



**HACETTEPE ÜNİVERSİTESİ**  
**EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

Department of Foreign Languages Education  
Program of English Language Teaching

ADAPTATION PROBLEMS AND SOLUTIONS OF NOVICE TEACHERS OF  
ENGLISH



Nurgül BEKDEMİR

Master's Thesis

Ankara, (2019)



With leadership, research, innovation, high quality education and change,

*To the leading edge... Toward being the best...*



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MESLEĞE YENİ BAŞLAYAN İNGİLİZCE ÖĞRETMENLERİNİN UYUM  
SORUNLARI VE ÇÖZÜMLERİ

Nurgül BEKDEMİR

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## Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by NURGÜL BEKDEMİR and entitled "Adaptation Problems and Solution of Novice Teachers of English", has been approved as a thesis for the Degree of Master in the Program of English Language Teaching in the Department of Foreign Languages Teaching by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on 10/05/2019 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a Master's Thesis in the Program of English Language Teaching by the Board of Directors of the Graduate School of Educational Sciences on...../...../.

Prof. Dr. Ali Ekber ŞAHİN

Director of Graduate School of Educational Sciences

## Abstract

This study was conducted to explore the adaptation period of novice teachers of English (NTE) in the early years of profession. The study was designed by a qualitative approach in which self-designed survey is used to investigate adaptation problems experienced by NTE, possible solutions and the effects of adaptation period on them. Data were collected from 85 graduates from the Department of English Language Teaching at Hacettepe University in Turkey. Due to the demanding work schedule of participants, (as participants work in different cities), data were collected online, and the link of survey on Google forms was sent via e-mail. The data were analyzed qualitatively through thematic analysis. Results revealed that NTE encountered both professional and social adaptation problems in the early years of their profession. The professional adaptation problems were grouped into six main categories: (1) interpersonal issues, (2) issues with the self-as-a-teacher, (3) teaching procedure issue, (4) student issues, (5) workload issues and (6) institutional issue. The solutions to professional adaptation problems fall into five categories: (1) communication, (2) teacher-related solutions, (3) teaching procedures, (4) job-related solutions and (5) accustomization. Also, this research identified various social adaptation problems participants encountered such as (1) human relations, (2) environmental issues and (3) personal issues. The solutions to social adaptation problems were categorized as (1) adapting, (2) making a difference and (3) own efforts as-a-human. The results of the adaptation period were classified as positive and negative effects. Finally, this study presents pedagogical implications in order to provide NTE with a smooth adaptation period and methodological implications for further studies.

**Keywords:** novice teachers of english, adaptation problems, solutions to adaptation problems, acculturation, learning to teach.

## Öz

Bu çalışma mesleğe yeni başlayan İngilizce öğretmenlerinin mesleğin ilk yıllarında yaşadıkları uyum sürecini keşfetmeyi amaçlamaktadır. Çalışma, İngilizce öğretmenlerinin yaşadıkları uyum sorunlarını, olası çözümleri ve uyum sürecinin öğretmenler üzerindeki etkisini araştırmak için araştırmacı tarafından oluşturulan bir anket ile nitel bir şekilde tasarlanmıştır. Veri Türkiye’de bulunan Hacettepe Üniversitesi İngiliz Dili Eğitimi mezunu 85 öğretmenin katılımıyla toplanmıştır. Katılımcıların farklı şehirlerde çalışmasından ve zorlu çalışma programlarından dolayı veri online toplanmıştır. Anket Google Forms kullanılarak e-posta aracılığıyla katılımcılara gönderilmiştir. Veri tematik analiz yöntemi kullanılarak nicel bir şekilde analiz edilmiştir. Sonuçlar İngilizce öğretmenlerinin mesleğin ilk yıllarında hem mesleki hem de sosyal uyum sorunlarıyla karşılaştığını ortaya çıkarmıştır. Mesleki uyum sorunları altı ana kategori altında toplanmıştır: (1) kişiler arası ilişkiler, (2) öğretmen benliği, (3) öğretim süreci, (4) öğrenci sorunları, (5) iş yükü ve (6) kurumsal sorunlar. Mesleki uyum sorunlarına bulunan çözümler beş grupta toplanmıştır: (1) iletişim, (2) öğretmen ile ilgili çözümler, (3) öğretim süreciyle ilgili çözümler, (4) meslek ile ilgili çözümler ve (5) alışma. Ayrıca, bu araştırma katılımcıların (1) insan ilişkileri, (2) çevresel etkenler ve (3) kişisel etkenlerden oluşan çeşitli sosyal uyum sorunları yaşadıklarını ortaya çıkarmıştır. Sosyal uyum sorunlarına bulunan çözüm yolları (1) uyum sağlama, (2) farklılık yaratma ve (3) kendi çabaları başlıkları altında toplanmıştır. Uyum süreçlerinin sonuçları pozitif ve negatif olarak sınıflandırılmıştır. Son olarak bu çalışma mesleğe yeni başlayan İngilizce öğretmenlerine kolay bir uyum süreci sağlamak için eğitimsel öneriler ve ileride yapılacak araştırmalar için araştırma yöntemlerine yönelik öneriler sunmaktadır.

**Anahtar sözcükler:** mesleğe yeni başlayan İngilizce öğretmenleri, uyum sorunları, uyum sorunlarına bulunan çözümler, kültürel etkileşim, öğretmeyi öğrenmek.

## **Acknowledgements**

First and foremost, I would like to express my deepest appreciation to my supervisor, Prof. Dr. İsmail Hakkı ERTEN who continually supported and encouraged me during this arduous but pleasant process. I am grateful for all his guidance and enlightenment during my academic career.

I am grateful to Assoc. Prof. Dr. Hüseyin OZ who advised and encouraged me during my academic life, and I am grateful to him as he has been there whenever I needed guidance. I offer a deep gratitude towards Assist. Prof. Dr. İsmail Fırat ALTAY who advised and supported me during my academic life. I also appreciate all my teacher educators who taught me how to be a teacher. I am appreciative of all the participants who contributed to data collection via sparing their valuable time and effort.

I thank my dear friends; Akiah Precious GLAY, Naile BEKAR and Tarık YUTUK for their feedback and help with proofreading. I wholeheartedly thank my family members; my mother Deniz BEKDEMİR and my father Bahtiyar BEKDEMİR who trusted me and supported my choices during my life; my aunt Sibel AKTEPE and her husband Hacı AKTEPE who are my source of inspiration and always there for me in every step I have taken in my life; my sister İlknur Şimşek whose presence means a lot to me. I am thankful to my nephew Ömer Efe, my niece Beril Sare and my cousin Zeynep for cheering me up whenever I feel exhausted.

I would like to thank my true friends Aycin KOYCEKAŞ, Merve ZORTAS and Tülay Selin ERTEKİN for their support and advices during this process. I am so happy to have you in my life. This process would have been a nuisance without your funny messages, photos and videos.

Since I started my career, a lot of people have touched my life and I am truly grateful to them as they helped me to bring this thesis about.



*Dedicated to my beloved mother Deniz and my precious aunt Sibel*



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## **Symbols and Abbreviations**

**CEFR:** Common European Framework of Reference for Languages

**CM:** Classroom Management

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**INSET:** In-service Training

**MoNE:** Ministry of National Education

**NT:** Novice Teachers

**NTE:** Novice Teachers of English

**PTE:** Prospective Teachers of English



## Chapter 1

### Introduction

Learning a second language offers better opportunities in one's life i.e., finding a job, education, having a part in their own country or the chance to migrate, broadening cultural perspectives, talking to foreigners on vacation (Cook, 2009). Even though one can learn a second language and develop themselves, the fundamental reality is helping people learn a foreign language more efficiently is an important job for the twenty- first century (Cook, 2009).

To be efficient enough to teach a language, the first thing is to be educated as a language teacher. After that, professional development is to be prioritized because it is crucial that teachers cannot anticipate becoming a “master” in teaching overnight (Brown, 2001). Even if English as a Foreign Language (EFL) teachers have had a successful period of internship, it is still not adequate to anticipate proficiency in teaching because they will experience “practice shock” in their career (Achinstein & Barret, 2004). This could have a negative influence on students, teacher, school and the environment as a whole (Yalçinkaya, 2002). Teacher has an enormous importance in EFL learning environment. EFL teachers ought to develop instructional strategies to be used for specific topics and student needs. So, they need to consult to theories in language learning. One of the most essential things here is to learn how to integrate theory and practice (Beck, Kosnik & Rowsell, 2007). They experience the stage between pre-service and experienced EFL teacher in their first-year-teaching. Being a pre-service EFL teacher means that s/he is not in the process of teaching but in the process of being educated in order to be an EFL teacher. Experienced EFL teacher means that s/he has been teaching English for years. Hence, novice teachers of English (NTE) refers to teachers who teach English in the early years of their teaching profession. Thus, they encounter with a wide range of problems. In Turkey, the number of English language teachers appointed to Ministry of National Education (MoNE) each year are approximately 9-10 % of the total amount of all branches (Ministry of National Education [MoNE], 2015, 2016, 2017, 2018). As is seen, the amount of novice teachers of English is considerably huge each year. The aim of this study is to investigate the adaptation problems and solutions to those problems of NTE in Turkey. This chapter comprise

statement of the problem, aim and significance of the study, research questions, assumptions, limitations, and definitions in order to give more insight into the study.

### **Statement of the Problem**

The main purpose of this study is to uncover the adaptation problems NTE experience during the early years of their teaching in Turkey. It also tends to evaluate and offer some solutions to these problems. When the number of NTE starting their career each year in Turkey is considered, it is widely observed that NTE encounter a wide range of difficulties in their early professional lives.

The experience of novice teachers has attracted researchers' attentions around the world. Therefore, they have written several papers on their problems; however, there is a gap in the literature about the adaptation problems of NTE and solutions to those in Turkey, which is astonishing with respect to the number of novice teachers. Taking the lack of study into consideration, this study aims to investigate the adaptation problems of NTE in Turkey.

The study explores adaptation problems of novice teachers of English in the early years of their career. Also, the most and least frequent problems are sought among all the problems. Moreover, it tries to find solutions to these challenges faced by NTE. In the end, it endeavors to uncover the effects of the adaptation period.

### **Aim and Significance of the Study**

Language teaching assigns teachers great responsibility, especially NTE. This study is expected to illustrate the adaptation problems of NTE in Turkey. The findings of this study will contribute to the literature providing adaptation problems and solutions encountered by NTE and the effects of adaptation period on NTE. The significance of this study depends on two reasons. The first one is the fact that pre-service EFL teachers benefit from the study before starting to teach. They have the opportunity to be aware of some future problems and prepare themselves in a wide range of aspects such as teaching profession in EFL context and social aspect like culture and environment. By means of this study, NTE will be more conscious about the process and more successful in their early years. It will affect not just novice teachers of English but students and schools in an absolutely positive way, as well.



Secondly, the findings of this study are expected to have an influence over MoNE through the detailed demonstration of adaptation problems experienced by NTE. According to those problems, headmasters and mentors in the institutions may take some precautions and try to help them cope with those problems. In addition, the Council of Higher Education may make some changes in the curriculum of Faculty of Education with regard to prospective teachers of English (PTE) who are expected to teach students with various proficiency levels of English at different school types.

To sum up, NTE and PTE will benefit from this study by keeping abreast of the adaptation problems and learning some solutions to those problems in transition period. Also, institutions will benefit so that they can have a comprehensive document to consult about adaptation experiences of NTE.

### **Assumptions**

The study will be conducted on a volunteer basis. Participants feel free not to continue answering the questions. Also, it is not obligatory to answer the questions, which gives participants total freedom. Thus, the responses of the participants will be clear and honest. The instances that participants provide will reflect the true experiences. It will also present an opportunity for participants to contemplate what problems they have experienced, what solutions they have found and what effects they can observe about their adaptation period.

### **Limitations**

One clear limitation is about duration of collecting data, which lasted longer than anticipated because NTE graduated from Hacettepe University lives in different cities now. The other possible threat is this study cannot be generalized because the study was conducted with NTE who graduated from the Department of English Language Teaching at Hacettepe University. So, the results can be generalized to NTE who has the same educational background. Also, the data was collected online. However, to some extent it can influence the respondents' answers, for instance they can be tired at the end of the day and their answers can be negative. In order to overcome this limitation, participants were given enough time to complete

the survey. Also, reporting can cause a problem as participants can inflate their answers. Inflated reporting can make a change in the results of study.

## **Definitions**

In this part, the terms mentioned frequently are defined.

**Accustomization:** Being familiar with the new context and circumstances (<https://bit.ly/2WM02OI>)

**Induction Program:** General educational program for novice teachers to demonstrate the school system to new teachers (Farrell, 2003)

**Novice Teacher:** Teacher whose experience in the profession is 3 years at most (Cherubini, 2009)

**Pre-service Teacher:** Teacher candidates (Seferoğlu, 2006)

**Prospective Teachers of English:** Teacher candidates studying in the Department of English Language Teaching (Seferoğlu, 2006)

## **Chapter 2**

### **Literature Review**

#### **Introduction**

Every year, many pre-service teachers of English (PTE) graduate from universities and start their professional life by residing in a new environment. They go through a process of adaptation. Most of the novice teachers find this process formidable and wearying since it includes a range of different aspects. In order to illuminate the significance of these aspects, the process of adaptation is found parallel to a situation “sink or swim” (Varah, Theune & Parker, 1986, p.30). Even though the adaptation process of novice teachers of English is a new scope of research, novice teachers’ problems and results of them were analyzed through several research (e.g., Brannan and Bleistein, 2012; Erkmen, 2014; Erten, 2015; Farrell, 2012; Farrell, 2016; Öztürk, 2008). As it is said before, the main purpose of these researches is to find out the novice teachers’ problems from an only specific perspective like instructional, institutional, job-related, or social and cultural points. The researches also comprise novice teachers of all branches, which are conducted on novice teachers without qualification in different branches. One ought to search about what kinds of problems NTE experience in their early years of teaching, what results of these problems they must put up with are and what strategies they develop to solve these problems are so as to comprehend the adaptation process of NTE thoroughly. This chapter presents the literature about teacher identity and NTE, followed by what effective language teaching is and who effective language teachers are. Adaptation problems and solutions to them that NTE experience in their early years of profession are presented. Also, the results of the problems NTE face and acculturation into society will be covered. To sum up, leading research on the topic both in Turkey and abroad and the summary of literature review will be entailed.

#### **Teacher Identity**

Teacher identity comprises the affiliation with “the self, others and the world” (Appleby, 2016, p.112) and the way teachers discern their part in teaching world (Farrell, 2011). Both it is a dynamic and essential issue as teacher identity formation lasts from their teacher training period to retirement (Ezer, Gilat & Sagee, 2010;

Han, 2017; Farrell, 2011; Kooy, 2006) and it is sociological and psychological process (Kreber, 2010).

“Teachers construct and reconstruct (usually tacitly) a conceptual sense of *who* they are (their self-image) and this is manifested through *what* they do (their professional role identity)” during their professional lives (Farrell, 2011, p.54). Teachers are to get a persistent identity that is the combination of distinct experiences “in classrooms and school, the site of thoughts, attitudes, emotions, beliefs, and values” (Zembylas, 2003, p.107). It is constructed by higher education community, institution, teachers and students with responsibilities for teaching and learning all of which stands on the cultural notion and pedagogical professionalism (Kreber, 2010).

Teachers are in a process of learning and they internalize and execute their roles, which are perceived suitable and given by school culture (Zembylas, 2003). Wenger (1998) recommends that identity develops by means of experiences which ensue through taking part in groups that means “communities of practice” (as cited in Farrell, 2011, p.60). To illustrate, communities of practice stand for “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger, McDermott & Snyder, 2002, p.4). In case teachers struggle with school culture and forming teacher identity, they can be socially unsafe (Zembylas, 2003).

It also depends on the fundamental beliefs about teaching and the being professional as teacher and teachers’ constantly changing methodologies and philosophies of teaching (Walkington, 2005). Furthermore, emotions constitute a huge part in the formation of teacher identity. As they are expected to care for students and themselves at an appropriate level so as to redesign “emotional” knowledge and identify teacher beliefs (Zembylas, 2003).

Language teaching is an “identity work” and it is also enacted by efficient teacher education including undergraduate and in-service training (De Costa & Norton, 2017, p.10). It has a dynamic nature that teachers need to bring their rich repertoires of linguistic and methodologies into classroom for a successful teaching and learning process (De Costa & Norton, 2017). Varghese, Morgan and Johnston (2005) point out that “in order to understand language teaching and learning we

need to understand teachers: the professional, cultural, political, and individual identities which they claim, or which are assigned to them” (p. 22). Mayer (1999) warns the researchers about the fact that teacher identity and teacher roles are dissimilar i.e., “This is the way I feel like a teacher” is not generally equivalent to “this is the way to be the teacher”, respectively (pp.9-10). Teacher roles are the ways to teach in classroom and achieve the learning goals whereas teacher identity influences the choice of teacher’s roles (Mayer, 1999).

All in all, teacher identity is molded by many components such as “personal biography, gender, culture, working conditions, age, and the school and classroom culture” (Burns and Richards, 2009, p.5).

### **Effective Language Teaching and Teachers in EFL Context**

There are a lot of elements for teaching language effectively and being an influential teacher i.e., student learning, teacher learning and teacher development. Each of them is a full complement to one another.

First of all, one of the most important things in the classroom is that student learning takes place successfully. For student learning, teacher is a significant factor. On the condition that teacher has got an aptitude to teach, teacher’s guidance strengthens student learning (Maynes & Hatt, 2012). On the other side of the coin, teacher learning takes a crucial place. It is equivalent to “practitioner knowledge” which is “constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes” according to Burns and Richards (2009, p.4).

Nonetheless, novice teachers can focus on only teaching process and disregard the reflection of their teaching on student learning. Here matters teachers’ professional development. Maynes and Hatt (2012) report that teachers’ professional development is the outcome of pre-service education, induction programs for novice teachers, in-service trainings and these early professional trainings empower novice teachers focus on student learning. Pre-service education entails practicum which gives pre-service teachers an opportunity for real teaching practice. Even though it is emphasized that these kinds of programs are beneficial not only for teaching experience but also for getting accustomed to a professional circle (Faez & Valeo, 2012; Alan, 2003), in-service training (INSET) provides

teachers with comprehension of conditions at institution and ways to deal with problems (Alan, 2003). However, Çelik, Bayraktar-Çepni and İlyas (2013) argue ineffective professional development programs are barriers to teaching-learning language. Despite their critical place in teacher development, their applicability to teaching process is considered inadequate.

In order to accomplish student learning, teachers ought to have two main qualifications both of which have sub-skills: (1) professional growth and (2) instructional efforts. To illustrate, professional growth leads to professional competence with the help of professional presence that includes commitment to student learning, professional involvement in a learning community and continuous development in profession. Professional confidence is formed by teacher identity, acceptance of the need for personal growth, skills to construct occupational relationships. All these features enable teachers to build professional competence. As for instructional efforts, professional knowledge and values regarding curriculum objectives. For professional knowledge, planning, implementation, assessment management and communication practices, ability to conduct the practices, being learner focused are required. On the other hand, professional values consist of social justice equity agenda and global context. On the condition that teachers have abilities for professional growth and instructional efforts, the common 6 qualifications emerges as shown in the Figure 1: “(1) passion and enthusiasm for the subject content, (2) pedagogical content knowledge, (3) a rich instructional repertoire of teaching strategies, (4) awareness of the various productive ways that assessment data can be used, (5) sophisticated ability to read the body language of the learner, and (6) caring classroom management strategies” (Maynes & Hatt, 2012, p.99). To clarify these qualifications, (1) students’ motivation for learning increases through meaningful involvement; (2) it enables students to engage in diverse angles to a subject, which provides them with different learning opportunities; (3) teachers may change their strategies to teach and optimize student learning; (4) assessment is not only teachers’ duty but student and their peers’ duty as well, which leads to self-awareness of students’ own success; (5) body language shows whether student understand the lesson or not so, teachers ought to analyze students’ gestures and mimics; (6) there should be suitable, reassuring and helpful rules and standards in the classroom to maximize student learning.

All in all, student learning is more prominent than teaching, which demonstrates the importance of being learner centered. Teachers ought to improve themselves in teaching so that they achieve their goals in learner-centeredness. Teachers' qualifications and presence of teachers' mind are not enough for effective learning, students must be there not only physically but also mentally to accomplish effective learning, though (Day, 2012).

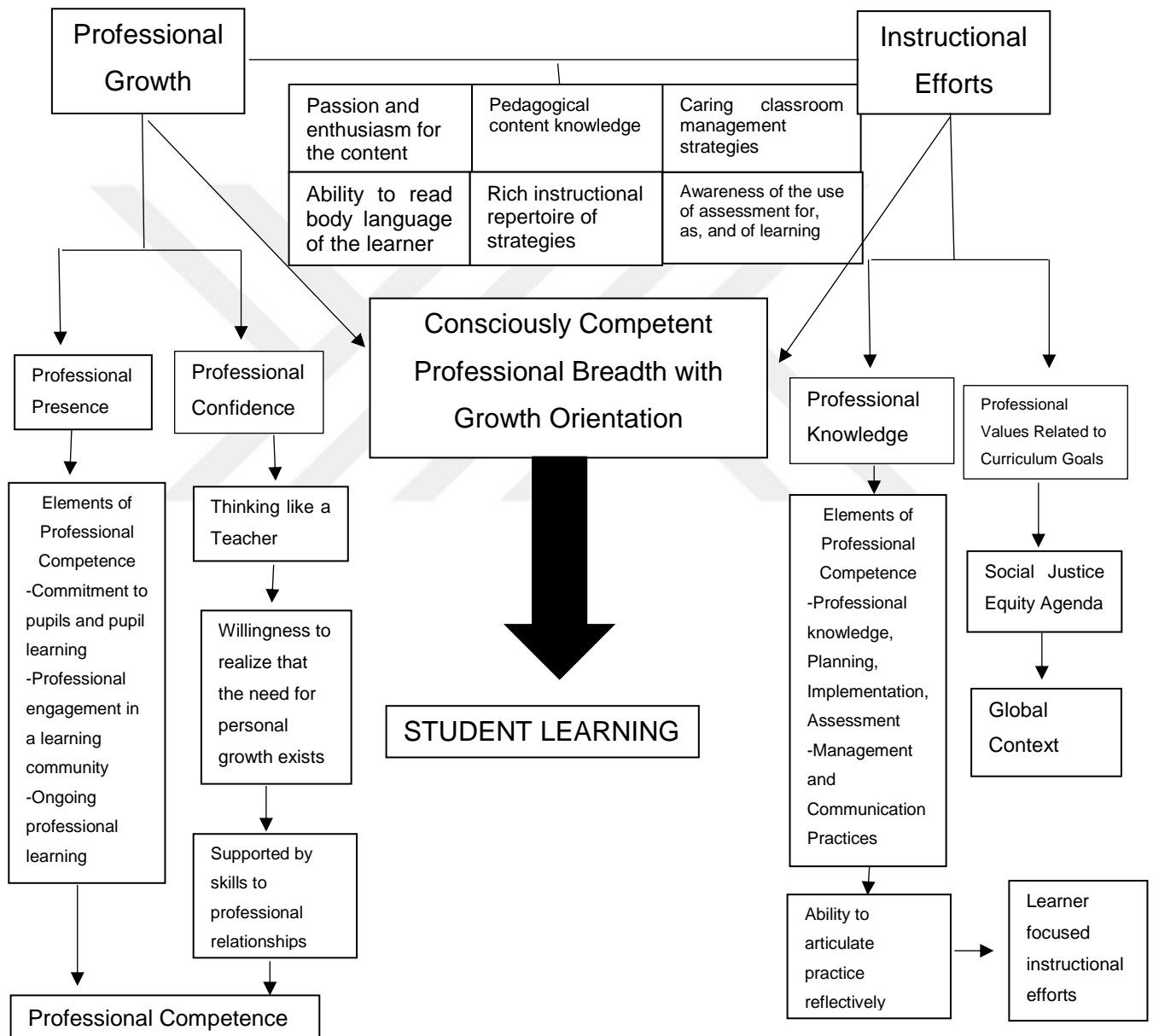


Figure 1. The features that teachers ought to have for effective teaching (Maynes & Hatt, 2012, p.99)

## Challengers Bridging the Gap: Novice Teachers of English

Every year, more than four thousand English teachers start their professional career in teaching with their theoretical and content knowledge, enthusiasm to teach and enable students to learn English in Turkey (Türk Eğitim Derneği, 2014; 2015; 2016; 2017). Researches abroad show that “24 % of novice teachers leave teaching within the first year, 33 % drop out after three years and between 40 % and 50 % leave within the first five years” (Farrell, 2016, p. 12). However, these percentages are so high that it does not show the realities under the economic conditions in Turkey (Kozikoğlu & Senemoğlu, 2018). There is one significant issue at this point: being a novice teacher, which is transition period from being student to teacher (Smith & Sela, 2005). Novice teachers of English are the ones whose experience in teaching profession is 3 years at most as the analysis by Cherubini enlighten the issue with an example from North America.

“There has been a call to district school boards and teacher federations to provide more comprehensive induction programs for novice teachers in their first to third years in the role to curb the teacher retention statistics and keep promising new graduates in the profession” (Cherubini, 2009, p. 84).

NTE are newly qualified teachers that have just finished language teacher education programs and started teaching English in an institution. Furthermore, “novice teachers are situated as *“passively active”* subjects of a much more aggressive conceptual force that drives their enculturation to the profession” (Cherubini, 2009, p. 93). This duration is called diversely by researchers. Halford (1998) states that teaching is *“the profession that eats its young”* (p. 34). It is also called *“career entry years”* (Huberman, 1989; Huberman, Grounauer & Marti, 1993). Farrell (2012) calls this bridging period *“novice-service language teacher development”* (p.436). Farrell (2016) mentions they are regarded as *“transient”* (p.13). As is mentioned before, Varah et al. (1986) found this period parallel to *“sink-or-swim”* realities.

Maynard and Furlong (1995) express there are stages for novice teachers in their adaptation period: “(1) early idealism, (2) survival, (3) recognizing difficulties, (4) hitting the plateau and (5) moving on” (pp. 12-13). In the first stage, their ideals about students are prioritized but they have a disguised fear of turning out to be an old cynic. The second stage comes to forefront as ideals fade away and turn into



realities. Fitting in the teacher identity occupies an important position here. Teachers facing with the realities starts to question themselves within the areas such as teaching methods, materials and resources and quality of teaching in the third stage. However, they stick to the successful teaching methods when they hit the plateau. In this stage, they struggle with developing new methods to teach and student learning. In the last stage, novice teachers come to realize that student learning is vital; however, it is such a long period that they may come up with teacher burn-out if they do not get assistance.

Also, three-dimensional segregation of the professional development of beginning teachers by Vonk (1995) are personal dimension, knowledge and skills dimension and ecological dimension. They refer to I-as-a-teacher; pedagogical content knowledge, classroom management skills and teaching skills; adapting to school environment, coping with expectations from others and new responsibilities, respectively. This segregation shows that novice teachers are required to acquire craft knowledge and acculturate themselves in the new environment.

In this period, NTE suppose that they will apply every theory, method and technique in the classroom as soon as they graduate from university; however, it does not take so long to understand that all these changes and they need to design their formulation of 'self-as-teacher' or their teacher identity in an existing school culture (Farrell, 2016). Hence, NTE continue to learn how to construct new knowledge and theory via taking part in social contexts and being interested in specific kinds of activities because transforming theory into practice is not easy (Karimnia, 2010). Winch (2004) supports this idea that teachers make contribution to teaching and learning process as being both technologist and technicians. They need to learn how to cope with different requirements like applying knowledge in their own classes, achieving the standards in the specific school as well as getting used to the culture of the school and environment. Eventually, they understand that this duration is a part of never-ending exploration in their professional life. However, their experiences are both marvelous and teach them how to handle with problems.

At the point of learning, mentoring will be the main focus of interest. It is crucial because it provides emotional and instructional guidance along with learning to teach and flourishing the quality of teaching (Wang, 2002). Öztürk (2008) proposes that they ought to form their own voice as novice teachers while they are

with mentors for learning to teach, which seems as a significant step on the way to be veteran teacher.

On the one hand, professional standards for teachers are certain, on the other hand, those for teacher educators are not well-formed as Goodwin and Kosnik (2013) mention. There are two approaches to be used by associate teachers during teacher education, these are " *practical initiation model*", in which teaching is thought to be difficult and student teachers should be introduced with the 'realities' of teaching and " *critical interventionist model*", in which teaching student teachers should be in a practical way and they should criticize the existing practices and improve new ones (Beck & Kosnik, 2000, p.208). Results of Niemi's study (2002) show that "teacher-training should be more realistic to increase the readiness for teaching as teaching methods and projects are needed in real context" (p. 771) in order for NTE to prepare themselves for real and novel classroom environment. With regard to teacher education, NTE ought to be trained to respond various difficult issues about ELT in the early years of teaching.

All in all, novice teachers of English, who have just graduated from teaching program and join an educational institution for the first time to perform their teaching role (Narváez & Delgado, 2008), encounter some problems related to being in the middle of being a teacher and a student.

### **Problems Novice Teachers of English Encounter**

Adaptation to a new environment is both intimidating and intriguing for novice teachers of English as it resembles a situation, "sink or swim" (Varah et al., 1986, p.30). There are many reasons why adaptation can be troublesome. Novice teachers experience difficulty in job-related area because of being at the beginning of their career. They face with a huge amount of workload in which unsuccessful language learning and teaching process is resulted. Furthermore, even if they start to work in the same country, it is a new city for them. Thus, they need to get used to its culture which can cause social conflicts and teacher burnout in the end. Cephe (2010) illuminates this aspect of adaptation by giving examples like "social life, social status of being an instructor and social prestige of being a language teacher" (p. 30). Since it is not only the transition from being a student to a teacher but also the beginning of prime in their lives, getting accustomed to culture and social benefits

is of paramount importance. One of the pivotal reasons is school where NTE start their teaching profession due to the fact that it has a crucial effect on the duration of adaptation. The term *school* is included in its place, colleagues, headmaster, mentor teachers and parents (Öztürk, 2008; Kozikoğlu & Senemoğlu, 2018). Considering language teaching process, adaptation can be literally exciting and scary at the same time. Reality shock emerges from the transition period from teacher training education, which ideals are brought into existence out of theoretical background, to teaching reality that is formed by instructional challenges, methodologies and classroom management (Farrell, 2003).

**Professional issues.** In English Language Teaching (ELT), the contentiousness of effective teaching issue has been increasing for two decades. A gap between teachers' perspectives and research on teachers' knowledge and their experiences is realized (Elbaz, 1988). Lopez (1989) stated that "language teachers need to immerse themselves in the literature of various fields such as psychology, sociology, instructional science in order to develop knowledge that will support effective teaching" (as cited in Karataş & Karaman, 2013, p. 10). Also, NTE both need to know content knowledge and need to know how to convey them to students (Akbulut, 2007). Newly-graduated teachers are enthusiastic to teach with the help of their theoretical knowledge. Most novice teachers of English have a tendency to implement whatever they have learnt theoretically in practice as soon as they start their profession. Owing to their enthusiasm, Kaufman and Ring (2011) entitle novice teachers *spark-plug go-getters*. NTE can be either effective teachers who are exclusive assets for schools (Darling-Hammond, 2003) or one of the teachers who leave their jobs like the ones between 35-50 percentage (Moir & Gless, 2001) if their willingness turns into unwillingness and their confidence replaces with doubt (Kaufman & Ring, 2011). So as to help teachers maintain their ideals in the future, they should find out some strategies to strive for their ideals within school and classroom environment. (Beck et al., 2007). They ought to be encouraged to express their challenges in the adaptation period to be solved.

It is an unarguable fact that teachers' professionalism is essential for success and failure of education (Zhukova, 2017). Generally, NTE eventually face with instructional problems because they are in the teaching environment for the first time. Instructional challenges are more problematic than personal/ cultural

challenges due to the time and energy spent during workplace (Dimitroff & Dimitroff, 2018). For the accomplished adaptation period of language teachers, there are two significant keys: the *school* that they begin teaching and the *teacher* herself / himself (Farrell, 2003). Admittedly, awareness of these characteristics enables novice teachers to strengthen them as teachers and find a way out to come up with a solution in case of a challenge.

The transformation from the identity of a newly-graduate student to teacher identity is not an automatic and fast process but a long-lasting formation even if NTE are committed to be language teachers. On the contrary, it is “prolonged learning-in-practice that they observe themselves as teachers” (Kanno & Stuart, 2011, p.249). In the early years of teaching, NTE adopts ‘teacher cognition’ which is defined by Kang and Cheng (2014) as “psychological constructs of teaching which teachers use as a frame of reference to understand the language teaching context and to guide their classroom behaviors” (p. 171). NTE construct their own theories of teaching, including their knowledge, skills, teacher education and teaching experience in time (Richards & Lockhart, 1994).

NTE try to balance themselves between learning to teach which means being a teacher-learner and teacher identity which is equal to self-as-teacher in a new school context. It is supported with the idea that they have two roles at the same time: teaching effectively and learning to teach (Wildman, Niles, Magliaro, & McLaughlin, 1989). They are under stress to reformulate themselves all the time and try to form teacher identity under continuous scrutiny from government, the media and the public (Jones, 2003). Thus, the situation causes transition shock that is one of the main reasons of challenges. However, “for the quality of their own classroom instruction and accountability for the achievement of every student” (Moir & Gless, 2001, p.110). They need to be aware of the possible problems and solutions. Manaf (1996) states that problems occur since “teachers attempt to meet their physiological or socio-psychological needs and role-derived needs which means teaching necessities in the meantime” (p.130). The fact that they are unable to fulfil these needs make novice teachers feel isolated, unsatisfied and discouraged. In time, they internalize the troublesome problems by which teacher attrition and burnout are emerged. NTE ought to expertise in technical sides of

teaching and to acquire professional competence to handle with the problems emerging from the coaction of personal and professional lives (Jones, 2003).

***The most common professional problems in adaptation period.*** There are several researches on the professional problems novice teachers encounter in the adaptation period. These are categorized under the main topics such as teacher training, teacher related issues, institutional issues, student issues interpersonal issues and issues with teaching procedures. First of all, one main reason behind problematic experience of NTE is about the process of hiring teachers. Interviews and some exams as filtering strategies are utilized as hiring criteria, so those in charge of hiring must look for some elements such as harmony between teacher and (1) organization, (2) job, (3) group (Maynes & Hatt, 2013).

*Teacher Training.* Many researchers found teacher training problematic and ineffective in some aspects like teachers' theoretical understandings, need for more practice, inefficient teacher trainers and need for counselling for career (Beck et al., 2007; Fareh, 2010; Erten, 2015; Zhukova, 2017). On the one hand, prospective teachers have basic theoretical background and face with many approaches to teach language during teacher training program. On the other hand, they need clarity and depth in theory which helps them understand language teaching theories clearly, so they may apply their theoretical knowledge to real classroom properly (Beck et al., 2007).

Fareh (2010) supported them in terms of ineffective teaching methodology and insufficiently trained teachers. Even though teachers have a significant place in language learning process of students, they have some qualifications to be developed i.e., teacher training requires teachers to use their knowledge to identify the problems in time and find out solution to them and to adapt the curriculum in line with students' real language needs (Fareh, 2010).

Besides the need for development of teachers' theoretical understanding, teachers encounter problems due to the lack of practice (Beck et al., 2007; Erten, 2015; Zhukova, 2017). Beck et al. (2007) reported that prospective teachers learn a wide range of activities and strategies to be used in the classroom; however, they need a connection between these knowledges and their usages in practice, which is required to be more comprehensible. They do not also have opinions about real

life teaching in addition to inadequate experience (Erten, 2015). Today, pedagogical knowledge needs to be interrelated to the necessities of 21<sup>st</sup> century arising from the mismatch between theory and practice (Erten, 2015; Zhukova, 2017). Another contributing factor to ineffective teacher training period depends on teacher trainers who are unaware of the connection between teacher training system and real-life teaching (Erten, 2015).

*Teacher Related Issues.* Teachers form a teacher identity in addition to their personal duties during the early years of profession. Teachers' struggle to balance harms to both sides as they consider about sparing insufficient time in this period (Gordon, 1991). During this conflict, they need both emotional and professional help from their colleagues and directors, but they may find themselves in social and professional isolation owing to the people in their workplace or themselves (Gordon, 1991).

Also, Zhukova (2017) stated that one of the problems is the lack of directors' support and their pressure on teachers. The other problem for teachers is high expectations. Teachers are full of anticipations in teaching before they start. When these high standards and reality do not overlap, the result manifest itself as reality shock (Hebert & Worthy, 2001). They have problems with time management while they try to deal with reality shock. Kent (2000) said that they cannot find enough time for lesson planning and preparation. Zhukova (2017) supported Kent on this view and added that many novice teachers do not have enough time to prepare authentic materials for different students' needs and curriculum objectives.

*Institutional issues.* Teachers have different kinds of duties except for their main duty, teaching. NTE find them exhausting and perceive them as problems in their adaptation period (Veenman, 1984; Gordon, 1991; Akbulut, 2007; Hebert & Worthy, 2001; McCormack & Thomas, 2010; Shin, 2012; Erten, 2015; Dimitroff & Dimitroff, 2018). These duties seem to vary i.e., teaching load and paperwork workplace routines and lack of knowledge about school system and relationships.

To start with, teachers have complaints about heavy teaching load leading to lack of time and inadequate preparation for lessons (Veenman, 1984). Besides teaching load, dealing with paperwork is a requirement for them, which is perceived as troublesome by NTE (McCormack & Thomas, 2003). According to Akbulut

(2007), the main concerns of NTE are the difficulties with survival, school culture, extra-curricular responsibilities. As the school is a new place for them, they need some time to adapt themselves to workplace routines because the context has such an important place that it shapes teaching philosophies (Akbulut, 2007; Dimitroff & Dimitroff, 2018). Workplace may be thought as a vital support because it was found out that workplace is related to colleagues (Dimitroff & Dimitroff, 2018). Mentors and directors provide NTE with information about system (Gordon, 1991). By means of their support, they learn about the school system and culture. However, Erten (2015) reported that many NTE are not aware of the school context and have problems about dealing with regulation of the educational system. Unless they may comply with the social and political system in the school, they feel more isolated through the end of the year (Hebert & Worthy, 2001).

*Student issues.* The more important the place of teachers in teaching and learning process is, the more important the one of students is. The issues related to students such as poor literacy, lack of proficiency and lack of motivation pose problems in this process (Shin, 2012; McCormack & Thomas, 2003; Gordon, 1991; Fareh, 2010).

Fareh (2010) reported teachers complain about students' low proficiency level and lack of motivation to learn a language; however, raising students' motivation level was stated to be a part of teachers' duties. When motivation to learn a language increases, students' affective filter decreases, and language learning occurs. Compared to previous researches, proficiency level was found less problematic in Shin's study (2012) but it is still an important problem. Increasing students' intrinsic motivation can be achieved through the interaction among "parents, teachers, learners and Ministries of Education" (Fareh, 2010, p. 3602). Shin (2012) also added that students' poor understanding and low proficiency level cause another important problem, ineffectiveness of progress in curriculum.

*Interpersonal issues.* Communication is essential to human beings. In a school environment, it refers to the interaction between all the members in the institution. It is a kind of support for NTE with social, cultural and educational purposes. Novice teachers are surrounded by a large number of people in the school context i.e., students, parents, colleagues, managers, mentors and it is so

complex to cope with the unpredictable cases including these people (Veenman, 1984; Gordon, 1991; Jones, 2003, Lundeen, 2004; Dimitroff & Dimitroff, 2018).

Lundeen (2004) said that integration, communication with colleagues and consultation may improve teachers' confidence and novice teachers generally seek assistance and prefer a cooperation and interaction (Jones, 2003). However, Gordon (1991) reported that they encounter problems with communicating with colleagues which are not only teachers but directors and mentors as well. Thus, it leads to inconsistency and directs them to have other problems (Jones, 2003). NTE try to do whatever expectation their superiors prescribe them (Dimitroff & Dimitroff, 2018). Another important factor here is novice teachers' character. Reformist and idealistic novice teachers have more problems with the working conditions, their colleagues and superiors than conventional ones (Veenman, 1984).

Interaction with parents has different aspects (Veenman, 1984; Gordon, 1991; Jones, 2003; McCormack & Thomas, 2003). The first one is proper communication with parents which can be caused by excessive communication or lack of communication. In Veenman's study (1984), it was shown that meetings like parents' night is troublesome for teachers. It was demonstrated that parents are not keen on their children's well-beings and do not share their ideas about their children with teachers. Moreover, parents do not have faith in novice teacher's abilities and competence (Veenman, 1984). Novice teachers may find themselves in professional and social isolation (Gordon, 1991). In order to lessen the effect of isolation, mentors enhance NTE in both aspects. In addition to emotional support, they get instructional assistance about learning to teach and improve the quality of teaching-learning process (Wang, 2002). Otherwise, they perceive their relationship with their mentors as problematic (Veenman, 1984; Gordon, 1991). Directors ought to provide a well-designed mentorship program with NTE. Instead of that, they are considered as a problem by NTE. Zhukova (2017) reported that directors are not committed enough and do not supply them with support. NTE are also dominated by them to reach the objectives of syllabus. Their perspectives may be different, which is a problem, too. Veenman (1984) said that novice teachers' understanding of classroom management do not comply with the directors' philosophy of teaching. No matter how different they are, novice teachers need their support and help during the adaptation process.



*Issues with teaching procedures.* The first experience of teaching language brings some problems with itself. These can be seen in various forms: (1) classroom management, (2) lack of material, (3) curriculum, (4) usage of different methodologies, (5) technology (6) testing and assessment, (7) planning lessons and (8) mismatch between ideal and actual (Veenman, 1984; Gordon, 1991; McCormack & Thomas, 2010; Shin, 2012; Çakmak, 2013; Karataş & Karaman, 2013; Senom, Zakaria & Ahmad Shah, 2013; Erten, 2015).

One of the most frequent problems experienced by NTE is classroom management (Çakmak, 2013). It contains students' disruptive behaviors, discipline problems, lack of control over students which "a minority disrupts the learning for the majority" (McCormack & Thomas, 2010, p. 131).

Planning lessons and materials are other problematic aspects in teaching procedure. Designing, planning and implementing the relevant materials are perceived as a problem by NTE (Karataş & Karaman, 2013; Zhukova, 2017). It can be seen in the study of Hall (2014) that the textbooks are not related to daily lives of students so, teacher are obliged to prepare supplementary materials. Due to this problem, NTE also have time management problem. They need to follow the curriculum; however, lack of material causes NTE to decrease the possibility of following the curriculum.

An effective teacher knows about forming his / her opinions about the needs of students and society so, it is difficult to go on with the national curriculum standards and textbooks as prescribed (Wang, 2002). That's why, the mismatch between ideals and actuals emerges, and NTE are considerably influenced by this discrepancy (Jones, 2003; Akbulut; 2007; Çakmak, 2013; Erten, 2015; Zhukova, 2017). It is comprehended as the difference between what teachers have thought about teaching beforehand and what they do in real-life experience (Çakmak, 2013). In Erten's study (2015), it is clear "what is taught to them is hardly applicable or valid in teaching context" (p.585). In 21<sup>st</sup> century, language teaching should be based on constructivist pedagogical practices but there can be seen some restrictions on implementing in reality (Zhukova, 2017).

Zhukova (2017) also added that "knowledge construction, student self-directed active learning, as well as the integration of technology in teaching and

learning should be predominant”, which implies that there are problems on using technology effectively in classroom (p. 906).

Lastly, assessment in language teaching occurs as a problem. It seems that teachers have learned assessment in theory, but they need practice. Also, the need for formative assessment can be seen clearly rather than standardized assessment (Beck et al., 2007). Fareh (2010) revealed the real reason behind why students cannot learn English in a long period of time. The main reason is official assessment policies which ignores listening and speaking skill and puts an emphasis on test techniques for passing the test successfully in a short time. Furthermore, Fareh (2010) claimed that there are not missing points only in listening and speaking skills but also in reading skill, for instance, inference, problem-solving and critical thinking skills are neglected.

“In ‘sink or swim’ situation, novice teachers’ lives become immediately hectic as they try to keep their heads above water” (Farrell, 2016, p.13). Accordingly, it can cause feelings like insufficiency, stress, anger and alienation and unsuccessful teaching-learning environment eventually.

***Possible solutions to professional problems.*** This section presents the possible solutions found by NTE to solve professional adaptation problems. There are some categories of solutions to professional problems. These are pedagogical knowledge, classroom environment, teacher motivation, teacher qualities and motivation, acceptance, more experience, teaching culture, counselling for career and teacher development.

*Pedagogical Knowledge.* It is also emphasized that NTE need to study in a field-related degree program (Borg, 2006; Erten, 2015; Dimitroff & Dimitroff, 2018). In Erten’s study (2015), it is shown that faculties of education in Turkey provide teaching certificate for graduates of Department of English/American Language and Literature and Department of Translation and Interpretation, which causes to sacrifice quality for quantity. ELT methodology is more comprehensive and open for development than other subjects, which is sophisticated and reformist in teaching and learning process (Borg, 2006). On the other hand, Erten (2015) stated that there is a need for novel knowledge on approaches and methodologies to teach English. Moreover, it is seen in Dimitroff & Dimitroff’s study (2018), there is a slight difference

between teachers who graduated from field-related departments and are post-graduates and teachers who has certificate to teach. Teachers graduating from field-related departments use their knowledge so as to solve problems about students' needs and teach English whereas certificate holders try to gain students' love for the same purposes. However, both groups had difficulties to utilize their theoretical knowledge in practice, which demonstrates the significance of more practice and experience.

*More Experience.* NTE consider applying their theoretical knowledge to practice as a challenge (Erten, 2015). Erten (2015) recommended some solutions for both teachers and system of teacher training in order to apply theory in practice. NTE ought to experience working / studying abroad which broaden teachers' mindset. Stating that striving for solutions is not only teachers' responsibility, Erten (2015) suggested reformation that can be further implemented by the universities i.e., long time of internship and matching theory and practice all of which can be implemented with the help of Ministry of Education.

*Teacher-Related Solutions.* The significance of teachers in learning and teaching process is an undeniable fact and there are some problems related to teachers to be solved. These solutions are counselling for career, gaining teacher qualities, raising teacher motivation, acceptance and teacher development.

To start with counselling, Erten (2015) recommended that NTE need to consult for their development in career, which enables them to protect themselves from teacher burnout. NTE need some time to gain teacher qualities which helps them to create teacher identity. Berliner (2001) recommended some qualifications for NTE to be expert in teaching. These are improving pedagogical knowledge and classroom environment, problem-solving and decision-making skills, ability to adapt the aims for students' needs, monitoring and getting the grasp of classroom incidents, respect for students and love and passion for teaching (Berliner, 2006). Also, Borg (2006) reported that there are distinctive characteristics of foreign language teachers for solving the problems which are authentic nature, teaching culture, communication and learning skills, different methodologies including communication, teacher characteristics like creativity, flexibility and passion, education, accepting incorrect output. However, learning and teaching culture does not draw attention to both teachers and students whereas "having a high level of

English language proficiency and treating students equally and with respect” are at the top of being an effective EFL teacher according to students (Al-Magrooqi, Denman, Al-Siyabi & Al-Maamari, 2015, pp.11-12).

So, language teaching is not only teaching skills to communicate but teaching culture as well. It also affects classroom environment and increases students’ motivation. Furthermore, high teacher motivation and ability to present material are to have an influence on students’ success even though they are not observable (Goldhaber & Brewer, 1997). Thus, classroom environment is pleasant when teachers are willing to teach, which refers that teacher has high motivation. The other crucial thing is acceptance when there is an undesirable output at the end of teaching process (Borg, 2006). The faster NTE gain these qualifications, the shorter time they need to adapt to profession.

*Teacher Development.* One of the solutions is to be a learner due to the new context (Dimitroff & Dimitroff, 2018). Yurtsever (2013) puts an emphasis on the traditional professional development programs as NTE should learn various techniques and procedures of methods. Also, sending teachers abroad for professional and language development is helpful to solve problems in teaching procedure because they end up with broadening their mindset (Erten, 2015). NTE should develop themselves “as theoretical practitioners who not only encounter, but also refine accepted ideas about language teaching and learning” (Dimitroff & Dimitroff, 2018, p.147). No matter how experienced teachers are, language teaching is such a progressive field that teachers ought not to quit developing themselves in their profession.

*Developing a good rapport with significant others in the context.* NTE are labelled as “*assistance seekers*” in Dimitroff & Dimitroff’s study (2018, p. 143). They need the help of colleagues, administrators and mentors for teaching aspect and teacher socialization in adaptation period. More support to NTE should be provided in the institution of employment and universities and there can be lecturers with real teaching experience to prepare NTE for the possible problems (Erten, 2015). Borg (2006) took support as a provider for materials, for which authentic learning environment is created. Hallman & Deufel (2017) reported that the adaptation period requires opportunities for NTE to learn with veteran teachers and novice colleagues.

The statement by Chomsky and Barsamian below (1994) explains the situation entirely:

“There is only one way to deal with these things. Being alone, you can't do anything. All you can do is deplore the situation. But if you join with other people, you can make changes. Millions of things are possible, depending on where you want to put your efforts” (p. 76).

### **Social Adaptation Period.**

The second dimension of adaptation period is related to social aspect of adaptation period of novice teachers of English. It is of the essence to study on NTE's adaptation to the new environment in order to prevent the emergence of loss of idealism at the end of the year. Zeichner (1986) found out that “individual characteristic, dispositions and capabilities, various institutional characteristics related to school and teacher education” are the factors in the course of teacher socialization (p.135).

One of the most important factors in socialization of novice teachers of English are themselves: their attitudes and their willingness as new learning occurs in this continuum. As Bliss and Reck (1991) mentioned, it requires developmental growth in a positive way; however, it may comprise the negative sides since it disturbs the current equilibrium and forms a rough condition for NTE. Cook (2009) took this period as renegotiation of teacher's contact with the world, other people and herself in terms of his/her current identity. So, willingly or unwillingly, novice teachers of English are shaped within their school culture (Zeichner & Tabachnick, 1985). Nonetheless, if there is a resistance by NTE, they have problems in adaptation period. They need to accept a suitable assistance of a person throughout their professional adjustment and adaptation and it enables teachers to be supported in the transformation and accepted into professional community (Malderez, 2009).

On the other hand, isolated novice teachers of English, either through location or lack of support from school personnel, seem distressed about “*survival*” issues (McCormack & Thomas, 2003, p. 135). Thus, in sink or swim period, those who resist will tend to sink. Results of McCormack and Thomas' study (2003) pointed out the problematic issues in social aspect. The isolated location of the

institution, the relationship among colleagues including directors, fellows and staff, hierarchal issues between colleagues and negative public perception towards teachers.

Finally, teacher education is effective in molding the NTE's perspectives and is reciprocal in building a context for teacher socialization (Crow, 1986). Nias and Yeoman (1989) argued that new teacher ought to be included and socialized into the culture of the school due to the discreteness of cultures in the schools (as cited in Williams, Prestage & Bedward, 2001, p. 245).

**Teacher Socialization.** Every teacher is a unique world and these worlds may bring various pedagogical knowledge and ideologies with themselves. Instead of conflicts in the workplace, they need to work together with and for (1) colleagues, (2) the school and classroom for teaching to the best, (3) the education policy(makers) in the country, and (4) themselves as teachers (Day, 2012). Teachers do not teach because they need to survive and earn money, yet they “teach because they believe in something. They have an image of the ‘good society’” (Day, 2012, p.15). Hence, novice teachers go through socialization process into every part of teaching comprising in the classroom learning-teaching takes place and out of the classroom starting from their teacher training (Farrell, 2001). Teacher socialization refers to an interaction between novice teacher and school as an association with people who work for the same aims (Farrell 2003; Kelchtermans & Ballet, 2002). It is also perceived as the most formative effect on novice teachers’ professional and personal lives by means of observing and becoming a part of teachers in time as they are receiver (Goodson, 2014). Novice teachers who are inclined to be considerably energetic and considerate about both teaching and the period of being a teacher survive in the socialisation period (Kuzmic, 1994).

**School Culture.** School is a foundation that has social and bureaucratic aspects with clear and implicit legacies. (Kuzmic, 1994). They emerge from obtaining characteristics of teachers working in the school (Shin, 2012). Novice teachers are exposed to standardized socialization process throughout both pre-service education and in-service trainings owing to becoming a fellow of the school community (Bliss & Reck, 1991; Goodson, 2014; Zeichner & Gore, 1990). They begin acquiring the rules set by teachers who started to work earlier, all of which is called school culture (Bliss & Reck, 1991). As it is mentioned before, every teacher’s

competence in teaching assists constructing school culture helping teachers put their theoretical knowledge about teaching into practice, which establish synergy between two entities (Shin, 2012; Zeichner & Gore, 1990).

Besides school culture, Williams et al. (2001) agree that teacher culture is effective for NTE. They perceive culture as “a continuum moving from highly individualized, through structural collaboration to spontaneously collaborative” (p. 253). Also, they put procedures in the institutions such as regular meetings into structural collaboration which both dismiss the idea that learning is a personalized business and eliminates professional isolation. Spontaneous collaboration with coworkers leads to professional development, satisfaction and continuous improvement.

At odds with collaboration, Day (2012) asserted that schools come up against a life-and-death struggle with ideological compliance coercion and he supported his assertion by saying: “Externally-imposed curricula, management innovations, and monitoring and performance assessment systems” were submitted, however, executed inadequately (p. 8). Furthermore, action taken to organize, protect or reinstate convenient working conditions in one institution may not be of use to another institution (Kelchtermans & Ballet, 2002). In time, teachers will lose their public confidence due to the outcomes such as undermining, workload and harm to teacher identity (Day, 2012).

Thus, in order to understand the concept of school culture, actors building the school culture such as colleagues, principals, parents, important others in the organizational context and the effects of them on teachers’ beliefs and performance (Kelchtermans & Ballet, 2002) and job responsibilities, working time and school type (Alhija & Fresko, 2010) need to be comprehended explicitly as they support or hinder NTE in every aspect of their lives.

***Protagonists vs. Antagonists in School Culture. Mentors.*** Teachers who can make a difference in the lives of the students are the ones who carry on broadening their abilities “*to teach to their best*” said Day (2012, p. 9). So, if the aim is to educate our kids for a better future of our country, the best way is to support teachers both instructionally and socially which is through mentors. In the literature, there is a confusion regarding the denotation of mentor. They are teacher trainers

who work as counselor both during pre-service internship period and during candidate teacher training period in candidate teacher training system of Turkey (TEDMEM, 2016, MEB, 2017; 2018). In both aspects, they are *models* to inspire for a better teaching process, *acculturators* helping teachers to get accustomed to new context, *sponsors* who introduce teachers to the professional community, *supporters* in terms of emotional and psychological state, *educators* for novice teachers to gain professional goals (Bodoczky & Malderez, 1996).

The important thing during internship period is the cooperation among the supervisor (teacher educator at university), mentor (experienced teacher at the internship institution) and trainee (Farrell, 2001). Farrell (2001) discovered that guidance of a knowledgeable mentor during internship may be a kind of scaffolding between being a trainee and a novice teacher, which also applies for novice teachers. Consistent with Farrell (2001), Brannan and Bleistein (2012) found out mentors were identified as one of the most preferred types of support for NTE. Mentors supporting novice teachers both emotionally and pedagogically help them adapt to the whole aspects of school culture (Alhija & Fresko, 2010).

Gilbert (2005) warned that the effectiveness of mentoring changes and it sounds perfect in theory but in practice. To accomplish all these aims, they need to be provided with a training for mentorship which encompasses “their role as agents of socialization” (Alhija & Fresko, 2010, p. 1596).

*Colleagues and Directors.* Colleagues and directors have an important place in socialization of NTE. Provided that colleagues “gather for soul-searching and seeking empowerment, novice teachers can become agents of change” (Shin, 2012, p. 562). Support from colleagues is a matter of utmost significance (Farrell, 2003; Williams et al., 2001; Zeichner & Tabachnick, 1985).

Contrary to positive influence of collegial support, it can cause some negative effects i.e., novice teachers may not determine their teaching materials, lesson planning, and evaluation types on their own because of institutional constraints, school culture, teachers’ and learners’ attitudes towards teaching English (teaching to the test). If they even attempt to choose their material to teach the same topic, they are assumed to declare their independence. The process ends up with isolation (Shin, 2012).



Kelchtermans and Ballet (2002) put an emphasis on the cultural-ideological and social- professional interests of teachers in the school, which may cause a conflictive environment. They shed light on the topic with these behaviors of actors: “talking, pleading, arguing, gossiping, flattering, being silent and avoiding comments, avoiding taking sides, accepting extra duties (in exchange for a contract), changing the material working conditions, the use of humor” (Kelchtermans & Ballet, 2002, p. 117). Whereas mentors and coworkers provide them with pedagogical practices, family gives emotional support, appraises them, helps them with the duties like buying some stuff for them (Brannan & Bleistein, 2012; Sabar, 2014).

**Induction Programs.** The other contributor to socialization is induction period (Alhija & Fresko, 2010). As for the induction programs, there is a general program which comprises booklets illustrating the school regulations and documents demonstrating the school system to novice teachers (Farrell, 2003). According to Arikan (2004), the major problems are the system of hierarchy for being the trainers (being experienced as teachers of English vs being educated as teacher trainer), current traditional practice in the programs (teachers and programs are empty slates and spoon-feeding, respectively), priority over institutional needs rather than teachers’ needs. Even though sharing instructional methods is helpful for NTE to accomplish in the early years although participation in induction programs is a substantial problem (Shin, 2012).

Ministry of National Education in the Republic of Turkey (MONE) underwent some legislative change in 2016 (TEDMEM, 2016). With this radical change, it is planned that novice teachers have a smooth transition from being student to teacher. Experienced teachers in the same branch are appointed to be mentors of novice teachers. In this period, the aim is for NT to practice and experience teaching, and mentors try to help them adapt to professional life and enable socialization. NT have some tasks: in-class, in-school, out of school and in-service training, however, they are not responsible for hall monitoring and lecturing on their own. They are expected to observe mentor’s lessons and adapt their lessons according to what they learned during mentor’s observation. During the whole process, they have three examinations; two of them with mentor and director and the final one with

mentor, director and educational inspector. If NT gets 60 points or above out of 100, s/he is ready to teach and can be a regular teacher (MEB, 2015; MEB, 2017).

In all this process from teacher training to being an experienced teacher, if teachers go through culture shock, both the possibility of forming an identity and life fulfillment and probability of dealing with everyday stress at work, home and in society are getting lower (Presbitero, 2016). To illustrate culture shock, it is the period of acclimatization to a new setting and it influences people's feeling, physical, psychological and cognitive states (Pedersen, 1995). Teacher identity and self-esteem are jeopardized by the organizational context, self-centeredness occurs, and teachers end up with searching for self-affirmation, trying to be visible to the others and coping with the susceptibility (Kelchtermans & Ballet, 2002).

NTE who feel tension and find themselves in isolation as much as they experience challenges related to profession and school culture sense helplessness (Cherubini, 2009). Unless novice teachers still receive help from the others, being dedicated and bouncy to teaching successfully "every day of every week of every school term and year" may be exhausting both for their physical health and for their mental health while their developing abilities, dedication and passion for teaching to their best lead to their wellbeing and potency (Day, 2012, p.17).

***Acculturation into society.*** Novice teachers of English generally start to live in a new city / town, which is a new culture for them, they must refound their lives in a new culture. Establishing social bonds, especially in a new cultural context, may be challenging (Hofstra, 2009) and when they "enter a different cultural environment, cultural shock and adjustment are inevitable"(Chao & Yen, 2018, p.72). Then, acculturation occurs owing to the interaction between NTE and new cultural group (Sam & Berry, 2006). It actually refers to gathering of both cultures and changes regarding this interaction (Sam & Berry, 2006).

Berry (1997; 2005) defines acculturation as the dual process of change in culture and human psychology resulting from the interaction between new person and group. To enlighten the topic "learning each other's languages, sharing each other's food preferences, and adopting forms of dress and social interactions" are all examples of acculturation (Berry, 2005, p.700).

Within acculturation research, the framework of Berry took the most attention. When the individual engages in the new culture and keeps his / her original culture in the meantime, concurrent cultures creates four specific results, called acculturation strategies: assimilation, integration, separation/ segregation and marginalization (see Figure 2). If novice teachers of English quit their own culture and start to live with the culture of residence, the “assimilation” takes place. However, if they adhere to their own culture and show resistance to new culture, it becomes “separation/segregation”. If they obtain both cultures (their own and the one in the new residence), they “integrate” the cultures. If they give up their own culture and they cannot be classified with the one in the new residence, “marginalization” occurs (Berry, 1997; 2005).

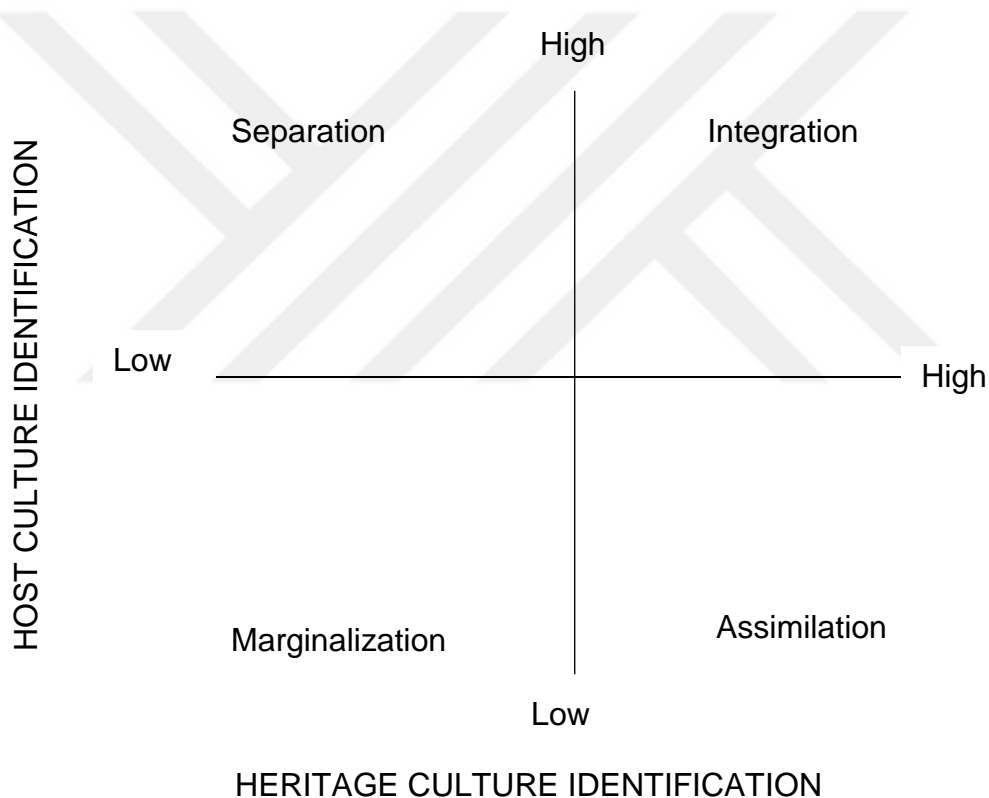


Figure 2. *Acculturation strategies (Ward, Bohner & Furnham, 2001)*

According to Berry (2005), adaptation is the consequence of acculturation, which can be either positive or negative. Furthermore, it has different aspects: psychological and socio-cultural adaptation. The former one refers to individual’s “psychological and physical well-being” and the latter one means “how well an acculturating individual is able to manage daily life in the new cultural context” (p.709). These can vary “from well to poorly adapted” (Berry, 2005, p.709).

From the perspective of Ward et al. (2001), acculturation has three different outcomes: affective, behavioral and cognitive, which forms Acculturation's ABCs (see Figure 3). When NTE contact new society, their "feelings, behaviors and cognitions" will change as a result of their experiences (Ward, Bochner & Furnham, 2001, p. 135). In a new environment, NTE need to deal with changes in cultures, which leads to psychological adjustments (affective outcome). They also need to learn certain skill resulting in the socio-cultural adaptation (behavioral). During these processes, they develop and make changes in their identities which helps them form a new cultural identity (cognitive). The whole process is interrelated to one another and all the changes enable NTE to adapt themselves in a new environment.

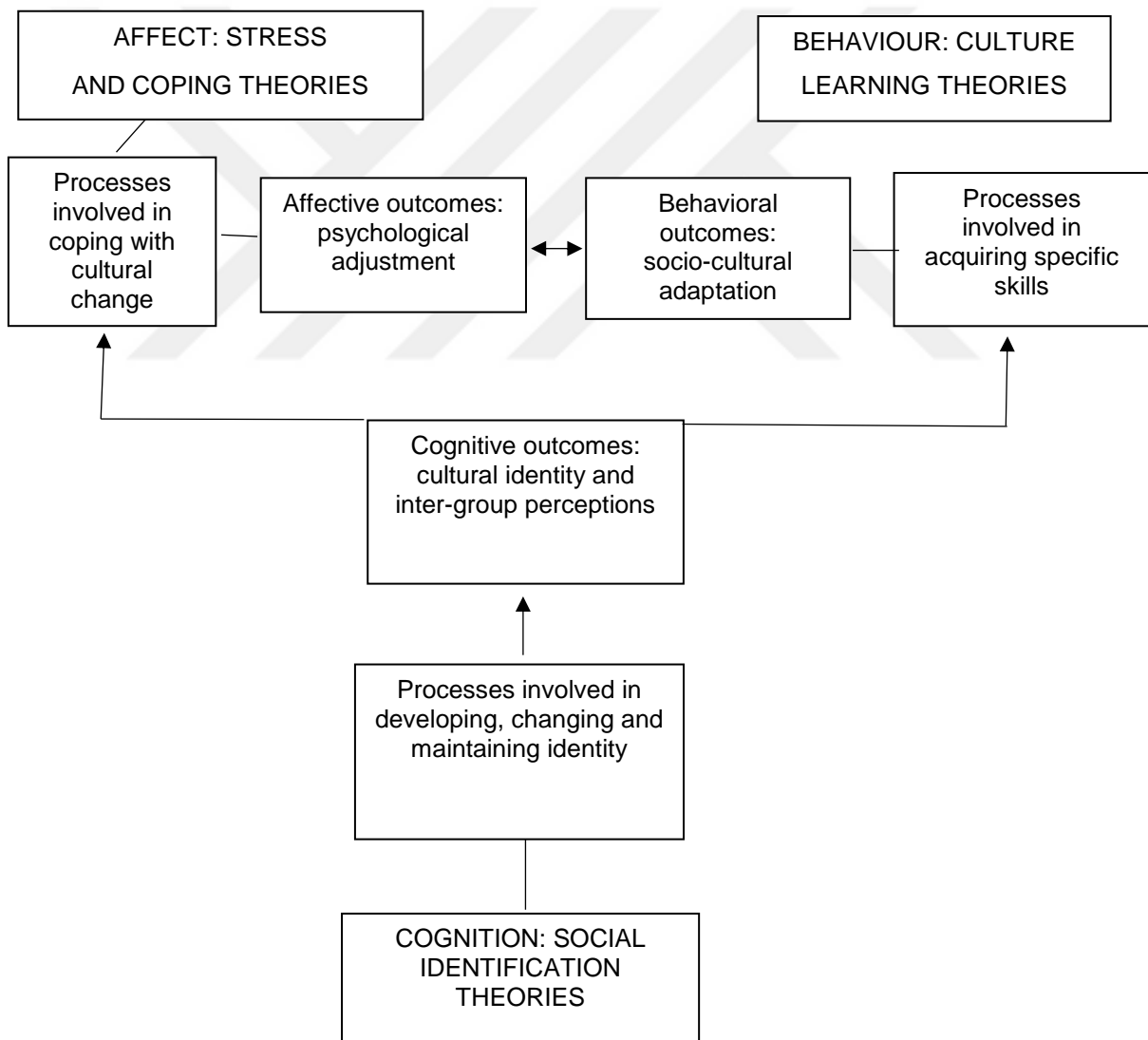


Figure 3. ABC model of culture contact (Ward, Bochner & Furnham, 2001)

The ways in which changes take place differ from each other based on the individual's original culture and the current acquired culture, besides their traits i.e., age, gender, place of birth and education, and the characteristics of the group, size, status, values and beliefs (Berry, Phinney, Sam, & Vedder, 2006). As there are so many different variables influencing the acculturation process, the outcome can be in two ways: either harmony like in one's cultural identity or conflict and stress like uncertainty, anxiety, and depression (Berry, 1976; 2005).

Throughout this period, it would be easier for novice teachers of English if there was someone to show the way and to make the unspoken rules explicit (Petersen, 2017) because they are "betwixt and between" (Turner, 1969, p. 359) two important phases of their lives: their teacher training and professional lives (Smith & Sela, 2005). It is a transition as they have just finished university and started to teach in another educational entity. Heretofore, teacher educators may not be successful enough unless they make prospective teachers be prepared for the fact that destabilization, unpredictable conditions and vulnerability are quite normal in this period (Petersen, 2017). Then, schools also ought to provide NTE with quality mentorship in order to have an absolutely positive effect on the early years of profession in which they may cooperate and deal with the possible problems together (Mann & Tang, 2012).

### **Research on the Topic**

It is literally crucial and new area of study for NTE, so a bunch of research will be presented in this part.

**Research studies abroad.** Deal and Chatman (1989) intended to find out challenges related to teacher socialization/acculturation and some ideas for regulation. It is an action research which makes teachers realize the reality of this important phase. The results show that organization of the school and district, effective induction program, mentors and informal interaction between colleagues are the most significant factors to enhance improvement.

In his introductory and descriptive report, Farrell (2012) tried to demonstrate and fill in the gap between pre-service and in-service period which is called as *novice-service language teacher* development by the researcher. He found out the most problematic areas in teaching: "lesson planning, lesson delivery, classroom

management, and identity development” (p.435). He stated the importance of support in the early years and suggested adding a course in undergraduate education program.

Faez and Valeo (2012) investigated the perceptions of novice teachers on four main categories: the level of preparedness to teach, preparedness after experience, their sense of efficacy and their perception on their teaching education. Survey methodology and interviews were utilized to examine their perceptions. 115 accredited TESOL teachers with less than three-years-experience were participants for quantitative method and an interview was conducted with 8 teachers. The results showed that their perceptions of preparedness were increasing while novice teachers were getting experienced day by day. Also, researchers found out that teaching experience in real classrooms are the most effective aspect in the induction programs.

Brannan and Bleistein (2012) made a research to explore whether or not there is any effect of support on the novice language teachers' efficacy. Mixed method was utilized in the study. 47 recent graduates from different cultures participated in the study. Mentor, colleague and family support were found essential. Furthermore, it was noticed that in areas like instructional strategies, student engagement and classroom management, most novice teachers need advice and support.

**Research studies in Turkey.** Öztürk (2008) conducted a quantitative study to divulge the adaptation problems of novice teachers. Researcher accessed 465 novice teachers from 8 different cities which represented different regions in Turkey. Teachers' branches were different from each other and the results demonstrated that novice teachers experience problem in four main categories: (1) workload, (2) social status and identity, (3) supervisor, (4) classroom management. All the problems changes in accordance with different variables such as age, branch, mentor, school type grade level and gender. As a result, most novice teachers found their teacher training inadequate.

Erkmen (2014) conducted a qualitative study on novice teachers of English' beliefs about teaching and learning, and practices in the early years of profession. 9 NTE were participants in the study. The results revealed that novice teachers start

their teaching profession with their own learning experience. In addition, they change their beliefs with their practices when they become more experienced. There is also a huge percentage that students' anticipations are influential in changing the practices even though it is against teacher's belief.

Erten (2015) employed a qualitative survey method in the study of contextual challenges experienced by teachers of English in Turkey. Data were collected from 49 participants whose mean length of experience was 6 years. The results demonstrated that teacher candidates do not experience teaching in real classroom atmosphere during their teacher training. Hence, they encounter the mismatch between ideals and actuals. Also, they do not realize the contextual challenges in advance. There are some solutions to those challenges i.e., "more and longer real-life teaching experience, better match between courses and real-life teaching, need for lecturers with real teaching experience and training more autonomous researcher-teachers" (Erten, 2015, p. 586).

Through these studies both abroad and in Turkey, it is understood that the period of being a novice teacher takes great deal of attention; however, the problems novice teachers of English experienced are neglected. There is a significant gap between pre-service and in-service teaching in terms of quality control and supporting graduates both of which need great deal of attention in Turkey.

## **Summary**

Literature presented compelling results about the novice teachers of English' problems in the early years of teaching which almost every new teacher experience. Low motivation towards learning English, individual differences, preparation depending on students' needs, lack of materials, problems with the usage of methodologies, dealing with disruptive students and classroom management problems are under the umbrella of instructional problems. Additionally, trying to adapt to a new environment and its culture, getting used to new social status and identity, having a mentor and relationship with her/him and parental issues are within the framework of social issues. They can be either inward or outward. Teachers' workload is another case because they are not used to the amount of work that needs to be completed by teachers. Sometimes, they are required to work harder

than the experienced ones because of being in the early years in the job. Hence, they can work under occupational stress and it causes teacher burnout in the future which explains leaving teaching occupation early.

The prominence of finding solutions for these problems has been augmented for several year. They depend on their acculturation process. If it comprises difficulties, it demonstrates the requisite for support, which can be enabled by mentors, headmasters, students' parents and teachers' parents or spouses. In order not to feel isolated, they need assistance for both the educational process and the adaptation period to the new environment. As is known, social interaction is of note as they enhance assistance.

To sum up, the adaptation period of NTE attracted researchers' attention. Most of the research dealt with only job-related issues. However, there is a lack of research that scrutinize the social aspect. The fact that NTE have both professional and social aspects in their adaptation period ought to be taken into consideration.



## **Chapter 3**

### **Methodology**

This chapter consists in setting and participants, data collection, instruments and data analysis. The aim of this study was to find out adaptation problems of novice teachers of English (NTE) and their solutions to those problems. Also, the effects of these problems on NTE were intended to be revealed. Qualitative research design was employed in this study. Data were collected through online self-designed survey which included open-ended and close-ended questions. Open-ended questions were used in order participants to describe their instructional and social adaptation periods. Both open-ended and close-ended questions were used for demographic information.

#### **Research Questions**

Concerning the research gap on the adaptation problems of NTE in Turkey, this study intends to respond to the following research questions:

1. What adaptation problems do the participants encounter in the early years of language teaching experience?
  - a. related to professional adaptation
  - b. related to social adaptation
2. What solutions do the participants find to deal with those problems?
  - a. related to professional adaptation
  - b. related to social adaptation
3. How are the participants affected by these problems?
  - a. related to professional adaptation
  - b. related to social adaptation

#### **Theoretical Framework**

The methodology used in this study is very important as participants are qualified enough to render their mental pictures regarding their adaptation period. In this study, a survey research was conducted through open-ended, qualitative-

based questions. The aim is “to obtain a snapshot of conditions, attitude, and/or events at a single point in time” (Nunan, 1992, p.140). A generalization on the results is made as Dörnyei (2007) says survey studies strive to depict the features of a population by analyzing a small portion of that group and he adds that qualitative research deals with “subjective opinions, experiences and feelings of individuals” and the purpose here is to find out the individuals’ thoughts on the topic (p.38). Exploratory nature of qualitative research provides participants with autonomy to write about their opinions frankly because there are not good / bad or correct / incorrect answers (Heigham & Croker, 2009).

With regard to question types, open-ended items that “work particularly well” were utilized in the survey in order to get the participants to express their feelings and / or ideas by greater feeling of freedom (Dörnyei, 2007, p. 107). In line with Dörnyei (2003) who states that researchers “do not know the range of possible answers and therefore cannot provide pre-prepared response categories” for questionnaires, open-ended questions seem the best way to collect data (p.47). Furthermore, researcher does not desire to lead participants to find fictionalized results. Instead, the research is expected to flourish with the help of their experiences in order to find out realities. Also, close-ended items were used to obtain participants’ demographic information. Among the close-ended items, multiple-choice items were utilized (Dörnyei, 2007).

Besides advantages, there are disadvantages of using qualitative methodology. Given the human factor, results can be misleading because participants may have experienced an utterly positive or negative event during the day. It also requires that researcher attempts to analyze the responses from participants’ perspective, which can take time and be exhausting (Dörnyei, 2007) However, advantages of qualitative methodology outweigh when both advantages and disadvantages are taken into consideration.

## **Setting and Participants**

**Educational setting.** The Department of English Language Teaching at Hacettepe University is both prestigious and established within the university and among universities. It attracts students from different cities and countries owing to being not only national but international foundation as well. The Council of Higher

Education website provides information with Bologna Process and the aim is to enable “participative equity and employability of graduates in a lifelong learning context” (<https://goo.gl/ZzQ22f>). For Bachelor’s Degree, students that have graduated from high school take a university entrance exam (TYT) which tests students’ basic knowledge and skills. Then, they take a language proficiency test (AYT) (YOK, 2018). With reference to the website of the Council of Higher Education, the average quota of the last four years at Hacettepe University is 101, which demonstrates that the real aim is to educate qualified teachers (<https://goo.gl/dwST11>). When students are competent enough and pass the university entrance exam, they take an Exemption Examination conducted by Hacettepe University School of Foreign Languages. If they need to improve their English proficiency for academic, professional and social life, they are enrolled in English Preparatory Program which is an intensive program with 20 hours in a week (Hacettepe YADYO, 2018). In line with Common European Framework of Reference for Languages (CEFR), the exit level is C1, which enables them to convey their opinions and feelings like native speaker. The average score is 65 out of 100 to pass the preparatory school. They can study for 1-year duration again if they may not get the average score. However, they continue their education in their departments if they are successful.

The Department of English Language Teaching consists of 8 academic terms in 4 years. With regard to website of ELT Department at Hacettepe University, students are equipped to be teachers of English with skills in various domains such as linguistics, culture and literature and most importantly language teaching. They have various courses i.e., material development and adaptation, language skills, testing, approaches and methods, teaching English to young learners and classroom management. Besides teacher training compulsory courses, they have elective courses that are both about English Language Teaching and Educational Sciences i.e., Drama in English Language Teaching, English for Mass Communication and Curriculum Development in Education and Critical and Analytic Thinking. In the fourth grade, students are assigned to a school and a mentor. During the 7<sup>th</sup> term, teacher candidates take school experience course and observe their mentor about teaching methodologies, classroom management and a real teaching environment (<https://bit.ly/2Utgztl>). In the last term, they take teaching

practice, do practicum for 13 weeks and have an opportunity to put theories into practice in real teaching and learning atmosphere. All in all, teacher candidates are responsible for taking 240 ECTS credits and be successful in them in order to graduate from university (<https://goo.gl/ah6k9d>).

Apart from providing professional teacher training program, Hacettepe University supplies diverse social facilities such as conferences, Olympic Swimming Pool and sport centers. There are 149 student communities that help students socialize and have a broad social and cultural perspective, that is, teachers may find cultural activities for themselves. They hereby broaden their worldview as they meet various people from different cultural backgrounds. Teachers ought to be inspiring, so they need to develop themselves first. Hacettepe University provides them with these opportunities.

As for the location of university, it is another reason of attraction for students since Ankara is the capital city of Turkey. Owing to a metropolitan city, it enables teacher candidates to reach a lot of events based on their interests and hobbies. They have social and cultural activities and facilities i.e. theatres, museums, bookshops and libraries. For a student, accommodation has an utmost importance. They can either find affordable dormitories / houses or choose to live in dormitories at Hacettepe University campus.

**Locations of employment and teaching.** All the participants graduated from the department of English Language Teaching at Hacettepe University in Ankara, Turkey. Participants accessed for the study were 85 teachers of English who are teaching or taught in diverse contexts regarding experience, age, location of workplace, type of institution and grades.

All the participants were recently graduated teachers. Participants' experiences ranged from *less than 1 year* to *3 years*. There were 22 participants whose experience is *less than 1 year* (26 %); 22 participants with 1-year-experience (26 %); 25 participants with 2-year-experience (29 %); 16 participants with 3-year-experience (19 %) (See Table 1).

Table 1

*Year of Experience*

Year of Experience	n	%
Less than 1 year	22	26
1	22	26
2	25	29
3	16	19
Total	85	

As for the age factor, participants' ages ranged from 21 to 26; however, most of them were 22 ( $n= 10, 12\%$ ), 23 ( $n= 17, 20\%$ ), 24 ( $n=20, 24\%$ ) and 25 ( $n=28, 33\%$ ) years old. There were 16 male participants (19 %) while majority of them were female ( $n= 69, 81\%$ ). Also, 9 participants (11 %) were married but 76 participants (89 %) were single.

One of the most important factors is whether they changed the location of workplace. 15 participants (18 %) changed their workplace whereas 70 participants (82 %) were working in their first workplace. They participated in the study from 34 different cities from Aksaray to Van. Most of them ( $n= 28, 33\%$ ) were working in Ankara; and a small portion of them ( $n=7, 8\%$ ) were in Gaziantep. As for the location of institution, 53 participants (62 %) were working in the city center, 20 of them (24 %) were working in the districts, and 11 participants (13 %) were working in the villages. 1 participant's information is missing (See Table 2).

Table 2

*Location of employment*

Location of employment	n	%
City center	53	62
District	20	24
Village	11	13
Total	84	

Nearly half of them ( $n=47, 55\%$ ) were working for state schools and the other half of them ( $n=38, 45\%$ ) were working for the private institutions. Concerning the

grades that participants were working, they were working at kindergarten ( $n=5$ , 6 %), primary school ( $n=14$ , 16 %), secondary school ( $n=36$ , 42 %), high school ( $n=13$ , 15 %), university (The School of Foreign Languages) ( $n=9$ , 11 %) and language courses ( $n=8$ , 9 %) (See Table 3).

Table 3

*Grades*

Grades	n	%
Kindergarten	5	6
Primary School	14	16
Secondary School	36	42
High School	13	15
University (The School Foreign Languages)	9	11
Language Courses	8	9
Total	85	

The Ministry of National Education appoints approximately 3000 English language teachers to different villages, district and cities. Recently-graduated EFL teachers are the major group among these teachers. Thus, there are a lot of adaptation issues concerning the problems that this sample guided us to find instructional and social problems of NTE during adaptation period.

Participants were accessed through snow-ball sampling. The purpose that researcher chose the target sample was the fact that they found participants who had the same educational background and received the same quality education in the field. One important reason was to find out a wide range of adaptation problems of NTE who graduated from the Department of English Language Teaching at Hacettepe University encountered. The other one was to figure out whether teacher training programs had the same influence on their adaptation period or not.

**Data Collection Instrument**

The data in this study were collected through a self-designed survey included in open-ended and close-ended questions.

# Mesleğe Yeni Başlayan İngilizce Öğretmenlerinin Uyum Sorunları ve Çözümleri Formu

Sayın Katılımcı,  
Aşağıdaki form öğretmenlik mesleğinde ilk yıllardaki deneyimlerinizi keşfetmeyi amaçlamaktadır. Verilecek yanıtlarda doğru ya da yanlış yanıt kesinlikle bulunmamaktadır. Katılımınız gönüllülük esasına dayanmaktadır. Formda vereceğiniz cevaplar tamamıyla gizli tutulacaktır.

Bu çalışma, Hacettepe Üniversitesi Eğitim Fakültesi Öğretim Üyesi Prof. Dr. İsmail Hakkı ERTEN ve Konya Gıda ve Tarım Üniversitesi Öğretim Görevlisi Nurgül BEKDEMİR tarafından yürütülmektedir.

Yanıtlarınız çalışmanın kalitesine önemli derecede katkı sağlayacaktır. Şimdiden zamanınız ve katılımınız için teşekkür ederim.

**SONRAKI**

Google Formlar üzerinden asla şifre göndermeyin.

Figure 4. *Data Collection Instrument for Adaptation Problems and Solutions of Novice Teachers of English* (<https://goo.gl/YNi6HN>)

The reason why researcher used open-ended question type is that “open-format items can provide a far greater richness than fully quantitative data” (Dörnyei, 2007, p. 107). The rationale behind using close-ended questions is that they are not a burden on participants to explain their demographic information as they need to tick one of the ready-made response options (Dörnyei, 2003).

The data collection instrument was developed by the researcher because the purpose is to find out the answers which are the most related to the topic. Also, the survey was in Turkish, participants’ mother tongue, in order to hinder any kinds of misinterpretation. The items were created so as to be responded by the participants in a sincere and objective way. The most notable aspect is that the questions are crystal clear to prevent misunderstanding. As Dörnyei (2007) mentioned, the aim is to form “short and simple” questions and prevent “double-barreled questions” which ask two (or more) questions at the same time (p.55). For these aims, a pilot study which is significant for the content validity was carried out about whether all the

items were clear enough for the participants (Creswell, 2014). During the pilot study, they were encouraged that their ideas about the comprehension were favorable for the researcher to revise the instrument.

The survey included six parts (see Appendix A): (1) demographic information about the participants, (2) graduation information, (3) workplace information, (4) their descriptions about instructional and social adaptation period, (5) their perspectives in the workplace and the location they are living / lived and (6) contact information. The demographic information section consisted of four questions about age, gender, marital status and spouses' residence. Graduation information section included three questions about university, faculty and department. Next section included six questions seeking for participants' experience and information about institutions participants are working / worked. The adaptation section included in two subsections with four questions in each. The first section was about the description of job-related adaptation problems, how participants dealt with these problems if they did and the effects of these problems on participants. The second section was about the description of social adaptation problems, how participants coped with these problems if they did and the effects of these problems on participants. The perspective section including two questions sought for participants' perspectives in teaching in their workplace and living in their residential area. The last part was the contact information based on participants' volunteerism, whose aim was to contact the participant if there was a need to understand the participants in detail and to prevent misunderstanding.

### **Data Collection Procedure**

The data were collected from November to mid-December, in 2018-2019 Fall term. The reason why data collection procedure started in November was that recently-graduated teachers needed time to experience teaching and living in the location of employment, so they have an image in their minds to describe their challenges. To start with, data collection procedure began with preparation of instrument. Later, a pilot study was conducted and sent to colleagues for preventing the misinterpretations. When the last shape was given, an online version of the instrument was sent to participants via e-mail (retrieved from Hacettepe University Online Platform for Graduates) and social media (Facebook). As for the aim of using



online data collection, participants from whom data were collected were in different locations. The physical distance between the researcher and the participants was huge so the most reliable access for the participants was chosen. On the first section of the form, detailed explanation of the study comprising the aim of the research, information about the researchers and confidentiality was provided. It was assured that participation depends on volunteerism, there was not any correct or incorrect answers, and participants' responses would be kept secret.

## **Data Analysis**

Grounded theory was used to analyze the data in this study. The basic objective behind grounded theory is that researcher may further categorize and propose "basic understanding of the principles, relationships, causes and /or motives underlining it" (Dörnyei, 2007, p. 260). It presents a meticulous analysis when there is not much knowledge on the phenomenon (Dörnyei, 2007). Even though it has disadvantages which are being time-consuming and formidable, it is easy to conduct grounded theory approach in the research for novice researchers (Dörnyei, 2007).

Thematic analysis was conducted because qualitative nature of the research requires to discover the problems and solutions of novice teachers of English in adaptation process. The data gathered from the fourth section (see Appendix A), descriptions about instructional and social adaptation period, included the problems participants encountered, their solutions how they dealt with them and the effects of problems on participants. All the questions in this section were analyzed thematically. The goal of thematic analysis is to find out themes, which are prepared by a good sense of interpretation and not by rewriting or explanation in the data and use them to reach the results (Braun & Clarke, 2006; Maguire & Delahunt, 2017). The 'coding' technique was used. First, researcher acquainted herself with the data by reading it through and started to create initial data-driven codes manually. After coding process, different but relevant codes were put into a broader category which are themes. These themes were refined because there were some overlapping codes. Then, themes were named, and the researcher started to report themes (Braun & Clarke, 2006).

Particularly, due to the transfer of participants' responses from Google Forms to Microsoft Excel, it was easy for the other coder to work. For inter-coder reliability (ICR), Cohen's Kappa measure was used in order to establish the consistency between two coders (Cohen, 1960). A total of 42 different problems related to profession were identified in the sample data. A comparison of matching categories revealed that initial consistency coefficient was .73 (29 matching tokens out of 42 instances). The disputes were further examined and found to be revolving around student motivation, students' attitudes and language proficiency as well as a general student profile category. A detailed examination suggested that these categories could easily be labelled under a broad category of student profile. A recording process of these disputed categories and thus removal of disagreement increased the matching level to .83 (36 matching tokens out of 42 instances), which was reliable enough for this study.

Also, a sum of 30 different social adaptation problems were found in the sample data. A comparison of matching categories indicated that initial consistency coefficient was .73 (22 matching tokens out of 30 instances). The disputes were scrutinized, and it was found that there were some missing categories like hometown, cultural differences, and restriction to independence. A detailed evaluation recommended that these categories can be added to the sample data. This addition raised the matching level to .93 (28 matching tokens out of 30 instances), which was highly reliable for this study.

## Chapter 4

### Findings

#### **RQ. 1. a. What professional adaptation problems do the participants encounter in the early years of language teaching experience?**

This research question aims to find out problems regarding teaching profession perceived by novice teachers of English. Most participants ( $n=83$ , 97.7 %) seemed to have encountered adaptation problems professionally. Except for 2 out of 85 (2.3 %) who claimed that they did not experience any professional difficulties. Participants claimed a sum of 202 tokens of professional adaptation problems that were put into 6 thematic categories (See Table 4). This section explains the main professional adaptation problems experienced by participants: interpersonal issues, student issues, teaching procedures, workload, institution and issues with the self-as-a-teacher. Examination of Table 4 demonstrates that *interpersonal issues* are the most problematic area for NTE. In reference to the participants' relationships with others who are *colleagues, directors, mentors and parents*, 51 participants expressed that they go through difficulties while interacting with these people (Table 5). Notably, 46 participants who are less than 1 year and 1 year experienced. The problem is said to occur owing to either too little interaction or too much interference. It has another essential component which is *language barrier* as well. When there is a conflict in language, understanding each other can turn into a difficulty which can lead to breakdowns in communication surfaces. This can be clearly seen in the extract below from Participant 25 (1 year of experience, female, works at a state school) who believed that she did not receive exasperation from their colleagues, directors, mentors and parents.

"My colleagues were not caring (both for students and for other teachers). My mentor was just there for the sake of procedure because s/he was teaching in another branch. The only thing s/he did was to sign the papers for chartered teacher. It was different, it seemed that the directors had no regard concerning us. .... Parents rarely came to the school. ... They didn't care about their children. There were some parents who came to school 'to beat teachers'". (Participant 25)

Table 4

*Professional Adaptation Problems*

Professional Adaptation Problems	f	%	1-year-experienced at most	2-year experience d at least	n
Interpersonal Issues	80	39.6	46	34	
Student Issues	43	21.3	20	23	
Teaching Procedures	32	16	13	19	
Workload Issues	23	11.4	14	9	
Institution	12	6	8	4	
Issues with the self-as-a-teacher	12	6	7	5	
Total	202	100	108	94	83

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

*Student issues* are the second common adaptation problem experienced by 42 participants. *Absence, child labor* and *student profile* are signified by the term student issues. Participants revealed that they encountered difficulties because their students do not attend lessons regularly at specific times, which is considered to be a huge child labor problem. Students' absence due to working adds a further complication to the learning process as well as student profile. Student profile is a broad term which comprises of students' academic success and expectations, language proficiency, their behaviors and attitudes. This is obviously seen in the extract below from Participant 54 (less than 1-year-of-experience, female, works for state school). Students were observed and categorized according to their academic success and attitudes towards others.

"The classes I teach have at least 40 students. 5 % of students are good learners, 20 % of them are average and 30 % are poor learners, and the rest are students who have tendency to crime and violence." (Participant 54)

Another crucial common problem encountered by participants arises from *teaching procedure*. 23 participants bespeak that there are various components of teaching which are troublesome for them. These are *classroom management*, following the *curriculum*, *their high expectations*, *mismatch between ideals and actuals*, *teaching materials*, *technological issues* and *testing*. Classroom management is an important issue for participants and dealing with it is reported to be difficult. Besides difficulties in classroom management, following curriculum is problematic because of the limited time for language classes in the schedule. As is stated by the participants, they start their career enthusiastically, however, they have challenges due to finding teaching materials and lack of technological infrastructure. Language testing is a problem for participants because testing techniques are not compatible with the nature of language learning. Their professional life as expected to improve they began with high expectations deteriorates. Eventually they face the mismatch between ideals and actuals. It can be understood in the extract from Participant 46 (3-years-experience, female, works for state schools) who explains the discrepancy between university education and real classroom practice.

“Actual teaching life does not tally with academic knowledge. That is to say, we did not write “You can have students who do not read and write, you can apply these techniques for them, you can have 40 students, may God give you patience” in the part “Problems and Possible Solutions in Methodology course. The only thing that we wrote was “There can be technical problems, back up or you should have plan B i.e. extra material”. These are the easiest part of the job. University education is as if you would teach English to five students.” (Participant 46)

*Workload issues* experienced by 18 participants are one of the significant occurrences. It includes *workload*, *hall monitoring* and *teaching load*. The distinction between workload and teaching load emerges as workload comprises of the paperwork and other duties except for teaching, and teaching load is participants' course load which can be at least 15 or at most 30 hours. Hall monitoring, which is teachers' responsibility to take care of students during break times and lunch time, seems to be another serious problem for NTE. Thus, all these workload problems lead to exhaustion and negative results in the end. It can be comprehended well in the extract below from the Participant 85 (1-year-experience, female, works for

private university) who demonstrates that teachers' responsibilities are not only teaching but extracurricular duties as well.

“Another problem is to know legislations and your rights. If you do not know, they can make you do everything. Also, we have other duties except for teaching. Like translations. Even there were times our coordinator used us as his / her assistant.” (Participant 85)

One of the problems arisen in the adaptation process is *institution* which embraces *mobbing*, *hierarchal structure* and *institutional adaptation*. Participants migrate to other cities for work right after graduation which becomes a novel place for them. Even if they stay in their hometowns and get hired at an institution other than what they are familiar with, it is still indicated as a new environment. After studying in an established university for a long time, 8 participants consider that their adaptation to new institution is hard for them. The problems here occur because they can be bullied by their directors and colleagues. Participants realize that there is a hierarchical structure both between managerial authority and novice teacher and between more experienced teachers and novice teachers. They can either be accepted as a colleague or dismissed from the group. Also, directors' psychologically harmful behaviors towards participants is an incontrovertible problem for people who are at the beginning of their careers. The extract taken from Participant 32 (less than 1-year-experienced, female, works at a private school) who points out the hierarchical structure and her colleagues' self-righteous attitudes towards novice teachers.

“Directors' oppressive and authoritative manners and teachers' arrogant and disrespectful behaviors towards novice teachers” (Participant 32)

The last adaptation problem is about *the self-as-a-teacher*. 9 participants perceive *forming teacher identity*, *lack of induction program*, *financial issues* and *the system of being a teacher* as problems. Participants try to adapt themselves and form a teacher identity in the early years of teaching profession. Hence, they face with difficulties in terms of teacher identity during this process. Moreover, they claim that they started working without participating in any induction program, which is like starting the lesson without warm-up activity or an icebreaker. As they are recent graduates, they will encounter problems on their own, which will be more difficult to handle. Participants also have problems with their economic status. They think their

salaries are not enough compared to their workload. The extract taken from Participant 52 (3-years-experience, female, works for private school) who does not feel the institution has properly integrated her into the system because of their rages, students and directors/ colleagues' insignificance shows the significance of the situation.

“In a private school, teachers are irrelevant to the institution, they earn low salary, students are disrespectful to teachers (Students can say to teachers “You are here because of my money”)” (Participant 52)

To examine closely, *interpersonal issues* are the most problematic area for NTE (See Table 4). It is understood that the most common adaptation problem in terms of profession is the relationships with colleagues, directors, mentors, parents and language barrier. A detailed breakdown of such problems can be seen in Table 5.

Table 5  
*Interpersonal Issues*

Interpersonal Issues	f	%	1-year-experienced at most	2-year experience d at least	n
Parental involvement	31	38.75	16	15	31
Directors	26	32.5	14	12	26
Colleagues	16	20	10	6	16
Mentors	6	7.5	6	0	6
Language barrier	1	1.25	0	1	1
Total	80	100	46	34	51

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

More than half of the participants ( $n=51$ , 60 %) encountered communicative problems. *Parental involvement* was found multi-stranded which are seen as both lack of parental involvement and excessive parental involvement. 31 participants (38.75 %) reported that they experienced problems in terms of parental involvement.

Lack of parental involvement refers that parents are not responsible enough for their children their children and interested in their education. It can be understood in the extract from Participant 7 (2-year-experienced, female, works at a state school) who professed parents unconcerned for their children as they have so many children that they cannot attend to their needs.

“Parents are irresponsible because multi-child family structure is dominant”  
(Participant 7)

Conversely, excessive involvement of parents is the other side of the coin which refers to interference in teachers’ private life. The extract below from Participant 49 (2-year-experienced, female, works at a state school) demonstrates parents’ disrespectful and patronizing attitudes towards teachers.

“Because of private school system, the problem is the fact that teachers need to keep in touch exceedingly with parents. Time does not make difference, it can be morning, evening, weekdays or weekends, it is an extra and tiring task.” (Participant 49)

Concerning the interference in teachers’ private life, Participant 64 (3-year-experienced, female, works at a private school) who encountered an incident where a parent asked her age in order to know whether she is experienced enough to be their child’s teacher. That made her feel vulnerable.

“Parents interference in teachers’ private life starting with asking of age makes teachers feel that you are young and incompetent. It makes you feel insecure and you are forced to tell lies about your age.” (Participant 64)

16 participants had communicative problems with their *colleagues* while 26 participants had difficulties with their *directors*. The situation can be clarified with the extract below from participant 85 (1-year-experienced, female, works at a private university) who had problems with her colleagues and director. Her colleagues were envious, and her director behaved in a humiliating way. The problems were not only attitudes but also obstructive teachers’ academic development.

“My colleagues are dishonest towards one another. The reason is jealousy, competition and desire to seek others’ downfall. Mobbing by coordinator was influential. He prevented me from going to graduate lessons for 1 year. Whenever there were strangers visiting the institution, he would constantly



say that “I employ unexperienced teachers so that it is easy to mold them”, which was his way of humiliating us.” (Participant 85)

A few participants were supported by their colleagues and directors in this period. It can be obviously seen in the extract from Participant 64 (3-year-experienced, female, works at a private school) who were supported by colleagues.

“Colleagues and director support towards inexperienced teachers.”  
(Participant 64)

As for the problems with *mentors*, 6 participants (7.5 %) experienced these problems due to several reasons. They were not provided with mentorship. Therefore, there is not anybody to consult in case of a problem. Even though they may have a mentor, their branches can be different i.e. English / Science. To some extent, they can consult with them about almost everything except for language teaching. The extract below from Participant 57 (less than 1-year-experienced, female, works at a private university) who were assigned extracurricular responsibilities without any official permissions and forced to discharge.

“My mentor and director assign me some administrative duties without official permission but with the influence of their position.” (Participant 57)

The last problem is *language barrier* which exists in relationship with different people. Participants and different circles may not speak the same language as their mother tongue. It becomes a problem when they do not have a language in common. 1 participant (1.25 %) experienced language barrier problem. It is clearly seen in the extract below from Participant 78 (3-years-experienced, female, works at a state school) who reported the need for a common language for a thorough communication between directors, parents and students.

“The lack of proper communication amongst directors, students and parents because of the language barrier in that region.” (Participant 78)

The second frequent problem arises from *student issues*. 42 participants out of 85 (50.6 %) faced with difficulties regarding students. These problems emerge as the result of *student profile*, student absence and child labor (See Table 6). Most of the participants ( $n=41$ , 95.3 %) encountered issues comprising student motivation towards learning English, language proficiency and students’ attitudes. The clear observation of students’ attitudes can be seen in the extract from Participant 45 (3-

year-experienced, female, works at state school) who thought that students need to learn manners before they learn a foreign language.

“Students love you but do not respect you. There is no use in teaching English to students who do not know the meaning of love. Firstly, we need to teach them to love, appreciate, apologize, not to insult others but most importantly to empathize. Also, you need to teach not to discriminate between males and females.” (Participant 45)

Table 6  
*Student Issues*

Student Issues	f	%	1-year-experienced at most	2-year experienced at least	n
Student profile	41	95.3	20	21	
Absence	1	2.3	0	1	
Child labor	1	2.3	0	1	
Total	43	100	20	23	42

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

Participant 57 (less than 1-year-experienced, female, works at a private university) who encountered the same problem with university students; she observed the problem from a different angle. She observed students’ lack of motivation is related to immoderate course hours.

“I encountered students’ attitude disorders because they study at a private university. Besides students’ lack of motivation, I experienced unproductive lessons because of excessive course hours.” (Participant 57)

Some participants realized the reason for student profile problem and suggested some solutions which in itself are problems. One of them is crystal clear in the extract from Participant 5 (2-year-experienced, female, works at state university) who came up with a relation between student profile and parental involvement.

“I had problems because student profile was low, and I wanted to increase their level. I wanted parents to get fully involved in this period, but it was the opposite.” (Participant 5)

The other problems under student issues are *absence* and *child labor* which are connected to each other. Even though only one participant experienced these problems, they are of vital importance. During the academic year, students work, hence they cannot attend the lesson which decrease their academic success. It is seen in the extract from Participant 1 (3-years-experienced, female, works at a state school) who thinks absence and child labor correlates with the lack of parental involvement in the child’s life.

“The lack of parental responsibility, students’ absenteeism and child labor were identified.” (Participant 1)

Another problematic area is *teaching procedures* that were reported by 23 participants (16 %). Teaching procedure is one of the most important issue for NTE. Encountered problems related to teaching procedure are classroom management (CM), curriculum, high expectations, mismatch between ideal and actual, teaching material, technological issues and testing (See Table 7).

Table 7

*Teaching Procedure*

Teaching Procedure	f	%	1-year-experienced at most	2-year experienced at least	n
Classroom management	16	50	6	10	
High expectations	5	15.6	4	1	
Teaching material	3	9.4	2	1	
Mismatch between ideal and actual	3	9.4	1	2	
Technology	2	6.25	0	2	
Curriculum	2	6.25	0	2	
Testing	1	3.1	0	1	
Total	32	100	13	19	23

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

The main problems in teaching procedure can be seen in the extract from Participant 64 (3 years of experience, female, works at private school) expressing the problems as *CM* and implementation of *curriculum*.

“Classroom management and convenient implementation of the curriculum were essential problems.” (Participant 64)

The most common problem reported by 16 participants (50 %) is classroom management comprising difficulties with crowded and noisy classrooms, students’ age range or insufficiency of classroom management techniques. The problem *CM* can be seen in the extract from Participant 52 (3-years-experience, female, works for private school) giving a detailed explanation about classroom management and detecting the reasons behind it. Crowded classrooms and the other teachers’ attitudes towards students were identified as *CM* problem.

“The classroom is always noisy because class size is more than 40 students. It is almost impossible to keep silence because students got used to been humiliated and beaten when they misbehave. They do not even care about teacher who does not behave in this manner.” (Participant 52)

Participant 51 (less than 1-year-experience, female, works at a private school) agreed with participant 52 on student talking and wandering around which are regarded as a *CM* problem by participants.

“I struggle to get students to sit down as they are too little. I have serious problems with the students who do not sit down and are not silent even if I try every technique like smiling or getting angry.” (Participant 51)

*High expectations* ( $n=5$ , 15.6 %) comprise both teachers, students and their parents. To illustrate, it conveys that teachers think about students’ language proficiency as parallel to their grades according to CEFR. However, the reality is opposite, that is, students’ proficiency level is under their grades’ objectives in English lesson. It is crystal clear in the extract below from Participant 43 (1 year of experience, female, works at state school) who stated the gap between her expectations for students’ proficiency level and the reality.

“Students’ proficiency level was lower than I thought before I went there” (Participant 43)

The high expectation of parents for their children's success is an obvious problem stated by Participant 32 (less than 1 year of experience, female, works at a private school). This also creates another problem especially when parents considered that they can interfere in teaching procedure.

"The high expectations of parents and the courtesy projected towards teachers". (Participant 32)

From teachers' perspective, high expectations mean that teachers are expected to do things beyond their capacity. Directors' requirements of teachers may be excessive when heavy criticism and unappreciative manners are added. Thus, teachers feel incompetent in the end. It can be understood in the extract from Participant 63 (1-year-experience, female, works at a private school).

"Teachers are expected to do more things than they can. ... Whereas teachers are criticized fiercely immediately in their smallest mistakes, their endeavors are ignored and not appreciated." (Participant 63)

*Mismatch between actuals and ideals* referred to the gap between theory and practice. In detail, knowledge gained in teacher training does not overlap with the real classroom practice. 3 participants (9.4 %) indicated that there is a mismatch between theory and practice. It can be seen in the extract below from Participant 64 (3 years of experience, female, works at private school) who stated the theoretical background gained at university is not enough to teach in real classroom as they are designed for ideal classrooms.

"There is one certain truth that theories without practice are vain. Therefore, if the methodology was learned and not practiced, it would be difficult to be self-efficient in the classrooms. The thing is academic world is not aware of real classrooms." (Participant 64)

Furthermore, the education during the internship period is not also regarded as adequate which is clear in the extract from Participant 57 (less than 1-year experience, female, works at private university) stating the gap between teacher training and real classrooms.

"I realized that teaching experience from internship period and theoretical knowledge from the courses are not enough for the classroom." (Participant 57)

Another important problem is *teaching material*. This was regarded as an issue by 3 participants (9.4 %) regarded them as an issue. Problem of material arises as lack of material, choosing course book and preparing material. The clear explanation in the extract from Participant 40 (less than 1 year of experience, female, works at private language course) shows that material problem can emerge in any kind of institution i.e., state or private institutions.

“There is shortage in school supply despite the prestige of the institution.”  
(Participant 40)

Another problematic area under material issue is to choose the teaching materials. It may be seen in the extract from Participant 46 (2 years of experience, female, works at a private language course) who revealed choice of course books as a precisely a problem.

“Problems arising from the choosing of course books” (Participant 46)

Moreover, selecting a specific material for the classroom required experience, expertise and the ability to use different methodology in the lessons. It is apparent in the extract from Participant 29 (less than 1 year of experience, female, works at private school) who tries to create various activities all the time. However, she is burnt out and anxious about being a classical teacher.

“I am fed up with creative thinking and I am afraid of being a classical GTM teacher.” (Participant 29)

The *curriculum* is an emergent problem reported by 2 participants (6.25 %). The problem emerges from limited time for English lessons. Regarding both curriculum and classroom management, they can be complementary for NTE and response of participant 20 (3-years-experience, female, works at a state school) illustrated the inadequacy of the number of language lessons.

“Two-hour lesson in a week and crowded classrooms (30-35 students) are some factors making language learning/ acquisition hard.” (Participant 20)

*Technological issues* are reported by 2 participants (6.25 %). They claimed that the lack of modern technological supplies is a hindrance to adequate English learning process. It is clear in the extract from Participant 24 (2-year-experience, female, works at state school) that some schools do not still have technological infrastructure.

“The lack of technological infrastructure at the school I work” (Participant 24)

*Testing* is another problem reported by 1 participant (3.1 %). Language testing requires to assessing 4 skills; however, it does not overlap with the real practice of testing. Teacher’s concerns about testing in language learning is clear in the extract from Participant 46 (2-year-experienced, female, works at a private institution).

“Students’ proficiency and skills are not tested neatly”. (Participant 46).

It seems to be a common problem as Participant 64 (3-year-experienced, female, works at a private school) supported Participant 46 reporting that the old test techniques are still used to assess students’ language proficiency.

“The thing that prevents us from practicing what we have learnt at university is that the old testing methodologies are still used. “ (Participant 64)

Participants identified another important problematic area for NTE, *workload issues*. Challenges in terms of workload issues are reported 23 times by 18 participants. *Hall monitoring*, *teaching load* and *workload* are counted under the general term workload issues (See Table 8).

Table 8  
*Workload Issues*

Workload Issues	f	%	1-year- experienced at most	2-year experience d at least	n
Workload	11	47.8	6	5	
Hall monitoring	10	43.5	6	4	
Teaching load	2	8.7	2	0	
Total	23	100	14	9	18

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

*Workload* is the most frequent problem under the general term workload issues. Workload reported by 11 participants (47.8 %) refers to extracurricular work, paperwork, ceremonies except for teachers’ main duty. It is explicit in the extract

below from Participant 57 (less than 1-year-experience, female, works at private university) who was forced to do extracurricular work assigned by her director and mentor.

“There were some extra administrative duties that my mentor and director wanted me to do forcefully but officially.” (Participant 57)

*Hall monitoring* emerged as one of the most problematic areas for NTE. It was reported by 10 participants (43.5 %). It causes teachers to feel tired. As a result, they have ineffective lessons. The effect of hall monitoring can be seen as exhausting and because of this, teachers got to classes unprepared. It can be seen in the extract from Participant 33 (1-year-experience, female, works at a private school).

“I cannot suffice my lessons because of hall monitoring, and I feel exhausted” (Participant 33)

The unfair schedule of hall monitoring causes a problem for NTE. It was reported that novice teachers are assigned more often than the experienced ones, which can be seen in the extract from Participant 63 (1-year-experience, female, works at a private school).

“Hall monitoring is scheduled in an unfair way (novice teachers are assigned twice a week)” (Participant 63)

Besides hall monitoring, *teaching load* is another problem which refers to weekly course hours. It was reported as an issue by 2 participants (8.7 %). It can be viewed in the extract below from Participant 33 (1-year-experienced, female, works at a private school).

“Excessive teaching load, extracurricular responsibilities” (Participant 33)

Participants found themselves in a new environment and they faced some problems related to *institution* which were *hierarchal structure, mobbing and institutional adaptation*. (See Table 9). 12 occurrences were recorded under the term institution by 8 participants. *Hierarchal structure* is one of the major problems between novice teachers and other colleagues who have been in the institution for a long time or directors. To highlight this issue, 6 participants reported that there is a hierarchical structure in their workplace. It is obvious in the extract from Participant 35 (1-year-experienced, female, works at a private institution) stating that



experienced teachers are bossy, particularly when they are given authority to monitor recent-graduates.

“Because we have new graduates, other teachers see themselves as the authoritative figure over us” (Participant 35)

Table 9

*Institutional Issues*

Institutional Issues	f	%	1-year-experienced at most	2-year experience d at least	n
Hierarchal structure	6	50	5	1	
Mobbing	4	33.3	2	2	
Institutional adaptation	2	16.6	1	1	
Total	12	100	8	4	8

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

Teachers’ lounge is depicted by Participant 45 (3 years of experience, female, works at state school) reporting there is a caste system in the school and all the groupings are worthless.

“There is extreme cultural grouping in the teachers’ lounge. Teachers are divided into nobles and folk. Whichever group you feel more integrated into are those you will identify with. It doesn’t matter how unscrupulous you are.”  
(Participant 45)

*Mobbing* is one of the problems that 4 participants encountered, and it is clarified in the extract from Participant 73 (3-years-experience, female, works at a state school) who thinks that novice teachers were mobbed by directors.

“It was glaring and exhausting for novice teachers who were mobbed.”  
(Participant 73)

Other emergent problem is *institutional adaptation* which arises from a place like schools, cities, villages or towns. 2 participants informed that they had difficulty

in institutional adaptation which can be seen in the extract below from Participant 14 (3-year-experienced, female, works at a private school).

“We experience difficulties while working in the Eastern Anatolia”  
(Participant 14)

Participants also identified *issues with the self as-a-teacher* problem. 9 participants had difficulties with *teacher identity, induction program, financial issues* and *the process that contracted teachers go through* (See Table 10).

Table 10

*Issues with the Self-as-a-teacher*

Issues with the Self-as-a-teacher	f	%	1-year-experienced at most	2-year experience d at least	n
Perceived identity as a teacher	6	50	4	2	
Need for an induction program	3	25	2	1	
Financial issues	2	16.6	1	1	
System of being a teacher	1	8.3	0	1	
Total	12	100	7	5	9

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

The first problem here is *perceived-identity-as-teacher* which refers to teachers’ professional identity. It was reported by 6 participants (50 %) who had complications forming teacher identity in relation to unsupportive work environment. It can be viewed in the extract below from Participant 57 (1 year of experience, female, works at private school).

“I have realized the lack of value judgment of employer towards teachers. Because of the desires getting teachers to work more, we are perceived as workers but not as teachers.” (Participant 57)

Moreover, Participant 50 (3-years-experience, female, works at private school) faced the challenge of feeling insignificance and students’ manner problems that supported Participant 57.

“Students can boldly say to teachers ‘You would not be here without my money’. This occurs especially in private institutions.” (Participant 50)

The second problem that occurs is the *need for an induction program*. This demonstrates that induction programs are not effective, or does not exist at all, or some teachers do not even have the knowledge of an existing induction program. 3 participants (25 %) needed a thorough induction program and reported this drawback as a problem. It can be seen in the extract from Participant 54 (less than 1-year-experience, male, works at a state university) that some NTE do not have access to induction programs.

“I had difficulty in adaptation because I started to work without any kind of briefing (Induction Program).” (Participant 54)

Even if they have a mentor during the period of their contract as new teachers, it is obvious that they may not work with mentor in the same branch. So, the idea of having a mentor is nothing but a formality, which is clear in the extract from Participant 25 (1-year-experience, female, works at a state school).

“I just had a mentor for formality because all he did was to sign the candidate teacher forms. He had no idea about what I encountered daily because he was stationed in another department.” (Participant 25)

*Financial issues* are one of the problems reported by 2 participants (16.6 %). Participants indicated that they work and earn low salaries. The *system of being a teacher* is the last problem for NTE which was reported by only 1 participant (8.3 %). It comprises of the duration after appointment by MONE. Presented by Participant 24 (2-years-experience, female, works at a state school), the system can be seen in the extract below.

“The process of education for contracted teachers” (Participant 24)

### **RQ. 1. b. What social adaptation problems do the participants encounter in the early years of language teaching experience?**

This research question aims to find out social adaptation problems experienced by novice teachers of English. Most participants seemed to have encountered social adaptation problems. 21 of them (24.7 %) reported that they did

not experience any social difficulties. Participants proclaimed a sum of 59 tokens of social adaptation problems that were put into 3 main thematic categories: (1) human relations, (2) environmental issues, (3) personal issues (See Table 11).

Table 11

*Social Adaptation Problems*

Social Adaptation Problems	f	%	1-year-experienced at most	2-year experience d at least	n
Human relations	30	51	20	10	
Environmental issues	21	36	11	10	
Personal issues	8	13	1	7	
Total	59	100	32	27	28

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

The first one is *human relations* comprising *cultural differences, sexual apartheid, public perceptions towards teachers and restriction to independence* (See Table 12). 28 participants expressed that they had serious problems about human relations. When teachers begin to live in a completely different city, it is likely that they face with cultural diversity. In the adaptation period it can turn into a problem if they cannot readily perceive this diversity. Besides social surroundings, female participants faced sexual apartheid in some circumstances. It is also shown how female teachers are perceived by society, especially from their working environment and this affects them negatively. All of these problems restrict participants' independence; however, their freedom is also affected by the location where they live i.e. a small village or town. The problem is the fact that society limits them with their attitudes. Eventually, participants feel bound to obey the role that is ascribed on them by the society. All in all, the significance of the place where participants live and its effects on them can be clearly seen in the extract below from Participant 25 (1-year-experienced, female, works at a state school) who explains the cultural difference and what being a woman means where she works.

“To me, it was a really big difference regarding culture. Firstly, they try to make you accept that you do not have a voice if you are a woman. They behave as if it was completely normal to stare at you even when you go to supermarket. Briefly, it was a place where women have no voice.”  
(Participant 25)

*Environmental issues* are also one of the problems experienced by 20 participants during social adaptation process. It embodies deprivation of residential relegation and hometown issues. Participants cannot suffice themselves, that is, they may not even find a place to shop for food. Activities for socializing are as valuable as a diamond since they may not access them. Graduating from a university in the capital city, participants find themselves trying to fill the gap of relegation.

Table 12

*Human Relations*

Human Relations	f	%	1-year-experienced at most	2-year experience d at least	n
Cultural differences	20	66.6	17	3	
Sexual apartheid	4	13.3	1	3	
Public perception towards teachers	3	10	1	2	
Restriction to independence	3	10	1	2	
Total	30	100	20	10	28

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

Some participants preferred starting their career in their hometowns. Despite their good intentions, they face some problems. The city may not present the opportunities as they desire, and they may not have enough freedom because of the life standards. The importance of environmental issues can be understood in the extract below from Participant 85 (1-year-experienced, female, works at a private university) who is disgruntled about the lack of cultural activities.

“Although Konya is a big city, it is widely known for its lack of socialization. Even though I can go out any time, I cannot go back to home whenever I want. Life ends at 8 p.m. People are so different socio-culturally. There are 2 plays in the state theatre monthly. I have been searching for private theatres but there is none. If there is one, it is too expensive.” (Participant 85)

*Personal issues* are the last problem experienced by participants in the adaptation process. 8 participants encountered problems in terms of ideological issues and socioeconomic status. Ideological issues comprise of the society’s perspectives about life which is a broad term that includes education, politics and life itself. The socioeconomic status is the huge difference in financial income of teacher and students. Either teachers’ status is far better than students or students’ is higher than teachers. Both of them rise a concern and limit communication between them as it affects their beliefs, thoughts and attitudes. It can be obviously understood in the extract from Participant 45 (3-years-experience, female, works at a state school) who is forced to attend the same syndicate with director and experience ideological discrimination.

“Beliefs preclude education, ideological issues frequently happen. You are bullied in an attempt to share the same political view and support the same syndicate with director. ... The more humanist you are, the more they discriminate.” (Participant 45)

To examine meticulously, the most frequent social adaptation problem for NTE is human relations. Cultural differences, restriction to independence, sexual apartheid and public perception towards teachers are included in human relations theme. A thorough breakdown of such problems can be seen in Table 12. Among the categories in human relations, the most common problem is *cultural differences* comprising traditions, different ethnic groups and language barrier. All of these problems occur due to the various places NTE work. On one hand, cultural differences were perceived as a totally negative occurrence by most of the participant ( $n= 20$ , 66.6 %). On the other hand, only 2 participants perceived them as a chance to learn a new culture even though they encountered them as a problem. To illustrate, the extract from Participant 6 (2-years-experienced, female, works at a state school) demonstrates that social adaptation period takes time because of cultural differences.

“It is the first time that I have ever lived in a city in the Eastern part of Turkey. As I found culturally different occasions, there can be some traditions or behaviors of students which are completely unfamiliar to me. It seems to me that it will take some time to get used to these kinds of situations.”  
(Participant 6)

Also, Participant 21 (less than 1-year-experienced, female, works at a state university) supported Participant 6 but she took a positive attitude towards these differences.

“It is always difficult to get to know new people because every person bears the stamp of a different culture.” (Participant 21)

The problem of cultural differences is not only about the place but the ethnicity of residents as well. It can be seen in the extract from Participant 80 (2-year-experienced, female, works at a state school) who lives with people having a totally different culture and ethnicity.

“It caused my adaptation process to take some time because of the fact that I work in a village school and mostly Arabs live there.” (Participant 80)

*Sexual apartheid* takes the second place in human relations which is experienced by 4 participants. It refers to the discrimination against women in this context. The feelings of participants in an unpleasant environment can be seen in the extract below from Participant 56 (less than 1-year-experienced, female, works at a state school).

“That was an environment where the inequality of women and men was vividly seen and felt.” (Participant 56)

It is seen in the extract below from Participant 45 (3-year-experienced, female, works at a state school) that women have to choose their clothes in line with social expectations and they can even be asked about their private life.

“Even your clothes should be chosen carefully. You will not have something like personal space. They ask questions that people in other cities will normally not dare to ask. I witnessed them by myself. That is, they even ask ‘Why are you staying in the same house with a man that you are not legally married to?’ (Participant 45)

The discrimination against women can be seen in the extract below from Participant 78 (3-year-experienced, female, works at a state school) who felt uncomfortable because of too much stared when she walked through in the city center.

“I felt nervous because of too much staring, and the judgmental perspective of society towards women also hinders my movement.” (Participant 78)

*Restriction to independence* is another problem experienced by 3 participants. It is caused by other people and participants feel that they are not free enough but restricted by the society. The component of restriction is explained in the extract from Participant 32 (less than 1-year-experienced, female, works at a private school) who thought that people are not careful enough about others' personal space and they are both intolerant and judgmental.

“People's judgmental attitudes, lack of tolerance and not leaving personal space” (Participant 32)

In addition, hometown can be seen as a contributory factor in restriction to independence. It is clearly seen in the extract from Participant 2 (3-year-experienced, female, works at a state school) who expressed that her problem arose out of living in her hometown.

“My freedom is limited because I work in a place where I was born and grew up.” (Participant 2)

The last problem in human relations is *the public perception towards teachers* which makes teachers feel that they are not valuable. Moreover, it makes them feel that people have a negative notion towards them. This is experienced by 3 participants. The extract from Participant 45 (3-year-experienced, female, works at a state school) shows that people's perception towards teachers makes them feel furious and sometimes incompetent. Even though we perceived that as narrow-minded, we are still affected by their action.

“Speaking of Central Anatolia Region, colleagues whose hometowns are generally nearby cities behave approximately the same. They all have this tendency to stereotypical thoughts. Instead, they have never travelled to other cities. Therefore, they are very much limited to diversity. As a result, they tend to frown at and abuse you when you behave differently from them.” (Participant 45)



From a different perspective, the teachers are recognized as ordinary employees but not educators, which can be understood in the extract below from Participant 57 (less than 1-year-experienced, female, works at a private university).

“I realized that there is a huge lack of value judgment towards teachers by employer. Because of the desire to make teachers work more, we are not perceived as educators but employees.” (Participant 57)

The other problematic theme is *environmental issues*. 21 instances recorded in this data includes deprivation of residential relegation and hometown (See Table 13). *Deprivation of residential relegation* signifies the difficulties in finding basic necessities for survival. Human is a social being and needs to access both basic needs and sociocultural events. When these basic needs lack, it emerges as a problem and can result into a significantly severe crisis for employee.

Table 13

*Environmental Issues*

Environmental Issues	f	%	1-year-experienced at most	2-year experience d at least	n
Deprivation of residential relegation	17	81	10	7	
Hometown	4	19	1	3	
Total	21	100	11	10	20

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

17 occurrences arose from the sample data. The lack of reaching basic needs is clear in the extract below from Participant 1 (3-year-experienced, female, works at a state school) who could not find a shop whenever she needed something.

“There is not even a grocery store, shopping for food is done weekly, there is no social life.” (Participant 1)

Participants attached importance to social part of the problem which refers to sociocultural events. It is obvious in the extract below from Participant 25 (1-year-experienced, female, works at a state school) who reported there is only one social activity to be done, which is having a conversation with your friends.

“The only social activity is to have a conversation with your friends. This is a difficult situation for somebody who once lived in Ankara and has recently moved to a place like Patnos” (Participant 25)

*Hometown* is another issue, some of the participants started to work in their hometowns. Thus, it occurs both as a problem and as a positive factor for participants. 4 occurrences arose. Hometown issue can be related to deprivation of residential relegation because it is seen in the extract below from Participant 19 (1-year-experienced, male, works at a state school) who could not find the social event in his hometown. Though he already knew the social status of his hometown, he wishes it could be more conducive for workers.

“I was appointed to my hometown but there are not enough social facilities.”  
(Participant 19)

From another point of view, being raised in one country and have to move to another country can be counted as a hometown issue because participants have difficulties to adapt in the new cultural environment. It is apparent in the extract below from Participant 62 (2-year-experienced, female, works at a private institution) who grew up in a different country but had to move to Turkey for work.

“Cultural differences. Growing up in a different country” (Participant 62)

*Personal issues* are one of the reported problems. It comprises of ideological issues and socioeconomic status, both of which are encountered by 8 participants. Ideological issues refer to teachers’ identities and schools of thought. Also, it comprises the divergence of opinions and interests. (See Table 14).

Table 14

*Personal Issues*

Personal Issues	f	%	1-year-experienced at most	2-year experience d at least	n
Ideological issues	4	50	1	3	
Socioeconomic status	4	50	0	4	8
Total	8	100	1	7	8

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

*Ideological issues* take the first place among personal issues. 4 participants encountered the problem. It is crystal clear in the extract below from Participant 45 (3-year- experienced, female, works at a state school) who are bullied to share the same political view and support the same syndicate with director.

“You are bullied in an attempt to share the same political view and support the same syndicate with director.” (Participant 45)

The diversity between *economic status* of teachers and their circles causes problems for NTE. The problem was faced by 4 participants, nonetheless, it has a dual nature. Either teachers’ economic status is higher than students or students’ is higher than teachers. In both ways, it poses a problem. This difference can be seen in the extracts below from Participant 18 (2-year-experienced, female, works at a state school) and Participant 59 (2-year-experienced, female, works at a private school), respectively.

“The problems arose from the fact that students’ socio-economic status was low” (Participant 18)

“The fact that the economic conditions of students and parents were absolutely high was the problem.” (Participant 59)

## **RQ. 2. a. What solutions regarding professional adaptation do the participants find in the early years of language teaching experience?**

This research question aims to find out solutions to professional adaptation problems experienced by novice teachers of English. Most participants ( $n= 51$ , 60 %) seemed to have dealt with the problems. 27 participants (31.7 %) solved their problems completely. 24 participants (28.2 %) coped with them partially but 16 of them (18.8 %) could not find a solution to their professional adaptation problems. 18 participants (21.1 %) did not report any information related to the process of solutions. Participants proclaimed a sum of 75 tokens of professional adaptation solutions that were put into 5 thematic categories (See Table 15).

A detailed breakdown of table demonstrates that participants dealt with their professional adaptation problems with the help of *teacher-related solutions, communication, solutions to teaching procedure, job-related solutions and accustomization* in line with their frequency. Teacher-related solutions comprise of

9 different ways to cope with the problems. 33 participants found solutions including themselves-as-teachers.

Participants report that they overwork to overcome professional problems. Also, the more they get experienced, the more easily they can solve their problems. The reason is that participants may face with similar or the same problems repeatedly. Having solved the problem once, they can utilize the previously used resolution again.

Table 15  
*Solutions to Professional Adaptation Problems*

Solutions to Professional Adaptation Problems	f	%	1-year-experienced at most	2-year-experienced at least	n
Teacher-related solutions	34	45.3	18	16	
Communication	21	28	11	10	
Teaching procedures	11	14.6	6	5	
Job-related solutions	5	6.6	2	3	
Accustomization	4	5.3	4	0	
Total	75	100	41	34	51

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

One of the most significant solution types is perseverance. If they are patient enough, with time, problematic situations can be resolved. With time, their personality will gradually begin to change, and their teaching skills and qualifications will expand, too. They could still be considered learners but form a teacher identity. With the help of teacher identity, participants may observe the students and their needs meticulously. So, they can lower their expectations towards students and try to raise their consciousness in terms of language learning. The cornerstone is through teacher development which can be conducting seminars, conferences and academic studies. If they cannot solve their problems on their own in this process, they can have serious health issues in the end and need to consult to a professional.

The results of professional adaptation problems, the importance of *teacher development* can be clearly seen in the extract below from Participant 57 (less than 1-year-experienced, female, works at a private university) who realized the significance of professional development for better conditions.

“I believed that it is temporary because this is the prime of my career. I presumed others who are experienced today had worked under worse conditions or are currently working in such conditions. In order to overcome this current condition, I have decided to forge forward and based my attention to the brightness of the future. Better conditions which will enhance my professional life are ahead.” (Participant 57)

One of the key points is *communication*. As human beings, our interaction with people whom we have problems with is the biggest solution to overcoming any obstacle. 20 participants solved their problems by communicating with colleagues, students, parents and directors. Participants who have trouble with less communication try to interact more and express themselves. Participants who have problems with excessive communication lessen the allocated time to those people. It can be easily understood in the extract from Participant 35 (1-year-experienced, female, works at a private institution) defending that a good communication is the key to be understood and to eliminate prejudice against novice teachers.

“By trying to establish good communication, I enabled them to see that being novice is not only about teaching but also striving for the development of both students and teachers.” (Participant 35)

*Teaching procedure* is so significant that it requires to be improved by teacher. 10 participants took some measures to ameliorate classroom environment and language learning process. In order to improve, participants develop and adapt their materials which are incompatible with students' needs. If students need to achieve the objectives in the former grade, teachers try to integrate these subjects in the lesson with the help of games and other activities. Thus, participants endeavor to create a better learning atmosphere through teacher guidance during language learning process. In order to decrease the problems in classroom management, participants make rules in the classroom which is actually a mutually beneficial for the relationship between teachers and students. It can be seen that participants try some different techniques and get feedback from the students to see the big picture.

The extract below taken from Participant 77 (3-year-experienced, female, works at a state school) shows the situation clearly.

“I did various activities (pair work / group work activities) and received their opinions about the activities.” (Participant 77)

Participants tried another solution which is *job-related* when they cannot handle the problems. Characterized by relocation, 5 participants asked to be reappointed to another place in order to change their workplace so as to eliminate the problems.

*Accustomization* which is one of the solutions found by 4 participants refers to being familiar with the new context and circumstances. Participants try not to oppose or find a solution to them and they accepted the situation as it is, which could be considered a form of solution. Other participants begin changing themselves in order to adapt to the new environment which is called compulsory adjustment. It is considered acceptance but in a different form. It is different from acceptance in a way that participants who accept the problems may not try to change themselves. However, participants who preferred adaptation strive to get used to the new professional life. It can be perceived in the extract from Participant 30 (less than 1-year-experienced, male, works at a private school) who accepted some of the problematic situations and only cared about his students.

“I accepted some things as they are and I did not care. The only important thing for me is my students, my relationship with them and their happiness.”  
(Participant 30)

Teachers are reflected as one of the most significant part in this process. They deal with the problems with the help of their various professional and adaptation skills. 34 occurrences arose from the sample data. *Teacher* category is broken into 9 important headings (See Table 16).

The most frequent solution type is *experience*. 12 participants (16 %) reported that the problems which are anticipated to occur in the future could be resolved gradually because of the daily acquired experience obtained. It can be seen in the extract below from Participant 76 (1-year-experienced, female, works at a private school) who said the most helpful tool for solution is the experiences gained daily.

“The most beneficial one is the fact that my experiences helped me understand the effectiveness of communication and to vividly communicate with students.” (Participant 76)

Table 16

*Teacher-Related Solutions*

Teacher-Related Solutions	f	%	1-year-experienced at most	2-year experience d at least	n
Experience	12	35.3	6	6	
Teacher qualifications	6	17.6	3	3	
Working	4	11.7	2	2	
Raising awareness of students	3	8.8	2	1	
Teacher development	3	8.8	3	0	
Perseverance	2	5.9	1	1	
Lowering expectations	2	5.9	1	1	
Changes in personality	1	3	0	1	
Professional help	1	3	0	1	
Total	34	100	18	16	33

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

*Teacher qualifications* are the second important solution. Teachers have elaborate capabilities. When they face a difficulty, these capabilities emerge and help them to overcome the problem. 9 participants (10 %) presented that they found a solution through their teaching qualifications. The extract from Participant 5 (2-year-experienced, female, works at a state school) shows that teachers can deal with the problems by means of the qualifications of the teachers.

“I persevere with the help of strong idealism, strength and resistance to problems caused by my lack of experience.” (Participant 5)

*Working*, which is another solution, requires time and effort by teachers. They work longer than their actual work hours. 6 participants (7 %) told that their working hours are too long. Therefore, they have limited time to solve work-related problems. The extract from Participant 81 (2-year-experienced, female, works at a private school) highlights the crucial part of working hard for long hours.

“This is a hindrance to my sleep. I spend extra hours on schoolwork whereas I should be busy handling other personal issues.” (Participant 81)

*Raising awareness amongst students* is crucial as they may have prejudice against foreign language and may not know the importance of language teaching. 4 participants (4 %) informed that they tried to raise awareness amongst students and overcame the problems. The significance of awareness and teachers’ endeavors to change their belief can be seen in the extract from Participant 12 (3-year-experienced, male, works at a state school).

“By guiding them and giving them real examples from life.” (Participant 12)

*Teacher development*, which is a kind of solutions, enables novice teachers to learn more and improve themselves in the profession. 4 participants (4 %) showed that they attach importance to their professional development to solve the problems. The extract below from Participant 57 (less than 1-year-experienced, female, works at a private university) exhibits different types of teacher development solutions. These include classroom observations, articles and better preparation for the lessons.

“I focused on my professional development. I made classroom observations, read articles, did more preparations and decided to try new things in the class to lessen my paucities. I consulted teachers in Teacher Trainee Unit about everything.” (Participant 57)

*High expectations* are troublesome, therefore, the best solution for teachers is to lower their expectation. 2 participants (2 %) said that conveyed that the lower expectation they have, the better it helps to cope with problems. The change in the expectation level can be seen in the extract from Participant 44 (1-year-experienced, female, works at a state school) said that she lowered her expectation that’s why she got accustomed to the system much quicker.



“When we tried and lower our standard and expectations as human, it is easy to adapt to any situation or institution.” (Participant 44)

*Perseverance* is one of the solutions pointed out by teachers. Their determination ends up with the resolution. 4 participants (4 %) endure difficulties somehow until problems unravel. It may be seen in the extract from Participant 85 (1-year-experienced, female, works at a private university) who had great patience and determination to handle the problems.

“I was used by my coordinator by ng whatever s/he commanded me. I didn't resist until fortunately, s/he was transferred from the institution where I worked. I felt very happy and had more time now to concentrate on my work as a teacher. Happy ending.” (Participant 85)

Teachers are on the verge of change in almost every topic. One of those is *personality*. With time, they learn and start to change and learn problem solving skills. 2 participants changed themselves and dealt with their problems. The change in teachers' personality can be seen in the extract below from Participant 45 (3-year-experienced, female, works at a state school) who learnt to say 'No' to people and accept them.

“I learned ignoring, acceptance and saying 'no' in time.” (Participant 45)

*Professional help* is the last solution in this category. Teacher encounter actual challenging situations, so they try to find solutions by means of professional help. 1 participant (1 %) who benefitted from professional help was able to solve her problem partially. Accustomization includes acceptance and adaptation is one of the solutions to professional adaptation problems reported by 4 participants. Accustomization refers to being familiar with the new context and circumstances. It embodies acceptance and adaptation (See Table 17).

Acceptance is one of the solutions reported by 2 participants. It refers that teachers do not reject the new contextual realities related to the profession but accept them as they are. The extract below from Participant 30 (less than 1- year-experienced, male, works at a private school) reported that the acceptance is the solution he found, and the most important thing is his students and their happiness.

“I accepted some things as they are, and I did not care. The only important thing for me is my students, my relationship with them and their happiness.”  
(Participant 30)

Table 17

*Accustomization*

Accustomization	f	%	1-year-experienced at most	2-year experience d at least	n
Acceptance	2	50	2	0	
Adaptation	2	50	2	0	
Total	4	100	4	0	4

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

*Adaptation* is one of the solutions which is to change for fitting in the new context, reported by 2 participants. The extract below from Participant 19 (1- year-experienced, male, works at a state school) shows that the endeavors to get used to new environment is an appropriate solution.

“I overcame my problems through trying to adapt.” (Participant 19)

*Communication* is one of the major solutions for NTE reported by 20 participants. Most human relation problems are solved with the help of communication. It involves more and less communication with (a) colleagues, (b) students, (c) parents and (d) directors (See Table 18). The most common solution among communication is more or less communication with *colleagues* and the tendency to seek their advice. It is reported by 9 participants. The extract below from Participant 51 (2-year-experienced, female, works at a private school) presented that the best alternative she used was sharing her opinions about education and requesting her colleagues to do the same in order to find a common ground.

“I am in an attempt to overcome problems by stating my ideas clearly and sharing my opinions about contemporary education and inviting them to find a common ground.” (Participant 51)

Table 18  
*Communication*

Communication	f	%	1-year- experienced at most	2-year- experienced at least	n
Communication with colleagues	9	42.9	5	4	
Communication with parents	5	23.8	2	3	
Communication with directors	4	19	3	1	
Communication with students	3	14.3	1	2	
Total	21	100	11	10	20

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

On the other hand, less communication is perceived as another form of solution. The extract from Participant 85 (1- year-experienced, female, works at a private university) had only job-related conversations with her colleagues.

“I still experience problems with my colleagues, even worse problems. However, I behave towards them as they behave towards me. Sometimes, they do realize how inappropriate they behave. But the good thing is, I do not communicate with them except for work- related issues. I just talk to them about school, this is the secret of happiness”. (Participant 85)

Communication is also used for consulting colleagues. The smooth flow of teaching is provided by consulting other teachers, which can be seen in the extract from Participant 46 (2-year-experienced, female, works at a private institution).

“We are getting along by frequent meetings and getting more opinions.”  
(Participant 46)

The fact that participants communicate with *parents* more is one of the solutions expressed by 5 participants. On one hand, they need to communicate more with parents on students’ academic success or behaviors. It is clear in the extract from Participant 35 (1-year-experienced, female, works at a private institution) who proved insignificance of being a novice teacher and tries to forge a relationship with parents.

“By trying to establish good communication. I enabled them to see that being novice is not so important without the help of striving for better.”  
(Participant 35)

Communication with *directors* are the solution for managerial problems. This was reported by 4 participants. Talking to directors about the problem and explaining it comprehensively is an explicit solution which can be seen in the extract from Participant 74 (1-year-experienced, male, works at a private school).

“I solved some of the problems with the management, the most significant factor in solving these problems was to explain the situation very comprehensibly.” (Participant 74)

Another important solution here is communication with *students* reported by 3 participants. The interaction to raise their awareness that teacher supports them can be seen in the extract below from Participant 17 (1-year-experienced, female, works at a private institution).

“I try to understand students and to make them realize what they want and how to aim at getting it.” (Participant 17)

One of the major solutions is about *job-related issues*. 5 participants (5 %) solved the professional adaptation problems with the help of job-related changes (See Table 19). The only solution here is to make *changes in the workplace*. They asked for their appointments to somewhere else.

Table 19

*Job-related Issues*

Job-Related Issues	f	%	1-year-experienced at most	2-year experience d at least	n
Relocation	5	100	2	3	5
Total	5	100	2	3	5

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

There are solutions found for *teaching procedures* which are *material development and adaptation, better learning atmosphere, different methodologies*

and *classroom rules* (See Table 20). 10 participants tried to use these solutions to solve their problems during teaching process.

*Material development and adaptation* is the most common solution under the category of teaching procedures. NTE develop new materials for the classroom and create different activities which are both useful for language classes.

Table 20

*Teaching Procedures*

Teaching Procedures	f	%	1-year-experienced at most	2-year experienced at least	n
Material development and adaptation	8	63.63	5	3	
Better learning atmosphere	1	9	0	1	
Classroom management	1	9	1	0	
Total	10	100	6	5	10

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

8 participants (9 %) adapted their materials and produced new classroom activities. The clear purpose of material adaptation can be seen in the extract from Participant 82 (1-year-experience, female, works at a private school) who utilized fun activities to lessen students' prejudice against language learning.

"To eradicate students' prejudice, I integrated fun activities into the lesson."  
(Participant 82)

*Better learning atmosphere* is one of the solutions created by students and teachers. Teachers make changes in the classroom and a new learning environment is brought into existence. It can be seen that teachers and students relationship has an effect on the classroom atmosphere in the extract below from Participant 61 (2-year-experienced, female, works at a state school).

"I coped with the problems by strengthening my relationship with students and creating a nice atmosphere." (Participant 61)

*Classroom rules* are the last solution among teaching procedures. 1 participant (9 %) found it useful for the teaching process. It is obvious in the extract below from Participant 34 (1-year-experienced, female, works at a private school) who made students aware of the learning objectives at the beginning of the lesson by integrating rules. Even though it seems to be simple, it enables students to be more compatible.

“I realized that students are more compatible when I write the topics of the day on the board at the beginning of the lesson.” (Participant 34)

**RQ. 2. b. What solutions regarding social adaptation do the participants find in the early years of language teaching experience?**

This research question aims to find out the solutions that participants found suitable to deal with social adaptation problems. Most participants ( $n= 50$ , 58.8 %) seemed to have coped with the problems. 26 participants (30.6 %) reported that they found solutions to their problems and 24 participants (28.2 %) stated that they solved their social adaptation problems partly. However, 16 participants (18.8 %) reported that they could not solve their problems. 19 participants’ responses (22.3 %) were missing. Participants claimed a sum of 35 tokens of social adaptation solutions that were put into 3 thematic categories (See Table 21).

Table 21

*Solutions to Social Adaptation Problems*

Solutions to Social Adaptation Problems	f	%	1-year-experienced at most	2-year-experienced at least	n
Adapting	15	42.8	5	10	
Own efforts as-a-human	11	31.4	2	9	
Making a difference	9	25.7	5	9	
Total	35	100	12	28	50

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

The first one is through *adapting*. 14 participants learn to deal with social adaptation problems by *accustomization, time and patience*. Due to the participants’

effort to yield to time and patience, they were able to adapt to the social system in the society and its culture.

Participants claimed that they got used to the new culture and traditions of the new place when time passed. It can be plainly comprehended in the extract from Participant 80 (2-year-experienced, female, works at a state school) who adapted to the new cultural environment with time and perceive the cultural differences to be usual.

“With time, you learn the culture, customs and traditions of the location where you are.” (Participant 80)

The other type of solution is *own efforts as-a-human*. Participants dealt with the problems by their *personality traits, adherence to their beliefs* and *acceptance*. As they face a social adaptation problem, they can handle it with the help of perseverance, ambition and their manners shown towards others. Furthermore, they may adhere to their own beliefs or disregard them and accept the new moral values in the new environment. 11 participants employed these solutions to overcome social adaptation problems. It can be undoubtedly understood in the extract from Participant 53 (3-year-experienced, female, works at a state school) who overcame the problems through her character by accepting people as they were.

“I exhibited a non-judgmental attitude towards others.” (Participant 53)

The last solution to social adaptation problems is *making a difference*. Participants who feel restriction to their freedom in their new location made some changes in their lives by *relocation, moving out, travelling* and seeking fun from *social media*. 9 participants tried to deal with their problems through these solutions.

Participants who work in their hometowns try to find another residential place in order not to live with their families. Due to severe social adaptation problems, some of the participants change their workplace. Some of them even chose travelling rather than working just to make a change in their lives. Social media also serve as a tool to lessen the feeling of loneliness and to raise the level of integration into society. It can be clearly understood in the extract from Participant 73 (3-year-experienced, female, works at a state school) who changed her workplace to overcome the challenges in social adaptation process.

“I was working in a different city, but I didn’t like the place, so I resigned from my work and moved to a different city.” (Participant 73)

The first theme is *adapting* which means novice teachers get used to their new context in time. This theme embraces *accustomization, time and patience*. Fifteen occurrences emerged from the sample data. 14 participants reported these solutions. (Table 22).

Table 22

*Adapting*

Adapting	f	%	1-year-experienced at most	2-year-experienced at least	n
Accustomization	11	73.3	3	8	
Time and patience	4	26.6	2	2	
Total	15	100	5	10	14

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

*Accustomization* is the frequent solution used by the NTE. 11 participants (73.3 %) coped with the problems with the help of accustomization in their adaptation process. It refers to being familiar with the new context and conditions. Learning cultural differences and accepting them can be seen in the extract from Participant 1 (3-year-experienced, female, works at a state school).

“When you start to get to know people, culture turns into accustomedness gradually.” (Participant 1)

Participant 80 (2-year-experienced, female, works at a state school) supported Participant 1 indicating that learning traditions and culture of the residence fundamental.

“With time, you learn the culture, customs and traditions of the location where you are.” (Participant 80)

Furthermore, participants ( $n=4$ , 5 %) overcome the adaptation problems by means of *time and patience*. This technique enables teachers to gain experience



and perseverance. The extract below from Participant 75 (less than 1-year-experienced, female, works at a private school) demonstrates the difficulty of human relations and how this problem can be overcome by experience.

“I learned how to behave through experience. I understood that human relations are more different than teaching.” (Participant 75)

The second theme is *own efforts as-a-human*. This is comprised of *personality traits, acceptance* and *adherence to own beliefs*. 11 occurrences arose from the sample data (See Table 23).

Table 23

*Own efforts as-a-human*

Own Efforts As-a-human	f	%	1-year-experienced at most	2-year experience d at least	n
Personality traits	7	63.6	1	6	
Acceptance	3	27.2	1	2	
Adherence to own beliefs	1	9.1	0	1	
Total	11	100	2	9	11

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

Among these solutions, *personality traits* are the most common type of solution. Personality traits are helpful for teachers to solve social problems i.e., their *perseverance, ambitions* and *attitudes towards others*. 7 participants (63.6 %) solved their problems with the help of their personality traits.

The ability to adapt is significant, which is seen in the extract below from Participant 69 (2-year-experienced, male, works at a state school).

“The fact that I am able to adapt to a new environment is a positive sign that I can tame myself.” (Participant 69)

The second solution is *acceptance* that means teachers comply with the new environment and its circumstances without any kind of force. 3 participants (27.2 %) accepted the new contextual conditions and dealt with the problems. A brief

explanation of acceptance and focusing on job can be seen in the extract below from Participant 47 (1-year-experienced, female, works at a state school).

“All those difficulties affected me so deeply. But I thought myself to understand that they are a part of teaching, so I focused on my job.”

(Participant 47)

Lastly, *adherence to own beliefs* is another solution which is totally opposite to acceptance. It refers that participant was conservative and refused to be assimilated. 1 participant (9.1 %) adhered to own-personal beliefs and standard. This she claimed to solve the social adaptation problems. The depiction of adhering to person’s own beliefs can be seen in the extract below from Participant 51 (2-year-experienced, female, works at a private school).

“I overcome this problem by learning to be myself. I could not fake my personality or beliefs. I did not trade my standards or opinions for anything.”

(Participant 51)

The last theme of solutions is *making a difference*. This refers to making changes in participants’ lives. It enables novice to come up with tangible solutions to problems; removing all the barriers and tracing a novel path for themselves. It embodies *relocation, travelling, moving out* and *social media*. 9 occurrences emerged from the sample data (Table 24).

Table 24

*Making a Difference*

Making a Difference	f	%	1-year-experienced at most	2-year experienced at least	n
Relocation	4	44.4	2	2	
Travelling	3	33.3	3	0	
Moving out	1	11.1	0	1	
Social media	1	11.1	0	1	
Total	9	100	5	4	9

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

*Relocation* means changing the place of work and / or appointment. 4 participants (44.4 %) changed the city they work and / or live. They ask for their transfer to another city / school. It can be seen in the extract from Participant 78 (3-year-experienced, female, works at a state school).

“I didn’t like my job and the city, so I asked for transfer to another city.”  
(Participant 78)

In another phase, the residential area can be changed, and it can be seen in the extract from Participant 55 (1-year-experienced, female, works at a state university).

“I moved to a place that is near my workplace.” (Participant 55)

*Travelling* is another solution for NTE. 3 participants (33.3 %) travelled and tried to fulfill their social needs. The fact that teachers can develop themselves culturally by travelling can be seen in the extract from Participant 71 (1-year-experienced, male, works at a private school).

“Domestic and overseas trip broaden your horizon. These trips expose you to activities that can expand your understanding about other cultures as much as possible: European Projects, museum tours, camps, festivals...” (Participant 71)

*Relocating from family home* is another solution. This means the beginning of living alone. 1 participant (11.1 %) solved her problems by moving out. It can be clearly understood in the extract from Participant 2 (3-year-experienced, female, works at a state school) who had lived with her family but then moved out. Eventually, she solved her problems.

“I moved to a separate house from my family.” (Participant 2)

*Social Media* which enable people to connect with each other and socialize is the last solution type. 1 participant (11.1 %) used this solution and the extract from Participant 7 (2-year-experienced, female, works at a state school) shows the solution.

“I overcame these problems via social media.” (Participant 7)

**R.Q. 3. a. How are the participants affected by these professional adaptation problems?**

This research question aims to find out effects that participants experienced at the end of professional adaptation process. Participants reported both positive and negative effects of the process. Most participants ( $n=57$ , 67.05 %) revealed that they face with negative effects but some of them ( $n=21$ , 24.7 %) seemed to acknowledge the positive effects. 2 participants (2.3 %) reported that they were not affected by professional adaptation process because they did not experience any difficulties. Also, the responses of 7 participants (8.2 %) were missing. Participants claimed a sum of 94 tokens of effects of professional adaptation process that were put into 2 thematic categories and the output conveyed both the positive and negative results.

To start with the positive results, participants considered that professional adaptation process enabled them to improve themselves and was useful for their career. 25 occurrences were recorded under the category *positive results* from 21 participants' responses. (See Table 25).

Table 25  
*Positive Effects of Professional Adaptation Period*

Positive Effects of Professional Adaptation Period	f	%	1-year-experienced at most	2-year experience d at least	n
Teacher self-awareness	6	24	4	2	
Teacher development	5	20	2	3	
Occupational adaptation	5	20	1	4	
Teacher motivation	4	16	3	1	
Experience	3	12	0	3	
Readiness for problems	2	8	0	2	
Total	25	100	10	15	21

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

First of all, at the end of this process, teachers' awareness has increased especially while they are in a process of forming teacher identity at the early stage of their profession. They become more conscious about teaching and learning process and the professional adaptation problems. Experienced professional adaptation problems, participants realize that they need to work more or do things in favor of their students. This process increases teachers' motivation to create a better learning atmosphere and for students' future academic success. In order to achieve these goals, they start to develop themselves which is one of the positive effects. During the development period, they learn and try new things in language teaching i.e., different methodologies and various materials. The more problems they go through, the readier they become for the future problems. They gain experience day by day therefore, they are able to handle problems easily because they have gained experience on how to solve these kinds of problems from the past. The last solution is occupational adaptation. This referred to getting used to the workplace and teaching profession.

The clear picture of positive effects of professional adaptation process can be seen in the extract from Participant 79 (1- year-experienced, female, works at a private university) who considers this process and the problems enable her to improve herself and transform her into a qualified teacher.

"I think that these problems contribute to my development and the considerable amount of problems has turned me into a better teacher."  
(Participant 79)

The first effect is *teacher self-awareness*. 6 participants (24 %) reported that they raised their awareness of teaching and being a teacher. The extract below from Participant 76 (1-year-experienced, female, works at a private institution) shows that being a good role model in education is so significant that she has acquired the importance of self-development in order to enhance her experiences.

"My perspective about students and humans changed, respectively. I felt that every individual is valuable. I realized the importance of being a good role model and education figure over teaching. First, I tried to endear myself to students, then my lesson." (Participant 76)

One of the most common positive result is *teacher development*. Participants ( $n=8$ , 9 %) thought that professional adaptation problems help them make progress

in their teaching career. It is clear in the extract from Participant 71 (1-year-experienced, male, works at a private school) indicating that the realization of trying to be a qualified teacher emerges from experience.

“Even though I have problems as I said earlier, I recognized that half of the problem depends on me. I decided to work more and be a more qualified teacher.” (Participant 71)

*Occupational adaptation* is another result in this process. 5 participants (20 %) disclosed that they achieved a constructive synergy between themselves and the workplace, which enhance occupational adaptation. The extract from Participant 9 (2-year-experienced, male, works at a state school) shows that the crucial thing is teachers themselves and they need to help in adaptation period.

“Embracing my profession helped me to easily adapt to the professional environment.” (Participant 9)

*Teacher motivation* is another result which positive side will be covered here. The more experience and solutions teachers have, the more their teaching motivation increase. 4 participants (16 %) reported these problems increase their motivation to teach. The increase in teacher motivation and the desire to protect students can be seen in the extract from Participant 5 (2-year-experienced, female, works at a state school).

“These problems caused me not to give up but to protect my students more.” (Participant 5)

A small number of participants ( $n=3$ , 12 %) supposed that these problems are a kind of *experience* for them. Believing in life-long learning, optimism and experiences can be seen in the extract from Participant 80 (2-year-experienced, female, works at a state school).

“I gain experience. I believe in life-long learning. The important thing is to get a positive outcome from the negativities.” (Participant 80)

*Readiness to confront current problems* the last result. NTE equip themselves with the solutions they found for the problems. 2 participants (8 %) reported that they are prepared for future possible problems, which can be seen in the extract from Participant 69 (2-year-experienced, female, works at a private school).

“At first they influenced me negatively but then they helped me to confront hardships more easily.” (Participant 69)

As much as there are positive results of the professional adaptation process, there are *negative effects* as well. 72 occurrences reported by 57 participants emerged from the sample data (See Table 26).

Table 26

*Negative Effects of Professional Adaptation Period*

Negative Effects of Professional Adaptation Period	f	%	1-year-experienced at most	2-year experienced at least	n
Health issues	26	36.1	7	19	
Teacher burnout	25	34.7	11	14	
Teacher motivation	9	12.5	2	7	
Teaching quality	4	5.5	1	3	
Sense of belonging	3	4.2	1	2	
Lack of time	3	4.2	2	1	
Relocation	2	2.7	1	1	
Total	72	100	23	46	57

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

The most serious and frequent effect under the category of negative results is health issues. 26 participants claimed that they went through physical and psychological problems after they experienced problems during the professional adaptation process. The other negative effect is teacher burnout which 25 participants (34.7 %) feel inadequate, helpless and exhausted. Due to these problems, participants feel that their teacher motivation decreases and their desire to teach is damaged. 9 participants (12.5 %) reported that teacher motivation diminishes owing to the challenges experienced in this process. 4 participants (5.5 %) reported that teaching quality declines because the whole process influence the teacher, students and learning environment. The result regarding quality of teaching and learning process does not seem to be favorable. 3 participants (4.2 %) told that they work in an

undesired school thus, they do not belong to the employment institution which also leads to relocation. Whereas 3 participants (4.2 %) reported that dealing with the problems in this period restricts the time allocated for themselves, 2 participants (2.7 %) reported that they quit their job because they could not handle the problems.

The most prevailing result is *health issues* which are both psychological and physical. 26 participants (36.1 %) reported that they had health problems at the end of the adaptation period. It is seen in the extract below from Participant 49 (less than 1-year-experienced, female, works at a private school) who had both physical and psychological effects.

“I was clinically depressed. I always have sore throat. My eyes sometimes fill with tears in the classroom.” (Participant 49)

*Teacher burnout* is the second prevalent result. Teachers end up with reluctance to do their job because of problems and stress. 25 participants (34.7 %) experienced teacher burnout. It is clear in the extract below from Participant 64 (3-year-experienced, female, works at a private school) thinking that teaching is a profession done just for its salary after she experienced the problems.

“I was alienated from the profession. Especially in private institutions, teachers are never considered valuable. Teaching is a job of people who barely make ends meet. It is disliked by others and they ask “Are you a teacher?” (Participant 64)

*Teacher motivation* diminishes because of these problems. Teacher motivation is the aspiration to teach and the passion for students' learning. However, it seemed that 9 NTE (12.5 %) lose their teaching motivation because of the problems in the adaptation period. The extract below from Participant 63 (1-year-experienced, female, works at a private school) emphasize that teachers cannot concentrate on their main duty- teaching- because their motivation decreases due to these problems.

“They absolutely decrease teacher motivation. Teacher cannot focus on his / her main duty. Their professional creeds are cast on doubt.” (Participant 63)

*Teaching quality* is another result which NTE consider. Teaching quality is related to the real learning outcomes. The ambiguity in whether students achieve



the learning objectives; this is one of the main concerns of NTE. 4 participants (5.5 %) have doubts on this topic. The concerns of participants can be seen in the extract below from Participant 83 (less than 1-year-experienced, female, works at a state school) who thinks she could not find any permanent solutions to these problems.

“It makes me concerned that I cannot find a real solution for the problems or the solutions that I found do not serve the purpose therefore, I constantly encounter problems.” (Participant 83)

*Lack of time* is another result. Teachers think that they cannot find enough time for themselves while dealing with the extracurricular activities. 3 participants (4.2 %) claimed that they have problems with sparing time for themselves. Restriction due to paperwork during contracted teaching period is clear in the extract below from Participant 24 (2-year-experienced, female, works at a state school).

“The seminars during the process of contracted teaching and portfolios restricted the allocated time for me.” (Participant 24)

*Sense of belonging* is another result of this period. 3 participants (4.2 %) are of the opinion that they do not belong to the workplace. The extract below from Participant 43 (1 year-experienced, female, works at a state school) shows that it could end up with complications to teachers' sense of belonging.

“I could not internalize the school. It started to be outrageously tiring and boring.” (Participant 43)

The final negative result is *relocation* which refers to considering whether maintain the job or quit. 2 participants (2.7 %) ended up with this result. The clear effect in this period can be seen as quitting job in the extract below from Participant 32 (less than 1-year-experienced, female, works at a private school).

“Although I love my job, the conditions involved caused me to quit.”  
(Participant 32)

### **R.Q. 3. b. How are the participants affected by these social adaptation problems?**

This research question seeks to find out how participants are influenced by these social adaptation problems. Participants reported that they were affected both positively and negatively during adaptation period. 13 participants (29.8 %) said that

they were affected in a positive way, however, 6 participants (12.7 %) did not explain how they were affected positively (See Table 27).

Table 27

*Positive Effects of Social Adaptation Period*

Positive Effects of Social Adaptation Period	f	%	1-year-experienced at most	2-year experience d at least	n
Getting professionally experienced	5	35.7	2	3	
Personal development	2	14.3	1	1	
Interpersonal communication	2	14.3	0	2	
Total	9		6	8	13

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

8 of them (17 %) gave further explanation. 5 participants were 1-year-experienced at most, but 8 participants were 2 and 3-year-experienced. On the other hand, 29 participants (61.7 %) told that they were affected negatively (See Table 28). Among these participants, 14 participants (48.2 %) neither explain the way they were affected nor give further explanation. 16 participants were 1-year-experienced at most, but 13 participants were 3-year-experienced at most. As it was reported, 4 participants (8 %) were not affected during this period.

To start with *positive results*, participants ( $n= 5$ , 38.5 %) reported that they *got more professional* as a result of the social adaptation period because they may have more time to improve themselves in teaching. Participant 25 (1-year-experienced, female, works at a state school) said that she became socially conscious and realized that she needs to educate students, which can be seen in the extract below.

“I became more conscious. That period made me realize that there are important issues that I require to teach other than language.” (Participant 25)

*Personal development* is another result of this period. 2 participants (15.4 %) reported that they had an opportunity to improve themselves personally. The extract

from Participant 9 (2-year-experienced, male, works at a state school) demonstrates that participants can learn languages and develop a positive attitude towards cultural differences.

“These difficulties reflected on my personal development positively. Both I learned a foreign language and I had a good experience because I had a chance to teach English to foreign students.” (Participant 9)

The last positive effect reported by participants is *interpersonal communication*. 2 participants (15.4 %) learned how to communicate with culturally different people and deal with communicative problems. It can be clearly seen in the extract below Participant 7 (2-year-experienced, female, works at a state school).

“I learned how to approach every person and an environment and how to cope with them. I started feeling more self-confident.” (Participant 7)

Participants ended up with some *negative effects* at the end of adaptation period. 30 participants (63.8 %) reported that they encountered negative issues such as psychological issues, limited social life, negative effects on profession, rethinking career path, sense of belonging and time management (See Table 28).

Table 28

*Negative Effects of Social Adaptation Period*

Negative Effects of Social Adaptation Period	f	%	1-year-experienced at most	2-year experienced at least	n
Psychological issues	9	31	4	5	
Limited social life	4	13.7	2	2	
Negative effects on profession	1	3.4	1	0	
Sense of belonging	1	3.4	0	1	
Rethinking career path	1	3.4	1	0	
Total	14		16	13	29

\*Numbers may not adapt to numbers of participants in this group due to multiple or unreported issues reported by participants.

First, 9 participants (30 %) reported that they had *psychological issues* because of social adaptation problems. It is clear in the extract below from

Participant 2 (3-year-experienced, female, works at a state school) that participants may have some clinical problems.

“These difficulties made me get agoraphobia anxiety disorder.” (Participant 2)

The second result here is *limited social life*. This was reported by 4 participants (13.3 %). It unveiled that participants may not have a social life because of the place where they live, which can be understood in the extract from Participant 57 (less than 1- year-experienced, female, works at a private university).

“It considerably affected my social life negatively. I had to delay most of my personal and social activities. It led me being unhappy and desperate and affecting the quality of my life adversely. “ (Participant 57)

The third result is *negative effects on profession* which participants makes participants not spare enough time for their profession due to social adaptation problems. 1 participant (3.3 %) experienced the problem which can be seen in the extract below from Participant 82 (1-year-experience, female, works at a private school).

“It was getting more difficult to care about students.” (Participant 82)

In addition, *sense of belonging* is another result. Participants were neglected in the residential area and lived like strangers. 1 participant (3.3 %) encountered with this result. The participants feeling about the place can be seen in the extract below from Participant 78 (3-year-experienced, female, works at a state school).

“I woke up with the questions ‘Am I here again?’ and ‘When will we go?’ because I wanted to move away due to the sense of lack of belonging.” (Participant 78)

These problems may also make participants think whether they have chosen the suitable profession for themselves or not. 1 participant (3.3 %) ended up with this result which can be seen in the extract below from Participant 35 (1-year-experienced, female, works at a private institution).

“It caused me to think that I chose the wrong job for me.” (Participant 35)

## **Summary of Findings**

This section explains the summary of findings including the most common problems in both professional and social adaptation problems. It revealed the most

common solution to both problems and the most frequent effects of adaptation period.

To start with, the most common professional problem is interpersonal issues which is related to the relationships with colleagues, directors, parents, mentors and language barrier. It was reported by 80 participants (39.6 %). While 46 of them had 1-year-experience at most, 34 of them had 2 to 3-years-experience. Among the problems under this category, there are two common identified ones encountered by participants: (1) parental involvement and (2) directors. 31 participants (38.75 %) faced difficulties with parental involvement. 16 participants were 1-year-experienced at most; however, 15 participants were 2 to 3-year-experienced. As for directors, 26 participants (32.5 %) reported that they encountered problems related to communication with directors. 14 of them were 1-year-experienced at most, but 12 of them were 3-year-experienced at most.

The most common social adaptation problems fall into the categories of human relations ( $n=30$ , 51 %) and environmental issues ( $n=21$ , 36 %). Under 'human relations' category, cultural difference is the most frequent social adaptation problem experienced by 20 participants (66.6 %). Most of them ( $n=17$ ) were 1-year-experienced, but a small portion of them ( $n=3$ ) were 2 to 3-year-experienced. Deprivation of residential relegation is the most common problem for NTE in environmental issues. 17 participants (81 %) had difficulties with finding basic needs and sociocultural events. 10 participants were 1-year-experienced and 7 of them were 2 to 3-year-experienced.

Secondly, the most common solution to professional adaptation problems is teacher-related solutions. The most common solution is teacher-related ( $n=34$ , 45.3 %) which comprised of experience, teacher qualifications, working, perseverance, raising awareness of students, teacher development and changes in personality, lowering expectations and professional help. Experience is the most preferred solution among them. 12 participants (35.3 %) solved their problems with their experiences. It can be seen that there is an equal distribution between participants' experiences. Half of them were 1-year-experienced and the other half were 3-year-experienced at most.

The most frequent solutions to social adaptation problems are adapting and own efforts as-a-human. First, adapting comprises of accustomization, time and patience. Accustomization is the most preferred solution in learning. 8 participants were 3-year-experienced, but 3 participants were 1-year-experienced at most. In total, 11 participants (73.3 %) solved their problems through accustomization. Teachers had to learn the cultural differences and traditions in time and adapt to the new environment. The second most common solution in social adaptation period is personality traits in own efforts as-a-human. 7 participants out of 11 (63.6 %) dealt with problems with the help of their personality traits. 6 of them had 3 years of experience.

To end with, the effect of problems in adaptation period can be viewed as positive and negative. In professional adaptation period, teacher self-awareness is the most common effect ( $n= 6$ , 24 %). 4 participants were 1-year-experienced at most, but 2 of them had 2 to 3 years of experience. As negative outcomes, health issues which can be physical or psychological are the most prevalent one. 26 participants (36.1 %) ended up with health problems. 19 of them had 2 and 3 years of experience and the rest of them were 1-year-experienced at most. The second prevalent effect is teacher burnout which influence teachers' passion to teach negatively. 25 participants (34.7 %) resulted in teacher burnout. 11 of them had 1 year of experience at most. On the other hand, 14 participants had 2 and 3 years of experience.

In social adaptation period, participants faced with some effects owing to the problems. Most of the participants ( $n=29$ , 61.7 %) reported that they had negative effects during this period. Among the negative effects, psychological problems are the most common one which was reported by 9 participants (31 %). 4 of them were 1-year-experienced at most, however, 5 of them were 2 to 3-year-experienced. On the other hand, participants experienced positive effects during social adaptation period. 13 participants (27.6 %) reported that they had positive results and getting professionally experienced reported by 5 participants (35.7 %) is the most frequent among all the positive results. 2 participants were 1-year-experienced at most; however, 3 participants were 3-year-experienced.

## Chapter 5

### Discussion and Conclusion

This section presents the summary of the study, the discussion of professional adaptation period and the social adaptation period, conclusion, pedagogical and methodological implications and suggestions for further research.

#### Summary of the study

This study aimed to figure out the adaptation problems experienced by novice teachers of English (NTE) and the solutions they found to these problems in Turkey. It comprised two different aspects: (1) professional adaptation period and (2) social adaptation period. The study also enlightened both prospective teachers of English (PTE) and novice teachers of English regarding their adaptation periods through the experienced problems and solutions found to solve them in this thesis. Moreover, it is important to identify the effects of adaptation period on NTE.

Firstly, it was sought what professional and social adaptation problems participants encountered in the early years of language teaching experience. Secondly, we investigated what solutions participants found to cope with both professional and social adaptation problems. The last research question sought to find out how the participants were affected by the problems related to both their professional and social adaptation period.

A self-designed survey research was conducted through open-ended and close-ended qualitative based questions. The main reason why open-ended questions were used was because participants had a chance to express themselves easily. It enabled participants to get rid of fictionalized responses. Close-ended questions were used in order to collect demographic information.

The participants were graduates of the Department of English Language Teaching at Hacettepe University which is an established university in Turkey. 85 NTE who had 3 years of experience at most in teaching English participated in the study. They were or are currently working in 34 different cities in Turkey. For this reason, the data was collected online, and the link of the survey on Google forms was sent via e-mail and social media. 25 different professional adaptation problems were identified, and 8 different social adaptation problems were found. The final

consistency coefficient is .83 for professional aspect and .93 for social aspect of the study.

Firstly, NTE experienced professional adaptation problems because NTE have started working recently. They had problems with interpersonal relationships, students, teaching procedures, workload, institution and themselves as a teacher. The most frequently encountered problem by NTE was interpersonal issues which comprise the interaction with parents, colleagues, directors, mentors and the language barrier issue. The other problem experienced by NTE was about students. Student profile, absence and child labor were found to have an influence on the adaptation period. Teaching procedure was found to be problematic, too. The issues found here were classroom management, high expectations, material, curriculum, technology usage, testing and mismatch between ideals and actuals. NTE encountered challenges in terms of workload which are hall monitoring, teaching load and extracurricular duties. As for the institution, the hierarchal system was found to be troublesome, and mobbing by directors or superior teachers in terms of experience made the institutional adaptation harder for NTE. As the last problem, NTE had difficulties in issues with the self-as-a-teacher. The beginning of teachers' career, which is the system of hiring teachers, was found as a challenge. It was a hurdle for them to create a teacher identity without a thorough induction program and supportive environment. Moreover, NTE were not satisfied with their financial budgets.

Even though they had problems in the professional adaptation period, they strived to solve these problems. Communication with others, accustomization, teacher-related and job-related solutions and reformations in teaching procedure were used as solutions to deal with the problems in professional adaptation period.

The professional adaptation period was found to have positive and negative effects on NTE. NTE encountered many negative effects during this period. They did not feel that they belonged to the new school culture and they had much workload because they were not used to work life. Because of workload and extracurricular activities, the quality of teaching was affected adversely. So, they were fed up with the professional adaptation problems and they experienced reduction in their teacher motivation. All the problems caused NTE to have health problems. By this exhaustion, the period ended up with teacher burnout which either



led to quitting their job or a relocation. However, as well as negative outcomes, there were also positive ones. NTE perceived this period as an experience and a duration to prepare themselves for future possible problems. The more teachers had problems, the more they thought that they need to light a brighter torch to overcome the problems. They continued to develop themselves in order to achieve this divine purpose and profession because their awareness of themselves as teachers raised with the help of problems in this period.

Secondly, NTE faced with social adaptation problems in the early years of their career. They had difficulties with human relations, environmental and personal issues. After they lived in the capital city of the Republic of Turkey for 4 or 5 years, they started living in a new city. As is known, Turkey is a multicultural country, so participants found this feature as a challenge named cultural differences. Moreover, NTE faced sexual apartheid which restricts female teachers' independence. Restriction is not only for female teachers but males as well. It was realized that society limits the independence of NTE, which makes them feel excluded from the society. Living in a big city, NTE were not satisfied with the location they are living now. Thus, it was revealed that they were deprived of the things that they normally had done in their social lives and the people who they had lived together like their friends and family. Otherwise, NTE who began their career in their hometown perceived it as a problem because they started to live in a small city, and they do not feel as liberated as they were in the past. The last problem for NTE is about themselves. Even though they should have known about the socioeconomic status of teachers in Turkey, they perceived it as a problem. We found either the parents had higher socioeconomic status than teachers or NTE had higher socioeconomic status than parents and students. It constitutes a problem because it has an enormous effect on the worldviews of people.

NTE found solutions to social adaptation period with the help of making a difference in their lives, adapting to the new sociocultural environment and solutions including their efforts as a human. NTE socialized and broadened their perspectives by means of travelling and social media as well as they preferred relocation and moving out to another house. Besides making changes in their lives, they were getting familiar with the new environment and context day by day. So, it required patience by NTE, which is an important qualification for the teacher, and takes time;

however, all of them helped NTE overcome these problems. During the whole adaptation period, one of the most important things was the teachers' effort so as not to be adrift. Thus, their characteristic features were an influencer. If they had the strength to handle the challenges and they were open-minded about the differences, their social adaptation period was a smooth one. On the other hand, it was a tough one for NTE if they put up a stiff resistance to accept the differences and adhered to their own culture and beliefs. It is obvious that a considerable part of social adaptation period is in the teachers' hand no matter how much pressure society puts on them.

The social adaptation period has both positive and negative effects. The negative effects outweigh the positive ones. Firstly, they started to have a limited social life, which was the opposite of their university lives. The fact that it was difficult to develop a sense of belonging to the new environment for NTE bespoke negative effects on profession as they are not pleasant to their social life. In the end, the study revealed that psychological problems occurred because NTE could not overcome these social adaptation problems. They contemplated about whether teaching is the profession they always want to do, or not.

### **Professional Adaptation Period**

**Interpersonal issues.** Regarding the research questions 1.a, 2.a, and 3.a (See Methodology Section, Research Questions Part, p. 37), the study revealed that NTE encountered interpersonal problems in the school context more often than the other problems, which was supported by the results of Lundeen's study (2011). It was found that parents, coworkers, administrators and mentors led to interaction problems in order of the frequency (Lundeen, 2011). It seemed that experience was an effective factor in interpersonal issues because NTE with 1 year of experience at most found relationships with others more problematic than the more experienced ones. The most frequently experienced problem was parental involvement which communication between teacher and parents was seen as one of the top problems in Baecher's study (2012). This problem occurred because of two reasons: either there was a lack of parental involvement in their children's education or parents interfered with every aspect of teaching and teachers lives because of distrust in NTE. Veenman (1984) also states that lack of parents' support was troublesome for

NTE. No matter how frequent this problem was stated by participants, the results demonstrated that most of NTE could not solve their communication problems with parents as a small number of participants used communication with parents as a solution.

Participants also had difficulties with directors in communication even though most of them could not solve this problem because few participants tried to solve them. NTE expected support from directors in terms of education. Moreover, whenever they needed help, their needs were met by teacher trainers in their university lives. However, it was found out that directors did not meet their expectations. Orland-Barak and Maksit (2011) illustrated that an authority that is perceived higher than novices and their demands from novices make NTE feel concerned. Furthermore, Koca (2016) reported that many novice teachers always or usually had problems with directors to communicate.

Participants also found having a good rapport with colleagues difficult, there seems to be a problem with the relationship between NTE and their colleagues. McCormack & Thomas (2003) found that there is a need for teachers who assist NTE for professional development and socialisation process. Also, Farrell (2003) recommended that collegial support is the most significant assistance that enables NTE to work in a supportive environment. However, it was shown that NTE may face with the difficulty of forming teacher identity among multiple voices (Orland-Barak & Maksit, 2011). They need to find their own voice in order to form teacher identity (Öztürk, 2008). In order to find their own voice, teachers consult to their colleagues, share their ideas about the problems and find a solution, but they ought not to let them interfere with NTE' decisions.

As for one of the most important supports, mentors may be protagonist or antagonist. In this study, participants perceived the relationship with their mentors as a challenge. On the other hand, participants did not report any solutions for this problem. Wang (2002) said that they provide emotional and instructional support for NTE; however, it can be seen that novices' relationships with mentors are perceived as a source of problem, which is consistent with the results of the study of Gordon (1991). "Communicating with colleagues, including administrators, supervisors, and other teachers" and "acquiring information about the school system" are problematic for NTE (Gordon, 1991, p.5). Also, these problems emerged from the poor

interaction with their mentors. If they had a proper relationship / interaction with their mentors, the problem would disappear. During their contracted teaching period, NTE need to work with their mentors. However, the results showed that they did not benefit from their mentors because of their high expectations. On the top of it, their relationship was not good enough to create a supportive environment that is one of the vital necessities for NTE in the adaptation period.

Language barrier is another problem that occurred in this study which may cause communicative problems with students. It was reported that the students' mother tongue is different from the teachers'. Thus, it constitutes a problem to establish a good communication, however, it may lead to usage of L2 in classroom. Shin (2012) suggested that teaching English through English is more effective than traditional teaching methods. The language barrier issue may be an opportunity to achieve using English as a medium of instruction. In addition, participants tried to solve their problems with students by direct communication, which is about their attitudes and raising their motivation.

All in all, interpersonal issues may influence NTE in both positive and negative way. On the one hand, NTE may have a smooth adaptation period when their coworkers provide them with support, and occupational adaptation is achieved. On the other hand, they may lack of sense of belonging, which is at the opposite end of occupational adaptation, arising from unsupportive relationships with others. Beside all these effects, teacher motivation was an important result of this period. Teacher motivation increases with the help of supportive school context whereas it decreases because of unsupportive school environment. From the reports of participants, it seemed that teacher motivation was influenced negatively more than positively.

**Student issues.** Participants reported that they perceived students as problems in this period. It was seen that the experience did not affect the frequency of problems experienced with students because both 1-year-experienced and more experienced NTE had difficulties with students. Students' lack of motivation, low language proficiency, attitude problems under the category of student profile led to significant problems for NTE. As is said before, a small portion of participants tried to solve their problems by communicating with them; however, it seemed that communication with students was not enough without parental involvement (Fareh,

2010). Fareh (2010) also emphasizes that teachers complain about low proficiency of students and lack of motivation to learn, on the other hand, it was stressed that striving to increase students' motivation for learning is a part of their role as a teacher. Another issue with students can be seen in child labor which resulted in absence. When students have to work for their family budget, they may not attend to lessons regularly, which influences the academic success of students.

NTE were affected by student issues positively and negatively. With the help of these problems, teachers' self-awareness increased and their awareness about identity in the teaching world enhanced. Also, these problems prepared NTE for possible future problems and they became ready to encounter similar problems because they learned how to cope with these problems or because they learned what strategies were not useful to solve these problems. All these problems led NTE to develop themselves as a teacher which is the bright side of the adaptation period.

However, they also had negative effects on NTE. For instance, students' low proficiency level and lack of motivation resulted in reduction in teaching quality. When NTE were not satisfied with the teaching procedure and its quality, their motivation decreased, and they started to lose their initial idealism. As most of the participants reported, they ended up with health problems and teacher burnout. When they felt that they could not overcome professional adaptation problems, they got psychological or physical issues. Vaezi and Fallah (2011) suggested NTE for increasing teachers' awareness of stress levels and learning strategies to deal with chronic stress (Vaezi & Fallah, 2011). Also, teachers felt that they did not suffice to deal with problems, which caused relocation or quitting their job. After putting up with these challenges for an unspecified time, they felt overwhelmed, emotional exhaustion and fatigue, and loss of feelings of success in their job and developed negative attitudes towards their students (Mede, 2009).

**Issues with teaching procedure.** One of the most problematic issue for NTE was teaching procedure. Facing with challenges during teaching English was found as a problem in the professional adaptation period. In teaching procedure, it was found that NTE with 2 and 3 years of experience encountered more problems than the ones who had 1 year of experience at most. Teachers with more experience faced more difficulties than the one with less experience because of the long duration of teaching. Classroom management was the problem that was often

reported by participants which is consistent with the study of Çakmak (2013). The reason behind the classroom management issue is related to students' unwillingness to learn English, students' disruptive behaviors and discipline problems and teachers' lack of control over students (McCormack & Thomas, 2010). Setting classroom rules was used in order to handle with classroom management, however, the number of participants using this solution showed that participants did not cope with this problem in detail.

The other problem was high expectations which had three different aspects reported by participants. Teachers had high expectations about student profile, which was related to idealism emerging from their teacher training. Beck et al. (2007) reported that teachers learn many activities and methods to be used in the classroom, thus they may expect that all the theoretical knowledge they gain during teacher training helps them to overcome all the problems in teaching. The fact that their expectations do not comply with the realities results in reality shock (Hebert & Worthy, 2001). The second aspect of high expectations was about parents who thought that teachers must do more than they can. This problem is in accordance with Jones (2003) who said the desires of parents cause complexity for NTE and only the ones who has developed critical thinking ability may handle with the problem thoroughly. The last aspect is directors' demands which are considered that these duties are not novices' responsibilities (Zhukova, 2017). The reason why novices were required to have administrative duties may be the fact that they are at the bottom of hierarchy in the school, and they are new and may not know the consequences of rejecting the given duties.

Another crucial problem reported by NTE was the incompatibility of theories with practice. Teachers gained a wide range of theoretical knowledge in their teacher training; however, they faced difficulties with applying them to practice. The reason behind it may be related to disconnection. Zhukova (2017) claimed that teachers need to have a comprehensible connection between theoretical knowledge and their usage in practice. They consider this gap as a challenge because they lack experience (Erten, 2015). Moreover, it can be related to superficial theoretical knowledge as stated by Beck et al. (2007). Unless they have deep understanding of theories, the application of theories will be difficult for them. So as to achieve the ultimate goal of matching theory and practice, teacher training programs ought to

prefer “craft theory (constructed by teachers)” rather than “grand theory (constructed by researchers)” (Baecher, 2012, p. 587; Erten, 2015).

Material was another important problem found in this study. The material problem had two sides: one of them was lack of teaching material; the other one was creating materials because of lack of time (Gordon, 1991). They may not have enough time to prepare authentic materials due to extracurricular duties (Zhukova, 2017). It may also emerge from the lack of experience because teachers may not find the relevant teaching material for the target structures (Koca, 2016; Zhukova, 2017). In consistent with Çakmak (2013), it can be understood that NTE had problems with using materials appropriately and applying curriculum because of lack of pedagogical knowledge arising from teacher training. Participants had trouble with catching up with curriculum. The reason why NTE cannot follow curriculum in time may be related to students’ lack of proficiency in English. Teachers feel obliged to teach the former learning objectives that was not learned well in the previous years. Teachers may not have control over materials because of the school structure (Shin, 2012). Another reason can be the abundance of information in curriculum which seems to be feasible on paper but in practice (Baecher, 2012). In order to solve the problems with material and curriculum, participants tried to develop material and adapted their books according to the learning objectives. The fact that NTE make differences on the learning resource material formats enables students’ motivation for learning language to increase (Fareh, 2010).

Another problem stated by participants was technological issues. Even though the importance of technology usage in language learning is an undeniable fact, there were some infrastructural inadequacy in some schools. Koca (2016) also referred the same problem to some extent. The provision of technological devices seemed to be insufficient, which constituted a problem in teaching language.

Testing was the last problem in teaching procedures. Even though testing was reported as a problem by few participants, it had such an importance in language learning. As is known, language learning is based on four main skills: listening, speaking, reading and writing. However, students are trained for the test, the learning objectives for language learning are not achieved (Fareh, 2010). Listening and speaking skills and sub-skills of reading skill such as critical thinking and problem-solving are neglected (Fareh, 2010). The results of this study were

compatible with Fareh's study in terms of assessment and testing (2010). Creating a better learning atmosphere can help solve the problems in teaching procedure. However, the number of participants using these solutions revealed that a big portion of the problems remained unsolved.

The effects of the problems of teaching procedure may have similarity with the effects of interpersonal and student issues. To conclude, NTE reported that the problems in teaching led them to raise their awareness and develop themselves as a teacher. They perceived these problems as a chance to adapt themselves to the profession and they perceived the early years of teaching as an opportunity for gaining experience. The teaching procedure also resulted in negative outcomes. NTE faced with different problems such as teacher burnout, health issues and problematic teaching quality.

**Workload issues.** The results showed that NTE encountered challenges related to workload: workload, hall monitoring and teaching load. NTE with 1 year of experience at most seemed to find the workload issues more problematic than NTE with more experience. The reason is that they are at the beginning of their career. Participants reported that they had extracurricular duties which occupied their time like paperwork and preparation for ceremonies. In accordance with McCormack and Thomas (2010), it was found that participants think that extracurricular duties are troublesome. Except for workload, teaching load was one of the significant problems found in this study. Teaching load brings about another problem, lack of time and preparing material for the lesson (Veenman, 1984). A big deal of participants thought hall monitoring as a problem. The reason behind this opinion was linked to tiredness brought by hall monitoring. In addition to their teaching load and workload, teachers have to monitor the student for the sake of their well-being all day, which makes teachers tired. However, the solution found by participants was relocation which means changing their workplace by appointment. They may have thought that they could change the institution and have less teaching hours and work under better conditions.

To conclude with the effects of workload issues, there seemed to be no positive but negative effects. NTE ended up with lack of time affecting the quality of teaching because teachers could not find enough time to prepare lessons. Following the insufficient teaching quality, motivation of teachers was affected negatively. Lack



of motivation to teach led to teacher burnout. Some participants reported they preferred to change their institution to overcome workload problems. If they did not have any chance to relocate, they ended up with health problems.

**Institutional issues.** Institutional circumstances posed problems for NTE such as hierarchal issues, mobbing and institutional adaptation. It was clearly seen that NTE with 1 year of experience at most perceived their institution more problematic than the ones with more experience. The reason behind it was that teachers have recently graduated from university and they are now new in the school context. So, it posed more problems for less experienced teachers.

Under this category, the most common problem reported by participants was hierarchal issues. Many NTE start to work without a clear awareness of the school system (Erten, 2015) and they begin ng whatever their superiors command them to do (Dimitroff & Dimitroff, 2018). After a while, this situation made them realize the problem. Also, participants reported to be exposed to mobbing which led to psychological destruction. Furthermore, teachers feel that they lose their confidence because of constant undermining from their authority (Day, 2012). The other issue was the adaptation to institution, which is getting used to school culture. From the responses, it was understood that they had difficulty to adapt to a new institution after they graduated from an established university. It can be related to being unaccustomed to the regulations of educational system (Erten, 2015). Another reason can be the difficulties to comply with the social and political system in the school (Hebert & Worthy, 2001).

Participants had two solutions to institutional issues: acceptance or adaptation. Either they accepted the whole situation and realities of the new context (acceptance) or they changed to fit in the new context (adaptation). The faster NTE accept the system of the institution, the shorter their adaptation period will be (Kuzmic, 1994). Teachers ought to develop ways to handle with these problems in the school context, one of which can be adaptation to school culture and climate (Lundeen, 2004). "Willingly or unwillingly, beginning teachers are seen to be cajoled and molded into shapes acceptable within their schools" (Zeichner & Tabachnick, 1985, p.1).

In conclusion, institutional problems affected teachers negatively when they could not deal with the problems. NTE who were not welcomed in the school culture did not feel that they belonged to the school and felt isolated. This situation caused NTE to relocate and maybe quit. NTE who were not supported by coworkers may lose their motivation to teach because they could not solve the problems on their own. However, if they were welcomed by the coworkers, their occupational adaptation period may not be problematic as stated by participants because they feel that they are not alone to solve the future problems and ready for them.

**Issues with the self-as-a-teacher.** This study revealed that participants experienced problems related with being a teacher. The results demonstrated that teachers with 1 year of experience at most and teachers with more experience perceived the issues with the self-as-a-teacher to the same extent. It can be explained that teachers tried to form their teacher identity no matter how experienced they were. It is also a never-ending process as they are learners besides teachers.

The most common problem was about teacher identity which is the way teachers discern their part in teaching world (Farrell, 2011). It was found out that forming an identity as a teacher was a challenge for them, which is consistent with Zembylas (2003). Zembylas (2003) also added that emotions of teachers hold an important part in teacher identity. Participants reported that they tried to solve identity problem in professional adaptation period by different solutions i.e., experience, teacher qualifications, working, raising awareness of students, perseverance and changes in personality.

Most of them thought that experience played an important role in forming teacher identity. The more experienced they are, the more they know their qualifications as a teacher.

As for teacher qualifications, teachers began gaining them when they started their teacher training. In line with Fareh (2010), teacher training helps novices to gain pedagogical knowledge to identify the problems and find solutions, which is an important aspect in teacher identity. With the help of these qualifications like idealism and strength for difficulties, they solved their problems related to teacher identity.

Whenever they had difficulties with lack of motivation and awareness of learning English, they tried to raise students' awareness about why they need to learn English, so this action helped them to increase students' motivation. It is a part of their job as a teacher to inform students about the importance of learning a language (Fareh, 2010). With the help of this challenge, they added on their teacher identities.

Also, working much to the best is another solution for teacher identity. NTE strived to do their best for teaching and learning procedure and they learned much about themselves as a teacher. In accordance with Day (2012), teaching to their best is their sense of identity.

Here is one important solution behind every problem: perseverance level of teachers. NTE reported that they worked, experienced and persevered in facing with the adaptation problems and they achieved solving their problems.

To sum up, all the solutions to teacher identity enhanced and changed their personality by turning into a teacher identity. Throughout their career, teachers build and rebuild the conception of who they are through what they do (Farrell, 2011). Given the number of participants who experienced teacher identity problem and solutions found to them, it seemed that participants solved this problem completely.

The other emergent problem was the need for an induction program reported by participants. During the early years, NTE need emotional and instructional support from important others like colleagues, mentors and directors (Gordon, 1991; Akbulut, 2007; Dimitroff & Dimitroff, 2018). Participants found solutions by asking for professional help and teacher development. In line with Dimitroff & Dimitroff (2018), NTE labelled as assistance seekers which shows the similarity of the results. Yurtsever (2013) and Erten (2015) demonstrated that teacher development enables NTE to have a smooth transition from being a prospective teacher to novice teachers.

Participants also stated that they had challenges with finance and system of being a teacher. So as to solve these problems, participants tried to lower their expectations. However, Veenman (1984) said that teachers ought to be informed about their salaries and benefits, which lack of knowledge can be the reason why teachers had high expectations about their salaries. Also, Koca (2016) referred to

the same problem that novices find their salaries do not pay the cost of their efforts. Moreover, teachers should be informed about the system of being a teacher and Maynes and Hatt (2013) reported that the assessment system for teachers ought to look for the harmony between teacher and (1) organization, (2) job, (3) group rather than using filtering strategies like interviews and exams. The solution of Maynes and Hatt (2013) is beneficial in terms of hindering and increasing the possible future adaptation problems.

To end with the effects of self-as-a-teacher problems, NTE considered this period as an opportunity to raise their awareness about themselves. They were also provided with a chance to develop themselves because they may have time to correct their mistakes in this period. However, they may not have a sense of belonging, which led them to relocate or quit the job because they may not have formed teacher identity.

### **Social Adaptation Period**

**Human relations.** In this study, it was found out that participants had problems with human relations during social adaptation period. These difficulties were cultural differences, sexual apartheid, public perception towards teachers and restriction to independence. The participants with 1 year of experience at most found human relations more problematic than the ones with more experience. The logic behind it was NTE with less experience were not familiar with the place they live in and the citizens there.

NTE reported that they had difficulties with different cultures in the same place. Nias and Yeoman (1989) said that novices ought to be included and socialized into school culture because of the variety of cultures in the school (as cited in Williams, Prestage & Bedward, 2001, p. 245). The problem was not only about the school culture but also about the society. This study demonstrated that NTE 'integrated' their culture with the culture in the new environment and used integration as an acculturation strategy to cope with social problems (Berry, 1997; 2005). Moreover, this problem was solved with the help of time and teachers' patience, and NTE tried to become familiar with the new environment, which is accustomization. As it is clear from the data given above, most of the participants solved cultural differences problem.

The second problem was sexual apartheid meaning that women are not equal to men in the society. Men were perceived superior to women everywhere in life. Participants may have solved this problem by accustomization because of the perceptions of patriarchal society.

The next problem found in social adaptation period was public perception towards teachers. Teachers felt that they did not get the value that they deserve. Regarding the study of McCormack and Thomas (2003), teachers had challenges about the negative public perception towards teachers, which demonstrated consistency with this study. Participants may have solved this problem in time and with patience. However, Day (2012) claimed that they will lose their public confidence as an outcome of undermining.

The last problem emerges from the restriction to independence, which participants felt limited during their social lives. The need for survival in the socialisation period should be met with the help of accustomization and time and patience. The reason that there is a need for survival is teachers who do not tend to change their institution.

Also, the problems on human relations may have positive and negative effects. To overcome the problems about human relations, they may have used communication with others and developed new relationships. However, the negative effects of this problem outweighed because participants reported that they had limited social life because of the restriction and sexual apartheid. They also did not feel that they belonged to the societal context they live in. Thus, all these problems may have caused psychological issues supported by McCormack and Thomas (2003) who stated that novices seem distressed about 'survival' issues (p.135). Teachers who had some psychological problems and concerns about their own survival in the new environment encountered their negative effects on profession. Cherubini (2009) reported that NTE do not feel relaxed but isolated because they have problems regarding profession and social context. In the end, they feel helpless.

**Environmental issues.** The second most common problem arose from environmental issues. These were deprivation of residential relegation and hometown. The results of participants with 1 year of experience and more than 1

year of experience were similar. Given university education, participants' educational background was the same, and they were used to their university's facilities. The other reason was that they lived in the same city.

All the NTE had environmental issues to the same extent. So, it was shown that the year of experience did not have an effect on environmental issues. Participants reported that they faced challenges such as the deprivation of places to provide human needs and social facilities. The reason that they experienced this problem may be related to the isolated location of the workplace (McCormack & Thomas, 2003). They solved this problem by means of travelling, social media and relocation. Participants may have thought that they would lessen the effect of isolation with the help of travelling to places that their families and friends live and social media that they can interact with people easier than real life.

Another important problem was hometown issue which participants went back to their hometown to work. However, they stated that working in hometown caused some social problems because of (1) less social life, (2) the restrictions brought by living with family. Moving out of the family house was found as a solution to hometown issue, which supported the second idea.

All in all, participants thought that they started developing themselves more than the past because of the limitations in their lives. However, the negative effects could be seen very clearly. Participants had limited social life, and they could not create a sense of belonging in the new environment because of it. Limitation to their social life may cause psychological problems in time and this caused them to rethink about their career.

**Personal issues.** The results demonstrated that participants had difficulties with personal issues such as ideology conflicts and socioeconomic status. Participants with more than 2 years of experience had more difficulties than the ones with 1 year of experience. The duration of experience seemed to have an important effect on personal issues because NTE with more experienced had time to adapt to the new school culture and they had chances to learn about other people.

The study enlightened that NTE had ideological issues with the others, which were related to political views or their teaching perspectives. In line with Day's study (2012), the trouble with ideological bullying is clear in terms of teaching. In order to

solve this problem, participants' personality traits deterred them from having conflicts. The significance of teachers' character in socialization of teachers is seen clearly in Zeichner's study (1986). Also, participants either accepted the situation or adhered to their own beliefs. Moreover, participants reported that they struggle with the differences between socioeconomic status of teacher and parents. Either parents or teachers were superior. In both ways, it caused a problem for NTE. Participants may have solved this problem by acceptance.

To sum up, participants experienced both positive and negative effects of personal issues. They developed their relationships with people, or they were isolated and felt that they did not belong to the new context. The difference between socioeconomic status made them feel insecure and it can be seen that they do not belong to where they are. Participants ended up with effects on teaching negatively because the personal problems with the others had impact on teachers' daily lives and directly on profession which comprises the biggest part of their daily lives.

## **Conclusion**

This study was conducted to investigate variables on the adaptation period of NTE. These variables were the problems experienced by NTE, the solutions to them and the effects of adaptation period on NTE. The results were quite valuable for NTE to realize that they go through adaptation period in two aspects. It was demonstrated that NTE went through a tough adaptation period in terms of profession and societal aspects.

It was found that NTE had adaptation problems in the early years of profession. The most frequent professional adaptation problem for NTE was interpersonal issues. The relationships with parents, directors and colleagues were the most problematic issues under the broad term interpersonal issues. To solve these problems, participants found solutions including themselves. It was thought that experience was helpful for solving the problems in professional adaptation period. Also, their teacher qualifications like their idealism and patience were utilized. The effects of professional adaptation period on them was also observed. The reported effects were categorized into positive and negative effects. The most common positive effects were teacher self-awareness, occupational adaptation,

teacher development and teacher motivation. As for the negative effects, the most experienced effects were health issues, teacher burnout and teacher motivation.

Besides professional adaptation period, NTE went through social adaptation period which has three aspects: (1) problems, (2) possible solutions and (3) positive and negative effects. The most common social adaptation problems were about human relations and environmental issues. Participants often encountered problems such as cultural differences and sexual apartheid regarding human relations. Also, they faced with the deprivation of residential relegation in social adaptation period. Participants found some solutions to solve these problems and the most common solutions to social adaptation problems were adapting and own efforts as-a-human. Accustomization was the most frequent solution under the category of adapting. Personality traits and acceptance were the other solutions found by participant as a part of being human. There were also effects of this period on NTE, which were psychological problems and less social life as negative effects; and getting professionally experienced as positive effect.

To sum up, it is indisputable fact that NTE had problems during professional and social adaptation period. They tried to enlighten the problematic sides in the early years of career. The success in solving the problems changes in terms of the type of problem during this period. As can be seen clearly, the adaptation period of NTE was concluded with positive and negative effects.

### **Pedagogical Implications**

This study presents some important pedagogical implications for prospective teacher of English, novice teachers of English, teacher trainers and researchers. PTE can be provided with meetings with NTE in order that the awareness of PTE about future possible adaptation problems increases. Therefore, they can have time to take every circumstance into consideration before they decide on the institution or location of employment. NTE can realize that they are not alone in this period and the other NTE in different locations experience similar problems. They can learn about new solutions to their problems regarding others' solutions. The awareness of teacher trainers may be enhanced about the adaptation period of NTE. After PTE graduate from university, teacher trainers can continue supporting NTE for solving their professional adaptation problems. A course entitled 'Adaptation Period of



Novice Teachers of English' can be included in the curriculum of the Department of English Language Teaching at universities. NTE graduating from Hacettepe University are really good at theoretical knowledge whereas the study revealed that NTE reported there is a gap between theory and practice, which refers to mismatch between ideals and actuals. Hence, the duration of internship can be lengthened in order to gain more experience. Universities can be recommended to start PTE's internship at both state and private schools as of the third grade, which will allow them to have an idea about the types of schools and their working conditions. Also, they can be provided with the opportunity to teach English at different ages, levels of proficiency and grades.

### **Methodological Implications**

This study was designed in qualitative methodology. The data was collected through self-designed instrument which investigates adaptation problems of NTE, solutions to them and the effects of adaptation period on NTE. It can be designed as a life story or participants may be asked to write a journal about their experiences so as to gain more detailed information about the adaptation period. Moreover, a standardized instrument can be used to access to more generalizable results.

### **Suggestions for Further Research**

For further research, researchers may investigate the effects of variables such as type of institution and grades on the adaptation period of NTE. The relationship between psychological construct like teacher burnout and adaptation period of NTE could be investigated. The number of participants could be increased so as to achieve more generalizable results.

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## APPENDIX-A: Data Collection Instrument

# Mesleğe Yeni Başlayan İngilizce Öğretmenlerinin Uyum Sorunları ve Çözümleri Formu

Sayın Katılımcı,

Aşağıdaki form öğretmenlik mesleğinde ilk yıllardaki deneyimlerinizi keşfetmeyi amaçlamaktadır. Verilecek yanıtlarda doğru ya da yanlış yanıt kesinlikle bulunmamaktadır. Katılımınız gönüllülük esasına dayanmaktadır. Formda vereceğiniz cevaplar tamamıyla gizli tutulacaktır.

Bu çalışma, Hacettepe Üniversitesi Eğitim Fakültesi Öğretim Üyesi Prof. Dr. İsmail Hakkı ERTEN ve Konya Gıda ve Tarım Üniversitesi Öğretim Görevlisi Nurgül BEKDEMİR tarafından yürütülmektedir.

Yanıtlarınız çalışmanın kalitesine önemli derecede katkı sağlayacaktır. Şimdiden zamanınız ve katılımınız için teşekkür ederim.

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Google Formlar üzerinden asla şifre göndermeyin.

# Mesleğe Yeni Başlayan İngilizce Öğretmenlerinin Uyum Sorunları ve Çözümleri Formu

## Bölüm 1. Demografik Bilgiler

### 1.1. Cinsiyet

- Kadın
- Erkek
- Belirtmek istemiyorum.

### 1.2. Yaş:

Örneğin; 25

Yanıtınız \_\_\_\_\_



### 1.3. Medeni Durum:

- Bekar
- Evli
- Belirtmek istemiyorum.

### 1.4. Evliyseniz, eşinizle aynı şehirde mi çalışıyorsunuz?

- Evet
- Hayır

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## Bölüm 2. Mezuniyet Bilgileri

### 2.1. Mezun olduğunuz üniversite:

- Hacettepe Üniversitesi
- Diğer: \_\_\_\_\_

### 2.2. Mezun olduğunuz fakülte:

- Eğitim Fakültesi
- Edebiyat Fakültesi
- Diğer: \_\_\_\_\_

### 2.3. Mezun olduğunuz bölüm:

- İngiliz Dili Eğitimi
- İngiliz Dili Edebiyatı
- Amerikan Kültürü ve Edebiyatı
- İngiliz Dilbilimi
- Diğer: \_\_\_\_\_

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## Bölüm 3. İş Bilgileri

### 3.1. Resmi olarak kaç yıl öğretmenlik deneyimine sahipsiniz?

- 1 yıldan az
- 1
- 2
- 3
- 4
- 5
- Daha fazla

### 3.2. Çalışmakta olduğunuz kurum ilk görev yeriniz mi? \*

Yanıtınız "Hayır" ise lütfen aşağıdaki soruları ilk görev yerinize göre yanıtlayınız.

- Evet
- Hayır

## Bölüm 3. 1. Çalışmakta olduğunuz il

3.1.1. Çalışmakta olduğunuz il:

Seçin



3.1.2. Çalışmakta olduğunuz kurum nerededir?

İl

İlçe Merkez

Köy



3.1.3. Çalıştığınız kurum türü:

Özel kurum

Devlet kurumu

3.1.4. Çalıştığınız okul türü:

İlkokul

Ortaokul

Lise

Üniversite (YADYO)

Özel Dil Okulu

Diğer: \_\_\_\_\_

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## Bölüm 3. 1. İlk Görev Yeriniz

3.1.1. İlk görev yerinizin bulunduğu il:

Seçin ▼

3.1.2. İlk görev yaptığınız kurum nerededir?

- İl
- İlçe Merkez
- Köy

3.1.3. İlk görev yaptığınız kurum türü:

- Özel kurum
- Devlet kurumu

3.1.4. İlk görev yaptığınız okul türü:

- İlkokul
- Ortaokul
- Lise
- Üniversite (YADYO)
- Özel Dil Okulu
- Diğer: \_\_\_\_\_

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## Bölüm 4. Mesleki ve Sosyal Uyum Süreci

Aşağıda mesleki ve sosyal uyum süreciyle ilgili deneyimleriniz hakkında 10 açık uçlu sorudan oluşan form bulunmaktadır.

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### 4.1. Mesleki Uyum Süreci

4.1.1. Bulduğunuz okula uyumla ilgili yaşadığınız zorluk(ları) betimleyiniz.

(Meslektaşlar, Danışman, Müdür, Öğrenciler, Veliler ile olan ilişkiler ve nöbet gibi görevler)

Yanıtınız

---

4.1.2. Yukarıda bahsettiğiniz zorluk(ları) aşabildiniz mi?

- Kısmen
- Evet
- Hayır

4.1.3. "Kısmen" veya "Evet" diyorsanız bu zorluk(ların) üstesinden nasıl geldiniz?

Yanıtınız

---

4.1.4. Bu zorluk(lar) sizi nasıl etkiledi?

Yanıtınız

---

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## 4.2. Sosyal Uyum Süreci

4.2.1. Bulduğunuz yere uyum sağlamanızla ilgili sosyal ve/veya kültürel zorlukları betimleyiniz.

Yanıtınız

---

4.2.2. Yukarıda bahsettiğiniz zorluk(ları) aşabildiniz mi?

- Kısmen
- Evet
- Hayır



4.2.3. "Kısmen" veya "Evet" diyorsanız bu zorluk(ların) üstesinden nasıl geldiniz?

Yanıtınız

---

4.2.4. Bu zorluk(lar) sizi nasıl etkiledi?

Yanıtınız

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## Bölüm 5. Bakış Açınız

### 5.1. Çalıştığım kurumda öğretmenlik yapmak ..... benzer.

Örneğin; hipodroma benzer.

Yanıtınız

---

#### 5.1.1. Çünkü .....

Çünkü beklenen başarıyı elde etmek için öğrencilerin de öğretmenlerin de çok çalışması gerekiyor.

Yanıtınız

---

### 5.2. Bulduğunuz yerde yaşamak ..... benzer.

Örneğin; ötanaziye benzer.

Yanıtınız

---

#### 5.2. Çünkü.....

Çünkü benim için sosyallikten uzak, kişisel gelişime ortam yarat(a)mayan ve kültürel uyumsuzluk yaşadığım bir ortamda yaşamak tıpkı acı çekmeden, ağrısız bir ölüme benziyor.

Yanıtınız

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## Bölüm 6. Ek Bilgi

Sizleri daha iyi anlayabilmek için bahsettikleriniz ile ilgili ek bilgiye ihtiyacımız olabilir. Sizlerle iletişime geçmemizi istiyorsanız / iletişime geçmemize izin veriyorsanız lütfen iletişim bilgilerinizi giriniz.

### Ad- Soyad

Yanıtınız

---

### Telefon

Yanıtınız

---

### E-posta

Yanıtınız

---

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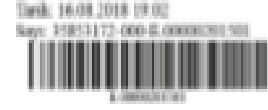
GÖNDER



## APPENDIX-B: Ethics Committee Approval



T.C.  
HACETTEPE ÜNİVERSİTESİ  
Rektörlük



Sayı : 35853172-000  
Konu : Nurgül BEKDEMİR Hk.

### EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Enstitümüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden Nurgül BEKDEMİR'in, Prof. Dr. İsmail Hakkı ERTEN danışmanlığında yürüttüğü "Mesleğe Yeni Başlayan İngilizce Öğretmenlerinin Uyum Sorunları ve Çözümleri" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 7 Ağustos 2018 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-İmzalıdır  
Prof. Dr. Rahime Meral NOHUTCU  
Rektör Yardımcısı

Evrakın elektronik imzalı suretine <https://belgedogrulama.hacettepe.edu.tr> adresinden T.C. 1667-09c3-438b-8696-26045d71be15 kodu ile erişebilirsiniz.  
Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara  
Telefon:0 (312) 305 3001-3002 Faks:0 (312) 311 9992 E-posta:yuzum@hacettepe.edu.tr İnternet  
Adresi: www.hacettepe.edu.tr

Diğer Dilem İLFP1



## APPENDIX-C: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

24/05 2019  
  
Nurgül BÉKDEMİR

## APPENDIX-D: Thesis Originality Report

17/05/2019

HACETTEPE UNIVERSITY  
Graduate School of Educational Sciences  
To The Department of English Language Education

Thesis Title: Adaptation Problems and Solutions of Novice Teachers of English

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
17 /05 /2019	159	42812	10 / 05 / 2019	6 %	1114283271

Filtering options applied:

1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Nurgül BEKDEMİR  
Student No.: N15224523  
Department: Foreign Languages Education  
Program: English Language Teaching  
Status:  Masters  Ph.D.  Integrated Ph.D.



ADVISOR APPROVAL



APPROVED  
Prof. Dr. İsmail Hakkı ERTEN

## APPENDIX-E: Yayımlama ve Fikri Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. <sup>(1)</sup>
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren 6 ay ertelenmiştir. <sup>(2)</sup>
- o Tezimle ilgili gizlilik kararı verilmiştir. <sup>(3)</sup>

24 / 05 / 2019

  
Nurgül BEKDEMİR

*"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"*

- (1) Madde 6.1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ay aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7.1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir\*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.  
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

\* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

