarılı olamadıkları anlařılanlar dięer hizmet sınıflarındaki durumlarına uygun görevlere kazanılmıř hak aylık dereceleri ile atanırlar.

Eęitim Programlarının Hazırlanması

Madde 44- Bu Yönetmelięe göre hazırlanacak olan eęitim programları bu Yönetmelięin yürürlüęe girdięi tarihten bařlayarak en ge 3 ay içinde hazırlanır.

Bildirme İřlemi

Madde 45- Görevlerine son verilen aday memurlar, görevlerine son vermeyi gerektiren sebepler de belirtilerek Hizmet İi Eęitim Dairesi Bařkanlıęınca en ge bir ay içinde Bařbakanlık Devlet Personel Bařkanlıęı'na bildirir.

Hüküm Bulunmayan Haller

Madde 46- Bu Yönetmelikte hüküm bulunmayan hallerde "Aday Memurların Yetiřtirilmelerine İliřkin Genel Yönetmelik" hükümleri uygulanır.

Geici Madde 1- Bu Yönetmelięin yürürlüęe girdięi tarihte adaylık eęitimlerine bařlamıř olan aday memurlar hakkında, bu Yönetmelięin yürürlüęe girdięi tarihten önce yürürlükte bulunan ilgili mevzuat hükümleri uygulanır.

SEKİZİNCİ BÖLÜM

Yürürlük Hükümleri

Kaldırılan Hükümler

Madde 47- Yönetmelięin yürürlüęe girdięi tarihten itibaren Millî Eęitim Bakanlıęı Merkez ve Tařra Teřkilatı 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.

APPENDIX 2: NOVICE TEACHER TRAINING PROGRAM (in Turkish)

Aday Öğretmenlerin Yetistirilmesi Kurs Programı

Adaylık Eğitimi	Üniteler	Saat
Temel Eğitim Programı	1.Devlet Teşkilâtı, Anayasa ve Kamu Hizmeti	8
	2.Devlet Memurları ile ilgili Mevzuat	16
	3.Türkçe, Dilbilgisi ve Resmi Yazışma Kuralları	12
	4.Halkla ilişkiler 4	4
	5.Tasarruf Tedbirleri ve Hizmette Verimlilik	4
	6.Atatürk ilkeleri ve inkılâp Tarihi	10
	7.Millî Güvenlik Bilgisi	2
	8. Değerlendirme (Sınav)	4
	Toplam	60
Hazırlayıcı Eğitim Programı	1. Türk Millî Eğitim Sistemi	12
	2. MEB'in Teşkilat Yapısı	12
	3. Personelin Özlük Hakları	24
	4. Hizmet Sınıfları ile ilgili Konular	68
	5. Değerlendirme (Sınav)	81
	Toplam	120
Uygulamalı Eğitim programı	1. Resmi Yazışma ve Dosyalama Kuralları.	-
	2. Hizmette Tasarruf ve Verimlilik.	-
	3.İnsan ilişkileri.	-
	4. Yenilik ve Gelişme.	-
	5. Koruma Tedbirleri ve Sivil Savunma.	-
	6. Hizmet Sınıfları ile ilgili Konular.	-
	Toplam	220

(Öztürk, 2008, p. 154)

APPENDIX 3: BASIC EDUCATION PROGRAM (in Turkish) Temel Eğt. Programı

<p>ÜNİTE I: Devlet Teskilâtı, Anayasa ve Kamu Hizmeti</p> <p>1. T.C. Anayasası ve temel ilkeleri. 2. Kamu hizmeti ve devlet kavramları. 3. Devlet Teşkilatı: a.Merkezi Yönetim, b.Yerinden yönetim. 4. Devletin Sekli ve Organları: a.Yasama, b.Yürütme, c.Yargı.</p>	<p>ÜNİTE II: Devlet Memurları ile ilgili Mevzuat</p> <p>1. Anayasa, Kanun, KHK, Bakanlar Kurulu Kararı, Tüzük, Yönetmelik, Yönerge, Genelge, idari Yargı Kararları, İçtihat'ı Birleştirme Kararları. 2. Devlet Memurunun: a.Görev ve sorumlulukları, b.Genel Hak ve sosyal yardımları, c.Hizmet içi Eğitimi, d.Atama ve yer deęiřtirmesi, e.Müracaat ve Őikâyetleri, f.İzinleri, g.Kılık-Kıyafeti, h.Disipline riyeti, i.İlerleme ve yükselmesi.</p>
<p>ÜNİTE III: Türkçe-Dilbilgisi ve Resmi Yazıřma Kuralları</p> <p>1.Türkçe'nin yapısı ve dünya dilleri arasındaki yeri. 2. Kelime çeřitleri. 3. Cümle çeřitleri. 4. Cümlelerin öğeleri. 5. Kip, zaman ve şahıs. 6. Noktalama işaretleri. 7. İmla kuralları. 8. Kompozisyon. 9. Resmi yazıřma ve iletişim kuralları. 10. Resmi yazıřma ve iletişim çeřitleri. 11. Gizlilik, gizlilik dereceleri. 12. Evrak dosyalama arřivleme.</p>	<p>ÜNİTE IV: Halkla iliřkiler.</p> <p>1. Halkla iliřkiler kavramı. 2. Halkla iliřkilerin nitelikleri. 3. Halkla iliřkilerin teknikleri. 4. Halkla iliřkilerde yararlanılan kaynaklar. 5. Halkla iliřkilerde meslek kuralları. 6.Yönetimin halk tarafından deęerlendirilmesi</p>
<p>ÜNİTE V: Tasarruf Tedbirleri ve Hizmette Verimlilik.</p> <p>1. Tasarrufun önemi ve gereklilięi, 2. Tasarruf alanları. a.Yakıtta, b.Zamanda c.Suda, d.Kırtasiyede. 3. Tasarrufun kiři ve toplum hayatındaki rolü. 4. İnançlarımız ve geleneklerimizde tasarrufun yeri.</p>	<p>ÜNİTE VI: Atatürk İlkeleri ve İnkılâp Tarihi</p> <p>1.20.yy. bařında Osmanlı İmparatorluęunun durumu. 2. Kurtuluř Savařı. 3. Cumhuriyetin ilanı. 4. Atatürk ilkeleri 5. Atatürk inkılâpları.</p>
<p>ÜNİTE VII: Millî Güvenlik Bilgisi</p> <p>1. Türkiye'nin jeopolitik konumu. 2. Türkiye'ye yönelik iç ve dıř tehditler 3. iç ve dıř tehditlere karřı alınabilecek tedbirler.</p>	

APPENDIX 4: PREPARATORY EDUCATION PROGRAM (in Turkish)
Hazırlayıcı Eğitim Programı

<p>ÜNİTE I: Türk Millî Eğitim Sisteminin Yapısını Kavrayabilme</p> <p>1. Türk Millî Eğitim Sistemi: a. Genel Amaçlar, b. Temel İlkeler, c. Örgün Eğitim Kurumları, d. Yaygın Eğitim Kurumları</p>
<p>ÜNİTE II: Millî Eğitim Bakanlığı'nın Teşkilat Yapısı</p> <p>1. Merkez Teşkilatı: a. Bakanlık Makamı, b. Talim ve Terbiye Kurulu, c. Ana Hizmet Birimleri, d. Danışma ve Denetim Birimleri, e. Yardımcı Birimler. 2. Tasra Teşkilatı: a. il Millî Eğitim Müdürlükleri, b. ilçe Millî Eğitim Müdürlükleri. 3. Yurtdışı Teşkilatı. 4. Bağlı Kuruluşlar: a. Millî Eğitim Akademisi, b. Yüksek Öğrenim Kredi ve Yurtlar Kurumu Genel Müdürlüğü, c. Film, Radyo, Televizyonla Eğitim Merkezi. 5. Millî Eğitim Bakanlığı'nın diğer bakanlıklarla olan ilişkileri.</p>
<p>ÜNİTE-III: Personelin Özlük Hakları</p> <p>1. Devlet Memuru'nun özlük haklarına ait tabi olduğu mevzuat: a. 657 Sayılı Kanunun ilgili Hükümleri, b. T.C. Emekli Sandığı Kanunu'nun ilgili Hükümleri. 2. Devlet Memuru'nun genel hakları: a. Uygulamayı isteme hakkı, b. Çekilme, c. Emeklilik, d. Müracaat, şikâyet ve dava açma, e. isnat ve iftiralara karşı korunma. 3. Devlet Memurluğunda ilerleme ve yükselmeler: a. Kademe ilerlemesinde şartlar, b. Derece Yükselmesinin usul ve şartları, c. idari görevlere atanma, d. Sınıf değiştirme. 4. Atama ve Yer değiştirme: a. Atama, ilk atama, açıktan atama, b. Yer değiştirme, c. Vekâlet, d. ikinci görev, e. Silâh altına alınma ve terhis edilenlerin görevlerine dönmeleri ve hizmet Değerlendirilmesi. 5. Çalışma Saatleri ve izinler: a. Yıllık izin, b. Mazeret izni, c. Hastalık izni, d. Aylıksız izin. 6. Disiplin ve Disiplin cezaları: a. Disiplin amirleri, b. Disiplin cezaları ve çeşitleri (Uyarma, Kınama, Aylıktan kesme, Kademe ilerlemesinin durdurulması, Devlet memurlugundan çıkarma). 7. Siciller: a. Sicil amirleri, b. Sicil raporlarının doldurulması, c. Olumlu ve olumsuz sicil, d. Ödüllendirme (Teşekkür, Takdir, Aylıkla ödül). 8. Görevden uzaklaştırma. 9. Mali Haklar: a. Aylık (Dereceler kademe aylığı, Katsayı ve Gösterge), b. Tazminat ve Zamlar, c. Sosyal Haklar ve Yardımlar (Tedavi Yardımı, Konut edindirme yardımı, Aile yardımı, Doğum ve ölüm yardımı, Giyecek yardımı, Lojman tazminatı), d. Harcırah Kanunu yol masrafı, gündelik, aile masrafı, yer değiştirme masrafı. 10. Devlet Memuru'nun hizmet içi eğitim yoluyla yetiştirilmesi.</p>
<p>ÜNİTE-IV: Eğitim Öğretim Hizmetleri Sınıfı Personeli için Konular</p> <p>1. Öğretim ilke ve yöntemleri; 2. Ders araç ve gereçleri; 3. Rehberlik; 4. Yıllık, ünite ve günlük plân; 5. 222 sayılı ilköğretim ve Eğitim Kanunu; 6. 430 Sayılı Tevhidi Tedrisat Kanunu. 7. Millî Eğitim Bakanlığı'na Bağlı Okul ve Kurumlarda Görevli Öğretmen ve Yöneticilerin Haftalık Ders Saatleri ve Ek Ders Ücretleri Hakkında Mevzuat (439 Sayılı Kanun ve ilgili diğer mevzuat). 8. 1702 Sayılı ilk ve Orta Tedrisat Muallimler Terfi ve Terfileri Hakkında Kanun. 9. 4357 Sayılı ilkokul Öğretmenleri Terfi, Teklif ve Cezalandırılmaları Hakkında Kanun. 10. Eğitim Öğretim hizmetleri sınıfı personelinin ilgilendiren Kanun, Yönetmelik ve diğer mevzuat.</p>

APPENDIX 5: APPLIED EDUCATION PROGRAM (in Turkish)
Uygulamalı Eğitim Programı

ÜNİTE I: Resmi Yazışma ve Dosyalama Kuralları	ÜNİTE II: Hizmette tasarruf ve verimlilik
1. Resmi Yazışma kuralları ve çeşitleri. 2. Gizlilik ve gizliliğin dereceleri. 3. Evrak, dağıtım, dosyalama ve arşivleme. 4. Basılı evraklar.	1. Devlet malı 2. Tasarruf tedbirleri 3. Hizmette verimlilik 4. Tüketim ve yatırım malları
ÜNİTE III: İnsan İlişkileri ÜNİTE IV:	ÜNİTE IV: Yenilik ve Gelişme
Yenilik ve Gelişme 1. Yönetimde insan ilişkilerinin yeri ve önemi. 2. İş ilişkileri. 3. Çevre ilişkileri. 4. Ast-üst ilişkileri.	1. Personelin görev alanı ve ilgili mevzuat. 2. Gözlem ve araştırma. 3. Bilimsel ve teknolojik gelişmeler. 4. Çevre imkânlarından yararlanma (kütüphane vb.)
ÜNİTE V: Güvenlik tedbirleri ve sivil savunma.	
1. Güvenlik ve koruma tedbirleri. 2. Sivil savunma tedbirleri	
EGİTİM ÖĞRETİM HİZMETLER SINIFI PERSONEL İÇİN UYGULAMALI EĞİTİM	
ÜNİTE I: Öğretim planları A-Yıllık Plân B-Ünite Planı C-Günlük Plân D-Yıllık Çalışma Programı. ÜNİTE -II: Ders araç ve gereçleri ÜNİTE -III: Eğitimde çevrenin yeri ve önemi A-Eğitim amaçlı yararlanabilecek çevredeki kurum ve kuruluşlar B-Okul, aile ve çevre ilişkileri ÜNİTE -IV: Rehberlik hizmetleri 1. Rehberliğin yeri ve önemi 2. Rehber öğretmen, sınıf rehber öğretmen, danışman öğretmen 3. Aday öğretmenin rehber öğretmeni	ÜNİTE -V: Okulun yapısı ve özellikleri 1. Okulun amaçları ve yapısı 2. Okulda yönetim işleri a.Eğitim programlarının uygulanması b.Personel hizmetleri c.Öğrenci hizmetleri d.Bütçe ile ilgili işler e.Okulun fiziki kaynakları 3. Okuldaki kurul ve toplantılar ÜNİTE -VI: Ölçme ve değerlendirme 1. Ölçme araçları a. Çoktan seçmeli testler b. Doğru yanlış testler c. Eşleştirmeli testler d. Kısa cevaplı testler e. Performans testleri f. Sözlü yoklama g. Yazılı yoklama 2. Ölçme araçlarının nitelikleri a. Geçerlilik b. Güvenirlik c. Kullanışlılık 3. Değerlendirme a. Tanımaya yönelik değerlendirme b. Yetiştirmeye yönelik değerlendirme c. Sonuç değerlendirme

APPENDIX 6: Questionnaire

İNGİLİZCE ÖĞRTEMLERİNİN MESLEKTEKİ İLK YILI VE MENTÖRLÜK FAALİYETLERİ ANKETİ

Değerli Meslektaşım,

Aşağıdaki anket, göreve yeni başlamış aday İngilizce öğretmenlerinin mesleğe başladıktan sonra yaşadıkları sorunlara yardımcı olmak ve mesleki gelişimlerine katkı sağlamak için sağlanan mentörlük uygulamasının ve mentör öğretmenin aday İngilizce öğretmenine katkıları ve olması gerekenler konusunda sizin bilgi ve görüşlerinize başvurmaktadır. Mentör öğretmenlik uygulaması MEB mevzuatında ‘rehber öğretmen’ olarak adlandırılmakta ve göreve yeni başlayan öğretmenlerin adaptasyonu ve mesleki gelişimine katkı sağlamayı amaçlamaktadır (Tebliğler Dergisi, sayı 2436, 1995).

Bu araştırmanın sonuçları İngilizce öğretmenlerinin mesleğe başladıktan sonra karşılaştıkları sorunlara yardımcı olan mentörlük uygulamasının katkısına ışık tutacağı ve daha iyi bir mentörlük uygulamasının nasıl olması gerektiği konusunda katkıda bulunacağı için, görüşlerinizi samimi bir şekilde ifade etmeniz önemlidir.

Kimlik bilgileriniz ve bireysel yanıtlarınız kesinlikle gizli tutulacaktır ve anket sonuçları sadece araştırma amacına yönelik kullanılacaktır. Eğer bulgular hakkında bilgilendirilmek isterseniz, formun sonuna e-posta adresinizi ekleyiniz.

Katılımınız ve içtenliğiniz için çok teşekkür ederim.

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Mentee's Views on Mentoring

SECTION 1: Thank you for participating in this voluntary study on the support you have received from your mentor teacher. In this study *mentor teacher* means the experienced teacher who was assigned by the school administration in order to help the beginning teacher in the first year. To preserve your anonymity, do not write your name or your mentor teacher's name within this survey. Please *circle* the responses that apply to you and/or indicate your answer.

a) What is your gender? Male Female

b) What is your age? _____ years old

c) What is your department of undergraduate education?

Elt

Linguistics

British / American language and literature

Translation

Other

e) What class were you assigned for this school experience? (if composite circle more than one)

2 3 4 5 6 7 8 9 10 11

12

d) How many times did you talk with your mentor teacher provide written feedback about your teaching during your first year of teaching?

0 1-4 5-9 10-14 15-20 more than 20

e) Did you feel you had a good rapport with your mentor? (*circle*)

Yes

No

Briefly explain your response:

f) What could your mentor teacher have done to further support your development as a teacher? _____

g) What was your mentor's gender and age? _____

h) What else could you have done to improve your teaching? _____

Mentoring for Effective Teaching (MET)

Following statements are concerned with your mentoring during your first year of teaching. Please indicate the to which you agree or disagree with each statement below by circling only one response to the right of each ent.

SD = Strongly Disagree D = Disagree U = Uncertain A = Agree SA = Strongly Agree

During my first year of teaching my mentor teacher: the same department with me (English teacher)			Yes	No		
thought the same grade with me	SD	D	U	A	SA	
provided enough time for mentoring activities	SD	D	U	A	SA	
made regular meetings with me and the school administration	SD	D	U	A	SA	
modelled teaching.	SD	D	U	A	SA	
assisted me with classroom management strategies for teaching. ...	SD	D	U	A	SA	
supportive of me for teaching	SD	D	U	A	SA	
assisted me towards implementing teaching strategies.	SD	D	U	A	S	
displayed enthusiasm when teaching.	SD	D	U	A	SA	
assisted me with timetabling (scheduling) my lessons.	SD	D	U	A	SA	
outlined curriculum documents to me.	SD	D	U	A	SA	
modelled effective classroom management when teaching.....	SD	D	U	A	SA	
assisted me about using the curriculum.	SD	D	U	A	SA	
assisted me in the development of my teaching strategies.	SD	D	U	A	SA	
was effective in teaching	SD	D	U	A	SA	
provided oral feedback on my teaching.	SD	D	U	A	SA	
seemed comfortable in talking with me about teaching.	SD	D	U	A	SA	
discussed with me questioning skills for effective teaching.	SD	D	U	A	SA	
used hands-on materials for teaching	SD	D	U	A	SA	
provided me with written feedback on my teaching.	SD	D	U	A	SA	
discussed with me the content knowledge I needed for teaching	SD	D	U	A	SA	
instilled positive attitudes in me towards teaching	SD	D	U	A	SA	
assisted me to reflect on improving my teaching practices.	SD	D	U	A	SA	

gave me clear guidance for planning to teach	SD	D	U	A	SA
discussed with me the aims (goals) of teaching.	SD	D	U	A	SA
made me feel more confident as a teacher.	SD	D	U	A	SA
provided strategies for me to solve my teaching problems.	SD	D	U	A	SA
guided me with lesson preparation	SD	D	U	A	SA
discussed with me the school policies used for teaching.	SD	D	U	A	SA
gave me new viewpoints (perspectives) on teaching	SD	D	U	A	SA
listened to me attentively on teaching matters.	SD	D	U	A	SA
showed me how to assess students' learning	SD	D	U	A	SA
clearly articulated what I needed to do to improve my teaching.	SD	D	U	A	SA
served me teach before providing feedback.	SD	D	U	A	SA
had less workload because of mentoring activities	SD	D	U	A	SA

THANK YOU!

ÖZGEÇMİŞ

Kişisel Bilgiler

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Doğum Yeri ve Tarihi : K.Maraş / 1982

Eğitim Durumu

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Bilimsel Faaliyetleri : -

İş Deneyimi

Stajlar : -
Projeler : -
Çalıştığı Kurumlar : Ankara Polis Koleji Müdürlüğü

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