CHALLENGES, PROFESSIONAL DEVELOPMENT, AND PROFESSIONAL IDENTITY: A CASE STUDY ON NOVICE LANGUAGE TEACHERS

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Approval of the Board of Graduate Programs

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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ABSTRACT

CHALLENGES, PROFESSIONAL DEVELOPMENT, AND PROFESSIONAL IDENTITY: A CASE STUDY ON NOVICE LANGUAGE TEACHERS

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The initial years of teaching are challenging for novice teachers. This period is critical for them as they either succeed in managing workflows, continue professional development and construct a healthy identity or drop out of the profession. This qualitative case study was carried out to explore the challenges, perceptions regarding professional development and professional identity of novice language teachers in Izmir, a big city in western Turkey. Interviews and observations with the novices were the primary sources of data, and the researcher's field notes and journal were used to triangulate the data. The results showed that rather than the year of experience, it was the school culture which either facilitated or aggravated the reality shock of the participants. A positive school culture facilitated the adaptation period of novices, and provided a sound and secure foundation for professional development and identity. It was the toxic school culture which affected novices' perceptions of self-as-teacher negatively and replaced all their enthusiasm with a loss of idealism and reluctance to keep teaching or strive for their professional development.

Key words: Novice teachers, language teacher education, school culture, challenges, professional development and professional identity, Turkey

ÖZ

ZORLUKLAR, MESLEKİ GELİŞİM, VE MESLEKİ KİMLİK: MESLEĞE YENİ BAŞLAYAN DİL ÖĞRETMENLERİ ÜZERİNE BİR DURUM ÇALIŞMASI

Karataş, Pınar
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Mesleğin ilk yılları, yeni başlayan öğretmenler için zordur. Bu dönemin yeni öğretmenler için oldukça kritik olma sebebi; onların ya bu dönemi başarılı bir şekilde geçirip sağlıklı bir kimlik inşa etmeleri ve mesleki kimlik gelişimini sürdürmeleri ya da mesleği yarıda bırakmalarıdır. Bu nitel durum çalışması, Türkiye'nin batısında büyük bir şehir olan İzmir'de, mesleğinin ilk yıllarında olan dil öğretmenlerinin yaşadıkları zorlukları, mesleki gelişim ve mesleki kimlik algılarını incelemek için yapılmıştır. Öğretmenlerle yapılan yüz yüze görüşmeler ve ders gözlemleri asıl veri kaynağı, araştırmacının alan notları ve çalışmayla ilgili tuttuğu notlar çeşitleme tekniği için kullanılmıştır. Sonuçlar yıl bazında deneyimden ziyade, okul kültürünün öğretmenlerin yaşadığı şoku kolaylaştırdığını ya da daha da kötüleştirdiğini göstermiştir. Pozitif bir okul atmosferi, yeni başlayan öğretmenlerin uyum sürecini kolaylaştırmış, mesleki kimlik ve gelişimleri için sağlam ve güvenli bir temel oluşturmuştur. Katılımcıların bir öğretmen olarak kim oldukları algılarını negatif etkileyen ve tüm heveslerinin yerini idealizm kaybının ve öğretmenliğe devam etme ya da mesleki gelişimleri için gayret etme isteksizliğinin aldığı şey toksik okul kültürüdür.

Anahtar kelimeler: Yeni öğretmenler; dil öğretmeni eğitimi, okul kültürü, zorluklar, mesleki gelişim ve mesleki kimlik, Türkiye

To My Beloved Family; Mom and Sister
& to the memory of my Dad and Grandma in Heaven

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TABLE OF CONTENTS

ETHICAL DECLARATION iii
ABSTRACT iv
ÖZ v
DEDICATION vi
ACKNOWLEDGMENTS vii
TABLE OF CONTENTS ix
LIST OF TABLES xii
LIST OF FIGURES xiii
LIST OF ABBREVIATIONS xiv
CHAPTERS 1
1. INTRODUCTION 1
1.1. Background 1
1.1.1. English Language Teachers in the Changing World 1
1.2. Overview of the Problem 3
1.2.1. Challenges of the Teaching Profession in Turkey 3
1.2.2. Teacher Education and Teacher Development 6
1.3. Significance of the Study 9
1.4. Research Questions 11
1.5. Definitions of Terms 12
2. LITERATURE REVIEW 14
2.1. Challenges of novice teachers 14
2.1.1. Challenges inside the class 15
2.1.2. Challenges outside the class 18
2.1.3. Support for novice teachers 23
2.2. Professional Identity 24
2.3. Professional Development 29
2.4. Research on Novice Teachers 33
2.4.1. Research on challenges and support 33
2.4.2. Research on professional development 40

2.4.3. Research on professional identity ……..... 45
3. METHODS 51
3.1. The researcher's background and positioning ……. 51
3.2. Methodological Approach 54
3.3. Setting 57
3.4. Participants 60
3.4.1. NOV1 61
3.4.2. NOV2 62
3.4.3. NOV3 63
3.4.4. NOV4 65
3.4.5. NOV5 66
3.4.6. NOV6 67
3.4.7. NOV7 68
3.4.8. NOV8 69
3.4.9. NOV9 70
3.4.10. NOV10 71
3.4.11. NOV11 73
3.4.12. NOV12 74
3.5. Data Collection 75
3.5.1. Data Collection Tools 76
3.5.1.1. Interviews 76
3.5.1.1.1. The interview structure ……..…… 79
3.5.1.1.2. Setting ……...……..… 81
3.5.1.1.3. Interview language ……..... 82
3.5.1.2. Observations 82
3.5.1.3. Researcher's Field Notes and Journal ……..... 83
3.6. Qualitative Validity and Reliability 85
3.7. Data Analysis 89
4. RESULTS 94
4.1. Challenges of novice language teachers in Izmir both inside and outside the class ……..….. 94
4.1.1. Conflicts between ideal and reality ……..…… 94
4.1.2. Toxic or positive?: The school cultures novices experience ….. 100

4.1.3. Perceptions regarding challenges and success in class …….. 108
4.2. Perceptions of novice teachers regarding their professional development ……..……. 125
4.2.1. Support: Is anybody there? 126
4.2.2. Benign neglect and the hunger for professional development …128
4.3. Perceptions of novice teachers regarding their professional identity … 135
4.3.1. Teaching: A fallback career rather than a voluntary one……... 136
4.3.2. Pedagogical decisions 143
4.3.3. Self-As-Teacher 148
4.3.4. The foggy path and the widget effect: the Division University . 156
5. CONCLUSION, DISCUSSION AND IMPLICATIONS 170
5.1. Conclusion and Discussion 170
5.2. Implications 185
5.3. Limitations of the Study 194
5.4. Recommendations for future research 194
REFERENCES 195
APPENDICES 210
Appendix A: The First Interview Questions ……. 210
Appendix B: The Second Interview Questions ……..... 211
Appendix C: The Third Interview Questions ……..... 212
Appendix D: Sample Observational Protocol ..……...……..… 213
Appendix E: Figures ...……...… 215
Appendix F: Tez Fotokopisi İzin Formu ...…….....… 217

LIST OF TABLES

Table 1 Participants' profiles

Table 2 Data collection instruments

Table 3 Coding process: The emergence of categories from February to July

LIST OF FIGURES

Figure 1 How to be an English language teacher (Adapted from Topkaya & Uztosun, 2007)

Figure 2 Data collection chart

Figure 3 Teachers' relationships with their colleagues

Figure 4 Challenges inside and outside the class

Figure 5 Challenges inside the class

Figure 6 Support providers of the teachers

Figure 7 Dream Jobs

Figure 8 The thing(s) that make(s) novices feel successful

Figure 9 Months of experience of all the participants

Figure 10 Tensions of the teachers in the Division University

LIST OF ABBREVIATIONS

ACL	American Culture and Literature
ALES Exam	Postgraduate Education Entrance Exam - Akademik Personel ve Lisansüstü Eğitimi Giriş Sınavı, which assesses Turkish, reasoning skills and maths
APPLING	Applied Linguistics
EL	English Linguistics
ELL	English Language and Literature
ELT	English Language Teaching
ES	Educational Sciences
INSET	In- service Teacher Education
OSYM	Measurement Selection and Placement Center- Ölçme, Seçme ve Yerleştirme Merkezi
PRESET	Pre-service Teacher Education
TI	Translation and Interpretation
YDS	Language Proficiency Exam- Yabancı Dil Sınavı

CHAPTER 1

1. INTRODUCTION

This chapter provides information about the background to the study including related literature of the themes and concepts, overview of the problem, significance of the study, research questions and definitions of terms.

1.1. Background

In Turkey, teacher education encompasses two major stages: a) pre-service teacher education (PRESET) and b) in-service teacher education (INSET). Regardless of the quality of the PRESET, learning how to teach starts when teachers are left on their own and enter the classroom. Novice teachers who have just finished PRESET and start to teach in their classes go through a stage in-between, which is described as "culture shock", "reality shock", "transition shock" (Veenman,1984), "praxis shock" (Kelchtermans & Ballet, 2002) and "sink or swim experience" (Huling-Austin, Odell, Ishler, Kay & Edelfelt, 1989). Halford (1998) also emphasizes the difficulty of the first years and refers to teaching as ''the profession that eats its young.'' (p.34). He resembles novice teachers to feed. As these metaphors suggest, young teachers are exposed to challenges, and they need to overcome them so as to survive. However, due to the conflict between expectations and reality, novice teachers may find it difficult to cope with the classroom realities and face some adaptation problems, which leads to feeling overwhelmed by teaching and brings out the need to listen to their voices.

1.1.1. English Language Teachers in the Changing World

In English Language Teaching (ELT), discussions on the importance of contextual factors when implementing changes in classrooms and using materials have continued to draw interest in the last two decades. This is linked to the understanding that what is authentic in a particular place may not necessarily be

authentic in another place due to sociocultural differences. As Kramsch and Sullivan (1996) remind us, an appropriate pedagogy "should be a pedagogy of both global appropriacy and local appropriation" (p. 199). Teachers can also face difficulties while adapting to the emerging issues in the changing ELT praxis. For instance, in the past 15 years, areas of shifts in focus included changes in teaching four language skills with an interest in discoursal functions, the role of technology in instructional processes, and a rethinking of the locus of attention with an emphasis on the role played by learners (Paran, 2012). In this regard, teachers are also "battling with the conflict between their beliefs, their training, the realities of the classroom, the demands of parents and learners, the requirements to demonstrate immediate attainment" (Paran, 2012, p.457). Furthermore, as Canagarajah (2006) noted, in addition to the pedagogical developments, "our professional knowledge gets further muddled by the new movements of globalization, digital communication, and World Englishes" (p. 9).

However easy it might seem, teaching is a difficult profession which requires many different kinds of knowledge and judgment. So as to clarify how challenging teaching is, Bransford, Darling-Hammond, and LePage (2005) provide a comparison and use the metaphor *conducting*:

> To a music lover watching a concert from the audience, it would be easy to believe that a conductor has one of the easiest jobs in the world. There he stands; waving his arms in time with the music, and the orchestra produces glorious sounds, to all appearances quite spontaneously. Hidden from the audience—especially from the musical novice—are the conductor's abilities to read and interpret all of the parts at once, to play several instruments and understand the capacities of many more, to organize and coordinate the disparate parts, to motivate and communicate with all of the orchestra members. In the same way that conducting looks like hand-waving to the uninitiated, teaching looks simple from the perspective of students who see a person talking and listening, handing out papers, and giving assignments. Invisible in both of these performances are the many kinds of knowledge, unseen plans, and backstage moves— the skunkworks, if you will—that allow a teacher to purposefully move a group of students from one set of understandings and skills to quite another over the space of many months. (p.1)

Being a teacher has its own difficulties and together with the changing world, the increasing expectations and responsibilities, this profession has become much more difficult and daunting for teachers. If a novice teacher's worries, concerns and adaptation problems are added to these expectations, it becomes more demanding and challenging for novice teachers who are still trying to learn how to use the baton correctly (Graham & Phelps, 2003; Welte, 2011).

1.2. Overview of the Problem

1.2.1. Challenges of Teaching Profession in Turkey

In Turkey, being an English language teacher is not limited to graduates of English Language Teaching Departments. As Topkaya and Uztosun (2007) inform, students graduating from five other departments; English Language and Literature, American Culture and Literature, English Translation and Interpretation, English Linguistics and Translation Studies are also entitled as English Language Teachers if they complete alternative teacher certification courses successfully (See Figure 1).

In addition to the challenges most language teachers in the world face, those in Turkey have different concerns as well if they want to teach preparatory school students. Even if these teachers are certified as English Language Teachers, they are required to take the ALES Exam (Postgraduate Education Entrance Exam) and YDS (Language Proficiency Exam) offered by OSYM (Measurement Selection and Placement) to apply for a teaching post in higher institutions. Due to the increasing number of ELT graduates and fierce competition between them, finding a job has become a matter of life and death for teachers because they cannot get a job unless they score very high in the exams however qualified or experienced they are. This has also made the problem of job insecurity among language teachers more serious and put more pressure on novice teachers, who are already trying hard to adjust to the new reality in their setting.

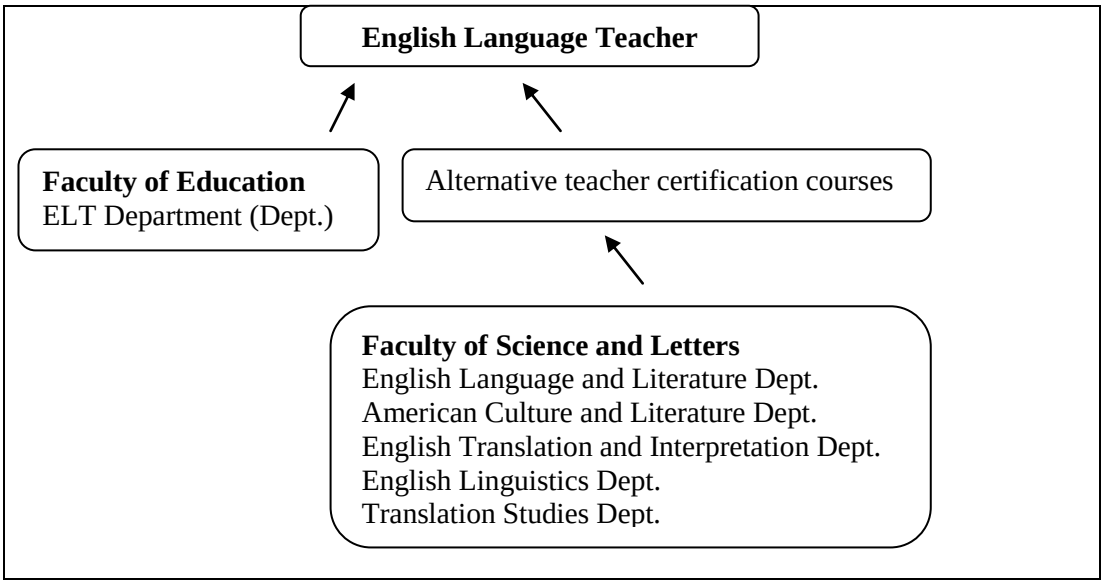


Figure 1: How to be an English language teacher (Adapted from Topkaya & Uztosun, 2007)

In addition to these difficulties, teaching in Izmir, one of the biggest cities in Turkey, might also pose some challenges for teachers. In her thesis, Yolcu (2010) examines migration to Izmir between 1995 and 2000, and points out that 65% of the population who migrated to Izmir comprises young people between the ages of 15 and 29. The results of the census conducted in 2012 also show that Izmir is the third most populous city in Turkey with a population of 4.005.459 people (the Turkish Statistical Institution, 2012).

The intensity of immigration is given in the report called Izmir Regional Plan (2010) as:

> Regarding population density, Izmir is quite above the values of both the Aegean Region (105 person/km) and Turkey average (93 person/km) with its density value of 316 person/km and is the third province with the densest population throughout the country. While the birth rate is much lower in Izmir (1.75) compared to both the Aegean Region (2.04) and Turkey average (2.53), the population increase rate is strikingly high. This situation may be explained substantially with immigration phenomenon. Aegean Region and Izmir are at the top of regions and provinces receiving immigrants, and Izmir is an immigrant attraction centre at both regional and national scale. (p.20)

The population density in Izmir might also affect the student profile and diversity in the classroom. It is also argued in the report that since Izmir is an immigrant attraction centre, there has been a constant demand for educational needs since the capacity of currently available institutions has fallen behind the expectations.

Concerning how immigration affects the teaching and psychology of novice teachers, research shows that instructional procedures and pedagogical decisions pose challenges for novice teachers in such places since they find it difficult to cater for diversity in the class. In a qualitative case study, Mann and Tang (2012) found that novice teachers were especially worried about the flow of the lessons and students' negative reactions, and catering for diversity in the class was a further challenge for beginning teachers, which leads to more stress. As for the reactions of the novice teachers to diversity in the class, Parker and Bickmore (2012) examined how novice teachers approached conflict and diversity in their classroom. The results showed that although most felt confident in their capacities to address conflicts, many expressed that they were "feeling alone, intimidated or unwilling to engage students in constructive conflict talk" (p.47). Moreover, most novice teachers pointed out that they needed more education and support to address conflicts in their classrooms.

In brief, making pedagogical decisions especially in diverse groups and teaching students coming from different cities might make novice teachers' job even more challenging in Izmir. That is, they may find it difficult to cater for diversity and need more support while managing difficult moments in diverse classes.

Due to these and all other changes, teachers are required to anticipate new roles to catch up with "constant diversification in society, development of knowledge and increases in access to knowledge" (Thomas & Beauchamp, 2011, p. 762). That is, expectations of teachers' knowledge and skills have increased a lot because of the changing trends in ELT and setting-specific difficulties. Today's language teacher is expected to think critically, reflect on the changes in the world and implement the appropriate ones in the class. In order to develop knowledge that will support

effective teaching, language teachers need to immerse themselves in the literature of various fields such as psychology, sociology, instructional science (Champeau de Lopez, 1989). Depending on the context that surrounds them, they experiment with their roles and find themselves in a process of trial and error due to the constant changes in their environment.

While the evolving trends in the field present areas of challenge for all teachers, novice teachers in particular who have recently completed pre-service training and who have been involved in the induction period are likely to face unique difficulties linked to the concerns and adaptation problems that emerge during the initial years of teaching. Due to these difficulties, the "critically important question of 'Who am I?' is subsumed by an emphasis on 'What do I have to do?" (Graham & Phelps, 2003, p.1). Therefore, the construction of a strong professional identity becomes more and more difficult and complex for novice teachers.

1.2.2. Teacher education and teacher development

Uhlenbeck, Verloop and Beijaard (2002) examine the constructivist perspectives on teacher learning and emphasize that it is a process of "organizing and reorganizing, structuring and restructuring a teacher's understanding of practice" (p. 248). Teachers make sense of their experience and deal with teaching problems referring to prior knowledge and beliefs about learning, teaching, students and subject matter. They note that these beliefs do not often help them consciously. Therefore, beginning teachers need some opportunities to become aware of their beliefs. In accordance with this perspective, Flores and Day (2006) focus on the effect of the workplace and imply that teachers' experiences shape their learning and development:

> The influence of workplace (positive or negative—perceptions of school culture and leadership) played a key role in (re)shaping teachers' understanding of teaching, in facilitating or hindering their professional learning and development, and in (re)constructing their professional identities. (p.230)

All these imply although teacher candidates construct their knowledge of teaching and pedagogy in pre-service education; upon program completion, they shape their further understanding in their initial years of teaching. Therefore, they need an effective teacher development program to overcome the challenges they encounter during this period and construct a healthy identity. Smith and Sela (2005) emphasize the importance of teacher development process of novice teachers, and state in their article that teacher education is not only:

> about assisting students in developing good and effective teaching competencies, it is also about educating novice teachers to take pride in being part of and contributing to a professional community which engages in a career-long professional development process. (p. 307)

Most research emphasizes the role of the first years of teaching in a teacher's career and how the experiences of teachers shape their identity and future practices. Ryan (1986) emphasizes the importance of the first year experiences on teachers' career and states "poor attitudes and questionable practices acquired during the first years are habits that are difficult to break" (p.38). Citing Freeman (1994), Farrell (2012) notes that the first year experiences of novice teachers may wash away everything presented in language teacher education programs. In their article, Moir and Gless (2001) also emphasize the importance of the first years of teaching and state that "early experiences serve to set the professional norms, attitudes, and standards that will guide practice over the course of a career" (p.109). If they are left alone with their challenges and start to feel useless, they believe that they are not suitable for the profession and quit their jobs (Moir & Gless, 2001).

Considering the role of it in shaping teachers' career, induction period, which is the transition from training period to actual teaching, is an important part of professional development of teachers. Wong, Britton, and Ganser (2005) outline the practices regarding induction period in five different countries where novice teachers are provided with well-funded support. The induction period, which usually covers at least two years, entails multiple sources of assistance and goes beyond the improvement of only survival skills. To illustrate,

> In Switzerland, new teachers are involved in practice groups, where they network to learn effective problem solving. In Shangai, new teachers join a culture of lesson preparation and teaching-research groups. New teachers in New Zealand take part in a 25-year-old Advice and Guidance program that extends for two years. Lesson study groups are the mode in Japan, while in France, new teachers work for an extended time with groups of peers who share experiences, practices, tools and professional language. (p.379)

Despite the slight differences in their approaches to induction of new teachers, these countries have highly structured, comprehensive and seriously monitored induction programs. They have a professional development system, and they assume that it is one phase of a total lifelong professional learning process. In brief, their induction program is systematic. Zohar (2002) informs the reader of the induction period in Israel and states that teacher education is based on a four-year academic program. The first year can be defined as the induction period. He points out that Israel has undergone far-reaching changes which focus on two significant processes. One of them is the academization of teacher training colleges and the other is the professionalization of teaching. And he says Israel is probably the first country which runs an internship program in teaching at the national level. Schatz-Oppenheimer and Dvir (2014) state that the novice teachers are paid but they have to participate in an intern workshop and be accompanied by a mentor. The Ministry of Education in Israel asks the novice teachers to write personal stories about their experiences and these stories are submitted anonymously. Then, the Ministry of Education holds a story competition and 20 stories written by the novices are chosen to be published in an annual anthology. This provides the storyteller and the novice teacher with an opportunity for meaningful learning.

In contrast, mentoring in Turkey is not well-developed yet, and studies on mentoring are limited. Kuzu and Kahraman (2010), for example, examine mentoring in their study. They state that the academic studies about mentoring are still at the beginning level in Turkey different from those in developing countries. In addition, they argue that well-developed and face to face mentoring schemes are limited in Turkey. Therefore, it becomes even more difficult for novice teachers to

deal with the challenges and find a person with whom they can share their experiences especially in the initials years of teaching.

Most research emphasizes the role of the first years of teaching in a teacher's career and how the experiences of teachers shape their identity and future practices. Pitton (2006) argued that "the success of new teachers is critically linked to their first teaching experiences and the opportunities they are given to talk through issues they face in the classroom" (p. 2). If they are left alone with their challenges and start to feel ineffective, they believe that they are not suitable for the profession and quit their jobs. Regarding the reasons for the increase in teachers' leaving the profession, researchers have pointed to the gap between pre-service education and in-service development. After receiving university education and starting their jobs, novice teachers suddenly have no further contact with their teacher educators, and they experience the same challenges as their more experienced colleagues on the very first day of school without much guidance from their new school (Farrell, 2012).

Considering the figures concerning attrition rates in Turkey, it is not difficult to see how serious the situation is in this country, too. "Statistically, it is affirmed that 25% to 50% of beginning teachers leave during their first three years of teaching, and nearly 10% leave in their first year" (Ozturk, 2008, p.20). As stated in Moir and Gless (2001), teachers face an overwhelming number of challenges in their first years and they "navigate a slow and painful learning curve" (p.110). These problems should be dealt with very quickly since "trial-by-fire exacts a high price on new teachers, their students, and the entire school community" (p.110). A lot of bright and talented novice teachers leave their profession. All these things point to the need to explore the challenges novices face and help them overcome their problems in their first years of teaching.

1.3. Significance of the study

The current case study aimed to develop a thorough understanding of the novice teachers' professional worlds in Izmir, a big city in western Turkey, and inquire

into their experiences in their initial years of teaching. Their experiences were examined in terms of pedagogy, identity, and support, which are the three recurring themes in literature regarding the challenges of novice language teachers (Karatas & Karaman, 2013).

The current study was needed due to two major reasons. Firstly, to the best of the researcher's knowledge, different from novice language teacher studies abroad, the studies conducted at universities in Turkey in the last decade are predominantly quantitative studies (e.g. Eksi, 2010; Ozder, 2011; Ozturk, 2008). Despite an increased interest in novice teachers, it is so surprising that studies on novice teachers' experiences in Turkish context are very few in number and too little qualitative research has actually been conducted on the topic (Baser, 2012; Cakmak, 2013; Ozturk & Yıldırım, 2012). Therefore, still there is a need to work on this issue.

Cakmak (2013) examined novice teachers' thoughts about their initial years in terms of teaching profession, their struggles in teaching context, motivating factors for teaching and effect of teacher training program. Similarly, Ozturk and Yıldırım (2012) examined the nature of the induction process, common concerns of novice teachers, possible adaptation challenges and practices to overcome difficulties. The studies mostly focused on the challenges of novice teachers in their induction period. Different from the others, in her study, Baser (2012) focused on the professional identity of novices and explored how the rural context shapes a beginning English language teacher's professional identity and teaching practices. Therefore, there was a need to examine the perceptions of novice language teachers' challenges, professional development and identity in a big city.

For the very first time, this issue will be elaborated with a different methodological approach making use of qualitative research. It will start with a multiple-case design and continue with a single-case design in order to add more depth to the issue. It might not be possible to provide teacher candidates with each and every strategy to deal with anticipated problems, but as Graham and Phelps (2003) state,

at least, they can start their career as *expert learners*, which is worth the effort made:

> Misguided notions that teacher education can prepare teachers with a range of contingency strategies for the issues and challenges they will face throughout their career simply can't be sustained. Many of the situations they will encounter have not yet even come into view. However, taking as a point of departure the idea that teachers might begin their careers as 'expert learners' is worthy of further experiment and investigation. (p.11)

Therefore, the study will contribute a lot to the current stock of knowledge on the challenges, professional development and identity of novice teachers with a qualitative framework by providing rich description of the setting and the phenomena (Friedman, 2011). Through the documentation of novice teachers' experiences, future language teachers will be able to be educated more effectively and be integrated successfully into the teaching profession (Farrell, 2006). The study will also provide some implications for the development of both pre-service and in-service teacher education programs.

1.4. Research questions

This study aims to answer the following research questions:

1. What kind of concerns or professional challenges do Turkish novice language teachers in Izmir encounter inside and outside the class?
   a) How do they deal with them?
   b) What kind of support do they need and receive?

2. How do novice language teachers at some schools of foreign languages at universities in Izmir perceive their professional development opportunities?

3. How do novice language teachers in Izmir view their professional identity?
   a) What is it like to be a novice teacher at a university in Izmir?
   b) What kind of practices are they engaged in while they are passing through their first years?

The analysis of the data collected in the first phase of the study may lead to the emergence of additional research questions. Depending on the problem which needs to be further examined, the researcher will edit the research questions.

1.5. Definitions of Terms

The definitions of the key terms needing clarification can be listed as:

Novice teachers: The term refers to teachers who have less than three years of teaching experience (Darling-Hammond, 2000; Wallace & Irons, 2010).

Professional identity: The term refers to *the natural professional self*, which is the core of the teacher's pedagogic work and covers teaching, educating and treating the student both as a person and a student, and *the acquired professional self*, which is related to the organization and the teachers' role as an organizational person (Friedman (2004b) as cited in Gavish & Friedman, 2011). It is how teachers define themselves to themselves and to others (Lasky, 2005).

Professional development: The term refers to an ongoing learning process in which teachers engage voluntarily to improve their performance and learn how best to adjust their teaching to the needs of their students (Diaz-Maggioli, 2003).

School Culture: The term refers to "the norms, values, and modes of professional practice, both formal and informal, that new teachers find at their schools" (Kardos, 2005, p.6). The term is also called as "organizational culture" or "school climate".

Pre-service teacher education: The term refers to the period the prospective teachers spend in undergraduate study in order to be prepared for teaching profession.

Induction Program: The term refers to a structured in-service training program aimed to support novice teachers in their adjustment by introducing the realities of teaching profession.

This chapter has dealt with teaching English in the changing world and being a novice teacher in Turkey. It has also introduced the challenges of being a novice

teacher, and emphasized the importance of teacher education and development in helping novice teachers overcome the difficulties. In addition to the definition of key terms, the significance of the study and the research questions have also been mentioned.

CHAPTER 2

2. REVIEW OF LITERATURE

The aim of this chapter is to familiarize the reader with conceptual review of literature, i.e. the basic concepts and key terms related to the current study. It will be presented in three phases: challenges of novice teachers, professional identity and professional development. The challenges of novice teachers will focus on the challenges inside the class, challenges outside the class and support for novice teachers. The following part will then introduce the studies related to this research and conducted on challenges and support, professional development and professional identity both abroad and in Turkey.

2.1. Challenges of novice teachers

ELT students go through the period known as student teaching at university, which provides students teachers with an opportunity to experience actual teaching. However, it is not the same as being a real teacher in the classroom. When they start working as a teacher, they experience a kind of reality shock (Veenman, 1984) since it is quite different from their practice teaching experiences. In his article, Ryan (1986) presents the differences between a supervising teacher and a student teacher. The control of a classroom is given as the first difference. The students know that the supervising teacher is in charge of the class and if they resist, they will be warned and punished by their teacher. As for the student teaching, Ryan (1986) calls it "a reality test, but it is a sheltered reality" (p.12). The patterns are already established in the classroom and student teachers maintain the established systems in the classroom. This is why he calls it *sheltered* and the first year *the survival stage* since the teacher struggles for his or her professional life and a sense of identity. Sabar (2004) also focuses on the change in situation, and he likens novice teachers to migrants who move to another culture and try to adapt to it however hard it is. He notes:

> The beginning teacher is a stranger who is often not familiar with the accepted norms and symbols in the school or with the hidden

> internal codes which exist among teachers and students. In this respect, novice teachers seem to resemble immigrants who leave a familiar culture and move into a strange one that is both attractive and repellent—the 'hope and despair' situation. The decision to emigrate, or to go into teaching, leads them on a long voyage during which they experience the new and the unknown. (p.147)

Therefore, novice teachers are like people who leave their hometowns and start living in a new place. They experience a transition from their pre-service education to their new life in real classes. During this period, they are faced with a number of challenges such as giving instruction, finding a good balance between distance and intimacy, managing the classroom and engaging students in the activities.

2.1.1. Challenges inside the class

Pedagogy entails a variety of things, so it cannot be easily defined. Citing Watkins and Mortimer (1999), Cogill (2008) notes that pedagogy is "any conscious activity by one person designed to enhance the learning of another" (p. 1). Alexander (2009) further improves the definition and emphasizes the importance of discourse:

> Pedagogy, then, encompasses both the act of teaching and its contingent theories and debates. Pedagogy is the discourse with which one needs to engage in order both to teach intelligently and make sense of teaching - for discourse and act are interdependent, and there can be no teaching without pedagogy or pedagogy without teaching. (p.4)

When novices start teaching, they are puzzled by a lot of demands they have never anticipated before. Therefore, they feel unprepared and disoriented. Ryan (1986) presents the challenges novice teacher face as instruction, *the shock of the familiar* and students. Even if they are familiar with the school environment, they are unprepared for the demands of being a teacher instead of a student.

The common assumption is that when novice teachers enter the classroom, they should implement all the things they have learned during their pre-service education. However, it takes a lot of time to balance lesson content and delivery as Faez and Valeo (2011) argue (as cited in Farrell, 2012, p. 441). This process does

not occur automatically. Instead, novice teachers go through some steps to construct and reconstruct "new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes" (Burns & Richards, 2009, p.4). Therefore, one shouldn't expect to teach perfectly as soon as they start teaching.

Instructional procedures and pedagogical decisions, for example, pose various challenges for novice teachers. In a qualitative case study, Mann and Tang (2012) found that novice teachers were especially worried about the flow of the lessons and students' negative reactions toward the activities in the class. Novices focused a lot on maintaining appropriate classroom environment. Citing Tsui (2009), Mann and Tang (2012) noted that when the classes progressed as novice teachers planned, novice teachers felt relatively comfortable, but they did not have "a repertoire of pedagogical routines" to deal with the unexpected problems in the classroom. Especially, the diversity in the classroom makes teachers' work difficult. Novice teachers find it hard to cater for diversity in the classroom while teaching, and this leads to more stress.

Due to the feelings of insecurity, all they want is to stay on the safe side. This is why they tend to avoid tension in the class. Novice teachers refrain from being a teacher who is remote from the lives of the students. Therefore, they try hard to create intimate relationship with the students and be close to them. According to Ryan (1986), the desire to be close to them comes from insecurity and the desire to be liked. That is, since novices do not feel safe in the class, they do not want the students to recognize and take advantage of it. Novices feel the need to exercise their authority in the class to prevent students from creating a problem in class, and as Ryan (1986) points out,

> While some teachers can maintain control even while they are out of the classroom, others cannot maintain it even, by yelling at the top of their lungs. Some teachers seem to be comfortable with their authority from the beginning; others wear it like someone else's suit. Learning to be comfortable with one's authority and to exercise it humanely is one of the major tasks of the first-year teacher. (p.20)

This might explain why classroom management, an enduring concern for novice teacher, is perceived as the most serious challenge by novices (Evertson & Weinstein, 2006).

Classroom management can be defined as "the actions teachers take to create an environment that supports and facilitates both academic and social–emotional learning" (Evertson & Weinstein, 2006, p. 4). Novices commonly express their concerns about controlling the students and preparing the environment for learning. They find it difficult to create a positive teaching environment, deal with troublesome students and maintain order in the class. To make matters worse, since they believe that being unable to manage the class shows that they are weak, they refrain from sharing their experiences. According to Evertson and Weinstein (2006), one reason why this creates a lot of trouble is that:

> pre-service teacher preparation frequently fails to provide students with a comprehensive, coherent study of the basic principles and skills of classroom management, well integrated with thoughtfully planned field experiences. (p.4)

They emphasize the importance of real life experiences of novice teachers together with the theory and principles.

Regarding the effectiveness of pre-service education, in Baecher's (2012) study, some novice teachers noted that they feel incompetent in class despite prior teacher preparation they have completed. A number of participants complained about the redundancy of the information presented during pre-service teacher education and the gap between theoretical knowledge and practice in class. They reported that they have difficulty evaluating, adapting and developing material.

Even if novice teachers typically possess sufficient knowledge based on pre-service teacher education, researchers note that novices sometimes imitate the practices of experienced teachers just for the sake of becoming a member of the team. In a study investigating factors influencing the socialization of new language teachers, Shin (2012) found that the teaching methods learnt during university

education were replaced by the recreation of methods novices observed in their current schools. In a sense, novices had observed the teachers around and tried to replicate their teaching practices. Shin (2012) interpreted this behavior of acquiring the characteristics of existing teachers as "teacher socialization" (p. 543). If novice teachers quickly learn and implement existing teaching practices in their school, they believe they will be able to socialize, and as pointed out by Feiman-Nemser et al., they will "be recognized as competent members" (ac cited in Shin, 2012, p.543). In brief, the pedagogy of novice teachers is affected by the institutional constraints, school culture and beliefs of the existing teachers in the schools.

In order to engage teachers in the process of pedagogic exchanges, Winter and McGhie-Richmond (2005) mentioned the importance of using case studies in teacher education. In their study, they examined the collaboration between novice and expert teachers through special needs case studies in an asynchronous computer conferencing system. Despite some problems related to the nature of the medium of communication and absence of social cues, the findings showed that the case study method contributed to both novices' and experts' learning. Lee (2009) also investigated the effectiveness of threaded discussions to encourage pedagogical exchanges between experts and student teachers. The findings suggested that these discussions fostered collaborative learning and scaffolding.

2.1.2. Challenges outside the class

In addition to the challenges novices face inside the classroom, they also deal with those outside the class. Gordon and Maxey (2000) maintain that many of the challenges novices experience are environmental. The conditions of the school as a workplace influence the well-being of the teachers a lot. They present the environmental difficulties novices might encounter. The first one is difficult work assignments. In other occupations, novices start with simple tasks and their responsibilities increase as the time passes. However, in teaching, novice teachers start out with more responsibilities such as organizing clubs and language-related extracurricular activities than experienced ones, and they are expected to

carry out all the tasks with the same expertise. Another difficulty is the rules and procedures in schools are new and usually unclear to novice teachers, and there are some informal routines novices need to learn. Moreover, everybody expects different things from the novices. Teachers may also feel that their classes lack instructional resources especially when they are in great need of quality materials. Novice teachers have also challenges regarding their relationships with their administration and colleagues. Citing Dussault et al. (1997), Gordon and Maxey (2000) note that novice teachers suffer from social and professional isolation. Experienced teachers hesitate to help novices thinking that helping them could be viewed as interference and they believe that assisting novice teachers is the responsibility of the principal. On the other hand, novice teachers who already feel isolated hesitate to ask for help thinking that this might be seen as failure and incompetence.

Ryan (1986) also notes that novices regard administrators and fellow teachers as challenges. They start having very good relationships with their principal, and as Ryan (1986) asserts it is quite natural for them to feel so since novices feel honored and indebted to the person who has chosen them from many other candidates. Therefore, they feel confused when they have a problem with the administration and they hesitate to voice their concerns. They either freeze up or become compliant when they are confronted by authority.

Another difficulty is their colleagues. Novices start teaching in a school where the veteran teachers have already established relationships among themselves and learned to live together. However, they are not prepared to live with the novice teachers. When novice teachers start teaching, they change a lot of things in schools such as the status system, reward structure, etc. Ryan (1986) describes the situation as: “when the teacher who has for years played the piano for school assemblies and faculty parties hears that the new teacher is "fantastic on the piano," she probably does not greet this as good news” (p.27). In addition to jealousy, neglect is another problem. The beginning of the year is a hectic time for veteran teachers. The school greets the novices with a warm welcome, but then

ignores and forgets them. Waiting to be invited to join the club makes their journey more and more difficult.

Challenges novice teachers face are often context specific, so they should not be thought without their context. One of the most recurring topics regarding the challenges of novice teachers is school culture. Kardos (2005) defines professional culture as "the norms, values, and modes of professional practice, both formal and informal, that new teachers find at their schools" (p.6). In his study, he claims whether a novice teacher succeeds or fails "may well depend not only on her own language and skill but also on the quality of the interactions the novice teacher has with her colleagues" (p.251). Citing Little (1982), Kardos, Johnson, Pekse, Kauffman and Liu (2001) state that students perform better in schools where instructors work as colleagues rather than as independent instructors. Citing McDonald and Elias (1983), Kardos et al. (2001) note:

> The professional cultures into which new teachers are inducted are critically important because the early years not only confirm new teachers' choice of occupation in life, but also lay a base for future professional development. (p.255)

This emphasizes the great impact of a school's professional culture on a novice teacher's career path, and his or her identity formation and development.

According to Kardos et al. (2001), there are some factors which affect the novice teacher's introduction to the school culture. The first one is the group of colleagues novice teachers work with and whether they welcome novice teachers in their professional interactions or the nature of their experience with professional culture. Secondly, whether the novice teachers start working in a new or well-established school plays an important role on novice teachers' encounter with professional culture. If they start in a new school, they may take part in the process of building professional culture. However, more often, they start in well-established schools, and their views and contributions may not be appreciated. The school may ignore novice teachers' concerns and challenges. Finally, whether the school provides novice teachers with enough opportunities to exchange ideas with their colleagues,

reflect on their practice and participate in professional development activities such as peer observations and workshops affects the induction of novices.

In their book, Beaudoin and Taylor (2004) present typical school culture problems as gossip, problem-saturated conversation, cliques, the us-them attitude, resentment and negativity, community disrespect, the rushed feeling and scarcity of time, hierarchy and competition. Similarly, Stanulis, Fallona and Pearson (2002) present the factors that contribute to the feelings of insecurity in schools such as ambiguous expectation, the fear of being judged unfavorably by others, management problems, challenges with the administration over differences in philosophies.

Joiner and Edwards (2008) also emphasize the importance of school culture and socialization practices. They state that if the school does not support induction practices of novice teachers, they could leave the school. Even if the novices survive the first year in the ineffective school, there are two options according to Joiner and Edwards (2008): continuing the sink or swim mentality, which leads to ineffective practices, and quitting teaching due to internal struggles. If novices are left on their own to survive, they will also create the same environment for the future novice teachers, which will be a vicious circle. Therefore, administrations should be aware of how important school culture is and do their best to create a positive climate and culture for teachers, which will support the induction of novices.

In their study, Kardos et al. (2001) examined whether novices have easy access to other teachers, whether their interactions are comfortable or strained, encouraging or discouraging and get idea about the organizational structure in their school. They identified three different types of professional cultures: *veteran oriented, novice oriented and integrated cultures*. In *veteran-oriented professional cultures,* the predominant veteran faculty determines the practices in school. These teachers may be warm and welcoming, but they leave new teachers feeling alone. When new teachers feel unsupported and lack the professional guidance they need while

planning their lessons, they form their own small groups with other novice teachers and try to survive on their own. Unfortunately, they frequently experience frustration and difficulty in their early years of teaching, as the complex context of schools has an influence not only on their practice but also on their professional identity (Beauchamp & Thomas, 2006). In contrast to the *veteran-oriented professional cultures*, a large group of novice teachers dominate the professional culture in *novice-oriented ones*. As Kardos (2005) expresses "the majority of novice teachers may be creative and committed, but they generally operate without the benefit of access to any professional wisdom or expertise" (p.7). As a result, new teachers are left without any professional guidance just like those in *veteran-oriented professional cultures*. In *integrated professional cultures*, on the other hand, novices and veterans continuously interact with each other about teaching and learning, which is the desired one. As Kardos (2005) states, new teachers are given special status as novices: they are provided "assistance, encouraged to seek help, and expected to be learning and improving their teaching practice" (p.7). Moreover, they are given responsibility in school, which helps novices feel important.

As Scherff (2008) argues, some schools have a positive culture which really encourages the development of the teachers. Others, on the other hand, have negative cultures with toxic customs and values which prevent teaching and learning. Peterson and Deal (1998) define toxic cultures as places where "negativity dominates conversations, interactions, and planning; where the only stories recounted are of failure, the only heroes are anti-heroes" (p.29). Kaplan and Owings (2013) also refer to the toxic school culture as schools where people do not feel valued, and add that they "are considered only as valuable as their production, much as cogs in machinery" (p.14). Scherff (2008) elaborates on the atmosphere of the unhealthy schools and says they "lack a clear sense of purpose, have routines that reinforce apathy, discourage collaboration, and even have faculty and staff that are outwardly hostile toward each other" (p.1318). Similarly, Peterson (2002) also states that a school with a toxic culture "that does not value professional learning, resists change, or devalues staff development hinders

success" (Peterson, 2002, p. 10). A positive school culture, on the other hand, contributes to staff development and student learning.

Novice teachers who want to be successful in their classroom and school constantly seek signals from their colleagues about how they interact with their students, what kind of instructional approaches they implement or avoid in the classroom, how they use their time in the class, etc. Whether novice teachers can count on their colleagues or not depends on the existing norms and patterns of interaction in the school.

2.1.3. Support for Novice Teachers

The term *support* paired with *assistance*, "connotes a responsive stance toward beginning teachers whose problems, needs, and concerns justify the existence of mentor teachers and other support providers" (Freiman-Nemser, Carver, Schwille & Yusko, 1999, p. 4). It is the umbrella term for the materials, resources, advice, and hand-holding that mentors, colleagues, friends and family members offer new teachers.

Citing Gold (1996), Freiman-Nemser et al. (1999) note two types of support. The first one is the instruction-related support, and it means "assisting the novice with the knowledge, skills, and strategies necessary to be successful in the classroom and school" (p. 5). This is more related to the subject-matter knowledge, and the teaching and learning of subjects. The second one, on the other hand, is the psychological support, and it is more like a therapeutic guidance. It aims to build "the protégé's sense of self and ability to handle stress" (p. 5). Therefore, it is as important as the first one and it should not be neglected.

It is assumed that once individuals complete their pre-service education, they are ready to teach on their own. In theory, it is the case, but in practice, this is misleading. As Freiman-Nemser et al. (1999) argue, novice teachers have two important jobs: teaching and learning to teach. With limited experience and practical tips, novice teachers feel overwhelmed and uncertain. Therefore, they

often develop *safe* practices on their own in order to survive. Considering the significance of this period, it should be the aim of the induction programs to enable the novice teachers to perform the "best practices and become learners through their experiences" (p.7). In this way, they will be able to better overcome the challenges they face in their initial years of teaching.

2.2. Professional Identity

Identity is a varied concept, and it is composed of some branches such *as personal identity, social identity, professional identity, national identity and cultural identity*. It is common to many disciplines, so researchers from different fields define the concept of identity from different points of views. Rodgers and Scott (2008) list the basic assumptions contemporary conceptions of identity share:

> that identity is dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation; (2) that identity is formed in relationship with others and involves emotions; (3) that identity is shifting, unstable, and multiple; and, (4) that identity involves the construction and reconstruction of meaning through stories over time. (p.733)

Examining identity has become an emerging area of research and it has attracted widespread attention in the last few decades in the world. For the purpose of the current study, teacher or professional identity will be examined. According to Lasky (2005), it is how "teachers define themselves to themselves and to others" (p. 901). There is no clear-cut definition of this term, but there are some aspects to be examined and be familiar with to understand the current research. Beijaard et al. (2004) examine professional identity and identify four important features (p. 122):

1. Professional identity is dynamic and it is an ongoing process of interpretation and re-interpretation of experiences. This also implies that professional development never stops and professional identity formation is not only an answer to 'Who am I at this moment?', but also 'Who do I want to become?'
2. Professional identity implies both person and context.
3. A teacher's professional identity consists of subidentities that more or less harmonize. The notion of sub-identities relates to teachers' different

contexts and relationships. Some of these sub-identities may be broadly linked and can be seen as the core of teachers' professional identity, while others may be more peripheral. It seems to be essential for a teacher that these sub-identities do not conflict, i.e., that they are well balanced.

4. Agency is an important element of professional identity, meaning that teachers have to be active in the process of professional development.

Professional identity in the current study entails the development of a novice teacher's professional identity from the beginning of a career choice to education and becoming a teacher. It encompasses understanding their motivation to teach, passion and commitment to teaching. It is a very important concept in teacher education since professional identity shapes practices, which in turn influences the effectiveness of teacher education. If identity is an influencing factor on teachers' motivation, self-efficacy, commitment and effectiveness, then how teachers perceive themselves as teachers and what factors contribute to these perceptions should be investigated. This current study focuses on teachers' beliefs about their roles as language teachers, i.e. who they believe they are as teachers.

Citing Friedman (2004b), Gavish and Friedman (2011) examine a teacher's professional identity in terms of two selves. The first one is *the natural professional self*, which entails the core of the teacher's work and covers teaching, educating and treating the student both as a person and a student. The second one is *the acquired professional self*, which is related to the organization and the teachers' role as an organizational person. Therefore, professional identity cannot be examined without taking into consideration the context where it is formed.

Stets and Burke (2003) also emphasize the importance of the relationship between the self and the society. They point out that the:

> self influences society through the actions of individuals, thereby creating groups, organizations, networks and institutions. Reciprocally, society influences the self through its shared language and meaning that enable a person to take the role of the other,

> engage in social interaction, and reflect on oneself as an object. (p.128)

Regarding the importance of context, Zimitat (2007) defines the community of practice, a term coined by Lace and Wenger (1991), as "social mechanisms by which novices are inducted into expert ways of knowing, thinking and reasoning in their professional or/ and practice circle" (p.322). This reinforces the idea that context and the people inside shape teachers' identity.

Stories are also believed to have an important role on the development of professional identity. By reflecting on their experiences, teachers construct and reconstruct their professional identity (Vloet & van Swet, 2010). Holland, Lachiocotte, Skinner and Cain (1998) describe identity as:

> People tell others who they are, but even more important, they tell themselves and then they try to act as though they are who they say they are. These self-understandings, especially those with strong emotional resonance for the teller, are what we refer to as identities. (p.3)

Storytelling, therefore, fosters teachers' professional identity. As stated in Lave and Wenger (1991), storytelling contributes a lot to a person's identity and participation in a community of practice: "For apprenticeship learning is supported by conversations and stories about problematic and especially difficult cases" (p. 108). In other words, they emphasize the importance of communities of practice which provide novice teachers with opportunities to talk, interpret their experiences and explore their own identity, which is a part of the learning process.

Richardson and Watt (2006) mention another aspect in identity construction: the motives for choosing teaching as a career. They present a scale related to career motivation and present the following values: *intrinsic values* (individuals' interest in and desire to teach), *personal utility values* (reasons related to job security, time for family, job transferability), *social utility values* (individuals' desire to shape future of children/adolescents, enhance social equity, make social contribution, work with children/adolescents), *self perceptions of individuals' own teaching*

abilities (individuals' perceptions of their teaching abilities), *fallback career choice* (individuals' selection of teaching as a career for reasons related to not being accepted into their first choices or being unsure what career they wanted to pursue) and *socialization influences* (prior teaching and learning experiences, peers' or parents' influence on their decisions).

The motives for choosing teaching as a career affect the construction of teachers' professional identity and shape their identity formation. Olsen (2008) emphasizes the relationship between the reasons for career choice and the formation of self-as-teacher, and presents "how a teacher's reasons for entry bridge prior events and experiences with the kind of teacher one is becoming" (p. 36). He states that:

> teachers rely on embedded understandings of and for themselves as teachers, which derive from personal and prior experiences as well as professional and current ones. These embedded understandings shape how teachers interpret, evaluate, and continuously collaborate in the construction of their own early development. (p.24)

Similarly, citing Knowles (1992), Beijaard et al. (2004) note the biographical aspect which is also a part of professional identity of teachers, and state that early childhood experiences, role models, significant others and critical moments in their lives have an impact on teachers' work and life. These biographical influences affect both the self-image of professionals and their task-perception (Vloet & van Swet, 2010). Vesanto (2011) also argues that the most influencing factors while constructing teacher identity are previous schooling experiences. If students have teachers who manage to strengthen their self-esteem, they want to be teachers like them. Similarly, if they experience negative characteristics of teachers, they refrain from being a teacher like them.

Still another factor which affects teachers' perceptions regarding identity is teachers' *perceived self-efficacy beliefs*. The expression *teacher efficacy beliefs*, also referred to as *teachers' sense of efficacy, teacher efficacy,* or *teacher self-efficacy beliefs*, was coined by Bandura in 1977, and it is defined as the "beliefs in one's capabilities to organize and execute the courses of action required to produce

given attainments" (p.3). What matters is the perceived belief of a person's own capacity. Although the beliefs of teachers about their capacity do not necessarily reflect their real practices and performances in class, research suggests that these beliefs shape teachers' future actions. As Pendergast, Garvis and Keogh (2011) argue, teacher self-efficacy is a very important factor which shapes teacher effectiveness in the classroom. They point out teachers with a high level of teacher self-efficacy "have been shown to be more resilient in their teaching and likely to try harder to help all students to reach their potential" (p.46). In the context of education, teacher self efficacy is considered a powerful influence on teachers' overall effectiveness with students. Chacon (2005) also suggests that teachers' actions and behaviors are tied to their beliefs, perceptions and motivation levels. To illustrate, teachers of high perceived self-efficacy allocate more classroom time to academic activities, guide students who have difficulty in learning the language and appreciate their accomplishments, because they believe that even the most difficult and troublesome students can be taught through making an extra effort and using appropriate techniques. In contrast, teachers of low perceived self-efficacy believe that there is not much to do if students are unmotivated, so they give up on students easily when they do not see the expected results (Bandura, 1997, p.240).

Tschannen-Moran and Hoy (2007) further suggest that according to the social cognitive theory,

> teachers who do not expect to be successful in class are likely to put forth less effort in preparation and delivery of instruction and to give up easily at the first sign of difficulty, even if they actually know of strategies that could assist these students if applied. (p.3)

Similarly, Gavora (2011) points out "teachers' actions are influenced by their beliefs and assumptions about the school, teaching and pupils" (p. 80). As teachers, we teach who we are; therefore, teachers' beliefs shape their actions in the class, which in turn affects teaching and learning processes.

The idea that teachers' actions are affected by their beliefs is very much related to "self-fulfilling prophecy". In his book, Tauber (1997) makes a reference to Merton (1948) who describes self-fulfilling prophecy as "a false definition of the situation evoking a new behavior which makes the originally false conception come true" (p.14). If this is applied to teaching context, self-efficacy beliefs can become "self-fulfilling prophecies, validating beliefs either of capability or of incapability" (Tschannen-Moran & Hoy, 2007, p.945) Teachers may start with a false expectation and end up with a reality at the end. As Bandura (1997) argues:

> efficacy expectations determine how much effort people will expend and how long they will persist in the face of obstacles and aversive experiences. The stronger the perceived self-efficacy, the more active the efforts. (p. 194)

Therefore, self-efficacy beliefs of teachers should not be neglected since teachers' beliefs about their capacity shape their future actions and turn into a reality.

2.3. Professional Development

There is a close relationship between teachers' perceptions regarding professional identity and professional development. Beijaard et al. (2004), for example, reflect on this connection and argue that professional identity is an important concept especially for teacher education in that teachers' beliefs about their roles as English language teachers affect their efficacy and professional development:

> Teachers' perceptions of their own professional identity affect their efficacy and professional development as well as their ability and willingness to cope with educational change and to implement innovations in their own teaching practice. (p. 750)

Therefore, how novices perceive their identity influences the way they respond to professional development activities and enhance their professional development. Jones (2004) also emphasizes the link between professional identity and development:

> Issues of teacher identity are deep rooted and can be seen to influence the way teachers respond to professional developments, be it with other teachers, the school setting or the pupils themselves. This challenges the process of affecting change through policy development and suggests the need for in-depth professional

> development that acknowledged the role and impact of teacher identity. (p. 167)

Understanding novices' professional identity has an important effect on their perceptions regarding professional development. Considering the difficult period novice teachers go through and their being unprepared for the challenges they face, it is of vital importance to examine professional identity of novice teachers to better understand what it means to be a novice teacher and what kind of things they experience in their journey. Knowing more about their reflections on self-as-teacher can help the people around novices to provide them with opportunities to cope with the challenges. As Avest (2012) notes, while people are telling stories, they disclose their professional identity, and the critical people and incidents in their stories reveal needs and paths for their professional development. Therefore, it is of great importance for teacher education to start with the exploration of self since it helps us better understand what it feels like to be a teacher in this rapidly changing world and how teachers deal with it (Beijard et al, 2004).

Professional development is "an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students" (Diaz-Maggioli, 2003, p.1). It is not something fixed or one-size-fits-all. Instead, it is an evolving process and develops over time through reflection. He argues that it is based on the way teachers construct their identities through interaction and reflection, and it:

> focuses specifically on how teachers construct their professional identities in ongoing interaction with learners, by reflecting on their actions in the classroom and adapting them to meet the learners' expressed or implicit learning needs. The ultimate purpose of professional development is to promote effective teaching that results in learning gains for all students. (p.1)

He presents the professional development strategies in her article as peer coaching, study groups, dialogue journals, professional development portfolios, mentoring and action research to address different needs and skills. In peer coaching, pairs of

teachers receive training and observe each other's classes based on focus of observation they have chosen before. The aim is to give feedback on teaching and reflect on the results. For novice teachers, this is of utmost importance since they are in trial and error process and need feedback. Another strategy might be organizing study groups. Teachers might come together and analyze samples of student work after a review of literature. This will give them a chance to develop a better understanding of research and use it while analyzing work. If it is difficult for teachers to meet on a regular basis and share expertise due to time constraints, dialogue journals could be quite useful. They can keep a written conversation with a mentor or a peer to improve interaction. In professional development portfolios, teachers can focus on specific areas and document their development in those areas. Diaz-Maggioli (2003) states that:

> a portfolio can have four main components: a statement of the teacher's educational platform or philosophy, a goal statement, samples of teacher or student work with reflective captions that describe why they were included, and concluding reflective statements. (p.2)

Regarding mentoring, it is based on the collaboration between a more knowledgeable professional with a less experienced one, and encouraged feedback on both teaching and learning. Both mentors and novices benefit from this process in that mentors provide novices with advice, support and encouragement. They try to help novices reflect on their performance in the class. During this process, mentors have a chance to reflect on their own expertise, too. The last strategy is action research in which teachers diagnose a problem, reflect on it, and conduct an intervention so as to improve the situation.

In European Commission Staff Working Document (2010), it is emphasized that professional development of teachers is a lifelong process, and generally this process is divided in specific stages. The first stage entails the preparation of teachers during initial teacher education and the second one concerns the first years of confrontation with the reality to be a teacher in school, which is called the

induction phase. Then, teachers continue their professional development when they survive the initial challenges. Therefore, induction period is regarded as an important part in professional development of teachers.

Considering the reality shock novices experience, the induction program could also be regarded as one of the most important parts of the professional development. Feiman-Nemser et al. (1999) outline the important tips which can help administrators and experienced teachers who are expected to organize induction programs. First, novice teachers should be provided with administrative support and direction. That is, they should know the key people in the school and where to go for help. The administration should be able to monitor and celebrate novices' successes individually so as to motivate them. Secondly, the administration should formally welcome new teachers. In this way, they will let novices know that the school is happy and excited to work with them. Thirdly, the administration should provide a department or people to meet novices on a regular basis. During these contacts with the novices, they could inform the novices of upcoming events, academic calendar, attendance procedures, daily schedule, the school computer system, etc. In addition, since novice teachers need immediate feedback, their classes might be observed so that they can recognize some areas of difficulty to work on. Fourthly, the school should allow time for professional development and relationships. It is of great importance for the novices to understand school culture and establish relationships. Novice teachers and experienced ones can come together and have conversations about methodology, school culture, classroom environments, assessment, professional roles and relationships. Finally, administration should directly ask novice teachers what they need. In this way, the administration will be able to prove that they are open and responsive to novice teachers' needs.

2.4. Research on novice teachers

This section presents different studies carried out on novice language teachers. It is divided into three parts as research on challenges and support, research on professional development and research on professional identity.

2.4.1. Research on challenges and support

Concerning the challenges novice teacher experience, classroom management is regarded as the most serious challenge by the novice teachers. In his study, Veenman (1984) reviewed 83 international studies on beginning teachers. The majority of the reviewed studies used questionnaires. He found that classroom discipline was by far the most serious problem of the novice teachers and motivation of students ranked the second highest.

In another study, however, novice teachers reported to feel more competent in classroom management. In this study conducted in the Turkish context, Ozder (2011) examined the novice teachers' self-efficacy beliefs and their performance in the classroom. He administered both Teachers' Sense of Efficacy Scale (TSES) and an open-ended questionnaire to 27 novice teachers. Regarding the subscales of the TSES, the study revealed that novice teachers' self-efficacy beliefs were the highest in instructional strategies, followed by classroom management. Their efficacy beliefs were the lowest in student engagement.

Similarly, in his article, Britt (1997) asked 35 first- and second-year teachers to reflect on their own experiences during their first or second year of teaching. He collected data through an open-ended questionnaire, and the results showed their teaching experiences were not all positive. The responses fell into the four main categories of time management, discipline, parental involvement, and preparation. The teachers felt frustrated because of lack of time to complete the paperwork. They also reported that they need more courses in classroom management and discipline since they feel their pre-service training did not prepare them for the demands of teaching and specific duties in specific schools.

To better understand classroom management problems of teachers, Greenlee and Ogletree (1993) conducted a study with 50 Chicago school teachers, and examined their attitudes toward classroom management strategies and the most frequently occurring discipline problems. 49 out of 50 teachers agreed that good teachers must be able to curb disruptive behavior in the class. 41 out of 50 teachers indicated that they need more training in dealing with disruptive behavior. Moreover, 39 out of 50 teachers found stress related to classroom management as the most influential factor in failure. The study also revealed teachers indicated that disrespect for fellow students, disinterest in school, lack of attention, and excessive talking were the top four most frequently occurring disciplinary problems.

In their study, McCann and Johannessen (2004) examined the important frustrations that could influence beginning teachers to leave the profession and also supports, resources, and preparations which could influence beginning teachers to remain in the profession and continue their career. The major concerns of novice teachers fell under five general headings: Relationships, Workload/ Time Management, Knowledge of Subject/ Curriculum, Evaluation/Grading, and Autonomy/ Control. Under relationships, 4 subcategories appeared: Relationship with Students, Relationship with Parents, Relationship with Colleagues, and Relationship with Supervisors.

What is certain is that novices experience some challenges which they haven't anticipated before. Cakmak (2013) conducted a study in the Turkish context and examined novice teachers' thoughts about their initial years. Using interviews, she collected data from 15 novice teachers in Ankara who had less than five years of teaching experience. She presented the results under the following themes: novice teachers' thoughts about teaching profession, their struggles in teaching context, motivating factors for teaching and effect of teacher training program. The results showed that regardless of whether they chose teaching as a career voluntarily or not, they face some unexpected challenges during their first years, so they describe teaching as challenging, difficult and tiring. The participants reported that they had

difficulties in classroom management, teaching and evaluation. Then, the teachers were asked to express the motivating factors for teaching and talk about when they feel successful and happy. Student achievement and colleague influence motivated them a lot and being able to teach something made them happy. However, crowded classes, and low proficiency students decreased their motivation a lot. As for the effect of teacher training program, they stated that undergraduate courses did not improve their weaknesses.

Lundeen (2004) examined the narrative accounts of six first-year teachers to identify their perceived struggles in professional development simultaneously with the struggles of emergent adulthood. Strong concerns for students and other people emerged and overweighed the concerns of self during the second half of the novice year. There were two emerging categories for individual and group problems as (1) classroom management and discipline problems, and (2) adult relationship and interaction problems. Additional analyses indicated six problem sub-topics as: (a) single student problems, (b) small group problems, (c) whole classroom management problems and issues, (d) colleague and administrator problems, (e) parents and classroom assistant problems, and (f) mentor problems. As for the implications, Lundeen (2004) emphasizes the importance of a caring environment in teacher and adult development and induction.

In their study, Dicke, Elling, Schmeck and Leutner (2015) investigated the longitudinal effects of classroom management training. They collected data from 97 German beginning teachers who were assigned to a classroom management training group, a stress management training group and a control group. The training consisted of seven sessions (1) classroom organization, (2) rules and procedures, (3) the importance of the beginning of the school year, (4) maintaining the classroom management system, (5) problematic behavior, (6) interpersonal relationships, and (7) communication. Training methods included group discussions, group work, role play and questionnaires. Results showed that both intervention groups were superior to the wait control group. The training had a significant effect on beginning teachers' perceived classroom management skills

and well-being. Therefore, this process can help to prevent reality shock and improve teacher retention, which can contribute a lot to teacher development.

As for the challenges novice teachers encountered in their first years, in his quantitative study conducted in the Turkish context, Ozturk (2008) examined adaptation challenges of novice teachers in induction period, and evaluated pre-service and in-service training in terms of preparing them for induction into teaching. Using a questionnaire, he collected data from 465 novice teachers teaching in randomly selected 8 provinces of Turkey. They were teaching in different locations like villages, towns, districts, and cities, and different school types like public schools and private institutions and different grade levels such as primary school level and high school level. The results of the study revealed that novice teachers experienced job-related concerns a little more often than the social concerns. Under job-related concerns, they experienced workload challenges more than instructional or classroom management challenges. The following challenges were the four most frequent adaptation challenges: (1) workload, (2) social status and identity, (3) supervisor, and (4) classroom management challenges.

In addition to the classroom management difficulties, novice teachers also have some challenges in terms of lack of support, isolation and collaboration. In their article, Stanulis, Fallona and Pearson (2002) examined what challenges novice teachers faced and how they went through these challenges within the context of a support group. They collected data through audio taped interview data, classroom observations, bi-monthly journal entries, and participant personal narratives. The results showed that novice teachers felt isolated due to the isolating nature of teaching and lack of collaboration. They felt that they were left on their own and they had to manage their classrooms. As a result, they sacrificed philosophies and practices that they had learned during university education for more traditional practices. As for the implications, Stanulis et al. (2002) state that teacher support group plays an educative role in learning to teach and the sources of support helped teachers begin to develop their identity as teachers. They suggest that university educators become more involved to support novice teacher learning

since strong mentoring from both the university and school is crucial for the retention of strong novice teachers.

In her case study, Scherff (2008) explored two novice teachers' experiences in the class and what caused them to leave the profession. The data was collected through e-mails and interviews with the novices. Their stories showed that despite what is known about supporting, protecting, assisting and nurturing novice teachers, the real situation in the school was far from expectations. The teachers' relationships with other people and their workplace shaped their decisions regarding leaving the school. They wanted to exchange ideas, materials, and collaborate with staff, whereas other teachers were pleased to stay in their rooms without keeping in touch with others. Another factor which caused them to leave was related to the teaching assignments and the amount of support. Teaching the worst classes was reported to make novices' job even more difficult in their first years since this required far more preparation. In brief, Scherff (2008) emphasized the need for strengthening induction programs and enhancing school culture to help novices.

The theme 'support' commonly goes hand in hand with 'challenges' in literature review. After an analysis of the challenges, research is conducted to find out more about their needs for support and support providers.

Most research emphasizes novices' need to be heard and to be appreciated. Brannan and Bleisten (2012) conducted a study to investigate the novice teachers' perceptions of support. Results revealed that novice teachers were in need of support and what they want is "support like pedagogical ideas, teaching resources, and logistical knowledge provided by colleagues, mentors or both" (p. 534). They also wanted to receive additional feedback from mentors and affective support, which shows that they find the assistance useful to cope with the challenges. They emphasized the importance of the *need to be heard*, and appreciated when they were heard and received affirmation in their teaching practice.

With a slightly different area of emphasis, Mann and Tang (2012) examined the role mentoring plays in novice teachers' professional development, support and socialization in their case study. They examined the support novice teachers received from their mentors over a full year and the nature of this support. As Worthy (2005) states, "novice teachers in Hong Kong are often expected to perform effectively and assume full teaching responsibilities right from the first day on the job" (as cited in Mann and Tang, 2012, p. 473). Therefore, they need some kind of support to survive this period easily. Results reveal that mentors play a very important role in supporting novices. Mann and Tang (2012) also focused on the age and experience of mentors, and examined whether or not these affected the relationship between mentors and novices. They found that having an experienced mentor was not necessarily an advantage. For example, one of the novice teachers in the study had the most positive relationship with his mentor who had only one year's teaching experience, and the novice teacher described their relationship as peers based on willingness to collaborate and help one another. Mann and Tang (2012) argued that since there wasn't much gap in teaching experience between the mentor and the mentee, they were able to establish a close relationship. They claim that younger mentors are "good sources of emotional and practical support, perceived as more approachable, and with more attainable suggestions". Carter and Francis (2001) also stated young mentors are better at emphasizing and recalling what it is like to be a beginning teacher" (as cited in Mann & Tang, 2012, p.485). As an alternative, there might be two mentors, with the experienced mentor playing a more advice giving role and the relatively inexperienced mentor playing a collaborative and empathetic role. In this way, the novice teachers can benefit from two mentors to meet their different needs.

Another important point stressed in research studies is related to the opportunity and time novice teachers have so that they can meet their mentors and observe them. In a study conducted by Brannan and Bleistein (2012), novice teachers reported that they appreciated when their mentors listened to them, offered help when needed and shared their experiences with them. Moreover, the data showed

that these novices needed to be accepted despite their weaknesses and mistakes. For example, one of the novice teachers stated, "one day I forgot my textbook. I went to his [the mentor's] office to ask if he had an extra copy … he said, 'it happens.'" (p. 531). This positive confirmation was enough to make the novice teacher feel relieved. However, what Brannan and Bleistein (2012) found was that novice teachers had limited opportunity to meet their mentors and receive support. Some even did not have any mentor. In their study, they investigated novice English languages teachers' perceptions of social support and the impact of their perceived support on teacher efficacy. Out of 30 novice teachers, 4 did not have a mentor teacher. 13 had limited and 13 had frequent contact with their mentors. The ones who did not have much chance to communicate with the mentors reported, "as time goes on, my mentor meets my needs less and less. I am much busier with teaching and have less time to contact and meet with my mentor" (p. 530).

The research also shows that novice teachers appreciate the support provided by their colleagues a lot. The study conducted by Mann and Tang (2012) showed that interactions with other staff were helpful and important for novice teachers. Interestingly, the physical setting such as furniture and seating arrangements in the staffroom were reported to affect these interactions. In one of the novice teachers' cases, because of the physical separation between a more senior group and the novices, the novice teacher found it difficult to overlook the hierarchy and approach the mentor. Clearly, if there is a barrier between the novice teachers and the experienced ones, the novice ones may find it difficult to approach the experienced teachers easily.

Brannan and Bleistein (2012) also discovered that novices found support from colleagues useful. There were two main types of support novice teachers were offered: *pragmatic* and *affective* although it was sometimes difficult to distinguish between the two. Collegial support in the pragmatic realm included "sharing ideas about teaching, classroom management, school policies, or logistics, as well as peer observation and sharing resources" (p. 531). In the affective realm, teachers reported that they were able to listen and share experiences, and offer

encouragement. Participants appreciated the emotional support they received and wanted to have more. These novice teachers also asked for "unsolicited help", and they reported that they sometimes hesitated to ask for help, so they wanted to receive help without request (p. 532).

Farrell (2012) also emphasized the role of colleagues in novice teachers' adaptation period. In a reflective analysis of his own novice teacher experience, he described how a principal while observing his class stood up and told him he was not doing it correctly. Farrell (2012) reported having felt like leaving his job since he believed that he was not suited to be a language teacher. However, thanks to the support he received from some of his colleagues, he continued teaching. He says, "thank goodness that, at the very beginning of my career, a few colleagues decided to act as my "guides and guardians" These colleagues boosted my morale and provided wise counsel" (Zeichner, 1983, as cited in Farrell, 2012, p.436). This experience clearly shows how important support from colleagues is and how it may relate to one's identity.

Family is another support provider novice teachers identified in Brannan and Bleistein's (2012) study. In general, novice teachers reported that family members provided support such as purchasing supplies or organizing and stapling papers. Moreover, the ones who were married said that they really appreciated the support they received concerning childcare so that novices could work.

2.4.2. Research on professional development

Research was also carried out to examine the nature of professional development opportunities provided for novice teachers.

Kirby and LeBude (1998), for example, carried out a study to examine the nature of beginner teacher induction programs, identify effective retention strategies in the programs and analyze the relationship between the impact of these strategies and novice teachers' concern levels. Using surveys, they collected data from 167 teachers with 5 or less years of completed teaching experience. They also included

a focus group to elicit more in-depth information. The results showed that induction programs provided novices with emotional support and procedural information through meetings, handbook and workshops. They did not meet novices' needs regarding planning and office work assistance. Novices were given a lot of assignments. Moreover, teachers with less than three years of teaching experience had concerns regarding their safety, a perceived lack of fairness and support, lack of facilities, materials and resources and time consuming tasks which are believed to be unnecessary.

Similarly, Mann and Tang (2012) found that timetabling was not novice-friendly in schools, so novice teachers didn't have much time to observe experienced people's classes and learn from them. For example, one of the novice teachers in the case study stated that she could observe her mentor only once in the whole year. Mann and Tang (2012) asserted that novice teachers should be given priority in timetabling to be able to observe mentors and be observed by them. Mann and Tang (2012) stated that induction is not obligatory, and mentoring is not always implemented in some schools. The only official document stated in the article is the *Induction Tool Kit*, and whether to use it or not depends on the policy of the school. Therefore, not all novice teachers have the chance to get help from a mentor. In her study, Baecher (2012) also found that novices did not have enough time and opportunity to share experiences and collaborate with experienced teachers around. In particular, teachers stated that the school was expecting too much from them, and they were overwhelmed by the high academic demands of the school. However, there was little "building-level support such as physical space, materials, or administrator-allocated time for collaboration" and these made things far more difficult for novice teachers (p. 584).

Likewise, Eksi (2010) conducted a study in the Turkish context to assess the professional development needs of the English language instructors. Through questionnaires, she collected data from ninety-two instructors, both novice and experienced, teaching preparatory classes. The results showed that teachers mostly found sharing experiences with colleagues most useful. What prevented these

teachers from attending professional development activities was “inconvenient date/time”. She also found that as the teachers got more experience, their degree of professional development needs decreased.

In their study conducted in the Turkish context, Ozturk and Yıldırım (2012) examined the nature of the induction process of English as a foreign language (EFL) teachers teaching at tertiary level and collected data from 15 novice teachers with one to three years of teaching experience through interviews. Four themes emerged in their study: (1) nature of induction process; (2) common concerns of novice teachers; (3) possible adaptation challenges; and (4) practices to overcome difficulties. The participants described their first days as tragic, tragicomic, problematic, challenging, reflecting inexperience and enthusiasm, but they all agreed that their first year was demanding. They reported that they had difficulty in planning and teaching. They had challenges inside the class such as instructional challenges, challenges in motivating students, use of instructional technologies, and classroom management. They also had the following challenges outside the class: work-related issues such as curriculum and lesson planning, testing and evaluation, and partnership system in teaching and social issues such as relationships with students, colleagues, administrative staff, and teacher trainers. Finally, regarding the practices to overcome these challenges, they reported that they tried to solve their problems on their own by exchanging ideas with other novices or consulting experienced teachers. Their institution also provided support through orientation program and intensive in-service training. However, most admitted that orientation program was insufficient. Almost all of the participants expressed their dissatisfaction regarding their pre-service training. The results of their study emphasized the importance of an effective teacher education program and a contributing teacher induction program.

Regarding the purpose of the lesson observations, Mann and Tang (2012) found that in some schools, the aim was not contributing to novice teachers’ development but assessing their performance. However, as suggested by Mann and Tang (2012), these observations should be “developmental and reflective in nature rather

than mechanistic and evaluative" (p. 489). In addition, if the aim is to facilitate the development of novices, both parties should be willing and eager to participate in this procedure. Otherwise, it becomes a burden for both the novice teacher and the mentor. There were four mentors in Mann and Tang's case study (2012) and none of them had been formally invited for their role. Instead, the school administration had chosen these "experienced" teachers and asked them to mentor the novice teachers. In other words, mentoring was not based on voluntary participation. Out of 4 mentors, only one of them had received mentor training and the other mentors knew little about the support they would offer to novice teachers. Also, the relationship was based on the fulfillment of the duty. This is why some of the mentors could only establish a *procedural* rather than a *reflective* mentoring relationship, which is the desired one.

In his study, Fraser (2011) states that professional development is regarded as a product which provides the novice teachers with a range of activities to facilitate their teaching practice and develop their skills. It also aims to meet the expectations of stakeholders. The results of his study, on the other hand, showed that professional development occurred through routine teaching practice and activities rather than explicit engagement in activities of professional development.

Faez and Valeo (2012) investigated 115 novice teachers' self efficacy beliefs and how this information played a role in supporting their development as language teachers. The study has implications for teacher development units in that perceived self-efficacy beliefs of novice teachers should not be neglected since novice teachers build on these beliefs, which can predict success and commitment to work.

In her study, Poom-Valickis (2014) analyzed novice teachers' perceptions regarding their professional development during the induction year. Using questionnaires, he collected data from 58 novice teachers on three occasions, at the end of the first, second and forth semesters. The results showed that novice teachers felt their professional development occurred after the second term. First,

they dealt with the adaptation difficulties and during this time, their self-conception as a teacher was built. When they were used to the system, they started reflecting on their professional development. He also reported teachers with high self-efficacy beliefs had a better opinion of their professional development and were more pleased with their coping.

Researchers carry out studies to offer strategies to support novice teachers in their first years. Farrell (2012) argues that researchers have underscored the implementation of *"novice-service language teacher development*" in order to bridge the gap between pre-service teacher preparation and in-service teacher development. In this regard, several recommendations for support were noted by Farrell (2012). First, preparation programs should make clear connections to teaching in the first year by assigning students some reflective activities and assignments so that they can prepare prospective teachers for the challenges they might face in their first years. Moreover, adding a supplementary course called "*Teaching in the First Years"* to give students a chance to "explore the first years of teaching through reflective practice" may also help (Farrell, 2012, p. 440). Thanks to such a course, pre-service teachers would get the opportunity to improve themselves in "reflective practice" so that they can better manage the possible problems they might experience in their first teaching years. Such a course would help novice language teachers to develop their skills in reflective practice, and the course would act as a bridge between pre-service education and in-service development. Farrell (2012) suggested that in the proposed course, pre-service teachers would determine what kind of school they would like to work at and observe some classes before starting teaching. In this way, they would be able to generate some ideas about working in that kind of environment instead of learning it while teaching.

Farrell (2012) also suggested that novice teachers be encouraged to share the challenges they face in their first years of teaching and tell other people what they experience. He pointed out that second language educators can collect the stories novice teachers share about their first years of teaching. Then, they could create a

corpus of them so that pre-service teachers in these programs can explore and refer to these experiences. These would help novice teachers overcome the challenges they face and reflect on their own teaching experience. The results of Shin's (2012) study also emphasized the role of sharing stories in the development of novice teachers. The participants in his study reported that by sharing their stories, they were able to reflect on their own teaching practices and this was empowering. Shin concluded by stating that "after all, it cannot be done alone" (p. 562).

2.4.3. Research on professional identity

There are many elements which affect the identity formation of novice teachers such as the principal, interactions with colleagues and school culture.

Mann and Tang (2012) carried out a study to examine the challenges of novice teachers, and the nature of support they need and receive in their study. In this case study, data was collected from four novice teachers and their mentors. Their study stressed the impact of *the principal* on novices' identity in that the appearance of the principal in the meetings made novice teachers feel tense. However, in the absence of the principal, novices were able to talk about their problems, mistakes and the areas where they felt uncertain. Not only the appearance but also his remarks were found to have a strong effect on novice teachers' perception of themselves and their teaching. To illustrate, the negative comments of the principal affected one particular novice teacher, Mary, negatively. The principal's remarks about her being cool made her feel worse and incompetent to socialize with other teachers. Therefore, as Mann and Tang (2012) suggested, principals should be "sensitive to the relatively fragile professional status that novice teachers have" (p. 489). They already feel less powerful and competent than more experienced teachers, so principal's negative remarks or complaints about the novices may worsen the situation.

Another element that relates to the identity formation for novices is the interactions with other staff. Fraser (2011) conducted a study to examine the professional nature of teachers, and the objects affecting their process of

negotiating a professional identity. Using interviews, he collected data from 14 participants. The results showed that identity is shaped by several factors like connection, apprenticeship, resourcefulness, independence and enthusiasm. More specifically, the study highlighted the importance of novices' relationships and interactions with others as reflective tools which enable them to develop professionally.

Similarly, the results of the study conducted by Mann and Tang (2012) showed that in staffroom, novice teachers had a chance to interact with other teachers and talk about students and teaching in general, and novices found these conversations very useful. In addition to these topics, what novice teachers liked was being able to grumble about students' behaviors. Mann and Tang (2012) argued that this acted as a kind of emotional support among novice teachers and experienced ones and that this was "an important survival and identity building mechanism" (p. 487). Complaining about the students and confirmations from other teachers in the staffroom in a way convinced novice teachers that they were not necessarily solely responsible for various problems. Having an opportunity to share experiences and interact with other staff depends on the teaching environment novice teachers work in. If novices do not have such opportunities, this may affect perceptions of their efficacy and may lead to a sense of incompetence.

Likewise, regarding the effect of school environment on identity formation, Morrison (2013) analyzed the professional identities of the novice teachers. Using interviews, observations and field notes, he collected data from 14 novice teachers. It was found that professional identities of novice teachers were shaped by challenging and unexpected experiences. The results also showed that the professional environments of teachers contributed a lot to the establishment of "three distinct trajectories of teacher identity: the emergent, tenuous and distressed" (p. 102). Their participation in their professional communities and the way they described how they understood themselves with and through influential others shaped their beliefs and future actions.

In their study, Meristo and Eisenschmidt (2014) examined the self-efficacy of novice teachers and its relationship with the school climate to better support the adaptation and professional development of novice teachers in their first year. Using questionnaires, they collected data from 112 novice teachers. The results showed that a supportive school climate affected novice teachers' self-efficacy beliefs positively, and a small school was reported to be the best opportunity to create such an atmosphere since teachers had a greater chance to establish positive relationships with colleagues and create a cohesive atmosphere.

Similarly, in their study with novices, Faez and Valeo (2012) found that in general novice teachers felt moderately prepared to teach, and gaining experience helped them feel safer later. However, a closer look indicated that the variation among the group members' efficacy beliefs resulted from the context, the nature of the employment and classroom experience. Faez and Valeo (2012) concluded that:

> novice teachers' assessment of their abilities to succeed in the classroom appears closely linked to their experience of the classroom during the practicum and their abilities to adjust to the new reality once teaching in the field. (p.464)

If these novices start working in a school where they can have opportunities for mastery experiences, this could affect their self efficacy beliefs and identity formation positively. In brief, contexts and the social circles in the work environment around novices have substantial influence on the experiences of novice teachers and their professional identity.

There are studies which focus on the change in perceptions of teachers regarding their professional identity and developmental phases of identity. In his three-year longitudinal case study, Xu (2012) examined the transformation of the professional identities of four Chinese teachers of English as a foreign language during the first years of teaching in China. According to Xu (2012), in the pre-service stage, although prospective teachers have limited experiences, they create unlimited images of the world and themselves, and construct their identity based on imaginations. Therefore, their identity depends on both who they are in reality and

who they are in their images of themselves. This in turn leads to the construction of "an imagined community" as Anderson (1991) and Norton (2001) points out (as cited in Xu, 2012). As for practiced identity, on the other hand, teachers value their practices, add to or abandon them. They are formed through the interaction in the real world. However, most novice teachers start teaching without constructing little or no practiced identity. Instead, they refer to their imagined identity. Xu (2012) explored more about their imagined identity, their differences from practiced identities and how imagined one turns into the practice identity in order to understand this reality shock from the point of view of teachers. To illustrate, the first participant, Ingrid, starts her teaching career with the cue-based imagined identity of language expert and believes that the most important thing for an English language teacher is to become an expert in the field. However, actual practices in her school surprise her and she feels frustrated when she experiences that a teacher is highly appreciated and awarded in her school although she can not speak English well and she does not have expertise in the field. Two years later, she reports that that "there're so many things that are far more important than a teacher's real teaching competence" (Xu, 2012). She experiences transformation from the cue-based imagined identity to the schema-based practiced identity. Another example is Carol who starts her career with an exemplar based identity as a teacher who helps students consolidate what they have learned. After some time, when she has a lot of things to do at school, she only tries to catch up with the program and neglects consolidating. Her responsibilities at school and her fear of not being able to catch up with the program seem to facilitate her identity transformation from an exemplar based identity to a rule-based one.

Moir (1999) argues that in order to provide novice teachers with effective support, the phases novice teachers experience in their first years should be analyzed. Moir and her colleagues carried out a study and worked with 1,500 new teachers to identify the development phases of novice teachers. They emphasized that not every novice teacher go through the same stages in this exact order, but understanding these phases is useful for both pre-service education and in-service education. Novices move through several phases from anticipation, to survival, to

disillusionment, to rejuvenation and to reflection. Finally, they go back to anticipation. In the anticipation stage, new teachers enter the classes with a strong sense of commitment to making a difference and they are idealistic in terms of achieving their goal. In the second stage, they are exposed to a lot of different rules and regulations which they haven't anticipated before. Even if they have an intensive training program, they are caught unprepared and they do not have enough time to learn all the things quickly. Most of them "struggle to keep their heads above water" and they do not have a chance to stop and reflect their own experiences (Moir, 1999, p.20). To make the matters worse, different from the experienced teachers, who have a file of materials and lecture notes from previous years, novice ones do not really know what works best or what is a waste of time. Therefore, they spend a lot of time getting used to the material, evaluating, adapting and preparing lesson plans. They hope the trouble will finish soon. In disillusionment phase, "the extensive time commitment, the realization that things are probably not going as smoothly as they would like, and low morale contribute to this period of disenchantment" (p. 21). They also have trouble managing the class and feel stressed. Therefore, they start questioning their self-efficacy and commitment to teaching. Rejuvenation stage, which generally starts after the term break, offers an opportunity to rest and reflect on the process. Therefore, there appears a slow improvement in the teacher's attitude towards teaching. They gain confidence and believe that they can deal with the problems easily. They are able to focus more on curriculum development and their own teaching strategies. At the end of their phase, they feel concerned about their students' success on school tests and start to question their efficacy to become an effective teacher again. Finally, in the reflection stage, they reflect on their strengths and weaknesses. They also think about the possible changes they need to make regarding the management, curriculum and teaching strategies. Moir (1999) describes this stage as: "the end is in sight, and they have almost made it; but more important, a vision emerges about what their second year will look like, which brings them to a new phase of anticipation" (p.23).

This chapter has given some basic concepts regarding challenges novice teachers may experience inside and outside the classroom and support they receive and need. It has also mentioned the key concepts, professional identity and professional development of novice teachers. Finally, the chapter has introduced research on challenges and support, professional development and professional identity both abroad and in Turkey.

CHAPTER 3

3. METHODS

This chapter will explain the methods that were used to explore the experiences of the novice teachers. First, it will start with the background of the researcher and provide a rationale for the methodological approach used in the study. Then, it will introduce the research questions and explain the theory that informs the methods to be used. Later, it will give information regarding the setting of the study and participants will be introduced. Finally, the methods of data collection and data analysis procedure will be presented.

3.1. The researcher's background and positioning

The background and the position of the researcher influence the thing to be explored, the angle of the examination, the methods to be used, the findings thought to be the most appropriate and the way conclusions are expressed (Bilecen, 2014). Therefore, I need to locate myself in relation to this research topic. As an English language teacher who has eight years of teaching experience and has fresh memories about the challenges of a novice teacher, I will begin with a reflective analysis of my own novice teaching experience.

I am from a small family in Izmir. My father was a teacher and I really admired him a lot. I got my high-school diploma from Izmir Anatolian Teacher Training High School and had a chance to receive education at Middle East Technical University (METU) in Ankara, which is ranked third among the world's best 100 universities in the Times Higher Education BRICS and Emerging Economies Rankings 2015. After graduating from METU, I started working in a primary school. I clearly remember how motivated and self-confident I was on the first day of school because I had received high quality education at university. I was feeling self-confident as knowledge was power.

Contrary to my expectations, I experienced something totally different. The head of the department said to me "you might have graduated from METU, but this doesn't work here. Don't rely on your diploma". I had been certified as an English language teacher thanks to my diploma and university education, but in the eyes of the head, it seemed that was nothing. Once, she came to my class and while observing me, she said "this is how to do it" and went on teaching. This embarrassed me a lot in front of the students, and it affected my classroom management and student engagement skills negatively. To make matter worse, the workload on my shoulder was no different from that on a more experienced teacher's, and sometimes it was even more. These and other things were enough to make me feel incompetent and to discourage me from doing my favorite job on earth properly. Therefore, I decided to quit working as a teacher in that school in my first year of teaching. This background is significant since it helped me shape my research topic. It affected the way I perceived my teacher identity in that I lacked confidence in teaching and started to question my job preference thinking that I wasn't suited to teaching.

Then I continued working in the preparatory school at Middle East Technical University, Northern Cyprus Campus in 2007. I worked there for 6 years and regained my energy and power. In my fourth year, I started doing my MA and it wasn't until I had read Farrell's (2012) article in my advisor's class that I felt I was not the only one on earth who faced challenges and tried to survive them. Regardless of the context, it seemed that the experiences of him echoed those of mine. Feeling this way helped me broaden my horizon and I started to make sense of my previous experiences. I started to wonder what other novice teachers experience in their first years, why some novices feel more depressed than others, how they feel, what kind of support they receive and whether they are prepared for the challenges. In brief, I started to take an interest in teacher education and novice teachers. I was intrigued by the similarity between the lived experiences of the teachers regardless of their contexts and was curious about whether there were any differences due to contextual factors.

In 2013, I decided to move to Izmir, which is my hometown, and work with novice teachers teaching in the preparatory schools. I also started working in a preparatory school in one of the universities in Izmir. Therefore, some of the participants in the study are my colleagues.

Regarding the researcher's positioning as related to the research and the participants, in their article, McNess, Arthur and Crossley (2015) examine the traditional ways of describing the outsider as detached and objective, and the insider as culturally embedded and subjective. They report that within an international research and teaching context, these definitions need to be re-examined:

> Increasing access to real-time communication technologies, new understandings of identity and community, changing modalities for collaborative work and increasing global mobility for researchers and students all call for a more complex understanding of the relationship between the researcher and the researched and the ways in which all involved might situate themselves as 'insiders' or 'outsiders' – or both. (p. 297)

They argue that researchers are neither outsiders nor insiders. They are in the middle: "in one sense we are all newcomers, strangers or outsiders though, as researchers, we are rarely entirely on one side or the other – and in practice, we are often somewhere in between" (p. 303). What is important here is the empathy and they define this concept as the capacity to recognize and share thoughts or feelings experienced by others. Researchers are neither complete observers nor participants.

Different from quantitative researchers, qualitative ones are in constant contact with the participants. They cannot be separate from the study. As qualitative researchers, Dwyer and Buckle (2009) note,

> The stories of participants are immediate and real to us; individual voices are not lost in a pool of numbers. We carry these individuals with us as we work with the transcripts. The words, representing experiences, are clear and lasting. We cannot retreat to a distant "researcher" role. Just as our personhood affects the analysis, so, too, the analysis affects our personhood. Within this circle of impact is the space between. The intimacy of qualitative research no longer

> allows us to remain true outsiders to the experience under study and, because of our role as researchers, it does not qualify us as complete insiders. We now occupy the space between, with the costs and benefits this status affords. (p. 61)

In this current study, my position was from the standpoint of being with my participants during the data collection part of the study to help the participants feel comfortable while sharing their stories. Glesne (1999) notes that people talk more willingly about their personal issues once they know the researcher since the participants perceive the researcher as someone who is willing to invest time and energy truly to understand them. However, what I aimed was not to establish friendship but to be accepted and trusted as suggested in Glesne (1999).

3.2. Methodological Approach

There has been a growing interest in the use of qualitative research across all the disciplines of the social sciences (Dornyei, 2007). Researchers who want to study a phenomenon in detail choose to use a qualitative approach. In his book, Creswell (2009) lists the characteristics of qualitative research. Instead of bringing the participants into a lab and giving them a task to complete, qualitative researchers collect data in the natural setting where participants experience the issue under investigation. While doing so, researchers focus on finding out the meaning participants hold about the issue instead of that researchers themselves bring to the research. Moreover, they do not use questionnaires or other instruments developed by other researchers. Instead, they interview participants, observe behavior and collect data themselves. Another important feature is that researchers construct their themes and patterns from the bottom up. That is, they go through an inductive process and organize the data by putting it under more abstract subcategories. The qualitative research also has an emergent design (Gibbs, 2007; Creswell, 2009). In other words, when researchers start collecting and analyzing data, they might revise the research questions or data collection methods. The participants help the researcher identify the problem and the researcher elaborates on the issue.

Before carrying out a study, researchers need to make their decisions regarding the philosophical basis of their research. Citing Grix (2004), Mack (2010) notes that if

people want to carry out clear and precise research, they need to make sure that they know the "philosophical underpinnings that inform their choice of research questions, methodology, methods and intentions" (p.6). Therefore, assumptions regarding epistemology shape the methodology of research and determine the methods to be employed in data collection (Mack, 2010; Scotland, 2012).

In education, in order to reveal the perceptions of human beings and understand a phenomenon, the researcher needs to enter the world of the participants and examine the phenomenon in its natural setting. That is, the researcher tries to understand the perceptions of the participants by examining how the participants interpret the phenomenon.

In this study, the aim is to explain and describe the actions from the participant's perspective rather than trying to generalize the findings to other groups. Friedman (2011) confirms this and notes:

> Qualitative research tends to operate on a small scale with the goal of providing a detailed and nuanced picture of individual settings, participants, or instances of interaction. It does not aim to generate statistically significant findings or report on research participants in the aggregate as representatives of a category (…), but instead endeavors to bring out individual characteristics or differences and to explore these in depth. (p.183)

The researcher aims to understand a phenomenon and interpret others' way of perceiving the events. Therefore, the current study employed interpretative methods. Different from positivism, as Mack (2010) claims, in interpretivism, events are distinctive and there are multiple perspectives, so they cannot be generalized. Knowledge is gained through personal experience. For this reason, rather than an effort to find one objective reality, the aim is to reveal multiple perspectives and realities (Guest, Namey and Mitchell, 2013). Multiple people perceive events and interpret them differently, which leads to different perspectives of an experience. "Researchers analyze the meanings people confer upon their own and others' words, settings and contexts, and make meaning themselves out of research information" (Wisker, 2009, p. xii). The aim of this

approach is to gain a better understanding of the processes which may affect behavior.

Creswell (2009) states that qualitative research is useful if a concept or phenomenon needs to be understood either because the topic is new, it has not been explored with a particular group or existing theories do not apply with that study group.

The aim of the current study is two-fold: to examine the perceptions of the participants in multiple setting and after finding out an issue to work on, to choose a single site to add depth. As the study focuses on teachers' perceptions of professional development and identity at universities in Izmir and reveal their perceptions through their interpretations of their world, there is a need to use qualitative research methods to enter the world of teachers and provide rich and in-depth information.

To study participants' experiences closely and intensively, case study research was carried out. Johansson (2003) refers to a case as a phenomenon specific to time and space, and stresses that a case study can capture the complexity of a single case. Dornyei (2007) also states that cases are primarily people, but a program, and institution, an organization or a community can also be examined. The results of the study are meaningful in the context where the data is collected and with the participants who take part in the study without any aim to generalize. As for the power of qualitative case studies, Wallace and Atkins (2012) claim that "case studies provide a means for the researcher to capture or interrogate the 'real world' – be that a situation, an organization or set a set of relationships – in all its complexity, in a way that quantitative approaches cannot do" (p.108). Cohen, Manion and Morrison (2000) also point out that case studies can catch unique features that may otherwise be lost in larger scale data (e.g. surveys). Moreover, they are strong on reality and they also provide insights into other similar situations, which gives people a chance to easily interpret other similar cases. In other words, although the results cannot be generalized to other populations and contexts, they can be used to better understand other cases. Citing Nisbet and Watt

(1984), Dornyei (2007) notes the strengths of case studies. They speak for themselves and since they are written in non-professional language, they can be understood by a wide-scaled audience.

3.3. Setting

The current study was conducted in Izmir, which is located in the western part of Turkey. It lies on the coast of the Aegean Sea. According to the report of Investinizmir (2012), it has direct flights from more than 40 cities from European and Middle Eastern countries. It is home to many high quality universities, and social activities, its history, sunshine and sea make Izmir an ideal student city. At present, there are 10 universities in Izmir (Ege University, Dokuz Eylul University, Izmir Institute of Technology, Katip Celebi University, Izmir University of Economics, Yasar University, Izmir University, Gediz University and Sifa University). Many offer English as the medium of instruction and welcome international students as well.

Izmir attracts a lot of people especially young ones. Yolcu (2010) examines migration to Izmir between 1995 and 2000, and points out that 65% of the population who migrated to Izmir comprises young people between the ages of 15 and 29. According to the Turkish Statistical Institution (2011), the results of the census conducted in 2012 also show that Izmir is the third most populous city in Turkey with a population of 4.005.459 people.

Different factors influence people's decisions to migrate to Izmir. According to the report of Izmir Development Agency, which was established by the cabinet decision in 2006, Izmir is the most rewarding Mediterranean city due to social and cultural facilities, education and health services, peculiar housing alternatives at affordable prices, good quality living environments, advanced urban transportation infrastructure, closeness to the tourist attractions, 4-season tourism and beautiful natural environment. On the other hand, the increasing number of young people, particularly university students, migrating from different parts of Turkey suggests that Izmir is a multicultural city and there are people coming from different parts

of Turkey with different needs and expectations. The intensity of immigration is also given in the report called Izmir Regional Plan (2010) as:

> Regarding population density, Izmir is quite above the values of both the Aegean Region and Turkey average […] Aegean Region and Izmir are at the top of regions and provinces receiving immigrants, and Izmir is an immigrant attraction centre at both regional and national scale. (p.20)

This changes the student profile, which in turn affects the teachers' job and makes it more difficult for teachers to address all the students in the class. Ur (1991) defines the heterogeneous class as the "one that has different kinds of learners in it, as opposed to a 'homogeneous' class, where the learners are similar" (p.134). She presents the possible problems teachers might face in heterogeneous classes as: discipline, correcting written assignments, keeping students interested, achieving effective learning, finding suitable materials, maintaining individual awareness and activating the students.

This diversity affects all teachers and their performance to a great extent, but particularly novice teachers who already find it difficult to manage classes might need extra support to deal with diversity. As the aim of this study is to explore the difficulties novice teachers encounter and examine their perceptions regarding their professional identity and development, lack of research conducted in Izmir makes this research relevant to the context.

In his book, Yin (2012) presents two designs for doing case studies, a single-case or a multiple-case study, and these can use holistic and embedded units of analysis. He gives the conditions where the single case design is justifiable as: where the case represents a critical test of existing theory, where the case is a rare or unique event, or where the case serves a revelatory purpose. He also states that a subunit or subunits might also be incorporated into a single case study and an embedded design is developed. The subunits can add depth to the single case and provide opportunities for extensive analysis. If the case study examines only the global nature of an organization, this is given as holistic design. In multiple-case designs, on the other hand, the researcher selects two or more cases either to "predict

similar results (direct replications) or to predict contrasting results but for anticipatable reasons (theoretical replications)" (Yin, 2012, p.9).

The first part of the current study was conducted in three different universities in Izmir. As the aim of the study is to explore the experiences of the novice language teachers, choosing universities where novices are working was significant. Therefore, this current study started with a multiple-case design. Depending on the results of the first part of the study, one of these universities was purposefully selected as the focal site to add more depth to the study. Therefore, it continued with a single-case design where the researcher focused on one setting.

The researcher started conducting interviews with 12 people and continued in a single university setting with 3 of them. The aim was to deepen knowledge regarding the experiences of novice teachers in terms of identity, challenges and support. The factor that played a key role in deciding on this setting as the focal site was that different from the novice teachers working in other universities, two teachers working in the focal site were far more overwhelmed and reluctant to keep teaching. Although they started teaching with great motivation and enthusiasm, they have lost their idealism and motivation a lot. They are constantly questioning their ability and patience to keep teaching. They are not sure whether they are cut out to be a teacher. Therefore, it was also important to examine the reasons behind their lack of motivation, enthusiasm and idealism. To give a different perspective, another teacher who was working in the same school but relatively less reluctant was also included in the second stage of the study. Later, it was seen that she was no different from the other two teachers. The researcher continued examining the reasons why these teachers felt more overwhelmed than the others. Their perceptions regarding the school culture and how these affect their professional identity and development were also investigated.

There are mainly two groups in the school: the new coordinators and their friends, and the previous ones and the people around them. There has been a lot of tension between these two groups, and the novice teachers are the ones who are influenced negatively by the tension in the air. Since they do not want to be involved in any

groups, they feel alone. Due to two groups and the constant disagreement among the members of these two groups, the researcher gave the focal site the following pseudonym: the Division University.

3.4. Participants

The participants were chosen on the basis of representativeness. They were all novice instructors teaching in preparatory classes at universities in Izmir. The term "novice" has frequently been used in studies on beginning teachers, and as Farrell (2012) noted, there is no clear-cut definition of a novice teacher in the literature. A novice could be anyone who is teaching something new for the first time or who has entered a new cultural context for the first time (Farrell, 2012). There is also no consensus on how many years of teaching are necessary to end this novice stage. Some researchers defined a novice as a teacher with less than five years of teaching experience (e.g. Kim & Roth, 2011). Others referred to it as a teacher with two years of teaching experience or less (e.g. Haynes, 2011). Wallace and Irons (2010) refer to the skills acquisition theory, which defines a novice teacher as an individual with less than three years experience. Darling-Hammond (2000) also describes novices as teachers with less than three years of experience. For the purpose of this study, a novice teacher was defined as a teacher who has less than three years of teaching experience (Hammond, 2000; Wallace & Irons, 2010). Therefore, only teachers who have just started teaching, those in their second and third years were chosen to serve the aim of the study and provide useful data to understand the issue under investigation.

In order to gain data, participants were chosen through criterion sampling. As stated in Patton (1990), the researcher chooses cases which meet some predetermined criterion of importance. The idea here is to make sure to understand cases likely to be information-rich. Accordingly, 12 instructors teaching at 3 universities in Izmir were selected based on two important criteria: having less than 3 years of teaching experience and teaching in a preparatory school at a university in Izmir. Teachers meeting these criteria were interviewed and the interviews were completed in about two months. In order to respect their privacy,

pseudonyms were used to any personally identifiable information of participants and the university they are working at.

The following table (See Table 1) summarizes the participants' profiles, which might help the reader to delve further into the worlds of the participants and better understand the results. As can be seen in Table 1, the age of the participants ranged from 22 to 30. There were 2 males and 10 females. At the time of data collection, they had 3 months to 30 months of teaching experience.

Table 1: Participants' profiles

	Pseudonym	AGE	SEX	EXPERIENCE	DEGREE
1	**NOV1**	23	F	3 months (0-1 year)	ELL
2	**NOV2**	22	F	3 months (0-1 year)	ELL
3	**NOV3**	30	F	24 months (2 years)	ELL
4	**NOV4**	24	F	24 months (2 years)	ELT
5	**NOV5**	28	M	10 months (0-1 year)	ACL
6	**NOV6**	24	F	24 months (2 years)	EL
7	**NOV7**	25	F	28 months (2-3 years)	ELT
8	**NOV8**	22	F	3 months (0-1 year)	ELL
9	**NOV9**	26	F	23-24 months (2 years)	TI
10	**NOV10**	24	F	24 months (2 years)	ELT
11	**NOV11**	23	F	16 months (0-1 year)	ELT
12	**NOV12**	27	M	30 months (2-3 years)	ELT

ELT: English Language Teaching; **EL**: English Linguistics;
ELL: English Language and Literature; **APPLING:** Applied Linguistics;
TI=Translation and Interpretation; **ACL:** American Culture and Literature

3.4.1. NOV1

NOV1 is twenty-three years old and she graduated from ELL department. Her interest in English started in the fourth grade as soon as she started studying English. After the first lesson, she says: *"anything I will do in the future will be about English. It could be teaching or something else but will be about English".*

The sense of achievement she has felt during the first lesson helps her feel self-confident: "*The teacher asked us to write "he" and "she" on the board. It was very difficult for us, but I did it and said "Vow. I did it. I know it".*

She remembers enjoying the English classes a lot. Another important factor which motivates her is cool English language teachers. She says: "*my English language teachers were very cool. I was thinking like "all the English language teachers are cool, so I will be an English language teacher to be cool".*

Of course, she is aware of the difficulties a novice teacher might experience at the beginning of her career, but she feels better now when compared to the first days in teaching thanks to the support she receives in the school both from her colleagues and the administration:

> *This is my first year of teaching and at first, I was very nervous. Now, it goes well. There is no need to panic. Everything here is so organized and systematic. You know what you are expected to do. We have workshops and sessions for the newcomers on how to check the quizzes, grade writing parts, do speaking exams and so on. We have different materials for different levels and skills ready to use. The people are helpful and friendly. They like sharing. Although it is sometimes difficult to manage the class, I get on well with the students since I am young.*

In a typical day, she gets up very early since it takes 2 hours to get to school. Her house is far away from the school. She has her breakfast at home and then leaves for school. After the day finishes, she wants to go home as soon as possible. She takes the course books with her. She does not look through the book every day, but sometimes, she tries to find fun facts at home related to the units for an hour or so. Then, she watches series and relaxes. She goes to bed at about 12.30 am.

3.4.2. NOV2

NOV2 is a twenty-two year old female and her interest in English started in kindergarten. She remembers watching cartoons and trying to talk to foreign people in English. Based on her diary notes, she remembers speaking in English when she was 10 or 11. She believes that language and culture mutually affect each other. There is a close relationship between them. She is also interested in

music and believes that this might be the reason why she is interested in language since she has a good ear. She states that teaching is not her dream job. Instead, she wants to be a translator. Then, she thinks that she is patient and can get on well with people. Therefore, she thinks she can be a teacher. However, although being on good terms with people seems an advantage for a teacher at the beginning, later she realizes that students take advantage of her goodwill:

> *Now, I have realized that I need help with classroom management. I am not a strict teacher. This is why the students abuse it. I need to use imperatives and be more direct while talking to the students. Otherwise, I cannot control them. When they are not interested in the lesson, I lose motivation. Sometimes, I feel that I am about to cry, but I avoid doing it in front of the students.*

Interestingly enough, she suggests assigning two teachers for the same class hour and this emphasizes how difficult she finds the period she goes through:

> *I wish there could be two teachers in the same class. One could teach and the other could monitor the students. Unfortunately, in Turkey, I feel that they throw the novice teachers into the classroom. They are left alone and this causes the teachers to leave our country and work abroad.*

In a typical day, she gets up, has her breakfast and goes to school. If she has time, she drinks a cup of coffee and then starts teaching. When she teaches 6 hours a day, she gets too tired and says: "*what kind of job it is! I wish I had a different job*". However, later, she calms down and enjoys teaching.

Most of the difficulties she has in the classroom are related to students and their attitudes. After the lesson, she goes to her office and prepares her lesson plan for the following day. She does not take the course books with her. Instead, she spends one or two hours planning the lesson at school and then leaves for home. On Mondays, she goes to school early so that she can finish preparing lessons for the whole week to be able to allocate some time for her at home.

3.4.3. NOV3

NOV3 is a thirty-year-old female who has been teaching for two years. She graduated from ELL department. Her interest in language learning started at a very

early age. She remembers listening to music and exploring her sister's books in English: "*At the age of 7 or 8, I was taking my sisters' language course books and imitating the pronunciation of the language."*

Therefore, she decides to do something related to language learning. She also admits that her performance in English classes is great, which fosters her self-confidence:

> *My performance was great. I have to be honest. I used to get high grades in the exams. My friends were very curious and they would ask "how can you get such high grades in the exams? How do you do that?" Of course, this would give me a lot of self confidence.*

She starts teaching young learners and confesses that she has a lot of trouble managing the class. She attributes it to being a woman:

> *At the beginning of my career, I started working with young children. Believe me it was a nightmare. It was hell. The students were very troublesome. Being a man or a woman changes a lot of things if you are working in such a school. If you are a man, it is an advantage. Because they see the teacher like their father or a boss and they obey his rules. Because we are women, we are like secondary people. They know it because they learn it from their family. And the children.. Boys are valuable and important, which makes them feel relaxed in the class. They do not listen to you and they can do whatever they want.*

Then, she decides to work in a different school, but claims that in Turkey, it is a bit difficult. In order to find a good teaching post, wanting a lot or studying for it are not enough:

> *You have to study a lot. Studying a lot is also not enough because here in Turkey you need many people that can help you. The chance to meet a person that can help you is very important. Studying plus knowing someone who is the head of a school or a person working for the government. You have to know someone close so that they can help you. You face the reality after finishing the university.*

Despite these difficulties, she states that she likes her job a lot. She doesn't spend a lot of time preparing for the lesson since she "*feels like she memorized the book*". She only prepares worksheets and handouts for the class. After the lesson, if she has an office hour, she helps the students. Her home is a bit far away from the

school. However, when she commutes with her friends, they share experiences, so it makes the journey shorter. When she arrives at home, she has dinner, listens to music and relaxes. If she has some paperwork, she tries to finish them and goes to bed at 12 or 1 am.

3.4.4. NOV4

NOV4 is a twenty-four year old female and she graduated from ELT department. This is her third year in teaching. Her interest in English started in secondary school, and just like NOV10, NOV4 also associates language with culture. She also emphasizes the importance of materials her language teacher brings to class and how motivating she finds them:

> *I realized that a new language means a new culture. I really liked my preparatory school teacher in high school and I still remember him. I associate English Language Teaching with literature. This might be the reason why I like my high school teacher since she always brought us materials from literature and helped us imagine things to help us improve our imagination skills.*

She remembers having a lot of difficulties in her first year and believes that they all stem from being young, being a newly-graduate and being a woman just like NOV3. As a strategy to establish rapport with the students, she tries to follow the latest trends and the things students are interested in, and emphasizes the importance of "*speaking the same language with the students"*. However she is also aware of the danger that some students might use this close relationship for their own benefit:

> *When I say something about the videos they know, they always turn to me and say: "ohh you know it, you are one of us". This is like we are friends but they know that I am their teacher too. That is how I describe our relationship. However, sometimes, it is really difficult to keep the balance between being a teacher and a friend.*

In her first year, she remembers focusing only on the students who listen to her and teaching them. However, she realizes that this has changed recently. Now, she is trying to reach all the students in the class, not only the attentive ones.

In a typical day, she gets up at half past seven and leaves home at 8 or half past eight. After school, she deals with the problems of the students in her office hour and believes that this is good since this shows that the students trust her:

> *I deal with the problems of the students. Not just language problems also their personal problems. I have some students and they have psychological problems and problems with their families. That is a very good thing. They trust me and they open their heart. They talk about the things they had and how these things affect their studies. So I spend some time talking to them.*

Then she goes home and has dinner. After dinner, she relaxes for a while and then checks the schedule. She spends an hour preparing her lesson plan and materials, and then goes to sleep at ten or eleven pm.

3.4.5. NOV5

NOV5 is a 28-year-old male and he has been teaching English for 10 months. He graduated from ACL department. NOV5 also wants to do something different. He has always wanted to be an architect. He finishes the first and second grade of high school in Italy. When he returns to Turkey, he has no other choice than choosing language department. He never wants to be a teacher and he doesn't like his English language teachers since they are very disciplined. It is his mother who wants to see him as a teacher. She forces him to take alternative teacher certification courses and become a teacher. He starts teaching, but then decides to quit and do something different. He works in a different field other than teaching for a year, but later realizes that he likes teaching or at least it is better than some other jobs. When he compares his performance at the beginning of his teaching career and now, he feels comfortable at the moment in class. Still, he believes that choosing to be a teacher meant giving in: *"I was good at painting but I couldn't start doing something related to this field. I was also good at playing basketball, but that was all. Nothing happened, so now I am a teacher".*

As for his typical day, he doesn't spend a lot of time getting prepared for the lesson since the coursebooks are self-explanatory. He drinks a lot of coffee and starts teaching. One of the reasons why he likes his job is that after 5.30 pm, he is

free. It is the regular hours of teaching that make this job appealing for him. He also emphasizes the social side of this job and says:

> *Teaching also suits my character. You help people and see that they achieve something in their life thanks to you. Teaching balances my life style. I love drawing and I sometimes spend 5 hours drawing things. Then I come to school and socialize.*

3.4.6. NOV6

NOV6 is a twenty-four year old female and she graduated from EL department. This is her third year in teaching. She started learning English in the fourth grade and states that the idea of talking to other people living in different countries appealed to her a lot at the age of 10. Language as a communication vehicle with people from around the world and meeting them attracted the attention of NOV6 even as a little girl. She decides to be an English language teacher then thanks to her language teacher and the sense of accomplishment in English classes.

> *I still remember my English language teacher. She was a very nice teacher and she affected me a lot. I remember her classes. I had a lot of fun. We used to play games and I ranked first in most of them. I guess it is this feeling of accomplishment which motivated me a lot and helped me feel confident. The teacher used visuals and encouraged us to speak in the class. Therefore, we were very interested and eager to learn more. We had a lot of visuals in the class and the speaking classes.*

In a typical working day, she gets up and has breakfast at home. After school, she goes to gym and does exercise for about one hour. Then she goes home, takes a shower and rests for a while. Since she is teaching writing this term, she spends a lot of time checking students' paragraphs and giving feedback to them. She reports that she has been working as a part time teacher in a language school in her free time, but has just quit her job since it is impossible to relax and allocate some time for her hobbies.

Regarding her teaching experience, she faces some classroom management problems in the class. While dealing with them, she avoids lecturing in the class regarding their misbehaviors since she believes that it doesn't work. Instead, she tries to establish a close relationship so that student can feel bad when they misbehave in the class.

3.4.7. NOV7

NOV7 is twenty five years old and this is her third year in teaching English. She graduated from ELT Department. Her interest in English started in primary school thanks to her English language teacher. She frequently states that she loves her a lot. Despite her interest in English, she emphasizes that she has never wanted to be a teacher but an engineer or a translator:

> *In the fourth grade in primary school, I had a very nice English Language teacher. Thanks to her, I love English. I wanted to be an engineer in high school, but the school gave us a questionnaire to examine our interest. The results showed that I was interested in language. I decided to be a translator. Although I received high school education in a teacher training high school, I never wanted to be a teacher.*

In her third year in ELT department, she starts teaching and she states, "*I didn't love teaching but I didn't hate it, either*". Her interest in teaching starts when she works with young children in kindergarten:

> *After graduation, I worked with young children for a short time to substitute a teacher in a kindergarten. I enjoyed teaching English there. I found different games, songs and videos for the children and prepared posters.*

In a typical day, she gets up at 6.30 am. She has her breakfast at home and leaves home for school at about 7.30. Before the class begins, she looks through the coursebook and her notes. When she finishes teaching, she starts getting prepared for the next day. She tries to finish everything such as planning a lesson and checking homework at school so as not to feel stressed at home. After school, she meets her friends or watches series at home. Sometimes she sleeps for an hour to relax. Nowadays, she is going to gym at 7 pm. She goes to sleep at about 1 am. Regarding the difficulties she experiences, she notes:

> *This is my third year in my teaching career. In my first year, it was very difficult to attract the attention of the students and involve them in the lesson. However, although I have troublesome students in the class, now I find it easy to communicate with them and deal with the problems in the class.*

3.4.8. NOV8

NOV8 is a twenty-two year old female and she has been teaching English for only three months. She graduated from ELL department. She is a very enthusiastic teacher full of energy. Her story of interest in learning English starts at the age of seven or eight years old due to feeling jealous of an English speaking child:

> *My cousin got married to an American when I was in the first or second grade. In their wedding ceremony, there was a girl 3 or 4 years older than me and she was speaking in English very well. I hadn't felt worse before. My world collapsed and I felt really jealous.*

Then, she gets very interested in English. She reports that her English notebooks are the best and she gets the highest scores in English exams. Despite her young age, she notes the following in her diary, "I am going to be a translator in the future". It is interesting since being a translator is not usually one of the most popular jobs among children at that age. Regarding the language teachers of her, she says she doesn't have a role model in high school and the teachers were not proficient. On the contrary, she reports they were terrible in pronunciation. Although she accepts that she has criticized her teachers for not being able to answer students' questions, she confesses that she has realized teachers cannot know everything only after starting teaching. She says:

> *When we asked a question they couldn't answer, I would get really angry and say "How come an English language teacher can't answer a question?" However, now I see that we can't know everything since it is not our mother tongue. When I experience something like that in the class, I say "let's look it up in the dictionary together". First, I was very nervous about their attitude when I cannot answer a question. Therefore, at the beginning of the first lesson, I told them that learning is a lifelong process.*

Interestingly, she points out that her interest in English didn't result in her desire to be a teacher:

> *I have always liked English, but I never wanted to be a teacher. I have never been satisfied with my proficiency in English. I wanted to do something related to arts.*

In a typical working day, she gets up a bit early, at 5.30 am. She lives a bit far away from the university and she doesn't like taking risks. She likes getting up

early and having breakfast at home. Then she comes to school. After reading the newspapers, she starts teaching. At the end of the day, she starts planning for the following day and sometimes continues working until 6 or 7 pm. She tries to finish everything at school instead of bringing the materials to home. She goes to bed at 1.30 or 2.00 am.

Since this is her third month in teaching, she acknowledges that she faces some problems, specifically classroom management problems. She finds it difficult to keep the balance between being a teacher and a friend.

> *I like making friends and I am friendly, so we have a very close relationship. I think in a different way from other teachers. If the students don't want to listen, it is OK for me. I do not take it as disrespect. However, sometimes, it becomes impossible to tolerate. Then, I have to show the other side of the coin and they are surprised since they are not used to it. They also see me as their friend and when they see that I am sad, they feel sad, too.*

3.4.9. NOV9

NOV9 is twenty-six years old. She has been teaching English for two years. She graduated from TI department. She recalls being an unsuccessful student in secondary school and admits that English was the only lesson she was good at. Just like many novices in the study, NOV9 doesn't want to be a teacher at first, either. She reports that she has always wanted to do something related to language since she loves English. However, she doesn't feel confident about her skill in teaching:

> *Teaching was not my dream job. Literature and translation were among my preferences, but not English language teaching. I used to believe that "I cannot teach". I know English but teaching is not my job.*

She gets used to the idea of teaching as a profession at university when she starts explaining things to her friends. Teaching people fosters her self-confidence and she realizes that she is not so bad at teaching.

This is her third year in teaching. In her first year, she reports that she was very nervous in the class and she could get angry easily. She also states that she is for

the traditional method of giving instructions and criticizes those who use pictures and posters more than enough just for the sake of using them:

> *I am not one of those teachers who bring pictures to every class. I rely on lectures rather than the pictures and sometimes I really don't understand the reason behind some activities used in classes. They are so childish. Of course, they can be used when necessary but not very often.*

In a typical working day, she gets up at 7 o'clock. She leaves home and has her breakfast at school. While having breakfast, she looks through the course book. Then she starts teaching. In the breaks, she often prints out things and uses the photocopy machine. When the classes finish, she does not have any energy left to check the papers or prepare a lesson plan for the following day. She takes the quizzes and writings with her and checks them at home since she feels exhausted at the end of the day. She is also the head of a social club in the school and she meets the students on a regular basis. Then, she leaves school and goes home. She never cooks due to time constraints. She is also working as a translator to keep her English alive and have fun. If she doesn't have anything to do, she sleeps at 10 or 11pm.

3.4.10. NOV10

She is a twenty-four year old female who is in her third year in teaching. She graduated from ELT department. Her interest in learning a language started in primary and secondary school. She is enthusiastic about learning more and improving her skills. She associates language with culture:

> *I always wanted to improve myself in different fields and I thought that if learn English, I can achieve it easily. I like travelling and I would like to go abroad. If I know the language of the people, I can understand their culture in an easier way.*

In her childhood, she creates situations to make her learning process more meaningful, which is a sign of learner autonomy, i.e. taking charge of her own learning process: "*I remember creating situations and thinking how to speak English when I was angry, or how to talk to the boss when I was late to work, etc. I realized that language was beyond the grammar rules".*

Despite her interest in language, she doesn't want to be a teacher, either. Her father encourages her to attend a teacher training school emphasizing the advantages of the teaching profession:

> *I was sure that I was going to do something with language but not teaching. My father wanted me to go to teacher training high school. He said: "teaching is a good profession. Teaching is an ideal job for women. You can have holidays and a regular salary".*

She doesn't want to teach but thinking that she can receive high quality education there, she decides to attend the teacher training high school. Even in the last year at university, she dreams of becoming a translator, not a teacher. To add variety to her departmental courses, she takes elective courses from different departments like media, communication and arts. In the fourth grade at university, she really likes the students in practice teaching and starts to get used to the idea of teaching as an occupation. She says, *"OK. I might be a teacher*".

She has classroom management problems sometimes and attributes them to her being young: "*Since I am a young teacher and they don't take me seriously*".

Regarding teaching as a profession, she emphasizes how tiring and difficult it is:

> *I am an idealistic teacher and I believe that we should do our best to improve ourselves. Normally, I don't like dealing with papers and files at home after work, but teaching does not allow this. Teaching is not limited to spending time in the class. It involves careful preparation before the lesson and reflection on the performance after the lesson, which might be quite tiring. However, we can't stop doing it. I feel terrible when I don't prepare for the lesson.*

In a typical working day, she gets up at 7 o'clock and gets prepared in half an hour. She has breakfast at school. She focuses on how hectic her working day is:

> *The classes start at 9 o'clock and I don't remember the rest. In the breaks, I may only have time to drink a cup of tea. We always have something we need to announce to students, so I carry my notes with me not to remind me of the announcements. In the lunch break, I stay in the room and mostly use the photocopy machine, or drink tea or coffee. After the classes end, I do not have any energy left. Then I go home. It takes an hour to reach home. I have dinner and relax for a while.*

3.4.11. NOV11

NOV11 is a twenty-three year old female and this is her second year in teaching. She graduated from ELT department. Her interest in English started in the secondary school since she had a lot of fun in English classes:

> *I started to like English classes since we played games and sang songs in the class. In the ninth grade our teacher would do her best to encourage us to speak in English. We would listen to songs, write and produce something.*

Teaching is not her dream job, but the reason why she chooses to attend a teacher training school is that graduates of teacher training high schools are granted extra points in the university exam if they choose to be teachers. Therefore, this is a great advantage in the exam. Also, her family encourages her a lot to be a teacher thinking that teaching is the best job for her considering her character:

> *I was studying in an Anatolian Teacher Training High School and in the university entrance exam, we would receive extra points when we chose to be a teacher. Therefore, I decided to become a teacher. If ı hadn't received that extra point, I don't know. My family also affected me. They would say "teaching is an ideal job for women. It is the best job for your character since you are silent and patient.*

As for the difficulties she experiences in the class, she is not happy with the student profile in the school. She states that the students are reluctant to learn English and they easily get bored, which also affects the motivation of the teachers negatively.

> *The students are not eager to come to class and participate in the activities. I try to be understating and patient, but students always abuse it. Sometimes I feel that I cannot control the class and I start shouting. It works for 15 minutes or so. Then, the same picture. They start sleeping or using their phones. Of course, it affects my motivation negatively. I start teaching reluctantly.*

She also feels alone at school and states that there is nobody at school whom she can see and ask for help with lesson planning and classroom management except for a few colleagues.

She starts a typical working day by saying, "Damn it! Today I have a class!" She gets up at 7.20 and leaves for school. She teaches the same class for 6 hours and

she is not pleased with this: "*Can you believe that? For 6 hours in the same class. After I finish the lessons, I have no energy left".*

3.4.12. NOV12

NOV12 is a twenty-seven year old male who is in his third year in teaching English. He graduated from ELT Department. When he is asked to recall how his interest in language or teaching started, he talks about one of his bad memories which has affected him a lot and causes him to hate school: "*In the second week of the primary school, I was beaten by primary school teacher and on that day, I started to hate school. Secondary school was not good, either".*

Just like many other novices in the study, NOV12 is also interested in a different profession other than teaching. However, because of his poor performance at school and a last-minute opportunity to study at a teacher training high school, which offers high quality education, he decides to study there:

> *I have always wanted to be a pilot, but since I wasn't good at maths and my school performance was not promising, I couldn't have a chance to study in an Anatolian high school. Luckily, I have heard that a new teacher training school started to accept students. The students who applied to that school were ranked according to their exam scores. I was one of the luckiest students who were accepted to that school. Then, due to my low school performance in math's and science, I had to choose language department. It wasn't my choice. I was forced to choose it.*

He remembers one of his language teachers in high school and talks about his classes. He focuses on the role of his teacher in the class and the way he teaches English:

> *He knew how to prepare us for the university entrance exam although he didn't know English very well. He motivated me a lot and we could establish rapport. His classes were traditional rather than communicative. He was not my role model, but he was an authority in the class.*

He emphasizes the difficulties he experiences both inside and outside the class. He finds it difficult to manage the class and is complaining about the groups in the school community, which makes communication and sharing of ideas difficult:

> *It is sometimes impossible to control the classes. This might be due to my age. Sometimes, the students drive me crazy and I start shouting at them. And the school. There are lots of groups in our school. Due to this tense atmosphere, it is difficult to communicate with the teachers here. Therefore, it is safe to meet the other novice teachers and form our own group.*

He is also complaining about the extra duties given to novices and the way coordinators monitor them:

> *There are too many young teachers with administrative duties and they suppose that they have the opportunity to give others orders and speak to them in a bossy way. They give novices too many extra duties and I am bored to death. The coordinators are looking forward to notice your mistakes so that they can complain about them to the director. We all need patience.*

In a typical day, he gets up at 5.30 and has a big breakfast. Then, he gets dressed and leaves home. After the class, he doesn't have any energy left to get prepared for the next lesson. Therefore, he always prepares worksheets and extra materials for the students at home. He states that he would spend some time in the past exercising, but due to the lack of motivation, boredom and extra duties, he doesn't feel like doing exercise. He spends an hour preparing the lesson plan for the following day and goes to sleep at ten or eleven pm.

3.5. Data Collection

Interviews and observations with the novices were the primary sources of data. The researcher's field notes and journal were used to triangulate the data, to verify the validity of the interpretations and provide robust foundations for the results of the study (See Figure 2).

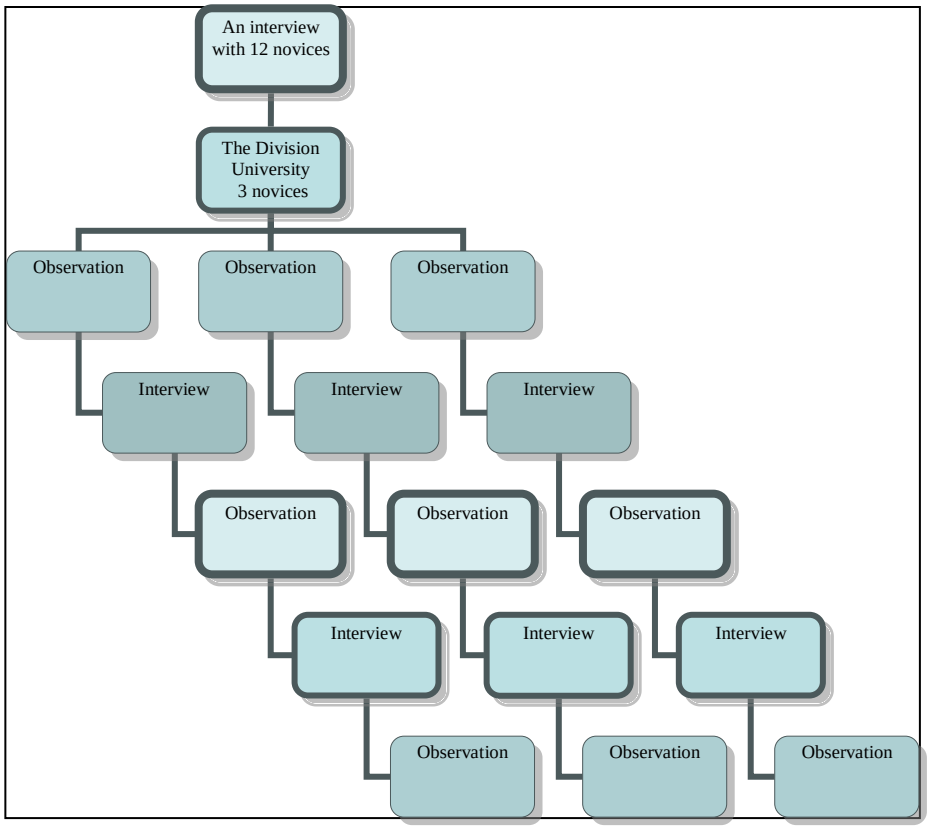


Figure 2: Data collection chart

3.5.1. Data Collection Tools

3.5.1.1.The interviews

Interview is the most often used method in qualitative research (Dörnyei, 2007). Rather than an ordinary conversation, it has a purpose and based on some questions. In Cohen et al. (2000), it is defined as:

> The interview is a constructed rather than naturally occurring situation, and this renders it different from an everyday conversation; therefore the researcher has an obligation to set up, and abide by, the different 'rules of the game' in an interview. (p. 349)

Citing Morgan (1988), Bogdan and Biklen (1998) define interview as "a purposeful conversation" and state it is directed by one so as to get information from the other (p. 93). They also emphasize that it is different from everyday conversation.

In this current study, in order to give the researcher an opportunity to explore the experiences of novice teachers and encourage them to reflect on the meaning of their experiences, in-depth interviewing was used as the main method for the data collection.

The study used an interpretative approach and the context was very important to construct meaning from their experiences. Maykut and Morehouse (1994) note "the data of qualitative inquiry is most often people's words and actions, and thus requires methods that allow the researcher to capture language and behavior" (p. 46). That is, exploring meaning of an experience is possible if the experience is presented in context. Otherwise, there is little possibility of constructing meaning from an experience.

What matters most is the way participants tell their stories, the language they use and the meaning they attach to events. Citing Hauser (1995), Camp (2012) notes that "it is the telling that meaning is established. What is related is not the literal story, rather it's a story constructed in light of the person's present awareness" (p. 49). Seidman (2006) emphasizes the role telling stories play in revealing social and educational issues:

> Telling stories is essentially a meaning-making process. When people tell stories, they select details of their experience from their stream of consciousness (…) 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.7)

Schatz-Oppenheimer and Dvir (2014) also emphasize the importance of storytelling on identity. They point out that the story is a reflection of the storyteller's identity and novice teachers' professional stories reveal their professional identities.

In educational research, people's stories are not common since it is believed that telling stories is not science. However, citing Peter Reason (1981), Seidman (2006) notes:

> The best stories are those which stir people's minds, hearts, and souls and by so doing give them new insights into themselves, their problems and their human condition. The challenge is to develop a human science that can more fully serve this aim. The question, then, is not "Is story telling science?" but "Can science learn to tell good stories?" (p. 8)

As for the current study, the voices of the interviewees were important to reveal their perceptions and to show that the researcher values them. In addition, readers will have a chance to read the stories of the participants and connect their stories to those in the study. In this way, they will better understand their complexities as stated in Seidman (2006):

> They will appreciate more the intricate ways in which individual lives interact with social and structural forces and, perhaps, be more understanding and even humble in the face of those intricacies. (p. 52)

The research ethics proposal including application control list, debriefing form, informed consent form, sample interview questions, application form and information form was approved by the Ethics Committee at Middle East Technical University. Then the administrators were contacted either by e-mail or face to face to inform them of the study, data collection methods, and the anonymity of the teachers and the universities. These administrators were kindly asked to share the names of the potential participants, their phone numbers and/or e-mail contact information to ask for a permission to study with them. She preferred to call the participants rather than sending an e-mail to convince them how invaluable their contribution would be. Otherwise, there could have been instructors who may not want to respond to such an e mail or those who are too busy to reply.

One of the administrators responded that they were not recruiting non-native language teachers, so there weren't any novice instructors. While asking for a permission to carry out research in their schools, the researcher made the meaning of a novice teacher for the study clear. However, one of the administrators said that there were not any novice teachers working at their university although there are some instructors in their second year of teaching.

When telephone numbers were reached, the researcher started calling the teachers, explained briefly what the objective of the study was and asked them whether they would be interested in participating in the study. Out of 17 teachers, 12 agreed to participate in the study. Then, meetings with the participants were arranged.

Wallace and Atkins (2012) discuss the advantages and disadvantages of the methods of recording the interview (note-taking, audio recording or video recording) and ask researchers to decide on one of them. Although audio recording cannot capture body language which can provide useful data, a complete transcription of data is possible with audio recording, so the researcher can review the data and check the accuracy of it with the interviewee. Therefore, the interviews were audio recorded. After recording the interviews, the researcher transcribed them and relied on an outside reader to review the transcripts. Then, two follow-up interviews with the three teachers who had contributed to the initial set of 12 interviews were carried out and the same procedure was repeated.

3.5.1.1.1. The interview structure

For this current study, the researcher carried out the first interview with all the participants and focused on the life story of them to establish context of the participants' experience leading up to their present positions and find out as much detail as possible. Seidman (2006) expresses the rationale behind the first interview and explains how to encourage participants to reconstruct events:

> by asking "how?", we hope to have them reconstruct and narrate a range of constitutive events in their family background, school, and work experience that place their participation in the professional development school program in the context of their lives. (p.17)

The participants were asked to tell stories about their experience in school as a way of eliciting details. The following questions are the sample questions asked in the actual interview process (See Appendix A).

1. Tell me about your past lives up until the time you became an English language teacher
2. How did you decide to study foreign language education? What most influenced your decision to become a teacher?

3. Can you describe an average working day? Reconstruct a day in your teaching from the moment you woke up to the time you fell asleep.
4. Given what you have said about your life before you became an English language teacher and given what you have said about your work now, how do you understand teaching in your life?

The second interview, which was carried out in the Division University, is called reflection on the meaning and focused on the meaning participants generate from their experiences. The researcher started with the same questions in the first interview to see whether the participants needed to add more or experienced a change. Then, they were asked to reflect on the meaning of their experiences. In addition to the fixed questions asked to each and every participant, they were also asked to elaborate on their responses in the first interview. The following questions are sample questions asked to each participant (See Appendix B):

1. Given what you have said about your life before you became an English language teacher and given what you have said about your work now, how do you understand teaching in your life?
2. Given what you have reconstructed in these interviews, where do you see yourself going in the future?

The questions in the interviews were created by the researcher carefully since the main focus would be on the interview results. After the interview questions were prepared by the researcher, they were read by two experts on qualitative research and ELT. They were also reviewed by the research supervisor in order to make sure the questions were clear and to the point. In accordance with the feedback received, some questions which sounded unclear or too closed for a detailed answer were rephrased and rewritten. After the corrections and modifications, the interview questions were ready. Before the implementation of the interviews, to make sure that the actual interview procedure could begin or whether it needed some more adaptations, a pilot study was conducted on October 21, 2013 with a voluntary novice teacher who fit the criteria of the study. The interview took 44 minutes and it was conducted on the campus in a secluded room since the participant could not leave the school due to the time restrictions. This pilot study enabled the researcher to realize the strengths and weaknesses of the questions and the way they were asked. The participant was also asked to give comments at the

end of the interview, which was of great importance. It was realized that while answering the questions, the participant skipped explaining some of the things thinking that the interviewer already knew the answers. Also, when she couldn't remember a story, she didn't try a lot because she didn't want the interviewer to wait for the answer. Therefore, in the actual interviews, the researcher decided to remind the participants that they should give as much detail as possible while explaining their experiences and assume that the interviewer does not know anything about their practices and experiences. Moreover, the interviewer assured them of the importance of their sincere answers. Since she didn't want them to feel uncomfortable while trying to recall their experiences, the researcher told them that they had time and she could wait for their answers. For the other two interviews, the researcher prepared the questions and they were reviewed by the experts in their fields.

Since the interviewees were strangers to the interviewer, the researcher started the interviews with a small talk as Bogdan and Biklen (1992) suggest. This small talk aimed to "get the informant talking and to make human connections between researchers and informants" (Hatch, 2002, p.108). Then, the researcher continued informing the participants of the purpose of the research, and they were also assured that there are no right or wrong answers. They were told that their answers would be treated confidentially.

3.5.1.1.2. Interview settings

The researcher thought it wasn't a good idea to carry out the interviews inside the campus due to the distractions, noise and the possibility of being seen by the participants' colleagues. Therefore, the participants were asked whether they wanted to conduct the interviews on the university campus or outside the campus like at a café. They wanted to stay inside the campus since they were also very busy with their paperwork and extra duties in their schools. Some of them wanted to conduct the interviews in one of their classes and some did not want to be seen by anybody, so preferred to do it at a place convenient for them and helped the researcher choose places where they could speak without hesitation. Most participants worked or lived in areas at some distance to where the researcher did.

Therefore, it was not an easy period for both the participants and her. The participants were very busy, so most interviews had to be rescheduled due to unexpected extra duties given to participants.

3.5.1.1.3. Interview language

The participants and the researcher have access to both English and Turkish. At the beginning of each interview, the participants were asked about their choice of interview language. Only two of 12 participants preferred to use English. The other interviews were conducted in Turkish, which was the native tongue of the participants. They were given a choice regarding their preference for the interview language so as to establish rapport, decrease the anxiety level to a minimum and help them feel comfortable.

3.5.1.2. Observations

Observations offer researchers "the opportunity to gather 'live' data from naturally occurring social situations" (Cohen et al., 2000, p.396). They can be of facts, events and behaviors and the data is sensitive to context. There are three types of observation which are a highly structured observation in which the observation categories are predetermined in advance, a semi-structured observation in which the observer has a list of issues, but she collects data to clarify these in a less systematic way. In other words, she tries to confirm or refute the predetermined hypotheses depending on the observational data. In an unstructured observation, on the other hand, the observer is less clear on the issue being observed. She will observe and then decide on the importance of the issue for the research. Therefore, both a semi-structured and an unstructured observation aim to generate hypotheses.

Regarding the procedure, Creswell (2009) presents the way qualitative observations are conducted. The researcher takes field notes on the behavior and activities of the participants observed at the research site. She can record the activities in either unstructured or structured way using some predetermined questions the researcher wants to know.

For this current study, only the teachers in the focal site, the Division University, were observed and each teacher was observed three times by the researcher. The role of the researcher was to observe the teachers' practices in the classroom in relation to what they said earlier in the interview. The information gained through semi-structured observations was used to better support the data gained through the interview.

As a researcher, since the aim of the research was to explore the experiences of the novices and see what it is like to be a novice teacher in the eyes of them, it was necessary for the researcher to observe the participants in their natural setting so as to better understand their experiences and add further depth to the study as much as possible. Therefore, the teachers were told that they didn't need to do special things just because of being observed by a stranger.

As stated in Creswell (2009), the researcher might have different roles in the observation process such as complete participant, observer as participant, participant as observer and complete observer. For this current study, since the aim was not to change the situation for the better but to reflect the experiences of the novice teachers, the researcher decided to be a complete observer to gather data and observe the participants without doing anything to disturb the situation. Therefore, the researcher only watched and recorded the things happening in the classroom and the way the teacher reacted to them. The researcher did not interact with the students or the teacher. While observing the teachers, an observational protocol was used to record information. On a single page, the researcher took descriptive notes such as the accounts of events in the class and reflective notes like the researcher's personal thoughts (See Appendix D). She described her observations that struck her as the most noteworthy and interesting. After the observations, the teachers were also asked to reflect on their lessons and the researcher took field notes.

3.5.1.3. Researcher's Field Notes and Journal

Two types of field notes were taken in the current study: descriptive and methodological notes (Bernard, 2006). Methodological notes are related to the

techniques in collecting data. The researcher reflects on the stages in data collection process and records her notes, which reflects the researcher's own growth. Descriptive notes, on the other hand, refer to the notes taken while watching and listening. That is, the researcher takes notes during the interviews, observations and other informal exchanges.

As well as the field notes during the interviews and observations, the researcher also took field notes about the methodology. It is like a research journal. As stated in Dornyei (2007), a research journal is a kind of diary kept by the researcher herself while conducting research. Although in literature journal and diary are used interchangeably, he uses the term journal on purpose to distinguish between the diaries kept by the participants and the researchers. Although it might be argued that the researcher's journal doesn't count as valuable data in qualitative research. Dornyei (2007) emphasizes the importance of journals as:

> In qualitative research, almost anything can be perceived as potential data, and there is no reason why the researcher's field notes, real-time comments, memos and annotations would be exceptions" since they offer valuable insights into the project (p.160)

In his article, Borg (2001) examines the uses and advantages of keeping research journals which provide other researchers with invaluable insight into the research project and deepen the researcher's understanding of the research process. He states that:

> narratives such as research journals constructed by researchers in the course of their work can provide other researchers – novice and experienced – with insight into 'doing research' not available from any other source" since "published accounts of research do not shed much light onto the subjective experiences of the researcher". (p.160)

For this current study, a research journal was kept throughout the study, particularly before and after the interviews, during the coding process and observations. Whenever the researcher met the participants and had informal conversations, she jotted down the key points. Although the entries were not analyzed as the core source of data, they were used during the analysis and

interpretation process. Keeping a research diary contributed to the study and the researcher's professional development a lot. First, it served as a reminder of past ideas and kept an account of events and procedures. It also constituted a narrative of her professional growth, and the evidence of progress motivated her a lot (Borg, 2001).

3.6. Qualitative Validity and Reliability

There have been discussions on the validity and reliability of the data collected through interviews. As for the validity, Seidman (2006) states that he is interested in participants' understanding of their experiences. Therefore, the authenticity of their words is enough for him to have confidence in its validity for them. He also argues that since the researcher does not aim to test hypotheses, there is no point in discussing whether the researcher can generalize the findings of the study to a broader group.

In their book, Creswell and Miller (2000) present the following eight validation strategies frequently used by qualitative researchers to evaluate the validity of qualitative research: prolonged engagement and persistent observation in the field, triangulation, peer review or debriefing, negative case analysis, clarifying the researcher's bias from the outset of the study, member checking, rich, thick description and external audits.

Creswell (2009) suggests that qualitative researchers engage in at least two of them in their studies. The first strategy used in the current study to achieve validity is the prolonged engagement and persistent observation in the field, which contribute a lot to the validity of a study (Creswell & Miller, 2000). The researcher had a chance to talk to and meet the participants in the Division University every day, and this enabled the researcher and the participants to establish rapport. The researcher had a chance to build trust with participants and learn more about the culture in their school, which added more depth to the study.

Another strategy used in this study is the triangulation, i.e. making use of multiple and different sources, methods and theories to corroborate the data collected (See

Table 2). As for the current study, the data was collected through interviews, observations, researcher's journal and field notes. This also enabled the researcher to widen her understanding of the issue and see whether there was an overlapping between what novices told and what the researcher observed.

The last strategy used is member checking in which the researcher asks for the participants' views of the credibility of the findings and interpretations. As Creswell (2009) suggests in his book, the researcher in the current study asked the participants in the Division University to reflect on the accuracy of the account by providing them with the preliminary analyses and themes. They commented on the findings and suggested some changes in wording of the themes. They were all taken into consideration.

Table 2: Data collection instruments

Part.	Interview	Observations & field notes	Researcher's field notes & journal
NOV12	□□□□□	□□□□	
NOV11	□□□□□	□□□□	
NOV10	□□□□□	□□□□	
NOV9	□		
NOV8	□		
NOV7	□		
NOV6	□		
NOV5	□		
NOV4	□		
NOV3	□		
NOV2	□		
NOV1	□		

Miles and Huberman (1994) also present a checklist that could be used while judging the quality of a qualitative work. First, they focus on external reliability, which emphasizes the replicability of a study by other people. To achieve this, the study's methods and procedures were described explicitly and in detail to give the

overall picture and help the reader follow the actual sequence of how data were collected, processed, transformed, etc. The conclusions were linked with the data explicitly. The data is also available for reanalysis by others.

Another concern given in Miles and Huberman (1994) is whether the process is consistent, reasonably stable over time and across researchers and methods (p. 278). They provide the researcher with relevant queries. For this current study, the researcher focused on the questions given to achieve reliability. First of all, the research questions were clear and the researcher's role was explicitly stated. The data were collected across appropriate setting and times suggested by the research questions. The coding period was reviewed by a colleague, too.

As for internal validity, considering the criteria given in Miles and Huberman (1994), the description of the context was made clear as much as possible. The triangulation among methods produced generally similar conclusions. There were some uncertainties in the study and they were identified as suggested by Miles and Huberman (1994). And negative (disconfirming) evidence which may contradict emerging explanations was sought for. For example, there were two teachers who were more reluctant and less motivated to keep teaching. The researcher decided to choose their school as the focal site and included NOV10, who doesn't report to be fed up with teaching, to voice a different perspective to the study. In addition, the researcher rephrases the questions and asks them again to check consistency and ask for their reflections in case of a change.

The findings were also replicated in other parts of the database. For example, the researcher's journal and field notes contributed a lot to the study and clarified the conclusions. Informal talks regarding the themes in the study and the conclusions were also considered to be accurate by the participants. Some predictions were proved to be wrong. For example, the idea that all novice teachers will express the challenges they face in their schools was proved to be wrong.

Still another point made in Miles and Huberman (1994) is the pragmatic validity or what the study does for its participants, researchers and its consumers, i.e. readers.

Who benefits from the study and who may be harmed were taken into consideration. As for the level of usable knowledge offered in this current study, it can be said that first it was conscious-raising and provides insight. Especially for the teachers in the Division University, the interviews, informal conversations and meetings were all opportunities to reflect on their experiences and they opened their hearts to the researcher. This was empowering for them since by sharing their stories, they reported that they felt a sense of relief. The meetings acted like therapy sessions for them and contributed to their identity construction. They were also empowering for the researcher, too. She had a chance to reflect on her own experience, which enhanced meaningful learning and fostered communication. As for the consumers, the readers, the stories will be a great opportunity for pre-service education students to understand their own internal realities and get prepared for the challenges. The other novice teachers will read the stories and won't feel alone. As for the administrations and people in curriculum development, the study will be an opportunity to reexamine their induction programs and curriculum, and improve them if necessary. In brief, the current study has pragmatic value and aims to contribute to the stock of knowledge in this field.

As for the reliability, the researcher obtained detailed field notes by recording and transcribing the tape, and used computer programs to facilitate recording and analyzing the data as suggested in Creswell (2009). Miles and Huberman (1994) provide relevant queries to achieve reliability. As suggested in their book, the researcher's role and status within the site was explicitly described. Moreover, in reporting the results, the researcher provided concrete evidence by giving direct quotes to achieve credibility and help the reader get more involved in teachers' stories.

Building rapport with the participants is vital for a successful interview process since the level of rapport affects the way the researcher asks questions and the interviewee answers them. This is especially important if the researcher and the participant have not met before and the interview requires telling their life and personal experiences. In this current study, so as to help participants feel

comfortable while sharing their stories, the first 15 minutes were spent chatting and trying to know the participant a little more. Even this short chat helped the researcher shape her questions and predicted intensity of the interview. For example, one of the participants was very interested in professional development and asked lots of questions related to the study, education and the researcher's professional experience. She was very excited and looked forward to starting the interview process. During the interview, she was quite enthusiastic and answered the questions as detailed as possible. At the end, she jotted down the researcher's e-mail address and her advisor's. She said:

> *This is a great study. I hope you will finish your study quickly and I will read and see how other teachers in Izmir describe their experiences. Despite the theoretical knowledge we learned at university, I feel like a baby trying to learn how to teach from the beginning.*

3.7. Data Analysis

In this part, the data analysis process and the stages of discovering themes will be covered in detail. Interviews, observations, researcher's field notes and journal generated data for this current study.

The techniques for discovering themes will be made explicit for three reasons (Ryan & Bernard, 2003). First of all, it is the basis of social science research. If the researcher has no thematic categories, she has nothing to describe and explain. Second, being explicit about the themes gives people a chance to assess the methodological choices in the study. Finally, in order to convey the message across the disciplines, qualitative researchers need to come up with explicit and jargon-free vocabulary.

The process of data analysis involves preparing data for analysis, conducting an analysis, making sense out of the text, and interpreting the meaning (Creswell, 2009). It is not something that can be finished quickly at the end of the study. On the contrary, it is an arduous task which requires time, reflective and inductive thinking skills. Basit (2003) states that:

> coding and analysis are not synonymous, though coding is a crucial aspect of analysis. Qualitative data analysis is not a discrete

> procedure carried out at the final stages of research. It is, indeed, an all-encompassing activity that continues throughout the life of the project. Even if the researcher is not involved in a formal analysis of the data at the initial stages of research, s/he might be thinking how to make sense of them and what codes, categories or themes could be used to explain the phenomena. (p. 145)

For this current study, qualitative data analysis was conducted concurrently with collecting data, interpreting them and writing the report. The coding process started during and after data collection since coding is an important part of analysis. The participants were interviewed and the data were transcribed as soon as possible without waiting for the data collection to finish as suggested in Saldana (2009):

> All methodologists recommend initial and thorough readings of your data while writing analytic memos or jotting in the margins tentative ideas for codes, topics, and noticeable patterns or themes. (p. 18)

This gave the researcher an opportunity to work on the data, reflect on its overall meaning and start analyzing it (Creswell, 2009). As the researcher continued collecting data, she noticed new things, and went back to old data and analyzed it again.

The first step of analysis was open-coding or initial coding, "coding the data for its major categories of information" (Creswell, 2009, p. 67). Saldana (2009) claims that the initial coding is an opportunity for the researcher to "reflect deeply on the contents and nuances of data and to begin taking ownership of them" (p. 81). The analysis of the interviews started with an impressionistic reading of the transcriptions to come up with the categories, put the data under meaningful units and to familiarize with the participant's perceptions. Citing Tesch (1990), Creswell (2009) notes the steps in coding. In accordance with the criteria, the researcher first read the transcripts and picked one of them. She used the margins to jot down some ideas and continued with the other documents. Then, a list of the common topics was made and the researcher went back to the data using the list. The topics were turned into codes. Creswell (2009) introduces three ways of coming up with the codes. First, the researcher can develop codes based on the collected data.

Second, she can use predetermined codes. Finally, she can use a combination of the predetermined and emerging codes. For this current study, the researcher developed both predetermined and emerging codes.

As for the coding stage, Saldana (2009) states that coding electronically offers several advantages. “The software efficiently stores, organizes, manages, and reconfigures your data to enable human analytic reflection” (p.22). Moreover, the software can display code labels in various user-assigned colors, which helps visual classification. Compared to manual paper and pencil coding and analysis, electronic coding is advantageous in terms of its ability to quickly display key words and similarly-coded data for examination. “The software also allows the researcher to shift quickly back and forth between multiple tasks, and the software” (Saldana, 2009, p.45). Considering all these advantages, the researcher started coding the texts using MAXQDA, software to evaluate and interpret qualitative texts.

Saldana (2009) states that “a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative , salient, essence-capturing, and /or evocative attribute for a portion of language-based or visual data” (p. 3). He calls coding “linking” other than only labeling. Therefore, it is a cyclical act and one mostly needs a second and possibly third and fourth, and so on of recoding to further manage the data, gain a deeper understanding and refine their interpretations. Since the number of codes accumulated quite quickly and changed as analysis progressed, the researcher kept a record of the emergent codes in a separate file as a codebook.

More specifically, the researcher coded one participant's data first, and then progressed to the second participant’s data as suggested in Saldana (2009). The second data set, of course, influenced and affected the recoding of the first participant's data, and the consequent coding of the remaining participants' data. Then, the relationships between them were sought for. As for establishing a relationship among the notes and organizing them, Gibbs (2007) suggests arranging the codes into a coding hierarchy. That is, codes which are similar can

be put in the same category or branch of the hierarchy. It is also advised in Ryan and Bernard (2003) that if researchers are not experts, they should look for the similarities and differences across units of data. To achieve this, the researcher asked questions like "*what is this sentence about? How is it similar to or different from the proceeding or following statements*?"

Using the list, the codes were reorganized into major categories. After the initial coding, the following categories emerged in the study: career choice, learning a language, challenges, unexpected things, relationships, pedagogy, identity, professional development and reasons for being happy.

Initial coding was followed by focused coding in which the researcher looked for the most frequent or important initial codes so as to develop the most important categories in the data as suggested in Saldana (2009). During this stage, the researcher had a chance to "compare newly constructed codes across other participants' data to assess comparability and transferability" (p.155). Then the categories were sent to the research advisor for member-checking so as to increase the inter-rater reliability.

During the Second Cycle coding, the first cycle coded data were rearranged and reclassified into different and sometimes even new themes as suggested in Saldana (2009). This, of course, affected the development of themes with some omissions, additions and editions. The new list included the following categories as: career choice, unexpected things, challenges, pedagogy, identity, support, professional development and school culture.

Then, the researcher went on with axial coding in which the researcher identified one open coding category, and went back to the data to create categories around this "core phenomenon" (Creswell, 2009, p.67). In this way, categories emerged and they were assigned in vivo categories, that is, wording that participants used in the interviews or constructed codes created by the researcher. The researcher kept sorting, comparing and contrasting codes and categories until "saturated- that is

until analysis produced no new codes and categories and when all of the data were accounted for in the core categories" (Creswell, 2009, p. 290).

The following table (Table 3) summarizes the way categories emerged and developed from February to July 1st. As can be seen, there were ten categories at the beginning of the coding process. However, after some adaptations and omissions, the researcher was left with seven categories: expectations versus reality, career choice, challenges, pedagogy, identity, professional development and school culture in the final stage.

After introducing the setting and the participants, this chapter has provided the reader with the information about the data collection methods (interviews, observations and researcher's field notes and journal) and analysis by giving the rationale behind this procedure. Finally, the validity and reliability of the study have been discussed.

Table 3: Coding Process: The emergence of categories from February to July

Feb	March 6	March 12	June 29	July 1
Unexpected things	Unexpected things	Unexpected things	Expectations vs reality	Expectations vs reality
Career choice	Career choice	Career choice	Job preference	Career choice
Challenges	Challenges	Challenges	Challenges	Challenges
Pedagogy	Pedagogy	Pedagogy	Pedagogy	Pedagogy
Identity	Identity	Identity	Identity	Identity
Learning a language	Support	Support	-	-
Professional Development	Professional Development	Professional Development	Professional Development	Professional Development
School Culture	School Culture	School Culture	School Culture	School Culture
Relationships	-	Positive relations with students	-	-
Reasons for being happy	-	-	-	-

CHAPTER 4

4. RESULTS

In this current study, data was obtained from the first interview with 12 participants, 2 more interviews with three of them, observations, field notes and research journal. Qualitative data analysis was conducted concurrently with data collection. The quotations were selected on the basis of their relevance to the themes, and the dots (…) showed that irrelevant information has been omitted.

This chapter will present the results of the study in accordance with the research questions by elaborating on the themes around the questions.

4.1. Challenges of novice language teachers in Izmir both inside and outside the class

The results show that there are conflicts between teachers' ideals and reality they experience. Novices report that teaching is more challenging than what they have expected before. As well as those teachers who report to work in a positive atmosphere, there are some novices who are not pleased with the attitudes of the administration, students and other teachers towards them and this affects their motivation negatively. In addition to unexpected challenges and difficulties in the school culture, they also have some anticipated problems inside their classes.

4.1.1. Conflicts between ideal and reality

After being asked to discuss the motives for their career choices, the participants elaborate on surprising and unexpected events they have experienced so far to better reflect their perceptions of identity and reveal their reality shock.

It is understandable that after receiving four-year pre-service education, novice teachers believe that they are ready and prepared for teaching. They expect to work with nice students just like those in their ELT coursebooks and they would like to benefit from a wide variety of ongoing professional development activities

offered to them in their schools. However, the reality is far from expectation for the participants in this current study. NOV2, for example, reports that teaching is far more difficult than she has expected before:

> *It is a very difficult profession. You are on the stage. Like an actor, you have to act different roles. You use gestures and make great effort. It demotivates me… when I go home, I don't have any energy left. My boyfriend works more than me but when he comes home, he is better.*

As can be seen, she emphasizes that teachers have to be very active all the day and they have no energy left when they go home, which is worse than expected for her.

Like NOV2, NOV4 mentions the limitations of their pre-service education and says that teaching is a very difficult job. She believes that their courses in pre-service education haven't prepared them for the challenges:

> *We were always told that "OK you are going to teach this in this way" methodology. I think they should focus more on class management especially in Turkey because we have very crowded classes. I think I had 35 students… Hmm it is a very big number for an English class. You know because we have to communicate with them. We have to do some speaking activities because this is language.*

Evertson and Weinstein (2006) claim that one reason why novices face experiences in their classes especially classroom management ones is that pre-service teacher preparation frequently fails to offer a comprehensive study of the related principles and skills. This accounts for the difficulty novice teachers experience in their classes.

NOV3 and NOV12 emphasize the student profile in their school and state that they haven't expected such problematic and low proficiency students before they start teaching. Veenman (1984) refers to this as "reality shock", i.e. "the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of classroom life" (p. 143). The discrepancy between the novice teacher's ideals and the real classroom causes disappointment and shock for novices.

In the second interview with NOV12, he clarifies how problematic the student profile is:

> *I wasn't expecting such disrespectful students. This is not the thing we have in our textbooks in which they say "at university, you will have such students, too". Of course, we don't expect perfect students, but we don't expect such disrespectful students, either.*

He also mentions the proficiency of the students and that this is also unexpected. Contrary to his expectations, the student profile is poor in terms of their proficiency in English, too:

> *It is OK. They may not understand something. you can explain it twice, four or five times. This is our job. However, you teach it ten times or twenty times. Still, they don't understand it. There are still students who don't understand the difference between 'he' and 'she' and studying in the beginner group four or five times. This is too much. I don't know whether this is something I can get used to or not.*

Interestingly enough, only NOV1, who has already prepared herself for the challenges, reports that contrary to her expectations, everything in her school is systematic. She mentions the fixed procedures everybody is used to carrying out and states that even if she is a novice teacher, she doesn't face adaptation difficulties a lot thanks to the informative meetings and helpful teachers around: "*Everything is systematic here and it is surprising for me. For example, we are going to grade writing papers. There is the 1st and the 2nd checker and they take the average".*

NOV6, who hopes to keep improving herself and her teaching skills in her job, reports that she is disappointed due to the lack of professional development opportunities provided for them: "*They do not take teacher education seriously. In some schools, teachers feel important and valuable. It is very important for teachers to feel important".*

She implies that professional development activities will help her feel important. She expresses her hunger for professional development and emphasizes that she hasn't expected such limited opportunities.

Some teachers, on the other hand, focused more on the relationships among colleagues and unfair distribution of workload among staff. NOV10 and NOV12, for example, argue that they have expected working in harmony with teachers who have positive attitudes towards all the teachers in the school. NOV12 says:

> *I hadn't expected so many confrontations among staff. This is an academic setting. Everybody is a BA, MA or PhD graduate. You really get surprised when you see people jealous of others and many unprofessional things.*

When he is asked to elaborate on his answer and clarify what he means, NOV12 emphasizes that contrary to his expectations, the distribution of work among teachers is not fair and this puts too much burden on novice teachers' shoulders. They are expected to carry out more tasks than experienced teachers and with the same expertise. The administration gives the extra duties to novice teachers thinking that they cannot say "no":

> *At the beginning, I tried to have positive relationships with all the people around me… maybe they assumed that I wasn't going to say no. There are people here who haven't been given any extra duties. The previous day, I said OK and accepted to be a substitute teacher although I was not the substitute teacher for that day. Then, they cancelled it. Next day, they asked me again to be a substitute teacher and I said "No". I got angry since they came and gave me the duty twice although there were a lot of teachers here. Why? I am not the 'joker'.*

He believes that there is a group in the school and the administration avoids giving duties to the people in that group: "*They refrain from giving duties to a group in the school because they believe that they will not say "yes". Then who is left? The novice teachers".*

In his second interview, he also argues that seeing unfair distribution of work among people demotivates him a lot and there is mobbing in their school:

> *You come to school in the morning and they give you a duty not the others. Although you are busier than them, they give you not them. This is mobbing. Obviously mobbing. You have to stand all these. Can a person be productive and effective in an unwanted place? No..*

Moreover, NOV12 reports that he is not happy with the attitudes of the people towards novice teachers. He reports that the way coordinators speak to novices makes him angry. Thinking that he is novice, he believes he shouldn't pose a problem. Therefore, he keeps silent despite their insulting remarks at first. However, he says that if he experiences such a thing now, he will answer in a different way:

> *The way the coordinators speak to us. Once I had some questions regarding the grading of the quiz. Therefore, I went to the coordinator's Office and said "we couldn't understand how to grade this part". She said, "a person who can't understand how to grade this part became a teacher?" An instructor is talking to another one in this way. I was shocked and couldn't say anything. I don't understand why I couldn't answer. If this happens now, I can answer it in a great way… when you have a look at these people, you can see that they have the fear of losing their position right away. Therefore, they are using it.*

Ryan (1986) states that novices start teaching in a school where the veteran teachers have already established the rules and the system there. Therefore, the teachers in their school are not ready and prepared to live with the novices since novices may question the system and veteran teachers regard this as a threat to their already established authority and position.

In the second interview, he elaborates on the school culture and says that contrary to his expectations, the school culture is not positive and professional:

> *This is an academic environment. You expect people to help each other, but this is not the case here. They are gunning for each other. When they notice one's mistake, they will go to the administration and complain about it… here a teacher at the age of 60 argues with a teacher at the age of 25 like teenagers. This is not professional.*

This is demotivating for the novice teachers, because they are in a period when they have lots of questions regarding the system, the students and everything. What he describes is *a novice-oriented professional culture* (Kardos et al., 2001) in which new teachers are left without any professional support and guidance. However, when they ask for help, if experienced teachers or the coordinators whose responsibility is to coordinate the things, establish harmony among groups and inform the teachers of the procedures answer novice teachers in this way,

novices cannot feel a sense of belonging and they lose their enthusiasm, which all leads to lack of motivation and energy.

NOV10 and NOV11 also state that the workload is heavy. NOV10 focuses on the intense work at school and says that even in the lunch break, she continues working:

> *Teaching for long hours tires me both physically and mentally. I hadn't expected working too much before. Extra duties given to teachers other than teaching. We sometimes have to come to school at the weekends, too… even in the lunch break, I do not go outside. I stay in my office. I spend most of my time photocopying.*

In the second interview, she points out that this workload also prevents her from preparing a good lesson plan. Since she is too busy and feels exhausted at the end of the lesson, unfortunately, she cannot prepare power point slides and different activities. Therefore, she feels that her lessons become boring and monotonous.

NOV11 focuses on the long teaching hours with the same class and confesses that one can not teach effectively under these circumstances:

> *Having one class and teaching in the same class starting in the morning till the evening. This is nonsense and surprising. After some time, you can't be effective… and the heavy workload. It is surprising.*

Finally, regarding the money teachers earn, only NOV12 mentions the low salary and says teaching is not financially rewarding.

In the second interview, NOV10, NOV11 and NOV12 describe their ideal working environment and emphasize how different their ideal school culture and the real one are. NOV11, for example, focuses on how toxic the school culture is and she wants to work in a peaceful place. When she is asked to describe her ideal working environment, she says:

> *More peaceful. A place where there are no confrontations. A place where I don't hear the groups of two or three people in the corridors constantly whispering among themselves. A place where the students are enthusiastic. a place where there is a supportive*

> *administration with the materials and everything. People are always gossiping here. This is not nice. There is no team spirit.*

Similarly, NOV12 focuses on the atmosphere of the school and talks about his ideal environment:

> *A place where people are smiling. There should be team work and team spirit. A place where people see each other as a colleague not a rival. a place where there is no envy but help and assistance. Respectful and hardworking students. Better physical opportunities.*

NOV10 emphasizes the feelings of the novice teachers and says that they need to feel important:

> *As teachers, our mind is busy with lots of things such as projects, grading them, assignments, teaching without any feedback given. While we are doing these, I want something. They might make teachers feel special. For example, when they see us, they can ask how it is going and whether we have any problems. However, we don't see it a lot. There is of course hierarchy. However, we know how to address people. In an ideal working environment, people should feel equal and everybody should be open to criticism. An instructor should be able to criticize the administration or the coordinator.*

She also points out that the administration should observe the teachers carefully for some time to have an idea about them and they should be very careful before judging them. She carries out all the tasks given but once when she says "no", the administration calls her and without asking for the reason, they call her lazy. She states that demotivating people is very easy but motivating them is one of the most difficult things.

While the teachers are describing their ideal working environment, they also confess that the situation in their school is behind their expectations.

4.1.2. Toxic or positive?: The school cultures novices experience

To better examine teachers' perceptions and understand how they go through their first years, the teachers are asked to describe their relationships with their colleagues, students and administrator, which all affect their perceptions of identity.

NOV1, NOV2, NOV3, NOV4, NOV5, NOV6, NOV7, NOV8 and NOV9 all report that they have positive relationships with their colleagues. They state that their colleagues are very helpful and eager to answer their questions. NOV5 relates this to the teachers' profile in the school. Since most teachers are young in his school, it is easy to get on well with them. NOV3, NOV6 and NOV7 also add that they spend time with their colleagues, both experienced and novice, outside the school, too. This shows that the atmosphere is so positive that they enjoy going out together. Novice teachers really appreciate assistance provided by their colleagues who are helpful and friendly and they use the word "sharing" a lot. They describe the characteristics of *integrated professional cultures*, in which novice and experienced teachers interact with each other and exchange ideas in a welcoming environment (Kardos et al., 2001).

Working in the same school, NOV10, NOV11 and NOV12, on the other hand, emphasize the tense atmosphere they are exposed to in their school and how this affects them. What they really want is a positive school culture which encourages collaboration and development of teachers working there. However, the reality in their school is far from their expectations. When they are asked to talk about their relationships with their colleagues, these three novices are the only ones who describe their relationships as negative (See Figure 3). NOV10, for example, says:

> *Another surprising thing is the relationships among staff. Before coming to this school, I had expected a more accommodating atmosphere… it does not affect me directly, but still I feel this tense atmosphere, which affects me indirectly.*

She believes that it all stems from the 'experience crash' among staff.

> *Everybody is trying to prove themselves regardless of their experience. For example, we have weekly meetings and analyze the weekly exams together. I feel that there has been a kind of conflict between the teachers in the old testing group and those in the new one. I do not understand what is happening between these groups, but they like criticizing each other.*

In the second interview, she gives more details related to conflict between novices and experienced teachers. She points out that although she expects experienced

teachers to share ideas and opinions with the novices, what veteran teachers do is no more than giving advice, which she finds disturbing:

> *We all respect their experience but while they are sharing their experiences, wording is very important. Saying "you will learn this in time. Now you are unaware" is not encouraging. If they say, "I have experienced this and that and if you experience such things don't get surprised", this is nice since we need* this.

When she is asked to give more details regarding her experience, she tells a story:

> *There is a very experienced teacher in our school. Whenever I talk to that teacher, I feel that my experience is nothing ... I try to communicate with her as little as possible. I only observe her and only say "Yes. OK" to her. Her speaking about her experience a lot prevents me from taking her seriously. OK you are experienced. Then, reflect this is your behaviors and attitudes. Support us.*

In the first interview, she reports that she is observing people. In the second interview, she states that she is more aware of the groups in the school:

> *Now, the groups are more visible and it is clear who is involved in the groups and what they think. What disturbs me is that they reveal their emotions without hesitation. If we criticize something, we should be very careful with our wording. Sometimes, due to the confrontations among the groups, they cannot control their wording.*

She, then, expresses how novice teachers are influenced by this and says that the argument between these two groups is just like a tennis match:

> *This should have been more professional. Since we were new, we didn't know anything about what happened in the school. Everybody started to tell the story from their own perspective and we got lost. Insecurity and discomfort.*

She also explains that being a teacher is different from being an engineer or a tradesman, and they are educated people, so teachers shouldn't behave so towards each other:

> *We complain about students, but we are doing the same. I believe that different from other occupations, we as teachers should respect each other more. However, teachers do not respect each other. We have meetings and I observe their behaviors and words. We will of course criticize each other, but wording is very important.*

The word “tense” NOV10 uses is confirmed by the other two participants, NOV11 and NOV12, working in the same school. NOV11 describes the relationships among staff distant and she feels that some of her colleagues are trying to exert authority on the others. In the first interview, she hesitates to describe the attitudes of her colleagues openly. However, in the second interview, she is more comfortable while talking about the relationships probably because she feels closer to the researcher. For example, she tells a story about the confrontations between the new coordinators and the previous ones. She says there have been arguments between the new coordinators and the previous ones. Once, the previous testing coordinators criticize the distribution of points allocated for a part and say that:

> *They give 6 points for a single question and if students don’t know the topic, they can lose 30 points, which is not fair. They talked about it in the meeting, but the new coordinators did not accept the argument and said “if you have any other questions, go and talk to the principal”. The two groups got very angry and the coordinators left the meeting room without saying anything.*

When NOV11 is asked to reflect on this conflict, she admits that she also agrees with the teachers who criticize the distribution of the grades. However, since she is new, she doesn’t want to draw the attention to herself. Beaudoin and Taylor (2004) note that this is one of the typical school culture problems called *resentment and negativity*. They point out that negativity and resentment in schools may push teachers away from their preferred selves and “get them, for example, to make sarcastic remarks, roll their eyes, or comment negatively in response to others’ suggestions” (p.73). This is definitely what happens in the Division University. Beaudoin and Taylor (2004) emphasize that in these schools, staff meetings and gatherings become unsafe and less productive since people refrain from sharing their ideas for fear of being humiliated in the meetings and hearing sarcastic comments.

NOV11 also states that there has been some kind of tension among the staff even if nobody voices this:

> *Unfortunately, people in groups of two or three talk to each other in the corridor. When you look at the school from outside, the relationships seem perfect. However, when you are inside the school, you see that this is not the real picture. People smile and*

> *greet each other but I feel that they talk behind their back. Personally, I have experienced once or twice that they gossip about the others. Most probably, they also gossip about me, too.*

Beaudoin and Taylor (2004) note when distrust and criticism dominate the staff climate, gossiping habits occur. When this habit is serious, it reduces the likelihood of collaboration, increases isolation, creates a judgmental environment and produces resentments. This is exactly what happens in the Division University.

Finally, NOV12 reports his experiences as:

> *The school where we are working is a bit strange. There are a lot of groups in our school. Before we come to school, a lot of things had happened. After all this, we came to school and since we started working, they all tried to drag us into their own groups. When this happens, you feel tense... the people having administrative duties are young and inexperienced teachers… They have trouble addressing people and assume that every word of them is an order for the others. They feel that you are an underling rather than a team mate. For example, a few days ago, I said "no" to an assignment thinking that it was not fair and then, the person who gave me the assignment hasn't spoken to me for two days.*

In the second interview, he is asked again to reflect on the groups. He says that some things have changed:

> *They do not drag us to their groups any more because they have realized that it won't work. People have started to ignore the things. Last week, two teachers had an argument. One of them is old and the other one is young. The young one found me and started to talk about what happened from her own perspective, distorting the truth for her own benefit so as to drag me to her group. I listened to her, but didn't say anything. She wasn't successful.*

It seems that the members want to enlarge their groups and novice teachers are a great opportunity for them. However, the problem is rather than assisting novices in their journey, they are trying to find more followers by gossiping about the other group and making a great effort to act like the innocents in the school who are also suffering just like the novices. Beaudoin and Taylor (2004) describe this school culture problem as *cliques*. Cliques exclude non-members from the social activities and events, and they keep gossiping about the members of the other groups.

Beaudoin and Taylor (2004) emphasize that cliques are toxic as they prevent people from collaborating and sharing ideas. This is bad news especially for the novices who have a thirst for assistance and collaboration. They feel desperate and isolated and unfortunately it becomes even more difficult for novice teachers to feel a sense of belonging and become a contributing member of their school.

As can be seen, these three teachers focus on the power relations among the colleagues and how teachers in their schools, especially those with administrative duties are trying to show their authority. The reason why teachers feel isolated and uneasy is the group dynamics. Staff is hostile towards each other, and the school culture discourages collaboration, which is described as a negative culture by Scherff (2008). NOV12 realizes nothing can change in the school, which also shows that the school has a toxic culture and it resists changing (Peterson, 2002). Considering three different cultures presented in Kardos et al. (2001), their school is more like *a novice oriented* school in which novice teachers dominate the professional culture. Because of lack of wisdom and expertise, veteran teachers cannot realize that novices need help since they form their own group and survive on their own. Novices' views and contributions are not appreciated and their challenges are ignored.

There is also another reason why teachers working in their school are excluding the novice teachers. These three teachers mention the tension among the members of the community before they have started working, and they state that one can still smell the tension in the air. NOV12 claims that there are young teachers in school and they have administrative duties. Normally, they should be the ones who can understand novices best, but as these teachers report, these teachers abuse their power. In contrast to the other teachers who repeat the word *sharing* a lot to describe the relationship with their colleagues, these three novices repeat the words *criticism* and *authority.*

Regarding the relationships with the students, these three teachers do not report anything positive. The other teachers, however, state that being young is an

advantage for them to establish rapport with the students, at least for the time being. NOV1, for example, expresses how her young age helps her in the class:

> *Since I am young, I can understand their language. We follow similar things. For the time being, being young is an advantage. You can attract their attention and then immediately relate it to the lesson. In this way, we can have a good lesson.*

NOV4 also mentions the importance of being a young teacher and having similar tastes with the students in establishing a positive atmosphere:

> *I try to talk in their language. They always talk about: "have you seen this video? Have you heard this news?" you know there are always some funny videos in facebook or social media. I try to follow them. When I say something about these videos, they always turn to me and say: "ohh you know it, you are one of us" this is like we are friends but they know that I am their teacher too. That is how I describe our relationship. Some students came and ask questions. I deal with the problems. Not just language problems also their personal problems…They trust me and they open their heart.*

Similarly, NOV7 believes that being young is an advantage:

> *I am 25 and I can establish close relationships with the students probably since I am young… I want them to feel comfortable in the class… When I want them to tell me something about their life, I tell them, too. In this way, we get closer.*

Like NOV4 and NOV7, NOV3 also emphasizes the importance of maintaining balance between being a teacher or a friend although she has close relationships with the students:

> *I try to be like their friends. Not of course like their friends outside but I don't want to make them afraid of the lesson. I try to be helpful to them or I want them to share their problems… I try to make some jokes and understand their jokes. I don't get angry, but if they force me, of course, I become a teacher at the moment. I mean the balance is very important. Being friends and being a teacher to the students. I try to balance it. Not to be completely friends to them but sometimes understand their problems. Problems with parents and friends. I try to make them feel calm because there is no high difference between us. Our ages are close to each other.*

Finally, NOV5 also states that since he didn't like authority when he was a student, he acts like a guide rather than an authority figure in his classes and he is

happy with his classes. These teachers tend to establish close relationships with the students thinking that it would be easier in this way to control the students. Rather than an authority figure, they seem to act like guides. That is, they do not want to create a tense atmosphere in the class as they do not like being authoritarian in the class.

Regarding the relationships with the administration, the participants report to have good relationships. When they are asked to elaborate on the things that make the relationship with the administration positive, NOV1, for example, states that whenever she has a problem, the administration and the director try to deal with it very quickly. Another thing mentioned is that novice teachers want to feel important in the school and NOV2, for example, states that whenever she needs help, she can go and see the director and she doesn't hesitate to ask questions. Like NOV9, NOV2 reports that the administration also gives her the impression that they appreciate her efforts. NOV7 reports that whenever she has a concern, she feels free to contact the administration and says, "they do not act like 'we are the authority'". While stating that he hasn't had any problems with the principal so far and he can go to their offices at any time and talk about anything, NOV12 also reports his concerns regarding the attitudes of the coordinators. He says:

> *The only concern I have is that the coordinators complain about you to the director. Even the little things. I hear from other teachers as well. I feel concerned and if they go and complain about us to the principal, the principal should listen to us as well. If she doesn't, it creates a big problem.*

In the first interview, NOV10 is a bit hesitant to talk about her observations regarding the administration. However, in the second interview, she is more open and describes her relationships with the coordinators and the administration. She states that she feels disappointed. At the beginning, she is very enthusiastic and the relationships are close. However, as time passes, she feels like a stranger in the school and learns that she shouldn't be too close to people. In the first interview, she reports that she feels comfortable when talking to the coordinators or the administration, but now it has changed completely: "*I don't feel like asking them*

for help. They do not provide support all the time. Personally, I have learned that so as not to be disappointed, I shouldn't have high expectations".

In the second interview, NOV11 also confesses that when she needs help, she of course asks for help, but apart from this, she doesn't feel that the administration supports her or they are at her back.

Now, she confesses that she tries to be happy with limited opportunities at school like the computers and the photocopy machine: *"there is a computer and thanks to it, I can prepare my lessons. And also there is the photocopy machine. I can use it whenever I want. They make me happy".*

Since novice teachers are deprived of any kind of support in their school, they feel forced to be happy with little things so as to survive. Otherwise, they believe that they cannot stand the difficulties and unhappiness there.
As can be seen in these extracts, what makes the relationship positive is the administration's dealing with the problems quickly, being understanding and helpful, being able to appreciate novices' efforts and avoiding acting like an authoritative figure.

4.1.3. Perceptions regarding challenges and success in class

In this part, the difficulties novice teachers encounter in the class will be presented to better understand what it is like to be a novice teacher in Izmir and reveal more about their professional identity. Then, the support needed and received will be examined. The teachers were asked to reflect on their experience and talk about what kind of challenges they face inside the class.

Except for one participant, NOV5, who worked in a different field last year, the participants all report that they face difficulties inside and outside the class (See Figure 4).

NOV5, who stops teaching for a year to work in a different field but restarts teaching, reports that he doesn't face any difficulties:

> *Teaching is not a difficult profession. It is a good one. In our society, it is said to be a job for women, but I don't understand it. I really like it. When I say that I am a teacher, I feel I have a good status… When people ask you "what do you do? Which one would you like to say: I am drawing things at home or I am an English language teacher?*

The other participants report that they have difficulty in engaging students in the activities and the lesson, and experience instructional challenges. They also state that being too tolerant turns out to be a drawback in the class. Dealing with diversity is another difficulty mentioned. However, the most frequently stated challenge experienced by the novice teachers is classroom management problems.

As for student engagement problems, teachers emphasize that it is really difficult to attract the attention of the students and keep them on task. Students find the activities boring and "silly". They also behave as if they were on holiday in preparatory school. Therefore, they do not take activities seriously. NOV1, for example, states that she is teaching repeat classes, so she finds it very difficult to attract the attention of the students:

> *Everybody wants to be popular in class. This is because of their age. Their effort causes distractions in my lesson. I say "everybody, look at the board, take notes", etc. And I am teaching repeat classes, so the activities do not attract their attention. You say, "look, there is a very interesting thing" for the second time, but how much does this attract them?"*

As can be seen, she relates this problem to their age since peer approval is more important than the attention of the teacher. This is why they try hard to be popular in the class, which makes the teachers' job even more difficult. NOV7 mentions this challenge and says:

> *The most difficult thing I experience in the class is to attract the attention of the class and I can say that I could achieve it with half of the students. One of the most difficult things for teachers is that you always have to be active, try to engage students and monitor them. This tires me the most.*

The teacher also gets very tired while trying to engage the students in the activities.

NOV6 focuses on another factor which affects student engagement in the class. She says that if you are teaching productive skills, it is easy for you to attract the attention. However, in receptive skills, students are more passive, so it is far more difficult for the teacher to make sure students are engaged or not because the students may pretend to be listening to you:

> *If you are not teaching skills based on production like writing or speaking, and if you cannot evaluate the student's previous performance (not writing or speaking), the student will see what she gets. Therefore, it is OK even if she doesn't listen to the teacher.*

Also, she states that the students believe that preparatory school is like a holiday:

> *Since we are not teaching faculty classes, the students feel that "I took the university entrance exam and I assume this year as a holiday." Therefore, it becomes difficult to draw attention.*

NOV10 and NOV11 are two other teachers who state that they cannot draw the attention of the students throughout the lesson. The observations also confirm that NOV10 finds it difficult to engage students in the activities (FNO16). Although the students are enthusiastic at the beginning of the lesson, when they are asked to do a task, they are reluctant to participate in the activities. NOV10 tries to encourage them and tries hard not be discouraged from their negative attitudes or behaviors. However, there are only a few students on task.

NOV11 goes on describing the attitudes of the students who find the activities boring and tells a story:

> *Once we were doing exercise and it was my second hour in that class. Using a projector, I showed them some sentences about my life and asked "which ones do you think are true and which ones are false?" after a while, one of the students said that that was a silly activity and couldn't understand why they were doing it. I felt really bad. Even if I covered some activities from their course books as well, I faced similar reactions. They are uninterested. I start teaching and after a while, they start using their smart phones, put their heads down on their desks with their eyes closed… when I ask about the reason why they are so, they say "we get bored during the lesson".*

The way students respond to the teacher and their negative reactions to the activities are really demotivating for the teacher having spent time planning the

lesson. NOV11, then, describes another experience regarding the difficulty in student engagement and her reaction against it. She says:

> *I was teaching and after some time, there were 5 students left who were listening to me. I felt I was teaching English on my own and reacted angrily to this. I started shouting and they were shocked. They were not expecting this. I said, "why are you doing this? I am here for you. I am here for you to teach you something. Why are you too uninterested?" the students replied as, "We are getting bored, teacher". Later, I continued with the exercise and they were the same.*

As a novice teacher who is in the initial years of teaching, NOV11 is satisfied with neither the school culture nor the students' reactions towards her teaching. She focuses on the flow of the lesson and she is worried about their reactions toward the activities. Mann and Tang (2012) had also referred to such feelings. When the classes progress as novice teachers plan, they feel relatively comfortable, but the situation would change since they don't have "a repertoire of pedagogical routines" to deal with the unexpected problems in the classroom.

The observation notes also confirm that the students are reluctant and their attitudes towards the activities and the teacher are demotivating for NOV11 (See Appendix D). During the observation, almost all the students are interested in different things, not the activities or the teacher's instructions (FNO8). She is struggling to explain the things in the class; however, after some time, she stops, waits for some time and continues with the few ones who are interested in the activities (FNO9). During the observation, one of the students says, "off, it is too boring". Although she hears her words, she doesn't reply or show any reactions (FNO11). The teacher is very calm and patient, but the students are trying to take advantage of her goodwill. During the observation, while she is writing some sample sentences on the board, the students start laughing and making fun of her sentences among themselves (FNO12). She stops herself from shouting in the class. She already admits this in the post observation meeting and says that she does her best to control her emotions (FNO13). She states that the observing teacher has prevented her from shouting and adds that she really hates teaching in that class and lives for Fridays.

In the second interview, she reflects on the attitudes of the students and mentions a problem in the system, which might account for their disengagement: "teaching for 6 hours in the same class with the same students. This really decreases the effectiveness of the lesson". She believes that this, of course, decreases the motivation of the teacher, too.

Another difficulty is the instructional challenges. The teachers mainly complain about not being able to use different materials in the classroom due to time constraints and feeling obliged to cover the required materials in the classroom despite students' reluctance.

Having difficulty in engaging students, NOV11 mentions that she feels forced to cover the exercises in the course book, which is boring for the students. She says:

> *We are using a course book and I feel forced to do all the exercises in the book. However, the students easily get bored and this affects the lesson. I couldn't find a solution on my own. I prepare some questions and ask them to the students, but they get bored easily. This is not because of course book. I do all the exercises. It is really difficult.*

The observations also show that she is trying to fill her lesson with too many activities (FNO14). There are also too many pair work and group work activities, but a few of the students are on task. NOV11 also mentions this in the post observation and states that she has trouble managing the class and engaging the students (FNO15). She points out that the students do not want to participate in the activities. Since they are not involved, there is no use making a lot of effort. Therefore, she reports she is trying to save the day just like what other teachers already do. In other words, she observes others and even if she doesn't approve their practices, she finds herself employing them. Shin (2012) refers to this practice as *teacher socialization* and states that the pedagogy of the novice teachers is affected by the school culture a lot. Teachers may sacrifice the things they have learned during pre-service and replace them with the ones they create in their existing schools. Feiman-Nemser et al. (1999) relate this problem to the lack of support novices receive. They argue that if novices have limited support and

practical tips, they feel overwhelmed and uncertain. Thus, they develop some safe practices so that they can survive.

Another thing is related to lesson planning. NOV11, for example, doesn't know how to plan her lesson, what to omit from the coursebook or include in her lesson plan. The students criticize the activities she prepares, which is demotivating for her. She expresses honestly that she needs help. NOV3 also focuses on the materials and states that sometimes, because of the materials they have to use in the class, the students get easily bored. However, even if the teacher wants to prepare and use different materials in the class, because of time constraints, they cannot include different activities or replace those in the coursebook:

> *Listening and speaking lesson. You are listening to a conversation and it takes 5 minutes. The interest of the students. They get lost, sleep at that time. You cannot control them any more... It should be more enjoyable... Maybe different materials but you don't have time. Games or something. To make them more interested in the lesson. They can listen and speak. But you don't have the time to do all of them at the same time. You have to finish the unit in order to keep up with the pacing…. We only have 45 minutes in the lesson and you cannot finish the unit and yes that is interesting but they gave you a syllabus and you have to finish it. You have to cover it within the allocated time. The things that you wish cannot be .. you cannot make it come true.*

They also express their concerns regarding the difficulty in planning how to teach a grammar point. NOV2, for example, states that although she knows the grammar rules well, she sometimes does not know how to teach a point:

> *How can I teach it? What can I do? I know the difference between this and that, but how can I teach this? I browse the internet, ask my officemate. I need support. I wish I could learn different tips. Since I haven't completed alternative teacher certification courses, I don't know how to do it.*

In addition to NOV2, NOV1 and NOV11 state that they find it difficult to plan a lesson and decide on how to teach a grammar point. NOV1 says:

> *For example, there is a grammar structure. How can I teach it and what kind of example sentences should I give them? These are always in your mind. What kind of an exercise should I find or prepare? It is not like "I am home and the work is over".*

These novice teachers report that they know grammar, but they don't know how to teach it. Therefore, they feel nervous. As Burns and Richards (2009) note, novice teachers expect to be able to implement all the things they have learned during the pre-service education as soon as they start teaching. However, it should be acknowledged that it takes some time, so novices need to be patient. They go through some steps and they construct and reconstruct new knowledge as the process does not start automatically.

NOV12 focuses on a different challenge teachers experience while giving instruction. He reports that the most challenging thing for him is adjusting his language to students' level:

> *One of the most difficult things while teaching English is students' proficiency level. Elementary… we always have to adjust our language and vocabulary to their level. Without awareness, you say a word. A word you shouldn't use in an elementary class. The students just look at you and say "what does he mean?" you have to rephrase it.*

The observations also show that although the instructions are clear to the point, the students find it difficult to understand them for mainly two reasons (FNO5). First, the teacher's choice of words and structures are a bit above the students' proficiency level. Secondly, the students are reluctant and they don't pay enough attention to the teachers' words.

Another thing mentioned as a problem in class is teachers' being too tolerant during the lesson, which brings about some classroom management problems later. Several teachers admit that sometimes they are too tolerant in the class and the students take advantage of it. NOV1, for example, says that sometimes, she feels the students abuse her goodwill due to her patience and excessive tolerance. And this prevents students from regarding the teacher as authority:

> *Sometimes, I say "there is a solution for this problem definitely, but I don't know. For example, one of my students is always late for the class… if he is 1 or 2 minutes late, I allow him to attend the lesson. However, when he is 6 or 7 minutes late, he still wants to attend the class. I say, "it is better if you don't attend the class now so that it won't be a distraction for the others". Some don't listen to it and say "let me come in teacher". I don't want to be strict. I am not so.*

NOV1 is aware of the problem she experiences, but admits that she doesn't know how to solve it. As can be seen, she doesn't want to be a strict teacher, so sometimes she ignores the problem and lets the students violate the rules.

NOV11 also states that students take advantage of her goodwill a lot and neglect the given tasks:

> *I guess since I am a novice teacher, I behave well towards them and they abuse it. For example, I give them homework and they don't do it. I say, "OK. You can do it for the next time". However, they get into the habit of ignoring the homework. Since I don't get angry too much, they do not care believing that I won't say anything.*

Teachers have difficulty keeping the balance between being a teacher and a friend. NOV4 and NOV8, for example, have difficulty adjusting their relationships with the students. NOV4 says:

> *Inside the class. The most difficult thing for me not all the students but some of them, to keep the balance between being a teacher and being a friend. Because, they don't understand they are 19, but still they behave childishly. They look at your appearance. This teacher is a woman. This teacher is young. This teacher behaves very friendly. OK, let's spoil. But some of them are very respectful. It is hard to find the balance between these two types of students.*

NOV8, on the other hand, states that she acts like a friend in the class on purpose since she likes making friends. However, she is also aware that they are too close. She describes her relationship with the students as:

> *We get on well with each other. I do not act like a teacher. For example, once, one of them was leaning his arm against the door. I ran towards him and passed through the door and his arm. They really enjoyed it since I was like them. You see. I am very close to their age. I am familiar to what they read or watch. I have even read and watched more… in terms of hygiene and I don't want to say but financial situation… we can make friends outside. If we had seen each other at a cafe, we could have been friends… they have never tried to make fun of me. If a teacher is self-confident (unfortunately financial situation is also important) and is wearing nice clothes, then the students don't make fun of her… they call me by my name but this doesn't annoy me. I am not an egoist. I am a teacher. They are happy and I am, too… Sometimes, I really can't have my break since we get on well. They want to talk and don't let me go. This is another difficulty. Yes. Since we are close, I don't*

> *want to offend them. Maybe I need to go to bath, eat something or go upstairs, but I can't.*

Although she seems to be happy with the situation, she confesses that she shouldn't be so tolerant and close:

> *We are too close. I think I couldn't adjust it. I like making friends so much. I am very friendly and we couldn't establish that teacher-student relationship. I like making friends.*

As can be seen, novice teachers feel insecure and they avoid having problems with the students. While doing so, their strategy is being too tolerant in the class and, unfortunately, this makes the situation more complicated. When the students get to know the instructor better, they try to abuse her goodwill and do what they want for their own benefits.

Dealing with diversity in the class is mentioned as a problem only by one novice teacher in the current study. NOV8 states that there are students from different parts of Turkey and it is sometimes difficult to discuss some topics in the class. She tends to avoid these discussions to be on the safe side and does not want to reveal about her life and opinions. She says:

> *Sometimes, they ask me personal questions like religion. They ask, "Teacher, are you Muslim or Christian?" I tend to ignore them because it is a very different thing. Religion is a very different thing for me and I can't tell a lie. I can't say something I don't believe in... The student asks whether I am a Muslim or not. I don't want to parry and say "hıhı, yes" I don't want them to know me like this…I can't stand these types of things, but there are different groups and it becomes difficult to deal with diversity in the class.*

The last and the most frequently mentioned problem is classroom management (See Figure 5). When asked about the challenges they face in the class, most teachers report that they have trouble controlling the class.

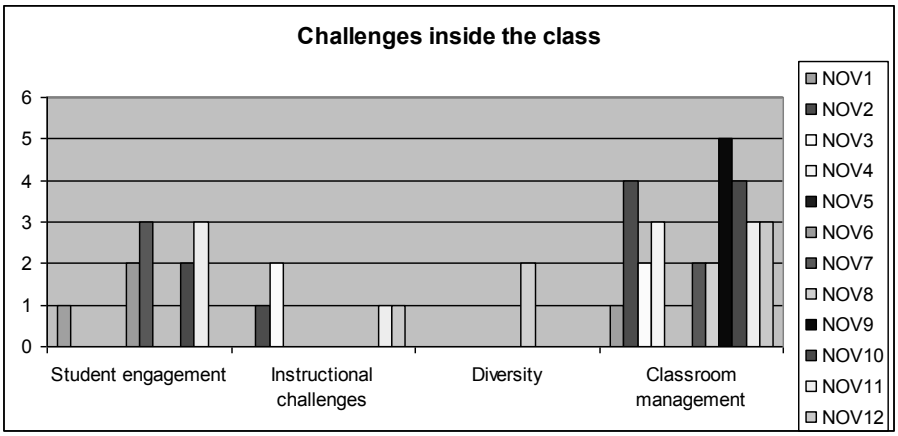


Figure 5: Challenges inside the class

Several teachers express that the students have some behavior problems and they behave as if they were young learners. NOV7, for example, talks about one of her experiences. She says students sometimes behave so childishly that they even hurt their friends in the middle of the lesson:

> *Do you know these elastic bands? While I was teaching, one of the students said, "Teacher! My eye! Someone in the class had thrown an elastic band to her eye during the lesson.*

The students make too much noise, and however hard the teacher tries, she cannot manage to stop them. Likewise, NOV10 reports:

> *They talk a lot among themselves. Especially, when 3 to 5 boys who get on well with each other come together, I have trouble stopping the noise and drawing their attention to the activities because I can't manage it all the time. I try warning them without being too strict. However, these warnings or changing their places do not work all the time.*

When the teachers reflect on the reasons why they might have difficulty, they believe poor student profile, teachers' looking young, excessive use of smart phones and the distribution of boys and girls in classes may account for the problems.

The students are said to be disrespectful and too comfortable while speaking to the teacher. NOV4 believes that the reason why students are disrespectful is student

profile. They would like to give the teacher the message that they are the boss, and since they have paid for the school, the teacher has to teach:

> *The student profile is very different. Those students know that they are students and you are the teacher. But here, some students are like "OK. I gave the money and you will teach me". Their mentality is in this way. So, students make problems for teachers…now I have 3 students like these. They are negative, so negative. I bring a game or whatever. They are like "ohh yeah, this is very funny. We will have so much fun" you know sarcastically. Like a nightmare sometimes. The other students support me, they apologize on behalf of the other students. This is how I continue working. Otherwise, it is unbearable.*

NOV9 describes the details of her problem with a student in her class, which might give an idea about the profile in her school. She talks about a student who copied all the assignment from a website for the given project. She describes the reactions of the students who were given zero for the assignment and says:

> *I gave the paper to one of the students who got 0, but he didn't object to it. Then the girl who did the same thing started to shout at me even without looking at her paper. I hadn't experienced such a thing before. She said, "how could you give me 0 . I did it on my own. I didn't copy it" and I said, "I wrote down the websites there on your paper"… Everybody was shocked and they started staring at the girl. She didn't allow me to speak… I couldn't stand it any more and started shouting at the girl… She started tearing the paper, threw it into the dustbin and left the class.*

She states that the student profile is poor in terms of behaviors and world knowledge. She describes the way the low proficiency student spoke to her as:

> *They were talking about their scores in the exam. I said that learning was also important. One of my students told me "Of course! You will earn 3000 TL in summer school. If learning is important, why don't you give us full grade?"*

She claims that not only their proficiency in English but also their world knowledge was poor. When asked even a simple question, they have no answer:

> *Once, we were covering the course book and in one of the units there was the world map. The students were expected to come and tell the countries there on the board [using the projector]. I started with our country, Turkey and asked: "Where is Turkey?" No answer. Thinking that they didn't answer the question, I repeated it*

> *over and over, but then realized that they didn't know where it was. I didn't know what to do. I said: "how come you don't know". They were surprised, too. One of them said, "Once I went to Cyprus, but I don't know where it is". Then, I asked a different question "do you know the continents?" thinking that maybe they couldn't notice the countries since they are too small. When I said "let's start with the left side, America", one of them asked "Is it a continent?" I stopped asking and kept writing them on my own… when I said "this is important. When you graduate form university, you will start working and without knowing these, you won't make it", one of them said, "Will they show me a map and ask me to show them the countries?"*

NOV9 also states that most of these students had 8 or 10 siblings and they want to attract the attention of the teacher in the class since they cannot do this at home. This, unfortunately, makes the teachers' job even more challenging.

NOV11 also focuses on the behavior problems of the students and their proficiency in English:

> *They are not interested in the lesson and I am really tired… they are trying to 'learn' English just for the sake of passing the exam.*

In the second interview, she elaborates on the poor student profile and explains how disrespectful they can be:

> *They are never satisfied with their grades. Once they prepared a project and one of them got 80. Then she came to my office and brought me to account asking "teacher, why did you give me this grade. My grade shouldn't have been so low" and showing one of her friends' paper. She couldn't accept her grade. I explained the reasons clearly. I explained the criteria and finally, she accepted it. They expect to get 100 as if they had great projects.*

Moreover, she also states that the students are trying to make fun of her in the class, which is quite demotivating and annoying for the teachers:

> *Once we were studying on a worksheet and answered the first question. Then, I had skipped the next question without awareness and asked them the third question. One of the students asked me "teacher, which university did you graduate from?" And I asked "why". They answered, "because you skipped the question". They really enjoyed this.*

NOV2 is another teacher who reflects on her inability to manage the classroom and claims that she is fooled into doing what the students in her class say:

> *I cannot control the noise in the class. When they speak to each other. I would love to improve myself in giving commands. Rather than saying "now, we will do something, write this on the board" I say "now, let's do this and that". I am not that much direct... when they want to have a conversation, I say "OK. Tell me something." Believing that they can speak for some time and then I will continue with the lesson. However, it doesn't work. They extend the conversation. They are very good at catching my weak point. They say "teacher, could you please tell us about your Erasmus experience." I start talking about and then I realize that it is the end of the lesson. They know it and in the next lesson, they ask me to talk about it again. And I really want it.*

As can be seen from the vignette, this is very relevant to being too tolerant in the class. She also relates this problem to poor student profile and excessive use of smart phones:

> *The student profile. Not appealing. They are a bit self-righteous. I really have some adaptation problems. Some students have formed the habit of correcting the teacher. Her pronunciation. They are not mature. I can't deal with them.*

She states that the students watch her carefully and try hard to catch her mistakes. Another factor which affects classroom management in her class is smart phones. NOV2 says:

> *I really have difficulty preventing the use of smart phones in the class. They are using their phones and do not listen to me. I would like to learn the solution. When I ask the reason why they are using them, they say "we are using the dictionary application". Then I say, "OK". I don't know what to do.*

Again, she avoids having a confrontation with the student and ignores the problem. She also believes that since she looks young, students do not take her seriously:

> *Since I am a bit young, I have some challenges in class. We are just like friends but later I cannot maintain authority. I cannot achieve it. I don't want to shout… I wander around their desks so as to give them the impression that I am there. To maintain authority.*

NOV1, NOV2, NOV10 and NOV12 also express that being young is a disadvantage. NOV1 says

> *When a teacher is so young, the students don't accept the teacher as authority… They can ask very personal questions like where I go shopping. I do not answer them, but they still ask. I am not too hard on them. I don't feel like doing so.*

NOV10 also states that physical appearance of the teacher affects students' attitudes towards the teacher:

> *I am young and my physical appearance is so, too. Most students assume that I am a student when I do the first lesson. I do not look like a teacher. Maybe because of this, they don't take me seriously.*

NOV12 raises another problem he observes in his class which may account for classroom management problems: the distribution of boys and girls. According to him, the fact that boys outnumber girls in the class brings about classroom management problems. He reports that:

> *I feel a bit unlucky. I have a very problematic class. The girl-boy ratio in my class is terrible. When we started the course, there were 19 students and only 5 of them were girls. Then another repeat student came and the girl to boy ratio became 6 to 13.*

So as to deal with the aforementioned problems, the teachers use different strategies. One of them is changing the places of troublesome students in the class, which is a practical and quick solution. NOV10, for example, reports that when faced with students talking among each other a lot, she changes their places:

> *When they start talking, I change their places. I put one of the students near the teacher's desk. Or try to put the students between more silent girls, if any. For example, I did it so in my class now. There aren't any students who can't get on well with each other. Therefore, when I put a silent one next to a group of students who talk a lot, that silent one solves the problem there.*

During the observations, the students talk a lot to each other while NOV10 is teaching (FNO19). In order to stop the students from talking and distracting other students' attention, she changes their places. However, she admits that it works for only 5 minutes and that this is a short term solution. In the second interview, she also states that sometimes she waits for a minute to see whether the students will realize that the teacher is waiting for them to stop speaking. This sometimes works but only for 5 minutes.

Then, she starts lecturing in the class and talking to students about the difference between being a high school student and a university one. She says:

> *I want them to understand that university is a different place. It is not like high school. They need to be more autonomous. They need to run after teachers. I remind them of the importance of time. You spend time here from the morning till the evening, so you need to get something in return. Because of their age, they have difficulty understanding these, but I do my best to describe the university setting. After that, the class returns to its normal atmosphere.*

In her second interview, she reflects on the way she lectures and reveals that she lectures in Turkish rather than English. When she is asked to justify this, she says:

> *I believe that there are a lot of differences between lecturing about their misbehaviors in both Turkish and English. If I speak in English, it won't have the same effect. I don't know why. Maybe because this is their native language or I might be more proficient in my mother tongue.*

Some teachers, on the other hand, try to avoid confrontations with students. They sometimes ignore the behavior and the student completely to be on the safe side. NOV2, for example, describes the way she approaches students and her reactions when faced with management problems:

> *"Great! Well-done!" "Yes, correct". "A perfect answer". I look forward to finishing the lesson. I look at my watch and try to keep them busy. They use their phones. I don't even warn them. Rather than hating me, they can do whatever they want. Sometimes, I am about to cry but I do not.*

NOV6 also states that she doesn't like lecturing, having an argument with the students and being a teacher who always says "Be quiet!, Don't do that", etc. She says:

> *When you shout at the students, you can't achieve anything. It also becomes funny… I know some teachers do so. If you do it, you put them off the lesson. Moreover, they don't respect you anymore and as a teacher, you don't want to attend the class, either… I can't argue with the students and decrease either their or my motivation.*

Therefore, she states that she ignores the ones who violate the good teaching atmosphere and keep teaching those who really want just like several other teachers:

> *I was baffled by the students who don't listen to me and they now have smart phones. During the lesson, everybody uses their phones. 2 or 3 people attend the class and actively participate in the activities. There are two or three students who listen to me.*

What NOV6 does is to try to involve the student in the activity. She says:

> *If one of them is using his smart phone in the class, I ask him or her to do the activity saying, "OK. You please. Answer the question". He or she cannot answer the questions at that time and feel forced to follow the lesson.*

NOV3 also reports that she ignores those who cause trouble in the class since she does not want to 'fight against' these troublesome students. Instead, she keeps teaching those who are interested in the activities. NOV3 says:

> *I try to ignore the situation or the students. If they don't see me, I do not see them. I only do the lesson with the ones who listen. I don't have to deal with the problematic students all the time. If I do it, I lose the other ones. So I ignore the students... I don't want to argue with them because I do not want to win some enemies… Because we know that everything is not so all right around us. Teachers might fight with students and students might attack at teachers. We learn such things around us and try to be careful. I know here the situation is different. Temporary. It goes too fast, so I try to comfort me in this way. I say: "OK this semester is about to finish. These students will go away. The 2nd semester will be different because you will have different students and classes". In this way, I try to make myself calm. I ignore them generally.*

As can be seen, several teachers report that they try to avoid confrontations and be patient as much as possible.

Some other teachers, on the other hand, state that they can't help shouting when faced with misbehaviors in the class. NOV12 describes one of his confrontations with his student and says:

> *This is a student who speaks a lot and doesn't listen to me in the class. He can shout to a person who is sitting not only next to but also opposite him recklessly. When I am in the class teaching something. For some time, you ignore the student. But later you run out of patience. Once, I shouted at the student swearing. As a teacher, I told him something I shouldn't have said. This made the matter worse, of course. The student stood up and the confrontation continued. I asked him to leave the class, but he did not. I said,*

> *"Now, leave the class"... he slammed the door and left the class. Then I got very angry and followed him. I said, "What are you doing? Who do you think you are?"... I took him to the director's room and she talked to the student for a long time.*

NOV12 adds that it becomes really difficult to manage the class since the students do not acknowledge that you are the authority. Therefore, even if you do your best, the students ignore you and they don't care about the teacher. He says:

> *After the boys in the class socialize with each other, the class turned out to be an unmanageable class. In the class, every kind of slapping, poking, swearing. Although I warned them a lot, they did not care. This has contributed to the problem: my being and and their being 19 or 20. They don't want to acknowledge me as an authority or see me as their friend because in the breaks, they come and tell me the things that shouldn't be said to a teacher but a close friend.*

NOV3 is another teacher who also raises her voice when ignoring doesn't work:

> *I ignore them generally. But sometimes my voice becomes higher but I don't say any slang or bad words to the students. I don't prefer such a style. I don't want to be on the same level with them. He or she is a student. They are young. They can say such words but I am a teacher. It is not a good thing to say such things to students.*

It seems that she is trying to convince herself she shouldn't use slang words even if students deserve, and states that they are young and as a teacher, she shouldn't talk to them as if she was their friend.

NOV11 is another teacher who shouts at the students when she can't deal with management problems the class. She says:

> *Sometimes I think I can't manage the class. I feel so. I have difficulty and there are times I shout at them. However much I shout at them, it turns out to be the same after 15 minutes. They start using their phones or put their heads down on their desks.*

Some teachers admit that they also ask the principal for help but they are aware this doesn't work, either. On the contrary, this makes the situation even worse. NOV4, for example, talks about her experience with a student who creates a problem in a school activity and how her relationship with the students is over:

> *I had a student… He was not respectful to me. I talked to the director. They talked and he came to the class. He said: "OK friends, let's not talk here, because our teacher says everything to the director". I said: come over here and what did you say? He looked at me for a while and said: no, I said nothing. That was the end of our conversation. He didn't try to do the same thing again. I think I looked very shocked, so he was a bit scared. He didn't insist on… later, he was invisible. He was always sitting in his desk he was not looking at me at all. When I asked the question, his answer was always "potatoes".*

As can be seen, thinking that the principal might help, she asks for help. However, the student learns about it and resembles the teacher to a "spy". This, of course, makes the communication between the teacher and the students worse.

NOV3 also reports that she calls the principal when she gets stuck, but she also mentions the reason why she does so:

> *I dismissed lots of students from the lesson once they disturbed me. Or I was consulting the head of the school. And the school manager was coming to the class, shouting at them or giving them some punishment. That was the only solution because they were only listening to him and obeying his rules because he was a man. Being a man was an advantage.*

In brief, the teachers in this study have different strategies to deal with classroom management problems. Some teachers change the places of the problematic students in the class and start lecturing when it doesn't work. Some others avoid having confrontations with the students, so they ignore them. Several teachers, on the other hand, admit that they shout at students when they push them to the limit. They also report that they need help from others as well. They either call the principal to the class or send the troublesome students to the principal. However, they are also aware that these strategies do not work.

4.2. Perceptions of novice teachers regarding their professional development

The second research question is about novice teachers' perceptions regarding their professional development. The teachers are asked to reflect on their development and the opportunities provided for them. This is in fact related to their perceptions regarding support provided. They report how difficult their journey is and how

they desperately need help. When they are asked to rate the support given in their school, they express their disappointment. Another important aspect of support is professional development opportunities offered to novices. Novice teachers in this study are asked to reflect on their professional development to better understand whether they are supported or not, and find out more about the opportunities provided in their schools. Considering the connection between perceptions regarding professional development and identity, this will provide a new perspective on the final research question about teachers' perceptions regarding their professional identity.

4.2.1. Support: Is anybody there?

The participants are asked to reflect on the type of support they receive and need. Most participants report that they appreciate the assistance provided by their colleagues and they do not mention any type of support or assistance provided by the administration. NOV11, for example, says that she often needs assistance in terms of skills and strategies related to lesson planning. However, she feels lonely because there are a few colleagues at school whom she can see and consult.

Mainly, the teachers report that boyfriends, family and the colleagues support them and help them deal with the problems they encounter.

NOV9, for example, expresses that whenever she has a problem, she talks to her boyfriend and sharing relieves her stress. Several teachers such as NOV2, NOV3 and NOV7 also report that they share their problems with their families and appreciate the psychological support provided by their families. NOV2 admits that she receives not only psychological but also financial support from her family. Of the two types of support mentioned in Gold (1996), this is the psychological support provided by family and friends to handle stress (as cited in Feiman-Nemser et al., 1999).

As for the most frequently mentioned support provider, the results show that novices receive the most support from their colleagues (See Figure 6).

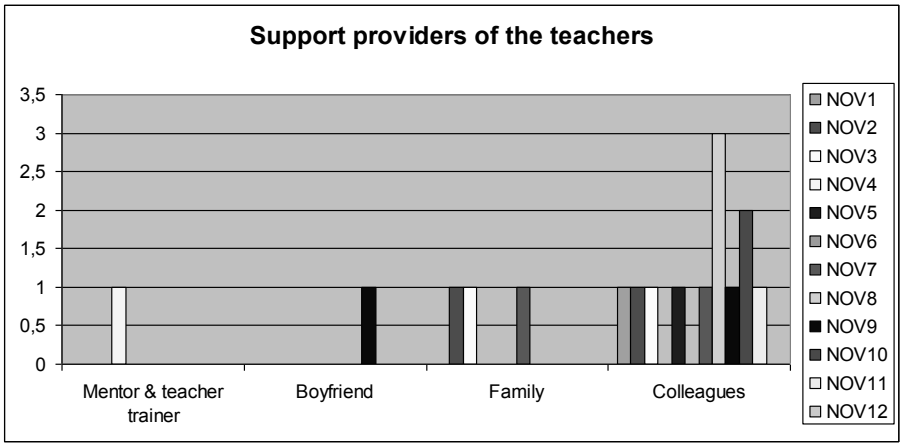


Figure 6: Support providers of the teachers

Some teachers report that their officemates are of great help for them. NOV8, for example, states:

> *Our officemate is perfect. We have received a lot of help so far, both me and my colleagues… the school supports us a lot, but sometimes, it is not enough. It could be better. When it is not enough, our roommate. She is really a superwoman. Otherwise, it would have been very difficult for me.*

As can be seen, the assistance provided by the administration is not sufficient and she feels lucky to have such a great officemate. Without her colleague, she says, life would be hard for her. Some teachers emphasize the experienced teachers help them a lot and they can share everything with them. What is interesting here is the way some teachers feel relieved. They report that they talk to other novice teachers and need to hear from others that what they experience is quite normal.

NOV5, for example, reports*: "I share them with my colleagues. "Something happened in the class. Is it normal? What would you do?" I receive the most support from them".* As can be seen, he needs to hear positive affirmation from other people and see he is on the right track. NOV9 also mentions the need to see whether she is the only one or not who experiences problems: "*I talk to other teachers. Do we have similar experiences? I have a friend. We started teaching together. If she experiences a similar thing, I assume that it is normal".*

They voice their needs regarding instruction-related support, a type of support Feiman-Nemser et al (1999) note citing Gold (1996). Novice teachers need to get feedback regarding skills and strategies to be successful in school and need to hear that they are doing OK to keep teaching. Therefore, they really appreciate the person or people who offer this help. In this case, it is not the administration but the other novice teachers. Novice teachers are both the support needers and givers. They are curious about other teachers and need to learn more about what they experience in the class. NOV10, for example, asks her colleagues about their strategies to deal with the challenges:

> *When I experience something bad, I say it to my colleagues… they also share their experiences and try to comfort me. They tell me not to be obsessed with it. Their advice really relieves me… I ask them what I should do and how they deal with it. I ask them about their experiences.*

In brief, what they need most is an opportunity to share their experiences and a voice to tell them "Don't panic. Calm down. This is normal". The surprising thing is that although this is expected from the school administration and teacher development units, it is the other novices who offer assistance.

4.2.2. Benign neglect and the hunger for professional development

The results show that there isn't an effective induction period for the novice teachers in the study. Instead, the teachers are thrown into the water and left on their own. Most teachers express their interest in workshops given and state that they need more especially on classroom management. They are not satisfied with the efforts the school provides for them, so they mention about their self-improvement efforts. They also state that practice makes it perfect. Rather than explicit engagement in professional development activities, their professional development occurs through routine teaching practice. Finally, they evaluate the peer observations in their schools and argue that they are not effective, either. They stress they learn a lot while observing an experienced teacher, but since they have limited opportunities, observing a teacher once or twice does not make any sense or contribute to their development.

When the teachers are asked to reflect on their first days in the school and induction program, if there is any, only one teacher, NOV7, states that the program is very "comprehensive". However, what she means by comprehensive is no more than showing somebody around in only one or two hours. She says "*the induction period was a very comprehensive one. It lasted for 1 or 2 hours. They showed us around the rooms and introduced the system*". All the other participants, on the other hand, state that induction is insufficient. They are only given the coursebooks and files including important points regarding the system. NOV4 says:

> *They gave us the book and said "here are your books and this is your classroom. Go and teach. "You have half an hour. Now go!" they said…I didn't have any ideas about the exams, about when we will finish the class. I didn't have any ideas at all, so when the students asked me questions about the exams, I said "we will have a meeting tomorrow and you will find out. We will tell you later". That was very very stressful"… They gave me lots of papers to read. About the exams and system. They told me to go there if I had any problems. It was hard at first. Especially in the first week. But then I got used to it. Now I do not have any problems because I know how the system works.*

As can be seen in the extract, NOV4 focuses on the uncertainties at the beginning and how she feels alone and nervous in that period. She is left on her own and expected to survive. NOV2 experiences the same and mentions the administrator's point of view. She says:

> *We didn't have an induction period. Since we were new, we didn't complain about it. We came to school and dived into the water. We tried to swim although we didn't know how to do it. They said it so, too: "we have thrown you into the water and now you are trying to swim". They called us on Friday and said, "On Monday, you will start teaching".... They gave us the books and we learned by trial and error.*

As can be seen in the extract, the administration is also aware of the inadequacy of support provided for the novice teachers, but still throws novices into the water and continues with the survivors. Another important thing is the orientation way. The administration only calls the teachers and tells them that they will start

teaching three or four days later, which is not enough for the novices' adaptation. NOV5 states:

> *We were informed that we would start teaching and 4 days later we started teaching. OK. We all know how to turn on and off the computer but they could allocate 2 or 3 weeks for micro teachings and demo lessons in summer for those new teachers.*

NOV8 also emphasizes that the uncertainties in the school are enough to make her feel nervous:

> *We started immediately. I had learned that I was accepted three days before I started teaching. On Saturday, we met. We can't say it was an induction. We became familiar with the materials and the activities for the first week. It wouldn't be fair to say nothing happened but we took the books in the first week and they didn't introduce the book. It was a bit late because I had a class on Monday at 8.30... I felt nervous then. Very nervous. I didn't even know when my class would start on Monday... we saw our schedule on Sunday evening. Until then, we didn't even know the level we are going to teach. The materials change according to level.... I felt very very nervous.*

They are new to the rules, regulations, syllabus, coursebook, school equipment, colleagues, etc. Although principals are aware of this, they ignore this problem or do not implement what is expected from them. That is, they do not facilitate this adaptation period. On the top of this, they even ask them to carry out tasks about which they should be trained but have no idea at all. NOV2 reports:

> *I think they are making a mistake. For example, I don't teach writing, but I am grading writing papers now. Fortunately, I am a literature graduate and I grade the papers considering where to put a comma, etc. instinctively. It is not fair to ask a teacher to grade the papers of the class she doesn't teach… They said, these are classes. They said, this is the meeting room and this is the office. See you next week. Then we started.*

As can be seen, she claims that the school asks her to grade writing papers although she doesn't teach writing and she hasn't graded a writing paper before. And this is what makes novice teachers feel more nervous. Even a novice teacher is aware of the "mistake" in the system and comes up with some suggestions in order to ease this adaptation period. She suggests that novice teachers have an

assistant like a mentor teacher who can help them whenever they want and need. They can prepare the lessons and check exam papers together. She states that:

> *For every new teacher, there could have been a teacher like a mentor for some time. She could have given us some advice and tips during lesson planning. We could ask our questions. She could come and say "let's prepare the following lesson together. Let's check the exam papers. We came to school and started immediately.*

This is in fact what should be in schools under the title of "teacher development". Even if this department cannot assign one assistant for every novice teacher, it can at least ask them whether they need any help with lesson planning, classroom management or anything else. She also emphasizes that teachers are left on their own when they start teaching and mentions how this affects her:

> *In Turkey, it is like. They throw the teachers into the profession immediately. They try to understand what being a teacher means. Therefore, I would like to have teacher training programs. Unfortunately, we don't have them here. I dream of having a teacher training certificate. They are preparing teachers a bit more there. I believe teachers need some motivation. When they throw us into teaching, it is like we flutter and this causes us to lose our desire to teach. Unfortunately, they cause us to go abroad. It results in a loss of teachers.*

When teachers feel alone and insecure, they may choose to give up teaching and go abroad to look for other job opportunities. She is thinking of changing the system in Turkey and mentions her desire to be a teacher trainer just to help other novices.

The teachers are also asked to talk about other professional development activities in their schools and what they do for their own professional development. Teachers start evaluating the effectiveness of the workshops given in their school. Only one teacher in this study, NOV1, expresses her gratitude for the workshops and weekly meetings which help her a lot to feel safe. NOV1 reports that she is satisfied with the weekly workshops given on how to invigilate exams, teach writing and grade papers. They have those workshops once or twice a week for novice teachers and emphasize the information flow about everything.

Different from NOV5, who states he doesn't do anything regarding professional development since he has a lot of certificates and enough hoodwinking, the other teachers report that they would love to attend the workshops, but there are a few in their schools. NOV4, for example, says:

> *Well there are seminars and workshops, but they should be more… Because if the teachers are better, the students will be better, too. I need class management. Especially in this university. The student profile is very different… now I have 3 students… They are negative, so negative. I bring a game or whatever. They are like "ohh yeah, this is very funny. We will have so much fun" you know sarcastically. Like a nightmare sometimes. Other ones support me, they apologize on behalf of the other students. This is how I continue working. Otherwise, it is unbearable.*

As this extract shows, NOV4 creates a relationship between teacher development and student success. When the teachers feel efficacious, confident, equipped and comfortable, they will be able to better guide the students and contribute to their success. She also specifies the area of difficulty and says that there should be more workshops especially on classroom management due to the poor school profile.

They also focus on their desire for the exchange of information among the staff which can be achieved in workshops. NOV11 says:

> *Workshops about ELT can be organized. Especially for the novice teachers. It could be reading, listening, writing or speaking. Everybody can present what kind of activities might be prepared for each skill. Sometimes, one cannot know on her own. I say, "This really worked. I can use it in other class as well" and I try to find solutions on my own by trial and error.*

The teachers also report that if the school cannot organize workshops and other ELT activities, they can at least create a network to maintain information flow among the staff and inform everybody of the professional development activities in Izmir:

> *There can be a conference or a seminar related to ELT. They can encourage us to attend these things. They can create a network and these things can be announced there.*

As can be seen, they do not have high expectations, but still they have less than expected. Several teachers believe that their learning progress has stopped and if teachers teaching especially low proficiency groups do not do anything personally, they will even lose their command of English. NOV9, for example, believes that while teaching, her English may get rusty, so in order to keep her English alive, she is working as a translator for a company and keep keeps translating things:

> *I am working for a translation company. They send me the document via Internet and I send them, too. Since I received education in translation, I really like doing it. It really keeps my English alive because we all know that depending on the level you teach, your English atrophies.*

The other point emphasized regarding the professional development activities is the importance of peer observations. Several teachers like NOV2, NOV6 and NOV11 report that peer observations are of great use and they contribute a lot to the teachers.

Teachers reflect on the peer observation process they are involved in. NOV12, for example, points out the benefits of this process in the second interview, and says: "*There were some areas where I find myself weak like giving instructions. The observing teacher gave me some idea about how to give the instructions effectively*". Despite the advantages, he also confesses that he doesn't feel comfortable when there is another teacher in the class observing him:

> *The students say "teacher, why did he come to our class? Is he observing you? He is always looking at you" the students believe that the teacher is not proficient and he is observing him. Hmm I have just realized that I have complexes.*

However, several teachers state that observing a teacher once is of little use and cannot serve the purpose. To illustrate, NOV2 says: "*For each skill, I observed a teacher once. If we can have more, it will be very useful".*

Similarly, NOV6 is also complaining about the lack of peer observation opportunities in their schools:

> *There is nothing more useful than observing another class to me. Observing a lesson can contribute us in terms of different techniques, instruction, classroom management or anything else... we observed other classes for 4 weeks... 4 times in total... this year, I haven't received any feedback regarding my class. If there are 20 people, they could observe 15 of them. I would love to receive feedback.*

The teachers would like to observe other teachers especially experienced ones and learn more about how to teach skills and language points in the class. NOV10 also adds that in addition to the lack of opportunities to observe others, there are also some problems with the process. For example, she reports that once she has been observed by a teacher and in the post observation meeting, the teacher only says that the lesson is "nice". NOV10 states in order for the process to be satisfactory and useful, there should be some kind of feedback and she should have some concrete points to reflect on other than just "nice". Otherwise, there is no point in completing such a process since it doesn't contribute to her development. They feel since the aim is not contributing to the development of teachers, the process becomes a burden. Teachers complete the process only because it is a procedure than a reflective process to facilitate the development of teachers. NOV10 underlines another important point about peer observations and says when novice teachers are paired with experienced ones, depending on the attitudes of the experienced teachers, novices might refrain from sharing their ideas in post observation meetings. Experienced teachers might even give them the impression that novices are too young to speak about their lessons:

> *Peer observations were not effective for me. The feedback wasn't effective, either. I may not notice things but others can. However, the observing teacher gave limited feedback, so I haven't learned anything. The teacher who observed my class was experienced. Therefore, I couldn't express my opinions clearly. She could have said, "I worked 20 years more than you. How can you criticize me?" Since I feel that she is not open to criticism, I softened my sentences and changed them. I should have told her about the weak points so that she could have a chance to change them, but I couldn't.*

As Mann and Tang (2012) and Carter and Francis (2001) also point out, experience doesn't guarantee efficient support and sometimes teachers benefit more from other young teachers or mentors than experienced people since they can recall what it is like to be a novice teacher, so they better assist novices.

In brief, the participants point out that they love attending workshops and other ELT activities where they can exchange ideas, share practical things about teaching and broaden their horizon. However, the opportunities provided for them are below their expectations. They tolerate this to some extent, but at least want to be informed of ELT related activities outside the school and encouraged to attend them. It is the same with the peer observations. They are not satisfied with the peer observation opportunities offered them and express their need to observe and be observed by others to be more aware of their strengths and weaknesses and improve themselves. They want to learn from others and every second they point out that they would like to improve themselves. However, they feel that there is nobody hearing them and taking them seriously.

4.3.Perceptions of novice teachers regarding their professional identity

The third research question aims to examine teachers' perceptions regarding their professional identity and reveal what it is like to be a novice teacher at a university in Izmir. As the motives for choosing teaching as a career affect the construction of teachers' professional identity, first, the participants' career choices are analyzed in order to establish a base for their perceptions of identity. They are asked to talk about their previous schooling experiences and role models, which are believed to influence the self image of the teachers. Then, they are asked to talk about their pedagogical decisions in their own classes and reflect on how they see themselves as a teacher.

Finally, in order to deepen knowledge regarding the challenges of novice language teachers, a focal site is chosen to examine the reasons behind some teachers' lack of motivation, enthusiasm and idealism. Their perceptions regarding the school culture and how this culture affects their professional identity and development are

also investigated. The results show that some teachers find the path to their future foggy and they feel like “widget”.

4.3.1. Teaching: A fallback career rather than a voluntary one

The teachers are asked to talk about their previous experiences and explain how they decide to choose teaching as a career. The motives for teaching are analyzed in terms of values Richardson and Watt (2006) presented. According to them, the reasons for choosing to be teachers are as follows: *intrinsic values and self perceptions of individuals' own teaching abilities*, *personal utility values*, *social utility values*, *fallback career choice*, *socialization influences*. In this current study, there are teachers who decide to be a teacher long ago as well as those who start their journey with a different dream job but end up teaching.

It is true that they are all interested in language to some extent, but teaching as a profession is different. Most of the teachers in this study choose teaching as a fallback career or they start with different dream jobs. Depending on the level of attachment to English and ELT, some start to consider teaching as a profession due to not being able to achieve their dream jobs or being unsure what career they have wanted.

Out of twelve participants in the study, only NOV1, NOV3, NOV6 report that teaching is their dream job from the beginning (See Figure 7). Considering the values presented in Richardson and Watt's (2006), intrinsic values account for their motives for teaching. They also refer to self perceptions of their own teaching abilities.

NOV1 reports that her interest starts in the fourth grade after the first English lesson. She remembers the teacher who asks students to write ‘he’ and ‘she’ on the board: “*it was very difficult for us then. I wrote them on the board correctly and I said “OK I know it!”* As can be seen, this extract shows how a sense of even a little bit success influences students and motivates them.

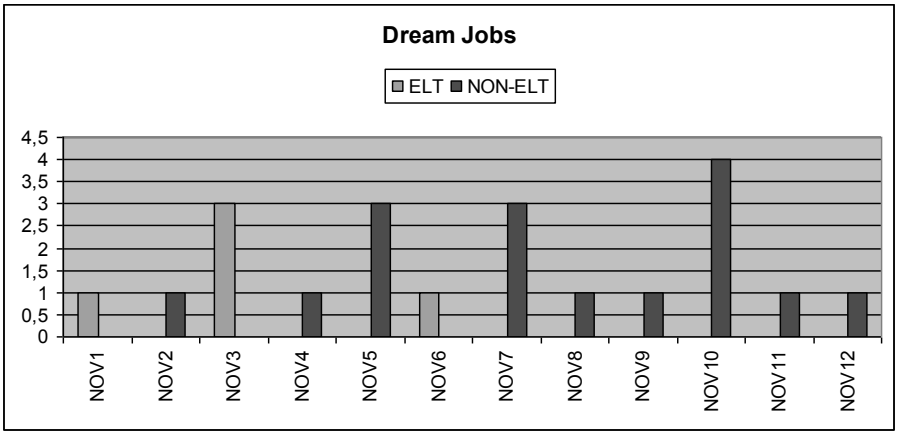


Figure 7: Dream Jobs

She also states that her English teachers are all cool, so believes that if she becomes an English language teacher, she can be cool, too:

> *Anything I will do in the future will be about English. It could be teaching or something else but will be about English… The classes were very enjoyable and my English teachers were very cool. I was thinking like "I can be an English language teacher since all the English language teachers are cool".*

In addition, NOV3 emphasizes her interest in language at a very early age and says: "*At the age of 7 or 8, I was taking my sisters' language course books and imitating the pronunciation of the language".* As can be seen, even before she starts taking language courses in school, she is interested in English language. She, then, continues talking about how she gets interested in teaching and how she decides to be a teacher:

> *I had also different interests as well, but being a teacher was number one in the top of my list...being a teacher not being a teacher of a different field but English. I like teaching... Maybe the language I like. I like hearing them speak English… Could I be a Turkish teacher or.. any other physics teacher or.. no…Seeing them experiencing the language, getting some feedback that makes me enjoy being a teacher.*

This shows that she is reflecting on her choice of career and repeats it over and over that teaching is what makes her happy. This reminds her of that she is doing what she dreamed of before, which empowers her and makes it easier for her to deal with the challenges. She points out her desire to teach and also focuses on the

social contribution to students' lives, which is under the title of social utility value. In brief, she is intrinsically motivated.

Finally, NOV6 states that even at the age of only 10, she knew English will enable her to speak to people from around the world: "*The idea of talking to other people, people that do not live in Turkey. This appealed to me a lot at the age of 10".* She also emphasizes how she gets the taste of success at the age of 10 and how it affects her career choice:

> *In language classes, we used to play games and I would rank first. The sense of accomplishment and self-efficacy beliefs in that field gave me the impression that I could succeed in this field. At the age of 10, I said "I can do it".*

Regarding the motives for teaching, it could be said that self perceptions of her own ability help her choose teaching as a career at a very early age.

NOV1, NOV3 and NOV6 who report that they have already decided to be teachers long ago also emphasize that their role models have an impact on their career choice, too. They talk about their smiling and joyful English Language teachers and their classes. They state their teachers used effective teaching methods, visuals and speaking materials to add variety to the lessons. Since they are enthusiastic about teaching, they are interested in both the language and the way their teachers teach English.

NOV4, on the other hand, doesn't dream of being a teacher at first. She describes teaching as a low status job, and at first she believes that one should be a teacher only if she cannot do anything else: "*Being a teacher. If you cannot do anything, you can be a teacher. It was not my dream job at the beginning".* However, she mentions how her language teacher created a link between language and literature, and associated culture with language. She is affected by her English language teacher so much that she wants to give it a try:

> *He was always bringing the materials from the literature… we were in high school, we did not know who Shakespeare was, he told and explained who he was, and then I said Ok. The new language means the new culture and this culture means writers.*

In other words, her teacher enables her to realize a different aspect of language, and NOV4 finds it very enjoyable. She also mentions how her teacher teaches English compared to other language teachers in the school:

> *Most of the teacher were sitting and explaining. In grammar lessons how to make past simple form we put the ED, it is always like this. It was deductive teaching. This teacher was trying to make students active in learning the language. I think that was the thing that I like the most*

The other 8 teachers, on the other hand, choose teaching as a fallback career. Some start teaching due to not being able to achieve their dream jobs or being unsure what career they have wanted. Richardson and Watt's (2006) personal utility values, social utility values and socialization influences help them start teaching as a career and keep doing it.

NOV9 and NOV12 mention that due to the failure in other courses, they feel forced to study in language departments and become teachers. For example, NOV9 refers to her poor school performance in courses other than English and states how this shaped NOV9's career path.

NOV12 reports that he has always wanted to be a pilot, but due to his low school performance in other courses, he feels forced to choose language department. That is, teaching is the last resort for him. He chooses teaching as a fallback career since he couldn't make his first choice. He remembers his teachers telling him that he is good at English and can succeed in language department. Therefore, he chooses to be a teacher but interestingly, he points out that he keeps teaching not because of the effect of a role model, family member or his interest in language. Instead, he tolerates teaching only because it is a source of income for him and that's all. Therefore, he emphasizes job security under personal utility value presented in Richardson and Watt (2006).

Similarly, NOV8 reports that she doesn't want to be a teacher, either:

> *To be honest, teaching was not one of the things I had thought of being. I was more interested in arts. I was playing the piano and*

> *performed ballet in the past. I was also interested in Latin dances. Still, everybody says "What are you doing here in this field?"*

Although teaching is not her favorite, NOV8 admits her interest in English which starts at a very early age. She talks about how she gets jealous of the girl speaking in English fluently in the wedding ceremony, which refers to socialization influences in Richardson and Watt (2006):

> *My cousin's husband is American. They got married when I was in primary school. There was a girl in the wedding ceremony and she was 2 or 3 years older than me. She started talking to my cousin's husband in English. I felt really sad and jealous…*

Of the teachers who choose to be teachers as a fall back career, NOV5 states that he feels forced to choose to be a teacher. He mentions the role his family plays in his career choice. He is one of those teachers who teach because of not being able to make it in another field:

> *I didn't want to be a teacher and I always felt that "choosing to be a teacher means giving in". I really wanted to be an architect then but I couldn't make it. I was also playing basketball, but I couldn't be a basketball player. As I couldn't be anything else, I decided to be a teacher.*

As can be seen, NOV5 associates teaching with "giving in". He confesses that by choosing teaching, he sacrifices his dreams, ambitions and career plans. Immediately after he starts teaching, he gives up his job and continues working in a different field. Only after he experiences different challenges in a different working environment does he realize that teaching is a good job:

> *Since I was forced to be a teacher, I didn't like teaching at first. I would say "damn it! Why did I choose to be a teacher?" However, after I worked in a different field, I realized that teaching suits my character. Helping people, seeing that they achieve something thanks to your efforts and you can see it. I love drawing and I spend 5 hours drawing. Teaching gives me a chance to socialize and it balances my life.*

He associates teaching with socialization and emphasizes the social utility through contributing to students' lives. He emphasizes how important this is for him, which explains why he keeps teaching now.

Some teachers strongly emphasize their enthusiasm for English, but analysis of their motives for choosing teaching as a career underlines the fact that interest in English doesn't guarantee a desire to be a language teacher.

NOV2, NOV7, NOV9 and NOV10 are those teachers who are interested in English but want to be a translator rather than a teacher. NOV2, for example, mentions her interest in English and says:

> *I was trying to speak to foreigners in English. I would watch movies and cartoon in English. I was open to new cultures and trying to learn how to express something in English. The language was like a key for me. When I realized that there was a communication problem between an English speaking person and a Turkish one, I remember approaching them and trying to solve the problem. I was using every opportunity to use the language in real life situations.*

NOV2 admits that her school performance in courses like maths, biology and physics is poor. In English, however, she is always active and successful. She recalls assisting her language teacher during the lesson a lot. However, when it comes to teaching, she is indecisive. She wants to do something related to English, but it is definitely not teaching. Instead, she wants to be a translator:

> *I was about to graduate from the university and still asking myself the same question: what am I going to be? I was communicating well with people and I was patient. I loved English and loved teaching it, so I thought I could make people love it. Then, I said to myself: I can be a teacher…*

As can be seen, she tries to motivate herself to start teaching and get used to this idea.

NOV7 also mentions her interest in English but states that she has dreamed of becoming either an engineer or a pharmacist rather than teaching: "*I really wanted to be an engineer. No, I never wanted to teach. Either an engineer or a pharmacist, but not a teacher".* Although she doesn't want to be a teacher, she attends a teacher training high school thinking that she will be a translator. Only after she starts teaching young learners in a kindergarten after graduating from university does her attitude towards teaching change, which emphasizes the social utility value in Richardson and Watt (2006):

> *I started working in a kindergarten and I had great fun while teaching children. It is difficult, of course. You always have to find something like songs, plays, games and activities since you can't give them a worksheet or a book. Then, I started to enjoy teaching.*

Similar to NOV5, NOV7 gets motivated when she starts teaching and real experiences in class change her attitude towards teaching.

NOV9 and NOV10 are also not sure about teaching and state that they have low perceptions of their own teaching ability. NOV9, for example, admits that she has always wanted to do something related to language; however, she frequently states she has low self-efficacy beliefs in teaching English. She reports when she starts explaining things to her friends at university, she realizes that she is not so bad at teaching, and she can be a teacher as well. In other words, after hearing positive feedback regarding her teaching skills, NOV9 feels more confident, which refers to socialization influences in Richardson and Watt (2006):

> *I was teaching English to my friends in different departments at university. They would say "you really teach well. We can understand easily" Of course, I do not know the methods I used, but I said, "it can be done. I am not that much bad".*

As can be seen, self perception of her own teaching ability motivates her a lot. Her self-efficacy beliefs shape her teacher effectiveness in the class, and this influences her perceptions regarding self.

NOV10 is another teacher who expresses her interest in English. She associates language with culture, and states that one can learn more about a culture only if they know the language. Moreover, she recalls creating situations on her own and trying to speak in English in her childhood. In other words, even as a child, she is aware of the fact that in order to produce meaningful utterances, one needs to create a context. She also mentions the role her father played in her career choice: "*My father would tell me "teaching is a good profession. Teaching is an ideal job for women. You can have holidays and a regular salary".* Despite her love of English, she still questions her career choice and reports that it is art that makes her happy.

Just like NOV5 and NOV10, NOV11 also emphasizes the role of her family in her career choice. She describes it as:

> *I think the people around me affected my career choice. They said "teaching is an ideal job for women and you will be comfortable in the future. It really suits your character since you are calm" this might be because I am patient and I don't get angry easily.*

NOV11 also mentions her young English teacher in high school who does her best to help students speak and produce something: "*Once, she asked us to fill the gaps of John Lennon's song, Imagine, discuss the message and share ideas. I still remember this enjoyable activity*". She reports that she is already interested in language, so her lessons increase her enthusiasm for English.

Both NOV10 and NOV11 have some concerns regarding teaching as a profession now. NOV11 stills questions her occupation and states that she has fallen out of love with her job due to the things she experiences in her working place. Another thing is that, interestingly, the way NOV10 and NOV11's families encourage them shows that society decides on some particular personality traits for teaching.

In summary, out of 12 teachers, 3 of them interviewed have really dreamed of becoming a teacher at a very early age. 1 teacher doesn't want to be a teacher at first and starts with negative attitudes towards teaching. However, later, thanks to one of her language teachers, she changes her mind and wants to try teaching. 8 novices in the study, however, want to do something different than teaching despite their interest in language. Some of them view teaching as a source of income and a way to contribute to others' lives. Others emphasize the influence of their families, role models and friends' on their choices.

4.3.2. Pedagogical decisions

In order to shed more light on professional identity of novice teachers, novices are also asked questions regarding their pedagogical decisions in their classes. Most teachers would like to appear strong in the class, so their decisions are shaped around this. Some teachers report that since the student profile is poor in terms of both proficiency in English and background knowledge, students get bored easily

and quickly. Their attention span is very limited. Therefore, some teachers report that they try to use pictures, posters and short videos a lot in the class to attract the attention of the students and keep them on task longer. Some other teachers, on the other hand, find these childish. NOV9, for example, says:

> *I am not that kind of teacher who brings pictures to the class. I am more like a lecturing teacher. Sometimes, I really cannot understand the logic behind some activities. I find them very childish. Since they are university students, the lessons should be more like lectures. Of course, I sometimes use them in my class, not the childish ones.*

In her second interview, while NOV10 is describing how tiring teaching is, she reveals a lot about her pedagogic decisions in the class and the reasons behind these. She states:

> *While teaching, I cannot sit. I always stand. Considering my health, I sometimes try to sit while teaching. However, when someone asks me anything, I immediately stand up… especially in crowded classes, if I sit, I feel that I wont be able to manage the class. I don't know how correct that is, it seems to me that seeing me standing all day increases their motivation… if I sit, they might think that I don't take them seriously. I refrain from hearing their criticism… I stand so that students can notice my existence.*

As can be seen, thinking that she may not manage the class when she sits, she stands during the lesson so as to justify her existence. The observations also show that she refrains from sitting during the lesson (FNO16). The way she teaches is shaped by her survival strategy.

NOV12 adds a different dimension and says that students see group work, speaking and communicative activities as an opportunity to use Turkish to create a chaos and disrupt the class. Therefore, NOV12 stops using them to maintain control and use traditional activities rather than communicative ones. He says:

> *When I first came to this school, I used a variety of activities in my classes. I used to prepare lots of speaking and communicative activities. However, I observed that the students abuse this and use these activities to harm authority and control. When I saw these, I started to lose my idealism. Now, there aren't such communicative activities in my class. There are more drill, fill in the blanks, sentence structure and writing.*

As can be seen, in order not to experience a difficult situation in the class, he is trying to develop safe practices.

The observations also show despite NOV12's efforts, the students are trying to use every opportunity to create chaos in the class (FNO1). They do not want to participate in the activities. The teacher is doing his best to keep them on task, but the students resist. Some of them are using their phones and some others are talking to each other.

For example, during the observation, he asks students to work in groups, but the students use this as an opportunity to chat and use their smart phones. He doesn't continue with the group work and changes the way he has planned the lesson (FNO2). In the post observation meeting, NOV12 admits that he abandons group work and pair work in the class to be able to manage the class easily (FNO3).

Their effort to maintain control is not limited to restricting communicative activities. One of the teachers, NOV8, states that error correction is very important in learning process. However, she also tells a story about how she refrains from correcting her own mistake so as not to give the students the impression that she is not proficient enough due to her mistake:

> *Once, I don't remember why I said such a thing but I had told them the word "nationality" is written in lowers-case letters. Then, they told me that their own teacher corrected that. This happened in the first week. I was shaking in the class. I was shocked but stayed cool. I am really good at that and I said, "Wait a minute. Did I tell you so? How come? I will search for that" there was no need to search. It was very clear. Unfortunately, my students are not interested in the lesson. Therefore, they didn't ask about that later and I didn't tell them anything. I know I should have corrected my mistake, but I had to be selfish.*

Similarly, NOV7 also says that not being able to answer their questions or remember the meaning of the word they ask scares her a lot. Therefore, she points out that when she teaches upper intermediate students or advanced ones, she feels nervous and spends a lot of time studying vocabulary:

> *As a teacher, I have to answer all their questions. At least 98% of them. I have to know the meaning of all the vocabulary items and in our coursebook, there are difficult words.*

As can be seen, she is afraid of telling them, "I don't know" thinking that this will harm her reputation.

The teachers are also asked to talk about the moments in their classes they feel successful. The aim of this question is to better understand what success means to them and how they see themselves as a teacher.

Out of 12 teachers, 7 novices emphasize that students' production and their involvement in the lesson help them feel successful in the class. They believe that success is seeing students use the things they are taught, participate in the activities and get high grades.

NOV4, for example, focuses on the performance of the students and their reactions:

> *When they fill in the blanks correctly, they answer the questions. Also when they can produce anything. Not just circling the correct option. When I ask them to speak on a specific subject, they use the things that I taught them in their sentences. This is how I understand that they get it.*

Then, she tells a story and emphasizes the way students participate in the activities:

> *Last week, I brought a short video on food consumption and how food affects lives and I had games and activities. Everything was going really good. At the end, I wanted them to talk about the things they watched and think. They did very well. One of the students talked about his cousin and his addiction to chocolate. He gave lots of examples and he used the words that I taught in the class. I said OK. It worked.*

As this extract shows, NOV4 wants to see that the students use what the teacher has taught them, so she is interested in the production.

NOV2 also focuses on the performance of the students and states that when students manage to accomplish 90% of the tasks given in class, she feels successful. She also adds that students' reactions are important for her: *"They say, "Haaaa, we got it." When there is realization, I feel successful. When I tell a story and students smile, I say OK."*

NOV8 emphasizes the quality of the questions students ask, which shows that students are questioning things:

> *I really like being questioned. I can understand they are interested in the lesson. The quality of the question is important. Sometimes, I hear such great questions that I say "OK. They got it and they even want to compare it to another thing" And I feel successful.*

Some teachers like NOV1, NOV6, NOV10 and NOV12 state that in addition to the performance of the students in the class, their own ability to involve them in the activities is also important. NOV1, for example, focuses on both the reactions of the students and her own performance in the class:

> *A successful lesson. When there are no people yawning during the lesson. When they are not interested in other things. when they are excited to speak about the things covered in class… when I am prepared for the lesson. They ask me "teacher what does this word mean?" As a teacher, you do not use that word everyday, you may forget it. However, when they ask the words in their books, I have the answers. I feel successful.*

Similarly, NOV6 states that when students are able to use what is taught and produce something, she feels happy and successful. She also refers to her own performance in the class and says:

> *If I can make students speak, if I can have some time left for group work and pair work, I feel happy and successful… If I don't fall behind the syllabus and cover the things, I feel relieved.*

NOV3, on the other hand, is the only teacher in the study who focuses only on her own performance in the class (See Figure 8). She reports what makes her feel successful is not falling behind the curriculum:

> *If I don't do any mistakes while I am teaching makes me feel successful. If I finish the things that I wanted in time that makes me also feel successful. Feel myself more comfortable. I have self-*

> *confidence in me if I finish everything on time. If I don't make any mistakes. Today, for example, we almost finished the units this week. We finished the 1st book and I had many tests to do. I made my dreams come true today. I cannot believe myself that I finish all of them. I finished the tests, I made them write writebacks and also the quiz today. Progress test. I finished all of them today.*

Richards and Pennington (1998) state that novice teachers focus on "covering the essential material efficiently and thoroughly" in their first years (p.186). As Pitton (2006) also underscores, the primary focus of novice teachers is to complete the "day-to-day work of teaching" (p.36). As can be seen, covering the essential material thoroughly is very important for the teacher, and she feels successful when she achieves this.

Interestingly enough, she is one of the three teachers in the study who have discovered their passion for teaching English and dreamed of being a teacher long ago. As can be seen in the extract, what she is interested in is her own performance. She feels proud of herself when they covered all the tests, writebacks and quizzes. However, while describing those moments, rather than the contribution of the students, she focuses more on her own achievement as a teacher. The way she talks about successful moments shows that she is more likely to be in competition with herself. She would like to further improve her image in the class, so she refrains from making a mistake as much as she can.

4.3.3. Self-As-Teacher

The participants are also asked how they understand teaching in their lives and how they see themselves as teachers. Most teachers focus on the positive aspects or changes in their professional identity. Sometimes, they realize their weaknesses and they even criticize their former selves.

NOV3, NOV4, NOV5 and NOV9 focus on the change in their reactions towards students, especially troublesome ones. They recall that being nervous at the beginning has affected their relationships with the students in the class negatively. However, now they feel more comfortable. NOV3 says:

> *I was a different person. I lost my personality in my first year. I was not aware of my voice. My voice changes because of shouting…That was the worst year of my life. Maybe when I try to look at it from a good perspective, beginning from a difficult place made me feel more comfortable and relaxed. Because I sometimes hear that some teachers complain about little things about the students. I say, "what is this, this is nothing."*

As can be seen, she reports that she is now less strict in her relationship with students. She is also at peace with the world.

NOV1 also states that she was very nervous at first but now she has changed a lot: "*I always had the fear of making a mistake. What if I make a mistake? What will the results be? Nothing happened in the way I feared".* As can be seen, she feels more comfortable right now because she has realized that everybody can make a mistake and this is not the end of the world.

NOV3 believes that starting in a very difficult school is an advantage for her since she has seen the worst scenario and she is ready for the others. NOV4 confirms NOV3 and says:

> *In my first year, I have a bad relationship with the students because I was very nervous. They gave me the schedule and said "OK, you will go to the class half an hour later". It was my first day and I was going to stand in the class as a teacher. And I was a new graduate. I was a woman and I was young. I tried to be bossy but it didn't work. Because I didn't know how to find the middle ground between a bossy teacher and being an understating teacher. So, I was too bossy for them. And they reacted very aggressively. It was a lesson for me. But here, I have closer relationship with the students. I try to understand them and I try to be a bittersweet. When it is necessary I say "why didn't you bring your book? I try not to talk to him or her for 5 minutes and they understand his mistake and apologize sometimes. Sometimes, it works sometimes it doesn't. I think not year by year but even every month, I feel more comfortable in teaching English. My priority before was to do my job but I was trying to teach, but as I couldn't handle all of them, I only taught the ones that listen to me. So I was not idealistic in this sense. But here, I try to reach all the students one by one. This helps me improve my teaching skills.*

As can be seen in the extract, NOV4 recalls her first days. Being bossy in the class doesn't work, so she reports that she has learnt her lesson. She is now trying to understand the students, and different from past, she is more interested in the improvement of the student learning rather than only doing her job.

Similarly, NOV5 states that he has learned to behave in a way students like and speak in their language:

> *At first, I was a bit nervous and couldn't be myself because I didn't know about their expectations for me. I didn't know what a university student would expect from the teacher, so I was nervous… I like to be myself. I don't distinguish between my identity in the class and outside the school, because I have learned that the students also like it… at first, I couldn't do it. I would think a lot before saying something or telling a joke thinking that it it wouldn't be appropriate.*

NOV9 is another teacher who is very angry at the beginning, but has gained a lot of tolerance so far:

> *In the past, I used to get angry a lot. In fact, I am not a very angry person. When I am a teacher, something happens to me I guess. I felt students tried my patience a lot. I used to get angry and want to answer when somebody said something. Later, I realized that I am trying to be more patient and respectful. They are not my peers. They are my students… I would also believe what they said, but now I don't.*

As for addressing students with behaviors that interfere with learning, she states that she has learned to speak to them outside the class. When asked the reason for this, she says:

> *I talk to them outside the class rather than inside the class. It seems to me they are hurt. They are trying to get the upper hand to show off near their friends. The, we can't reach an agreement. Last year, I had a terrible class with repeaters. Once, while I was writing on the board, they were making weird noises. I didn't know what they were doing. This is not something good. I had no idea about what they were doing. I got very angry and said, "you can't do anything in your life.", but immediately after I said this I felt so terrible. After the lesson, I called him and said, "I don't want to be disrespectful towards you. Look. You made me say a bad thing. How would you feel if you were me? I am sorry, but you need to change your behaviors. They were shocked. They said, "you are right". I felt that speaking was more important. They see that I*

> *allocate some time to them… I say both good and bad things. I try to explain myself. Maybe they realize that the teacher is a person, too. In the class, they see me as the authority… I wouldn't think that teachers were humans, either when I was a child.*

She emphasizes that talking to students about their misbehaviors outside the class without embarrassing them in front of their peers is an effective strategy. Her positive approach towards the students and her efforts to explain her aim surprise the students. They calm down and even apologize for their behaviors. She also states that she has had low self-efficacy beliefs in English language teaching at first thinking that she doesn't know English deep enough to teach students:

> *I always had this feeling, "I know English but can't know the rules" in order to be a teacher, you need to know everything and teach it. I know English but in order to teach it to people, I think you need to have deep knowledge of it. And I thought that I didn't have it. However, later, when I started working, I realized that I already use the rules I thought I didn't know. I am aware that it is not something to fear. We can't know everything. In terms of the methods.*

When NOV8 reflects on her teacher role, she confesses that she has criticized her English language teacher a lot in high school when he couldn't answer a question, but now she is aware of the fact that learning is a life-long process and it is impossible to know all the things:

> *I would get very angry when my English language teacher couldn't answer my question. I would say "how come he can't answer. He is an English language teacher! He has to know it". Now, I can see that it is not so. Because it is not our mother tongue. I have been emphasizing it to my students for 2 months: "This is not my mother tongue. I am a student. I am also learning it with you". I am a different person. I never say I know. Instead I say, I don't know. We look up a word in a dictionary together. When something happens, I say: "Come here, please! Let's look it up together.". I have a big dictionary and I bring it to class. Before I started teaching, I was concerned: "I am a young teacher.. What if they approach me in the same way I reacted towards my English language teacher? What can I do if they approach me in the same way?... therefore, I have been emphasizing it since I started teaching. Therefore, we could establish good relationships. When I don't know something, they don't get angry. On the contrary, they say, "let's find it together, hocam or Shall I look it up and then tell you tomorrow?" language learning is like this. You need to be curious.*

Just like NOV1 and NOV9, NOV8 acknowledges that one cannot know everything, which relieves her, too.

NOV8 also confesses that at first she was obsessed with maintaining authority in the class. Because of her young age, she feels forced to be disciplined at the beginning. However, later, she realizes that it isn't necessary:

> *At first, I had the dream of maintaining authority in the class. I am young and I don't put on a lot of makeup, so I look very young and I felt that I could have difficulty. However, later, I realized that you don't need it. Being serious in the class is a different thing. I feel that I achieved it in the class. They understand me. And they know when and what they need to do. This is nice.*

As can be seen, when teachers reflect on how they see themselves as teachers, they realize their strengths and weaknesses, and they even criticize their earlier selves, which is not something bad. On the contrary, this is believed to improve teachers. As stated in Peetz and Wilson (2008) state, people can enhance their present selves by criticizing their former selves.

Since they work in a positive school culture, they are able to reflect on their professional development. They are now more comfortable sharing their weaknesses, which promotes their self-efficacy beliefs, too.

On the other hand, when NOV11 and NOV12 reflect on their professional identity, they state that they have lost their motivation and enthusiasm a lot since they started teaching in their current school. NOV11 reports that:

> *At first I was very eager and motivated. Especially after these things, I have lost my enthusiasm in teaching and started to feel like "off again the class time. Off we are going to class again. Damn it, again a class". That a teacher says such kind of things and especially my saying so.. I couldn't stomach it. But unfortunately, it is the case".*

Regarding the changes, NOV12 emphasizes that however hard he tries, students don't change, so there is no need to worry about this any more:

> *There are changes. I was a bit angry. The reason why I felt so was maybe due to the fact that I was a lot idealistic. Later, you realize that students don't change. However angry you get… even if you shout at them or take the student to the director's room, they don't*

> *change. They won't, either. Now, since I have accepted it, I am more comfortable.*

When they are asked to elaborate on their self-as-teacher, they start telling stories, which accounts for their loss of idealism and motivation.

Being overwhelmed by the reluctant attitudes of her students towards English classes and activities, NOV11 can't stand at all and decides to complain about the students to the principal. The principal comes to class and talks to the students. NOV11 says:

> *The students compared me with the other teacher, my partner and criticized us. For example, they said, "our previous teacher was teaching in a very active way, jumping and moving a lot in the class, but our current teacher is calmer". This is my personality. I try to be active as much as possible, but the students are not pleased.*

The students put her in a situation where she needs to be in competition with other teachers to satisfy the students. All these challenges and being forced to act as someone else decrease her motivation a lot. She says:

> *I start the day teaching in that class and this of course affects my performance negatively. Unwillingness of the students passes to me and I don't have any energy left to deal with them… At first I was very eager and motivated. Especially after these things, I have lost my enthusiasm in teaching and started to feel like "off again the class time. Off we are going to class again. Damn it, again a class". That a teacher says such kind of things and especially my saying so.. I couldn't stomach it. But unfortunately, it is the case".*

In her second interview, she elaborates more on how this affects her as a teacher. Although in the first meeting she points out that character cannot change easily, in the second meeting, she acknowledges that considering the students' criticism, she has realized the need for a change. When she is asked whether she is happy with this change, she admits that there is no other way:

> *I have realized that I shouldn't be like this. I am stricter now. I speak loudly in the class. I even shout at students when necessary... I have to behave so. There is nothing I can do… everybody should be open to criticism. At first, I felt really bad like a robot. Then, I tried to be more careful with my behaviors. Yes, they are right. The*

> *teachers have to be active. Yes, I might have a different character but in the class I have to be so.*

She also admits that teaching might be a good job for women; however, it is not for quiet and calm ones but for active and talkative women who enjoy communicating with others.

NOV12 is another teacher who has lost his motivation a lot and started to take it easy: "*I do not aim to change things here anymore. Enough. After seeing how the system works here, I am not an idealist any more. Or that ambition to work".*

He goes on talking about the first days at school and states how motivated and enthusiastic he is at first:

> *When I first came to this school, I would say, "Let's achieve something together and get on well with each other". However, you then see that it is impossible. Everybody has a different world. They have their own groups. There are problems here but nobody tries to overcome them. On the contrary, the atmosphere is getting tenser and you can't be an idealist in this atmosphere.*

He claims that at the beginning, he intends to behave well towards people and make a good impression on them. Therefore, he says "yes!" to every assignment and wants to contribute a lot to the school success. However, later, when he learns more about the environment in the school, he starts to lose his idealism:

> *When you first come to school, you don't know the people. Of course, there was the problem of... trying to make a good impression on people. You are of course a bit more ambitious. You work more. When someone tells something to you, you don't mind it, because you know that you are new. When they give you a duty, you don't say anything and do it. You say "I am novice. I need to do it." However, to be honest, now, you see injustices and tension here and these discourage you. You don't feel like doing things. I rejected an assignment given to me. If they had given this duty at the beginning, I would have said, "yes" and nothing would have happened. However, when you see the atmosphere, you say "OK. I can also say "no", then" and your idealism wanes somehow.*

Alberta Education (2012) also reports novice teachers are easily manipulated into accepting extra duties and difficult tasks. They feel that they should not reject the

given duties and accept them without questioning. However, after some time, they realize that this is not fair and as long as they say *yes*, this will continue in the same way.

In his second interview, he says: "*every morning I say "Damn it! Am I going to school again?" I really don't feel like going to school*". Then he confesses that he lives for the weekend.

The observation notes also confirm that NOV12 seems to have lost his motivation and enthusiasm in the class (FNO6). He also admits this in the post observation meeting and states that he is disappointed after seeing all the unfair practices in the school, sarcastic comments of the coordinators and reluctant students (FNO7). As Beaudoin and Taylor (2004) remark, in schools where there is *resentment and negativity*, novice teachers' enthusiasm is transformed into negativity. Novices lose their motivation and idealism, and they refrain from making an effort to contribute to their schools.

Although NOV10 seems to be relatively more motivated when compared to NOV12 and NOV11, the second observation shows that she is more nervous in the class and her reactions are stricter compared to the first observation. The students are now less enthusiastic about the lesson, too (FNO17). When she is asked to reflect on the lesson, she admits in the post observation meeting that she is less motivated now (FNO18). She states that her ideas have changed a lot. For example, once because of a misunderstanding, the principal implies that she is lazy ignoring her efforts up to then. This, unfortunately, affects her motivation and destroys her self image. Although she tries hard not to be discouraged from the negative things around, it doesn't work now as she cannot escape her feelings any more.

Hochschild (1983) claims that novice teachers hide their discomfort and performs the duties given by the administration so as to show that they are now a member of the club and want too integrate into the system. He calls it "emotional labor". NOV12 tries to mask his emotions by working hard and gives the impression that

he is one of them. NOV10, on the other hand, makes a great effort to seem pleased with the things at school and avoid revealing her emotions. Later, maybe not as much as NOV11 and NOV12, but she also realizes that she has lost her enthusiasm and motivation a lot.

4.3.4. The foggy path and the widget effect: the Division University

Depending on the results of the first part of the study, a focal site for the second part is purposefully selected to add more depth to an issue. The researcher carries out two more interviews (See Appendix B and C) in a single university setting with the same three participants interviewed in the first phase.

The results of the first interviews show that 2 of the participants are more overwhelmed by the challenges and less motivated. Interestingly, they are working in the same school and mention similar problems which force them to think about quitting their jobs. Different from the other novice teachers working in other universities, those working in Division University (a pseudonym) are more reluctant to keep teaching.

To clarify whether these teachers are the least experienced ones or not, the figure summarizing the months of teaching experience of all the participants is analyzed (Figure 9). As can be seen, these two teachers (NOV11 and NOV12) are not the least experienced ones. Ryan (1986) emphasizes that the first year of teaching is called *the survival stage* and teachers struggle for their professional life and identity. These teachers have already passed this period and they are among the majority of the teachers in terms of teaching experience. However, they are not as lucky as those others.

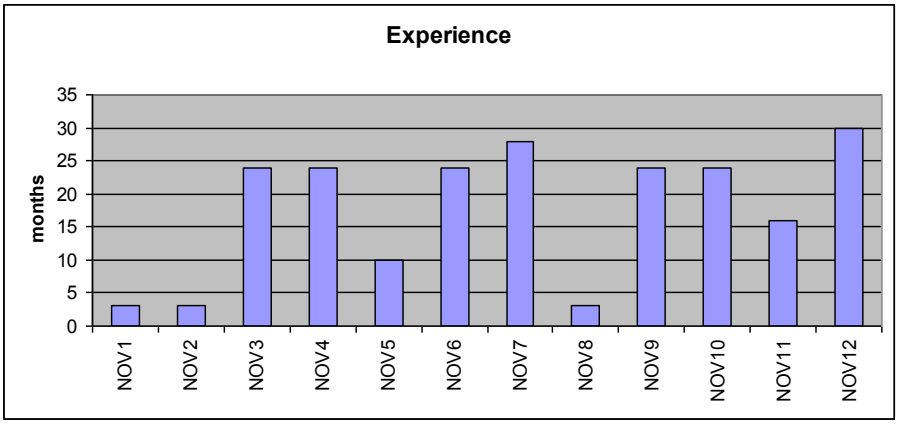


Figure 9: Months of experience of all the participants

Although they start teaching with motivation and enthusiasm, they have lost their idealism and motivation a lot. Their imagined identity, as Xu (2012) presents, started to transform into an identity aimed only to cover the things they feel forced to and finish the courses without focusing on the effectiveness. Those motivated teachers in the past are constantly questioning their ability and patience to keep teaching. They are not sure whether they are cut out to be a teacher. They also experience more tensions compared to the other novices and since tensions have a negative effect on novice teachers' professional development, it is crucial that tensions that relate to their professional identity be explored as stated in Pillen, Beijaard and Brok (2013) (See Figure 10).

In brief, it is also important to examine the reasons behind their lack of motivation, enthusiasm and idealism, so the aim is to deepen knowledge and reveal more regarding the experiences of novice teachers.

The researcher investigates why the teachers working in this school feel more overwhelmed than the others and what the school culture is like. To add variety to the issue, these two participants and another participant who is working in the same school but feels relatively less overwhelmed are chosen for the focal site study.

The teachers are first asked to express what it is like to be a novice teacher. They all focus on the difficulty they face. NOV11 describes being a novice teacher as: *"There is a mountain as an obstacle. You are trying to overcome the obstacles".* NOV10 also confirms NOV11 and resembles being novice to a difficult journey and being a student. NOV12 looks from a different point and says that there are both known and unknown or unnoticed obstacles. In addition to the difficulties one can anticipate, there are also uncertainties as well as some informal routines they need to learn, which scares them, too. Not knowing the system, the rules and their own rights, novices feel less confident:

> *I do not know anything about the rules and regulations. When someone tells me why I am doing this in this way, I don't know the reason. This is also important and being a novice teacher means not knowing the rules and regulations enough.*

Then, they go on talking about what it is like to be a novice teacher in their school. NOV10 believes that it is not different from being a novice in another university and says:

> *The challenges novices experience in other universities can be experienced here, too. Maybe one extra challenge. Extra duties. It can be difficult for an experienced teacher as well. We don't have much difficulty with the student profile, either. Therefore, it is not very difficult…*

NOV12 and NOV11, on the other hand, state that being a novice teacher in their school is very difficult in terms of student profile. NOV12 says:

> *I can't compare school but as far as I have observed, this is not a place where novices should start working. First of all, the proficiency level of the student we are dealing with is very low. All the students living in Izmir and around Izmir come to this school. They do not have high scores in the exam… and they do not respect anybody. A novice teacher may not know how to deal with these students.*

NOV10 claims that every school is almost the same and the novices may experience the similar challenges in another school, maybe a bit less, but NOV12 argues even if novices may experience similar difficulties, there is nothing in their school to support novices. He says:

> *There is no support provided for the novice teacher here. There is not any process which may help the novices get used to the system. For example, one of my friends told me that in the school where she works, novices go to the class with the experienced teachers. They can learn classroom management and help with the administrative work. Here, it is just the opposite.*

He then adds that the novices may encounter challenges, but they shouldn't be left alone. Instead, they should be supported so that they can go through this period smoothly:

> *Yes, these difficulties can be seen everywhere but the possibility of encountering them here is far more than that in other universities. They throw novice teachers into classes. They can either overcome or can't. How much does the administration back them? There is this problem, too. I told it before, too. When I experienced a problem with the student, nobody supported me. They didn't punish the student who slammed the door and left the class. If I had worked with an experienced teacher, he would have taught me how to react in this situation.*

What they all agree on in that they are not happy with the level they are teaching. NOV12, for example, reports that teaching high levels is easier since students know how to speak, write and read. They do not have lots of pressure on their shoulders, so teachers' job is not so difficult. However, in beginner groups, the students don't understand anything, and they always complain about things. Therefore, it becomes more difficult to teach those students. NOV10 agrees with NOV12 and says that she feels happy when students understand the instructions she gives, give clear answers to the questions, and interact with each other. Therefore, teaching high level groups is much easier than beginner groups. NOV11 also suggests that novice teachers be given high proficiency groups in order to foster their efficacy beliefs:

> *When teachers start with better students in high level groups, they may gain confidence. They can be more effective. It would be better to give beginner groups later. However, I experienced just the opposite. I started with beginner groups.*

These three teachers report that teaching low proficiency students decreases their motivation.

As can be seen, novices are aware of the difficulty of the period and anticipated challenges. What they are complaining about is that at least the school should be aware of these difficulties and provide appropriate support. To better understand the atmosphere of the school which disturbs NOV11 and NOV12 but not NOV10 much, the teachers are asked to describe the school culture or organizational culture.

NOV10, who claims being a novice teacher in their school is probably no more difficult than being a novice in another school, is asked to talk about the atmosphere and how she feels in the school. Surprisingly, she does not describe a positive school environment:

> *I cannot say positive things. Sometimes, the atmosphere of this school really makes me think. Even if I didn't have an argument with a teacher individually, the things happening around me makes me feel tense. As there are a lot of groups in the school, you are affected inevitably… it could have been a lot more different. More helpful people. More positive. Because of the arguments between people, everybody acts in self-defense. Even in a very little confrontation, they act in self-defense, which is one of the most negative things here.*

From then on, she keeps talking more comfortably. NOV11 and NOV12 confirm NOV10. NOV11, for example, says: *"Even though everybody pretends to be very close to each other, I believe they are not. It seems as if they all speak behind their backs".* NOV12 adds further depth and claims that there is no school culture there since everybody is unhappy and there are different groups in the school. Therefore, they do not feel a sense of belonging:

> *First of all, I don't believe there exists a school culture here because of these confrontations. First, people are not pleased with their jobs since they don't get what they deserve. Because of the extra duties given to teachers, they work overtime but they do not earn what they deserve. And this creates unhappiness. Second, the confrontations between groups. If you do not belong to a group, the other one begins to behave coldly. And the extra duties and the things you do without understating anything. When all these come together, what happens? Nobody feels a sense of belonging. Can there be a culture in a place where people do not like? Of course, no. One day, when they have a chance to work in another university, everybody will apply for the job. If people constantly come and go, there can't be a culture...*

When they are asked to talk about what is necessary to create a peaceful atmosphere in the school, they suggest that people be fair and understanding. There should be equality and teachers should feel important. NOV10 says:

> *Being fair and understanding. The administration should make teachers feel important. I shouldn't have question marks. It is really ridiculous not to be able to express your opinions because it suddenly turns out to be an argument. Therefore, everybody should be more understanding*

NOV11 and NOV12 agree with her, and NOV12 adds that the school shouldn't be too tolerant to a group of teachers:

> *This institution should do its best to create a peaceful environment. If I were the director, I would fire them all… and they do not see the instructors as important people. They say "they are sitting in their offices without doing anything. Then, they should be given extra duties". This is in fact related to being fair. And then financial situation. However much I like my job, the important thing is the money I have at the end of the month. If I don't have enough money left, I don't feel pleased with my job. I don't feel a sense of belonging. Firstly, these things need to be changed. Then, there should be a proper atmosphere.*

As can be seen, he is neither satisfied with the money he earns nor the atmosphere of the school.

Considering the role of the principal, NOV10 and NOV11 state that they couldn't understand the role of the principal yet. NOV12 states that although she supposes to act like a negotiator, it doesn't work in reality:

> *She is pretending to be a negotiator. She is doing collaborative things. Does it work? No. when she is there, yes. However, when she turns back, it is all the same.*

The teachers are also asked to give advice to the future novice teachers and the principal considering their experiences. These three teachers strongly advise that prospective novice teachers who are interested in working in their school should not be obsessed with the problems or confrontations they face in the school since this will affect them negatively. Instead, they should do their job and avoid establishing close relationships with the people around. NOV10 says: "*Don't socialize with people too much".* NOV11 also suggests that they not have high

expectations since they will most probably be disappointed then, and NOV12 reports:

> *I have learned to take things easy. I have good relationships with people in social gatherings. I even joke with people whom I didn't get on well with at first. I don't care whether they talk behind me or not. When I leave school, I don't see any of them.*

He then adds: *"If you have a chance, Go! Don't come!"*

As can be seen, they continue the *sink or swim* mentality as mentioned in Joiner and Edwards (2008). They are left on their own and they are trying to survive there. Most probably, the newcomers will also experience similar things in the future, too. Beaudoin and Taylor (2004) state that because of *the rushed feeling*, teachers fall into the survival mode "where they are just trying to get things done and keep their heads above water" (p. 81).

The teachers also reflect on the principal' attitudes and give some advice. What they emphasize is that they want to trust the principal. When they go and share their problems with the students, they don't want to feel that she favors the students over the teachers. NOV11, for example, shares what she observes:

> *Sometimes, she acts as if she supports students a lot more than the teachers… and it makes me feel bad. Because when you have a problem, she is not with you. The students know it and do more than what they normally do.*

NOV10 and NOV12 also express their concerns regarding the support which might be provided by the principal, and state they are not sure whether the principal would support them or not. NOV12 tells a story:

> *I told the director that we needed to do something in order to scare the student or I cannot deal with the student for a whole term. She continuously told me that "we shouldn't lose the student". What will happen if we lose a student? There are more in the school and while we are trying not to lose him, we are losing the other 20 students in the class. She supports the students a lot.*

This, of course, makes novice teachers feel a lot lonelier. When the principal silences the teachers and side with the student, the teachers do not feel respected

by the principal, which unfortunately prevents teachers from respecting their own students (Beaudoin & Taylor, 2004).

NOV12 states that she is also too tolerant to some people and even if she is aware of some problems, she doesn't believe teachers will listen to her and change their behaviors. NOV12 says:

> *I also think that she shouldn't trust some people a lot. She should follow the things in the school more carefully and be stricter in some cases… When people do not do their job and we tell her about it, she says, "they don't do it even if I tell them to do so". A director shouldn't be so tolerant. A task is given and it is performed.*

What he focuses is that the principal is not objective towards all the teachers. She can be very strict sometimes to some people, but she is not when she really needs to be. This, of course, brings about the issue of objectivity. NOV10 says: "*Maybe, she should be more objective… if she can better observe the teachers; she can be more objective…"* The three teachers are all aware that there is a group in the school who receive fewer duties than the others. Therefore, the other groups put the blame on the principal and the tension between the groups is getting worse.

Beaudoin and Taylor (2004) mention the problem *bar raising*, which ruins teachers' relationship with each other. It occurs when dedicated and enthusiastic teachers take on extra duties for the benefit of the school in contrast to the other teachers who use personal reasons as an excuse. The principal then thinks that staff can perform extra task without compensation. Beaudoin and Taylor (2004) emphasize that this is especially experienced by novice teachers who:

> may be unaware of the historical work expectations at a school site. They may either be influenced by the administration to do more or may find themselves matching the level of performance of Bar-Raising teachers (p. 85).

Beaudoin and Taylor (2004) also describe this as the *us-them attitude*, which fosters the belief that principals are responsible for the dissatisfaction and frustration:

> It polarizes the staff between those who are Pro-principal and Anti-principal, which leads to a very distorted view of who the principal

> actually is as a person. This process can once again create a vicious cycle where the staff distrusts principals, who are constantly walking on eggshells and defending themselves (p. 72).

Rather than focusing on the practices and professional development of teachers, teachers invest their time and energy in the conflicts and gossips. Novices are once again the victims in these schools who suffer most.

There is also the problem of *hierarchy*, which is one of the school culture problems (Beaudoin & Taylor, 2004). When principals lead in a hierarchical way, they become disconnected from the realities in the school. Therefore, they may come up with unreasonable decisions and lose the respect of the teachers in the school. This is what novices experience in the Division University. They do not trust the principal and they state that the decisions made by the principal are not objective and fair since she doesn't observe the teachers carefully. They believe that their voice is not heard and valued enough in the school. All these, of course, influence the relationship between the principal and the teachers negatively, which in turn lowers novice teachers' sense of belonging and motivation.

Considering the reality shock and the challenges they face, they are asked to describe their perceptions towards teaching and reflect on their career choice. NOV12 is very certain and views teaching only as a source of income. NOV10 and NOV11's opinions are not steady. That is, their emotions change constantly due to their inconsistent experiences. However, what they all have common is that if they had a second chance, they wouldn't choose to be a teacher. NOV11 points out that it has been a very difficult year for her. As a university student, she hasn't expected so many difficulties regarding classroom management or lesson planning. However, she realizes that teaching is a very difficult job and she is still questioning her job. NOV10 is also questioning her career choice and states that she can't keep teaching for many years due to the difficulties she experiences. Regarding her future in teaching and dream job, she says:

> *I would like to be more involved in art or jobs related to arts… The path I follow is not clear. On the one hand, I would like to improve myself in teaching. On the other hand, I am trying to find the way*

> *out. I cannot give up teaching now since I don't have another alternative. I am trying to find one.*

Regarding his future in teaching, NOV12 says that the path to future is not clear: *"I don't know the path to future. Everyday I think about it. I am thinking of changing it but I don't know how to do it. I don't want to be a teacher in the future. I want to do something different".* NOV12 compares teaching to other professions and states that it is more difficult when you are dealing with human beings and their behaviors:

> *Suppose that you are working in an office and you are an accountant. You need to carry out things in the office. You carry out them and leave the office. Your duty is over. Your product is the notebook. The teachers' product is the student. However much you want, if he doesn't want to understand, you can't reach him. And you feel dissatisfied. It is very difficult to perform an occupation whose product is human beings.*

Therefore, NOV12 sees teaching only as a source of income, but emphasizes that this can change in an ideal school with ideal students:

> *Under these circumstances, I don't enjoy teaching. When I get up in the morning, I don't say 'Oh! It is nice to have a class today'. This is like a burden for me since there is a huge gap between the effort made and the salary we get. I am not pleased with teaching.*

Not surprisingly, as for their future in their career, they are not so optimistic or committed. They don't feel safe and they have no idea at all about how long they can remain in teaching under these circumstances. The reason why NOV10, NOV11 and NOV12 feel insecure and confused might be the toxic school culture and the negative experiences they are exposed.

NOV10 says: "*I don't think I can keep teaching for a long time. I don't think I can retire from teaching".* NOV12 would like to "*run away from teaching as soon as possible"* and he hopes that her teaching career will be as short as possible. NOV11 would like to work in a different school and see how other novice teachers feel and what they experience. Even this shows that seeing other novices experiences similar problems can make her feel a bit more comfortable thinking that she is not alone.

The teachers are also asked to reflect on the things they would like to change in their school if they were given a chance. They discuss low salary, high expectations from novice teachers, unfair distribution of work among teachers, extra duties given especially to novice teachers, low student profile and lack of professional development opportunities in their schools.

They believe that the salary should increase. Moreover, they want the administration to make what is expected from novices clear. NOV12 says:

> *I would make what is expected of instructors more specific. They give us duties which are not related to teaching. They should tell us what instructors do and don't. Someone should explain it to us.*

The administration should make sure that they achieve fair distribution of the duties among staff. They also argue that novice teachers shouldn't be given a lot more extra duties than other teachers. However, in the Division University, this is the case. In addition to the teaching duties, they also receive some midterm and final exam invigilations of the other departments in their school even at the weekends, and they have no choice other than doing. The teachers are asked to deal with such a heavy workload that they keep working even in the breaks. NOV10 and NOV11 refrain from going out in the lunch break thinking that they will lose time. Therefore, they prepare something to eat at home and bring them to school. Beaudoin and Taylor (2004) call this *the rushed feeling* and *scarcity of time*. This is one of the typical school culture problems and gives the following messages to the teachers: "Do more, more, more", "Do little extras constantly" and "it is never enough" (p. 79). Beaudoin and Taylor (2004) emphasize that unrealistic curriculum, little support, diversity of the job with a great variety of requirements, high expectations from the administration and excessive amount of responsibility on one person all lead to a toxic culture. This is exactly what happens in their school according to the novices.

As for the student profile, NOV11 notes:

> *I would change the students. Change them with the ones who had high scores in the university entrance exam. The teachers would be happier then.*

She states that the teachers complain about the students a lot. Research shows that this is one of the typical school culture problems. Beaudoin and Taylor (2004) point out that:

> problem saturated conversations particularly thrive in the staff room when teachers accumulate frustrations or become exhausted because of all the responsibilities and demands on their time. (p. 66)

In fact, this is what happens in the Division University. Novice teachers express their frustrations regarding extra duties and the heavy workload. They use most of their energy for their students and the school duties, but they don't receive much appreciation. Unfortunately, teachers have no time and energy left to reflect on their practice and improve themselves since they dwell a lot on the negative things.

To make the matters worse, novices in the Division University state that the teachers are all pessimistic about the change in the school and they are hopeless. NOV10, for example, says that *"as long as the relationships among staff are like this, change is very difficult".*

As for the professional development, they all agree that the school lacks professional development opportunities. When asked how they improve their teaching skills with limited opportunities, they all state that practice makes it perfect, and it is only the teaching in class that improves their teaching skills. NOV11 says:

> *I think the experience I gain through teaching in class is the most effective thing developing me. As you teach, experience difficulties and find solutions, you improve yourself the most. I attended some seminars and got certificates. However, I couldn't implement the things I have learned in my class unfortunately. The things they are for ideal classes. When I start teaching, it was just the opposite.*

NOV10 and NOV12 agree with NOV11, and NOV12 adds that due to extra duties and assignments given and heavy workload, they feel overwhelmed. Therefore, they do not have any time left to sit and rest, let alone professional development. They believe practice is the only thing that improves their teaching in the school.

> *There is nothing more effective than teaching in the class. Whether observations were useful or not is open to question. Personally, I*

> *haven't learned anything out of it. I saw the things I know that I do in class. Anyway, we don't have time for professional development.*

Limited opportunities for support, extra duties and toxic school culture affect these teachers a lot and demotivate them. They point out that they feel worthless. NOV11 states that:

> *When something happens to us one day, they don't make any effort to win us back. They believe that "There are lots of teachers outside. We can take one of them".*

This emphasizes the importance of context in professional identity construction and how the school culture influences the self.

What makes them different from the other teachers is related to their *acquired professional self*, one of the two selves Gavish and Friedman (2011) notes citing Friedman (2004b). They mention that teachers' professional identity is made up of two selves. The results show that almost all the teachers have concerns and experience challenges. The *natural professional identity*, which is related to teaching, does not differ greatly among the participants in the study. However, the organization and the teachers' role in the organization make the difference. Different from the other teachers, the voice of NOV10, NOV11 and NOV12 strongly emphasizes how unimportant and useless the school culture makes them feel. They feel like extra crowd artists whose existence is undeniable but replaceable. This unfortunately, brings about the problem of the widget effect: "*teachers are interchangeable*".

This chapter has presented the results of the study under the research questions. The challenges of the novice teachers were examined considering the conflicts between ideal and reality, as well as the difficulties they face in the class and the school culture they belong to. Then perceptions of novice teachers regarding their professional development were examined. Finally, what it is like to be a novice teacher at a university in Izmir was shared considering teachers' career, pedagogical decisions and the self image of teachers. The chapter has emphasized

the importance of school culture in novice teachers' perceptions of professional development and identity.

CHAPTER 5

5. CONCLUSION, DISCUSSION AND IMPLICATIONS

The study was carried out to explore the challenges of novice language teachers in Izmir face and perceived support, their perceptions regarding professional development opportunities and their professional identity. In this chapter, the results of the study presented in the previous chapter will be summarized and the conclusion will be drawn. The researcher will also make some comments on the implications of this research as well as the recommendations for future research.

5.1.Conclusion and Discussion

This qualitative case study was carried out to shed light on three research questions. The first research question aimed to examine concerns and challenges of novice language teachers in Izmir. The second research question aimed to investigate how these novice teachers perceive their professional development opportunities, and the purpose of the third one was to examine teachers' perceptions of their professional identity.

This study was divided into two phases, and the first one was conducted with a multiple-case design in three universities in Izmir. There were 12 participants in the study and the data was collected through interviews, researcher's field notes and journal. The researcher aimed to explore their experiences and mirror what it is like to be a novice teacher in Izmir.

Regarding the challenges of the novice teachers, the first emerging theme was related to the conflicts between ideal and reality. Most novice teachers feel ready and proficient after a four-year pre-service education, which encompasses both theoretical knowledge and student teaching experiences to provide student teachers with an opportunity to experience actual teaching. After graduating from university, they anticipate a nice class with hardworking students who are eager to

learn more just like those students in ELT course books. They also expect to work in a place which offers a variety of professional development opportunities and a place in which there are guides and guardians whom they can consult whenever they need. People like collaboration in their dream schools and they are working in harmony. They like sharing materials and expertise with the novice teachers since they are aware of novices' needs for guidance regarding the system and everything.

However, when they start working, they realize the ideal environment novices visualized during their training is crashed by the real classroom and school environment (Veenman, 1984). The expected teaching world which is characterized by continuous support, peace, close relationships and great students is shattered, and the novice teachers face the reality of being a teacher in a real classroom. Neither the students in their classes nor the schools they are working in are like those in their ELT course books or their dreams. This is the same for most of the participants in this current study.

Contrary to their expectations, students are weak in terms of their performance in the class and proficiency in English. What is more, novices who had no guides around them are left on their own waiting to be recognized by somebody. As research shows, teaching is a lot more difficult than they have expected, so they experience a kind of transition shock (Cakmak, 2013; Gordon & Maxey, 2000; Huling-Austin et al. 1989; Kelchtermans & Ballet, 2002; Ryan, 1986; Sabar, 2004; Veenman, 1984).

The second theme emerged in the study was about the school culture novices experience. Almost all the teachers describe their relations with staff and administration as positive. They report that they spend time together with their colleagues, share opinions and materials. Whenever novices have a problem, there is always a person around them whom they can consult. Therefore, they feel safe. Three teachers in the Division University, on the other hand, emphasize the tense atmosphere in their schools. They mention the existence of different groups in their school and constant confrontations among members.

The third emerging theme was novices' perceptions regarding challenges and success. The results show that novices are dealing with instructional challenges. They have difficulty in teaching a grammar point and using the materials properly, so they feel stressed. This finding was in line with previous studies which also found that novice teachers had difficulty in giving instruction (Cakmak, 2013; Ozturk and Yıldırım, 2012). The reason behind these feelings is that novice teachers expect to implement what they have learned in pre-service education as soon as they enter the class. They are unaware of the fact that they need some time to construct and reconstruct new knowledge and implement the things learned before (Burns & Richards, 2009; Faez & Valeo, 2012).

Due to the confrontation of expectations and reality, dealing with the classroom realities becomes more difficult for the novice teachers. There are different challenges they need to cope with inside the school.

The results show that almost all the teachers more or less express their disappointment with the student profile in terms of both school performance and behaviors. The students are reluctant and their attention span is limited. In addition, they try to attract the attention of their peers, and they are more involved in peer approval than teacher approval. Therefore, the novice teachers are struggling hard to involve them in the activities and keep them on task. This finding was in agreement with that of Veenman (1984), Ozder (2011) and Ozturk and Yıldırım (2012), who found that novice teachers had difficulty in motivating students and engaging them in the activities. Another factor which influences student profile might be the population density in Izmir examined in Izmir Regional Plan (2010). Izmir is a multicultural city and there are lots of people, especially students coming from different parts of Turkey with different needs, interests and expectations. This affects the student profile and makes classes heterogeneous. As discussed in Ur (1991), in these classes, teachers experience problems regarding discipline, keeping students interested, achieving effective learning, maintaining individual awareness and activating the students.

After some time, those uninterested students start creating problems in the class to attract the attention of the teacher and their friends. They sometimes push the teachers to the limit by humiliating them and criticizing the activities in the class. Especially in male-dominated classes, being a young woman is reported to be a disadvantage since the students do not take young teachers seriously and try their patience. Then, the teacher starts dealing with disruptive behavior like excessive talking and using smart phones in the class, which is demotivating for the novice teacher and necessitates urgent support. The teachers frequently report that they have a lot of difficulty managing the class. This finding does not support Ozder (2011), who found that novices' efficacy beliefs were the highest in instructional strategies and classroom management. On the other hand, it confirms previous studies which found that classroom management was one of the most frequently occurring problems novice teachers experience in the classroom (Britt, 1997; Cakmak, 2013; Evertson & Weinstein, 2006; Greenlee & Ogletree, 1993; Lundeen, 2004; McCann & Johannessen, 2004; Ozturk, 2008; Veenman, 1984). Again, the reason behind this could be related to the fact that Izmir is a multicultural city and the teachers might have difficulty in managing the class and controlling students with different needs and interests.

In order to deal with the challenges, teachers use some strategies like changing the places of troublesome students in the class and lecturing. Some teachers, on the other hand, avoid confrontations with students thinking that this will make the matter worse. Therefore, they ignore the student or the behavior. Some other teachers, unfortunately, report that they run out of patience and start shouting in the class. The last strategy is sending the student to the principal. However, they are aware that these strategies don't work.

As stated in Bransford et al. (2005), demands on teachers are increasing constantly. Today, teaching is beyond covering the curriculum since teachers not only need to be able to manage the class and provide information for the students, but also be effective in enabling a group of students with different needs and expectations to learn a complex material and develop a range of skills. They argue that:

> Teachers continually construct new knowledge and skills in practice throughout their careers rather than acquiring a finite set of knowledge and skills in their totality before entering the classroom. (p. 3)

Therefore, teacher development is a continuous process and it entails both pre-service education and the period after teachers start teaching.

As for the second research question about novices' perceptions about their professional development, two themes emerged. The first one is the support needed and received. Novices, who are already dealing with different challenges such as student engagement, instructional challenges and classroom management, point out that they need support especially regarding lesson planning and material development. However, contrary to their expectations, most emphasize the lack of support and facilities in their schools. They only receive psychological support from their friends, parents (Brannan & Bleisten, 2012) and colleagues (Brannan and Bleisten, 2012; Farrell, 2012; Mann & Tang 2012). As for instructional support, the administration fails the course. Only other novice teachers and some of their roommates provide support for the novices. The findings are consistent with previous studies in that Brannan and Bleisten (2012) also found that novices voiced their need to be heard and appreciated. Novice teachers in their study also found pragmatic and emotional support from colleagues useful, but wanted to have more, just like most participants in the current study. This is the same with novices in Ozturk and Yıldırım's (2012) study. Novices reported that the orientation program was not effective, and they try to deal with their problems on their own by exchanging ideas with their colleagues especially other novices. Likewise, the novices in the current study appreciate support provided by their colleagues, which contributes to their professional development. This finding is also consistent with that in Fraser's (2011) study in that teachers' interactions with others can be regarded as reflective tools which enable teachers to develop professionally.

As for teachers' perceptions regarding professional development opportunities, they voice their ideas mainly about induction and peer observations. The novices in Kirby and LeBude's (1998) study report that in their induction program, even if

they had still concerns regarding planning and office work assistance, they received at least emotional and procedural support through meetings and handbooks. In contrast to the participants in their study, those in the current study report that they are only given their files and brief information about the procedure. That's all about support if it is counted as procedural support. Most of the participants emphasize the lack of a successful and effective induction program, which aims to support novices in their adjustment, and the teachers express their disappointment.

Despite the urgent need for a successful and effective induction program, novice teachers avoid expressing their desire and need for professional development activities clearly thinking that they are new and they should not reveal too much about their weaknesses to be on the safe side. Interestingly enough, they do not need to do so because the schools are aware of lack of support provided for novices and admit that they throw novices into water and continue with the survivors. Novices are already nervous since they are in the middle of being a student and a teacher. In other words, they have different concerns such as how they will teach something, whether the students will like them and participate in the activities or they will be liked by the teachers in their school, etc. The uncertainties like even the time to start teaching, the hours and level of teaching make them feel a lot more nervous. Every school has a different system and different expectations from their teachers. Therefore, even the teachers who are experienced enough to teach, grade and carry out the duties given may feel nervous when they start working in a new school.

Regarding other professional activities in schools, teachers express both their enthusiasm in workshops and peer observations, and disappointment with the lack of opportunities provided for them. What they emphasize is that they would like to share ideas with their friends, so they see workshop as a great opportunity to exchange ideas. They also emphasize the importance of observing other teachers since this improves their own practice. As Good and Brophy (1987) also note, "through observing how teachers conduct their lessons, novice teachers can develop a repertoire of strategies and techniques that they can apply in their own

teaching" (as cited in Richards, 1998, p.140). However, consistent with the results of Baecher (2012), Brannan and Bleisten (2012), Eksi (2010) and Mann and Tang (2012), novice teachers find their schedule hectic and they do not have time to observe others or meet people for exchange of ideas. Similar to what Mann and Tang (2012) found, when the aim is not contributing to the development of teachers, the process becomes a burden. Teachers complete the process only because it is a procedure rather than a reflective process to facilitate the development of teachers. They would like to learn practical ideas about ELT and recognize their strengths and weaknesses so that they can consolidate their knowledge and improve their teaching. What they want is an opportunity to share such as workshops or a network where the flow of information is maintained. Timetabling is not novice friendly for the novices in the current study, too. Despite their enthusiasm, the schools, unfortunately, do not recognize their needs and wishes. It seems that the novice teachers are invisible in their schools by the administrations. Just like the participants in Fraser's (2011) study, professional development occurs through routine teaching practices instead of an explicit involvement in professional development activities.

The purpose of the third research question was to investigate how novice teachers view their professional identity. The first emerging theme was the motives for choosing teaching as a career. Only three teachers in the study start their journey with their dream of becoming a teacher long ago. The other 8 teachers, on the other hand, haven't chosen teaching. Instead, they have defaulted to it (Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein & Baumert, 2012). They start their journey with a different dream job but end up teaching either because of not being able to achieve their dream careers or being unsure of what they want to do. Those who perform poorly in courses like maths, biology or physics end up choosing the language department just to guarantee their future and find a job.

Later, some of these teachers get used to the idea of teaching thanks to their experiences in a real classroom especially with young learners. Some of them start to like teaching when their role models relate the profession to novices' interests. That is, when they present the connection between culture, literature and language

teaching. There are also teachers who have low efficacy beliefs in teaching at first, but when they start teaching, they gain confidence, which also emphasizes the impacts of self-efficacy beliefs on perceptions regarding self (Bandura, 1997; Chacon, 2005; Gavora, 2011; Pendergast et al., 2011; Tschannen-Moran and Hoy, 2007).

The second theme was related to the factors that shaped novices' pedagogical decisions. When they reflect on who they are as a teacher, they emphasize their desire to appear strong in the class. The reason why they do not want any trouble in their class is that they don't feel safe enough. They don't know exactly how to deal with unexpected situations in the classroom. These, of course, shape their pedagogical decisions in the class. They also observe some changes in their teacher identity as time passes. Most state that they get nervous and angry easily in the first weeks but now they feel more comfortable in the class because they have learned that being bossy and lecturing about their behaviors do not work. They call this "*speaking in students' language*". Another important thing pointed out by the teachers is that students hate being scolded or warned in front of their peers. When teachers do this, students react in a very angry way. They also admit that they are obsessed with maintaining authority in the class at first, so they do their best to be strict. However, later they realize that this doesn't work. When they are natural in the class, it is easier for them to establish rapport with students.

Consistent with the results of Mann and Tang (2012) and Ozturk and Yıldırım (2012), novices, who are already worried about the flow of the lesson, feel uneasy when the classes do not progress as they have planned. Due to the feelings of insecurity, all they want is to stay on the safe side. Looking "weak" really scares novice teachers a lot and they would like to be strong in the class. This, of course, shapes their pedagogical decisions in the classroom. They do their best to eliminate all the efforts of the students' creating a problem in the class. Therefore, they refrain from anything which might show them as incapable or helpless. For example, they realize that when teachers use communicative activities, group work and pair work, it becomes far more difficult to manage the class. Therefore, they sacrifice these activities just for the sake of being able to control the students.

Citing Tsui, (2009), Mann and Tang (2012) state that novices don't have "a repertoire of pedagogical routines" to cope with unexpected things in the classroom, so they try to eliminate every chance of experiencing a difficult situation. Similarly, Feiman-Nemser et al. (1999) note that due to limited practical tips and experience, novice teachers develop "safe" practices so as to survive.

In addition, they are afraid of experiencing a situation where they cannot answer a question or do not know the meaning of a vocabulary. Even if they realize that they have a mistake, they refrain from accepting that they have made a mistake thinking that this will harm their reputation. Having problems and confrontations with students scares them a lot and this is why they make a conscious effort to establish positive relationships with the students. In order to avoid tension, novice teachers try to be close to the students as Ryan (1986) asserts, and they refrain from being a strict teacher. However, they realize that students take advantage of their goodwill, tolerance or patience. This explains why classroom management is the most challenging thing for the teachers in this current study. Previous studies also drew attention to the criticality of classroom management for novice teachers and the reason behind this difficulty. As Ross, Vescio, Tricarico and Short (2011) noted, "strong classroom management involves judgment and skills that are developed over time and with practice and novices struggle with finding the balance between nurturing students and being authoritative" (p. 7). As can be seen, they sometimes have difficulty in keeping the balance between being a teacher and a friend.

The third theme under the third research question was the self-as-teacher. It was found that almost all the teachers perceive changes in their professional identity towards troublesome students, their relationships with them and teaching English. At the beginning, they fear to make a mistake in the class and they are nervous, but now, they realize they are less strict. They are also aware that teachers cannot know everything and like everyone else, they can make mistakes, too. Even in a very short period, they realize shifts in their attitudes. For example, they remember complaining about their teachers' hesitation or inability to answer some of their questions during the lesson, and they regret being unfair to their own teachers.

Now, they are at ease and comfortable sharing their weaknesses and strengths honestly probably because this doesn't scare them. Working in a supportive and positive school culture fosters their self-efficacy beliefs and gives them a chance to reflect on their own professional development. This finding was in agreement with that of Meristo and Eisenschmidt (2014) who found that a supportive school atmosphere affected the self-efficacy beliefs of novice teachers positively.

Two teachers, on the other hand, emphasize lack of idealism and motivation they experience. They are more overwhelmed by the challenges and less motivated. Surprisingly, they are working in the same school and thinking of quitting their jobs. Therefore, to add more depth, the study continued with a single-case design where the researcher focused on these novices. The data was collected through 2 more interviews with the novice teachers, three observations, researcher's field notes and journal.

During the second phase and data analysis, another theme appeared as the foggy path and the widget effect in the Division University, a pseudonym for the focal site. Almost all the teachers in the study experience difficulties regarding classroom management, student engagement and instruction as Cakmak (2013) also found in her study. It is understandable that getting used to working as an instructor is not so easy for novice teachers after graduating from university. However, what is quite interesting here in this study is for many of the teachers, even though life is difficult, it is not so unbearable thanks to the positive school culture. On the other hand, for those in the Division University, the challenges are intolerable, so they are wandering a foggy path. Therefore, the major challenge is not related to the classes, students or the school system, but related to the opportunities provided for novices to adapt to the new school culture.

When the school culture is toxic, novices get very pessimistic and lose all their motivation. They do not want to change the situation for the better thinking that whatever they do and however hard they try, they won't be able to change anything and their efforts will not be appreciated anytime. Working in such a negative school culture influences efficacy beliefs of teachers negatively, and as

Bandura (1977) states, teachers of low efficacy beliefs claim that there isn't much to do if students are not motivated, so they give up on those students easily.

During the data analysis, it was seen that there were major differences between the two groups. As well as the common challenges teachers face, those in the Division University are overwhelmed by heavy workload (Britt, 1997; Gordon & Maxey, 2000; Kirby & LeBude, 1998; McCann & Johannessen, 2004; Ozturk, 2008; Ozturk & Yıldırım, 2012; Ryan, 1986;) and interaction problems (Dussault et al. (1997) as cited in Gordon and Maxey, 2000; Lundeen, 2004; Ozturk & Yıldırım, 2012; Scherff, 2008; Stanulis, Fallona & Pearson, 2002).

Three teachers working in the same school report that novice teachers are given too much work. Just like the novices in Cakmak's (2013) study, these teachers find teaching low proficiency students demotivating since they feel this is far more challenging than teaching high proficiency students. They are also expected to carry out more tasks than experienced teachers and with the same expertise (Gordon & Maxey, 2000). However, they hesitate to ask questions since they are not pleased with the attitudes of the people towards novices. They state that there are different groups in the school and the administration distributes the duties in an unfair way (Kirby & LeBude, 1998; Scherff, 2008). The people in the administration refrain from giving duties to some groups thinking that they won't accept the duty. Therefore, they choose to give more duties to novices since they are sure that they won't say 'no'.

Regarding the relationships with the colleagues, administration and the students, all the teachers except for NOV10, NOV11 and NOV12 report having good relationships in general. They describe the school environment as a positive one which fosters collaboration and professional development (Peterson, 2002; Scherff, 2008). They feel lucky since their colleagues are very helpful and eager to help them deal with the challenges they face. They also add they enjoy going out together with their colleagues, which shows that they like sharing and feel happy together as a group. Although all the teachers more or less experience similar challenges, this accounts for these novices' soft landing. Despite experiencing

similar difficulties, they receive both instruction-related support and the psychological support, the two types of support Gold (1996) mentions in Feiman-Nemser et al. (1999). Even if novices do not associate support with administrations and teacher development units, they really appreciate the support provided by their colleagues.

The others in the Division University, on the other hand, express their disappointment and shock regarding relationships. This finding confirms previous studies which found relationships as one of the major challenges of novice teachers (Lundeen, 2004; McCann & Johannessen, 2004; Scherff, 2008; Stalunis, Fallona & Pearson, 2002). Gordon and Maxey (2000) emphasize that many of the challenges novices face are environmental. These three novice teachers suffer from difficult work assignments, new and unclear rules and procedures, different expectations from the novices and relationships with the administration and colleagues and unfortunately, the conditions of the workplace influence the well-being of the novice teachers a lot just as Gordon and Maxey (2000) put forward. Fallona and Pearson (2002) also argue that factors like ambiguous expectations and the fear of being judged unfavorably by others contribute to novices' feelings of insecurity. This is what happens in the Division University.

These novices emphasize the groups in the school and state that there has been a conflict between the previous coordinators and the newly appointed ones. The people with administrative duties are trying to exert authority on the other teachers, especially novices. The coordinators are not professional and when a teacher, especially a novice one realizes an unfair practice and does not say "yes" to a given duty, they stop speaking to that teacher. The coordinators do not know how to address people and they like giving orders. Also, the way principals speaks to the novice teachers has an important effect on how teachers see themselves. This finding was in agreement with that of Mann and Tang (2012) who stressed the impact of the principal on novice teachers' identity. Just like the participants in their study, the negative comment and implications of the principal affect the novice teachers in the current study a lot. Novice teachers already feel less competent, so the principals' remarks or complaints worsen the situation.

Working in a context with heavy workload but devoid of support and guidance causes these three teachers to question their career choice, ability and patience to keep teaching (Baecher, 2012; Beauchamp & Thomas, 2006; Ryan, 1986). They are not sure whether they are cut out to be a teacher. Consistent with the previous studies, school climate shapes the efficacy beliefs of these teachers a lot (e.g. Chacon, 2005; Gavora, 2011; Faez & Valeo, 2012; Pendergast et al., 2011; Tschannen-Moran & Hoy, 2007). Working in a place where there is collaboration, guidance and support affects novice teachers' identity construction and perceptions regarding professional development positively. This shows that the school atmosphere is very important for the novice teachers since the school culture can either facilitate the adaptation process of the novice teachers or worsen their situation, which in turn influences the perceptions of professional identity (Beauchamp & Thomas, 2006; Beijaard et al., 2004; Mann & Tang, 2012; Meristo & Eisenschmidt, 2014; Morrison, 2013; Stets & Burke, 2003; Zimitat, 2007). In this current study, it seems that a cold school culture spoils the harmony in the school and affects the professional identity of these three novice teachers negatively. This finding was also reported in Mann and Tang (2012) who found out that interaction with other staff and having an opportunity even to grumble about the students act like emotional support, and they call them as an important *"survival and identity building mechanism*". When teacher do not have a chance to exchange ideas and share experiences, this affects their efficacy beliefs negatively and results in a sense of incompetence. This finding confirms Faez and Valeo (2012) who found that variation among the novice teachers' efficacy beliefs resulted from context and the nature of the employment. They asserted that if novices start teaching in a school where they can have mastery experiences, this affects their self efficacy beliefs and identity formation a lot.

More interviews with these three teachers and observations of their classes reveal a lot about the differences between these two groups. Despite lack of professional development opportunities and support given, most teachers are lucky since they have some guides and guardians around. Their colleagues and officemates are able to compensate for the lack of support to be given in the induction program. There are also studies which found that interactions with other staff are helpful and

important for novice teachers' professional development (Eksi, 2010; Farrell, 2012; Mann and Tang, 2012). Like the participants in Brannan and Bleistein (2012), those in the current study are also offered pragmatic and affective support, and they really appreciate this.

However, those teachers in the Division University are not as lucky as those teachers. Since the school atmosphere is toxic and everybody is busy with their own concerns, novices cannot benefit from their assistance. To make matters worse, their attitudes towards novices in peer observations, for example, are not professional. Instead of trying to facilitate the development of teachers, some regard peer observation process as only fulfillment of the duty without focusing on the reflection aspect. This is what happens in Mann and Tang's (2012) study. Mentors could only establish a procedural relationship rather than a reflective one. Teachers in the Division University act like a barrier in front of novice teachers' professional development and identity rather than assistance. In other words, they do more harm than good. Poom-Valickis (2014) found that novice teachers felt their professional development occurred after the second term when they were used to the system. However, the current study showed that although the teachers in the Division University are not in their first years, they still don't have an opportunity to reflect on their professional development. Rather than the year of teaching experience, it is the context and the lived experiences of the participants that determine the time when teachers start reflecting on their professional development. Only after self-conceptions as a teacher are built can teachers start reflecting on their professional development just as Poom-Valickis (2014) found in his study. And what facilitates or prevents this process is the school culture novices experience.

The word *novice* is described as "someone who is beginning to learn how to do something" in Cambridge dictionaries online (2015). Considering the experiences of the novices in the Division University, it can be said that the word is not enough to reflect the situation there or they are more than novices. In other words, they are not only beginning to learn how to do something but also trying to keep their heads above water in the survival mode or being ignored by the significant others.

Therefore, an alternative expression might be given as “novices adrift”, i.e. novice teachers who are set adrift in their school cultures.

The results show that when novice teachers start their career, they remember that they are very idealistic. They say ‘yes’ to every assignment and try to establish positive relationships with people. However, their experiences in the school may cause them to lose their idealism and enthusiasm in teaching. Working in a positive school culture facilitates the adaptation period of novices, and provides a sound and secure foundation for professional development and identity. It is the toxic school culture which affects the participants’ perceptions of who they are as a teacher negatively and replaces all their enthusiasm with a loss of idealism and reluctance to keep teaching or strive for their professional development. When the school culture is toxic, novice teachers prefer to stay away from the rest of the teachers. How they interpret their roles as teachers influences their decisions related to their career direction and development. Therefore, school culture should not be overlooked while exploring the novices’ perceptions regarding professional identity and development.

As can be seen, the big picture shows that rather than the year of experience of the teachers, it is the school culture which either facilitates or aggravates the reality shock of novices. As Moir (1999) found in his study, teachers go through several phases like anticipation, survival, disillusionment, rejuvenation and reflection. Most teachers in the current study are in the survival stage, which is quite expected. They are exposed to different rules and regulations they haven’t anticipated before. They spend a lot of time getting used to the material and preparing lessons, and they are struggling to survive the challenges.

Those teachers in the Division University, on the other hand, are in disillusionment stage. They realize that things do not go as they wish and due to low morale, they feel disenchanted. Together with classroom management challenges, they feel far more nervous. Therefore, they start questioning their self-efficacy and commitment to teaching. In Scherff’s (2008) study, for example, this is what happens. When he explored the experiences of two novices who left profession, he

found that poor relationships in their workplace and lack of support provided caused teachers to give up teaching. Morrison (2013) also found in his study that the way novices described how they understood themselves with and through significant others shaped their beliefs and future actions. All these show how serious the problem in the Division University is since novices are pessimistic about their future in teaching as a profession, too. Therefore, what they experience is a sign of the things to come.

In brief, these teachers are at a point where they need more support than anybody so as to keep with rejuvenation stage, where teacher gain confidence, reflect on their practices and go for changes. Only when working in a positive school culture can teachers start reflecting on their professional development and foster professional identity. Depriving them of any guidance, support and a positive school culture will alienate novices more and let the profession eat its young (Halford, 1998). Therefore, novice teachers shouldn't be set adrift in the seas of their current school culture.

5.2.Implications

In this part, the implications of this study for the teacher educators, administrations, professional development units, society and novice teachers will be presented.

During their pre-service education, novice teachers are placed in a culture of support and collaboration. There are guides and guardians around them, which contributes a lot to feelings of security and self-esteem although they are not in the real world of teaching. In a very critical moment, though, they experience a shift and find themselves in a culture of isolation and challenge when they really need help. However, since they don't often feel adequately prepared for the challenges, they need assistance. Problems cannot be swept under the carpet and expected to disappear. Thus, providing assistance, easing this process, developing professional identity and ensuring professional development for novices require the collaboration of all the stakeholders, i.e. teacher educators, administrations, professional development units, and society.

The results in the study show that novice teachers experience conflicts between expectations and reality. Teaching is a lot more difficult than they have expected and students are not like those in their ELT books. Therefore, they experience a kind of transition shock in their initial years of teaching. This shows that there is a need for teacher educators in the pre-service education to reflect on ways of improving or restructuring their programs to facilitate the adaptation of novice teachers.

Case studies on novice teachers could contribute to the development of pre-service education programs a lot. As Furlong and Maynard (1995) and Ryan (1986) suggest, through case studies, teacher educators can find out more regarding the needs and challenges of the novice teachers and the nature of the process they are involved in. In this way, they will be able to reorganize their curriculum and provide university based support novices need.

As Bransford et al. (2005) point out, it is of utmost importance for novice teachers to have "a command of critical ideas and skills and, equally important, the capacity to reflect on, evaluate and learn from their teaching so that it continually improves" (p.3). Just like what they suggest, teachers in Turkey should start their careers with a concept map they need to navigate the classroom landscape. To achieve this, teacher candidates should be given enough opportunities to carry out reflective activities and assignments such as reflection papers on different cases and journals. For example, they can read case studies and reflect on the things they might encounter in their classes. Through reflective practice, teacher candidates will be better prepared for the challenges they might face in their first years. As Farrell (2012) suggests, preparation programs could implement *novice-service language teacher development* in order to bridge the gap between pre-service teacher preparation and in-service teacher development. Moreover, adding a supplementary course called "*Teaching in the First Years"* could change the things for the better. In this way, novice teachers will be able to move beyond the trial-and-error stage quickly in their initial years of teaching.

Teacher educators should also be more involved in the induction process and be in contact with the schools to support novice teachers. As suggested by Ryan (1986), teacher educators could arrange meetings where recent graduates and pre-service students studying in their last year can come together. Novice teachers could be encouraged to share the challenges they face in their first years of teaching and tell teacher candidates what they experience. Teachers in pre-service education could also ask teacher candidates to interview novice teachers about their experiences, which can also prepare teacher candidates for the difficulties they might experience in their initial years of teaching.

In brief, case studies, short stories and narratives can be used as valuable teacher training resources for beginning teachers in order to foster reflective thinking and facilitate learning since reflecting on stories is found to be empowering (Barkhuizen, 2011; Farrell, 2012; Lave & Wenger, 1991; Richards & Farrell, 2005; Ryan, 1986; Shin, 2012; Winter & McGhie-Richmond, 2005). However, what should be noted here is that as Veenman (1984) argues, it would be unjustified to expect that teacher education could anticipate all the problematic situations novice teachers may experience in the future. The idea here is to familiarize the students with different cases and give them an opportunity to reflect on them and explore their own strengths and weaknesses. In this way, even if they cannot find guides and guardians around, they will be able to bring their own survival tips with them and manage to survive the challenges through evaluating each case on its own depending on the context.

The results also demonstrate how toxic culture is detrimental to the survival or the professional development of a novice teacher in this setting. This shows that there is a need for administrators to reflect on ways of dealing with problems such as gossip, cliques and the us-them attitude, and improving their school cultures. If schools can manage to improve the interaction among staff, they can win even those teachers with different dream jobs and career plans. If they do not, they lose even those teachers who love teaching English and work really hard to fulfill their responsibilities.

Many universities try their best to welcome, orient and support new students at the beginning of each academic year. They offer some programs for the newcomers and try to help them adjust to their new environment easily. Considering the great efforts made for the students, who will study there for 5 or 6 years, novice teachers, who will probably keep teaching as long as they feel strong and important, deserve no less than students.

From novice teachers' perspective in this study, administration and principals should possess some characteristics. For example, principals should deal with the problems of novices quickly and offer constant help without waiting for novices to ask for it. The teachers should feel free to contact the principals whenever they have a problem. Novices also want to see that their efforts are appreciated and the people in the administration take them seriously so that they can continue without feeling overwhelmed and worthless. If they are recognized as a member, they feel more attached and self-confident (Alberta Education, 2012).

As for teachers' perceptions regarding professional development, the novice teachers clearly state that they need help and support. When they are asked to reflect on the type of support, they report they really appreciate the efforts of their boyfriends, families, officemates and other novice colleagues but also need more support from the principals, mentors and people from teacher development unit.

In Israel, teacher education is based on a four-year academic program. The first year is defined as the induction period. Zohar (2002) states that Israel has undergone far-reaching changes which focus on two significant processes. One of them is the academization of teacher training colleges and the other is the professionalization of teaching. And he says Israel is probably the first country which runs an internship program in teaching at the national level. Schatz-Oppenheimer and Dvir (2014) state that the novice teachers are paid but they have to participate in an intern workshop and be accompanied by a mentor. Novice teachers in Turkey could also take part in a similar program in their initial years to get used to teaching with the help of a mentor, which can facilitate the reality shock of the novices a lot.

Interestingly enough, novices most appreciate the support from other novice teachers who face similar difficulties. They want to hear from others that what they experience in class is normal and the other novices also have similar problems. This underlines the need for creating opportunities for novice teachers to exchange ideas and reflect on their practices to facilitate their adaptation process. Since novice teachers can experience similar challenges, they could also be provided with opportunities to share their experiences with other novice teachers. In this way, they will be able to have a chance to reflect on different cases and better prepare themselves for the challenges in class. Lee (2009) suggests using threaded discussions to encourage both experienced and novice teachers to share pedagogical exchanges. Schools could have special programs for the novice teachers which provide them with practical answers to immediate problems. Both experienced and novices could also come together and exchange ideas on a regular basis. In this way, the novice teachers will be able to realize that they are not the only ones who are discouraged because of the problems. Similarly, Lave and Wenger (1991) emphasize the importance of story telling and communities of practice, which give novice teachers a chance to exchange experiences and explore their own identity. The Ministry of Education in Israel, for example, organizes a competition to facilitate novices' adaptation and foster their professional development and identity. It asks novice teachers to write personal stories about their experiences and these stories are submitted anonymously. Then, it holds a story competition and 20 stories written by the novices are chosen to be published in an annual anthology. This provides the storyteller and novice teachers with an opportunity for meaningful learning. They better understand their internal realities and examine their professional identity before starting teaching, which all contributes to their professional development. This process, in turn, enlightens other novice teachers and facilitates their adaptation period. A similar practice can be implemented in Turkey to reach more novice teachers and save them from disillusionment. These opportunities will definitely foster the collaboration among novices and contribute to their professional development and identity.

The teacher development units should also facilitate the adaptation period and provide opportunities for the novice teachers to foster their professional development. The results show that most participants are complaining about the lack of a successful induction program. This demonstrates that there is a need for an effective induction program to support novices in their adjustment. Feiman-Nemser et al. (1999) offer some tips for an effective induction program. First, novices should be provided with administrative support and direction. When novice teachers have a problem, they should know where to go. Also, the administration should formally welcome the novice teachers. This is quite important as novice teachers will be able to prove their existence not only to the other teachers but also to themselves. Another thing is that novice teachers should be informed about the upcoming events, meetings and other procedures regarding the system on a regular basis and a group of teachers could be assigned this duty to meet novices and contact them regularly. There should also be enough opportunity for novice teachers to meet the experienced ones, share experiences and establish relationships through professional development activities organized at the school. Finally, the administration and the teacher development units should directly ask novices what they need so as to make novices feel important.

Regarding other professional development activities such as workshops and peer observations, the results show novices are disappointed with the lack of opportunities provided for them. As Alberta Education (2012) claims, novices are easily manipulated into accepting all the extra tasks. The results of the study also confirm this and show that although novice teachers need some time and space to implement the things in the class, they are given too much work, which prevents them from reflecting on their practices and professional development. This shows that there is a need for administrators to reflect on the distribution of work among staff. Rather than putting more burdens on novices' shoulders, principals should facilitate their life and be more tolerant in their initial years of teaching so that novices can continue professional development and construct a healthy identity. They could stop this cycle by giving those extra assignments to experienced staff so that novices' assignments become more manageable. In this way, novices will be able to have some time and space so that they can reflect on their own practices,

explore the things around, collaborate with other teachers, be aware of their own strengths and weaknesses, observe other teachers' classes and be informed about different professional development opportunities provided for them.

Novice teachers also report that they would like to attend more workshops especially on classroom, so just like what Dicke et al. (2015) found out, the novice teachers could be given classroom management training through group discussions, group work, role play and questionnaires in order to help them improve their management skills and well-being.

The teachers especially in the Division University are complaining a lot about the lack of peer observation opportunities and the way they are implemented. This shows that there is a need for teacher development units to reflect on the frequency and the procedure of the peer observations. They should provide novice teachers with more peer observation opportunities and could start with a session on how to implement peer observations, how to give feedback and what to avoid.

Showing teachers around in one hour and giving them the course books do not mean that the teachers are ready. If the administration does not respect novices' needs or care about them, it shouldn't expect them to teach effectively, perform the given tasks properly, increase school success and feel a sense of belonging. As Furlong and Maynard (1995) argue if novice teachers are expected to improve their practice, they need to be given structured support to achieve this. Moreover, the school administration should acknowledge that a caring environment is of utmost importance for teacher development and induction (Lundeen, 2004).

The current study also has some implications for the society especially during people's career choices. In our society, teaching is acknowledged as a woman's profession. The people seem to impose the idea that teaching is the best profession for girls, especially for calm, quiet and patient ones. Therefore, they have an important impact on students' career choices. However, creating misleading stereotypes for occupations and expressing them may influence students' choices a lot. For example, in the current study, one of the teachers reports being affected by

the people around her and chooses teaching as a career considering her calm and silent nature. However, when she starts teaching, she realizes that the students are complaining about silent and calm teachers a lot. They want the teacher to be active and energetic. Then, the teacher feels forced to change her character thinking that students are right. After some time, she finds herself shouting in the class and states that she has to be very active in the class rather than being calm. The question is whether being silent or active is what makes a teacher successful and whether the teachers should decide on their career choices or change their character only because of the stereotypes or expectations of the students. Bransford et al. (2005) argue that there are many different ways that successful teachers vary and still be effective:

> As is true with all professions, including medicine, the law, and the clergy, there is no single "cookie cutter" formula for being successful. There is no one right way to behave as a teacher. Some effective teachers are charismatic whereas others are more retiring. Some are emotional and some are reserved. Some have a stern demeanor whereas others are more nurturing. (p. 5)

Therefore, both the people in the society and the novice teachers should be informed that neither being calm and silent nor active and energetic guarantees being an effective teacher. Novice teachers should also acknowledge that they don't have to feel obliged to change their character so as to fit in the patterns the society creates or asks for.

Finally, the study has also implications for novices. They should acknowledge that almost every novice teacher more or less experiences challenges in the initial years of teaching. Therefore, they shouldn't be pessimistic about the future and underestimate their power. Instead, they should keep illuminating their surroundings just like snowdrops. A snowdrop is kind of flower on earth which blooms in winter and snow. The flower is able to melt the snow in its surrounding thanks to its own heat, which symbolizes power. It also shows that the spring will indeed follow winter. Therefore, it is a sign of hope for better things and the ability to persevere through the obstacles. Likewise, even if novices find themselves in a very *cold* environment, they should remember that it is still possible to blossom there.

Just like what Ryan (1986) suggests, novice teachers should not give up so easily and quickly based on the challenges they face. They should decide to teach a second year and a third year. When they start teaching, they might be shocked by the amount of paperwork and the number of details, so they should be prepared for the possible reality shock they may encounter when they start teaching.

As Ryan (1986) puts forward "to discourage potentially gifted teachers because they are unprepared and unsupported during their initial year is a grave loss to our schools" (p.38). Therefore, every step should be taken to ensure that novice teachers are confident and successful starting from the very first day of their teaching career. Teachers should be seen as transformative intellectuals, a term coined by Giroux (1988). That is, they possess the skills and knowledge to observe, question, understand and engage with social realities. Instead of being passive, they should be acknowledged as active agents of change. Therefore, the schools and teacher trainers should be able to support them especially in their first years. They should help them feel that they are important and their contributions to the system at school will be appreciated. If the administration cannot provide opportunities for teachers, especially novice ones, the teachers are seen as technicians whose only responsibility is managing the curricular activities without questioning them. Giroux (1988) calls it "proletarianization":

> the tendency to reduce teachers to the status of specialized technicians within the school bureaucracy, whose function then becomes one of the managing and implementing curricular programs rather than developing or critically appropriating curricula to fit specific pedagogical concerns. (p.122)

Teachers should be given a chance to shape the purposes and conditions of schooling. In addition, teacher development should be based on collaborative and inquiry-based approach. To achieve this, there could be teacher study groups, teacher inquiry seminars and peer coaching, and teachers should be engaged in reflective and on-going examination of their practice.

In brief, as Canagarajah (2006) notes,

> curriculum change cannot involve the top-down imposition of expertise from outside the community, but should be a ground-up

> construction taking into account indigenous resources and knowledge, with a sense of partnership between local and outside experts (p. 27).

A top-down approach in teacher education cannot produce "self-directing and self-determining teachers", so teacher education programs "require a fundamental restructuring that transforms an information-oriented system into an inquiry-oriented." (Kumaravadivelu, 2001, p. 553) Teacher educators should rethink conducting studies on teachers and reflect on collaborative inquiry with teachers (Baecher, 2012).

5.3. Limitations of the study

Although the research was carefully designed, there were some limitations to this study. First of all, the study was limited to a certain amount of time. The research was conducted in three universities in Izmir and the data collection lasted for about two months. Identity is a broad term and this study only put a mirror to the perceptions of novice teachers. If this period had been longer, it would have been able to reflect more regarding identity.

5.4.Recommendations for Future Research

Another study can be implemented in order to examine identity construction and the influence of school culture on novice teachers' identity in the long term. The principals and teacher trainers' opinions can also be taken into consideration to add more depth and clarify the influence of school culture on teachers' perceptions regarding their professional development and identity. Yet another study can be carried out to compare the perceptions of the experienced teachers and novice teachers regarding school culture. The administration and the teacher development unit can also be involved in the study. More research is needed on how universities could give novice teachers more support and be more sensitive to the needs of the novices and their suggestions.

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APPENDICES

Appendix A: The First Interview Questions

1. Tell me about your past lives up until the time you became an English language teacher
2. How did you decide to study foreign language education? Have you always wanted to be a teacher? When did you decide this? What most influenced your decision to become a teacher?
3. How long have you been employed here? Tell me about your relationship with your students, colleagues, mentors and the administrators.
4. Can you describe an average working day? Reconstruct a day in your teaching from the moment you woke up to the time you fell asleep.
5. What striking/ unexpected/ surprising events have you encountered/ experienced so far? (the things that make you pleased or the practices that disturb you)
6. When do you feel successful in class? Could you please tell me a more about a particular time that stands out in your experience?
7. What kind of difficulties do you experience inside and outside the classroom?
8. What do you do to overcome these difficulties? What kind of support do you get from your institution, colleagues and your parents?
9. Given what you have said about your life before you became an English language teacher and given what you have said about your work now, how do you understand teaching in your life?

Appendix B: The Second Interview Questions

1. Could you please tell me about your relationship with your students, colleagues and the administration?
2. Could you please describe the student profile in your school?
3. What surprising or unexpected events have you encountered so far? Could you please remember a specific moment?
4. Could you please tell me about the things that make you pleased and the practices that disturb you?
5. What kind of difficulties do you experience inside and outside the classroom? Could you please remember a specific moment?
6. What do you do to overcome these difficulties? What kind of support do you get from your institution, colleagues and your parents? Could you please remember a specific moment?
7. When do you feel successful in class? Could you please tell me more about a particular time that stands out in your experience?
8. What are your strengths as an English language teacher? Could you please remember a specific moment or a story?
9. What are your weaknesses as an English language teacher? Could you please remember a specific moment or a story?
10. Given what you have said about your life before you became an English language teacher and given what you have said about your work now, how do you understand teaching in your life?

Appendix C: The Third Interview Questions

1. What is it like to be a novice teacher?
   a) What is it like to be a novice teacher at your university? How do you feel about it?

2. How would you describe the culture of this school? How would you describe your school to someone who does not know it?
   a) What do you think about the staff relationships? How do teachers with different levels of experience and seniority work together in school?
   b) Describe how well the entire school staff works together and why.
   c) What factors support collaborative work in school? What are the main barriers to enhanced collaboration?
   d) Describe how you and your colleagues feel when you walk into the school building and why

3. Can you please describe the student profile here?
4. Principals take on different roles in different schools. I am interested in how you see your principal. What role would you say he or she plays? If you could give advice to the principal, what would it be?
5. Given what you have said about your life before you became an English language teacher and given what you have said about your work now, how do you understand teaching in your life?
6. In our previous interview, I asked: If you had a second chance, would you still be a teacher? Let's ask the same question. How long do you plan to stay in teaching (in this school)? If respondent plans to leave teaching: What would it take to keep you in teaching longer?
7. What would you say to other teachers interested in working in your school? What advice would you give to novice teachers being hired to this school?
8. Suppose that you were in charge and could make one change that would make the Program & the school culture better. What would you do?

Appendix D: Sample Observational Protocol

SAMPLE OBSERVATIONAL PROTOCOL

Group: **Elem**. Name of the instructor: **NOV11** Topic: **Ordering in a restaurant**
Teachers' and students' original words: written in bold
The researcher's notes & English equivalents of their words: in parentheses

Min.	**TEACHER**	**STUDENTS**
	Good morning everybody. How are you today? Are you OK? Is everything fine?	(Silence) **İyiyiz** (They say they are fine) (Some students do not have their coursebooks. They do not want to participate in the activities. Some of them are using their phones and some others are talking among each other.)
15'	**<u>VOCABULARY</u>** **OK. Today we will learn how to order in a restaurant and talk about the cafes and restaurants in Izmir. Open page 52.**	
	Look at the questions in part 1a and work in pairs to answer them.	
	(While monitoring, she warns the students not to use their phones. They stop using them but as soon as the teacher leaves, they continue using their phones)	
	(She asks one of these questions to the class) **OK. Where do you go when you want to have an evening meal in a good restaurant?**	**Deniz/ Seyirtepe**
	OK. What do you like eating in Deniz Restaurant? Why is it your favourite?	**Hocam paramız olunca gidiyoruz pahalı.** (When they have money, they go to these restaurants since they are expensive.) (The students speak in Turkish and tell her the names of the restaurants. They start chatting about the food items in their favourite restaurants in Turkish.)
	In English, please.	**Foods are good/ Great foods/ a good restaurant**
	OK. Let's learn more vocabulary. **Let's have a look at Part B. There are 7 restaurant words and their definitions. Match the words to their meanings on your own. OK? Two minutes.**	(4 or 5 students are on task. The others start chatting about a concert in İzmir)
	OK. Focus on the activity. OK be quiet please! (They check the answers)	**OK teacher.** (Most are not interested and they do different things. They answer the questions as a whole class. Some are laughing. Some are silent. 3 students are using their phones.)

20’	**FUNCTION** **OK. Let’s have a look at exercise 3a. Where do we hear these phrases? Restaurant or fast food restaurant?** (She reads the phrases one by one & the teacher goes over the answers as a whole class)	(The students say either restaurant or fast food restaurant)
	Now we are going to learn more about ordering. We will listen and complete the given sentences in part 4a. Ok? What are we doing? (She shows where the activity is on her own book and tells them what they will do)	(silence)
	Now, is it clear? What are we doing? **OK. Nice**	**Yes. Listen and write.**
	(They check the answers as a whole class)	
	Now we have learned different phrases we can use while ordering food. Let’s revise them. Could you please complete the conversations with the words in the box with your partner? Exercise 5a?	**Off. Çok sıkıcı yaa.** (The students say that the activitity is too boring. The teacher hears her words, but she doesn’t reply or show any reactions)
	I don’t want to see your phones. Put them away! Be quiet! (She is getting angry)	(Only 4 or 5 students are on task and they are still using their phones)
	(They check the answers)	
20’	**SPEAKING** **Now we will continue with a role play and use what we have learned in this lesson. A very enjoyable activity. Ready?**	**Hayır** (some of them say no and then start laughing)
	Let’s choose the best waiter later in the class. Right? You will work in pairs. Student A will be the customer. Look at menu A on this page and order your food. Student B will be the waiter and you will look at page 162. Answer the customer’s questions. **You have 10 minutes to get prepared?** (She is also writing the key points of the instruction on the board)	(Only a few students are listening to the teacher. The others are chatting or dealing with other things.)
	Is it clear? **If you listen to me carefully, this is not difficult, right?** (She is demotivated and stops the activity. She is nervous. She waits for a few minutes and then continues with a few students who are interested from the beginning of the lesson to that moment)	**No. It is very difficult teacher/Çok saçma** (This is nonsense). **Bu ne işe yarar** (What’s the point of doing this?) (They are not looking at the teacher.)

Appendix E: Figures

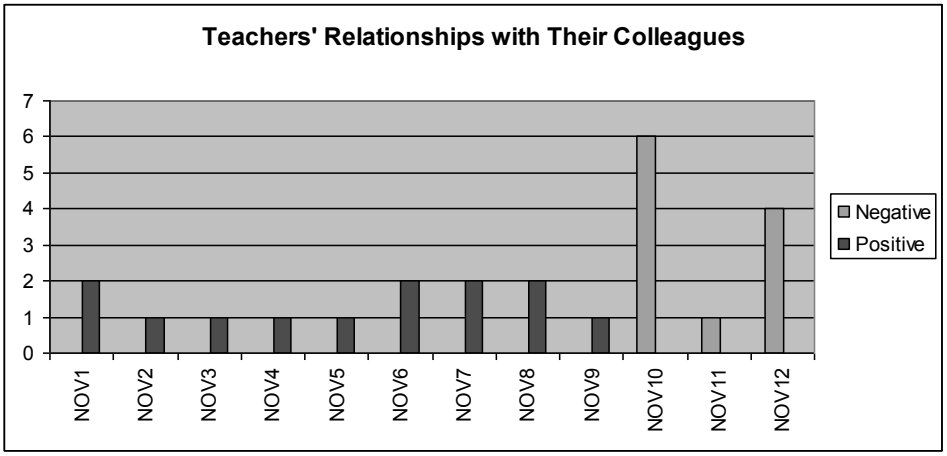


Figure 3: Teachers' relationships with their colleagues

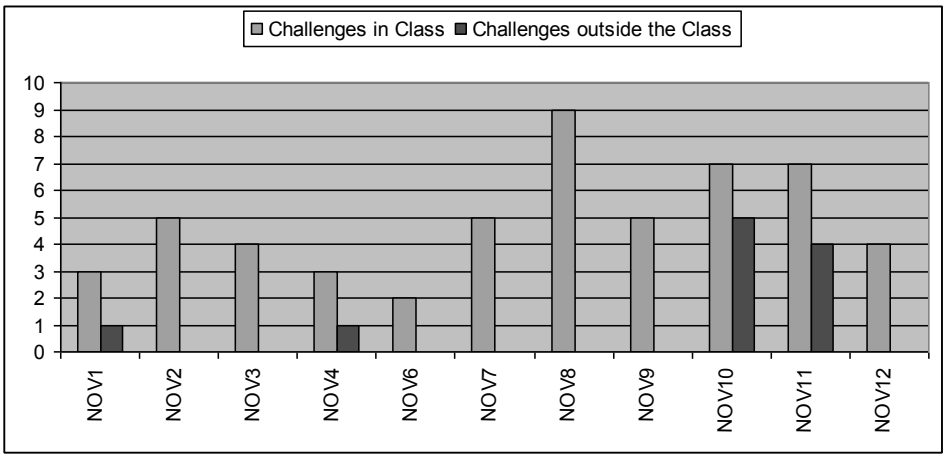


Figure 4: Challenges inside and outside the class

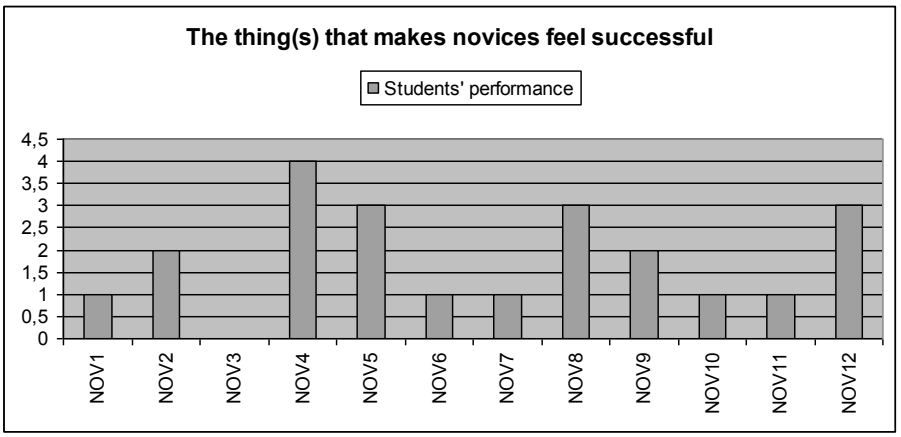


Figure 8: The thing(s) that make(s) novices feel successful

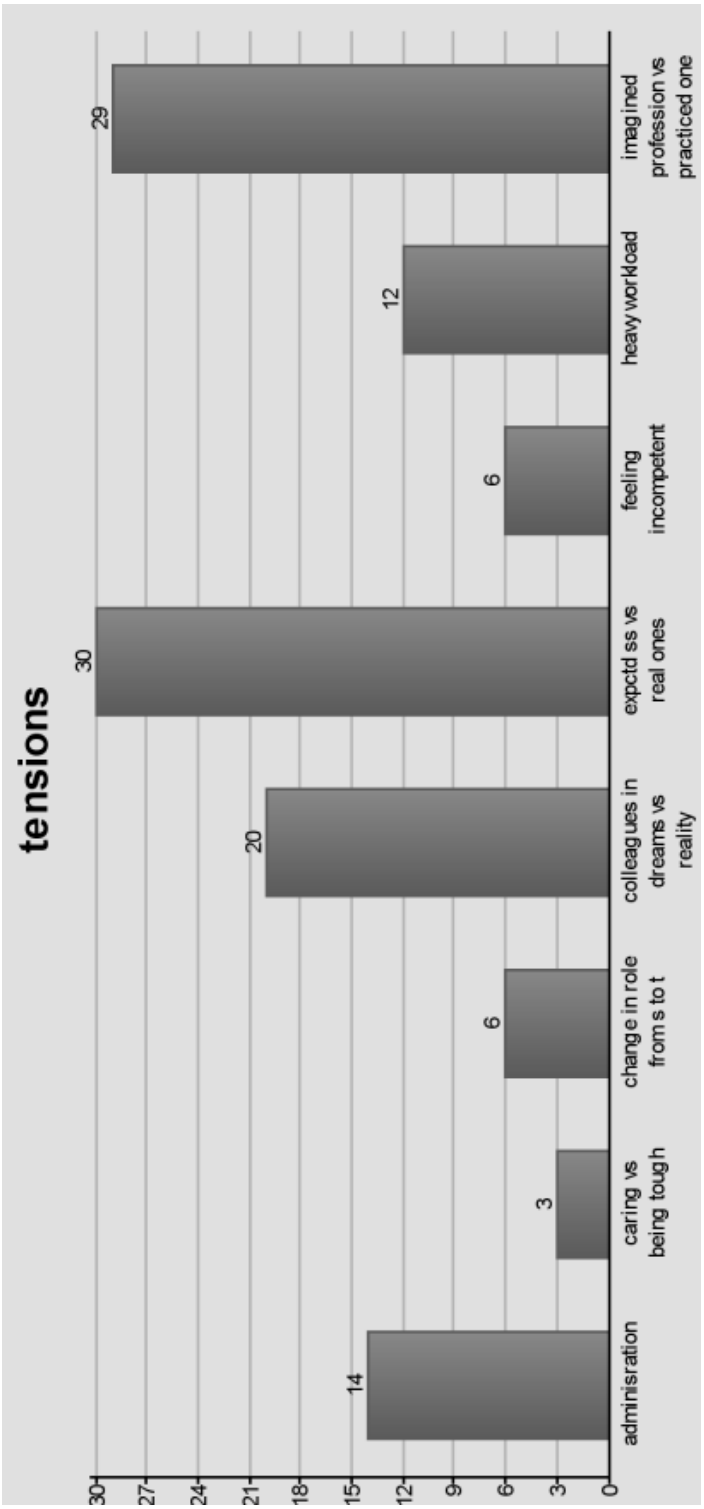


Figure 10: Tensions of the teachers in the Division University

Appendix F: Tez Fotokopisi İzin Formu

TEZ FOTOKOPISI İZIN FORMU

PROGRAM

SEES ☐

PSIR ☐

ELT ■

YAZARIN

Soyadı : Karataş

Adı : Pınar

Bölümü : İngilizce Öğretmenliği

TEZİN ADI (İngilizce): CHALLENGES, PROFESSIONAL DEVELOPMENT, AND PROFESSIONAL IDENTITY: A CASE STUDY ON NOVICE LANGUAGE TEACHERS

TEZİN TÜRÜ: Yüksek Lisans ■ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek sartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek sartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ■

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: