

**ADDRESSING THE PERCEPTIONS, PRIORITIES  
AND CHALLENGES: ACADEMIC INDUCTION OF  
NEWLY APPOINTED LECTURERS AND THEIR  
APPROACHES TO TEACHING IN HIGHER  
EDUCATION**

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**Master's Thesis  
Department of Foreign Languages Teaching  
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2013**

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T.C.  
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**İNGİLİZ DİLİ VE EĞİTİMİ BİLİM DALI**

ALGILAR, ÖNCELİKLER VE GÜÇLÜKLERİN İRDELENMESİ: YENİ  
ATANMIŞ İNGİLİZCE ÖĞRETİM ELEMANLARININ AKADEMİK  
HAYATA GİRİŞLERİ VE ÜNİVERSİTE ORTAMINDA ÖĞRETİM  
YAKLAŞIMLARI

(Addressing the Perceptions, Priorities and Challenges: Academic Induction of  
Newly Appointed Lecturers and Their Approaches to Teaching in Higher  
Education)

YÜKSEK LİSANS TEZİ

**Ayşegül TAKKAÇ**

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## TEZ ETİK VE BİLDİRİM SAYFASI

Yüksek Lisans olarak sunduğum “ALGILAR, ÖNCELİKLER VE GÜÇLÜKLERİN İRDELENMESİ: YENİ ATANMIŞ İNGİLİZCE ÖĞRETİM ELEMANLARININ AKADEMİK HAYATA GİRİŞLERİ VE ÜNİVERSİTE ORTAMINDA ÖĞRETİM YAKLAŞIMLARI” başlıklı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden olduğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla doğrularım.

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## ÖZET

### YÜKSEK LİSANS TEZİ

#### ALGILAR, ÖNCELİKLER VE GÜÇLÜKLERİN İRDELENMESİ: YENİ ATANMIŞ İNGİLİZCE ÖĞRETİM ELEMANLARININ AKADEMİK HAYATA GİRİŞLERİ VE ÜNİVERSİTE ORTAMINDA ÖĞRETİM YAKLAŞIMLARI

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Bu çalışmanın amacı, mesleklerine yeni başlayan okutmanların mesleklerini algılama şekilleri, öncelikleri, zorlukları ve deneyimlerini incelemektir. Çalışma nitel araştırma yöntemi kullanılarak yürütülmüş, Atatürk Üniversitesi Yabancı Diller Yüksek Okulu'nda göreve başlayan 11 yeni okutman çalışmanın katılımcıları olmuştur. Katılımcılar en fazla üç yıllık bir deneyime sahipti. İlk aşamada, altı deneyimli okutmanla bir pilot çalışma yapılmıştır. Ana çalışmada verileri de yarı yapılandırılmış mülakat yoluyla toplanmıştır. Mülakatlardan elde edilen veriler içerik analizi yoluyla incelendi. Araştırmanın sonuçları göreve yeni başlayan okutmanların meslek hayatlarının başlangıcında bir uyum programına ihtiyaç duyduklarını göstermiştir. Katılımcılar, öğrencilik dönemini bitirmeleri ve okutmanlık mesleğine başlamaları ile ilgili bir geçiş süreci yaşamışlardır ve bu süreç göreve yeni başlayan okutmanların yaşamaları ve çözmeleri gereken kendine özgü sorunları ortaya çıkarmıştır. Bu okutmanlar görevleri ve çalışma ortamları ile ilgili nitelikleri öğrenmek için uyum programlarına ihtiyaç duymuşlardır. Çalışmada elde edilen bir diğer bulgu ise göreve yeni başlayan okutmanların danışman ihtiyacıydı. Bu çalışma yeni okutmanların görevlerinin özelliklerini deneme-yanılma yoluyla öğrenmek zorunda bırakılmamaları gerektiğini açıkça göstermiştir. Araştırma sonuçları ayrıca akademik kurumların göreve yeni başlayan okutmanların uyum süreçlerini yapıcı bir şekilde geçirmeleri için kendilerine yardımcı olması gereken danışmanlar atanmasını önermektedir. Çalışmada elde edilen üçüncü bulgu da göreve yeni başlayan okutmanların öğretmek için gerekli güvene sahip oldukları olgusudur; nitekim okutmanların öğretmek için gerekli motivasyon ve isteğe sahip oldukları elde edilen bulgularda da gözlenmiştir.

**Anahtar Sözcükler:** Okutmanlar; Akademik Uyum; Zorluklar; Uyum; Danışmanlık

## **ABSTRACT**

### **MASTER'S THESIS**

#### **ADDRESSING THE PERCEPTIONS, PRIORITIES AND CHALLENGES: ACADEMIC INDUCTION OF NEWLY APPOINTED LECTURERS AND THEIR APPROACHES TO TEACHING IN HIGHER EDUCATION**

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This study aims to investigate the perceptions, priorities, challenges and experiences that novice lecturers have in their induction process. The study was based on qualitative research design. Eleven newly-appointed lecturers who were working at the School of Foreign Languages, Atatürk University, were the participants of the study. The participants had an experience of maximum three years. At first, a pilot study was conducted with six experienced instructors. Later, the main data gathered from semi-structured interviews formed the basis of the study. The data obtained through interviews were analysed through content analysis. The results of the study revealed that newly-appointed lecturers were in need of an induction program at the beginning of their professional lives. The participants have undergone a transition process from being a student to being an instructor; and this process has created peculiar problems to be experienced and solved by novice instructors. They needed an orientation program in order to learn the characteristics of their work and workplace. Another main finding was the need for mentoring by the novice instructors. This study clearly showed that novice lecturers should not be left in a position to learn the aspects of their profession by trial and error. These findings suggest that the academic institution should appoint mentors who should help the novices go through their adaptation process in a constructive way. The third result of the study was that the newly-appointed instructors had the courage and determination to be successful in their professional service; the instructors showed motivation and enthusiasm towards teaching.

**Key Words:** Novice lecturers; Academic Induction; Challenges; Adaptation; Mentoring

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**Erzurum-2013**

**Ayşegül TAKKAÇ**

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## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **1.1. Background of the Study**

From the beginning of international relations for various reasons, nations of the world have felt heavily the need to teach at least adequate number of their citizens the languages of their neighbouring countries. For this purpose, they have adopted some ways to teach foreign languages. They have either taught their citizens some foreign languages within their own countries or have sent some people to the countries of the target language. Within this process, some new methods have been developed to teach foreign languages. Whatever the methods have been or however the learning environments have been designed, the place and significance of teachers have been indispensable in foreign language teaching. Accordingly, the discussion on the success or failure of foreign language teaching has mostly revolved around the teacher. The teachers have been appraised or criticised without being asked how they have felt in this profession, how they have defined his role as a teacher, what they have needed to improve his capabilities and what he has expected from his students, their families and administrators.

However, as the world has been globalized, as many disciplines of science and thought have been united to serve the needs of peoples of the world, as those in power have felt the necessity to find solutions to long-rooted problems, educators as professionals dedicating their lives to deliver knowledge have attracted attention as members of educational process. However, it has been thought that they are not only problem solvers. They could also have problems to be solved, which necessitated a comprehensive investigation to find out the essence of the issue. Foreign language teachers have also obtained their share from this process.

In different eras of history, some languages have been considered important and necessary to learn for political, economic, military, scientific and geo-political reasons.

At present, English has become the language which has gained popularity. Especially in recent years, English has been paid special attention due to its increasing importance as the lingua-franca. It has become one of the most-widely-used languages all around the world as the language of international communication for trade, science, tourism and the latest of all, it has become the language of the Internet. Therefore, the issue of teaching English as a foreign language has become a significant profession for a great number of institutions in almost all countries.

In Turkey, too, teaching English as a foreign language has drawn much attention due to the reasons mentioned above. In addition to the improvements in the primary and high school levels, teaching English at the tertiary level has also gained importance. A number of public and private universities try to meet the need of foreign language learning and teaching. In order to accomplish this, they offer their students one-year extensive English preparatory programs prior to their education in their departments. That is why, the more need for teaching English has increased, the more need for teachers who are competent at language teaching has risen.

Medgyes (1992) maintains that teachers are the building-blocks of the road that leads to learners. Teaching is the kind of profession which requires its performers to shoulder many responsibilities ranging from covering what is determined in the curriculum and teaching efficiently to maintain students' motivation and managing the classroom for an effective teaching-learning environment. These responsibilities are even more challenging for the novice teachers in their induction periods, that is, the first few years they enter the profession. He and Cooper (2011) regard this period as the "journey of becoming a teacher". A variety of challenges may be problematic for these teachers such as teaching responsibility, classroom management and administrative demands (Emmer, 1994; Feiman-Nemser, 1983; Huberman, 1993; Kagan, 1992; Landau, 2001; Lortie, 1975; Veenman, 1984). Therefore, investigating into the perceptions, difficulties and induction of the university educators will contribute to the efficient higher education.

## 1.2. Statement of the Problem

Since the beginning of history, people have been in need of learning what they have needed to improve their lives in all aspects. This has created an environment where there are both the givers of knowledge; namely, teachers and the receivers of it; namely, learners. In such an environment, the interaction between the members of the educational process becomes inevitable (Samuelowicz and Bain, 1992). That is why; diverse aspects concerning the members of the process have been under discussion in several studies.

One of the essential members of the educational process has been teachers. Throughout the history of education, the phenomenon of teacher has been discussed and many images have been proposed from the ancient times to the modern world. Teachers have been seen as midwife' (Socrates); as artist in the use of knowledge (Plato); as the conductor of dialogue (Bergman); as purveyor of culture (Cicero); as liberator (Freire); as one who focuses on teaching discipline (Breiter); as role model (Aristotle); as empiricist (Locke); as trainer (Watson); as educator in accordance with nature (Rousseau); as essentialist (Bagley); as creative teacher (Luvenfeld); as socialist (Barth); as existentialist (Frankel); as mediator (Feuerstein); as child centered (Neill); and as postmodernist (Foucault) (Palmer, 2003).

Given the contemporary educational ideologies and implementations in the globalizing world, several educational approaches have been integrated. Many researchers and thinkers have considered teachers a crucial element of education as well as teaching. Further, the quality of the students' learning has been dependent upon knowledge and personal skills of their teachers. Therefore, countries which are able to comprehend this partly subtle mechanism give priority to their educational policies that provide and strengthen the present and future teachers.

Taking the knowledge society in the 21st century into consideration, learners need to gain specific subjects such as new information, technological background and foreign language they need to be aware of certain values such as understanding, tolerance, sharing and interpersonal relationship. While society evolves with unending demands related to teaching profession, teachers' contribution to students, from young students to adult learners, cannot be undermined in this constantly changing world.

Like in many other fields, the process of language teaching and learning has attracted much attention in literature. However, for many years, studies have focused mainly on the learner-side of the process. A number of studies have been conducted concerning the experiences, difficulties or the attitudes of learners towards language learning. On the other hand, the teacher-side has been somewhat undermined. Medgyes (1992) suggested that the road to the learner leads through the teacher. In order to emphasize the importance of studying not only learners but also teachers, Samuelowicz and Bain (1992) utter as follows:

Given that learners have been shown to hold qualitatively different conceptions of learning, to have different styles of thinking and to conceptualise phenomena they study in different ways, it can be postulated that academic teachers, too, will conceptualise teaching in different ways. (p. 93)

Although the difficulty and importance of the teaching profession at different levels have been highlighted in different studies, there are not adequate studies about teaching in higher education (Fanghanel, 2007). As for the reason for this scarcity, he suggests that teaching at tertiary level has been regarded as unproblematic for many years; therefore, this aspect has been, to some extent, neglected in academic circles. To stress the significance of the studies investigating teaching profession and teachers at universities, Fanghanel (2007, p.4) expresses:

In a context of increased massification, teaching has become an activity at the same time more complex (directed at an increasingly diverse body of students in increasingly 'flexible' learning environments), more problematized (through educational development and targeted funding initiatives), and more managed (through audits and managerialist understandings of practice). Given the drive towards professionalizing and enhancing practices in HE, it has become crucial to examine teaching and learning, and to assess how the context of practice impacts on the way academics conceptualise and approach teaching.



Teaching profession, educators, their approaches and conceptions have been recognized as having great value in recent years. Postareff and Lindblom-Ylänne (2008) define teaching approaches as “strategies teachers adopt for their teaching” and conceptions as “beliefs teachers have about teaching and which underlie the purpose and the strategies in teaching”. The development of these approaches and conceptions of teaching are of vital importance for teachers because they are expected to construct and develop their own identities as teachers in the profession. Researchers have assigned different meanings to the concept of “identity”. For example, Avşar (2011) defines identity construction as such:

Identity construction involves a process of negotiation and interpretation of social positions among the interlocutors involved in the verbal interaction, and may produce more than one single identity at each moment of the conversation. (p. 1)

From this definition, it can be concluded that for educators to form and improve their identity, they should inevitably go through a relevant process. Dinkelman (2011) regards this identity formation as a process that is “multiple, fluid, always developing, shaped by a broad range of socio-cultural power relationships, strongly influenced by any number of relevant contexts and relational” process. In other words, it is not a stable but an ever-shifting complex development.

Czerniawski (2011) refers teacher identity as “how teachers view themselves as teachers; how teachers view others that they professionally engage with; and how teachers believe they are perceived by others”. He also indicates that there is a similarity between “teacher identity” and “social identity” because both are combinations of teacher as an individual and teacher as an integrated member of a particular group.

For identity development to be strong and of good quality, the early years of the teaching profession is of extreme value. Therefore, one of the key themes under scrutiny should be the novice lecturers’ early experiences and their induction processes. For instance, Barlow and Antoniou (2007) investigated the experiences of 17 new lecturers at the University of Brighton. Induction, teaching, interactions and relations of these new lecturers with different members were among the main themes of their qualitative study. The results of the study showed that the induction process influenced the

confidence-building of the participants. In addition, a satisfactory induction process was beneficial as it provided the new lecturers with a feeling of control as teachers.

Another researcher who points out the benefits of a good induction is Knight (2002). As he maintains, “New academics who think they can, by and large, have some control over what happens to them in most situations tend to be happier and more successful” (p. 2002). He also states that the early experiences of teachers affect the way they use for their own teaching.

As in many areas of life, the first years of teaching profession have prominent influences upon the performance of instructors in the following years. So, it is pivotal that the induction process provides substantial experience for lecturers. For this process to yield expected, positive results, a deeper analysis of the existing factors that play major roles and that negatively affect the process is necessary. Different studies have referred to different influences to be dealt with. For example, Balcı (2000) divided these factors into two: personal factors and occupational factors. The former includes personality, focus of control, the rate of life change, abilities and needs and introvertness-extravertness; and the latter consists of occupational differences, role ambiguity, role conflict, overload or underuse of role, being responsible for people, lack of participation and job security.

Kyriacou (cited in Petek, 2008, pp. 29-30) more specifically concentrated on the factors that are experienced by teachers. He made a classification of seven components as follows:

- pupils with low motivation and poor attitudes towards work
- discipline problems with the pupils who misbehave
- frequent changes in curricular and organizational demands
- inconvenient working conditions with insufficient facilities and resources
- time pressures and work overload
- conflicts with colleagues
- feeling undervalued by society.

Another researcher who identified the problematic factors was Joseph (cited in Petek, 2008, p. 30), who provided four basic stress factors that are presented below:

- Organizational factors: The factors related with the organization such as management, organizational culture, regulations, facilities and resources are in this category.
- Customer status factors: The factors related to the customers who are students and the issues they bring into the classroom environment like negative attitudes, and disciplinary problems.
- Service provision management: The wider range of stress potential influences coming from internal and external resources.
- Personal capacity factors: The factors that put a strain upon the personal capacity of each person to deal with stress.

For a deeper analysis of the problems faced by lecturers, Petek (2008) concentrated on the teaching profession at preparatory schools of some universities. She based her investigation on the stress factors that preparatory school lecturers experienced. She applied a mixed-method study. In her study, she referred to different stressors such as “representing a good model with the use of English in the lessons, increasing awareness of the students about the importance of English in this century, motivating students to study English with a purpose” (2008, p. 3). Petek suggests that the more research focuses on teachers, the more benefit can be gained regarding the teaching and learning process.

An important dimension concerning the new lecturers is their perceptions and expectations. Therefore, it becomes crucial to study how they regard the educational process, how they see themselves as professionals, what their expectations and their first impressions are in the induction process, what they encounter in the teaching and learning environment, how they cope with the difficulties, and what type of strategies they make use of. In one of their studies concerning novice teachers, Gavish and Friedman (2011, p. 452) underline this point as follows:

They have specific expectations of their jobs and conceive their work in terms of these expectations. Teachers expect a high level of autonomy in their professional work. They expect to be substantially involved in school decision-making, to enjoy professional development and to receive support

from others. They also seek effective interactions with students, parents and administrators.

In brief, it is concluded that there is a two-way expectation between teachers and other members of the educational process. Thus, teachers are expected to adopt different roles that range from structural, social, political, cultural and educational functions (Kirazlar, 2007). In addition, the members have different perceptions, attitudes and approaches towards learning and teaching. Therefore, these dimensions should not be neglected; on the contrary, they should be given priority to understand better the educational process, especially the induction period.

### **1.3. Purpose of the Study**

The purpose of this study is to investigate the perceptions, challenges and the induction processes that are experienced by novice lecturers and their professional identity development in the early years of their profession.

The research questions are:

1. What are the perceptions and expectations of newly appointed lecturers concerning the profession?
2. What are the realities and challenges that they experience in their early years of the profession?
3. How do their identities as lecturers develop as a combination of their own values and their experiences?

### **1.4. Significance of the Study**

Setting out from the above-mentioned research questions, this study is expected to shed light on the expectations and perceptions that novice lecturers bring into their profession, the challenges that they encounter, their coping ways and their approaches to teaching in Higher Education in their induction processes. The results obtained from the study can be beneficial in conceptualizing and identifying the experiences of novice educators and raising the awareness of the importance of the induction process. Based

upon qualitative research design in which the participants can offer comprehensive data, the study is intended to provide valuable ideas, some insights and suggestions from which beginning teachers in the educational process can benefit. In this way, teachers can become more alarmed and armed against the challenges they are possibly to encounter in the profession and they can form or develop their own strategies to deal with and manage these problems.

## **1.5. Overview of Methodology**

### **1.5.1. Data Collection Instruments and Procedure**

This study is based on a qualitative case study research design focusing on individuals' perceptions of certain educational phenomena through multiple perspectives. When the relevant literature is reviewed, it is seen that almost all of the studies on the issue of teacher perceptions or challenges have used qualitative investigations. There are notable benefits of this type of research. It enables the researcher to obtain detailed data about the issue under discussion. Besides, the participants are provided with the opportunity to express what they think or feel without much limitation.

In order to control and validate the data collection tool and the procedures to follow, a pilot study with faculty members and lecturers were conducted prior to the main study. The pilot study was conducted through general interview guide approach to provide some preliminary information for the research.

In the main study, semi-structured interviews with open-ended questions were conducted. The participants were asked the questions one by one and they were given the opportunity to express themselves freely and comfortably in their native language. The interviews were recorded, transcribed and translated into English by two translators in order to strengthen reliability. To obtain inter-rater reliability the translated texts were checked and discussed by these two translators, one of whom was the researcher herself.

### **1.5.2. Participants and Setting**

The participants of this study are the 11 novice English instructors with experiences from one year to three years. The study was conducted at the School of Foreign Languages, Atatürk University, Turkey.

### **1.6. Data Analysis**

For analysing the data, content analysis was adopted to get in-depth knowledge and to gather similar codes and ideas into certain themes. After collecting data and transcribing it, the researcher identified codes out of the texts. The next step was to combine the codes into broader categories and themes.

### **1.7. Limitations of the Study**

There are a few limitations of this study. First of all, the study was conducted with a limited number of participants who are English lecturers at preparatory classes at one university. That is why, studies with more participants should be conducted to generalize the results. Secondly, the data were gathered only through interviews as a form of qualitative research design since there are not quantitative designs employed in previous studies. Although the voices of the participants are heard through interviews, the results may not always be objective. Therefore, other forms of data collection such as video-recording can be utilized in order to obtain more objective results. Longitudinal studies can be conducted to collect more data and to reach generalizable results that can be more comprehensive. The reason for the suggestion of the longitudinal studies is that despite their being more time consuming, they involve repeated observations of the same unit over a period of time. That is why, they provide more data concerning the group under investigation.

### **1.8. Key Terminology**

As this study investigates the perceptions and challenges that novice lecturers have and the strategies they adopt to overcome the challenges, it is necessary to explain

the meanings of these concepts that are used in the study.

**Perception:** For the purposes of this study, perceptions are used for what the teachers expect from their students, themselves as teachers and their profession. As Kagan (1990) maintains, the term refers to “the highly personal ways in which a teacher understands classrooms, students, the nature of learning, the teacher’s role in the classroom, and the goals of education”.

**Newly Appointed:** In this study, the term “newly appointed” refers to the instructors with maximum three years of experience.

**Novice educator:** Inexperienced teachers who are new to the teaching profession.

**Induction:** The term refers to the first three years in which novice teachers experience the transition from being novices to experienced teachers (Ingersoll & Smith, 2004).

**Challenge:** The difficulties that novice teachers experience during their induction period.

## **CHAPTER TWO**

### **2. LITARATURE REVIEW**

#### **2.1. Introduction**

This chapter presents a review of relevant literature. At first, the phenomena of teaching and the characteristics of effective teaching are examined. Then, the perceptions of new university teachers are scrutinized at Turkish and foreign contexts. Further, the challenges and the induction processes of these newly-appointed lecturers are reviewed.

#### **2.2. The Phenomenon of Teaching**

Before referring to the issues concerning one of the most important members of the educational process; i.e. teachers, it is worth taking the concept of teaching into consideration. Teaching can be described as one of the most incomparable, invaluable as well as demanding professions (Hough & Duncan, 1970). In every sphere of life, from the beginning of human life on earth up till now, teaching has always been an indispensable issue for the maintenance and development of life. Every generation has owed what they have possessed to the previous generations and contributed to the accumulation of knowledge for the next generations. Viewed from this perspective, it can naturally be concluded that the foundation and progress of educational establishments have been intended to serve the purpose to make further steps for the betterment of life on earth for mankind. The understanding and supposition that teaching is the facilitation of learning as it provides and maintains appropriate learning conditions prove the indivisible natures of teaching and learning (Leamson, 1999). This study is intended to focus on one of the significant aspects of the issue under discussion: challenges faced by the new members of teaching profession at university level.

Teachers are among the most prominent cornerstones of a society. Day (1999) regards teachers as a “society’s greatest assets” in many ways and adds that what they



do is a complex process demanding a wide range of roles. They assume numerous roles both for education and for society such as facilitator of learning, helper, guide, source of advice, counsellor, listener, instructor, information provider, motivator and evaluator. They are expected to build up the society by shaping generations, teaching them the social norms and values. They help students to adopt new perspectives or adapt the existing ones according to the social values or expectations. They are the guides for students in their identity-formation process.

McKeachie (1986) allocates six main roles for a teacher: teacher as an expert, an authority, a socializing agent, a facilitator, a role model and an individual. As an expert, a teacher should possess adequate knowledge concerning his specific field. As an authority, he follows certain formal procedures and performs certain duties and responsibilities such as instruction and evaluation. As the educational context mainly requires communication among its members, as a socializing agent, a teacher should establish and maintain proper and permanent relationships between and among the members. Since a teacher undertakes a number of responsibilities apart from transmitting field-specific knowledge, as a facilitator, he is expected to guide his students to decide on certain purposes and to find the appropriate ways and strategies to follow both for educational and personal development. As the teacher is the one for his students to take example, as a role model, he should behave accordingly and try to be a good model for his students both as a professional and as an individual.

There have been many studies worldwide on how a good teacher should be (Brosh, 1996; Brown, 2009; Brown & Atkins, 1999; Carson, 1996; Delso, 1993; Koutsoulis, 2003; Miron & Segal, 1978; Park & Lee, 2006; Richards, Tung & Ng, 1992). Brown and Atkins (1999) maintain that a good teacher knows his subject, is aware of the way his students acquire knowledge and combines the two in order to teach well. Looking at the nature of teaching from a broader perspective, Stephens and Crawley (1994) conceive a good teacher as the one who has contributions to students in many ways ranging from educational to social and psychological aspects.

Evaluations about how a good teacher should be inevitably change from student to student, from parent to parent, from teacher to teacher and from director to director. However, the most reliable judgements may be claimed to be obtained from

experienced members of educational circles due to the fact that they have spent many years in this profession. Delso (1993) investigated what experienced teachers think about the issue of “good teacher”. The study revealed that teachers’ developing and maintaining good relationships with their students was significant. In addition, two of the results were related to teachers’ developing their lessons and materials to maintain students’ interests and to motivate them for participation.

### **2.2.1. Motivation**

Studies reveal beyond doubt that motivating students and maintaining their motivation cannot be excluded in any discussion concerning foreign language teaching. Motivation can be defined as an internal move that initiates a person to follow pre-determined decisions (Spector, 2008). According to Dörnyei (2001, p. 8) it is the “the direction and magnitude of human behaviour” and it determines;

- Why people decide to do something,
- How long they are willing to sustain the activity and
- How hard they are going to pursue it

In the field of education, motivation can be regarded as the kind of stimulation (Chory-Assad, 2002; Wlodkowski, 1978) leading teachers and students to hold positive attitudes towards teaching and learning. Student motivation is naturally, and to a particular extent, connected with his desire to learn. If he wants to learn, his desire will lead to his participation in the teaching and learning community. If he is involved in the educational context, he acquires knowledge. If he acquires the knowledge, becomes successful and sees that he can manage some things, he becomes motivated. If he is motivated, he becomes more diligent to do more in order to learn. In other words, the relation between motivation and student learning is an inseparable chain. The more students are motivated, the more they want to learn or the more they learn, the more they become motivated. Concerning learner motivation, Ellis (2005) proposes the following statement to emphasize the significance of the issue also in foreign language teaching:

Teachers also need to accept that it is their responsibility to ensure that their students are motivated and stay motivated and not bewail the fact that students do not bring any motivation to learn the L2 to the classroom. While it is probably true that teachers can do little to influence students' extrinsic motivation, there is a lot they can do to enhance their intrinsic motivation.

Studies have shown that there is a reciprocal relationship between teacher and student motivation (Atkinson, 2000; Dörnyei, 2001; Richards, 2003; Sawyer, 2007). For instance, Dörnyei (2001, p, 156) maintains: “Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn”. The existing motivation in any classroom environment naturally influences both parties. The more motivated a teacher is, the more motivated his students will be. McDonough (2007) proposes a broader definition calling attention to teaching English: “Motivation is what moves us to act, in this context, to learn English, to learn to teach English, or to teach it.”

A number of factors like job security, relations with colleagues, students or management, workload, sense of achievement, salary, social recognition or job satisfaction affect teachers' motivation (Dörnyei, 2001; Feldman & Paulsen, 1999; Ingersoll, 2001; Lacy and Sheehan, 1997; Osterman, 2000; Nias, 1989; Sederberg, Cox, & Clark, 1990; Spear, Gould and Lee, 2000). Dörnyei (2001) notes four basic influential factors for teacher motivation:

1. Intrinsic component: There may be an internal desire to educate, to impart knowledge and values, or to advance the community
2. Extrinsic component:
  - a. Macro level influence including politicians, parents, the media;
  - b. Micro level influence including school, classroom, students etc.
3. Temporal component:
  - a. A variety of teaching content (new roles)
  - b. Contribution to curriculum development
  - c. In-service programs
  - d. Material development

4. Negative influences:

- a. Stress caused by dealing with students, isolation in work or pressures from multiple factors
- b. Frustration resulting from limited autonomy
- c. Insufficient self-efficacy in management, communicative abilities or problem solving
- d. Lack of intellectual challenge (boredom)
- e. Inadequate career structure (without future plans and goals)

There are some other features of the matter brought to the notice of researchers in the field of education and language teaching. For instance, while Lacy and Sheehan (1997) stress the importance of job satisfaction, Osterman (2000) and Spear et al. (2000) address the issue of having good relationships with colleagues for teacher motivation. Besides these, the relationship between teacher and student is one of the most crucial factors not only for teacher but also for student motivation (Dodd, 1994; Dörnyei, 2001; Frymier & Houser, 2000; Martin, Myers, & Mottet, 1999; Nias, 1989; Sederberg, Cox, & Clark, 1990) because teaching is, to a certain extent, established upon the relation teachers have with their students.

Since teaching is among the professions requiring communication most, it is vital that teachers and students have effective communication in a classroom environment. As teaching is a communication oriented profession, teachers and students spend most of their time communicating with each other either in or out of classrooms. Considering that there should be a two-way process for communication and interaction in the educational context, it can be said that communication within the classroom is mutually constructed by teachers and students because the former should control the content and structure of classroom while the latter should interpret and respond to what teachers say and do.

In order to establish and maintain caring and effective contexts for teaching and learning, the teacher-student relationship has been regarded as one of the basic premises (Adler, 2002; Brown, 2004; den Brok, Brekelmans, & Wubbels, 2004; Wubbels & Levy, 1993; Stanton-Salazar, 2001). For example, in Brown's study on the teacher-student relationship, one of his participants stated as follows:

“It doesn’t matter what good content you have, or what good curriculum you have, or what exciting lessons you have; if you don’t care about students and they know that, you don’t have a chance to get to them” (Brown, 2004).

One of the earliest and most comprehensive studies, the result of which pinpointed the importance of teacher-student relationship was conducted by Ryan (1960, cited in Önem, 2009). Working on the characteristics of effective teachers by observing and evaluating teachers’ own ratings, Ryan found that besides having organizational skills and creativity, teachers should also have good relations with their students. Beishuizen, Hof, van Putten, Bouwmeester and Asscher (2001) contributed to literature with a comparative study. They considered what both students under four age groups (7, 10, 13, and 16 years old) and teachers from primary and secondary schools think about “a good teacher”. Although all the perspectives are not the same, there was some common finding from both groups: a good teacher should establish good relations with his students. Another study in the Turkish context supported the results of the study of Beishuizen et al. Aksoy (1999) examined students’ perception of a good teacher. Among the three aspects, teachers’ having good relations with students was the first one to be brought to the notice of the researcher. In Asian context, another research was carried out with 12 pre-service teachers focusing on their experiences both as students and as prospective teachers Bodycott (1997). According to the participants, an effective or ideal teacher should possess the following elements:

- Understanding individual students and display a preparedness to allow students to learn at their own rate,
- Taking time and make an effort to get to know students and deal with student problems,
- Displaying an empathy toward student problems, actions and situations,
- Being prepared to offer advice when required and
- Being a good listener

It can be concluded from the results of Bodycott’s study that teachers’ allocating time for their students to understand their problems and to help them whenever necessary is an essential part of the teaching-learning process. Considering the

importance of good teacher-student relationship from a different viewpoint, Marzano (2003) regards it as one of the building-blocks of effective classroom management. If a student feels that he is cared for and he is given value both as a student and as an individual, he will automatically be willing to participate in the educational context and have some contributions for the maintenance of the positive climate. Hall (1994) states that students evaluate their teacher's actions and behaviours and act accordingly. The relationship between teachers and students is a reciprocal one. The more respect a student receives, the more respect he gives and vice versa. Therefore, as this kind of communication and relationship between both parties is vital, the establishment of this relationship is not a negligible topic. Not only teachers but also students should shoulder the responsibility to build-up and sustain good relationships for communication and education to be effective and productive.

### **2.3. Effective Teaching**

Teacher effectiveness is a cliché term in general education domain. Raising effective teachers has always been the main focus of teacher training programs (Hammadou & Bernhardt, 1987). Most of the educators and researchers agree on the notion that teachers, like students, are inseparable parts of the educational process and they have crucial roles and responsibilities in this field. Campbell, Kyriakides, Muijse and Robinson (2004), Corbett and Wilson (2002), Lasley II, Siedentop and Yinger (2006), Markley (2004), McIntyre and Battle (1998) and Rockoff (2004) have shown that teachers are the determiners of students' learning and success. As teaching and teachers occupy such an important place in education, teachers are expected to possess characteristics which promote student achievement and successful learning. Therefore, it would be better to have a look at the general characteristics of effective teachers with the aim of increasing the awareness of effective teaching and, particularly, the effectiveness of language teaching and learning process. Sanders and Rivers (1996) refer to the importance of this issue by indicating: "The single most important factor affecting student achievement is teachers; lower achieving students are the most likely to benefit from increases in teacher effectiveness" (p. 45).

Different fields have adopted different definitions concerning the term “effective” as a concept; however, the most generally agreed-on definition of the term denotes the dimension of being able to be successful in achieving the desired outcomes. Since there are numerous definitions of the concept (Brosh, 1996; Brown, 2009; Brown & Atkins, 1999; Carson, 1996; Delso, 1993; Koutsoulis, 2003; Miron & Segal, 1978; Park & Lee, 2006; Richards, Tung & Ng, 1992), it is not easy to make a straightforward definition of what it means to be a good or effective teacher. Considering the complex profession of teaching and the various contexts in which teaching occurs, Lewis, Parsad, Carey, Bartfai, Farris and Smerdon (1999) comment that the definition of teacher effectiveness and the ways to measure it is not an agreed-upon issue.

The quality of teaching and the educator is a multidimensional issue. In the literature, conceptions or suggestions of what makes a good teacher have changed from time to time as a result of the innovations, changes or developments in education policies. Numerous definitions have been offered for the concept of effective teacher and each has adopted different perspectives (Aksoy, 1998; Highet, 1963; Koutsoulis, 2003; Minor, Onwuegbuzie, Witcher & James, 2002; Ornstein, 1976; Ornstein & Lasley, 2000; Stephens & Crawley, 1994; Witcher, Onwuegbuzie & Minor, 2001). Each researcher providing a definition has pointed out his personal, social, experiential or cultural viewpoints. Taking this diversity into consideration, it seems difficult to find a common definition which is specifically appropriate for each and every context of teaching including all levels ranging from primary to tertiary education. Considering the variety in the definitions of the concept, Davey (1991, p. 121) states that teaching “involves a complex set of knowledge, abilities, and personal attributes in dynamic interplay”.

Despite this variety suggested by different studies, there are some definitions and qualities which can be suitable for educational contexts in general. For example, effective teachers, at first, should be aware of the educational setting. The ideal educators are expected to know the process and progress of student learning and development and provide an appropriate learning environment where students can have the opportunity to develop themselves and learn better. These educators should be competent in the field and should have good teaching and communicating skills to be

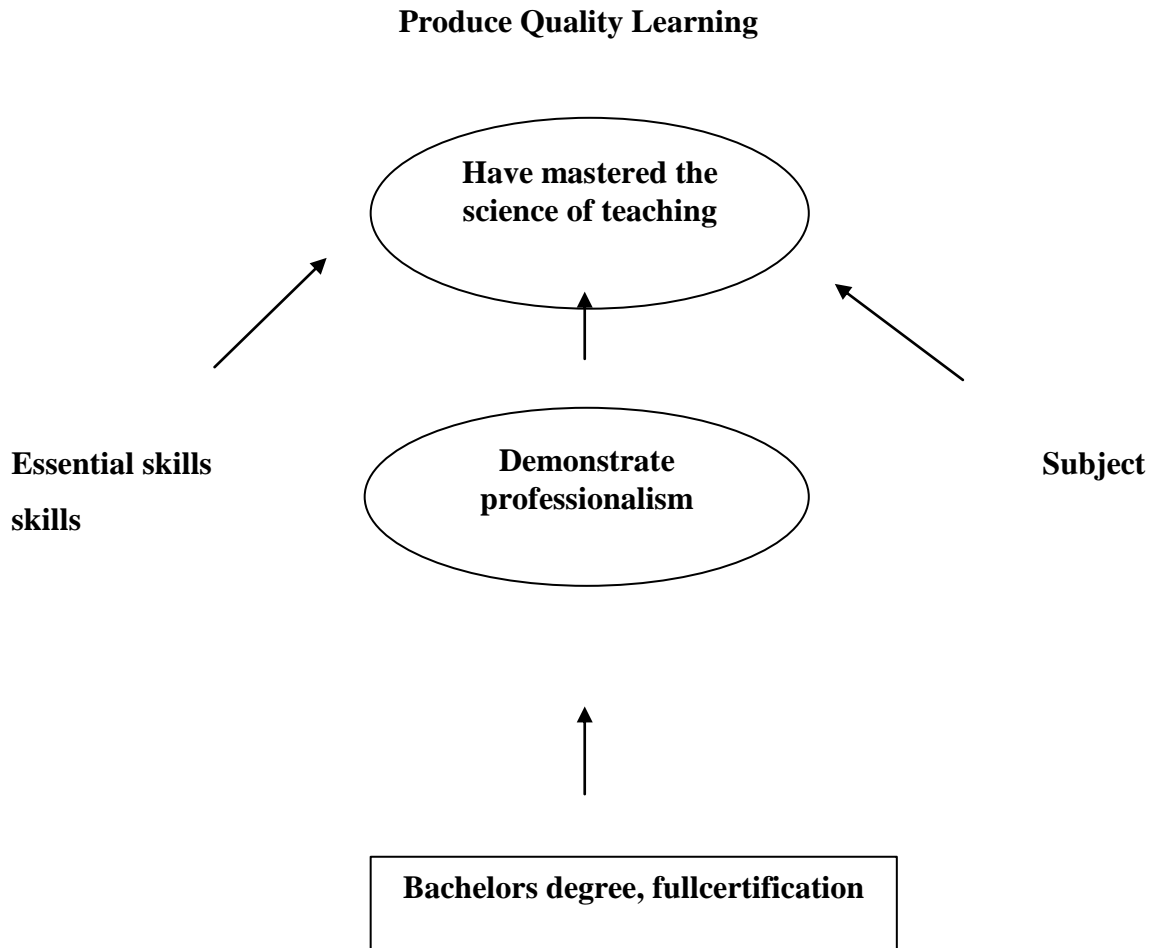
effective. Further, they should establish sound relationships not only with his students but also with his colleagues and administration.

According to Hight (1963), a good teacher is the one who knows his subject-area well, who loves his profession and his students and who shows interest in what he does in order to increase his students' interest. Smith (1969, cited in Perrot, 1982) maintains that an effective teacher has theoretical knowledge about human behaviour as he deals with human beings, acts and behaves accordingly for the creation and maintenance of a healthy teaching and learning environment, is on familiar terms with what he is supposed to teach and knows the way to teach it. Considering teaching from a broader perspective, Stephens and Crawley (1994) regard an ideal teacher as the one who can improve his students' not only educational but also psychological and social aspects with efficient teaching and interaction. Ornstein and Lasley (2000) attract attention to the importance of being conscious for a teacher. They maintain that an effective teacher should know both what to do and why to do it. In order to be successful as teachers and help their students to be successful, they should possess or determine specific goals and should base their decisions on sound reasons.

Cruickshank and Haefele (2001) suggest that a teacher is effective if he can provide his students with success and long-lasting learning. Similarly, Clark (1993, p. 10) suggests a similar assessment: "Obviously, the definition involves someone who can increase student knowledge, but it goes beyond this in defining an effective teacher". Brown and Atkins (1999) maintain that a good teacher knows his subject, is aware of the way his students acquire knowledge and combines the two in order to teach well. Vogt (1984) regards effective teaching as the combination of addressing to students with different abilities and learning styles and accomplishing instructional objectives. Campbell, Kyriakides, Muijs and Robinson (2004) define an effective teacher as the one who has influences on his students concerning such points as teaching methods, classroom management and organization and the use of appropriate sources for successful teaching. Effective teachers expectedly do their best to help their students reach the highest possible rate of success. Collins (1990) lists five items to be a good teacher: being committed to students and profession, having a good command of the field, having good management skills, being able to think critically, analytically and



systematically and feeling as a member of the educational process. Glathorn, Jones and Bullock (2006, p.4) provide a figure referring to the characteristics of effective teachers:



*Figure 2.1. Qualified teacher Source*

Combining different aspects, Cruickshank, Jenkins, and Metcalf (2003, p. 329) define ideal teachers as “caring, supportive, concerned about the welfare of students, knowledgeable about their subject matter, able to get along with others . . . and genuinely excited about the work that they do. . . . Effective teachers are able to help students learn”. In order to be able to accomplish these points, a teacher should possess a combination of skills and characteristics such as good communication and interaction skills, self-esteem and management abilities.

Since teacher effectiveness is an elusive concept, researchers have investigated the issue from the viewpoints of different participants of the educational process in different educational contexts. There have been studies conducted with students (Aksoy, 1998; Deals, 2005; Köymen, 1988; Miron & Segal, 1978), graduates (Xiaoun Shi, 2005), teachers (Delso, 1993; McBer, 2000) and both teachers and students (Peacock, 2006). Miron and Segal (1978) investigated the perceptions of university students regarding the characteristics of effective university teachers. The results of the study pointed out three major areas of effectiveness favoured by students: presenting materials in an interesting way; preparing, organizing and conducting lessons effectively and expressing ideas or concepts in an easy and understandable manner.

Deal (2005) carried out a qualitative study in which he investigated the views of students at a private university concerning their instructors. The results revealed that students expect their instructors to possess these characteristics:

- being competent in his field,
- using clear examples and being able to make good explanations,
- teaching in a meaningful and practical way,
- using humour in the teaching process,
- encouraging student participation and interaction,
- being experienced in the profession,
- being energetic, lively and enthusiastic,
- loving his profession,
- being helpful, understanding and assisting
- being able to have effective communication.

In his study, Köymen (1988) wanted students to define effective teacher characteristics by taking their previous teachers into consideration. The participants listed the aspects that were mainly based on teacher as an individual and as a teacher: A teacher should be patient, understanding, and humorous and prepared in advance for the lesson. He should be a good communicator and instructor with positive attitudes towards students. He is also expected to manage the class with respect and affection, behave equally towards students and love his job.

In Xiaoun Shi's qualitative investigation (2005), the participants were graduate students and they favoured those instructors who were good in their fields, who had good relations with their students, who were able to use different teaching strategies and materials, who could motivate their students and who were enthusiastic and creative in their profession.

McBer (2000) conducted interviews with teachers to find out the characteristics that an effective teacher should possess. The results pointed out three main categories:

1) Professional aspects; teacher's analytic and conceptual thinking skills, his being professional and his leadership abilities

2) Classroom climate; providing an effective learning climate, teaching in a clear way, being fair, promoting student participation and engagement and being well-organized

3) Teaching skills including time management, effective planning, using a variety of techniques and effective assessment

Combining two groups of participants; Peacock (2006) examined the issue from both teachers' and students' side. Both groups referred to different factors. Teachers mentioned their need to feel self-determined and satisfied. They wanted to express themselves in a good way, feel competent and satisfy themselves in the profession. They thought they could be effective teachers if they could accomplish these. On the other hand, students pointed out the characteristics that an effective teacher should have both as a professional and an individual. The study revealed that being flexible and helpful, having interest in one's profession and using multiple approaches were significant attributes of an effective educator. In addition to the professional aspects, educators were also expected to be friendly, caring, fun, patient, open-minded and respectful.

When the concept of effective English teacher is taken into account, it is natural for the language teacher to possess the general features of an effective teacher as well as unique characteristics of the field. Despite having most of the characteristics in common, foreign language teacher have also some different characteristics from the teachers of other subjects. Upon this issue, Finocchiaro and Bonomo (1973) claim that teachers of other subjects teach what they are expected to teach in a medium that is

already familiar to their students. On the other hand, the situation is different for language teachers. They are expected to teach the knowledge, skill or attitudes in a medium that is not familiar to students. They refer to the foreign language to be taught as the unfamiliar medium. Borg (2006) conducted a comprehensive study involving participants from a wide range of groups and disciplines. He aimed to investigate the distinct characteristics of foreign language teachers. The data were collected from four groups of participants: 20 teachers on a postgraduate course in TESOL; 29 language teacher delegates at a workshop in the UK; 151 Hungarian pre-service teachers of English; and 24 Slovene undergraduates in English. In order to have an interdisciplinary outlook, the data were sent to four subject specialists other than language teaching (mathematics, history, science and chemistry). The final results pointed out several basic differences between teachers of other subjects and language teachers. The first distinctive feature was the subject-matter itself as language was found to be more dynamic. The second point was the content. Teaching a language is not merely transmitting grammar, vocabulary and the four skills; it also involves the culture of the target language and using the target language communicatively. The pedagogical issue was another point. Teaching a foreign language requires the application of more diverse methods for the creation of contexts stimulating communication and increasing student participation. The fourth item was the frequency of communication between teacher and students. Compared with the other disciplines, language teaching requires more communication as what is intended to be taught is a means of communication itself.

As in the definition of the term “effective teacher” in general, there are also numerous factors that affect the definition of an effective English teacher. Different researchers have intended to define the concept (Altan, 1997; Arıkan, Taşer & Saraç-Süzer, 2008; Bodycott, 1997; Brosh, 1996, Brown, 1978; Brown, 2009; Cordia, 2003; Davies & Pearse, 2000; Gönenç-Afyon, 2005; Hadley, 1996; Park & Lee, 2006; Richards, Tung & Ng, 1992; Sanderson, 1983; Wei, Brok & Zhou, 2009). In their effort to define the term, they have relied on different perspectives. For example, Brown (1978) focuses on affective factors and he suggests that an effective language teacher should be able to:

- Deal with and engage learners who prefer discovery learning
- Empathize with his students

- Provide meaningful learning contexts appropriate for communication
- Provide proper feedback
- Show respect and sensitivity to socio-cultural issues
- Encourages student self-esteem

On the other hand, it is important for an effective language teacher to have satisfactory knowledge in his field and to know how to convey effectively what he knows to his students. More specifically, he adds that an ideal language teacher should also be good at using target language and have good pronunciation as well as being a good motivator.

According to Davies and Pearse (2000), good English teachers should have these characteristics in common:

- Being able to use the language effectively
- Using the target language as much as possible in the teaching process
- Trying to teach in a way that students are possibly benefit the most
- Allocating time for using target language communicatively
- Taking learners' interests and needs into consideration

Taking students' viewpoints into consideration, Hadley (1996) explored the connection between learning and good foreign language teachers in Japan. Mostly referring to the personal characteristics, the results included a good teacher's being (1) warm (2) open-minded (3) sympathetic, (4) punctual, (5) considerate (6) educated, (7) experienced in the profession, (8) modest, (9) and a good story-teller. Working with teacher participant, Richards, Tung and Ng (1992) found out that motivating students, being aware of students' strengths and weaknesses, having adequate field knowledge, following and assessing student development and being well-organized are the characteristics that an effective language teacher is expected to have. Bodycott (1997) carried out a study in Singapore with 12 pre-service teachers. Written biographies and interviews showed that pre-service teachers favoured those teachers who:

- Take students' proficiency levels and learning styles into consideration and teach accordingly
- Show interest to students as individuals

- Empathize with students and try to help them with their problems
- Are prepared to offer advice when required and are good listeners

Molica and Nuessel (1997) pointed out five main groups of an efficient teacher: developing professionally by participating in organizations; having a good command of four language skills and knowing the target culture; being able to use different teaching materials and sources; assessing students fairly and professionally and maintaining a positive learning environment that is stress-free and comfortable. Interested in teachers' conceptions of good foreign language teachers, Richards, Tung and Ng (1992) found the following items:

- Motivating students,
- Diagnosing students' weaknesses,
- Knowing the subject matter well,
- Assisting students' development and
- Being well-organized

Aiming to make an investigation by considering the issue from a broader perspective, Brosh (1996) chose both teachers and students as participants. To obtain more generable results, he conducted interviews and questionnaires with 200 foreign language teachers of English, French, Arabic and Hebrew and 406 ninth-graders. As for how a foreign language teacher should be, the participants from both groups put forward the common items below:

- Mastering all four skills
- Transmitting knowledge in a way that is easy to understand/remember
- Motivating students to do their best

A comparative study was carried out in Hong Kong by Cordia (2003). 148 secondary school students and 14 teachers participated in the writing of free essays. The results showed that most of the items were common for both groups: being patient, loving the profession, being knowledgeable about the field, having accurate pronunciation and utilising technological materials. There were also some differences between the groups. Students stated that an effective language teacher should be available after class time, in parallel with Brosh's findings, design interesting and

stimulating activities and create and maintain a stress-free learning environment. On the other hand, teachers emphasized preparing lessons and materials according to students' levels in order to increase success and student motivation.

Working with a group of 169 teachers and a group of 339 students in Korea, Park and Lee (2006) conducted a questionnaire to explore effective language teacher characteristics. Both groups emphasized that for an English teacher to be effective; his reading skill should be developed, the activities he prepares should increase student interest and motivation and his attitudes towards students should increase students' self-esteem.

A more recent study on effective language teaching was carried out by Brown (2009) whose participants were 83 teachers across nine languages and 49 foreign language teachers in the USA. The results of the questionnaire showed that there were general discrepancies between the attitudes and ideas of both groups. While students preferred a grammar-based approach, teachers favoured more communicative teaching styles. The main reason for this difference was that teachers thought that it was more effective to practice the language while students thought that it was better and more beneficial to learn grammar than doing communication activities. Knowing about the target culture was another different point. Teachers thought it is necessary to know and transmit basic aspects of target culture but students did not agree with this idea. Error-correction was another point for discrepancy. While students expected their teachers to correct their errors explicitly, teachers were not sure about the benefits and effectiveness of this type of correction.

So far, studies that have been conducted in different contexts in other countries have been listed. In Turkey, studies concerning the effectiveness of good foreign language teacher are inadequate. Gönenç-Afyon (2005) conducted one of these rare studies. The researcher worked with 261 students from different educational settings and data were collected through questionnaire. Regardless of their different educational settings, the participants pointed out moderately the same characteristics. The results referred to the following aspects:

- Classroom behaviours; having a clear and understandable way of teaching, having correct pronunciation and intonation, speaking in the target language but using the native language when necessary
- Professional identity; being competent in the field, developing professionally, being cultured, having good command of both the target and the native language, being experienced and having different interests apart from the field
- Individual identity; being good-looking, humorous, fair, responsible, honest and open-minded

Although the actual aim was not to investigate the characteristics of effective language teachers, Altan's study (1997) also revealed some results concerning the issue under discussion. 300 secondary school English teachers completed questionnaires. The results revealed that good language teachers:

- Are able to maintain student motivation
- Are open-minded and creative
- Are well-organized
- Have adequate knowledge of their specific field
- Are willing to learn and open for development

Taking the above-mentioned characteristics of teachers in general and of language teachers in particular and the existing literature into consideration (Arikan et al., 2008; Borg, 2006; Brown, 2004; Centra, 1993; Cruickshank, Jenkins & Metcallf, 2003; Cordia, 2003; Darling-Hammond, 2000; Deal, 2005; Feldman, 2005; Ghasemi & Hashemi, 2011; Hanushek, 1986; Kaplan & Owings, 2001; Koutsoulis, 2003; Park & Lee, 2006; Thompson, Ransdell & Rousseau, 2005; Stronge, 2002; Yost, 2002), five broader categories can be mentioned concerning the issue of effective teacher: personality characteristics, subject-matter knowledge, pedagogical knowledge, socio-affective skills and classroom management.

### **2.3.1. Personality Characteristics**

In whichever profession a person works, he inevitably brings his personal characteristics into his working environment. This is also valid in teaching profession



because teachers are people who deal with human beings. Therefore, it is important that teachers have some personal characteristics to be successful and effective in their profession (Yost, 2002). Studies have shown that there is a correlation between a teacher's personality traits and his students' success. Teachers with strong characteristics have positive influences on their students. Similarly, teachers with weak personalities affect their students negatively and decrease their motivation towards the course.

A variety of studies have referred to different characteristics that an effective teacher should have. Some studies have shown that an effective teacher should be supportive, kind, fair and honest (Minor, Onwuegbuzie, Withcher & James, 2000); enthusiastic, energetic and lively (Deal, 2005); understanding and friendly (Koutsoulis, 2003). Being challenging and having reasonably high expectations and having sense of humour can also be added into the list. In addition, Stronge (2002) and provides different attributes such as being patient, tolerant, fair, kind, sensible, open-minded, flexible, optimistic as well as being open to new ideas and applications, caring for students, motivating students and having good relations with them.

Perseverance is one of the characteristics that has frequently been cited. It refers to the dedication or determination of a teacher in his profession. If a teacher is willing and determined to have effective and positive contributions to the educational process, then he will be able to accomplish this purpose. Patience is another significant aspect for an effective teacher. As teachers work with human beings, they encounter different personalities and a variety of behaviours and actions during teaching and learning. Teachers should have enough patience in order to deal with the diversity and overcome the possible problems. Being patient recalls another common trait which is flexibility. Since teaching is a mostly simultaneous act of interaction between teachers and students, it is inevitable that there occur some unexpected events in the classroom environment. Being able to deal with these events requires flexibility on the part of the teacher. He can easily think of alternative ways and make immediate switches and this also requires his being creative. Creativity is the hallmark of an effective teacher because it helps him to both maintain student interest and deal with problems in a short time. A good teacher is also expected to have high energy in order to provide and maintain a lively classroom environment in which students can feel relaxed and can be

open to learning without feeling anxious. If a teacher tries to encourage his students for learning, he is expected to love learning. Without loving learning and acting accordingly, it is not possible for a teacher to have his students love learning.

Provided a teacher can combine these characteristics, he can establish strong relations with his students. This has positive effects not only on teacher but on students as well. This increases student motivation to learn while increasing teacher motivation to teach properly. In addition, a teacher can be a good role-model for his students by possessing these personal traits. This is a significant point because teachers are models for their students; what a teacher does or the way he behaves has a great impact on his students, either directly or indirectly. A teacher does not solely teach when he stands in front of his students; in fact all his actions, behaviour and utterances are indirect ways of teaching. He is a real example for students. Therefore, it is of significant value for a teacher to be a good role-model for his students.

### **2.3.2. Field-Specific Knowledge**

Among the areas that have attracted much attention in teaching profession is the field-specific knowledge that should be possessed by effective teachers regarding their specific field. Subject-matter knowledge can be regarded as what a teacher should know about what he teaches. Especially in language teaching, it includes knowing pronunciation, lexicon and the culture of the target language and being fluent and accurate in the language (Borg, 2006; Feldman, 1976; Park and Lee, 2006; Peacock, 2006).

A variety of studies have shown that for a teacher to be effective, he should possess subject-matter knowledge (Brown, 2004; Darling-Hammond, 2000; Erden, 2007; Feldman, 2005; Stronge, 2002). While Monk (1994) emphasizes the positive relation between this type of knowledge and student achievement, Scriven (1994) and Cruickshank et al. (2003) point out that it is regarded as one of the most important aspects in teaching. Teachers with strong subject-matter knowledge are able to provide their students with successful learning environment and achievement (Darling-Hammond, 1998). In their study, Goldhaber and Brewer (2000) found out that students who had teachers with good subject-matter knowledge performed better on the exams

than those whose teachers had weak subject-matter knowledge. Koutsoulis's study (2003) also showed that students want their teachers to have adequate field-specific knowledge and improve themselves continuously in order to teach effectively.

Subject matter knowledge enables teachers to be more resourceful in their teaching. It provides teachers with the opportunity to teach according to their students' proficiency levels, to prepare better-organized lessons and activities, to evaluate their students more objectively and to make use of many possible teaching materials. Arıkan (2010) highlights the importance of the issue stating that the preparation of effective lesson plans and content delivery is easier with subject matter knowledge. Provided that teachers have adequate field-specific knowledge, they can feel more comfortable and confident and this naturally affects their teaching performance. The more teachers have the subject-matter knowledge, the more effectively they teach and the more successful results they are possibly to obtain. Combining subject-matter knowledge with other aspects, a teacher can be successful both in transferring what he knows and in managing his class effectively. Therefore, it is important for a teacher not only to possess adequate field-knowledge but also to follow the improvements in his field.

### **2.3.3. Pedagogical Knowledge**

In order to conduct any kind of job properly, an individual should have the knowledge of how to do it. He should be aware of the procedures and the strategies to follow in the process. This is pedagogical knowledge. Pedagogical knowledge in teaching profession can be basically defined as knowing how to teach. Murray (1983) describes it as the way to present the subject-matter knowledge in a demonstrative and distinct way. Without having pedagogical knowledge, teachers cannot convey what they know to their learners. Despite having adequate knowledge, teachers cannot transmit their knowledge to students if they do not know how to teach it. Knowing is not the same as doing. Unless the teacher has adequate pedagogical knowledge, the performance of the course will never be truly satisfactory. In order to be effective; teachers should not only have content knowledge but also know the ways to convey this knowledge. In order to underline the importance of this point, Shulman (1986) maintains that field-specific knowledge is not enough to be ideal teachers unless

teachers know how to teach it. To deliver the content in the best way, an effective teacher needs both field-specific knowledge and the knowledge of how to present it. The results of the study conducted by Aydın, Bayram, Candar, Çetin, Ergünay, Özdem and Tunç (2009) show that students prefer their teacher to have the knowledge of how to teach in order to reach the desired outcomes.

Different studies refer to numerous dimensions of pedagogical knowledge such as providing students with an environment in which they can be relaxed in order to learn and produce well. They also call attention to guiding students, having the ability to organize, explain and clarify, as well as arousing and sustaining interest, motivating students, giving positive reinforcement, allocating more time to preparation and delivery, and teaching with effective classroom materials by integrating technology (Arkan et al., 2008; Aydın et al., 2009; Borg, 2006).

As each learner has a different way of learning and understanding, it is significant for a teacher to know about learner types and the appropriate strategies to teach them effectively. It has been shown that effective teachers use different teaching styles and they make use of a variety of activities in their classes (McDermott and Rothenberg, 2000). Kemp & Hall (1992) and Demmon-Berger (1986) note that teacher's having systematic teaching styles and using different teaching ways are positive contributors in students' achievement. Stronge (2002) maintains that effective teachers know what to do when they teach; they can use the strategy that is appropriate for their students' proficiency levels. Clark and Walsh (2004) claim that pedagogical knowledge is a sophisticated form of knowledge which is hard to obtain, and not available to every individual who seeks this peculiarity. That is why, it is indispensable for a teacher to obtain this type of knowledge in order to become an effective teacher and achieve better results in his profession.

#### **2.3.4. Socio-Affective Skills**

As teaching is a profession that is mainly based on interaction and communication, it is crucial that teachers have some basic socio-affective skills to interact with their students and maintain the educational process effectively. Therefore, it is not enough for a teacher to have field knowledge and to know the way to teach it;

he should also be a good communicator to teach effectively. A number of studies have pointed to the importance of socio-affective skills in teaching. For example, Darling and Hammond (2000) found out that students prefer teachers who are capable of establishing strong communication with their students. The results were also confirmed by Koutsoulis (2003) and Patrick and Smart (1998) who maintain that effective teachers are also effective communicators. Arikani et al. (2008) also stress the importance, for teachers, of establishing and maintaining positive relationships with students. Thompson, Ransdell & Rousseau (2005) and Borg (2006) suggest that establishing and maintaining rapport with students is easy and more successful if teacher has good socio-affective skills.

These skills include a wide range of items such as motivating students, sparing time for students when they ask for help, being enthusiastic for teaching, having positive attitudes towards students, responding to students' needs and providing a stress-free classroom atmosphere. Socio-affective skills help teachers to have good relations with their students and provide them with chance to deal with what their students feel and experience in their learning process (Aydın et al, 2009). Some studies have shown that if teacher can convey the feeling that he cares about his students, the success of his students will increase (Darling-Hammond, 2000; Wolk, 2002). Stronge (2007) suggests that these teachers are regarded as having good interaction with students and loving their profession.

There are some strategies that can be used by teachers for effective communication with their students. the most important one may be knowing students' names. Webb (2005) proposes this as an essential way of communicating effectively. When a teacher calls his students with their names, students feel that they are respected and valued as individuals. This has positive contributions to the learning process. If a student feels valued, his motivation increases and he becomes more willing and open to learn. The more a student is motivated, the more he learns; and the more he learns, the more successful he becomes.

Using humour in the class is another strategy for effective communication. A teacher can turn his sense of humour into a good communication skill if he uses it appropriately. Humour can be used as a way to refresh students' minds in the learning

process. Cruickshank et al. (2003) suggest using humour as a way to decrease anxiety, tension and boredom that are possibly to occur in language learning. It helps teachers to have closer relationships and to create relaxing learning environments. In a relaxing and comfortable environment, students feel stress-free and they become more open to receive knowledge; so, they learn better.

However, it is important to make use of humour to an appropriate extent. When using humour in the class, a teacher should keep in mind that he should avoid sarcasm and he should be careful not to offend his students by making fun of them. He should also be careful not to let other students make fun of their friends. Since students are more sensitive when they are with their friends, any act of sarcasm may cause irreparable results. Therefore, it is of great significance for teachers to remember that humour can be a great tool to have effective communication only if it is used in an appropriate atmosphere at a relevant moment (Boynton & Boynton, 2005; Mokhele, 2006; Winkelhake, 2008).

The third way of effective communication is using body language. Even if we try to express ourselves with our words, we can actually convey more than that with our body language or facial expressions. For an effective communication, a teacher can use not only verbal but also non-verbal language. Non-verbal interaction has attracted much attention as a crucial component of human communication also in daily life (Hennings, 1977; Love & Roderick, 1971; Woolfolk & Brooks, 1983). Rashotte (2002) and Woolfolk and Brooks (1983) highlight the importance of non-verbal behaviour by stating that most of the non-verbal actions are communicative and convey different meanings.

Non-verbal behaviours and actions can be used as an alternative way of communication having specific purposes. For example, they can be used to convey teacher intimacy (Lyons, 1977), caring (Brooks & Wilson, 1978), indicating approval or disapproval of behaviours, situations, or ideas (Mehrabian, 1972) and influencing others' performance (Hennings, 1977). What is stated in non-verbal language sometimes has greater influence than what is said in words. Stressing the importance of non-verbal behaviour and body language, Hennings (1977, p. 184) suggests teachers to

appreciate the capacity of body and voice to express meanings and feel free to express themselves completely using arms, eyes, legs, fingers, feet, face, torso, and voice”.

Non-verbal language can be efficient especially for classroom management. For example, a teacher can warn his student by having eye-contact. Or, a teacher can control misbehaviour by approaching a student. Or, by blinking, he can convey the meaning that he is approving student behaviour. Therefore, body language or non-verbal behaviour is one of the crucial components of effective communication and it helps teachers to convey meanings to students in different ways.

The way a teacher speaks is also important for an effective communication to occur in classroom atmosphere. Since language is a tool to communicate, a teacher’s language should be understandable and clear for his students to understand him. His language should be both fluent and accurate with appropriate intonation and pronunciation. Arends, Winitzky, and Tannenbaum (2001) report that teachers who can express themselves to their students in a clear way are more effective than those who cannot. As a result, by using language in a good and appropriate way, a teacher can create and maintain effective communication with his students.

Student motivation is among the most prominent aspects of teacher effectiveness. Studies reveal beyond doubt that motivating students and maintaining their motivation cannot be excluded in any discussion concerning teaching. Motivation can be defined as an internal move that initiates a person to follow pre-determined decisions (Spector, 2008). According to Dörnyei (2001, p. 8) it is the “the direction and magnitude of human behaviour” and it determines;

Why people decide to do something,  
How long they are willing to sustain the activity; and  
How hard they are going to pursue it

In the field of education, motivation can be regarded as the kind of stimulation (Chory-Assad, 2002; Wlodkowski, 1978) leading teachers and students to hold positive attitudes towards teaching and learning. Student motivation is naturally, and to a particular extent, connected with his desire to learn. If students want to learn, their desire will lead to their participation in the teaching and learning community. Involved in the educational context, students acquire knowledge and this motivates them towards

learning. The more motivated they are, the more diligent they become in order to learn. In other words, the relation between motivation and student learning is an inseparable chain. The more students are motivated, the more they want to learn or the more they learn, the more they become motivated. Concerning learner motivation, Ellis (2005) proposes the following statement to emphasize the significance of the issue also in foreign language teaching:

Teachers also need to accept that it is their responsibility to ensure that their students are motivated and stay motivated and not bewail the fact that students do not bring any motivation to learn the L2 to the classroom. While it is probably true that teachers can do little to influence students' extrinsic motivation, there is a lot they can do to enhance their intrinsic motivation.

### **2.3.5. Classroom Management**

The concept of classroom management in language teaching is handled as a separate unit in this study; however, as it is an important factor in being an effective teacher, several things will be mentioned in this section.

It is beyond doubt that classroom management is one of the most significant components of teaching and learning process. Classroom management can be defined as practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur. The basic aim at maintaining classroom management is to create stress-free learning environments for both learners and teachers by reducing affective filter and raising motivation. Stress-free environments provide both learners and teachers with a relaxing atmosphere so that they can take part in the process willingly and to eliminate or at least minimize the fear of making mistakes. With effective classroom management, a teacher can decrease student misbehaviour and increase time for instruction. So, classroom management can be regarded as a factor that directly affects teacher effectiveness.

Different studies have pointed out that for a teacher to be effective, he should have good classroom management skills (Koutsoulis, 2003; Thompson et al., 2005). Kaplan and Owings (2001) claim that if a teacher does not have management skills, he cannot provide his students with an appropriate and efficient learning environment.



Teachers are supposed to possess this skill in order to have a good learning environment and good instruction and to increase student participation.

Classroom management also involves conveying related rules and procedures to students. What is and is not expected of them should be made clear for students (Arends, 2000). Arends (2000) even claims that an effective teacher knows the way to help his students to learn self-management. If students know what are expected of them, they will learn how to behave accordingly. Therefore, in a classroom environment where there is effective classroom management, both students and teachers should be aware of their responsibilities as participants. When this is accomplished, there will be effective teaching and learning there.

The following list gathers together the common characteristics of effective teachers under various related headings:

Common personal attributes:

- being a good role-model,
- having sense of humour,
- being enthusiastic and creative
- being tolerance,
- being patience,
- being warm,
- being sensible and open-minded,
- being patience and open to new ideas,
- being flexible,
- being optimistic

Most frequently cited characteristics concerning subject-matter knowledge are as follows:

- using target language in class,
- integrating lessons based on students' backgrounds and preparing effective lesson plans
- knowing target culture, lexicon and pronunciation
- making use of different materials and teaching strategies,

- teaching a topic in accordance with students' proficiency levels,
- giving feedback and informing students about their progress in language learning.

The common aspects for pedagogical knowledge of an effective teacher can be listed as the following:

- guiding students,
- having the ability to organize, explain and clarify,
- arousing and sustaining student interest
- providing students with an environment in which they can be relaxed in order to learn and produce well,
- motivating students,
- preparing for teaching and content delivery
- teaching with effective classroom materials by integrating different strategies

The significant items for socio-affective skills are seen below:

- being enthusiastic for teaching,
- establishing and maintaining positive relationships with students,
- creating an environment in which their students can concentrate on learning in both cognitive and emotional levels,
- having positive attitudes towards students,
- sparing time for students when they ask for help
- providing a stress-free classroom atmosphere,
- motivating students,

The factors effective in classroom management are given below:

- creating and maintaining an appropriate learning environment
- providing a stress-free learning atmosphere for students to be more open to learn
- making rules and expectations clear
- establishing an atmosphere where both teacher and students can be effective

## 2.4. Managing Students

Beginning teachers have to face a plethora of challenges and difficulties in their initial years in the profession. Among these challenges, the most frequently stated one in various research studies is the issue of classroom management (Bromfield, 2006; Brophy & Evertson, 1976; Giallo & Little, 2003; Kounin, 1970; Gee, 2001; Levy, 1987; Marzano, Marzano, & Pickering, 2003). Marzano, Marzano and Pickering (2003) maintain “It is probably no exaggeration to say that classroom management has been a primary concern of teachers ever since there have been teachers in classrooms” (p.4). As classroom management is a vital component of teaching, before referring to the studies, understanding the meaning of classroom management would be useful.

Sanford, Emmer and Clements (1983) define classroom management as “all the things that teachers must do to foster student involvement and cooperation of classroom activities” (p. 56) and regard classroom management as a vital element for the promotion of student engagement and creation of productivity in the class. A similar viewpoint is shared by Lemlech (1999) who regards classroom management as “the orchestration of classroom life” and he adds that classroom management includes the organization of curriculum and appropriate sources and the arrangement of teaching and learning environment to reach utmost efficiency. The effects of classroom management on forming and maintaining an efficient classroom environment are stressed in different studies (Emmer and Stough, 2001; DeLong, 2002). According to Feiman-Neimser (2001, p.17), classroom management is “arranging the physical and social conditions so that learners have growth-producing experiences”. Another comprehensive explanation is provided by Doyle (1985, p.32):

Classroom management is an intellectual skill that is based on knowledge about action-situation relationships in the classrooms. This classroom knowledge enables a teacher to recognize and interpret what is happening in an exceptionally complex environment. These knowledge structures are developed through direct instruction in propositional knowledge about classrooms, laboratory experiences that provide opportunities for real-life reasoning about classroom demands, and reflection upon experience in clinical settings.

Doyle (1986) also communicates the notion that it is a successful combination of teaching and order. In brief, classroom management is the combination of teacher behaviours and actions to establish and preserve the appropriate conditions for student learning by preventing or at least diminishing students' inappropriate behaviours.

Within the issue of classroom management, the terms "disruption" or "misbehaviour" are important. Disruptions can be regarded as any student action or behaviour that interferes with the flow of instruction. Similarly, Charles (1999) generally explains misbehaviour as inappropriate behaviours in any setting. In the classroom context, misbehaviour refers to any behaviour type that delays or hinders the teaching process (Lawrance & Steed, 1984) or "student-initiated acts that range from tardiness to violence" (Cherly, 1986). A more exhaustive definition that refers to misbehaviour in educational context is as follows: Misbehaviour is any action by one or more students that threatens to disrupt the activity flow or pull the class toward a program of action that threatens the safety of the group or violates norm of appropriate classroom behaviour held by the teacher, the students, or the school's staff" (Doyle, 1986, p. 396). From all of these definitions, it can be concluded that misbehaviour is the fusion of all the behaviours and actions that decrease the effectiveness of teachers' performance (Kyriacou, 1997). Because of the importance of misbehaviours or disruptions posing problems in the classroom environment even at tertiary level, a significant number of studies have dealt with this issue from different perspectives either focusing on the negative effects brought into the teaching and learning environment or reasons for those actions and the classroom management strategies to diminish their possible negative effects (Ataman, 2000; Borg, 1990; Boyle, Borg, & Falzon, 1995; Campbell 2006; Charles, 1992; Charles, 1999; Ding, Li and Kulm, 2008; Dreikurs, Cassel, & Ferguson, 2004; Emmer, 1994; Giallo & Little, 2003; Kounin, 1970; Marzano, 2003; Türnüklü & Galton, 2001; Wilson, Ireton & Wood, 1997; Wolfgang, 2001). Ataman (2000), for example, states that more than half of the teachers, especially the new ones, are disturbed by the misbehaviours of their students. Referring to disruptions, Wilson, Ireton and Wood (1997) also comment that one of the biggest stress factors for teachers is the kind of events that they do not expect or predict. They also maintain: Even though serious discipline problems rarely occur, the fear of discipline and classroom management is a formidable one. Many teachers have a real

fear of disruptions being of the nature which they cannot control. (pp. 398-399). In their study conducted with 54 elementary teachers with experiences of less than three years, Giallo and Little (2003) found that inexperienced teachers regard disruptive behaviours as one of the most important components to affect their classroom management and they reported the need for further training on the management issue. Disruptive behaviours disappoint both teachers and students by hindering their right or opportunity to teach and learn. To attract attention to the gravity of the problem, Charles (1992) maintains that diverse disruptive behaviours may affect teachers in such a bad way that those teachers who are exposed to the negative influence of the actions may want to leave the profession. Disruptive behaviours or misbehaviours are directly related to classroom management which is among the vital components of effective teaching and learning. To emphasize this aspect of the concept, Brophy and Evertson (1976, p. 27) state as follows: Probably the most important point to bear in mind is that almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much. Any problem affecting the flow of lessons directly affects the motivation and encouragement of educators. Gross (2006) calls attention to this point: "Nothing defeats teachers more than management issues. Nothing exhausts teachers more than management problems. Nothing discourages teachers more than failing at management". Classroom management issues have some negative influences not only on beginning educators during the early years of their profession but also on experienced ones (Gee, 2001; Houston & Williamson, 1992; Levy, 1987; Reupert & Woodcock, 2010; Weinstein 1996). With 42 novice teachers in their study, Houston and Williamson (1992) concluded that classroom management is the basic factor for teacher frustration. Their results support those of Levy's (1987) study with beginning teachers. It can be inferred from the review of these studies that despite the training they receive both in their educational process as students and in their teaching practicum period as pre-service teachers, novices still experience difficulties concerning classroom management and they sometimes feel even underprepared for the efficient management of their classes (Reupert & Woodcock, 2010). Gee (2001) sought to find an answer to

“What did you fear most during your first year of teaching?” In this cross-sectional research, 24 pre-service and 36 experienced teachers were selected as participants. Both groups reported classroom management and discipline as the major issues in their first years of experience. Classroom management changes according to the group of students a teacher addresses. Dealing with primary school students naturally has some differences from dealing with high school learners. The same is also valid for university educators, especially preparatory class lecturers, because they try to manage a group of students who graduated from high school but who haven’t literally started their education in their departments. They are mostly young students who may try to find new and stronger ways to establish their future identity as separate individuals. They may wish to challenge teacher’s authority to prove their being (Kurumehmetoğlu, 2008). The responsibility of the teacher in this case is even more difficult if he is a new one in the profession. He is probably just a few years older than the students and students may want to take this as an advantage in order to challenge the authority and push the limits of the novice teacher. They will probably employ different ways to this end and will conduct what researchers define as “misbehaviours”. Beginning teachers need to get some insight to the main characteristics of the group they address besides having subject-matter knowledge and knowing teaching strategies. Therefore, it is important for the teacher to be aware of his students; their misbehaviour types and the underlying reasons behind them (Arbuckle & Little, 2004).

There are a number of personality types, which means there are many different learner types. Some of them are obedient to teacher authority and try to adapt to the environment while some seek ways to show themselves and try to adapt the environment into their actions especially by conducting acts of misbehaviour in the classroom climate. They may exhibit a number of various misbehaviour types or disruptions. As Marzano (2003) maintains; “A disruption can be as innocuous as a student talking to her neighbour or as severe as a student being disrespectful to the teacher”. Evertson (1989) identifies two basic categories of misbehaviour: one which blocks other students’ right to learn by disrupting the flow of lesson and the other is the one hindering the student himself who conducts those acts from participating into learning environment. Charles (1999, pp. 2-3) divides the unwanted acts into five broader categories:

- a. Aggression: physical and verbal attacks on the teacher or other students.
- b. Immorality: acts such as cheating, lying, and stealing.
- c. Defiance of authority: refusal, sometimes hostile, to do as the teacher requests.
- d. Class disruptions: talking loudly, calling out, walking about the room, clowning, tossing objects.
- e. Goofing off: fooling around, out of seat, not doing the assigned tasks, dawdling, daydreaming.

In addition to these categories, some other studies refer to more specific examples of student misbehaviour such as daydreaming and talking out of turn (Ding et al., 2008); dealing with mobile phones (Campbell, 2006); and chatting, coming late, procrastination and cheating (Yariv, 2010). Whichever of these behaviours is adopted by students, the results will be more or less the same: cracks in the flow of the lesson and prevention of effective instruction. So, it is important for teachers to understand the basic reasons why students misbehave in order to find out some solutions that are likely to prevent or decrease the occurrence of disruptions. Charles (2000) identifies ten fundamental reasons for students' misbehaviour:

1. The student wanted to see how far the student can push the teacher.
2. The student was mimicking the bad behaviour of others.
3. The student let other interests lead the student to disobey.
4. The student wanted attention.
5. The student was seeking power.
6. The student was in a bad mood.
7. The student was protecting the student's dignity.
8. The student was having a disagreement with others.
9. The student was bored or frustrated.
10. The student thought he/she was always right.

Similar with the aspects stated by Charles (2000), Dreikurs, Cassel and Ferguson (2004) propose four basic factors for misbehaviours: attention-seeking, power-seeking, revenge-seeking, and feelings of inadequacy or helplessness. The researchers suggest that students try to seek the attention either of their peers or of their teachers because of their belief that they are not receiving the attention they deserve. So, for the sake of

receiving the desired attention, they misbehave such as talking excessively, making unnecessary comments or jokes. Dreikurs et al. (2004) also claim that if a student cannot attract attention, he may even go further by performing power-seeking or revenge-seeking acts. A power-seeking student may even question the authority of the teacher or he may try to dispute or challenge what is said by the teacher. Feelings of inadequacy or helplessness occur when a student cannot establish or maintain the feeling of belonging or recognition he expects to have. Then, he may prefer to isolate himself from the environment by being more passive. He may refuse to participate in the activities or he may prefer to be silent and even alone (Dreikurs et al., 2004).

Misbehaviours exhibited by students for various reasons are part of the process to be faced and to be seriously taken into consideration by teachers. For the significance of defining the underlying reasons, Mendler (1992) comments as such: “The competent teacher needs to get at the reasons or functions of a given maladaptive behaviour to formulate a strategy likely to work” (p. 25). Finding functional and practical solutions is as important as determining the underlying reasons for misbehaviours if a teacher wants to establish and preserve the desired teaching and learning environment. Having a good and appropriate classroom environment is critical because it has great influences on the personal and professional developments of both teachers and learners (Moos, 1979; Walberg, 1981). Good classroom management has been shown to increase students’ participation and eagerness while decreasing their misbehaviours. Effective teachers need to be competent in classroom management for the creation of efficient learning environments. Landau (2001) underlines how essential it is to maintain efficient classroom management: “Effective classroom management strategies that address individual student needs while protecting the interests of the learning community comprise, without a doubt, the most valuable skill set a teacher can have.”

Effective classroom management mostly requires teachers to deal with students misbehaviours. It is better to prevent student misbehaviour before it happens; however, it is not always possible since different situations may happen at different stages. Thus, teachers should be able to use some basic strategies in their classroom management. For instance, in order not to disturb the flow of the lesson, eye-contact can be one of the ways to prevent misbehaviour (Gordon; 2001; Yarbrough, 1975; Yarbrough and Price, 1981). Proximity is another effective way for teacher to take action and show that he is



aware of student's disruptive behaviour (Gordon, 2001; Stronge, 2007; Yarbrough, 1975). Non-verbal communication such as facial expressions or gestures (Battersby, 2009; Gumm, Battersby, Simon, & Shankles, 2011) as well as verbal communication including teacher's voice, volume or intonation (Bauer, 2001; Lee & Laspe, 2003) is also among the ways that teachers can prefer for classroom management.

Among the most frequently articulated suggestion is to make it clear for students what they are expected to do in the classroom context (Emmer, Evertson, Sanford, Clements & Worsham, 1989; Ming-Tak & Wai-Shing, 2008; Sugai, Horner, & Gresham, 2002). Emmer, Evertson, Sanford, Clements and Worsham (1989, p. 17) indicate that: "Good classroom management is based on students understanding what behaviours are expected of them". Teachers should be as clear and specific as possible in the way they convey the expectations to their students. Appropriate rules and procedures to follow in the classroom provide both teachers and students with active and efficient teaching and learning contexts. Emmer et al. (1989, p. 17) show the importance of the rules by stressing the need to look at the issue from a wider perspective: "Rules and procedures vary in different classrooms, but all effectively managed classrooms have them".

For the misbehaviour types identified by Dreikurs et al. (2004), Wolfgang (2001) proposes some crucial suggestions for teachers. For example, in order to deal with attention-seeking misbehaviours, he suggests being indifferent to students since they might display the same behaviour. Or, for feelings of inadequacy or helplessness, he recommends that the teacher be more patient and help his students to believe in his ability.

Evertson et al (1994) offer four steps or guidelines for effective classroom management. The first one is monitoring what students do; i.e. their behaviours. This helps the teacher know how his students act in specific situations. The second step is to construct and maintain certain rules and procedures for the classroom context. The third step is to respond immediately to student misbehaviour. If the teacher deals with the problem promptly, he can prevent the spread of the same behaviour. The last guideline is to form a positive teaching and learning environment in which not only the teacher but also students can feel relaxed and can have the sense of belonging to a particular

community. The existence of a caring classroom climate and clearly stated expectations are also emphasized.

At this point, two terms coined by Kounin (1970) are worth considering: “withitness” and “overlapping”. Referring to withitness as a management technique, Kounin (1970) describes it as an ability of a teacher to be aware of the things happening in the class and he points at the differences in the classroom management abilities of the teachers who have and who don’t have withitness. Since those teachers with withitness are aware of the situations in their classes beforehand, it is easier for them to deal with the problems and prevent misbehaviours. The second term “overlapping” can be regarded as a teacher’s ability to manage more than one situation at the same time. Overlapping increases teachers’ classroom management effectiveness while decreasing the time to spend to deal with separate events. Both of these skills are important for teachers to be efficient classroom managers. Kounin (1971, cited in İnceçay, 2009) also maintains that the effective management of a classroom requires the following items:

- 1) Teachers know what is going on in all parts of the classroom at all times
- 2) Lessons are presented smoothly without abrupt changes or disturbing incidents
- 3) Students are involved
- 4) Students are attentive
- 5) Teachers are able to attend to two or more events simultaneously
- 6) Students are not overexposed to particular topics and
- 7) Instructional activities are enjoyable and challenging

Effective instruction is also important for classroom management. Emmer et al. (1989, p. 117) maintain; “Just as good classroom management enhances instruction by helping to create a good environment for learning, so too does effective instruction contribute to a well-managed classroom”. Madsen’s (2003) study showed that teacher’s instruction is important for the perception of students concerning the effectiveness of their teachers. Therefore, it is crucial for teachers to perform good teaching in order to maintain a desired classroom climate. For effective classroom management, researchers suggest that teachers design activities to promote student engagement and maintain their interest while decreasing the time allocated for misbehaviours (Dinsmore, 2003;

Forsythe, 1977). Stronge (2002) attracts attention to the need for the capacity and experience of teachers in order to decrease misbehaviours within the classroom setting. He further comments that if educators provide their students with engaging and effective lessons, time for misbehaviours' naturally decrease. If students get bored, instead of focusing their attention on the instruction, they may try to spend the rest of the lesson by misbehaving. In addition, since the transition periods between the activities or instruction can be problematic (Burden, 2003; Sainato, 1990), teachers should also be careful about them in order to lessen misbehaviours and expand instructional time (Cangelosi, 2000; Sainato, 1990; Smith, Polloway, Patton, & Dowdy, 2001).

Time management is a critical aspect for teachers to allocate the necessary time for instruction and activities by wasting time. Upon this issue, Edwards (2000, p. 364) comments as such: "Managing time in the classroom to keep students on task is an important factor in maintaining good discipline".

To sum up, classroom management is pivotal in the context of teaching and learning. It includes various dimensions ranging from misbehaviours, the causes of those actions and the strategies to deal with them to effective instruction including time management, transition management and interesting activities. When all these elements are combined, the result is an effective classroom environment where both teachers and students are provided with the opportunity to focus their attention on education and to allocate the available time to the teaching and learning process without being negatively and considerably affected by the distracters.

## **2.5. Novice Educators**

If individuals start a new job, they will be labelled as "novice" regardless of their profession. The Cambridge Advanced Learner's Dictionary defines novice as "a person who is not experienced in a job or situation. It refers to the state of being inexperienced of practitioners in any circumstance including professions. This state is also valid for the lecturers who are newly appointed into the profession. Despite the courses they have taken in their undergraduate education or despite the years they have spent in the educational context as students, those educators are still novices because of their lack of

experience as teachers in the classroom context. Even if they have formed some beliefs or conceptions of what it means to teach or what it means to be a teacher in their teaching practicum period, the concept of being a lecturer in university setting and shouldering the responsibility of a classroom full of students will be challenging for novice lecturers. They experience, to some extent, confusion concerning their roles as lecturers (Wilson, 1990) and they have some difficulties in adjusting to the concepts such as teaching, students, classroom environment and administration. They gain the knowledge and sense of what it means to be a functional member of the educational process (Murray and Male, 2005). Through what is referred to as the professional socialization (Barnett, 2001), novice teachers learn the values, concepts or behaviours they will need in their profession (Schein, 1988).

Having investigated the experiences or the conditions of new educators, different researchers have suggested different terminology for the process of becoming experienced in the profession. Some commonly used terms are “teacher development” (Gilles, Mc- Cart Cramer, & Hwang, 2001; Jackson, 1992),” learning to teach” (Feiman-Nemser, 1983),” professional growth and development” (Kagan, 1992) and “identity development” (Gratch, 2000; Walling & Lewis, 2000). Whatever definition is assigned to the situation of beginning teachers, there is an agreement that becoming a teacher is a “journey” (He Ye & Cooper, 2011) in which novices have a number of experiences and face diverse challenges.

## **2.6. Perceptions of the New Educators**

In almost all areas of life, actions of people are affected by their perceptions to a certain degree; i.e. how they perceive what they currently experience or what they will experience regarding specific contexts. Teaching and learning process is among these contexts as it has an undeniable significance in human life. Regardless of the extent of the years they participate in the educational process, all individuals in the world have some experiences in this process in which they have certain perceptions that are either pre-possessed or formed in the course of education. Since students as well as teachers are the members of the educational community, it is of great importance for researchers to be aware of the perceptions that not only students but also teachers have. As this

study is about instructors, the background of the concept of perception will mainly be based on teachers' perceptions, their underlying reasons and their possible effects on the educational setting.

In literature, a large body of research exists focusing not only on the conceptions of teaching but on teachers' beliefs as well (Akerlind, 2003; Dall'Alba, 1991; Entwistle et al., 2000; Entwistle & Walker, 2002; Fishbein and Ajzen, 1975; Kagan, 1990; Kember, 1997; Kember & Kwan, 2002; Martin, Prosser, Trigwell, Ramsden & Benjamin, 2002; Pratt, 1992; Prosser & Trigwell, 1999; Samuelowicz & Bain, 2001; Trigwell, Prosser, Marton & Runesson, 2002). So, before reviewing the causes of perceptions, it would be better to look at the meaning of the term. Over the years, a number of researchers who have dealt with the concept of perception have offered a number of definitions. Therefore, a variety of terminology or meanings have been employed regarding what perception means. Different studies adopted different expressions such as conception, preconception and belief. For the purposes of this study, all of these terms will be used interchangeably.

Fishbein and Ajzen (1975) regard belief as a representation or reflection of the information one has about an object, or a "person's understanding of himself and his environment" (p. 131). According to Rokeach (1972) who also prefers to use the term "belief", a belief is "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase 'I believe that . . .'" (p. 113). While Richardson (1996, p. 103) describes belief as "psychologically held understandings, premises or propositions about the world that are felt to be true", Kagan (1990) who approaches this concept from the educational perspective defines the term as "the highly personal ways in which a teacher understands classrooms, students, the nature of learning, the teacher's role in the classroom, and the goals of education".

Another researcher, Clark uses preconception instead of belief. He recognizes preconceptions as the result of many sources. According to his definition, preconceptions are "eclectic aggregations of cause-effect propositions from many sources, rules of thumb, generalizations drawn from personal experience, beliefs, values, biases, and prejudices" (Clark, 1988, p. 5). Some other extensive explanation is offered by Pratt (1992, p. 204):

Conceptions are specific meanings attached to phenomena which then mediate our response to situations involving those phenomena. We form conceptions of virtually every aspect of our perceived world, and in so doing, use those abstract representations to delimit something from, and relate it to, other aspects of our world. In effect, we view the world through the lenses of our conceptions, interpreting and acting in accordance with our understanding of the world.

Comprehensively defined as beliefs, preconceptions and conceptions, “perceptions” can be regarded as binoculars through which one sees, interprets and gives meanings to different situations, environments or events he experiences. That is why, whatever terminology is assigned to the concept ranging from beliefs to conceptions; perceptions play a vital role in how people conceive their world, more specifically their environment. Perceptions are important because they either allow or filter out the access of new ideas or perspectives (Pajares, 1992; Weinstein, 1990).

As for the underlying reasons for teachers’ perceptions, prior experiences are emphasized in most of the studies. Many researchers have stated the importance of perceptions or beliefs in teaching. In addition, they have argued that since teachers do not generally have a particular template for their actions, they base their actions on what they experienced throughout the years. Thus, their experiences influence their perceptions even before they enter the profession.

Most of the perceptions that teachers have or bring into the profession are formed in the years when they were students themselves and, particularly, in their teaching practicum (Boz & Boz 2006; Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith and McDonald, 2005; Kagan, 1992; Lortie, 1975; Ottesen, 2007; Pajares, 1992; Richardson, 1996; Rots, Aelterman, Vlerick, & Katrien, 2007; Yan & He 2010). Among the prominent researchers working in the field, Lortie (1975) suggests the term “apprenticeship of observation” to underline the notion that pre-service teachers shape their beliefs before they enter the profession. Hammerness et al. (2005) share similar ideas claiming that pre-service teachers form their perceptions, beliefs and values of what it means to teach or how to be a good teacher in the period when they are students. The results of Pendry’s (1997) interview with student teachers

show that the preconceptions of the students are shaped by the process of education they have. Thus, what they believe becomes the result of what they have experienced during their educational period.

The function and importance of teaching practicum is placed emphasis in different studies. Lopes and Pereira (2012), Ottesen (2007) and Rots, Aelterman, Vlerick, and Katrien (2007) stress the development of professional competence and identity to be obtained through teaching practicum. Boz and Boz (2006) and Yan and He (2010) are of the opinion that teaching practicum is vital because it is a stage when the students experience the transition from being students to teachers. Gao and Benson (2012) refer to the situation of pre-service teachers as a “between and betwixt’ state” as they experience the transition period. Lacey (1997) regards pre-service period as a socialisation process in which a prospective teacher’s perspectives concerning the teaching world arise. Cuenca (2010) states that teaching practicum offers student teachers a chance to develop their own values and understandings concerning the profession.

It is not surprising to see that the evaluations observed in pre-service period show similarities with those in in-service period. The reasons for the occurrence of the similarities are to be based on the assumption that there is a body of knowledge transferred to pre-service teachers. This knowledge nearly forms the basis of the perceptions they are to have in their in-service stage. Therefore, a universally common list of features about what teaching is may become available. In his study focusing on how teachers conceive their profession, Dall’Alba (1991) found seven diverse conceptions of teaching (pp. 294–295):

- Teaching as presenting information
- Teaching as transmitting information
- Teaching as illustrating the application of theory to practice
- Teaching as developing concepts/principles and their interrelations
- Teaching as developing the capacity to be expert
- Teaching as exploring ways of understanding from particular perspectives
- Teaching as bringing about conceptual change

In an attempt to search for the connection between conceptions and approaches to teaching, Trigwell and Prosser (1996a, p.277) found, based on their previous research results, these conceptions of teaching:

- Transmitting concepts of the syllabus
- Transmitting the teachers' knowledge
- Helping students to acquire concepts of the syllabus
- Helping students to acquire teachers' knowledge
- Teaching students to develop conceptions
- Helping students to change conceptions

In a study involving university educators as participants, Johnston (1996) focused on issues such as how these teachers regard themselves as teachers, how they define teaching, what they aim in the profession and their approaches. The results of the study showed her participants' perspectives as follows:

- Teaching as manipulating the environment to bring about changes in the attitudes of students
  - Teaching as encouraging students to interact with the material
  - Teaching as providing a range of explanations
  - Teaching as showing students the big picture of the subject (pp. 216–217)

The studies show that all teachers have some perceptions, either pre-formed in their pre-service years or formed in the actual process of teaching, concerning their profession; i.e. what it means to teach and what it means to be a teacher. These perceptions, beliefs or conceptions are important because they have effects on what teachers do and how they act. As affected by prior experiences, perceptions influence the “intentions and strategies” of teachers (Prosser & Trigwell, 1999). Roberts (1998) points to the value of perceptions by uttering that “perceptions and judgments, in turn, affect classroom performance”. The perceptions educators have or bring into the profession influence the way they define their role as performers at any level, the way they regard their students and the way they conceive teaching. Teachers' perceptions, to some extent, form the background of their decisions and actions in teaching (Brousseau, Book, & Byers, 1988). For Chen and Goh (2011) “How teachers think and understand teaching is assumed to shape their classroom behaviour and guide the goal setting”. In



brief, the perceptions affect their approaches and actions (Fanghanel, 2007; Kagan, 1990; Kember & Kwan, 2000).

## **2.7. Challenges of Teaching**

The “journey of becoming a teacher” (He & Cooper, 2011) is not easy since the process brings a number of different challenges ranging from those concerning the classroom environment such as teaching responsibility, class size, classroom management, student motivation and misbehaviour (Clunies-Ross, Little & Kienhuis, 2008; Feiman-Nemser, 1983; Huberman, 1993; Kagan, 1992; Landau, 2001; Lewis, 1999; Lortie, 1975; Veenman, 1984; Wildman, Niles, Magliaro, & McLaughlin, 1989) to those including administrative demands, lack of mentoring and feeling isolated (Barlow and Antoniou, 2007; Hebert & Worthy, 2001; Romano, 2008; Stanulis, Burrill, & Ames, 2007) as well as workload.

Most new lecturers are expected to be actively participated in teaching immediately after their appointment and they identify a tension between the need to undergone academic induction period and the pressure in terms of taking over the teaching work. Meanwhile, some of these lecturers conduct graduate studies which need time and extra study , that will at the same time contribute to academic induction. Still, lecturers often do not distinguish very clearly (Wolf, 2010).

Relevant literature reflects individual views about their work environments. For instance, Benmore’s (2002) ethnographic study of 19 members of one academic department surfaced strong views about the intensification of work in a financially constrained environment. Hull (2006) presents some overall descriptions of workload models in the UK. Likewise Barrett and Barrett (2007) categorizes certain practices in various disciplines across 10 ‘cases’ from six UK universities, Soliman and Soliman (1997) reviews literature on workload allocation principles. From these articles, it may be noted some general points about workload and its assessment. For instance, Soliman (1999) developed some principles about the workload of the educators at a university based on a review of policies at universities in Australia and a review of the literature.

- That workload required of each individual should be linked directly to the 'outputs' of advancement, maintenance and dissemination of knowledge.
- That work comprises both private satisfaction and the disutility of work, and that therefore, the work required by the department concerns what could reasonably be expected of staff, not with the totality of what staff do.
- That teaching and research are broad-spectrum categories, and distinctions between traditional and non-traditional delivery, or applied and fundamental research matter less than contribution to the department's objectives to contribute to capability in its target sector. That activities that generate revenue additional to the national student subsidy (through contract teaching and research) would not necessarily be exempt from workload calculation simply because private income was involved.
- That activities, over and above normal teaching, that generated increased government subsidies might also be recognized as part of workload.

Responsibility occupies a significant place among the challenges that novice educators have to shoulder for teaching. Despite their being new and inexperienced in the profession, they are expected to do what teachers with many years of experience do (Angelle, 2006; Wildman, Niles, Magliaro, & McLaughlin, 1989). They are given full responsibility of a classroom where students expect their teacher to be effective from the beginning to the end of the term. Brock and Grady (2001) regard teaching as a profession that requires even its most inexperienced member to be as effective as an experienced educator.

With the increasing demand and necessity for education, participation in educational communities is gradually extending and this results in more crowded classes. Since teachers, particularly language teachers, generally need to deal with students individually or in small groups, crowded classes cause some problems not only for students but also for teachers, especially for novice teachers. The maintenance of an efficient classroom environment becomes even more difficult for beginning teachers. So, while teachers find it difficult to maintain order for instruction and monitor students, students have difficulty following lessons (Mulryan-Kyne, 2010).

As teachers are supposed to work under some authority, the relationship between teachers and administration is an important one. The mutual respect and help between teachers and administrators is significant for the maintenance of a desirable working atmosphere. For the case of beginning teachers, as they are new to the working environment, support from the side of administrators is necessary (Scherff, 2008). If administration does not provide support for novices or if they employ destructive manners and attitudes towards novices, this may cause novices even to take decision to leave the profession (Billingsley & Cross, 1992).

As novice lecturers struggle to survive and adapt to their new environment in their most vulnerable periods, they are in need of relevant support that will be constructive and not destructive for the long and demanding academic service awaiting them. It is necessary that they receive support especially from mentors. Barlow and Antoniou (2007) found that induction process has great importance for novice lecturers to establish their professional identities and to feel confident in the profession. However, different studies have shown that beginning educators do not accurately receive the mentor support they need (Barlow and Antoniou, 2007; Ulvik, Smith & Helleve, 2009). Most of the problems that novices experience may result from the lack of qualified and supportive mentors. Considering the possible reasons for the lack of adequate induction support, Barlow and Antoniou (2007) refer to some issues such as lack of time, lack of the awareness concerning the needs of novices or not knowing how to lead an effective induction process.

Isolation is also among the striking challenges that new educators confront. During their adaptation or assimilation process, novices may feel excluded or isolated from the rest of the school environment. Lortie (1975) regards isolation as one of the most problematic issues for beginning teachers; and Rosenholtz (1989) puts forward that a large percentage of schools do not provide their teachers with engaging working climates and this leads to teacher isolation.

Most novice educators state that what they have expected before starting the profession and what they have encountered is different than what they have encountered. Vennman (1984) defines this as “reality shock”. His elucidation of reality shock as “In general this concept is used to indicate the collapse of the missionary ideals

formed during teaching training by the harsh and rude reality of everyday classroom life” (p. 143) demonstrates, beyond doubt, that novice teachers will inevitably encounter more problematic situations than they expect when they start their career. Beginning teachers sometimes form unrealistic expectations (or dreams) concerning school or classroom environment and their students (Feiman-Nemser, 1983; Marso & Pigge, 1987). These expectations or beliefs, combined with the experiences, are generally constructed in the practicum period (He & Levin, 2008; Lortie, 1975; Richardson, 2003). With these concepts in their minds, novices are more affected by what they face in the real teaching context and this aggravates the adaptation and adjustment process. They are challenged by the discrepancy between what they imagine and what is real (Brown, 2006; Day, 1999; He & Cooper, 2011; Hebert & Worthy, 2001; Melnick & Meister, 2008).

## **2.8. Induction Process of the Lecturers**

Cambridge Advanced Learner’s Dictionary defines induction as the period “when someone is formally introduced into a new job or organization”. No matter how well-prepared novices are for teaching, they generally confront some difficulties especially in the initial years of the profession (Kelchtermans & Ballet, 2002; Le Maistre, 2000; Lortie, 1975; McIntyre, 2003; Smith & Ingersoll, 2004; Veenman, 1984). Therefore, beginning teachers need some guidance or mentorship in this stage in order to actualize their socialization in the educational context. In other words, induction encompasses socialization and acculturation (Rippon & Martin, 2006; Wong, 2004). Induction can be basically defined as guidance and support offered to novice educators in their first years in the profession (Bartlett, Johnson, Lopez, Sugarman & Wilson, 2005). It enables the educator to form a “bridge from pre-service to in-service performance” (Ingersoll & Smith, 2004). It promotes beginning teachers' transition from novice to professional teacher and it can be regarded as some necessary assistance for novices (Greenlee & Dedeugd, 2002). Veenman (1984) defines induction as the “entry and the planned support the new teachers receive as it [induction] occurs” (p. 165). Zeichner and Tabachnik (1985) maintain that induction period is a complex interaction of the novice teacher and the situation he participates; professional and organizational socialization occurs as a result of this period. As Gold suggests (1996), induction helps

new teachers to meet their personal and professional needs. It is a significant period because it not only provides novices with the practical knowledge concerning students, school environment and norms but also helps them shape or modify their professional identity (Kelchtermans & Ballet, 2002; Wayne, Young & Fleischman, 2005). Tonnsen and Patterson (1992, p. 29) define this period in a striking way:

Few things in education are more difficult than one's first few months as a teacher. They enter the field expecting, and often being expected, to do what the veteran teacher has been doing for years, with equal success. They face long days filled with little time for reflection and planning. They face children with problems they can't understand.

Researchers working on the first year of inexperienced educators and their induction periods have identified some aspects that have significance for beginning teachers (Boyd, Baker, Harris, Kynch & McVittie, 2006; Moir, 1999; Murray, 2002; Murray, 2005a; Murray & Male, 2005). Boyd et al., 2006; Murray, 2005a list these aspects as:

- 'survival' in terms of understanding the basics of how the department and the institution work;
- 'shifting the lens' of existing expertise in teaching by coming to terms with the differing pedagogical demands of working with adults

Moir (1999) divides the first year into five phases. In the first stage that he calls the "anticipation stage", the novice teacher has some anxiety in addition to some perceptions concerning his role and the educational environment. With the beginning of the term comes the "survival stage" when the teacher does his best to perform his role. In this stage, he recognizes the gap between his expectations and the real circumstances, which is also referred as "reality shock" by Vennman (1984). Then, the "disillusionment phase" comes when, towards the end of the year, he becomes suspicious of his abilities as a teacher besides having low motivation. The fourth is "holiday period" to get re-motivated and energized. The last phase is "reflection phase" when the teacher reflects upon his experiences of the first year and makes some predictions and plans for the next one.

In their “Guidelines for the Induction of Newly Appointed Lecturers in Initial Teacher Education”, Boyd, Harris and Murray (2007, p. 14) suggest the following stages regarding what is likely to happen in the first three years of appointment of lecturers:

### **Within about one year of appointment**

- ‘Survival’ in terms of understanding the basics of the ways in which the institution, the department and the courses work.
- Developing a focus on student-teacher learning, drawing on existing expertise in teaching school pupils (and perhaps adults) as well as scholarship to develop pedagogy for ITE (initial teacher education) and CPD (continuing professional development).
- Starting on the journey of becoming an active researcher by extending their existing knowledge through scholarship in a selected area of subject expertise.
- Ensuring that teaching is informed by scholarship and by knowledge of relevant national and institutional frameworks.
- Participating in collaborative research projects and/or beginning formal Masters or Doctoral level study.
- Experimenting with forms of academic and professional writing for example by producing learning resources in ITE which involve considerable scholarship.

### **Within two to three years of appointment**

- Developing deeper level knowledge of the institution and how it works.
- Extending the range of pedagogical knowledge and skills used in teaching teachers underpinned by pedagogical scholarship. This should include growing awareness of wider debates and practices in other institutions and a critical perspective on current ITE policy and practice.
- Building up scholarship in area(s) of subject expertise. Using scholarship to inform personal development as an active researcher.
- Informing teaching with scholarship and, increasingly, with personal research.
- Consolidating roles and expertise for working in partnerships with schools.

- Pursuing study and research to gain a higher-level academic qualification at Masters or Doctoral level depending on the individual.
- Developing the chosen area of expertise through scholarship, research and publication.

The induction period helps the novices to “survive” in the new environment and provides them with new perspectives to make sense of the circumstances. It covers not only the first year of appointment; rather, it is at least a three-year process.

Different components are effective in the induction period ranging from school culture, climate and the working conditions to colleagues and administration (Darling-Hammond, 2003; Feiman-Nemser, 2003; Williams, Prestage and Bedward, 2001). Nasser-Abu Alhija and Fresko (2010) states that there are three important constituents of an induction program:

- individual mentoring by a colleague in the same school,
- a weekly or bi-weekly workshop given by a teacher training department at one of the universities or colleges, and
- formal evaluation of teaching for formative (professional development) and summative (licensing) purposes

Some studies suggest mentorship as the most basic and significant component of the induction period (Carter & Francis, 2001; Carver & Feiman-Nemser, 2008; Darling-Hammond, 2003; Ingersoll & Smith, 2004; Schmidt, 2008; Wong, 2004). In general, mentoring refers to the situation in which experienced teachers guide, help and teach what is required from novice teachers (Ingersoll & Smith, 2003). A more specific and detailed definition for mentoring is provided by Salinitri (2005):

Creating an enduring and meaningful relationship with another person, with the focus on the quality of that relationship including factors such as mutual respect, willingness to learn from each other, or the use of interpersonal skills. Mentoring is distinguishable from other retention activities because of the emphasis on learning in general and mutual learning in particular.

Mentors (i.e. experienced teachers) are individuals who are responsible for giving help and suggestions to the novices over a course of time; in a way, they sometimes teach them how to do their jobs. On the other hand, the beginning teachers can be seen as protégés who are inexperienced and who demand some guidance and help from their mentors. Therefore, since they are required to assist beginning teachers in their adaptation to the school culture and environment and to help their familiarization with the procedures to follow in both official system of schools and teaching, it is necessary that mentors be veteran teachers (Nasser-Abu Alhija and Fresko, 2010). Their experiences in the profession will help veteran teachers to establish sound principles for the improvement of the induction process. Considering the Higher Education context, Bassnett (2004) puts emphasis on the significance of institutional support such as mentoring programs for the novices to have a good adaptation process.

A recent investigation of the first year of teaching was provided by He and Cooper (2011). They studied the experiences of five secondary pre-service teachers for two years during their teacher education program and their first year of teaching. It was a three-year study including two years of field experience and the first year of the profession. The study aimed to find out the basic stress factors or concerns and their ways to cope with these concerns. The research showed that although the participants were pleased with what they accomplished in their first year, the period was still problematic for them. For example, some of the participants underlined their need for more administrative and parental support while some still found it difficult to adjust to the profession. The results demonstrated that however easy the beginnings are, novices still go through difficult stages in their adaptation process (Angelle, 2006; Feiman-Nemser, 1983; Kagan, 1992; Lortie, 1975; O'Neill, 2004; Romano, 2008; Veenman, 1984).

As a part of the evaluation of the effectiveness of the national teacher induction program, Nasser-Abu Alhija and Fresko (2010) conducted a study with 243 beginning teachers participating in the national induction program. They based their study on the connection among different variables such as teacher satisfaction, socialization and induction. The results of the qualitative study revealed that mentor support as well as support from colleagues was an essential factor in the acculturation of the new teachers;



thus, it confirmed the importance of mentoring as shown in other studies (Ingersoll & Smith, 2004; Wong, 2004).

The number of studies focusing on induction at tertiary level is not adequate to outline the nature of the case at this level. Among the rare studies conducted at the tertiary level, Boyd's (2010) investigated the experiences of learning and identity construction of nurses and school teachers in their first four years as higher education lecturers. The main question was "how do new lecturers experience their transition as they move from practitioner roles as teachers and nurses to become lecturers in higher education?" The study revealed that because they were new to the context of tertiary education, the participants had some tensions concerning their roles as lecturers; therefore, the academic induction was of great significance for the transition and adaptation of the lecturers to the new context of teaching (Bartlett, Johnson, Lopez, Sugarman, & Wilson, 2005; Greenlee and Dedeugd, 2002; Ingersoll & Smith, 2004; Wong, 2004). According to Barlow and Antoniou (2007), who also studied with lecturers in higher education, induction is one of the most prominent themes to attract attention. They add that induction is a multidimensional issue and it should consist of not only orientation to teaching but also the orientation to the working environment including the university and their institution. Considering the relation and communication between colleagues, Bassnett (2004) suggests beginning teachers to share their experiences with other novices and experienced teachers in order to have a better and more beneficial induction process. Trowler and Knight (2000) suggest that one of the best ways to improve induction is to sustain qualified communication and relations among the colleagues. Collaboration and collegiality, a school climate with an established culture, positive working atmosphere, administrative support and appreciation are among the vital components for an effective induction process (Brock & Grady, 2001, 2003; Darling-Hammond, 2003; Feiman-Nemser, 2003).

As for the benefits the induction process brings, it can be said that it helps the formation, evaluation and development of teachers' professional identity. Since the early experiences are important and effective on later stages or development, the initial years; i.e. induction period, are valuable in the teachers' professional identity development (Bartell, 2004; Feiman-Nemser, 1983; Lortie, 1975). The issue of professional identity has been investigated in numerous studies (Beijaard, Meijer and

Verloop 2004; Darling-Hammond & Bransford, 2005; Huberman 1993; Kagan, 1992; Lortie 1975; Richardson & Roosevelt, 2004).

As there are a number of studies concerning identity development, there are, naturally, diverse definitions of the concept. For example; according to Kreber (2010), identity is the identification of a person or an image we form concerning ourselves in a particular context. Identity can also be regarded as an answer to the question “Who am I?” (Beijaard et al., 2004). Looking at this concept from the socio-constructivist perspective, Holland, Cain, Lachicotte and Skinner (1998) describe identity as the “socially and culturally constructed self” affected by the experiences. As pointed out by Luehmann (2007), identity is (1) socially constituted, (2) constantly being formed and reformed, (3) considered by most to be multifarious, and (4) constituted in interpretations of experiences (p. 827). As for the specific context of teaching, teacher identity can be explained as how teachers see themselves as teachers and how they are perceived by their colleagues (Czerniawski, 2011; Gee, 2001). Identity formation occurs via social engagement and teachers’ participation into their school climate affects their identity development (Jawitz, 2009); because it is a social process (Lave and Wenger 1991; Lortie, 1975; Luehmann, 2007; Twiselton, 2004). Therefore, it is important for novice teachers to receive adequate support and advice from their experienced colleagues and their institution in order to set up their professional identities on strong bases. Knight (2002) maintains that unless a novice gets the necessary support in the early adaptation stages, he is to face difficulty in establishing his professional identity in this critical period. The author supports the enhancement of students’ important and functional faculties while remarking the inevitable consequence of the lack of reliable guidance for novice teachers at the beginning of their academic lives: “If their early experiences in their first academic appointment do not provide a good grounding in these new orientations, they are likely to use their own experiences of being taught as the template for their own work.” (p. 37)

As induction plays important roles in both personal and professional development of novice instructors, adequate attention should be paid to this point and there should be some improvements concerning the point especially in HE. Based on the results of their study, Barlow and Antoniou (2007, p. 74) propose some suggestions for the improvement of the induction period considering their university which, as a

matter of fact, can be generalized for all higher education contexts because of their common aspects:

- Improved induction processes which take account of new lecturers' needs and are not simply based on completing a tick-list.
- School-based staff handbooks which provide all the practical information new staff need.
- Management development to enable school and division heads to develop a more unified culture, learning from areas where this exists, and examining the factors which encourage cliques and factions.
- Deliberate steps to tackle the pervasive experience of isolation on the part of new lecturers within schools.
- Explicit agreements with new lecturers regarding the allocation of time for research.
- Better understanding by managers of the PGCert's role in meeting the teaching development needs of new staff.
- Time allowance for the PGCert as an accepted part of a new lecturers' timetable.
- Independent monitoring to protect new staff from excessive workloads.

From the suggestions mentioned above, one can get the reliable impression that if the aim is to create a well-trained workforce, the needs of new lecturers are not to be underrated. Barlow and Antoniou (2007, p. 75) also offer additional recommendations for smoother transitions for new instructors into academic life:

- Helping them to integrate into their primary reference group, namely their own subject group and academic school or department;
- Allowing them access to PGCert or equivalent courses to help them develop their teaching for the increasingly demanding context of HE; and recognising the wider benefits as this development feeds by example into the practice of experienced staff;
- Ensuring that new staff have access to the information and facilities they need from the start in order to reduce frustration and enable them to develop confidence and begin to feel in control from an early stage

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1. Introduction**

This chapter addresses the methodology used in the study in order to investigate the induction experiences of newly appointed lecturers. It begins with an overall explanation of qualitative research design and specifically interview as a data collection tool. It also focuses on a brief review of the participants and the characteristics of the setting. Then, the chapter gives the details of the data collection procedure.

#### **3.2. Method**

This study is based on a qualitative case study research design focusing on individuals' perceptions of certain educational phenomena through multiple perspectives. Qualitative research is the type of research design that is based on the analysis and interpretation of the data with the aim of reaching significant results describing the issue under discussion. They can lead to new conceptions or integrations based on revising the previous ones. Auerbach and Silverstein (2003) differentiate between quantitative and qualitative research by referring to the former as hypothesis-testing and the latter as hypothesis-generating research. They base their definitions on the notion that qualitative research gives researchers the opportunity to develop hypothesis by listening to participants. As the researchers develop some hypotheses after data collection, they regard qualitative studies as hypothesis-generating ones. Auerbach and Silverstein (2003, p. 126) provide a table summarizing the main characteristics of the qualitative research design:

Table 3.1.

*Characteristics of the Qualitative Paradigm That Contribute to Power Sharing*

- 
1. The qualitative paradigm focuses on the voices of the participants. Therefore, the experts are the participants, rather than the researchers.
  2. The research is hypothesis-generating, rather than hypothesis-testing. This acknowledges that:
    - a. There are variations in experience, rather than a universal norm.
    - b. The researcher may not know enough about the phenomenon under study to generate a valid hypothesis.
  3. There is an assumption of collaboration and partnership between the researcher and the participants. This makes it more likely that the outcome of the research may be relevant to improving the lives of the participants, and not simply furthering the career of the researcher.
  4. The qualitative paradigm includes a reflexive stance that provides the opportunity for the researcher to examine her or his biases. Accepting the responsibility for examining oneself increases the probability that the research process will not be exploitative or oppressive for the participants.
- 

This method was employed for the following reasons. Firstly, the study is concerned with the way the participants make sense of their environment and their experiences; this is what qualitative research particularly deals with. As Sherman & Webb (1988) state, qualitative research “implies a direct concern with experience as it is ‘lived’ or ‘felt’ or ‘undergone’” (p. 7). Comparing this type of research design to photography and portraiture, Haverkamp, Morrow and Ponterotto (2005) note, “Qualitative research, like photography, excels at producing images characterized by precision. Qualitative research, like portraiture, can offer a glimpse of “what resides beneath” (p. 124). Merriam (1998) describes qualitative study as the comprehensive and holistic analysis and description of a particular case, phenomenon or shared unit. According to Merriam (1988, p.6) qualitative research is a broader term under which

there are several forms of inquiry to provide researchers with the opportunity to grasp and interpret the meaning of social circumstances with the least possible interference or disruption. Merriam also maintains the following characteristics to further define qualitative study: It is *particularistic* in that it focuses on a particular person, case or phenomenon; it is *descriptive* because it provides a rich description of the study; it is *heuristic* as it leads to discover new understandings concerning what is dealt with in the study and, finally, it is *inductive* since it presents hypotheses, generalizations, or concepts resulting from the analysis of the data. In addition to these aspects, qualitative designs can be regarded as more natural because they tend to focus on the meaning expressed by participants themselves.

Qualitative methods are particularly significant when studying humans because they enable researchers to give voice to participants. They make it possible for researchers to understand participant meanings (Bogdan & Biklen, 2007). The aim is to gather an “in-depth understanding” of the underlying reasons behind human behaviour and actions. How participants make sense out of their environment and interpret their experiences is the focus of this type of research design because it investigates the how and why as well as what, where and when. According to Kleinasser (2000, p. 155), “deeper, richer meanings about personal, theoretical, and epistemological aspects of the research question” can be obtained through qualitative research. Bailey and Nunan (1996) favour qualitative research as it offers a context in which the actual thoughts and opinions of participants can be obtained. Further, it provides the opportunity for researchers to share the authority with rather than authority over the participants (Gore, 1993). The essential point in qualitative studies is to get the “meaning”. The focus is to understand how people in different contexts make sense out of their environments. Researchers are interested in what participants say about how they conceive their environment and their existence in that particular setting. Miles and Huberman (1994) maintain that a well-collected qualitative data can provide the researcher with strong descriptions of what the reality is as this type of research design focuses on identifying naturally-happening events in natural settings. The possible influences of the environment are not excluded; rather, included and this can offer sound evidence for the underlying reasons or the possible outcomes of the existing situations or behaviours. In

order to highlight the importance of qualitative studies considering their focus on human experiences, Miles and Huberman (1994, p.10) comment:

Qualitative data, with their emphasis on people's "lived experience", is fundamentally well suited for locating the meanings people place on the events, processes and structures of their lives: "perceptions, assumptions, prejudgments, presuppositions" and for connecting these meanings to social world around them.

In qualitative studies, researchers focus on obtaining answers from participants to such questions as what they are experiencing, how they infer their experiences and how they make the social world up in which they live. The aim is to look at the issue from the participants' viewpoint because participants are possibly to express their reliable perspectives in this data collection system.

Interview is among the most widely-used tools of qualitative research. Interviews are commonly used as they provide researchers with the opportunity to collect data concerning the stages or the processes. Brown and Rodgers (2002) propose interview as the most obvious form of data collection underlining the importance of asking the participants about what is happening from their own perspectives. As a form of qualitative research, interview helps the voice and thoughts of participants to come to the surface. Merriam (1998) says that the researcher is the tool of data collection in a qualitative study unlike an inanimate instrument and adds that a human instrument shows responses during data collection either to respond to what the participant is talking about or to check the appropriateness of interpretation. In addition, in interview studies, the researcher will have the opportunity to interact with the participants and this may narrow the gap between the interviewer and the interviewees and encourage the participants to freely express their experiences. In a sense, interviews can be regarded as conversations with some structure and purpose. If the researchers are interested in what their participants confront, then interview provides them with consistent data. During the interviews, participants, in a way, tell their stories. As they tell their stories, they contribute to a meaning-making process that can later be used by the researcher. According to Vygotsky (1987) whatever a person says is the reflection of his consciousness. Considering the issue from this perspective, Seidman (2006) comments that "Individuals' consciousness gives access to the most complicated social and

educational issues, because social and educational issues are abstractions based on the concrete experience of people” (p. 22). While interviewing with participants, the researcher is provided with the opportunity to have access to the way his participants behave and the possible reasons for their behaviours. Seidman (2006) draws attention to the relationship between people’s behaviours and what those behaviours mean for researchers: “Interviewing provides access to the context of people’s behaviour and thereby provides a way for researchers to understand the meaning of that behaviour” (p. 25). The author also notes that in educational contexts, interviewing, to a large extent, offers the researcher an essential combination of data concerning the group of people whose experiences are intended to be investigated.

### **3.3. Setting**

The study was conducted at the School of Foreign Languages, Atatürk University, Turkey. Both the pilot study and the main study were conducted at the same school. With a history of more than half a century, the university is among the oldest of higher education institutions with strong roots. Besides, it serves a great number of students more than forty thousand. The School of Foreign Languages offers dual education (morning and evening sessions) to more than 1000 students. There are 40 English instructors with academic experiences ranging from nine months to 33 years. Most of the instructors were graduates of English Language Teaching (ELT) departments of different universities in Turkey. Moreover, there were some instructors who graduated not only from ELT but also from English Language and Literature Department, English Linguistics Department and English Translation and Interpretation Department.

### **3.4. Participants**

As in other research designs, the issue of participant selection is a significant one in interview studies. As this study mainly investigates the experiences of the novice lecturers, the participants were 11 novice English instructors working at preparatory classes of School of Foreign Languages, Atatürk University. Participants were selected taking into consideration their years of experience as instructors. As the study was



based on the experiences of the novice instructors, those instructors with an experience of maximum three years were included in the study. The aim of the study was briefly defined to the instructors. Those whose consents were taken were chosen as the participants. Biographical information of the participants is provided in the table below:

Table 3.2.

*Biographical Information of the Participants*

<b>PSEUDONYMS FOR THE PARTICIPANTS</b>	<b>DEPARTMENT</b>	<b>YEARS OF EXPERIENCE</b>	<b>GENDER</b>
Deniz	English Language Teaching Department	2	Female
Ahmet	English Language Teaching Department	1	Male
Emel	English Language Teaching Department	1	Female
Derya	English Language Teaching Department	Almost 3	Female
Elif	English Language Teaching Department	Almost 3	Female
Şebnem	English Language and Literature Department	2	Female
Gökçen	English Language Teaching Department	2	Female
Nesrin	Translation and Interpretation Department	1	Female
Hakan	English Language and Literature Department	Almost 3	Male
Aydan	English Language Teaching Department	2	Female
Ali	English Language and Literature Department	2	Male

### **3.5. Data Collection Instrument and Procedure**

Prior to the determination of the data collection instrument for the study, previous research investigating the perceptions, challenges and coping strategies of novice teachers during their induction period were taken into consideration. It was seen that almost all of the studies on these aspects were based on qualitative research designs, particularly interviews. That is why, in this study, interview was used as a qualitative data collection tool. Gass and Mackey (2005) and Cresswell (2003) maintain that interview allows researchers to search for phenomena that are difficult to directly observe. It provides researchers with the opportunity to gather comprehensive data concerning participants' perceptions, experiences, thoughts and feelings about the particular research question (Bogdan & Biklen, 2007). What the participants feel or think are conveyed through the participants' own perspectives and narrated through their own words.

For the purposes of this study, both unstructured and semi-structured interviews were used. They were conducted in the native language of the participants, Turkish, in order to decrease the anxiety that may stem from using a foreign language. In addition, this was also intended to provide the participants with a more relaxing environment to express themselves comfortably and to increase the chance for the researcher to gather more comprehensive data. Then, the interview questions were translated into English and two American instructors employed at School of Foreign Languages did the proof-reading (see, Appendix 2).

First, an unstructured interview was conducted with six experienced lecturers so as to form a clearer framework for the possible perceptions and challenges experienced in the induction period. After gathering information from the pilot study and revising the interview questions, a semi-structured interview was conducted with the main participants of the study. In the main study, open-ended questions were asked to the participants in order not to constrain their answers and to help them express their experiences consistently. The purpose of the open-ended questions was to create an atmosphere within which the participants would feel no stress in stating their stories. Each interview lasted between 45 and 50 minutes. The researcher used the pre-formed

interview questions but still had the flexibility to ask different questions according to the flow of the sessions.

Digital sound recorders were used to record the interviews. The sessions were conducted one by one in the offices of the participants. To decrease the anxiety of the participants and to eliminate the disruptions, no one was allowed into the office during the interviews. The interviewer, i.e. the researcher, asked the interview questions one by one and allowed enough time for interviewees' responses in order to gather accurate and extensive data. During the interviews, some breaks were also provided based on the requirement of the participants in order to offer them a more secure environment.

After completing all the interviews, the researcher listened to the recordings twice and transcribed them verbatim. The purpose of the verbatim transcription is to diminish the effects of "the researcher's frame of reference on the interview data one step too early in the winnowing process" (Seidman, 2006, p. 130). Briggs (1986) comments that it is more effective and more objective for the researcher to start with the whole rather than parts because omitting some parts beforehand may cause bias or conclusions concerning which part of the data are significant.

### **3.6. Data Analysis**

Prior to the analysis process of the interview data it is important for the researcher to decrease his subjectivity in order to look through the data from a more objective perspective. Katz (1987, pp. 36-37) refers to a process called "epoche" denoting the significance of the need to decrease subjectivity:

Epoche is a process that the researcher engages in to remove, or at least become aware of prejudices, viewpoints, or assumptions regarding the phenomenon under investigation. Epoche helps enable the researcher to investigate the phenomenon from a fresh and open view without prejudgment or imposing meaning too soon. This suspension in judgement is critical in phenomenological investigation and requires the setting aside of the researcher's personal viewpoint in order to see the experience for itself.

For data analysis, the steps proposed by Creswell (2012, p. 237) were adopted:

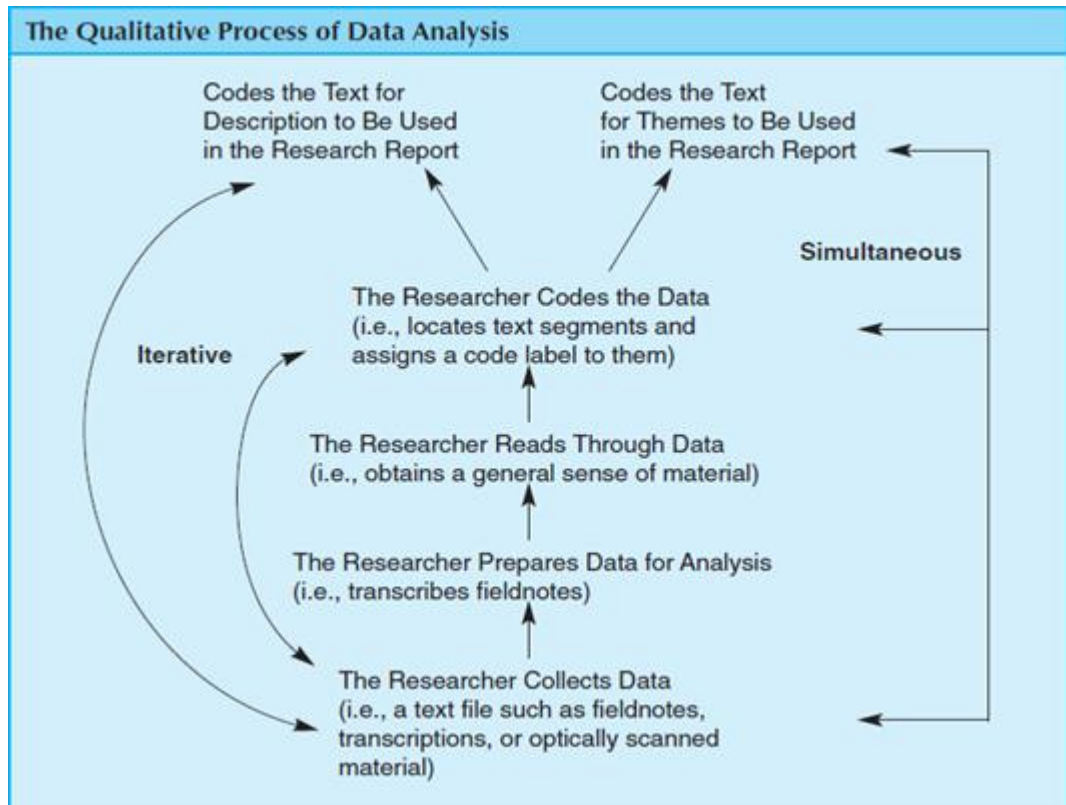


Figure 3.1. The Qualitative Process of Data Analysis

After the data collection and transcription process, the researcher formed codes out of the texts. Creswell (2012) defines coding as “the process of segmenting and labelling text to form descriptions and broad themes in the data” (p. 243). After the codes were formed, they were combined into broader categories and themes. The purpose of developing themes is to find answers to the research questions and obtain an in-depth understanding of the issue under discussion.

## **CHAPTER FOUR**

### **4. RESULTS AND DISCUSSION**

There are various forms of interview design which can provide rich data and in-depth knowledge employing a qualitative investigational perspective (Creswell, 2007). For the purpose of this investigation, a general interview guide approach was used. This approach is more structured than the informal conversational interview although there is still quite a bit of flexibility in its composition (Gall, Gall, & Borg, 2003). During the research for our study, we were able to interact with newly appointed instructors, in a comfortable and friendly manner where we could get the opportunity to learn their induction experiences to academic life and teaching profession at university through semi-structured interviews. This friendly environment allowed us to develop rapport with the participants so that they could answer our questions frankly and to be able to add some follow-up questions. This provided us with flexibility to modify and add questions. According to McNamara (2009), the strength of the general interview guide approach is the ability of the researcher "...to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting information from the interviewee". In other words, the research still steers the wheel though flexibility takes precedence based on perceived prompts from the participants.

We conducted the interviews with the new lecturers of the university (8 females, 3 males) graduated from various departments whose majors were English language. The newly appointed lecturers were interviewed in their offices, and interviews were recorded on audiotape so that participants could express themselves freely and the data would not be missed. Interviews lasted approximately 45-50 minutes. This allows the lecturers to share their experiences and develop a comfort level with the interviewer for a deeper discussion.

## 4.1. Themes

### 4.1.1. The Phenomenon of Teaching

The issue of teaching which is the first basic theme that is identified as a result of the analysis of the data in this study will not be comprehensively dealt with under this heading because throughout the study this topic will be handled in detail when the particulars of the issue exhibit relevance with this topic. Yet, it should shortly be noted here that the approaches of the participants to teaching is revolved mostly around the “perception” of the term. During the interviews, the participants were asked to express their ideas on how they perceived teaching.

Table 4.1.

*Theme for Teaching*

THEME 1: TEACHING	
CATEGORIES	CODES
<b>Category 1: Guiding Role</b>	Guiding students to learn Helping students do their best Sharing what you know Providing a suitable learning environment Enabling learning Activating students’ minds
<b>Category 2: Humanistic Roles</b>	Making positive changes in students Making contributions to others Helping students shape their identity Being a good role-model Equipping students with good qualities Helping students gain prestige Helping students develop their identity Self-sacrificing profession

As can be seen in Table 4.1., the participants mainly focused on teaching under such categories as guiding role and humanistic roles. It is seen that for most of the participants, being a good guide for their students was an essential element in how they perceived their profession. Most of the participants stated that educators are, most likely, not able to teach their students unless the students want to learn. Therefore, they regarded teaching as an act of guiding rather than teaching directly. One of the participants who referred also to the developments and changes in the educational system expressed her perception of teaching as follows:

*“I think teaching is a concept that has changed in time. I regard today’s teaching as something which is somewhat different from that of previous centuries. Teaching is transmitting what someone with specialized knowledge knows to others in a professional way; not in a direct way but in a way in which he guides others. I believe no one can teach something to others; instead, a person can learn. This is my starting point. And I think the better guides we are, the better teachers we become... Students can learn something on their own but as teachers are experts, they can show the way to learn better. Teachers are guides in the educational process.” (Derya)*

Making efforts for the purpose of attaining the goal, that is, within the context of teaching, designing the physical, psychological and social atmosphere of the classroom is something which intrinsically has its characteristic nature. This characteristic nature involves inventing a peculiar classroom atmosphere that is supposed to facilitate teaching and learning. In language teaching, this case becomes especially more striking due to the fact that the role assigned to the educator includes directing as well. One of the participants who also referred to the changes in the education system considering the application of teaching commented on directing students as the following:

*“Especially with the changing system, teaching is not directly giving information to students but guiding them to find the way to learn and directing them in the road to learn. When we specifically consider English language teaching, teaching is providing students with the opportunity to practice that is not an easy chance to find in daily life. As there aren’t many settings or native speakers with whom to practice the language, I*

*think language teaching is providing students an environment to practice language.” (Aydan)*

Some of the participants regarded teaching as an act of sharing what they know with their students. They were aware that they were expected to teach, directly or indirectly, what they knew to the learners. One of the participants who considered teaching as an act of sharing stated:

*“Teaching is a really broad term. It refers to teaching whatever you know to whoever wants to learn; it is an act of sharing.” (Şebnem)*

Holding a similar viewpoint, another participant outlined her conception of teaching as an act of transmitting knowledge from a higher source to a receiver who is supposed to benefit from this supplier:

*“I define teaching as conveying knowledge in an appropriate way to the next generations. It is a way of transmitting knowledge.” (Elif)*

Taking the “humanistic roles” into consideration, it is seen that, apart from giving students field-specific knowledge, the participants also wanted to contribute to their students’ lives as individuals. They wanted to help their students develop their identities and gain personal qualities. A good example of this viewpoint combining almost all of the points was provided by one of the participants:

*“Teaching, in general, doesn’t only mean to teach students content of the field; in addition, it refers to helping them shape their identity, gain prestige and a life style and equip themselves with good qualities. This will be achieved if the educator becomes a good role model. I believe that teaching is not just giving pedagogical information to students; it also requires an instructor to be a good model and help students form good “labels” for themselves.” (Hakan)*

Besides such points as guiding students or making contributions to them, some of the participants also perceived their profession as one which requires educators to



dedicate themselves to their profession. One of the participants pointed out this issue as the following:

*“Based on what I observed in one of my primary school teachers, I think teaching is a profession which requires self-sacrifice. I saw that if you want something, you can do it; and teaching should be something you need to love and want to do.” (Ali)*

The novice lecturers in the study mostly regarded teaching from similar perspectives. Taking all these points into consideration, it can be concluded that for the participants, guiding students and making positive contributions to them are the main concerns while they perform their profession. Almost none of the participants mentioned the need for adequate field-specific knowledge or pedagogical knowledge. It can be inferred that as they are new graduates and they have been equipped with the latest methods or techniques to teach, their perceptions of the profession mainly centre on affective issues.

If students are on the road to learn new things, it is not much possible that they can accomplish this without necessary support. As educators are people who are to be experts on teaching and learning and they know the best and the most appropriate methods or strategies, they are expected to guide their students in the way to acquire necessary knowledge. Therefore, being a good guide is a significant asset in teaching profession.

Leading students to success in a suitable learning environment where they can acquire knowledge and put it into practice is another significant factor that should be highlighted for realizing the expected result of education process. If students are expected to learn new things, they should be offered a comfortable setting which is appropriate for learning. Taking especially language teaching and learning into consideration, it can be said that one of the critical aspects of teaching is to facilitate learning (Brown, 1978, Davies & Pearse, 2000; Deals, 2005; Leamson, 1999; McBer, 2000; McKeachie, 1986). If learners are educated in an environment where their teachers guide them in the best way by using different ways and strategies, then their achievement will naturally increase.

Teaching is not just conveying field knowledge to learners. It also includes helping students develop their personal identities as much as possible. As educators should possess qualities that should inspire not only ideal behaviours and eagerness to learn but also perfect manners to their students, they are expected to make positive contributions to their students by being good role-models (McKeachie, 1986). Indeed, Stephens and Crawley (1994) maintain that ideal teachers should contribute to their students in many ways ranging from educational to social and psychological aspects. Considering the participants' perceptions of teaching, it is seen that most of them wanted to contribute to their students as individuals. One of the basic aims of the participants was to help their students shape their identities and equip themselves with desired personal qualities.

#### 4.1.2. Induction Experiences

The second theme is "The Induction Experiences". As shown in Table 4.2., the induction experiences of the participants generally focus on how they felt as new instructors in the actual working environment and their adaptation process.

Table 4.2.

*Theme for Induction*

<b>THEME 2: INDUCTION EXPERIENCES</b>	
<b>CATEGORIES</b>	<b>CODES</b>
<b>Category 1: Adaptation Process</b>	Feeling the of mentor/ orientation Learning by experiencing Teaching is not the same as knowing Trying to adapt the environment

Table 4.2 (continued)

<b>Category 2: Thoughts &amp; Feelings</b>	Feeling anxious about being inexperienced Feeling isolated Feeling restricted/ stressed Trying to the best Proving themselves as instructors Trying to be a good model Loving/ Enjoying teaching Feeling privileged because of having a job
<b>Category 3: Socialization</b>	Disciplined, relaxing and good working environment Good relations with colleagues and administration
<b>Category 4: Challenges</b>	Crowded classes Student misbehaviours Students differences in proficiency and background Classroom management Workload Being novice/ inexperienced Addressing to students personally and professionally Practice is different from knowing Expectations vs. reality

The first category refers to the adaptation process of the instructors. Considering the process they have been through, most of the participants said they felt the need of a mentor at least for a certain period since they were inexperienced in the profession. They were in need of this mentor for various reasons ranging from institutional requirements such as paperwork and taking attendance to the possible effective

strategies to be utilized in teaching. For example, one of the participants mentioned her first experience as a novice teacher referring to the necessity of a mentor:

*“Well, once I really wished that I had had a mentor to tell me what to do. It was when I first started to work... I was supposed to teach in a large class with a lot of students. I felt anxious as it was my first experience. So, I wanted to get some help from a person who was much more experienced than me and who had gone through the process. Well, unfortunately; when I asked what to do, the experienced teacher didn’t help me much saying that I could do it instead of giving me some advice. Sure, I managed it in some way. But as I said I wish I had had a mentor to help me.” (Nesrin)*

While uttering the necessity to have a mentor, most of the participants also maintained that they learned what they were supposed to do by doing things themselves. As there were not some people officially appointed to help them in the adaptation process, they, in a way, had to experience the process on their own. One of the participants who was asked to have classes as soon as she was appointed complained about the lack of mentoring by stressing her efforts to overcome the process:

*“Well... Actually, the lack of mentoring... or any adaptation program is probably the only issue that I had great difficulty with. I believe... There should be mentors for beginner instructors. We may observe a few of their lessons and learn the procedure in the institution. Or, we may have presentations of the books we will teach throughout the term. But, unfortunately... this is just an expectation. As soon as I started to work, I was given the books and asked to have lessons. I learned most of the things by experiencing them. So, I can say... You experience a lot of problems even if they do not seem to be very important ones at the beginning of the process. Well, to say the truth, in time you get used to it. But... It was not so good to experience it on your own.” (Şebnem)*

Upon the same issue, one of the participants with a half-year-prior experience of teaching before being employed as an instructor at tertiary level commented:

*“When I became an instructor here, I was asked to have professional English courses. To be honest, well... I had no idea about what to do. As I didn’t know much about how to organize the lessons, I had difficulty in the first 2-3 weeks. But, fortunately, I gradually got used to teaching that course. Well, I can say I learned by experiencing. But... If I had a mentor, I might not have experienced those difficulties. Well, at least, I believe so... I learned myself through experience... Either good or bad.” (Aydan)*

An additional matter that was highlighted in most of the interviews was the difference between knowing something and teaching it. The participants said that while they were under-graduate students, they had been given courses about how to teach. However, when they entered into the real teaching environment, they saw that the case was almost totally different. For example, one participant remarked:

*“Actually, it is true that you learn the profession when you perform it. Of course, we had school experiences when we were students, but I knew that I would learn the profession only as a real teacher in my real classroom. When you become the real teacher, well, you learn it.” (Aydan)*

Another participant mentioned the applicability of what she had been taught at her department in real classroom settings. It was obvious for her that teaching practice could help only to an extent to gain experience in the profession. What she was taught did not meet the needs she faced as an instructor. She referred to the difference between theory and practice by stating:

*“What we have been taught at university, actually, does not work in real classroom environment. I can even say that I learned almost nothing that I can use in a real class. Of course, we learned many things, but... Most of the time, I cannot have the time or the student profile to apply what I learned.” (Gökçen)*

When it comes to the second category “Thoughts & Feelings”, we can conclude that while trying to adapt to their new working environment, most novice instructors experienced some pressure upon themselves since they were new and, as a result, they intended to prove themselves and make themselves accepted by the environment. Being novice was a great source of pressure for the participants. They thought that if they had

been experienced, they wouldn't have suffered from those difficulties". Moreover, they were also feeling pressured thinking that what was expected from an experienced instructor was also expected from them despite the fact that they were novices. For example, one of the participants who regarded this as "unfair" maintained:

*"Well, it seems a bit unfair, isn't it? It seems you need to be a bit more prepared. Yes, exactly... It was difficult! You don't know the class, you don't have enough experience as an instructor, especially at the university level, and... you are a new graduate. I felt the negative influences of these. In order to overcome these difficulties, I tried to do my best. I got real help from my roommate and from the other instructors who were here before me. I learned most of the things by asking. Actually, I became a student myself in order to be a good instructor."* (Şebnem)

Another participant who questioned whether she could be a good teacher or not highlighted the significance of experience. Having been negatively affected by the lack of mentoring before being sent to the classroom, she had some concerns for possible failure, and she commented:

*"Definitely. Even before entering the class, you feel that pressure. You wonder, I mean, whether you can be as successful as an experienced instructor. Students may regard you as inexperienced and they may have some, well... prejudices against you. By the time you prove yourself as an instructor, you may experience difficulties."* (Deniz)

One of the participants pointed out that the lack of mentoring had nearly irreparable consequences on him at the beginning of his professional life. He felt helpless and hopeless for his future career as an instructor. He uttered his desperate feelings as a novice and even his thoughts of leaving the profession:

*"Well, it was in the first few weeks. I felt great pressure on me when I was on the stage. Sometimes, I wished... I could have had a chance that could enable me to get out of the class. I felt great responsibility as an instructor. I even thought that I couldn't do this job; I couldn't be an effective teacher, etc. But, in time, fortunately, I got used to teaching."* (Hakan)

Apart from feeling the pressure of being expected to do the same things as veteran instructors, the participants also felt the weight of the profession because being an instructor or working at tertiary level meant a lot of responsibilities to shoulder. They compared their two phases: as students vs. as instructors. One of the participants who had graduated just a year ago expressed:

*“Well, I really miss being a student. It was so comfortable. I mean, of course, you had responsibilities and you also had things to do. When I was a student, I was responsible only for myself, but now... Well, I need to think about a number of things and a number of people. The responsibilities have really increased. I don't have the chances I had when I was a student. For example, now even at times I don't want to come to school, I have to.”*  
(Nesrin)

Graduating from the related department does not mean the end of a page and the start of a new phase in a person's life. People are living beings that mostly include their past experiences in their present lives. The instructors involved in the study are no exceptions. Considering the difference between being a student and being an instructor, another interviewee referred to similar points:

*“Actually, I really loved being a student because it was so easy and I was so comfortable. If you were conscious, the only thing you had to do was to study; nothing else. You had the right not to go to classes within limits imposed by the faculty. I mean this was a really great advantage. Now, as an instructor... I feel I am restricted. For example, sometimes, I look out of the window, see the sun and want to go out to have a walk; but, unfortunately, then I remember that I have a class five minutes later. This is a really great responsibility. If I were a student, I wouldn't care about the lesson and do what I want to do. But, now, I can't.”* (Gökçen)

She also pointed out another important issue: being an instructor whose life and behaviours are observed and possibly to be imitated by students. As a new member of the teaching staff, she had to pay attention to the type of behaviours required by the institution as well as the success expected of her. She mostly felt the unease of being employed at an institution within which she had to arrange her behaviours towards

students, colleagues and the administrative staff. What she felt the most heavily was “being a role-model” as an instructor:

*“Another point of restriction is... Well, I should be a good model for my students. For example, when I go out with my friends, I try to pay more attention to what I do considering the possibility that a student of mine can see me. I feel I need to be more responsible. I want to be an appropriate model not only as an instructor but also as an individual, because... I believe that education does not only take place in school; rather, it is everywhere. As my students are young and mostly experience the transition from being a teenager to an adult, they are looking for... good models for themselves. So, as an instructor, I should be aware of my responsibilities and behave accordingly; I mean, I should be a good role model.” (Gökçen)*

Although the participants focused on the hardships imposed on them by the profession, they still were aware of the realities of life, how essential it was to find a job and be economically independent. What was interesting about these participants was that however much they missed being a student and were not so happy with their new identity in their place employment and in the society; they shared similar views as to their being content with finding a job. A participant expressed her feelings and thoughts bringing to the forefront the necessity and the importance of finding a job after graduating from university. Finding a job did not only mean winning bread, it also meant a status within the family, friends, relatives, and in the largest context, within the society:

*“I feel privileged because I have a job and I can earn my own money. I have some friends who haven’t found a job yet. Well, I really believe that I am lucky. What is important for me is to have a job and to teach.” (Gökçen)*

For almost all students, getting a job after graduating from university is of paramount importance. Yet, when one gets the job, the nature of that profession may become important. Naturally, there may be comparisons between possible better positions. One of the participants in this study also reflected this point:



*“For a period, I wanted to be an interpreter. I thought that, I mean, at least, I may have the chance to work with educated and conscious people. However, as I am a bit lazy, I didn’t study enough to become an interpreter. I gave up the idea to work as an interpreter. Yet, I was able to find a job as an instructor at a university, which is not easy to get. Now I love this job and I really think I am lucky because of having a job.” (Nesrin)*

Different characteristics attributable to different jobs and how employees view them were observed in the data of this study. This evaluation is predominantly affected by the society. In the estimation of the society, one’s job is nearly indicative of his capabilities. Taken into account from this perspective, working as an instructor in School of Foreign Languages is accepted as a sign of success for instructors. One of the participants commented on the privilege she felt of her career:

*“My aim was to find a job after graduating from university and as soon as I graduated, luckily, I began working here. I was thinking of working at university if I could get high scores preliminary exams and if I could pass the exam. I also thought that working at university is better. Even if you do the same thing, teaching, working at university is different from working in Ministry of Education. I mean the community looks at this issue from a different perspective. Being an instructor is different from being a teacher. As far as I am concerned, I regard being an instructor as both being as comfortable as a teacher and being more prestigious than a teacher because of the characteristics of the institution. Well, even if the difference is mostly in the ages of students to whom you address, people regard working at the university as more prestigious.” (Gökçen)*

When it comes to the third category, we can infer that the participants are mostly content with their working environment. Some expected a more rigid environment or some anticipated a more or less similar atmosphere. But, the reality provided them with a disciplined and comfortable working environment where they could establish positive relationships with both their colleagues and the administration. The participants maintained that they were expected to do what they were supposed to do, nothing else. A participant made a general comment about this issue and said:

*“I feel that I am lucky because our working environment is comfortable. Of course, we are required to perform our duties on time and there is discipline here. But, our administration never forces us to do something unnecessary. They just expect us to do what we should do, which is really meaningful.”*  
(Gökçen)

In order to make clear her happiness with the existing working atmosphere in which, she believed, things operated in an order expected by higher education system, another participant noted:

*“I am generally happy both in the class and in the working environment. As long as we do our job, no one expects something extra from us. This is beneficial because it helps us to work in discipline. The working environment is really respectful. I can feel the respect in both administration and colleagues. Respectful, happy and good working environment, I think.”* (Derya)

Taking all these three categories into consideration, we can infer that the induction experiences of the novice instructors mainly centred on how they try to adapt themselves to the working environment and how they felt and what they thought as a result of this adaptation process. Induction process is one of the most important (may be the most important) periods in academic life. However much one may be prepared for a certain job, it is inevitable for him to experience some adaptation difficulties at the beginning of the process. The induction process can be regarded as a bridge promoting the transition from being in pre-service to being in in-service (Ingersoll & Smith, 2004). This transition period is of vital importance because it may have paramount effects on the novice instructor (Bartell, 2004; Feiman-Nemser, 1983; Lortie, 1975) to an extent which will include his whole professional life.

Because the induction period is also referred to as a survival period (Huberman, 1989), its function for future professional life should never be neglected. Body et al. (2006) comment that it should be a priority for novices to learn how to survive in the early stages. Another label used for the notion is “sink or swim” (Amoroso, 2005; Cobbold, 2007; Howe, 2006). Many studies investigating the initial years of novice teachers have shown that novices cannot survive or they sink due to the problematic

matters they face; so they leave the profession in the first few years. Fry (2009) conducted a study on the induction experiences of elementary school teachers. The results showed that half of the participants left the profession in the first three years. Therefore, it is obvious that induction period is a challenging period for novices.

At the beginning of the induction period, it may be expected a novice has concerns about whether he can be good or not. Contrary to this viewpoint, our participants, except few of them, stated that they did not have much concern about whether they would be able to teach well or not. One of the possible reasons for this may be their receiving better education compared to the ones who graduated many years ago. For the past few decades, especially in the last few years, the educational policy in Turkey has shown drastic changes and improvements. Due to the globalization of the world, new ways and methods have been found and tried to be applied in order to get better results in education. That is why, under-graduate students have been taught a wide range of new applications and strategies and they have equipped themselves with a strong teaching basis. Most of them have acquired the necessary skills and information to keep up with the ever-developing and ever-changing needs of the teaching and learning environment. Considering what they have been taught at university, the participants said they have the necessary information and tools to teach effectively in their lessons. What made them anxious most about the process was the low profile of their students.

Another issue the participants pointed out was the difference between theory and practice. Taking all the professions into consideration, we can say that what is known about doing something shows some discrepancy from how it is done in actual settings. The same is also valid for teaching profession. At university, teacher candidates are taught many different subjects with the aim of equipping them in the best way. For most of the students, the only opportunity to put what they are taught into practice is their fourth year when they become pre-service teachers. In that year, students have the chance of both observing teaching in its real context and practicing it to a certain extent. However, as knowing is different from doing, it is also the same for the relationship between observing and doing. Most of the time, it is easy for people to criticise something they observe. However, when they themselves try to do the same thing, they realize that doing a thing is not the same as watching it. The second problem is the

limitation of time allocated for each pre-service teacher. As students go to practice schools in groups, they do not have as many chances to practice as in individual practice. Moreover, although this period is intended to give the stage in a class to prospective teachers, they are not still all alone there as the teacher of that classroom.

Becoming real teachers or instructors changes the situation. Now, as instructors, our participants are on the stage on their own and as they stated, from the first day on, they have realized that it is a great responsibility to be an instructor. Most of them started work in a short period after they graduated. This was a remarkable change for them and it was necessary for them to adapt to their new life as soon as possible. In this adaptation process, the need for a mentor was the common thing they all have referred to. They expected someone to help them or show the procedure to them as in other levels of teaching. However, there are not mentor teachers at the university level in many countries including Turkey. Besides, some of the participants referred to the lack of an orientation program to the working environment. Investigating the induction experiences of new lecturers in the UK context, Barlow and Antoniou (2007) maintain that induction is supposed to be multi-dimensional. It should cover such different components of the teaching environment as the university, the academic school, and the act of teaching. As there is no induction program at the tertiary level in Turkey, the only solution for our novice instructors was to learn the things by experiencing them. Renard (2003) considers this as a “trial and error” process and comments:

Teachers don't learn these skills by reading a book in a methodology class. They hone these teaching skills by trial and error, by being in the thick of it, by reflecting on successes and analyzing failures. In short, the things that new teachers find most problematic are the things that come with time. (p. 63)

People learn most of the things by trial and error; it is something natural for them. For example, babies learn something mostly by trying it; if it works, it is good or true or vice versa. Or, the devices people use in their daily lives are the products of the trial and error process. The same thing is also applicable in teaching. However, the problem is that teachers are responsible to their institutions for doing the right thing. Their minor mistakes may not be regarded as destructive behaviours because they are

human beings. But if they do something wrong, this will have effects on both themselves and those they are responsible to. What makes most of our participants feel stressed is this possibility. They are afraid of making mistakes as they are novices.

Being a role-model was another concern for our participants. They felt themselves responsible for showing appropriate behaviours both as instructors and as individuals. This responsibility made most of the participants feel restricted. Teaching profession asks its performers to show the good personal traits besides transforming information to learners. A teacher teaches not only field knowledge but also the behaviours acceptable by the society. Therefore, either directly or indirectly, what a teacher does has great influences on his students. He is a real example for students. Therefore, it is of significant value for a teacher to be a good role-model for his students.

Apart from the burden imposed by their profession, having more responsibilities compared to their previous life as students caused our participants to feel stressed. Moreover, their stress levels increased because they, in a way, had to learn about the pros and cons of their profession and their working environment on their own. This can be considered as something that has made their adaptation process harder. However, the participants also stated their being fortunate because of having a job. In Turkey, especially in the recent years, the number of university graduates is increasing. However, there are not enough positions to employ all the graduates with the aim of being teachers. The result is there are many unemployed teacher candidates desperately waiting for having a job and performing their profession as the members of the education army. Being aware of this depressing situation, our participants know that they are in the privileged group in the existing working conditions.

To make a general comment considering the induction period, we can say that induction period is of great significance for the novices. In this period, the novices are expected to establish their identities as the members of their working environment. Wenger (1998) coins the term “engagement” to refer to the phase of forming and maintaining mutual relationships within the group. He explains that engagement provides us with the opportunity to get “a lived sense of who we are” (Wenger 1998, p. 192). Luehmann (2007) proposes common aspects concerning identity development and

he says that it is socially constructed and it is formed as a result of the interpretation of experiences.

Although our participants did not refer much to their development in terms of teaching, the induction period has also paramount influences in the formation of professional identity besides being a stage in which novices adapt to their new environment. Professional identity is one of the most vital constituents of the profession. Bullough, Knowles and Crow (1992) note, "Teacher identity is of vital concern to teacher education; it is the basis for meaning making and decision making." (p.21). The experiences in the induction stage has deep impacts on the later professional life. As the early experiences of a child affects his identity development, what a novice instructor lives in the initial period also influences his later teaching career. As Lortie (1975) considers pre-service period as an apprenticeship, the first few years of teaching may also be regarded as the same. The novices go through a trajectory of learning how to apply what they have been taught similar to the apprenticeship model. By participating in the real teaching and learning environment, the novices learn how to interact and work with students, how to organize their lessons according to the requirements and how to put theory into practice.

It should be noted here that none of the participants had difficulty in the organizational sphere of the institution. In fact, they noted that they were pleased with this aspect of their working place. The reason for this may most probably stem from the fact that they are working at a university with well-built roots and traditions. They were aware that their work place heartily welcomed them and met their needs. This decreased the load of the induction period and saved the novices from a number of other difficulties.

#### **4.1.3. Challenges**

At the outset of the study, we had thought that challenges could be seen as a subtheme of the induction process. However, in the course of examining of the data, challenges appeared to be significant as a separate theme given that the relevant codes and categories. Participants provided significant data to well understand their conditions and processes they have undergone. In fact, the investigation of the challenges of the

new instructor at tertiary level was one of the research questions of our study. Therefore, the issue of challenges was shown in a different theme in the study. The third theme is about the challenges the participants have experienced in the initial periods in the profession.

Table 4.3.

*Theme for Challenges*

THEME 3: CHALLENGES	
CATEGORIES	CODES
<b>Category 1: Student Profile</b>	Low levels of student motivation and willingness Different proficiency levels among students Students with different backgrounds and cultures
<b>Category 2: Being Novice</b>	Being a young instructor and inexperienced Being inexperienced
<b>Category 3: Student Misbehaviours</b>	Unnecessary/ Irrelevant student questions Students chatting in the class Students seeking attention Students playing with mobiles Students at the back rows
<b>Category 4: Others</b>	Crowded classes Practice is different from knowing Expectations vs. reality

As can be seen in Table 4.3., most of the issues that were regarded as challenges by the participants were related to their students. Issues ranging from the difference in student profiles to the misbehaviours in the classroom environment formed most of the participants' comments about the challenges. As shown in table, the first category of

challenges refers to the student profile. Students' lack of motivation and their indifference towards learning English were among the important problems for the instructors who were the participants in this study. One of them stated her discontent about students' being unconscious and unwillingness as such:

*“Considering the process when I was a student, I expected students to be more conscious about language learning because, nowadays, especially learning English has become a necessity not only for their social but also for their professional lives. I expected them to be conscious of this process, to be more willing and open to learn. However, still, as in classic education model, English is only a course; they see it only as a course to pass. Most of my students want to overcome that obstacle in the least possible time spending the least possible effort. They are not aware of the fact that they will need English in all their lives. Unfortunately, students aren't still conscious enough about the importance of English.” (Emel)*

That students came from different backgrounds and that they had different proficiency levels were among important challenges. The novices stated that they experienced some difficulties while preparing and teaching their lessons according to the different needs and levels of their learners. As one of the participants commented:

*“What I encountered... Well, it was totally disappointing. Some of the students didn't even know the easiest words like “yes” or “no”. I mean... their English levels were really bad. So, I had to adapt my teaching according to their levels.” (Deniz)*

Considering the same issue, another instructor who worked at another unit of the institution for the first year uttered:

*“Before going there, I thought that the students would have a moderate English level. I mean, they would know at least the basics. But, unfortunately, the reality was not... well... what I had expected. Some of the students didn't know anything while some were a bit better. So, I experienced some challenges while I was trying to increase their level. I*



*expected to have more qualified students but that was not the reality. Unfortunately...” (Ahmet)*

Another challenging area for the participants was students’ misbehaviours in the classroom environment. The participants mentioned a number of different behaviours that disturbed the flow of the lessons. As an example, they stated that students’ talking or chatting with each other during the lesson distracted their concentration and affected their performance in a negative way. Students’ asking irrelevant questions was also another reason for distraction. For example, one of the participants stated:

*“Oh, irrelevant questions... When students ask frequent and irrelevant questions during the lesson, I am sometimes totally distracted. I may even forget what to say next and I sometimes lose my attention. It is really bad.” (Şebnem)*

This issue occupied a large place in the expressions of the instructors. For them, it could reach a level to prevent the ongoing process in the classroom. Another participant comparing that year and the previous year noted:

*“This year, a few students in one of my classes frequently ask... how should I say, well... non-sense questions. In the beginning, I thought that it was temporary; they were asking questions in the adaptation period. But, unfortunately, I have realized that this will be permanent, they ask irrelevant and sometimes stupid questions. This really distracts my attention. I even... question myself and my existence there as an instructor. Despite my detailed explanations and instructions or my explaining the rationale of the rule with different examples, when they ask irrelevant questions, well... this is really bad for me.” (Gökçen)*

Distraction caused by students does not always occur as a result of their talking. Their playing with their mobiles or their day-dreaming may also be the reason that affects the lessons negatively. The novices said that if a student does not participate in the lesson and deals with something else, this affects the other students in the class. In other words, if students see that one of their friends does not listen to the lesson, they

also tend to do the same. So, one negative behaviour sometimes affects the whole classroom. For example, one participant referring to one of her experiences the previous year stated:

*“Last year, one of my students had a better English level compared to the others and... he was more social. Of course, this was an advantage. But... he used this advantage in a wrong way. He disturbed the others’ attention and willingness by saying that he didn’t want to do the activities. He said “If I wanted to do this, I could; but I don’t want”. So, this distracted others’ attention and decreased their desire and motivation. I mean he negatively affected the others.” (Aydan)*

The participants also mentioned the ways or strategies they have tried in order to overcome these misbehaviours. Some of them preferred to use “ignoring” as a way to decrease the existing misbehaviour while some directly responded to the situation. They said they tried different ways to see which one actually works. Among the strategies mostly used was “empathizing” with the students. Most of the participants favoured to understand the underlying reason behind the existing condition rather than taking immediate action against it. For example, one of the participants who used empathy even for organizing her course and who believed that empathy would be a useful tool said:

*“I try to have empathy with my students. I want to underline empathy. For example, before the lessons, I think of what I would prefer if I were to be taught this topic; how I would learn better, or how I could enjoy the lesson. I mean, I put myself into their shoes. Well... in this way I believe that I can understand them better. So, the more I empathize with the students, the more they empathize with me and there occurs a comfortable and relaxing atmosphere.” (Deniz)*

Another participant who talked about his way of dealing with misbehaviours maintained that empathy helps him take better actions rather than immediate actions that may have negative influences later:

*“I try to empathize with the students. I think... if I were a student, I wouldn't want a teacher to personally and strictly warn me in front of my friends. This would definitely have negative effects on me and decrease my motivation. So, I... I believe that if I don't want, then why does my student want? Empathy generally works.” (Ahmet)*

In the induction period, the challenges of the participants were not only related to the misbehaviours of the students. There were also some issues concerning the expectations of the participants and what they encountered. Most of the participants anticipated having students with a certain level of success and they could use the strategies or the methods taught at the university with their students. However, when they entered the real classroom environment, they saw that what they expected was mostly a dream. In other words, the reality was almost totally different from their expectation. For example, one of the participants expressed her disappointment with these words:

*“You know, we have been taught very complicated and high-level issues at university. So, I was expecting... that I would have students with certain levels of English and I could teach them what I had been taught. I mean their level would be good; so they could understand whatever I would teach them. But... Unfortunately, in my first class, what I encountered was totally different. Some of the students didn't even know the simplest things. Their English levels were really bad. I was shocked. My biggest frustration was that the levels of the students were really lower than I had expected.” (Deniz)*

Like other participants, the one who expected to put what she was taught at the university into practice was disappointed because she was not able to apply the appropriate methods, approaches and techniques in the classroom. The reason for this was the low level of her students:

*“What we have been taught at university, actually, does not work in real classroom environment. I can even say that I have learned almost nothing that I can use in a real class. Of course, we have learned many things, but...”*

*For example, when I was a student, we were required to prepare full lesson plans... We had almost everything in our imaginary classes; clever and successful students with certain backgrounds in classes, the classes were not crowded, etc. However, when I became an instructor here, I realized that the case was really different from what we were taught. I had students who couldn't tell even a word on simple topics in the target language. So, what we had been taught at university didn't actually work in real classroom environments.” (Gökçen)*

Addressing to students both academically and personally was also a concern for the novices. Some of the novices wanted to speak in the most possible appropriate way to be a good model and to teach well. The relevant idea is given below:

*“I have difficulty in addressing to the student level in an appropriate way. I normally speak fast and I speak English even faster; so this causes some problems. But for them, I try to do my best. But, I still cannot understand them when they say, for example, they don't understand Simple Present Tense. I even try to teach in formulas as they are engineering students. But, well, I haven't found the exact way yet.” (Nesrin)*

Besides their expectations concerning teaching, most of the participants also expected to have positive contributions in the lives of their students as well as teaching them field knowledge. They wanted to contribute to their students in a good way. However, they stated their disappointment concerning this point because they perceived that their students did not want them to make contributions to their lives. For example, one of the participants stated her frustration as such:

*“Well, I believed that when I became a teacher and had a class, I would change everything in my students including their behaviour in a good way by the end of the year. When I began to work at the university level, I thought that I could change the way they look at the world. I wanted to have positive contributions for them. For example, I planned to offer books that might be helpful for them, or some documentaries... This was my expectation. But... I realized that the students were not interested in what I*

*said. In the beginning, I found it very difficult to deal with this reality. Sometimes, it was not the way you expected. I thought that they would seriously take into consideration everything I said; I believed that I could change their lives or, at least, I could show them some ways. However, some students really don't want you to show them a way. They insistently refuse you as a guide. If you suggest something to them, they expect it to bring some benefit to them like grades. They approach your suggestions in a materialistic way. Well, here, of course, there are some who are interested but as the number is limited, you become frustrated. This is not what I have expected.” (Aydan)*

The class size was another point that caused problematic instances for the participants. Most of them stated they had expected less crowded classes for teaching and learning to be more effective. However, what they expected turned out to be different from what they faced in the real teaching environment. The data collected from one of them is worth considering:

*“Oh, the class size was larger than I had expected. While we were students, we were told that there are at most 20 students in ideal language classes. But, that was not the case in reality. Of course, I know, well... it is because of the physical conditions. We have almost 35-40 students in classes. This was also shocking for me. Actually, if the class is crowded, as an instructor, you cannot have the chance to deal with your students individually. Especially, when you have group or pair work in the class, you cannot have enough time for all groups to present their work. In crowded classes, you have difficulties concerning time and you have to decrease the number of activities you have. Crowded classes affect the flow of the lessons.” (Deniz)*

The problem in crowded classes was more effectively felt in speaking courses. As the number of students was high, the chances of the instructor to reach optimum success were not possible. A participant's expression of the case calls attention to time management as well as the inevitably noisy atmosphere in the class:

*“If the class is crowded, this affects the lessons in a negative way. For example, in speaking classes, when you give some instructions to students, there occurs much noise and it becomes hard for you to manage the class. And this may also cause some problems with time management.” (Ahmet)*

The expectations of the participants almost totally centred on in-class situations and their teaching. They stated that they were frustrated with the student profile and they could not put what they learned in terms of teaching into practice. However, the participants did not mention their expectations concerning the working environment. They said they did not expect much from their institution in terms of their relations with the administration and their colleagues. For example, one of the participants who had worked in a private institution for a year before working here said:

*“Actually, I didn’t have any expectations concerning these aspects before coming here. I mean I mostly considered my performance as an instructor. I thought that I would anyway have friends in the working environment. I didn’t expect much from administration because I had some experiences with administration in my previous working environment but the two are totally different. Well... I knew the rules more or less but I have learned them in time.” (Şebnem)*

Last but not least, being novice was an important factor affecting the performance and decisions of the instructors at the beginning of their professional lives. Most of them believed that what they experienced or were experiencing was mostly the result of their being novice and their still not knowing the appropriate strategies to utilize. Besides, as almost all of them were new graduates, they were young and inexperienced. One of the participants outlined this general feature to be faced by many new instructors:

*“This profile, I mean the university level, is better for me. But it also has its disadvantages. Most of my students, especially the male ones, are older than me. It is possible that they sometimes misunderstand what I say or what I do even if I try to be really careful with my words or behaviours. Sometimes, I*

*may even put some barriers between me and them; so it may be problematic.” (Gökçen)*

Another participant who experienced similar problems because of being young and who also regarded being female as a disadvantage complained that when an instructor’s and her students’ ages are more or less the same, instructors may face a problem because her students prefer to see her not as an instructor but as one of their friends:

*“My age is really close to theirs and I am female; so they don’t care about your being the teacher there and they say whatever they want. This age issue is a disadvantage in maintaining the appropriate level.” (Nesrin)*

Referring to her experience in her first year, a participant brought to notice the disadvantage of being a young instructor. In her description of the case, she also attracted attention to possible misbehaviours:

*“I have faced the relaxed attitudes of the students probably because my age is more or less similar to theirs; I even have older students than me. At the beginning, they preferred not to regard me as their teachers. They behaved in a relaxed manner or they didn’t take my instructions or homework I gave into consideration. They mostly ignored them. I think they behaved in this way because they thought I was inexperienced, I was young and there was not much that I could contribute to them. I experienced some misbehaviours.” (Emel)*

The participants also mentioned the ways they used in order to overcome this problem. Most of them preferred to remind their students of the necessity to keep an ideal instructor-student tie. They tried to convey the idea that the instructor was the authority in the class, as one of them maintained:

*“Well, being young may be a problem. And to deal with this, I have tried different things. For example, in one of my classes with students whose English levels were high, I tried to perform “knowledge show”. As I had known some instances in which students told me that I was inexperienced, I*

*preferred having knowledge show in order to eliminate a similar event. I try to convey the idea that I may be young but, still, I am their teacher and they are my students; there are some things they can learn from me. To reflect this, I try to perform knowledge show. So, in that class, I talked in English in the first lesson from the beginning to the end.” (Emel)*

However, not all participants regarded being young as a disadvantage. Some of them thought that being young could also be an advantage because they may share similar viewpoints with students. For example, one of the participants considered being young as one of her strengths and stated:

*“I love my job. I mean I love teaching. As for my strengths, since I am young, I think I understand my students very well. As I also share and know most of the things they talk about. And I was a student for a short time ago. Well, I believe that I can understand them. This makes me strong; I can be friends with them. I am the one directing the relationship because I know them very well but they don’t know me that much.” (Şebnem)*

Taking all these factors into consideration, we can infer that what challenged the participants were mostly their being young and inexperienced, the discrepancy between what they expected and what they found and the inappropriate behaviours of their students. Most of the time, novices enter the profession with excitement and anticipation for their classroom environments and their teaching. However, their excitement leaves its place to frustration when they have to face the reality. It does not take much time for them to realize the difference between “the dream” and “the reality”. In addition to adapting to their new environment, they may also need to forget about their anticipations and diminish their expectations considering the existing conditions. Encountering something different from their expectation naturally decreases the motivation of novice instructors. Upon the effects of an event that is not expected, Wilson, Ireton and Wood (1997) maintain that unexpected events or situations are sources of fear for novice teachers. If the novices had been aware of the challenges before, they would have prepared themselves accordingly.

However, knowing the nature of a profession beforehand does not always help you to overcome the probable problems that may exist in the working environment.



Most of the time, you realize that what you have known or what has been taught to you may not work in the existing conditions. For the context of teaching, while novices were students themselves, they were told that there would be classroom management issues and they could use the strategies they had been taught. Nevertheless, the novices maintained that what they learned as solutions did not work in the real context, as one of the participants articulated with an example:

*“I couldn’t find any sound solution for that student. I tried to ignore him as a strategy that was mostly suggested to us in our courses. It didn’t work. He continued to do the same behaviour even with some increase in dose.”*  
(Aydan)

Most of the time, the participants had to determine the way to solve the problem not based on their pedagogical knowledge but based on the existing classroom environment. One of the participants who graduated from The Translation and Interpretation Department said that she did not take management courses but, instead, she tried to find her way of managing the problem by trial and error. As each student is unique and every classroom environment is different from others, it is natural that there is not a single way or tactic that can work for all teaching and learning contexts. It is the novices’ task to find the way that works for their students. Gebhard, Gaitan and Oprandy (1990) maintain that when novices face the difficulty of managing a real classroom, they complain that they have not been provided with the necessary strategies. These authors also state that it is not something possible and explain the reasons for it. First of all, they want to make it clear that there is not a single or academically-proven way of classroom management. What are given in management courses are just some possible suggestions for prospective teachers. Another notion they proposed to support their claim is their belief that if prospective teachers are provided with management ways, this will inevitably constrain their ability to make decision and interpret the existing conditions. So, it may be one of the worst things for an instructor, especially a language teacher, to have limited skills for managing his classroom. This would probably decrease his motivation and have negative influences on his performance.

The participants in this study generally shared the belief that behaviours of their students played an important role on the nature of the lessons as a whole. Success or failure in classes could not be separately evaluated from student behaviours. The complaints of the participants of some misbehaviour were important because of their effects on preventing the class from reaching course objectives. For Doyle (1986), who defines the term in a way to verify this assumption, misbehaviour:

is any action by one or more students that threatens to disrupt the activity flow or pull the class toward a program of action that threatens the safety of the group or violates norm of appropriate classroom behaviour held by the teacher, the students, or the school's staff (p. 396).

There were some common and some different sources of misbehaviours for instructors. Some stated that they found students' not listening to the lessons as disruptive while others expressed their disturbance by students' indifference to the course. A review of literature will reveal that studies investigating novice teachers reached similar results: Misbehaviours are a source of problem in the classroom environment. For example, Houston and Williamson (1992) conducted a study with 42 beginning teachers and they reached the conclusion that classroom management was a major source of frustration for their participants, only three of them did not consider management issues as frustrating. Giallo and Little (2003) surveyed 54 novice elementary teachers with less than three years of experience and 25 pre-service teachers. Most of their participants stated that their management courses were not enough and they needed additional management courses. Their participants also wanted to make it clear that disruptive behaviours may sometimes cause serious problems in the teaching atmosphere. In the Turkish context, Ataman (2000) found that % 54 of the teachers are distracted by misbehaving students in classrooms. Considering the same issue, Maskan (2007) reached the conclusion that a large percentage of pre-service teachers were of the opinion that what they were taught was too theoretical and did not mostly refer to the actual classroom environment.

Despite the differences concerning the source of disruptive behaviours, one point was common for all the novices: The disruptive behaviours decrease the motivation of novice instructors and influence their teaching performance. As the instructor is

expected to establish and maintain order while paying special attention to the separate components of the teaching process, they should be motivated to have the desired performance. Therefore, student misbehaviours and their lack of motivation are regarded as factors hindering the motivation of instructors. Most of the participants in this study stated that they were affected by students' misbehaviours and their indifference to the course. For example, one of the participants complained about student disruptive actions and stated that those actions affected not only her as the instructor but also the whole class:

*“In my classes this year, I have some groups of students who always laugh without any specific reason. They affect me to a great extent; so I need to warn them personally. Upon this, they show reactions to my warning. Then, the rest of the students feel tense and they are not happy with their friends' behaviour. Actually, the students force me to be angry. They don't do their homework, bring their book or pay attention to the lesson. They force me to be tense and angry.” (Nesrin)*

Maintaining classroom management has been a great concern for instructor in order to establish a peaceful teaching and learning environment. The participants in this study maintained that it was of vital importance for them to teach in an atmosphere not hindering instruction and disturbing the flow of the lesson. The instructors referred to different management strategies either based on non-verbal language such as having eye-contact with students (Yarbrough, 1975; Yarbrough and Price, 1981) or approaching them (Stronge, 2007; Yarbrough, 1975) or using socio-affective skills (Koutsoulis, 2003; Lee & Laspe, 2003; Thompson, Ransdell & Rousseau, 2005). However, the problem was that no matter how hard they tried to establish and maintain such an environment, some of their students insisted on performing misbehaviours, either consciously or unconsciously.

Most of the participants appeared to convey the idea that they determine their strategy mostly according to their student profile. They told that they were the same instructors but they performed differently in different classes. This may be inferred as a strategy they use. They try to teach or behave according to their student profiles and the classroom environments and this is intended to result in a more successful and effective

teaching and learning atmosphere. So, taking into account the classroom environment and the student profile can be said to be one of the strengths of the participants. For example, one of them mentioned his efforts to involve the misbehaving student as a way of maintaining order in the classroom environment:

*“Another challenge is the group of students who are at the back of the class, especially boys. They may sometimes deal with something else instead of listening to the lesson. In this case, I ask questions to that specific group to attract their attention to the lesson indirectly. Most of the time, this works.”*  
(Şebnem)

As we can infer from what the participant mentioned, involving misbehaving student into the lesson can be one of the strategies of effective classroom management. Regarding this strategy as efficient, Stronge and Hindman (2003) state:

Effective teachers possess skills and approaches that help them establish and maintain a safe, orderly, and productive working environment. Effective teachers’ classrooms commonly exhibit proactive discipline, multitasking, and efficient procedures and routines. (p. 51)

Another tactic that was commonly mentioned by the participants was making rules and expectations clear at the beginning of the term. This can be regarded as a useful strategy because students mostly shape their behaviours and actions according to what is expected of them. Students are inclined to adapt and adopt the label their teachers give to them in order to survive in the classroom environment. Studies on classroom management have shown that conveying students the rules and procedures expected of them is influential on maintaining the order in classroom (Arends, 2000; Ming-Tak and Wai-Shing, 2008; Sugai, Horner, & Gresham, 2002). However, the instructor must be consistent about the rules for all the members of the classroom including himself. Evertson, Emmer, Pearson, Clements and Worsham (1994) propose that consistency with the rules and their possible consequences should be the same all the time for all students. Reflecting a similar view point, one of our participants stated:

*“Of course, you should be consistent with your rules. If you talk about a rule, you should also obey the rule so that the students can see a right model. For example, I never take my phone to my classes. You should be a model for students. As you are the only role model in the class, you should behave according to your rules... I pay extra attention to be a good teacher. If I ask them to obey a rule, I should also obey it so that I can have the right to warn my students when they don't. For example, if I am not on time for a class, this would mean that I have no right to warn my students. I should do what I expect.” (Deniz)*

Empathy was another point of attention. Empathy has been shown to be an efficient way of establishing and maintaining good communication and order in any relationship. As instructors have a relationship with their students in the classroom environment, it is also essential for them to empathize with the students. Brown (1978) favoured empathy as one of the characteristics of an ideal language teacher. Investigating how pre-service teachers regard an effective language teacher, Bodycott (1997) conducted a study in the Asian context with pre-service language teachers. Teacher's having empathy with their students was among the prominent results.

The participants in this study could have a word on the issues brought about so far because these issues were, to a great extent, within their control. But there are some other issues on which the participants could not exert any control. One of them was class size. Most of the participants stated that their classes were more crowded than they had expected. Considering the effectiveness of the lessons, we can say that language teaching and learning should take place in classrooms where the number of students should not exceed 20. The reason for this is that language teaching requires special attention and it requires more practice. If the class is crowded, it is difficult for the language teacher to allocate special time for each student in the class. In addition, the teacher sometimes has to decrease the number of the activities if all the students are expected to participate in the course actively in basic skills in crowded classes.

Another disadvantage of the crowded classes is the classroom management issue. Research has shown that teachers spend less time for classroom management compared to crowded classes (Molnar, Smith, & Zahorik, 1999). Spending less time for

management in small-sized classes means more time for instruction and student engagement in the lesson (Finn, Pannozzo, and Achilles, 2003). Finn, Forden, Verdinelli, & Pannozzo (2001) conducted a study concerning class size. 213 teachers both crowded and less-crowded classes were asked to complete questionnaires. The results showed that classroom management was a problem in crowded classes.

As in every profession, in teaching, too, experience is gained in time. Novice instructors inevitably face the problems peculiar to teaching and learning settings. Their approaches to these problems lessen or aggravate the burden felt within the classroom atmosphere.

#### **4.1.4. Affective Issues**

Our fourth theme is concerning “affective issues in academic life”. As shown in Table 4.4., the participants focused on the matters denoting their strengths and weaknesses. Those matters can be dealt with separately in three categories in order to provide a broader perspective from the data.

Table 4.4.

*Theme for Affective Issues*

<b>THEME 4: AFFECTIVE ISSUES IN ACADEMIC LIFE</b>	
<b>CATEGORIES</b>	<b>CODES</b>
<b>Category 1: Personal Qualities</b>	Being disciplined and responsible Having positive attitudes, tolerance and patience Getting angry easily Not having enough patience Not being open to criticism
<b>Category 2: Communicative Characteristics</b>	Having good relations with students Empathizing with students Understanding students well Respecting students Motivating students Having good social skills Enjoying spending time with students Providing a relaxing environment Regarding teaching as an act of communication
<b>Category 3: Being Novice</b>	Being young, inexperienced and novice Difficulty in addressing the student level

The first category deals with the strengths of the participants regarding their personal qualities. For most of the participants, work discipline and responsibility was an important issue in order to be an effective teacher. They made it clear that they needed to be aware of their responsibilities and to behave accordingly. Concerning the significance of being disciplined and having responsibilities, a participant voiced the

point that he had to fulfil his responsibilities not because his administration required it but because he had the sense of responsibility and had to perform his duty in order to feel professionally satisfied:

*“Of course, as an instructor, well, I am aware of my responsibilities. So, I try to behave accordingly. For example, today, I was late for the class for a few minutes. So, I questioned myself about why I hadn’t been there earlier. I want to do my best in order to feel comfortable.” (Ahmet)*

During the interviews, the participants referred to different kinds of responsibilities. As their foremost responsibility, some of them concentrated on the issue that getting into classes on time was the main point while some stressed the significance of being prepared for their lessons in the best way. One of the participants for whom being prepared for lessons was a major concern stated:

*“I know my responsibilities as an instructor. I try to do my best. For example, I prepare for my classes; this is my responsibility.” (Elif)*

Besides their feelings of responsibility and discipline, participants also highlighted the importance of proper attitudes and behaviours towards their students. The common points mentioned were their being patient and tolerant and their having positive attitudes towards their students. The participants favoured these aspects in order to establish and maintain good relationships with their students, which is going to be mentioned in the next category. Being surprised by having more patience than she had expected, one of the participants pointed out:

*“Considering my personal aspects, actually, I didn’t know that I have this level of patience. I thought that I might easily get angry. But, when I began working in the profession, I realized that I was really patient. If something negative happens in my class, for example, I react more patiently than I thought when I was an undergraduate student. Of course, I do not react with total patience to whatever happens. Sure, I have individuals in front of me; but I am also an individual so I have some borders. But, as I said, I can be regarded as a patient instructor.” (Gökçen)*



Patience was mostly regarded as a personality trait. In other words, most of the participants asserted that if they were patient in their daily lives, they were also patient in the classroom. One of the participants told that the reflections of her personality were mostly observed in the context where she is the instructor:

*“I try to be as patient as possible. As an individual, I am not the type of person who easily gets angry.” (Emel)*

Some of the participants regarded being patient as one of the basic requirements of being an effective instructor. Therefore, they articulated their desire to be patient on the way to become a good instructor. One of the participants expressed her wish on this matter as follows:

*“First of all, there are a lot of things I need to learn. But, I can say that I really want to be patient, tolerant, very knowledgeable and qualified. Am I like that? Well, probably not but I want to be like that, at least. This is my expectation from myself as an instructor.” (Şebnem)*

During the interviews, the participants were asked to tell what came to their minds while we were talking about what it meant for them to be an instructor. For some of them, being a guide or a facilitator for students was important while some highlighted the personal qualities of being an instructor. As an element of the human personality, patience was regarded as a virtue a teacher is supposed to have. One of the participants stated:

*“When I graduated, I thought that teaching is a combination of knowledge, effort and patience. With this in mind, I thought I could manage the challenges.” (Elif)*

Being patient was also considered as a strategy that could be used to overcome the problems in the teaching and learning environment. Most of the participants maintained that being patient was one of the key points that enabled them to reach reliable conclusions rather than taking immediate and reckless actions. As one of the participants said patience helped them to deal with the problems and to feel relaxed:

*“I try to be patient thinking and hoping that this is a temporary situation. I think that this is normal and I am not the only one to experience this. In every teacher’s classrooms, there may be students who want to challenge the instructor’s authority, or who may insistently disregard your good intentions and behave in the opposite way. So, I tried to be really patient.”*  
(Deniz)

Tolerance which can be regarded as a more or less similar concept to patience was also a helper for the participants to deal with most of the minor misbehaviours of students. Making the difference between disregarding and being tolerant clear, one of the participants said:

*“Patience, I think, is an important aspect for teaching. Tolerance also... Of course, tolerance doesn’t mean that you disregard their serious misbehaviours. At least, I can convey the feeling that I don’t like what he does. But for other small ones, I can overcome them with tolerance. This is my strength.”* (Emel)

Being open to learning and development was among the things that were underlined by most of the participants. They were of the opinion that an instructor’s enthusiasm to learn was essential for his professional development. In addition, they maintained that they learn new things when they teach them and this helps them improve both their knowledge base as instructors. One of the participants who expressed her desire to learn as follows:

*“My most important aspect is that I learn myself when I teach. I am not afraid of making mistakes in the class. As I am a novice instructor, there are lots of things I will learn.”* (Deniz)

Personal qualities that are expected to contribute to the success of teaching are not always positive. The attitudes that diminish the success of teaching are also the realities to be seen in teaching profession. This was observed also in the data collected for this study. One of the most commonly mentioned negative personal aspects was the participants’ getting angry or their not having enough patience. Their students’ asking

unnecessary or irrelevant questions formed an important percentage of what made the instructors get angry. One of the participants stated that getting angry was actually her personality trait and her role as an instructor was also affected by that trait:

*“I try to make use of different ways to teach better. Well... I may teach above their levels. But... when they don’t understand, I may get angry.”*  
(Nesrin)

Another reason for their anger was their being criticised. The probable consequence of being criticised was mostly the instructor’s getting angry. One of the participants expressed the feelings she had when she was criticised by her students:

*“I also get angry easily when... well... I am criticised. Experienced teachers advise me to ignore the student behaviour but I can’t. If I am personally criticised, especially, I get too much angry and I may have some arguments with the students. The more I say, the more the student replies; so this causes problems. I cannot stop myself; this is a reflection of my personality to my teaching. It may be too early to say that but as I get more experienced, this attitude may show some decrease, I hope.”* (Nesrin)

The issue of impatience may also be referred to as a negative characteristic. Sometimes it was the reason for the participants’ getting angry; sometimes it caused them to expect their students to understand the instructed issues in a short time. One of the instructors who thought that she did not have enough patience and she had high expectations of her students maintained:

*“I am not the type of person who easily gets angry. But, unfortunately, as a negative aspect, I am a bit hectic. I have high expectations of my students; I want them to learn quickly and not to forget what they learn. This may sometimes cause them to feel more stressful and anxious in the learning process.”* (Emel)

One of the undesired consequences of being impatient was overreacting on the part of instructors. Some of the participants said that they sometimes showed overreaction against a situation and that negatively influenced the classroom

atmosphere. These aspects can be regarded as negative ones in their nature. However, sometimes, problems may stem from what is actually intended to be good like being tolerant to students. The problem may stem from using a good feature more than necessary. Showing more tolerance than necessary was another area that the participants referred to as having some probable negative effects. One of the participants provided an example while she was actually making a slight criticism on her being tolerant:

*“As for my weaknesses, I can say that I am sometimes more tolerant than I should be. Sometimes, some students with bad intentions may misuse this. Even though I have tolerance for my students, they sometimes misuse it. Actually, showing tolerance is not something bad but it changes from student to student. I have realized that this may be problematic; so I try to overcome this problem. I hope I can deal with this problem when I get more experience.” (Deniz)*

The second category was about the communicative characteristics of the instructors; in other words, it was about their social skills. In this category, what was generally pointed out by the participants was that instructors are to have good relationships with students. All of the participants told that they preferred to be in good terms with their students. For example, one of the participants conveyed the idea that for the establishment and maintenance of a relaxing and warm learning environment, there should be “no walls” between instructors and students:

*“He shouldn’t think that he is the boss and the students are the workers. On the contrary, we are here as instructors because they are students here; without them, we cannot be here. This is my view point. So, there shouldn’t be walls between the instructor and the students. It is important that they can feel relaxed with you. The instructor is responsible for the creation of this warm environment.” (Deniz)*

Having positive relationships is necessary for the maintenance of a healthy environment where both instructors and students can feel free to have effective communication with each other. One of the participant’s comments supported this notion:

*“I expected to have good relations with my students; I wanted to be like a family with them. I do not like formal instructor-student relation; we should see students like our friends. Of course, there should be a line or balance; but, I like to feel relaxed and I want my students to be relaxed when we are together.” (Hakan)*

The participants proposed different reasons for their desire to form and preserve good relationships with their students. Some of them considered “positive relationship” as one of the influential factors for students to love the course and, therefore, to be successful. One of the participants who favoured good relations for this reason commented:

*“My priority in the profession is to establish communication with students. From the beginning, it is important to have a good relation because if they love the teacher, they like the lesson. If you can make them love you, then even if they don’t want, they start to study for you. The more they study and see that they can manage some things, the more they love the lesson. As they love the lesson, the rest comes naturally. It is a circle. But if they have some negative experience concerning their teacher, they may not directly like the lesson. They may have some prejudice.” (Aydan)*

Another participant looking at the issue from a similar perspective told about one of his experiences when he was a student himself. He maintained that he had difficulty in internalizing a particular lesson because of not only his teacher’s lack of field knowledge but also that teacher’s inability to have effective communication with students:

*“My aim is to help them love learning English. In order to help them love English, I need to have positive attitudes towards my students. For example, I don’t like math lessons. I think this is because my math teachers in elementary and high schools were not good at their field and they were not good at communicating with their students effectively.” (Hakan)*

The nature and boundaries of instructor-student relationship are observed to exhibit differences from instructor to instructor depending on how they evaluate the process of teaching and learning. While some of the participants favoured having a relationship like that of a friendship, some preferred having a good relationship while keeping the balance at the same time. For example, one of the participants maintained that in instructor-student relationship, the parties are expected to behave within the limits assigned to them:

*“This is a very important aspect. There should be a limit in this relationship and neither teacher nor students should exceed that limit. The teacher should know that he is the teacher and students should know that they are students.” (Şebnem)*

Holding a similar viewpoint, another participant also stated her thoughts concerning the issue and she pointed out the significance of the matter in different parts of the interview in order to call attention to the sensitivity of the situation:

*“Well, I try to establish positive relationships with my students. But... I also pay attention to keeping the balance. It is important for me. I mean both I and my students should know who we are. Teacher is the teacher and student is the student.” (Gökçen)*

During our interview with one of the participants, the interviewee referred to having good relationships with her students and also mentioned respecting students and behaving accordingly as an indispensable part of the preferred communication. She said that students interpreted the attitudes of their instructors. She told about one of her experiences about this issue that considerably affected her:

*“I prefer to have closer relations with my students. In the classes, we have instructor-student relation in the real sense. However, after the classes, I can be friends with the students. They feel themselves comfortable. For example, they can come into my office and we can chat together. We are friends, but they still maintain the respect that I am their instructor. Actually, we do not exactly tell the students what to do or how to behave*

*towards us. I have realized that they shape their attitudes towards us by observing us. They infer some meanings based on how we treat them. For example, once, I was invited to a student's birthday party. Even if I was feeling and behaving like friends with my students, I realized that one of them warned his friend about the way he sat saying that I was opposite them and that it would be disrespectful. I really appreciated the way they respected me." (Elif)*

As an important component of any relationship, respect was highlighted also by another lecturer. While she was talking about ways that could help students to love the course, she focused on the need to establish good relationships between educators and students. Commenting on the relationships, she said that, for her, respect was almost the most crucial factor in the relationship between instructors and students:

*"I think the concept of teacher and student interaction reflects a kind of relation in an environment where the parties spend most of their time together. Therefore, it is really important to have a good relationship with my students in order to make them love the course and learn English. For a sound relation, I believe, both teachers and students should respect each other. I think the priority in any relation is that there should be respect before love. For me, my students are valuable and respectable as individuals." (Gökçen)*

Understanding their students was also among the noteworthy points in the participants' utterances. For the establishment of sound and effective communication, instructors regarded understanding their students as a necessity. Referring to her experiences as a student, one of the participants commented that she could better understand her students because she had had similar experiences, therefore she, as a person who could look from their perspective, could have good relationships with her students:

*"At university, I stayed at a dormitory and I was away from my family. Now, they are away from home and most of them stay in dormitories. Our ages are nearly the same. So, I can understand what my students are possibly to*

*encounter in their school lives or how they may feel about many things. The more I understand them, the more this affects my attitude towards them positively. I want to help my students with their experiences.” (Gökçen)*

Motivating students was considered as a significant aspect for not only having good relationships with them but also enhancing their achievement. Most of the participants pointed out that instructors need to maintain student motivation to reach more effective outcomes. For example, one of the participants referred to the need to motivate students and she described one of her experiences in which she used motivation as a strategy to deal with the problem in her class:

*“Most of the students are more active in courses like grammar or writing than they are in speaking courses. As an instructor, I need to motivate and encourage them for speaking. Before the speaking classes, I need to have special preparation. In my first speaking class, I was excited and a bit anxious. When I got into the class, I saw that there was a group of students sitting in the back rows; and I felt anxious. Their attitude conveyed the idea that they didn’t want to participate in the lesson. As a novice instructor, I thought that I needed to do something to include them in the lesson. At first, I thought about asking them to come to the front rows; later, I gave up the idea. I just tried to ignore them. Instead, I started my lesson and I formed simple sentences. I wanted to say that it was possible to convey their ideas even with simple sentences. I, also, intentionally made some grammatical mistakes in my sentences to show that even an instructor might make mistakes; what was important was to speak. Upon my attitude in this way, the students began to participate in the lesson. They became motivated and their desire to use the language increased. In our second class, I realized that those sitting in the back were in the front rows. This was really good. After the class, they stopped by my office and told me that they had some concerns about making mistakes and the possibility that those mistakes might affect their grades.” (Elif)*

Another participant who stressed the indispensability of positive reinforcement in the classroom atmosphere also preferred to make comments on the motivation issue



by telling us one of her teaching experiences in which she utilized motivation as a way to increase students' willingness to participate in the course:

*“Last year, in the first few weeks, I realized that one of the students was more active in the class; he wanted to answer all of the questions I asked without letting his friends to answer. The other students, especially the passive ones, were demotivated because of this. In order to deal with this, I decided to include the passive students by asking questions directly to them. This was my first strategy. The second one which I think is more effective is that I help my students have the feeling that they can also be successful.”*  
(Deniz)

As this participant maintained, motivation issue is effective not only for students but also for instructors. In other words, if students are motivated, instructors are motivated, too and vice versa. During our interview, one of the participants commented on this issue as follows:

*“Student motivation is a necessity in language learning and it directly affects teachers. The more motivated and willing a learner is, the more motivated and effective the teacher becomes. If the student is passive or doesn't listen to the teacher, this really affects the teacher in a negative way; he questions his existence there as an instructor. So an instructor's demotivation also creates demotivation on the part of his students.”*  
(Gökçen)

The following evaluation about the reinforcing effect of motivation concerning the connection between instructor and student points out the assumption that motivation also brings happiness. The positive effect of motivation is described as such:

*“In general, when students have fun in the lessons and also are aware that they can produce something and they can learn the language; they become happy. The happier they are, the happier and motivated I become. Seeing that they learn the language motivates you and discovering that what you do works makes you really happy.”* (Emel)

As teaching can be regarded as mainly a communication activity, instructors need to possess effective communicative skills in order to address efficiently to their students. This notion was supported by most of the instructors in the study. For example, one of the participants who considered teaching as an act of communication said that an instructor should be a talented social communicator and stated:

*“Apart from being professional in the field, the teacher should also be a great social communicator. For example, he should be able to explain something in detail. He also needs to know how to address his students.”*  
(Ahmet)

One of the participants talked about what he sometimes experienced regarding communication. He maintained that an instructor had to own effective communication skills in order to affect his students. Without concealing his experiences, he provided a sincere comment:

*“Well... When I first enter a new environment, I sometimes feel anxious in front of the group. But, fortunately, after getting used to the environment, the situation totally changes and I can speak in a relaxed mood. Then, this becomes my strength; I mean I love communicating and I think I am an effective communicator.”* (Hakan)

It is natural that a language teacher may not always have the necessary effective social skills in a teaching and learning context. The experience of one of the instructors clearly indicates this issue:

*“Actually, I didn’t have good memories concerning my language education, especially when I was in elementary school. We had a teacher with communication problems. This decreased our motivation towards the course. But, the situation is different now; and I am here as an English instructor. Well... I try to do my best.”* (Ali)

Having good relationships with students was considered as an advantage by most of the instructors. However, there is the possibility that the issue of relationship

turns into something negative due to the attitudes of those in the relationship. One of the participants expressed her discontent about the topic in question as the following:

*“I think that I can establish good relations with my students. As this is very important for me, I think it is my strength. But, at the same time, it may turn out to be a weakness if your students misuse it. It changes according to the perception of the students. Maintaining the balance may be more related to having experience. Maybe, as I become more experienced, I will have closer relationships while I maintain the balance or the opposite may also happen and I may need to change my strategy, I don’t know. Time and the profile of the students determine your way.” (Aydan)*

Considering their strong parts as instructors, the participants also maintained that the fact that they like their profession is also one of the factors contributing to the well-being of their induction period. As they loved the profession, they found it easier to adapt themselves to their new identities as instructors. They regarded it as one of the advantages. One of the participants stated that she expected this to help her when she was going to encounter difficulties in the teaching process:

*“Of course, there are difficulties... But, I think... if I want I can manage to deal with them because it is to do with loving your profession. And I love my job, I love teaching.” (Şebnem)*

Approaching a task with a boundless enthusiasm creates positive energy. It, therefore, positively affects the performance of the educator. One of the instructors expressed his joy with teaching and its constructive effects on the teaching and learning environment:

*“Actually, I can say that I really love my job and I can feel this energy in my teaching. What I experience in my classes is really important for me. I feel really happy when I teach and this is directly reflected to my students. My energy increases their motivation and they can feel more relaxed in my classes. I want to provide a relaxing and flexible environment for my*

*students so that they can be more open to learning new things and they enjoy learning.” (Hakan)*

So far, the positive experiences or the positive aspects of the participants regarding the affective issues they experienced have been mentioned. However what the instructors narrated were not always positive ones. There were also some qualities and cases that caused the participants to experience negative feelings at the beginning of their profession. They experienced two basic affective issues that have negative effects or outcomes. Being novice, the third category to be taken into consideration in this part, was one of the major issues for the participants. This issue was handled in the “Challenge Theme”; here, how being a novice instructor affected the participants can be briefly mentioned. Almost all of the participants maintained that their being novice as well as being young sometimes negatively influenced them as instructors. While they were trying to adapt to their new environment and their new identity, they sometimes faced challenges stemming from being inexperienced instructors. They suffered from a number of things ranging from in-class issues like classroom management to the requirements of the institution such as paperwork. Therefore, the novices tried to spend the necessary effort in order to overcome those problems in the least possible time.

When all the utterances, cases and examples that the participants heartily presented during the interviews are considered, it may be concluded that what generally affected the instructors were the issues related to their qualities as instructors, their relationships with their students in the teaching and learning environment and their being novice and inexperienced. The participants gave examples from their induction experiences and explained the underlying reasons for what they did. All of the participants favoured being patient and tolerant as excellent ways of either having good classroom management or dealing with the existing problems. Patience and tolerance are factors that have been considered as effective teacher characteristics in many studies (Köymen, 1988; Peacock, 2006; Sisman, 1999).

The way one behaves may be strongly claimed to be mainly affected by two factors: his personality characteristic and the environment in which he participates. Lewin (1936) provided a formula which supports this notion:  $B=f(P, E)$ . “B” stands for behaviour, “P” for person and “E” for environment. He proposes that behaviour is a

function or a consequence of a person and his/her environment. Practically speaking, in the teaching and learning environment, behaviours of teachers are affected by what their students say and the way they behave in the classroom. Another prominent feature for human behaviours is to be evaluated according to how they act or approach things. These can be regarded as reflections of their personalities. Some of the participants maintained that the reason for their being patient was not something to do with their being instructors. Rather, they were patient instructors because they were patient people in their daily lives. Therefore, it can be inferred that the personal qualities of an instructor naturally affect his professional life.

In any kind of interaction between people, the members of the communication process should establish and maintain positive relationships in order to experience the communication process effectively and reach the desired outcomes. The same thing is also valid for teaching profession as teaching is almost totally based on the interaction between teachers and students (Frymier & Houser, 2000; Johnson, 1995; Rubin and Feezel, 1986). As a matter of fact, teaching is a communication-oriented activity and should be regarded in every detail from this perspective. Galvin and Wilkinson (2000, p. 8) propose the setting for interpersonal communication as a case in which “two or more people engage in voluntary, ongoing, interdependent interactions which involve meaningful interpretation of their verbal and nonverbal behaviours”.

In the context of School of Foreign Languages, instructors spend most of their time with their students and they are in a continuous interaction with them. Therefore, the development of good relations with their students has great importance for them. The participants in this study stated different reasons for having good relationships with their students. For example, as seen through the codes in the table, some of them favoured good communication for their students to love the course and to be successful while the others preferred having good relations for effective classroom management. Dörnyei (2001) supported the former group by articulating that teacher-student relationship can be one of the major factors that influences student motivation towards language learning. Brown (2004) also suggests positive relationships for the creation and maintenance of safe and secure teaching and learning environments. It can be concluded that setting up and preserving such desired interactions will result in better productivity.

Marzano and Marzano (2003) maintain that besides having positive contributions to student willingness and success, good relationships also help teachers to maintain the order in the classroom environment. Positive interaction between the members of the teaching and learning environment can be considered as a building-block of efficient classroom management. If students love their teachers, they will probably be more willing to obey the rules. The interaction between both parties, that is, teachers and students, determines and shapes most of their behaviours. On the contrary, if there is not a strong and good interaction in the class, students will try to challenge teacher's authority because of the lack of respect and communication.

Upon the issue of relationships, some participants in this study maintained that effective communication and rapport were essential for them because positive relationships provided them with job satisfaction. This notion is supported by Graham and West (1992) who suggest that one of the major factors of job satisfaction is pleasing and successful student-instructor interaction.

What is important in the establishment and maintenance of desired relationships is the teacher's communicative abilities. If the teacher is a good and successful communicator, he can manage to have positive interaction with his students. On the other hand, if he does not have enough social skills, it would not be sensible to expect him to be an effective communicator. Investigating student perceptions of their instructors' communicative abilities, Frymier and Houser (2000) found out that students prefer their instructors to be good communicators. What their participants suggested for instructors to be a good communicator is to make use of certain communication skills that are necessary for student motivation and good interaction. Caring for students, giving importance to them and spending time with students naturally bring teachers the opportunity to have a good interaction with their pupils. Considering the importance of these elements, Weinstein (1996) comments:

“Teachers are good when they take the time to learn who their students are and what they are like, when they laugh with their students, ... and when they are both a friend and a responsible adult (p. 76).

In this study, the participants' being novice and young may be considered among the issues that affected them in their induction process. Most of them stated that they

found it hard to adapt to their new identities as instructors though, at the same time, as they noted, they loved their profession. As the participants were young and they were instructors at tertiary level, there was not naturally much difference between their and their students' ages. This was important for them because it sometimes caused problems in classroom management or in the way their students considered them as teachers. Students were at preparatory class and most of them had just graduated from high school. As they were new at the university, they were searching for some ways to prove their identity or to seek attention in their new environment. As the natural consequence of their intentions, they sometimes acted in ways that would make their novice instructor's job more difficult. As McKenzie-Brown (2007) utters instructors deal with a different crowd with different identities at tertiary level. As the students are almost totally adult learners when they study at preparatory classes, they may not want to obey the rules set by their instructors, especially when the instructors are as young as themselves.

Apart from the probable problems that might stem from student behaviours, the participants experienced the difficulties of being novice without a mentor. During the interviews, most of the participants stated their need for a veteran instructor to help them. Therefore, it may be concluded that the participants felt themselves alone in the adaptation process to the rules and practices in their new working environment and, therefore, they expected someone with enough experience concerning the procedure to help them. When people participate in new environments, they mostly need help and acceptance. This can be claimed to be a necessary component of the effective development of professional identity and a smooth transition stage from being inexperienced to being experienced.

#### **4.1.5. Relationships with Colleagues and Administration**

Another theme that was identified as a result of the analysis of the data is about the participants' relationships with their colleagues and their administration. Actually, the participants did not mention this issue much compared to what they told about the matters concerning their students. However, it is worth dealing with the interaction of instructors among themselves and with their administration.

Table 4.5.

*Theme for Professional Relationships*

<b>THEME 5: RELATION WITH COLLEAGUES &amp; ADMINISTRATION</b>	
<b>CATEGORY</b>	<b>CODES</b>
<b>Category 1: Intradepartmental Relationship</b>	Sharing feelings, experiences and ideas
	Collaboration / Cooperation
	Asking for help from experienced instructors
	Respecting each other
	Support among colleagues
<b>Category 2: Atmosphere in Academia</b>	Good socializing
	Appreciating what is done
	Motivating instructors
	Showing understanding
	Providing a relaxing environment
	Respecting and giving value
	Helping instructors
Warm attitudes	
	Discipline/ Order

Considering this theme, two basic categories have been identified: intradepartmental companionship and atmosphere in academia. The former includes the participants' relationships with their colleagues and the latter contains that he one with the administration. Taking the first category into account, it can be seen that what was emphasized by the participants was the importance of "sharing" and "collaboration". Most of the participants believed that by coming together, people can share their ideas with each other and, in this way, they can contribute to each other in positive ways. Sharing was significant for them because they were new in the new environment and they needed to learn the procedures while trying to understand what was happening around them. Sharing ideas and thoughts as well as sharing experiences and feelings was essential for them both for their adaptation and for their professional development. One of the participants stated her satisfaction from her interaction with her colleagues.



She told about her happiness with the present situation comparing it with her experience she had before being an instructor in the institution:

*“First of all, I love my colleagues very much. This is a great advantage because you know that there is someone to share your feelings or experiences. In my first workplace, I didn’t have good experiences with my colleagues; there wasn’t a warm environment there. When I started to work here, I realized that I was not happy there. I was going to school unhappily, now I realize I am happy when I come to school. I may work more but I am happier. This has affected me psychologically.” (Aydan)*

Since some of the participants had worked as teachers at other levels either at state schools or private institutions, it was natural for them to make a comparison between their previous experiences and what they were going through in their new work place. One of those participants expressed that her relationship with her colleagues in this institution was better than the one she had before. She thought that the probable reason for their better socialization was their sharing common purposes:

*“As for the relations with my colleagues, I can say that we have good relations and we can work together to find solutions to problems. Compared to my previous working environment, I have better relations with my colleagues both inside and outside the school at university. This is an advantage of working here. Since we have the same goals as colleagues, the socializing here is better.” (Emel)*

As it is not always easy to adapt to a new atmosphere, it takes some time to get used to it. For some people, it is a short period while for some it takes a long time. One of the participants for whom the adaptation process normally takes long told that this was not the case when she became an instructor. Contrary to what she had expected, she expressed that she had a smooth transition and adaptation period. She put her feelings into these words giving her reasons for what she felt:

*“Normally, it takes a long period for me to get used to any new environment. When I came here, I also had some prejudices. But, when I*

*look at the situation here, as there is no rivalry here, we have good relations. And we began working here as a group of 10 new instructors. I didn't feel lonely. When I went to the city where I studied to visit my friends, I saw that they were working from 8 a.m. to 5 p.m., they were working in small rooms and they didn't have good friendship. When I consider here, I see that even if I work much, I enjoy what I do and I enjoy being here; so I think I am really lucky.” (Nesrin)*

It is natural that in any environment, there will be people who have different ideas, thoughts and characteristics. This is a most probable consequence or reflection of their personalities and backgrounds. Therefore, in any environment, people need to respect each other if they expect to establish and preserve good relations with those around. During the interview, one of the participants referred to respect as the major factor for her having good relations with her colleagues:

*“As students come from different cultures, so do my colleagues. We have different life styles, cultures and perspectives. I feel lucky that we respect each other despite our differences.” (Elif)*

Most of the participants regarded sharing as an act of having contributions to each other. They valued the contribution for their development and adaptation. For example, one of the participants maintained that colleagues could help each other when they share their experience:

*“For me, the most important aspect is that there should be cooperation in the institution. What I mean by cooperation is that, for example, if there is a project, the colleagues should work together and they should share their ideas and experiences. Or, if I encounter a problem, I should not be the only one to solve this problem. So, if there are some others having similar experiences, we can share our ideas and we can find solutions together. In this way, I feel myself more relaxed and motivated. For this cooperation to be easier, we can have regular and more frequent meetings in the institution.” (Emel)*

As the participants did not have mentors to help them in their induction period, most of the time, they asked the experienced instructors in the institution to help them deal with problematic issues in teaching and the organizational structure. One of the participants stated that when she had a problem, she preferred to ask a veteran instructor to help her. She also added that she tried to help those instructors who started work after her:

*“As in my classes, I am out of my ego in my relations with my colleagues. For example, if I have some problems, I immediately go and ask one of my experienced colleagues about what to do. I ask him what he would do in such a situation or what strategies he would use. I try to have benefits from their experiences. This is also valid for me. Although I am a novice instructor, I try to share my experiences with those coming after me. Even before they ask for help, I try to help them and do whatever I can for them. I ask them whether they have needs, I mention the rules in the working environment, I show some strategies I have found myself, I share my materials; in short, I want to have collaboration with my colleagues.”*  
(Deniz)

Considering the great help and support of the experienced teachers in the working environment as well as his relationship with novice instructors, one of the participants expressed his appreciation of the interaction among the colleagues:

*“Our experienced instructors have told us that they are ready to help whenever we need. As novice colleagues, we share our experiences with each other and support each other whenever we need. I can say that I haven’t felt isolated in the adaptation period. This working environment positively affects me and increases my motivation.”* (Ali)

All of the participants except one maintained that they were content with the way the colleagues communicate with each other. The participant who was not happy with the way her colleagues communicated with each other told that she was slightly disappointed with the interaction style in the institution. Before starting work here as an instructor, she had worked in another unit of the university where, she said, she had had

closer relations with her co-workers. Therefore, she expected to have similar relationships here with her new colleagues. However, what she encountered was not what she expected. Referring also to the distance between experienced and inexperienced instructors, she maintained:

*“In my previous working environment, we were closer as colleagues. Here, there isn’t much time that we can spend together because of our workload. There aren’t strong connections between the experienced and inexperienced teachers. This may be a problem but it is not so important for me. But it may be disturbing for the unity of the school. But because there are a lot of instructors, we may not have the right to expect a total unity.” (Derya)*

As for the second category, we can see that what the participants told about the atmosphere in academia was mostly based on the way their administrators behaved them. Although the participants did not make many comments, all of them were generally happy with the manners and attitudes of the administration towards the instructors in the institution. One of the participants who had expected the management to be stricter and to behave in a more formal manner stated:

*“Before coming here, considering what I heard about other institutions, I thought that administration could be strict towards instructors. However, the situation here is different from what I expected. Comparing here with other institutions or universities, I can say that administration really gives importance to personnel; whenever we have some problems or needs, we can easily talk about our problems and get help. For example, last week, one of my administrators asked me whether I was pleased with my room and whether I wanted to change my room. He had a warm attitude towards me. Besides, when we began working here, the management organized a dinner for us. Or, when there is an emergency or during holidays, they show enough understanding. The administrators do not approach the personnel with arrogance; they have intimate relations with us. We do not feel the hierarchy. Of course, they convey the idea that we have certain responsibilities and we are supposed to do them while they maintain a close relationship and warm attitude. Here, I can feel the discipline and feel that*

*this is a university with strong roots. There is discipline and order here.”*

*(Ahmet)*

As there is a system in the institution that should operate, the instructors are supposed to do what is asked from them. During the interview, one of participants made sincere comments concerning what she would have done if she had been one of the administrative staff. She mentioned empathy as one of the strategies she used in her relationship with administration as she did with her students. Her expressions are provided below:

*“As for the administration, in these two years, I haven’t experienced any problems with the administration. As I have the consciousness, I try to do my best as an instructor; I go to my classes on time, I immediately do whatever is asked from me, I try to have effective classes. And, again, I try to understand them, I empathize with them. If I would be the manager of the school, what would I expect from the instructors? For example, if I come late for my classes and if the manager warns me about this, I wouldn’t be offended thinking that he is right. If I were him, I would do the same thing. There is a system here and it should work; so, I don’t have any privilege and I am also supposed to obey the rules here... Instead of having problems with the administration, I try to help them. Whenever they want me to do something, I immediately do it. As they have many responsibilities concerning the staff or the duties, I think I should help them as much as I can do.”* (Deniz)

Being motivated was among the issues that were mentioned while participants were referring to the relationship between them and the administration. They highlighted the importance of being motivated and appreciated by their administration. One of the participants commented:

*“About the management, I think it really affects the motivation and willingness of the instructor. If the management does not appreciate what you do, well... But here, I believe; we get the appreciation we deserve.”* (Aydan)

In many professions, individuals have to be in relationships, either formal or informal, with others, either voluntarily or involuntarily. He should establish positive relationships with those with whom he works together. In the teaching profession, teachers are in as much contact with their colleagues as they are with their students. They sometimes ask for help or take advice from veteran teachers or they share their experiences or ideas with new colleagues. In any way, they are in need of having interaction with their co-workers.

Since it is necessary to establish relationships with colleagues and students in teaching profession, communication has a great significance because it, either directly or indirectly, affects the satisfaction an instructor gets from his profession. Lacy and Sheehan (1997) conducted a comprehensive survey in eight nations with more than 12,000 participants. They investigated the job satisfaction of those who worked at universities. The findings of the study showed that one of the major factors that affected job satisfaction of the participants was their interaction styles with their colleagues.

The results of another research carried out by Spear, Gould and Lee (2000) showed parallels with those of Lacy and Sheehan (1997). Examining teachers' job satisfaction, Spear et al. (2000) found out that establishing and maintaining positive relationships with colleagues was the second most important factor for job satisfaction. The participants in this study also stated that they preferred to have good relationships with their colleagues. Their having good interaction was a factor that increased their willingness. It may be concluded from the comments of the participants that positive communication is one of the most prominent components of job satisfaction. An instructor's having good interaction with those with whom he works together naturally makes him feel relaxed and happy in the working environment. The happier an instructor is, the more motivated he becomes. As Osterman (2000) maintains, collegiality affects the way an educator performs and his involvement in his job. In other words, the more motivated an instructor becomes, naturally, the better he performs.

Administration is among the major components of any working environment. In this study, administrators were described as individuals responsible for running the institution in an orderly and organized manner. Their responsibility was to provide their

instructors with a good working environment. In this working atmosphere, our participants emphasized the good behaviours and attitudes of the administrative staff. They stated that they had good relationships with their administrators. This was a factor that positively influenced the instructors' work motivation and increased desired performance. This can be supported by what is proposed by Ballone and Czerniak (2001) and Dunaway (2007). They highlight the significance of leader behaviours on teacher motivation and behaviours. Evans (2001) also maintains a similar comment by stating that management has direct or indirect effects on teacher motivation.

The interaction between administration and instructors plays remarkable roles in the professional lives of instructors. This relationship is especially important in the initial stages in the profession. As the first experiences are mostly the determinant factors in later decisions or later experiences (Feiman-Nemser, 1983; Lortie, 1975), establishing and preserving good and strong relationships with their administration is of great significance for newly-hired instructors. This issue is important not only for the professional development of instructors but for their retention as well. In order to create good impacts and help novices remain in the profession, administrators should pay special attention to their attitudes and approaches towards their instructors. The results of Ingersoll's (2001) study revealed that besides the effects of student misbehaviours, inadequate support from administrations in the institution also negatively influence teacher retention. Administrators can have major effects on teachers by "shaping the tone and quality of a new teacher's first teaching experience" (Chapman, 1984, p. 665). Therefore, they should provide novices with the help they need in their professional lives, especially in the initial periods.

#### **4.1.6. Needs and Expectations**

When people participate in different settings, they naturally experience some needs concerning different issues. Needs become especially more apparent when people are new in an environment as in the case of the participants in this study. Data collected for this study have indicated that "needs" is an important aspect in the induction period of novice instructors.

Table 4.6.

*Theme for Needs and Expectations*

THEME 6: NEEDS	
CATEGORIES	CODES
<b>Category 1: Adaptation &amp; Development</b>	Orientation
	Mentoring
	Organizing seminars
	Professional development
	Less workload
<b>Category 3: Relations &amp; Attitudes</b>	Less crowded classes
	Being appreciated and motivated
	Having good relations
	Respecting and being respected
	collaboration

Two major categories were identified under this theme: the adaptation and development needs and affective issues. The first category mostly included matters concerning the points that the participants thought as lacking in the institution. The most striking concern was the lack of mentors. Almost all of the participants referred to their need of mentors in the initial period by giving examples from the difficulties they experienced. As they did not have official mentors, the participants benefited mostly from the experiences of veteran instructors as their “voluntary mentors”. One of the participants who was grateful to the experienced instructors in the institution commented:

*“Of course, we have experienced instructors here and I have tried to get some help from them about the system here, about how to conduct lessons or which techniques to use. I have been able to get answers to my questions from both the experienced ones and the inexperienced ones like me in social conversations. But... I would prefer to have real mentors.” (Ahmet)*



Another participant also referred to the help that novice instructors should get from their institutions. She was also among those who received help and guidance from experienced instructors and she had a word on this very need:

*“Absolutely... I have always asked my colleagues how they do this or how I should do that. Of course, I managed it in some way. But I wish I had had a mentor to help me.” (Nesrin)*

One of the participants who started teaching as soon as she was hired told about the difficulties she experienced. She stated that despite her being totally new in the profession, she had to shoulder the total responsibility of a class on her own. She suggested there should be mentors at least for the first few months for the new instructors to get used to the rules and procedures:

*“Actually... there should be mentors for the beginner instructors. We may observe a few of their lessons and learn the procedure in the institution.” (Şebnem)*

The participants also maintained that lack of mentors in the institution caused them to experience on their own. They found out the necessary things by trial and error. One of them expressed her thoughts about the issue as such:

*“I gradually got used to teaching. I learned by experiencing. If I had a mentor, I might not have experienced those difficulties. But, I learned myself with experience either good or bad.” (Aydan)*

Another lecturer’s comment conveyed actually the same meaning supporting the instructors’ need to have mentors to guide them in order to prepare them for long and exhausting professional life:

*“I think everyone finds their way or strategy themselves in time. But, well... we definitely needed someone to help us, I mean... a mentor.” (Gökçen)*

Considering their adaptation process, the participants pointed out their orientation need as well as mentor support. Some of them stated their expectation for some orientation programs or seminars that their institution could organize in order to

contribute to the well-being of the instructors' adaptation process and professional development. One of the participants heartily expressed her comments about her need for orientation programs in the institution to get used to the environment and its conventions and norms. She referred to the orientation programs at other levels of teaching profession and stated:

*“When I started to work here, it was the middle of the year; that is, it was the beginning of the second term. So, I couldn't have the chance to have an orientation before the term. As soon as I came here, I started to have classes. When I had some questions about the organization such as how to take attendance, I was either asking my friends or the administration. When my students had some questions, I didn't know exactly what to say or how to explain. Actually, if there had been an orientation program for the new members, it would have been easier for me. Teachers in Ministry of Education have orientation during their first year. We could also have such organizations. It doesn't have to be as long as a whole year, but it is necessary for the new ones to get used to the environment. Of course, I don't mean the academic aspect because we have enough academic knowledge; I mean the organizational issues. At this point, I experienced some problems. I was asking everyone for help but I was getting different answers for the same issues.” (Derya)*

One of the participants who was asked to teach immediately after she was employed noted that she felt herself unlucky at the beginning because she did not have the opportunity to learn about the environment:

*“My situation was a bit different because I began to work here with a contract. And I started to teach without knowing the personnel, the procedure and even where my class was. I think the new instructors coming after me were luckier because they were not asked to teach as soon as they started work here. They had some period before teaching in which they had the opportunity to know the working environment. They had a kind of orientation but I didn't. While they were introduced most of the things, I was regarded as if I had been an experienced instructor.” (Şebnem)*

While referring to the lack of any orientation program in the institution, some of the participants preferred to give examples from their experiences while some chose to tell about the possible solutions for the improvement of the situation. For example, one of the instructors articulated that there could be more frequent meetings or organizations for the instructors to express their experiences and ideas concerning the common points they shared:

*“We can share our ideas and we can find solutions together. In this way, I feel myself more relaxed and motivated. In order to cooperate more easily, we can have regular and more frequent meetings in the institution.” (Emel)*

Seminars or teaching workshops are important for the development of instructors. They are effective in maintaining their interest and motivation in their profession. One of the participants stated that she thought that there were not adequate number of organizations or programs for professional development; so, it would be better if there were more seminars in the institution:

*“Our motivation sometimes decreases during the term. So, the number of the organizations or seminars can be increased to enhance our motivation because I am really affected by these programs. If there are more organizations to train us, teachers can renew and adapt themselves in a better way.” (Derya)*

Professional development was among the needs of the participants. As they were instructors, they did not officially have to conduct M.A. or Ph.D. studies. However, for most of them, it was a necessity, though not an obligation. One of the instructors who was doing her master studies shared her opinions concerning the necessity of pursuing academic development in the existing conditions:

*“For career development, I am a student of a master program. As you know, it is not obligatory to do so if you are an instructor here. But, I think it is a necessity nowadays. In the past, graduating from a university provided you with advantages. Now, it is not enough to be a university*

*graduate, you need to do more. So, I think master or doctoral programs are necessary.” (Gökçen)*

In teaching profession, teachers are expected to meet the needs of their students. Most of the time, the needs of teachers are neglected. Besides providing satisfaction for others, the teacher also needs to meet his own needs to be motivated. One of the participants told that she regarded academic work as self-satisfaction and contribution to the field:

*“I want to be both a successful teacher and academician. I want to both satisfy myself and meet the needs of my students. I want to make contributions to the field with my ideas and work.” (Emel)*

Another participant maintained that he always wanted to work at tertiary level while stating his thoughts about the existing system. He also added that he regarded working as an instructor here as a transition period:

*“I have always wanted to work at the university level. I am an instructor here and I still follow the opportunities to do academic work because I regard being an instructor here as a transition period. I want to call attention to an issue. In this system, if you are an instructor, you cannot find enough chance to do academic work because of your workload. Or, if you become a research assistant, then you can do academic work; but you may not find the chance to practice in teaching profession. In either situation, you need to pay more attention to one aspect.” (Ali)*

One of the needs of the participants was related to the physical conditions of the classroom environment. Most of the participants maintained that the classes were crowded for language teaching and learning. One of them gave an example from his own experience as a student while commenting on the issue:

*“Well, we have a bit more crowded classes and I think we don’t have enough instructors in the institution. So, our workload is heavy... Crowded classes are problematic because it is difficult to deal with your students individually. For example, there were 70 students in my class when I was a*

*student at university. Most of our instructors didn't know our names and we couldn't have the chance to talk in order to have practice. Crowded classes are handicaps in education.” (Hakan)*

As language teaching, most of the time, requires special attention for learners to learn better and have more practice, the number of students in a class should not exceed a specific number. One of the instructors who thought that crowded classes had negative influences on the lessons stated:

*“Actually, if the class is crowded, as an instructor, you cannot have the chance to deal with your students individually. In crowded classes, you have difficulties concerning time and you have to decrease the number of activities you have. Crowded classes negatively affect the flow of the lessons.” (Deniz)*

In crowded classes, in addition to the issue of paying special attention for each student, classroom management is also problematic. The more students there are in a class, the more management issues are likely to occur. One participant who had crowded classes for his speaking courses maintained:

*“If the class is crowded, this affects the lessons in a negative way. For example, in speaking classes, when you give some instructions to students, the teaching environment is noisy and it becomes difficult for you to manage the class. And this may also cause some problems with time management.” (Ahmet)*

An important other need that some of the participants mentioned was their need to have less workload. Some stated that the amount of workload they had to shoulder was more than they had expected and they sometimes found it difficult to perform. The participants making comments on the issue of workload expressed their desire for less workload in order to perform better and allocate more time for their academic work. One of the participants who wanted to have less workload mentioned her desire to develop herself as an instructor:

*“When I was a student or when I read sources about my field, I have taken some decisions about what to do in my profession. But, during the term, because of either the workload or my personal problems, I have some difficulties in putting them into practice. Actually, I want to equip myself with the newest and most modern techniques as an instructor and create a difference in my classes. However, sometimes I cannot have the time.”*  
(Derya)

Workload has been considered as a big handicap for their academic studied. Some instructors complained about heavy workload because they wanted to carry out their academic studies along with their teaching. A participant who wanted to have less workload told of her desire to do her academic studies:

*“An instructor shouldn’t have heavy workload if he aims professional development. The administration should take this aspect into consideration.”* (Elif)

When it comes to the second category, it can be seen that participants basically wanted to have good relations in the working environment and they expected to be appreciated and motivated. Having good relations with their students, colleagues and administration was important for them because they were spending most of their time with those people. Establishing positive interactions and sustaining them were among the needs of the participants. They approached the issue from different perspectives; sometimes expressing their ideas or sometimes giving examples in order to support their utterances. Whatever strategy they adopted, there was a common point in all the things they said: the necessity to have good relationships with, colleagues and the administrations.

Collaboration was among the points of reference in the interviews. The participants regarded collaboration mostly as an act of sharing ideas and experiences. This was an important issue for them not only for professional development but for professional adaptation as well.

The need for being appreciated and motivated was another major concern. Almost all of the participants stated this need either directly or indirectly. The sources

of motivation changed from instructor to instructor. One of the bases for instructor motivation was student motivation. For example, one of the participants stated that her students' demotivation was a negative factor that influenced her motivation as the instructor:

*“They were indifferent to the course. They said they didn’t love English because they were science students. Then, the more demotivated they become, the more demotivated I felt. In the end, I didn’t want to teach in that class.” (Aydan)*

Most of the participants wanted their students to appreciate their efforts in order to feel valuable. However, they maintained that sometimes there was a huge difference between what they expected and what they encountered. One of the instructors expressed her disappointment with the following words:

*“I feel frustrated when something I do doesn’t have any value for the others. When, sometimes, in the class, I talk and I listen to myself... This makes me discouraged and demotivated. If my aim is to teach something but students are not listening, this makes me feel bad.” (Aydan)*

There is a great correlation between student motivation and teacher motivation. Most of what the participants stated supported this notion. The general comment one of the instructors made about the issue is provided below:

*“The more motivated and willing a learner is, the more motivated and effective the teacher is. If the student is passive or doesn’t listen to the teacher, this really affects the teacher in a negative way; he questions his existence there as an instructor.” (Gökçen)*

While some instructors referred to instances in which they were demotivated because of student misbehaviours or lack of appreciation, some preferred to highlight their source of motivation as instructors. For some of them, having good relations with their students was a great contributor for their motivation. For example, one of the participants wanted to make the importance of good relations clear by making comparisons between two cases; having vs. not having good relationships with students:

*“Having good relationships with my students... For example, I couldn't establish a sound relation in one of my classes and this really negatively affected our lessons. If I don't have a good relation with my students, this directly decreases my motivation and negatively affects my teaching; I cannot teach effectively. So, students are also negatively affected by this. No matter how hard we try not to reflect our feelings or emotions, students can understand how we feel.” (Hakan)*

Another source of instructor motivation was the appreciating behaviours or comments of colleagues and administration. The participants stated that they needed to be valued and appreciated because they needed this motivation in what they did. One of the participants who stressed this need maintained:

*“Motivation is really important for me. I like being appreciated for the things I do by my colleagues or administration. I motivate my students and I want and expect to be motivated. I want to be appreciated and have value and respect as an instructor. In this way, I become more motivated and willing; so, I work and perform better.” (Deniz)*

Later in the interview, as the issue of appreciation was important for her, the same participant said she wanted to be told by both her students and the management that her efforts to teach were appreciated:

*“As I said, I become really happy when I am appreciated. For example, one day, the school manager told me that he heard positive things about me, he was aware of my efforts and he thanked me. When he did this, I felt really happy and motivated. Or, sometimes, my students tell me that they learn many things from me and they really enjoy my classes. This also makes me very pleased. Being appreciated makes me motivated and happy.” (Deniz)*

Considering the “needs theme” in general, it can be concluded that the participants basically needed the help of professional and experienced instructors in their induction process. As they were new in the environment; the expectations, the rules, the procedures or the organization of the institution were all new to them. Novices



are in a survival and adaptation period in the initial stages of their professional lives. Therefore, they are sometimes desperately in need of support from which they can benefit. The most appropriate source of this support may be a mentor. A number of studies have shown that mentorship is one of the most crucial elements of the induction period (Darling-Hammond, 2003; Ingersoll & Smith, 2004; Schmidt, 2008; Wong, 2004). A general definition of mentorship is provided by Ingersoll and Smith (2003), who regarded the concept as a state in which teachers with years of experience share their experiences with novices in order to guide, help and teach them the things that are necessary for the beginners to know. However, studies concerning the experiences of beginning teachers have shown that they cannot, most of the time, receive the necessary mentor support (Barlow and Antoniou, 2007; Ulvik, Smith and Helleve, 2009) like the novice instructors in this study. Without the necessary mentor support, novices have to rely on trial and error to learn about the organization or structures (Harrison and McKeon, 2008).

Another important need was the pursuit of academic development. In the ever-changing conditions of today's world, it has become a necessity for one to do to his best for professional development. Unlike the former implementations in the academia, today, the pursuit of master and doctoral degrees has become a subtle necessity. With the improving and increasing opportunities, individuals can attend any university level program and this situation results in an abundance of graduates in the employment arena. Therefore, making further studies has been much more important than before to get better employment opportunities. Some of the participants referred to this need and they expressed their desire to pursue academic development. On the other hand, some stated personal satisfaction as the reason for academic development. Barlow and Antoniou (2007), who conducted a study investigating the early experiences of university lecturers found out that most of the new lecturers expect to do academic studies in order to accomplish personal satisfaction.

The issue of crowded classes is problematic, too (Achilles, Kiser-Kling, Aust, & Owen, 1995; Molnar, Smith, & Zahorik, 1999). When it comes to language teaching and learning, the size of the class gains more importance. However, the growing needs and demands for language education result in an increase in the number of students in classes. As instructors generally need to deal with students individually or in small

groups (Bodycott, 1997) and allocate time for the practical usage of the target language (Davies and Pearse, 2000), the management of classroom and having effective courses become more difficult in crowded classes (Mulryan-Kyne, 2010). The case for the instructors in this study outlined the findings of the above researchers.

Collaboration or cooperation is an essential component in any environment. The people who participate in a setting mostly expect to do the necessary things together in collaboration. The aim of cooperation is to share the feeling of being united while doing things together. It was significant for the participants in this study to share a working environment in which there existed collaboration and cooperation among the members of the institution. This saved them from the feeling of isolation especially in the early phases of their professional lives.

Last but not least, being appreciated and motivated was among the needs of the participants. It is natural that they want to be appreciated because it feeling lies in human nature. People want to be valued for what they do. As the participants in this study were new in the profession, their desire to be appreciated was very high. Their being approved and valued was significant for their having confidence in themselves as instructors. Being appreciated provided them with the necessary motivation. It will be widely acknowledged that the more an instructor is motivated, the better he performs. Instructor motivation is bound to different sources and their relationship with their students is one of the most influential sources. Students' respectful behaviours and their appreciating the instructor's efforts and the good interaction between instructor and students are all leading factors for teacher motivation (Nias, 1989; Poppleton, 1989). An instructor's being appreciated and his being motivated naturally affects his students, either in a direct or indirect manner (Atkinson, 2000; Dörnyei, 2001). This phenomenon was observed and verified through the data collected in this study.

#### **4.1.7. Priorities**

The last theme in the study is "priorities of novice instructors". The priorities to be mentioned here refer to what the participants regarded as main concerns in their induction processes.

Table 4.7.

*Theme for Priorities*

THEME 7: PRIORITIES	
CATEGORIES	CODES
<b>Category 1: Teaching Priorities</b>	Teaching functional language Teaching well Being a good guide as an instructor and as a person Being a good role-model Maintaining student interest and motivation Providing a relaxing learning environment Enjoying while teaching Teaching according to student level
<b>Category 2: Relational Issues</b>	Having good relations with students Communicating well Empathizing with students Keeping balance

As can be seen in Table 4.7., the analysis of the main theme resulted in two basic priority categories: teaching priorities and relational issues. The first category includes such issues as being a good guide, providing a relaxing learning environment and teaching students the target language in a functional way. Most of the participants stated that guiding students, which they regarded as the essence of teaching profession, was one of their priorities. Rather than teaching in a direct way, they were in favour of guiding students in their journey to learn as expressed by one of the instructors:

*“Teaching is conveying what someone with specialized knowledge knows to others in a professional way; not in a direct way but in a way in which he guides others. I believe no one can teach something to others; instead, a person can learn. This is my starting point. And I think the better guides we are, the better teachers we become. Especially, today, people can obtain*

*knowledge in many ways. Students can learn something on their own but as teacher is the expert, she can show the way to learn better. Teachers are guides in the educational process.” (Derya)*

Effective teaching mostly meant guiding students in the best way to show them the appropriate path to reach the purpose. For this study, the purpose was to teach English effectively. Another participant made a similar comment related to this point:

*“A teacher should be a good guide. He should show how a student should approach language learning, what sources he should use, etc. This is the good language teacher, I think. My aim is to become an instructor suiting this description.” (Derya)*

Support is an important part in the act of guiding. As students do not exactly know which strategies to follow or what sources to use, they need the support of someone who knows the process; i.e. the support of their instructors. One of the instructors referred to the significance of support as such:

*“An instructor should be supportive towards his students; he should help his students when they need help. Students should feel relaxed when asking help from their teachers.” (Ahmet)*

Another essential component of effective teaching is to teach students the way to use target language in a practical way. In other words, teaching the functional usage of a language should be a priority. Today, it has become a necessity to communicate with people from other nations; so knowing how to use a language communicatively is of great significance. One of the instructors emphasized this point in different parts of our interview. Her comments are provided below:

*“I think that the most important goal in language is to communicate. My aim in teaching English is to help my students to develop the four skills in a functional way. I want to help them to accomplish their daily tasks and express themselves in an efficient way. Communication is really important for me in language teaching. I want to help them to express themselves and understand others. Actually, I try to teach in a way that my students can*

*benefit more. I don't have many expectations from my students. When you expect much from your students, they may become demotivated or they may be afraid of making mistakes. I impose on them the idea that they don't have to be perfect or know a lot of things. What is important is to effectively use what you have. Applying what you know is better than knowing lots of things but not being able to use them.” (Deniz)*

In language teaching, it is one of the main responsibilities of an instructor to provide his students with a suitable and relaxing teaching and learning atmosphere. This kind of a learning environment enables students to feel more stress-free and they can learn and perform better. One of the participants maintained that she tried to do her best in order to provide her students with a positive setting for language learning and she explained the reason for this as follows:

*“I think that language learning and teaching should occur in more flexible and relaxing environments. I want students to be relaxed; of course, to an appropriate extent.” (Derya)*

Motivating students in the learning process is also another issue that should be paid special attention. An instructor should maintain student motivation in order for his students to obtain better results for language learning. One of the participants referred to the necessity of praising students to increase their motivation. She stated that with the help of using motivation strategies, she realized that there occurred a difference in a good way in her classroom environment. She was also happy to say that this change positively influenced not only her students but also her as the educator:

*“When my students give answers, I praise them by saying “well done, great, or perfect”. This really motivates them and increases their success. The more motivated and successful the students are, the more motivated and willing I am. We all affect each other. Now, I have classes where students can feel relaxed and stress-free and where they can improve themselves.” (Deniz)*

Besides praising, maintaining students' interest is also an important factor for preserving their motivation. The educator should not only teach well, he should also help his students have interest in the lesson. One of the participants commented on this issue and she stated:

*“Maintaining their interest as well as teaching effectively is important. It is important not to look from one perspective. Your having good communication is not enough to have effective classes. The teacher should be beneficial to the students both as a guide and as an individual.” (Aydan)*

One of the most effective ways of establishing and preserving students' motivation is to attract their attention and interest and help them love the course. If students are interested in what is taught to them, they will naturally be motivated and have interest in learning. The more they are interested in learning, the more successful they will be. The more they are successful, the more motivated they will become. In other words, their interest in the course, their motivation and their success form a unity. One of the participants underlined the significance of helping students to love the course and of attracting their attention by preparing enjoyable lessons:

*“In my classes, I am not, actually, a dominant instructor. I have realized that if you can manage to have your students love the lesson, this is good. But, if you cannot manage this or you behave in a dominant and authoritative way, your students may seem to be listening to you; but, indeed, they don't listen to you and respect you. In order to eliminate this problem, I try to attract their attention with enjoyable lessons.” (Ali)*

As there are different students in each classroom environment, it is highly likely that there are diverse personalities, student backgrounds and learning styles. Therefore, an instructor should pay attention to the diversity in his classes and try to adapt his teaching strategies and materials according to student profile. One of the participants referred to knowing students well as a major priority in her teaching. She provided us with examples from her experiences in her induction process:

*“What I have experienced is that the students are from different backgrounds and different cultures. Each of the students has different family structures and different life styles. So, in my teaching, I need to adopt different approaches for these students. I believe... this is my priority in teaching. I need to know them individually and use appropriate techniques for each of them. This is challenging for me. In addition, I need to have better knowledge about their cultures in order to address them in an effective way. An instructor should be multidimensional both as a person and as a teacher.” (Elif)*

Some instructors also referred to “learning while teaching”. They noted that it was among their priorities. An instructor stated the importance of learning while teaching and made the following comment:

*“Last but not least, as I said, I learn when I teach and there are lots of things I will learn; I am more open to learning. For example, sometimes, I can learn new things from my students because they are students of different departments. I think teaching should be reciprocal; while you are teaching, you can also learn. Learning while teaching... I really enjoy this and this is my priority.” (Deniz)*

Another instructor maintained that she needed to have fun in her classes while she was teaching. She said enjoying the lessons was a necessity for her to perform better and for her students to learn better:

*“My first aim in teaching is to have fun when I teach. If I didn’t enjoy teaching, I would find it difficult and boring to teach.” (Gökçen)*

In addition to the priorities concerning effective teaching, being a role-model was also an essential issue for the participants. Most of them uttered, either directly or indirectly, that they felt the responsibility on their shoulders to try to be good models for their students. Their aim was mostly to be good examples for their students in two ways: being a good model as an educator and as an individual. They considered this point as one of their priorities because they believed they could have some influences on

their students. One of the participants provided us with a good definition of teaching in his own terms in which he stressed the significance of being a good model:

*“Teaching, in general, doesn’t only mean to teach the students the field knowledge; in addition, it refers to helping them to shape their identity, to gain prestige and a life style, to equip them with good qualities by being a good role model. I believe that teaching is not just giving pedagogical knowledge to your students; it also requires you, as an instructor, to be a good model and help them to form good “labels” for themselves.” (Hakan)*

Another participant expressed her desire to be a good model as an instructor and as an individual as she mentioned that teaching was making contributions to other people to utilize throughout their lives when they are in need:

*“I want my students to remember me both as a good instructor and as a good individual. When I teach, a lot of students will benefit from this. Contributing to and being appreciated by my students as an instructor and as an individual is important for me.” (Gökçen)*

Before entering a certain environment, people may have some expectations concerning the new setting and their specific places there. Participants in this study also had similar expectations. One of the participants stated her effort to be a good role-model while referring to her expectations concerning her responsibilities in the profession:

*“I also felt that I need to be more careful with my behaviours because one of my mistakes may affect a student in a negative way. I am a model and I have responsibilities. I know that my students pay special attention to what I do. I am a model not only as an instructor but also as an individual. Before starting the profession, I knew that being an instructor would require responsibility. This responsibility is really heavy.” (Elif)*

As some of the participants were conducting their post-graduate studies, they mentioned their need and desire to keep on with their academic development. However, they also maintained that if they had to choose between being an educator and being an



academician, the priority would definitely be teaching as seen in the definition of the case by a lecturer:

*“I want to be both a successful teacher and academician. I want to both satisfy myself and meet the needs of my students. I want to contribute to the field with my ideas and work. But between the two, teaching comes first for me. Because I think research has contributions only to me and I satisfy myself. On the other hand, when I teach, I have contributions to a large community. This makes me feel more productive and satisfied.” (Emel)*

The utterances and explanations of the participants can be regarded as a sign of their desire and enthusiasm for teaching. During our interviews, the tones of their voices, their intonations or their body language were signs that they loved their profession. It was obvious that they wanted to do their best as educators. One of the participants hereby made the following comments:

*“Actually, this feeling is very good because now it is your turn to teach. For years, you have received education, sometimes you have criticised your teachers. Now, it is your turn and it is time to do your best. If you really love teaching, it is time to prove yourself. With all the challenges, you are the teacher now. One of my teachers in primary school once said; “This country needs people working in different professions. You can be doctors, engineers, teachers, cleaners or you may not work. But whatever your profession is, it is important to do your best”. So, as teaching is the profession via which I earn my living, I should teach in the best way.” (Şebnem)*

The second category basically includes the priorities of the participants concerning their interaction with their students. All of the participants referred to the significance of forming and preserving good relationships with their students. They expected their communication to be a positive one sometimes because of having easier classroom management and sometimes because of their desire to increase student motivation towards the course. While we were talking about the importance of having good interaction with students, one of the participants provided her experience as an

example for the desired teacher-student relationship making her priority to have good relationships with her students clear:

*“My teacher in the preparatory class... Actually, I learned English at the preparatory class and I haven’t even had the need to learn more. Yet, there were some students in the same class who learned almost nothing. I think this is to do with the relationship you have with the teacher. I really loved my teacher. I admired him both as a person and a teacher. And when I learned that I was going to study at English Language Teaching Department, I texted him that we were going to be colleagues. Although I was always planning to choose another field, he was the one to help me think about teaching as a profession. So, I want to have that good relationship with my own students now.” (Aydan)*

At some part of the interview, the same participant again wanted to make some comments on her desire to establish good interactions with her students. This was an essential point for her because she thought that if students love their instructor, they will naturally want to do their best in the class to learn:

*“My priority in the profession is to establish communication with students. From the beginning, it is important to have a good relation because if they love the teacher, they love the lesson. If they love you, then even if they don’t want, they start to study for you. The more they study and see that they can manage something, the more they love the lesson. As they love the lesson, the rest naturally comes.” (Aydan)*

Attracting students’ attention and interest towards the course is fundamental for their success. One of the participants stated her opinion concerning the effects of good interaction on student success and their desire to study. Her utterances are given below:

*“It is important to attract students’ attention towards the course. But, I believe, helping students to realize the importance of the course is much more important. For example, one of my students said that even if he didn’t love the course, he showed willingness to participate in it. Teaching has*

*many dimensions. If you are a good educator who teaches well, who motivates students, who has good relationships with them and who can be a good role model for them, then students feel that they need to study for the lessons.” (Elif)*

Besides its importance for students, having good relationships is also important for instructors. As they are one of the main characters in the teaching and learning environment, their satisfaction with what they do also affects their performance. One of the participants pointed out this issue and maintained:

*“Having good relations with my students... It is really important for me. For example, I couldn't establish a sound relation in one of my classes and this really negatively affected our lessons. If I don't have good relations with my students, this directly decreases my motivation and negatively affects my teaching. My students are also negatively affected by this.” (Hakan)*

Establishing good relationships with students is an essential component in teaching and learning environment. However, preserving certain disciplinary limits and borders is as important as having a good interaction. Most of the participants who stated their ideas about their relationships with their students also underlined the significance of keeping the balance in this relationship. For example, one of the participants who told that having good communication with students could be regarded as her strength also expressed that the close relationship could turn into a negative situation if students misuse the tolerance and understanding. She argued that mostly the student profiles determined the relationships and said:

*“I had different relations with my students last year than I have with the ones this year. Or, I have different relations with my students in morning classes and evening classes. Since there are differences, you should be multidimensional. As students shape their behaviour according to the teacher, so does the teacher.” (Aydan)*

The same participant made another comment later in the interview. She claimed that the possible reason for students' exploiting the good interactions was that they were

not used to having close and intimate relationships with their previous teachers. Therefore, they tended to misuse the one they experienced here. Her opinion is provided below:

*“I want the students to have the idea that we can be friends but I am still their teacher. I think this is because of the system they have been used to. When we look at their previous years as students, we can see different teacher types; authoritative and strict ones or those without any authority. So, when they come here, it is difficult to establish the idea that they can have close relations with their teachers while preserving the balance at the same time.” (Aydan)*

As any relationship includes mainly two parties, both parties influence the way the interaction goes on. In the relationship between the instructors and their students, students were also effective and they were one of the directing factors. One of the instructors told that students had great influence on the relationship while stressing the importance of preserving the balance between being too close and being strict:

*“The teacher should be neither too friendly nor too strict. Actually, this has also to do with students. For example, here, when you want to be friends with students, they may violate the borders; as they see you as their friend, they may not regard you as their instructor. So, it is important to keep the balance. Both teachers and students should know who is who. I mean... The teacher should know that he is the teacher and students should know that they are students.” (Nesrin)*

The participants stated the value of good relationships especially in language teaching and learning. As language learning requires its performers to have much practice, learners need a relaxing environment for making practice to learn the target language better. In a relaxing learning environment, students become more productive and this naturally affects their achievement. One of the participants who emphasized the necessity of good interaction maintained:

*“There should be a balance in this relation; neither too close nor too strict. I think, especially in language classes, there should be a warmer relation like that of friendship. We, as instructors, want our students to talk. But, if you behave in a strict way, students may feel anxious and this will prevent them from talking comfortably. If you have a friendly attitude, this helps your students to feel relaxed and they aren’t afraid of making mistakes. I try to have this kind of relation in my classes.” (Ali)*

While talking of her priority in teaching, one of our participants underlined the need to have positive interaction in the classroom atmosphere. She mentioned the importance of respecting and being respected while she told about the ways she preferred to have good relationships and the reasons for her attitudes and behaviours:

*“As an instructor, my priority is to help my students to express themselves without any fear; so I try to create an appropriate classroom environment for this. I want my students to show respect to each other. Of course, I don’t mean that there should be a one-way respect in the classroom. As an instructor, I also respect my students as individuals. I try to convey the idea that they are important for me. I try to learn their names. If you call them with their names, they really feel valued. When I make them feel that I respect them, they begin to love me as their instructor and respect accordingly.” (Deniz)*

Wherever people go and whatever they do, they bring some characteristics belonging to them to their environment. As every individual has a different personality, what they want to do and how they want to do it also show differences. In any environment, people have priorities concerning the issues they want to realize. In the case of the participants in this study, their priorities mainly centred on such the issues as their teaching priorities and their relationships with their students.

Teachers’ or instructors’ being effective in their profession is a priority for most of the performers in the teaching profession at every level. Researchers investigating the necessary characteristics that an educator should have (Koutsoulis, 2003; Minor, Onwuegbuzie, Witcher and James, 2002; Ornstein, 1976; Stephens & Crawley, 1994;

Witcher, Onwuegbuzie and Minor, 2001) have offered different definitions and elements for teacher effectiveness as it is a multidimensional issue. As teaching and teachers possess such an important place in education, teachers are expected to hold characteristics which promote student achievement and successful learning. As language learning is not an easy process, students need guidance in their journey to learn the target language. Therefore, teachers should guide their students to adapt to language learning.

As there are differences among instructors concerning their preferences and their priorities, it is natural to observe diversities among student profiles. Each student has a different way of learning. This was one of the concerns that the participants pointed out as their priorities in this study: the need to adapt their teaching and materials to the needs and expectations of their students. Examining the perspective of experienced teachers concerning good teachers, Delso (1993) found out that veteran teachers favoured those who were able to design and develop their courses in order to keep their students interested and motivated. Vogt (1984) suggests that efficient teachers are supposed to address to students with different needs, abilities and learning styles while realizing the instructional objectives at the same time. Concerning the same issue, Xiaoun Shi (2005) also conducted a study with graduate students. The results showed that graduates favoured those instructors who could adapt and utilize a variety of teaching strategies and sources in their courses.

Providing their students with suitable learning environments in which students can find the opportunity to practice the language was among the priorities of the participants in this study. They stated that they were trying to do their best to attract students' attention and maintain their interest to promote the participation in communication activities. Using a target language communicatively has become one of the basic requirements of language learning, especially in the last few decades. The globalization of the world has made it a necessity to learn at least one foreign language and use it functionally. Therefore, compared to the early phases or practices, language learning and teaching cannot be simply regarded as transmitting grammar and lexicon; instead, communicative use of language has gained higher importance. That is why, teaching a foreign language requires the application of a diversity of methods for the establishment of contexts stimulating communication and increasing student

participation. Brown (1978) highlights the significance of providing meaningful contexts for student participation for the development of communicative language use. Investigating the traits of good English teachers, Davies and Pearse (2000) maintain that an ideal language teacher should teach in a way from which his students can benefit the most.

In teaching profession, especially in the Turkish context, teachers are considered as the models whom students can regard as examples for themselves. Therefore, teachers feel the responsibility of being good models. They feel the need to pay attention to what they say, what they do and how they behave. In this study, being a role-model was another concern for the novice instructors. They expressed their feelings of responsibility concerning this issue in different phrases. Stephens and Crawley (1994) indirectly refer to the importance of role-modelling. They maintain that an ideal teacher is responsible not only for giving his students educational knowledge but also for promoting his students' psychological and social qualities by being an example for them through teaching and interacting in positive ways.

Apart from the priorities concerning effective teaching issues, having good relationships was also one of the chief expectations of participants. They referred to different reasons for their efforts to establish good interaction with their students but one point was common for all: good relationships have paramount effects on the teaching and learning environment. The effects and significance of establishing and preserving positive interaction between students and teachers have been emphasized in different studies with participants from different levels (Aksoy, 1998; Bodycott, 1997; Cruickshank, Jenkins, and Metcalf, 2003; Darling-Hammond, 2000; Deals, 2005; Koutsoulis, 2003; Xiaoun Shi, 2005). Studies have shown that a friendly learning environment in which the balance of the relationship is preserved provides both instructors and students with the opportunity to teach, learn and practise in a comfortable classroom environment.

Taking all these issues into consideration, it may be concluded that the novice lecturers in this study mostly regarded guiding and helping their students and being good examples for them as their main goals in teaching. Considering what they said about being effective instructors, they did not mention having a good command of field-

specific knowledge. A number of studies underline the importance for a teacher to possess field knowledge (Brown, 2004; Darling-Hammond, 2000; Erden, 2007; Feldman, 2005; Stronge, 2002). However, the participants of this study mostly expressed that their priorities were to teach effectively in a friendly environment. From this point, it can be inferred that as the participants are new graduates, they have been equipped with the latest teaching methods and they have a good command of the language.

The second point was that the novice instructors did not refer to their relationships with their colleagues and administration as their priorities. Considering the interaction issue, what they regarded as a priority was the relationship they had with their students. It may be concluded that as the participants of the study were mostly new in their working environment, the most important thing for them is to establish positive communication with those with whom they spend much of their time, i.e. their students. Although the relationships with the other two groups, colleagues and administration, are of great significance, the participants did not refer to this point among their priorities.



## **CHAPTER FIVE**

### **5. CONCLUSION**

#### **5.1. Overview and Implications**

This study was designed to shed light on the perceptions, priorities and challenges that are experienced by newly-appointed lecturers in their induction periods. As novice lecturers lack the necessary experience in professional life including the knowledge of the organization and the general educational system, what they experience, what challenges they face and what they need are important. Investigating these issues concerning novice instructors is significant because it is expected to provide insights into the issue under discussion. It is also expected to provide an opportunity to find the underlying reasons for the problems faced by novices and to suggest possible solutions to eliminate the problems and to improve existing conditions. The suggestions are of paramount importance to lessen the burden of challenges novice lecturers are possibly to encounter in the initial phases of the professional lives. The main research questions of the study were:

1. What are the perceptions and expectations of newly appointed lecturers concerning the profession?
2. What are the realities and challenges that they experience in their early years of the profession?
3. How do their identities as lecturers develop as a combination of their own values and their experiences?

Based on these research questions, semi-structured interviews were conducted with 11 participants who had experiences of between one and three years. Almost all of them have experienced the same or similar problems as regards the process of education at tertiary level. The results were analysed and discussed considering what the participants said and what the literature says on the issue under discussion.

The findings of the study reveal some crucial points to be discussed and evaluated. One of the main findings is the lack of induction programs at tertiary level. Considering the question asking about their induction experiences and needs, all of the participants referred to the need of an induction program at least in the initial months of the profession. They suffered from the lack of an orientation program which could alleviate many of the problems they encountered at the beginning of their professional lives.

The results pointed at the discrepancy between “as it is” and “as it should be”. During the interviews, the novice instructors in the study, directly or indirectly, referred to the lack of an induction program and their need for it. From what the participants said, it was obvious that they were determined and enthusiastic about their profession. They were trying to do their best to teach their students at optimum level. As they were novice instructors, they were naturally not professionals. They can be regarded as amateurs with passion to teach. However, they are determined to do everything required to be efficient instructors.

On the other hand, the participants in this study are well-aware of the difficulty of their job. They have the courage to overcome the problems encountered during the process but they are not in a position to control everything. They are willing to accomplish good things but they are not officially supported. What is available to them is the voluntary support mostly of their veteran colleagues. The novices stated they were lucky because they had the chance to get help from the experienced instructors in the institution. Despite this opportunity, they still felt the need for an induction program to show them the details of the profession, the institution and the university.

It may be widely accepted that people considerably learn by experiencing. Time and experience can be good teachers. In teaching profession, the performers most of whom graduate from universities with satisfactory field-specific knowledge and pedagogical knowledge are expected to put theory into practice when they enter real teaching and learning environments. As what is expected of them is unfamiliar to the new educators, the process of adaptation and the transition from being a student to being an instructor creates some difficulties. If the novice is alone in this initial period without

having much opportunity to receive adequate support, he will most probably feel isolated and his motivation will decrease because of the feeling of dissatisfaction.

In addition to the experience of demotivation and dissatisfaction, there is also the possibility of making mistakes that may negatively influence the new educators. Learning by experiencing may not be appropriate because it takes time and it may not yield desired outcomes or consequences. Considering novice instructors, the results have shown that some of them were afraid of making mistakes especially in the initial years of their profession.

This study pointed out that receiving the necessary and adequate support is of great significance for novices for not just refraining from making mistakes but developing sound professional identities. Being supported is an essential issue for novices because what they experience or go through in the initial phases of their professional lives will influence their subsequent career. In order to maintain instructor retention, novices should be provided with the support they need for adaptation to their profession.

In the higher education context, there are no induction programs available in Turkey. This appears to be an important deficiency. It is clear that induction programs have a number of merits. The main aim of induction organizations is to help novice teachers or instructors to learn the system and organization to cope with the practicalities of teaching while adjusting to the school environment. Induction programs can be regarded as “learn-then-do approaches”. Instead of making discoveries, novices are provided with the opportunity to learn about the working environment and about teaching.

Before starting to work, novices bring their beliefs and thoughts into the working environment. It is probable for them to shape a workplace in their minds and to place it at the centre of this workplace. With those ideas in their minds, novices may adopt a perspective which may lead them to follow the wrong direction. Induction facilities enable novices to look through a different angle or shift their lenses while they experience the adaptation process. With the help of a successful induction program, novices can be successful practitioners of the profession who can both accomplish the teaching requirements and meet the organizational demands.

One of the essential points in induction programs is that it should not be just ‘acclimatization’ sessions giving only institutional information. Instead, it should go beyond by providing individual learning as well as organizational learning. Induction programs should give support to novices considering themselves as instructors, their institution and the university in general. As professional learning is a social, provisional and cultural act, novices should be equipped with information concerning all of the components of the profession and their working environment.

Looking at the issue of induction programs from a broader perspective, it can be suggested that these programs will be favourable not only for novice instructors but also for other members of the institution and for students as well. In terms of teaching, if novice educators know what to do, they can be effective in their profession. Concerning the institution, if the novice educators know the organization well, they can meet its requirements. Therefore, induction programs are of vital importance for novices as they facilitate and support the transition between pre-service and in-service. The first implication is that induction services should be initiated in higher education institutions in Turkey which will provide the opportunity for novice instructors to have formal and informal, in-depth, reflective learning over a period of time. There should be different types of induction support available at institutional, departmental and individual levels. In order to accomplish this, formal and informal meetings, seminars and programs can be organized.

In addition to the lack of induction and orientation programs, the results showed that the lack of mentoring was also another issue that the participants referred to. Because of the lack of official mentors, the instructors in this study were not able to get advice from the right people. They stated that some of the difficulties they encountered and experienced at the beginning of their professional lives could be avoided. Mentors are necessary because they can help novices in their most vulnerable periods. Novices are in need of some help from an experienced person who knows the details and significant aspects, concerning both the theoretical and practical aspects of the profession and the working environment. Instead of making discoveries by trial and error, novices can learn about the necessary aspects with the help of their mentors and this decreases the risk of making mistakes. This is an important chance for novices

because doing things in the correct way and not making mistakes helps novices to develop strong professional identities, which affects their whole professional lives.

In Turkey, at primary and secondary levels, there are mentor teachers who are supposed to help novice teachers in the first year of their profession. Mentors are veteran teachers responsible for helping novices throughout the first year. However, at tertiary level, there is not such a mentoring system. Therefore, another suggestion can be the implementation of a mentoring system at tertiary level as the other education levels. There should be official mentors that are assigned to novice instructors with the purpose of helping them in the process of adaptation to the profession and to the working environment by equipping novices with both theoretical and practical information.

Another conclusion reached as a result of the analysis of the data in this study was the preference of teaching to carrying out research activities by some of the novice instructors. What they said when they were asked about the concept of teaching conveyed the idea that teaching in preparatory classes has its own atmosphere different from teaching in departments.

As the final point, some of participants revealed the notion that teaching at tertiary level was more preferable than carrying out academic studies. This situation highlights dedication of instructors to their profession but it is meanwhile seen that they think of their profession in a conventional view, namely, transmitting knowledge to students and searching ways for success. This is relatively debatable since university teaching has some features peculiar to the philosophy of university. As teaching occupies an important position in human life, teachers as one of the valuable dynamics of this process have equal importance with students, and they have more importance than other partners in the process.

## **5.2. Limitations of the Study**

This study was based on a qualitative research design. This limitation can be compensated by conducting studies with mixed methods design to reach more data obtained from quantitative instruments. Another limitation was the number of participants. As the study was conducted in only one setting, the number of the

participants was not high. So, further studies with more participants in different contexts can be carried out. In this study, the data were gathered only through semi-structured interviews. As they provide more observations concerning the issue, longitudinal studies can be conducted to reach more comprehensive results.

### **5.3. Further Research**

In light of these main implications, we can suggest further research to reach more comprehensive results concerning the issue under discussion.

There are a number of studies conducted on the characteristics of effective teachers at primary and secondary levels in different contexts. However, there are not a satisfactory number of studies concerning the qualifications of effective instructors at tertiary level. Therefore, further studies can be conducted with the aim of investigating the desired characteristics of instructors in the Turkish context.

As induction period is essential in the professional lives of novice instructors, further studies can be conducted concerning the experiences of novices in the transition period from being a student to being an instructor. The psychological effects of the induction, the necessities and needs of novices can be studied.

Novice instructors are not alone in their working environment. There are also administrative staff and colleagues. Therefore, considering the induction period and experiences of novice instructors, further studies can be conducted with colleagues and administration of novices to look at the issue from a broader perspective.

In order to find out and understand the experiences of novices, another suggestion for further research is to study with novices from different departments. As this study is based on qualitative research design, studies with mixed method research designs can also be conducted to reach more exhaustive results.

Considering the induction needs of the novice instructors, researchers can also investigate what kind of induction programs or organizations can be effective and beneficial for novices.

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## APPENDICES

### APPENDIX 1. Consent Form

#### INFORMED CONSENT FORM

**Title: Addressing the Perceptions, Priorities and Challenges: Academic Induction of Newly Appointed Lecturers and Their Approaches to Teaching in Higher Education**

As a participant in this study, I know this study is about the experiences of novice lecturers in their induction period.

I understand that my participation in this study is entirely voluntary.

I understand that I have the full right to withdraw my consent and end my participation in the study at any time.

I understand the procedures in the study and I understand what will be required of me as a participant.

I understand that all my oral responses will be completely anonymous.

I hereby wish to give my consent for participation in this study. I acknowledge that I received a copy of the information consent form.

For further questions, please contact Ayşegül Takkaç by telephone (0537 \*\*\*\*\*) or via email (aysegultakkac@hotmail.com)

.....

Participant's Signature

.....

Researcher's Signature

**APPENDIX 2. Interview Questions**

1. What is teaching for you?
2. What do you think teaching English is? In other words, what does teaching English mean to you?
3. Can you make a comparison between what you have expected before entering the profession and what you faced in the profession?
4. Tell me yourself as an instructor.
5. What kind of challenges you face? About yourself as a teacher, about your students and about your working community.
6. Can you describe some of your most frustrating experiences as an instructor?
7. Can you describe some of your most enjoyable experiences as an instructor?
8. Was there any event that made you think of quitting the profession? Describe it.
9. What are your strengths and weaknesses?
10. How do you deal with the disappointment in teaching?
11. What are the general strategies you use for dealing with and managing the challenges?
12. What are your expectations from your institution? Tell us about possible institutional support.

### APPENDIX 3. Sample Transcript

Interviewer: What does the concept of teaching remind you?

Interviewee: Well, for me... Teaching is helping students do their best based on their levels, well... activating their minds, as in the definition of education, you know, having permanent changes in their attitudes and behaviours. This is what teaching is for me.

Interviewer: What would you specifically say about language teaching?

Interviewee: Himm... Well, as you know, the main purpose of language is to communicate. My aim in teaching or, well, in my classes, you know, is to help my students to develop the four skills in a functional way and use them easily in their daily lives. This is my most important aim. Well, teaching English reminds me this first. Helping them to apply what they learn. I want to help them to accomplish their daily tasks and express themselves in an easy way. Well, as I said, communication is really important for me in language teaching. I want my students to communicate in an effective way, accomplishing the four components of communication; you know; giving, receiving, message and feedback. Using the components when necessary... For example, when they go abroad, you know, or when they encounter a foreigner in their own country, I want to help them to express themselves and understand the others. Or when they go to a restaurant, for example, or when they go shopping or maybe get lost... Actually, I try to teach in a way that my students can benefit more instead of abstract items. I try to teach them functional language. Well, especially, not having many expectations from students. Because, you know, when you expect much from your students, they may become demotivated or they may be afraid of making mistakes. I often give X as an example in my classes. Well, I tell them that even if he doesn't know much, he can use what he knows effectively. I encourage them to be like him. I impose them the idea that they don't have to be perfect or know a lot of things. What is important is to effectively use what you have.

Interviewer: Using what you have, you mean?

Interviewee: Yes, yes exactly. Applying what you know. How should I say? Well, if it is all theory or all abstract things you know, what is the meaning of learning a language? For me, teaching functional language is a priority. Well, I name it "survival

English”. In a way to survive...helping them to express themselves. Definitely, my priority in teaching English is to teach a functional language.

Interviewer: You prefer teaching functional language, then.

Interviewee: Yes, this is valid for all areas of language. I mean, writing for example. I want them to, you know, fill in forms or send mails to a person. Well, doing what they need to do themselves.

Interviewer: Can you achieve your goal then?

Interviewee: I mostly accomplish what I want because... I don't expect much from my students. I tell them well, I expect them just to learn survival language. I tell them for example; if you get lost abroad, just find your way. That is enough for me.

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