AN ASSESSMENT OF TEACHER INDUCTION PROGRAM FOR NOVICE EFL TEACHERS IN TURKEY

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

AN ASSESSMENT OF TEACHER INDUCTION PROGRAM
FOR NOVICE EFL TEACHERS IN TURKEY

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This study aims at assessing the teacher induction program implemented at state schools in Turkey from the point of EFL teachers' view. In order to make this assessment, a detailed examination of the candidate teacher training implemented on the novice teachers in Turkey was conducted; perceptions of the teachers that attended to this program were interpreted and the possible answers to the question of how this program can address the needs of novice EFL teachers with a better strategy were tried to be identified. This study was implemented on novice EFL teachers who are still in the process of going through the induction program or have just completed it. A questionnaire was implemented on 203 EFL teachers. This research was conducted with a four-point Likert scale. This questionnaire was adapted from the research of Özonay (2003). The obtained data shows parallelism with prior research's data in the field. Findings of the research show that novice EFL teachers were majorly dissatisfied with the program and there were various areas they criticized it. Particularly, they criticized aspects like the length of the program, training instructors, mentor teachers, and physical conditions.

Keywords: Induction Program, Novice EFL Teacher, Candidate Teacher,

ÖZ

TÜRKİYE'DE UYGULANAN ADAY ÖĞRETMEN YETİŞTİRME PROGRAMININ ADAY İNGİLİZCE ÖĞRETMENLERİ BAĞLAMINDA DEĞERLENDİRİLMESİ

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Bu çalışmanın amacı Türkiye'de devlet okullarına yeni atanmış olan aday öğretmenlere verilen aday öğretmen yetiştirme eğitiminin, İngilizce öğretmenleri açısından bir değerlendirmesini yapmaktır. Bu değerlendirmenin yapılabilmesi için, Türkiye'de aday öğretmenlere verilen aday öğretmen yetiştirme eğitiminin detaylı bir incelemesinin yapılması, eğitime katılan öğretmenlerin eğitimle ilgili görüş ve düşüncelerinin öğrenilmesi ve bu eğitimin aday öğretmenlerin ihtiyaçlarına nasıl daha iyi hitap edebileceğinin belirlenmesi hedeflenmiştir. Bu araştırma, devlet okullarında çalışmakta olan, hali hazırda aday öğretmen yetiştirme eğitimi sürecinde olan veya bu süreci yakın bir zamanda tamamlamış olan İngilizce öğretmenleriyle gerçekleştirilmiştir. Çalışma dâhilinde 203 İngilizce öğretmeniyle bir anket çalışması yapılmıştır. Bu araştırma yürütülürken nitel kısım için dörtlü Likert ölçeğinden faydalanarak uygulanan bir anket çalışması kullanılmıştır. Bu anket çalışması Özonay (2003)'ün ilgili çalışmasından uyarlanmıştır. Elde edilen veriler daha önce yapılmış çalışmalarla paralellik göstermektedir. Çalışma sonucunda, aday öğretmenlerin uygulanmakta olan aday yetiştirme eğitimi konusunda çeşitli eleştirilerinin ve memnuniyetsizliklerinin olduğu tespit edilmiştir. Ayrıca programın içeriği, program süreci, eğitmenler, danışman öğretmenler ve fiziksel şartlar gibi birçok açıdan eğitimi eleştirdikleri gözlenmiştir.

Anahtar Kelimeler: Aday Öğretmen Yetiştirme Eğitimi, Aday Öğretmen, İngilizce Öğretmeni

To my beloved family

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LIST OF ABBREVIATIONS

MoNE	Ministry of National Education
ELT	English Language Teaching
EFL	English as a Foreign Language

Chapter 1

Introduction

Improvements in many areas of life such as technology, sociocultural life, economic status, etc. have great impacts on education in every sense. Every new development also reshapes the education in some way. Institutions are one of the places that these changes can be experienced the most. As the society improves the inheritors of these new ways of life evolve as well. This youth is educated in institutions that are managed by the teachers that the system raises. Therefore, how the teachers function has a great deal of importance in this case. Thus the teacher education must be at its best at all times in order to keep up with the latest changes and educate the new generation according to them. Therefore, as Dikilitaş (2013) states, expanding need for skillful teachers also produces the requirement for educators who are more skilled than knowing only the basics. This need leads specifically in service English teachers to improve themselves in terms of their professions (Dikilitaş, 2013).

Teacher education has many different stages around the world; however, in Turkey particularly two levels of it can be mentioned: pre-service education and in-service education that raise teachers to work within the profession. However, there is an in-between level of the two which is called the induction period. This is the period where the new graduate student teachers are introduced to the profession. In order to have teacher profile that is ambitious and well adopted to their jobs this induction period must be planned very carefully as it is reported globally that novice teachers that don't have a helpful induction period might experience a great deal of hardships throughout their initial years in the profession. As a result it is very important to know whether novice teachers think they are receiving the help they need through this induction program. Therefore, in this study, thoughts and perceptions of novice EFL teachers' on induction education that they are provided in states schools' in Turkey will be discussed.

1.1 Statement of the Problem

Teachers are the individuals that are going to teach young generations of nations. In order to have flourishing youth in terms education teachers must be devoted and willing to teach. Therefore, if the system wants to achieve having

successful teachers that want to stay in their line of work for a long time induction education is a very crucial stage where they will have a buffer zone in which they can be prepared and equipped in order to face with the problems they will experience in the future. "Novice teachers, beginning teachers, neophytes, and pre-service teachers" are illustrated in a great deal of works which center on teachers that experience problems managing their assignments at work. They define the term novice teacher as "a teacher who has less than five years of teaching experience" Kim and Roth (2011). As it can be concluded these individuals are only at the beginning of their careers. Therefore, as it can be anticipated they need an adjustment period. This period shapes the novices' learning directions, develop their understandings, improve their talents, knowledge and their professional identity (Feiman-Nemser, 2001). However, how can it be understood that the induction practice is actually doing its job or not? Bickmore and Bickmore (2009) state that productive induction is defined as a planned period combined with a welcoming institution atmosphere that provides novices' individual and professional requirements. Individual necessities are among the psychological aspect, also like self-dependency, self-confidence and self-identity (Gold, 1996). Do induction periods do the deed for novice EFL teachers? Do they feel content with the help they are receiving? There have been many researches around the world and particularly in Turkey. Many studies have worked on novice teachers, their adjustment to the profession, the issues they face, etc. However, there are only few studies on novice EFL teachers' induction periods around the world and the situation is the same in Turkey.

1.2 Purpose of the Study

The purpose of this study is to assess the current induction period for novice EFL teachers in state schools of Turkey through the eyes of novice EFL teachers, to discover their thoughts and perceptions on the induction period and whether it is actually helpful for them. There are some studies on induction education in Turkey context as Öztürk and Aydın (2018)'s study, Hangül (2017), Tosun and Şimşek, (2018), Çam Aktaş (2018), Bekdemir (2019), Yıldırım (2010) and Düzyol (2012). However, some of these studies are working on teachers of all subjects and the rest is only informative and the studies don't have perspectives and thoughts of novice EFL

teachers and some of them worked with the previous induction program. It is a crucial point as induction programs must be specially prepared for every subject as they all have different aspect that need to be attended. Of course, some of the issues are shared by all subjects, however, particular analysis must be done in order to see what each subject expect from this period. From this point of view, this study is going to evaluate the induction program through the help of the novice EFL teachers appointed at the state schools. Finally, this study works within the latest induction program; therefore, it contains the most current information when compared with other studies in the field.

1.3 Research Questions

As it was mentioned previously, the induction program assessment is going to be done with the contributions of the novice EFL teachers. In order to achieve these two specific research questions were aimed to explore such as:

1. What are novice EFL teachers' perceptions about the induction programs in Turkey?
2. How can induction programs and practices better address the needs of beginning EFL teachers in Turkey?

1.4 Significance of the Study

Raising well equipped teachers who want to pursue their careers is very important in terms of having the best national education system in a country. Therefore, a great deal of research must be conducted in order to find out what should be done to develop it to its best and then maintaining it. To be able to have teachers that want to stay in their lines of working their problems regarding to it must be overcome. One of the most recommended solutions to this issue is having a thoroughly planned induction program that will help novice EFL teachers throughout the initial years of their profession where they will experience a great many hardships. A well-organized induction program means teachers that are taught how to handle problematic situations in and out of class when they are working, how to adapt to their surrounding area of institution, how they can manage parents and many more difficulties that come up. In order to plan an induction training that can cater to all these and many more situations one must be aware of the problems and that can be achieved by acquiring the thoughts and perceptions of the people who experience

them in first hand. This study works with novice EFL teachers who are at the beginning of their careers and recently started experiencing this problematic situations and issues in their professional lives. Therefore, this study may guide the future researches in the field and the findings of this study may be examples for the upcoming induction program preparations and organizations.

1.5 Definitions

Novice EFL Teacher: Kim and Roth (2011) describe novice teacher as "a teacher who has less than five years of teaching experience." Novice English as a Foreign Language teachers are the teachers who are at the beginning of their careers.

Candidate/Beginning Teacher: A teacher that is in their first year of career, recently appointed as a teacher to state schools.

Mentor: A title and status given to a teacher that administers the main obligation for implementing mentoring (Sweeny, 2008).

Teacher Induction Program: Teacher induction program prepares teachers to do their jobs and has been internationally recognized as one of the most important changeover ways for student teachers to become teachers in their own classrooms (Feiman-Nemser, 2001)

Chapter 2

Literature Review

2.1 Novice Teacher

As it is stated by Kim and Roth (2011) "Novice teachers, beginning teachers, neophytes, and pre-service teachers" are illustrated in a great deal of works which center on teachers that experience problems managing their assignments at work. They define the term novice teacher as "a teacher who has less than five years of teaching experience." Some people claim that everyone who is teaching a course first time in their academic lives can be a novice which can definitely be regarded as a logical approach. Others also say that everybody that has gained a second certificate in English as a second language can be regarded as a novice even if they are professional teachers of the other subjects they teach. (Farell, 2012) Actually, it is the idea that any teacher that is introduced to a foreign context that they have never been in before could be regarded as novices. Novices can be identified as newly graduate teachers that completed their under-graduate education and have started teaching English at an educational institution (Farell, 2012).

Vold (2017) claims that a great deal of studies focused on novice teachers' problems at the beginning of their teaching careers (Fantilli & McDougall, 2009; Darling-Hammond, 2003), however, just recently some studies were conducted to explore novice language teachers specifically (Farrell, 2012). Many scholars explored the challenging adaptation stage between pre service education and in service teaching (Farrell 2006, 2009; Richards and Pennington, 1998; Faez and Valeo 2012). It was monitored that novice teachers, novice language teachers in particular; experience the bitterness of reality instead of their ideal teaching classrooms (Richards and Pennington, 1998; Farrell, 2006). Scholars generally accepted the issue that education given to teachers was not successful to take pre-service teachers' previous expectations about their jobs into consideration. A great many scholars underlined the gravity of recognizing those expectations to make the connection between the lessons student teachers are thought at university and what they will actually experience in the classroom as teachers (Borg, 2003; Crandall, 2000; Richards, 2008) One other cause for this inconsistency is the fact that what they are taught at university and what they see in their own classrooms do not

cooperate. Faez and Valeo (2012) worked on a novice language teachers' group in terms of readiness to instruct English as a foreign language to grownups. They discovered that novices felt slightly ready for their jobs. After gaining up to 3 years of experience the same novices thought they were readier for their classes. This shows that gaining experience makes novices confidence in themselves go higher (Faez & Valeo, 2012). One other challenge that novices experience is the feeling of insecurity about their language proficiency. However, there shouldn't be any reason for them to feel like they do as they have just graduated from their departments and had more practice than their students probably have. However, the discoveries (Roussi, 2012) show that both novices and experienced teachers feel self-conscious about their language proficiency, but only the novice teachers experienced stress while they are in the class. Experienced instructors acknowledge the feeling and carry on teaching without putting their minds onto it. Because of these feelings these new teachers can feel less and less secure and only revolve around their books and only carry on with traditional education approaches (Kamhi-Stein, 2009; Moeller 2013, p. 550; Richards, 2010, p. 103; Roussi, 2012). It is argued that these particular studies on novice teachers must increase to gain the knowledge on how education of language teachers can better instruct teachers for the difficulties they will experience in the initial years of their teaching careers (Farrell, 2009).

As Clark (2012) talks about in her study, starting a teaching career is a very problematic and troublesome situation to be in. What is expected of the teacher is a great deal but the help provided is very limited. What novices go through is regarded as the most challenging period of a teacher throughout their teaching lives (Gavish and Friedman 2010) and furthermore, depicted as "sink or swim" (Lawson 1992; Lortie 1975), "baptism of fire," and" trial of fire" practices (Hall 1982; Pataniczek and Isaacson 1981). It was suggested that high potential novice teachers are quitting their jobs in two or three years as they have to deal with the problematic aspects of the schools without experiencing the helpful aspects (Johnson, 1986). Because of these problematic experiences, novice teachers tend to leave their professions. Studies indicate that 20-25 percent of novices in all subjects quit pursuing their careers in three years after they start their jobs (Kauffman et al. 2002; Olson 2000; Watkins 2005) and also it is stated that 39 percent of novices in all subjects quit their

jobs in the first five years of their careers (Ingersoll, 2002). These rates even increase in economically poor schools, where novice teachers quit their jobs two times more compared to middle class schools (Ingersoll, 2001). Because of that learners are subjected to a great deal of novices and not enough experienced teachers. It was concluded that it can clearly be said that teachers are trained inadequately and later on they are regarded poorly, therefore they quit their jobs in crowds (Merrow, 1999).

Another aspect of the issue that is discussed by Fantilli and McDougall (2009) is the fact that novice teachers, immediately after they start their jobs, have the same obligations as teachers that have years and years of practice. Novice teacher experience was regarded as hitting the rock bottom and seeing if they will stay there or resurface like Robinson Crusoe understanding (Lortie, 1966). Even though many years have passed and education develops over the years, adaptation of new teachers in the sense of sink or swim understanding hasn't changed (Maciejewski, 2007). Teaching is regarded as the work field that consumes its new starters (Halford, 1998). Beginning teachers carry out the same obligations as the teachers who have years of experience and they also have to deal with the same amount of students as the experienced teachers (Worthy, 2005). As it can be concluded, in addition to being very complicated, the initial years are mostly the toughest times of a teacher's teaching life. Furthermore, novice teachers spend a great deal of hours and power in order to simply do the least for their jobs. It was suggested that beginning teachers cannot focus on the crucial parts of education like longstanding organization, learning achievement and their needs on personal levels (Marshall, Fittinghoff, and Cheney, 1990). As it is mentioned by Fantilli and McDougall (2009), novice teachers when they face with challenges they generally feel like they have done everything in vain. Without the help that is much needed and enough, just the teachers who are strong headed and strong willed can survive (Colbert & Wolfe, 1992). When they are face to face with drowning or resurfacing without help, the results are much more disastrous for institutions and schools (David, 2000). In other words, the situations beginning teachers experience during their adaptation periods to their works generally ends in very skillful and innovative teachers to think their jobs are too stressful and demanding to handle which results in them leaving their professions. According to Meister and Melnick (2003)'s study it was discovered that novices

developed some large-scale problems during their start and adaptation to their careers as controlling the students' behavior in class and cater to their individual needs, managing their limited time and work overload, and experiencing problems with the families and other individuals. Urging students to study more, understanding and catering to needs and differences on an individual level, evaluation, deficient budget and resources can be included in the problematic areas for the novices (Veenman, 1984, 1987). On the other hand, creating the learning environment, being ready for the beginning of the school, syllabus prospects, income and caring for their self-psychology are counted in the areas that are fearful for novices (Britt, 1997; Ganser, 1999; Mandel, 2006). The rate novice teachers' leave their jobs is affected by the condition of the trainings and assistance they are getting (Joiner & Edwards, 2008). Induction trainings and mentoring practices planned to aid for beginning teachers to adapt to their working lives are more common now. These well-planned programs and skilled mentors provide many advantages for the beginning teachers (Brock & Grady, 1998; Darling-Hammond, 2003).

2.2 Teacher Induction

In the previous heading, novice teachers were identified and their general problems and challenges were discussed. As it was mentioned previously, novice teachers need an adaptation period when they first start pursuing their careers. If this period is fruitful and helps the teachers doing their jobs they feel more at ease and comfortable with their occupations. What do they need in order to adapt to their new environment and obligations? A well-organized induction program. As Kearney(2019) states in his study, this program might regard to many things according to the situation it is administered on. Teacher induction programs, beginning teacher induction programs in particular, go back until around 50s and 60s in the USA in which obligatory learning and qualified requirements for instruction were inspected. (Serpell, 2000; Tisher, 1979). As Langdon and Alansari (2012) states, recently, induction became a covering practice for adjustment, coaching and assisting teachers that just started their careers or a new institution (Wong, 2004) and is connected to qualified certification. In New South Wales Standards Authority states that Institute of Teacher's main aim is to provide the needed support to the novice teachers in order to help them build their careers. This assistance is provided

through an induction period in which novices will be coached and encouraged by more experienced individuals in education field. This period will supply them with a planned adjustment into instructing (2005, p. 3). This period shapes the novices' learning directions, develop their understandings, improve their talents, knowledge and their professional identity (Feiman-Nemser, 2001). Learning how to educate and becoming an instructor are connected so this induction period aims to make novices learn to teach when they are teaching, improve their educator identities and create an individual who is a part of education field (Flores & Day, 2006). Adjustment period or the induction term means a professional practice and some other assistance programs are arranged in order to help novices carry on to an upper level on their professional lives, to educate themselves, exercise and clarify what they need to do in order to educate their students in the best way (AITSL, 2016, p. 2).

As it is mentioned in Marent, Deketelaere, Jokikokko, Vanderlinde, and Kelchtermans(2019)' article when they are certified as teachers, novices that are at the beginning of their careers begin their adjustment or in other words induction stage. This stage that steers the starting period of educating has been defined as associated with particular disputes that require certain guidance (De Neve & Devos, 2017; Feiman-Nemser, Schwille, Carver, & Yusko, 1999; Intrator, 2006; Kelchtermans & Ballet, 2002a, 2002b; Vanderlinde & Kelchtermans, 2013). Most of the time this guidance is provided by other teachers that have more practice in the field (Kemmis, Heikkinen, Fransson, Aspfors, & Edwards-Groves, 2014; Orland-Barak, 2016). Novices progress of joining the profession is a period of communication and compromise between the novices personally and the association they are being a part of (Bullough & Knowles, 1991; Feiman-Nemser et al., 1999; Zeichner & Gore, 1990; Zeichner & Tabachnik, 1985). This process includes in-depth career information; gaining the needed understanding, talents, significances, and rules of not only education profession but also their local institution's association. This improvement, as a result of the cooperation between the novices and their profession (Brunton, 2007; Kelchtermans, 2004, 2009) influences their work identity and their exercises while they are doing their jobs.

Kearney(2015) mentions in his study that the process of novice teacher induction which prepares teachers to do their jobs, has been internationally

recognized in terms of being one of the most important changeover ways for student teachers to become teachers in their own classrooms (Feiman-Nemser, 2001), helping overcome teacher attrition (Australian Education Union [AEU], 2009; Department of Education Science and Training [DEST], 2002; Ingersoll, 2012; Ingersoll & Kralik, 2004; Smith & Ingersoll, 2004); and, helping the novices with the problematic situations they may experience during their initial years in profession (Jensen, 2010; Serpell, 2000; Wojnowski, Bellamy, & Cooke, 2003). Even though the troubles of novices are very complex and different, increase in the number of novices that quit their jobs around the world urged the development of induction practices (Ingersoll, 2012; DEST, 2002; Kearney, 2014a). However, whatever the concept of these induction programs, what will be included in them and what kind of assistance they will supply is generally not definite. Supplying useful adjustment programs is an overall problem (Organization for Economic Co-operation and Development [OECD], 2011) because the main aim of most induction practices is authorization and cataloging rather than providing teachers with the needed information about their profession (Kearney, 2013). Because the idea of induction and what is needed to be done in order to create a useful induction are not comprehended successfully and some practices applied because of the formality, many induction programs that need more theoretical and visionary base that helps novice teachers' education during initial years of the profession emerged (Kearney, 2013).

Bickmore and Bickmore (2009) state that productive induction is defined as a planned period combined with a welcoming institution atmosphere that provides novices' individual and professional requirements. Individual necessities are among the psychological aspect, also like self-dependency, self-confidence and self-identity (Gold, 1996). Requirements about the profession include theoretical, synergistic, meditative procedures because they are discerned by the beginning teachers and the institution they work at (Wang & Odell, 2002). A welcoming institution atmosphere: provides the novices requirements via cooperation in institution-wide settling on a plan of action and synergetic actions; awards learners' accomplishments and intellectual significance; and associated with a productive understanding of institutional authority which is guidance that assist participation, joint guidance, and

supplying necessities (Brown, Roney, & Anfara, 2003; Darling-Hammond, 2003; Hoy & Hannum, 1997; Weiss, 1999; Williams, Pre- stage, & Bedward, 2001).

Langdon and Alansari (2012) mentioned that Various factual works cite the vital function that all-inclusive induction undertakes the professional improvement of the novices (Britton, Paine, Pimm, & Raizen, 2003; Kessels, Beijaard, Veen, & Verloop, 2008; Strong, 2009). For instance, literature in the field shows that efficient induction of the novices is a crucial element of initial educator improvement and the raising of qualified educators (Feiman-Nemser, 2001; Portner, 2005).

2.3 Purposes and Benefits of Induction

While novice teachers and their needs are dealt with the term induction and its meaning and importance in novices' professional life were discussed in the previous sections. The fact that beginning teachers need induction is clear as it is stated by many scholars in the field. However, what is the efficacy of induction? Why do novice teachers actually need it? What are the purposes and the benefits of induction? As Dikilitaş (2013) states, expanding need for skillful teachers also produces the requirement for educators who are more skilled than knowing only the basics. This need leads specifically in service English teachers to improve themselves in terms of their professions (Dikilitaş, 2013). Taranto (2011) claims that all-inclusive projects were planned about the novices in order to supply a base in professional improvement and assistance which is required to get the beginning teachers ready for the profession (Kaufman, S. M. Johnson, Kardos, Liu, & Peske, 2002; Wong & Asquith, 2002). Moreover, professional improvement supplied via an association of educators helps novices to grasp a wider comprehending and acknowledgement (Clark, 2001; Darling-Hammond & McLaughlin, 1995; Darling-Hammond & Richardson, 2009; Ullman, 2009). Çam Aktaş, 2018 states that adjustment programs improve the engagement with the education field (Duke, Karson and Wheeler, 2006). It was stated that pupils of the instructors that took part in the induction programs were more successful in school, and these instructors established a higher achievement in terms of constructing a welcoming teaching atmosphere and learner authority (Ingersoll and Strong, 2011). Expertly planned induction programs in long term development style supply job-related readiness and perpetuation for educators (Gujarati, 2012). Adjustment to teaching practices

develops instructor input to learner achievement and makes it possible for instructors to gain administration talents (Moir, 2009). Operations executed while induction programs supply teachers with the needed knowledge to assess learner achievement (Abu Rass, 2010)

Even though it is altered by specific regional background, what is expected of a fruitful induction program has continued to be the same over the time and numerous movements of induction with diverse significances (Alliance for Excellent Education (AEE), 2004; Wood, 2001; Fox & Singeltary, 1986). Because in time, more was discovered on educator development in the periods between first and fourth movement induction programs, instructor's health and detainment were considered as inadequate aims for induction programs. As fourth movement programs emerged when the evaluation and liability rules and progressively more differing learner profiles, these fourth movement practices set more importance on: instructor characteristics, creating an educating method for differing pupils (Darling-Hammond & Baratz-Snowden, 2005), and improving learner accomplishment via developing instructor efficacy (Arends & Rigazio- DiGilio, 2000; Alliance for Excellent Education (AEE), 2004; Fletcher, Strong, & Villar, 2008). Current goals of induction are: expanding beginning teachers' numbers of staying in their jobs, advancing beginning teachers' individual and professional health, developing educator capacity, boosting learners' success via developing instructor efficacy, and fulfil the assigned necessities about induction and credentials. (Çam Aktaş, 2018)

As Abu Alhija and Fresko (2010) mentions instructors' joining to a new institution of teachers and start being an active part of it is regarded as socialisation of teachers' (Zeichner & Gore, 1989). This progress is associated with the gaining the understanding, talents, sense, and rules of the education field and the regional institution or being an instructor includes not only improvement in profession but also adjustment into the community (Brunton, 2007). Rewarding teacher adaptation helps with gaining higher qualified instructors determined to stay on their professions (e.g., Hudson & Beutel, 2007; Wong, Britton, & Ganser, 2005). Study results show that a great deal of novices quit their jobs within the few years they have just started because they did not become a part of their new community successfully (Dewert, Babinski, & Jones, 2003; Johnson, 2004; Wong, 2004). To make the most of the

socialization period, induction practices are applied all around the world (e.g., Feiman-Nemser, Schwille, Carver, & Yusko, 1999; Ingersoll, 2007; Ingersoll & Smith, 2004; Wong, 2004).

The advantages provided by induction consist of appealing to higher qualified applicants; decreased numbers in attrition rates, advanced occupation contentment, better professional improvement chances and higher qualified education and acquiring (Howe, 2006). How can an individual turn out to be a competent teacher? The secret cannot be discovered in educational program instructions or taught via lessons. It can be accomplished with experience gained in class. Instructors' knowledge of their individual and professional lives supply them with the needed source of pedagogical knowledge (Clandinin & Connelly, 2000). With individual observation and peer coaching (with more experienced teachers as well) implicit knowledge and intelligence of education might be brought to light and comprehended greater (Howe, 2006)

2.3.1 Teacher attrition. Croasmun, Hampton, Herrmann (1997) defines attrition as "The rate at which the new teachers leave profession." Carlsson, Lindqvist and Nordänger (2019) state that the main aim of induction is simply to make teachers teach as talented and capable instructors. However, it is widely seen that a great deal of new graduates prefer not to start a career at teaching (Luekens, Lyter, and Fox 2004), or will delay starting it (Lindqvist, Nordänger, and Carlsson 2014). Moreover, some of them quit their jobs for long years while many begin teaching careers but quit their jobs only after one to two years (Cooper and Alvarado 2006; Ingersoll 2003, 2007; Newberry and Allsop 2017). Consequently, not even close to all who graduate educational departments start working as teachers and pursue it for all their professional lives is a matter that makes individuals consider and interrogate the condition and even the qualification of teacher trainings (DN 2006; Lindqvist and Nordänger 2018). All of these and many more matters cause a very big problem for education profession: teacher attrition.

Nielsen, Barry and Addison(2007) states that NCTAF(National Commission on Teaching and America's Future) states that about 14% of novices quit their jobs within the first year, 33% quit in first three years, and nearly half of it quit in before the end of fifth year(2003). Even though the challenges of novices have been

observed over the years, just now their needs and problems have been acknowledged (Mager, 1992). Novices' challenges were depicted in a survey of ninety one works by Veenman (1984) starting from 1960 to the study's year. The study stated that there were eight challenges came up again and again. These challenges were: management of the learners, urging students to do better, catering to every learner's characteristics, evaluation of learner's studies, communication with the families, planning the activities in class, inadequate sources and resolving the issues of every single learner's (Nielsen, Barry and Addison, 2007)

2.4 Induction Programs in the World

As mentioned countless times in the prior sections the importance of induction programs and their support for the new teachers are undeniable truths. This section will talk about what precautions are taken throughout the world about this very delicate topic. Induction is a complicated progress which may not be free of the communal background of the institutionalized exercises that novices have to deal with (Flores, 2019). The practice of presenting a novice into an institution's organization is a complicated period. Acquiring responsibility for novices doesn't only contain the improvement of an educator's character. It also contains the ongoing learning of professional and useful talents and information via ongoing acquiring. Novice induction is viewed as a very practical exercises in terms of promoting the adaptation of novices into their teaching profession (Gujarati, 2012; Kang & Berliner, 2012). In order to help novices adjusting into teaching at institutions, many nations have advanced induction protocols: USA (Ingersoll, 2012); Ireland (Pitts & Vitulli, 2014); New Zealand (Langdon, 2011); Japan (Pain & Schwille, 2010), and Australia (Independent Education Union, 2005), can be counted as instances. On the other hand, the findings indicate that even though many international studies have been conducted over the years, the demands of novices cannot be provided (Flores, 2019). As regards to Chile, novices would become more capable educators and they would be more contented about their initial experiences if they were backed up via convenient induction (Avalos and Aylwin, 2007).

As Wood and Stanulis (2009) states for USA, Fideler and Haselkorn (1999)'s very detailed article about induction practices indicates that governments develop their induction programs in time or application of "waves" about constitutional acts.

The wave can be a suitable symbol for the ups and downs emerged within these programs as they were carried out in the same manner in everywhere and not any difference was taken into consideration throughout the time period they have been implemented. Each movement of induction is associated with the time that they occurred in and social, diplomatic, and commercial elements that formed that duration like lessening of the class capacity, academic source cutback, etc. In time, through acknowledging important aspects of educator improvement, higher quality induction was reached in the USA, starting from unofficial face to face coaching to overall organized induction with numerous aspects (Wood and Stanulis, 2009).

As Abu Alhija and Fresko (2010) indicate in their article induction practices differ in different countries like it does in the same country (Howe, 2006; Moskowitz & Stephens, 1997; Wayne, Young, & Fleischman, 2005; Wong et al., 2005). These differences can be spotted in continuation, content of the program, how they are financed, implementation, objectives, emphasis, and extension. For instance in Japan, Israel and some states in America and Canada induction is implemented for one year and it is compulsory, organized, and implemented from a headquarter while in Hong Kong the practices going on are not implemented from a headquarter or compulsory and in Germany and France novices take part in these programs more than two years. These alterations indicate the various regional, communal, monetary conditions. Although there might be many differences like these all these induction practices share a mutual aim which is to prepare novices for entering to the education profession gradually (Howe, 2006; Stoel & Thant, 2002).

As it can be seen in the study of Howe (2006); New Zealand, Germany and Japan all have particular powerful induction protocols that differentiate them form the rest of the world. Some of the other countries share these aspects as well. For instance, China just authorized an internship that lasts for one year to help novices like Japan and Germany. There is another kind of practice in Switzerland, gathering novices, coordinators and teachers that have gained years and years of experience from various institutions in order to share their knowledge and have valuable conversations about their professions. Moreover, cooperation and evaluation are performed by other individuals (Britton et al., 2000). This kind of a practice could productively manage with many problems that were reported by German educators.

Regional background should be taken into consideration while thinking about implementing different induction programs from around the world in a foreign country. Some of these programs could be inappropriate so some changes might be done with the ability of thinking outside the mainstream about what can be left out and what can be carried on to implement. A great many things might be acknowledged thanks to contrasting different regional practices. Although there will be many things that will absolutely be different, central aim must be to find out what can be retrieved from these practices and create contemporary programs. Many nations acknowledged this way of thinking in recent years (Howe, 2006). The induction program that is known by all throughout the USA emerged from the SCNTP (Santa Cruz New Teacher Project) at the University of California. The National Council of States in Education acknowledged SCNTP for its great many benefactions for improving teacher induction to its best. The main aim of theirs was to raise novices that would be examples in terms of catering the demands of various populace learners of California and the whole nation, represent the qualified rules of continuing questioning, evaluation, clarification of in class activities (Moir, 2001). This movement was a collective achievement of Instructor Teaching Administration at the University of California and more than 20 different institutions (ibid.). As a result of many studies, an inclusive assistance project was started initially for the novices who are in their first and the second years. In 2001 the novice teacher assistance and evaluation (BTSA) program was given 104.6 million dollars supplying 29,000 novices with developmental evaluations about their educating experiences and PD to advocate their performance with learners; staying on their jobs, and fulfilment with their jobs (BTSA, 2001). Central components for this project contain coaching and personalized developmental evaluation for the aim of developing methods, contrary to official educator assessment. While an induction program of a two year one was going on, a plan that is personalized for teachers' arising requirements was promoted (Individualized Induction Plan / IIP). An IIP contains aims, particular methods for accomplishing these aims, and recording proceedings in order to achieve these goals. Also, novices take part in concentrated studying practices which are based upon their knowledge from their university times and influence them to ongoing for life studying.

This project arranges an influential progression into education field for the novices who are on their first or second years in California. (Howe, 2006)

Howe (2006) suggests among the induction programs the most competent ones work with adept coaches and in depth teachings post-graduation. When the whole teaching system is compared between Canada and USA versus Japan, Germany and New Zealand it can be seen that inductions in the latter group are more inclusive. Germany grasped the method of internship for the induction; however, there is not an enunciated evaluation principle. New Zealand is differentiated from the others by giving .8 duty capacity while paying a hundred percent. Another point is the fact that novices in New Zealand are assigned with lesser responsibilities and easier workable education duties. $11,900 is invested on induction projects for every new teacher in Japan which yearly marks over $200,000 that puts Japan over most of the nations in this aspect (Moskowitz and Stephens, 1997). Howe(2006) also mentions that an inquiry was conducted on German student teachers and problems that were lightened were connected straightly to the educator induction in Britain (McBride, 1996; Tickle, 2000) Ireland (Killeavy, 2001), France (Foster, 2000) and anywhere else (Britton et al., 2000; Cobb, 1999; Moskowitz & Stephens, 1997). Novices were supporting lengthy induction programs and constructive education instead of only information. Furthermore, most of the educators pointed out the thin connection between information and experience. These results back up some other research about wide spread educator thoughts on the importance of useful information instead of academic knowledge (Britzman, 1991; Clandinin et al., 1993; Foster, 2000; Smith et al., 1993).

Draper, O'brien and Christie (2004) states that Scotland, in terms of teacher induction, has an official, compulsory organization of assistance and evaluation that assures a certain job for one year with lessened educating responsibilities for every graduate of education departments. This assistance and evaluation process is implemented at their institutions by an induction coach, with an arranged time period left only for that aim particularly, even though it is expected that the assistance for the novices will be regarded as a entire institution obligation (General Teaching Council Scotland [GTCS], 2002). An extensive acknowledgement of the significance of high quality induction for novices and expanding awareness of the elements that

make induction competent can be pointed out. Numerous styles have been improved that depict the improvement of novices to be entirely capable. Five levels were suggested: beginner, progressive novice, capable artist, accomplished and professional (Berliner, 2001). Features of this process contain a heightened understanding of obligation and an in depth sentimental relationship. Bullough (1989) for his research, got help from a novice teacher in their first year and used four level design advanced by Ryan, building up from the study of Fuller that contains illusion, endurance, expertise, significance phases (Ryan, 1986; Bullough, 1989). According to Bullough, the significance phase is above the dimensions of the novices in their first years. These designs might be practical for people who are organizing the induction programs, however, they are misguiding as they claim there is an easy progress from one phase to the other. Like Bullough (1989, p. 17) indicates that an individual's evolution cannot be categorized simply. It is never easy, without any trouble and generally associated with relapsing (Draper, O'brien and Christie, 2004).

Howe (2008) indicates that in Japanese institutions, novices learn a great many things thanks to their unofficial correspondence with their experienced colleagues. It is generally a one sided instructional transfer as novices cannot really present to their experienced counterparts. Thus, it is not considered easy for novices to advertise the contemporary teaching methods and making them acknowledged in the field as it is expected from veteran teachers to teach all the useful technics and methods to the young generations because they are the wise ones. In British Columbia, generally it is the other way around. Usually veteran instructors pick up a lot from the novices they work with which is considered to be one of the best strategies of PD as educators don't really have lots of chances to cooperate and peer coach (Howe, 2008).

Tickle (2001) points out that when universal prospect on the novices' induction is examined it can be seen that it is not a major interest about education profession (Tickle, 2000). Lately, in England there has been a new interest on it which speaks for the progress since the 40s, with fewer arrangements than McNair (1944) suggested. Still, problematic teaching situations are regarded as a part of changing and ambitious outlooks in all around the world. As the "Organization for Economic

Co-operation and Development (OECD, 1994)" states recent problems and urges on institutions and instructors arise from institutions' new and intense expectancies, new improvements in studies on educating and learning and also the desire to discipline classes more and more differing in traditional, lingual and regional histories. These hindrances and expectations necessitate new scopes and understanding on educators' sides (OECD, 1994).

2.5 Induction Programs in Turkey

2.5.1. How are English teachers raised and hired in Turkey? According to Öztürk and Aydın (2018)'s study, next to other instructor education programs, Foreign Language Instructor Education, English in particular, has been a very vital target in education protocols of Turkey. Exclusively, contemporary improvements in foreign language education protocols, an immense attention on English education of young pupils ranging from early primary school to in depth tertiary language education programs resulted in the demand of very capable educators to carry out the deed. Keeping this primary aim in mind, English Language Teaching departments in Turkey changed drastically since the beginnings of 2000s (Mahalingappa and Polat, 2013) and latest change was accepted in 2017, marking the eventual shape of the novice teacher induction. When generally examined it is not that demanding to separate the components of English Language Teacher Education in Turkey; it is made up of two general phases, prior to work trainings and while working trainings, which are individually important periods made up of peculiar shareholders.

2.5.1.1 Pre-service English Language Education in Turkey. As it is in most of other countries, first phase of English Language Teacher Education (ELTE) is executed thanks to universities. Turkish ELTE departments are giving four-year education at the education faculties of universities. A very pivotal syllabus design supplied by Turkish Higher Education Council (HEC) is required to be pursued by every ELTE department in every university. As the main mechanism of the implementation of all the education agendas, HEC attempted to alter the current system on the grounds of claiming that it is insufficient in terms of its aims, achievements and openness to the universal improvements (Kırkgöz, 2017). It doesn't need to be mentioned that these alterations were generally built upon the syllabus or context of the programs instead of planned changes that could refresh the

professional core of them. HEC's goals are to establish a regulated ELTE syllabus that is able to response to the improvements in the profession while these alterations are difficult to be executed in the same way as expected because of the different conditions of universities like physical circumstances, teaching board and economic situation (Öztürk and Aydın, 2018).

Hangül (2017) states that every individual that has an undergraduate certificate of the departments in education faculties can work as a teacher at state schools. There is also a chance to be a state school teacher like these people with pedagogic formation diplomas for the graduates of other programs. After that, all applicants are obliged to have a prevailing score on the KPSS exam and therefore they might be eligible to be assigned as state school teachers. These teachers are always appointed by the Ministry of National Education (MoNE). State schools do not have the authority to hire their own teachers themselves.

Öztürk and Aydın (2018) talks about this process in their study as well. It is stated that after being done with their education faculty journey of four years, teacher nominees are obliged to take a governmental exam called KPSS which is made up of multiple choice questions about traditional disciplines, psychological information, cause and effect understanding and language competence. After the declaration of the scores, novices above a degree are evaluated by directors from Ministry of National Education (MoNE) after 2017. These interviews are more or less ten minutes and novices are asked some universal open ended questions. Builded upon the marks they get thanks to these interviews they are appointed as teachers by Ministery of National Education at government schools around Turkey. After they are assigned as instructors in public schools, while working instructor education projects for these teachers are generally implemented by the MoNE.

2.5.1.2 In-service ELTE in Turkey. The new instruction and coaching plan declared on 2 March 2016 states that newly appointed teachers in February, 2016 are obligated to participate in a novice teacher induction program. Novices that are assigned to their new schools will have an instruction program which is supplied by the Ministry of National Education that will last for six months. Novices are obliged to finish all of the elements of the instruction period that is in class routines, institutional routines and out of school projects for the fourteen weeks of the plan

besides the in-service instructions classes. According to this plan, novices cannot teach lessons and go on guard duties outside the time only when they are with their mentors (MEB, 2016).

Candidate Teacher Training Program dated 17/10/2016 states that 642 hours of training are going to be given, 384 hours for inside the classroom and in-institution practices, 90 hours for outside of institution practices and 168 hours for in-service coaching practices. In their beginning years, novices might visit lessons freely. Novices that accomplish the achievement assessment when their beginning year finishes are appointed as contract teachers for their remaining 3 years before they get their cadre. Furthermore, in these three years they don't have to attend to any training sessions. Novices that accomplish this training period that lasts four years in total gain the chance of being a long-lasting staff. All in all, contracted nominee teachers assigned later than October 2016 are obliged to carry out achievement assessments at three points of their beginning year by joining the conventions and while working coaching practices according to the briefing supplied by the Ministry of National Education. Victorious novices that accomplish these stages will be assigned if they can also accomplish their achievement assessments of the remaining four years (Tosun and Şimşek, 2018).

The most common training options supplied by the Ministry of National Education are given when the terms starts and finishes as two-week programs containing topics like cause and effect understanding, general knowledge, etc. In the recent twenty years, MoNe executed important efforts in order to develop the conditions of teacher trainings by regulating the general educator skills (MoNE, 2006), aptitude realm and achievement signals (MoNE, 2008) and by printing the Teacher Method paper in 2017. Even though aims and results are openly clarified in these penned papers, their adjustment to everyday life actions and in while working education are still being discussed (Öztürk and Aydın, 2018).

As Çam Aktaş (2018), states while the appointments of February 2016 happened, appointed novices didn't start their jobs right away, they started their induction programs. They kept taking their induction education and work with their mentors in the schools they are appointed at. Based on this new regulation, novices complete a six month of coaching process while they are nominees. In line with the

coaching practices preconcerted by the MoNE the training period happens in schools, where principals and mentors are taking care of the progress. In consonance with the training, novices are obliged to complete a few during lesson, in institution and out of the institution and while working projects. As it was mentioned previously, novices don't teach their own lessons and go on solo duties. They visit their mentors' classes and examine them while they are on watch duty (MEB, 2016a). This program that is prepared by the Directorate General for Teacher Training and Improvement is implemented on the novices. The four parts that makes the program are aiming to get novice teacher more knowledgeable about their profession. These activities aim to teach novices about arrangement, educating, and assessment part of the class, to notice questionable parts about the procedure of educating and understanding and to establish concepts for their fixes, to be more knowledgeable about how educational places and administrations work, be acquainted with how these in-institution and socio-cultural practices are carried out, be acquainted with the institution and socio-culture of the place they are appointed to, to be more knowledgeable about the shareholder schools playing a role in teaching and coaching programs, to understand the value of sharing learning encounters, to know the communal obligation activities and unpaid projects and to gain the talent of examining and assessing records about teaching and coaching periods and out of institution practices (MEB, 2016b).

Çam Aktaş (2018) also indicates that novices are obliged to be at the institution four working days and they should spend sixteen hours on in institution and in classroom practices to acknowledge the predetermined aims. This duration is equal to sixty four week days or three hundred and eighty four hours for sixteen weeks. Meantime, they do an in-institution examination/application for one day every week, in-classroom lesson observing and application practices for three days in every week are obligatory. Novices join class arrangement, outlining, equipment arrangement and observation practices for three days every week and six hours every day for six weeks, within the company of their mentors. In the following ten weeks, novices complete class arrangement, equipment arrangement and lesson teaching practices for three days every week and six hours every day. In-institution practices are planned as one day a week and ninety six lesson hours in sixteen weeks. The coaching progress will be executed for sixteen weeks/seventy nine days/four hundred

and seventy four hours (MEB, 2016b). In the second stage of the coaching programs novices are hoped to establish a feeling of association and devotion while acknowledging the aim of the education profession, to notice the education perception at the core of Turkish tradition and society, to adjust to the communal, principled, considerate, righteous, and traditional codes particularly mentioned in the Basic Law of National Education No. 1739, to be aware of our national diversification and its ties to teaching, to establish understanding and the talents about educational implementations, to perceive common administrations and implementations of the National Education, to understand implementation methods about education mechanism and academic practices, to be knowledgeable about academic aspect of Turkey with the universal improvements and to be aware of the essential topics related to teaching and coaching. At the end of sixteen weeks of in institution and out of institution practices, novices will take eight weeks/two hundred and forty hours of while working academic practices. Thanks to this progress, they will be coached in line with the precise subjects on enlightenment aimed by the program (MEB, 2016b) (Çam Aktaş, 2018). The following table shows how the induction program content changed through 1995 to 2016 plans:

Table 1:

Changing of the Content of Induction Training Program Through 1995 to 2016

From 1995 to 2016	From 2016 on
Basic Training Program: 60/400hr	**In school Activities: 384/654hr**
Constitutional rights and obligations	Lesson preparations, in class observations and implementations
Preparatory Training Program: 120/400hr	**Out of School Activities 90/654hr**
National education system and Employee rights	Structure of the institution and volunteering
Practical Training Program: 220/400hr	**Professional Development Seminars: 180/654hr**
Professional development	History of education in Turkey, professional development

2.6 Novice Teacher Needs and Challenges

As Bekdemir (2019) states each year, around four thousand English instructors begin their professions in education with their academic and context information, willingness to educate and make students able to learn English in Turkey (Türk Eğitim Derneği, 2014; 2015; 2016; 2017). Studies around the world indicate that twenty four percent of novices quit their jobs in their beginning year, thirty three percent of them quit after working for three years and around half of them quit while they are in first five years of their professional careers (Farrell, 2016, p. 12). The main trouble here is to be a novice that is transforming from a pupil to an educator (Smith & Sela, 2005).

Institutions are experiencing soaring rates of attrition. Specially, novice attrition levels are nearly half of the total in many places even though there is a big urgency in demand of extra educators in the profession (Ingersoll, 2003). On the grounds of these losses inescapable result comes out: failing students that are not able to achieve the desired success level (Darling-Hammond2003). Insufficient coaching organizations and meager circumstances of their jobs are counted as leading causes of beginning teacher attrition (Ingersoll, 2003; Wiebke & Bardin, 2009). If a field is losing so many new recruits like this there must be dome alteration in order to change the course of events (Taranto, 2011).

As Kearney (2019) states in his article it seems as if there is an international compromise on the difficulties novices endure during their beginning years. Generally they have to take the most problematic classes, they have more hours to educate, and more paper work obligations than their veteran counterparts (Feiman-Nemser, 2001; Killeavy, 2006). About the problem of novices, the findings are generally alike and nearly exact despite the study strategy used to conduct the findings, the condition of the plan and examination in special works, the time period when it was conducted, and the country where it was conducted (McDonald, 1982). The results always go hand in hand. Many things were mentioned on the hardships experienced by novices as they are changing into educators from being students themselves. Sayings like real world scare (Veenman, 1984), “praxis” scare (Kelchtermans & Ballet, 2002) indicated the sentimental attitudes of novices when they are faced to face with the real world and obligations of being an educator

(Fresko and Abu Alhija, 2008). Over half of the century, educators have been indicating that they have troubles with management, in class strategies and encouragement (Dropkin & Taylor, 1963). At the beginning of 80s, it was found that novices mentioned about troubles with in class management and student encouragement (Veenman, 1984). 90s marked the time when it was stated in Australia that the troubles with in class management and too much work were the most cited issues between the novices that restated the results of Dropkin and Taylor's studies in the 60s and Veenman's in the 80s (Kearney, 2019).

For instance, as Curry, Webb, Latham (2016) states Moir (1999) examined more than 1,500 beginning teachers and recorded the particular standard in how they intellectually passed and reacted to the initial years of their academic lives. She grouped these standards into five separate levels: (1) expectancy, (2) endurance, (3) comedown, (4) reinvigoration, and (5) self-observation. As it was pointed out the expectancy stage starts while the constructive practice of educator readiness (for example; educating learners), and beginning teachers have romanticized aspect of educating act and are immensely devoted to their academic profession (Moir, 1999). The expectancy stage mostly continues until they are very well into the semester where beginning teachers really adjust to the everyday life of being an educator (Curry, Webb, Latham, 2016).

Novices are just authorized educators that have recently graduated English Language Teacher Education departments and begin teaching English at a school. Moreover, beginning teachers are placed as indifferently operating elements of an a lot more belligerent theoretical power that force their enculturation to the academic field (Cherubini, 2009). This period is named variedly by many scholars. The academic field that consumes its freshmen is the statement Halford (1998) chose to indicate this period. This was regarded as beginning period of the profession (Huberman, 1989; Huberman, Grounauer & Marti, 1993). Other statements would be beginning service language educator improvement (Farrell, 2012), go down-or-resurface (Varah et al., 1986) etc. (Bekdemir, 2019).

As it is mentioned by Marent, Deketelaere, Jokikokko, Vanderlinde and Kelchtermans (2019), novices do not only fall into a situation where they have to face with the academic obligations and daily matters of in-class education, but they

feel the need to figure out their path into the legislative groundwork of the institution, the casual, civil and traditional measures, guidelines and anticipations that compose the day to day communal association of institutional life as well (Kelchtermans, 2019). Tosun and Simsek (2018) talk about identical positions that can be monitored in the relationship between the novices and learners in their article. Learners and the educators themselves are both bewildered about the associations with the novices. The absence of the feeling of acceptance and perception of not being like an educator compel teachers to be burned out prior to their actual entrance into the field like they mentioned. Applicant educators have the smallest anticipation as reported by principal and guide educator organizations about supplying the learners with sufficient expression talents (Tuncbilek and Tunay, 2017).

Çakmak (2013) talks about how beginning teachers are very passionate about their jobs during their beginning years and they attempt to improve their pupils' understanding and talents. The fact that educators might face with peculiar issues in every academic organization, every aspect of the issues experienced ought to be examined in detail. Contemporary studies with greater sampling can be implemented in order to obtain a more detailed image to identify the beginning teachers' issues on the whole. Beginning teachers should work with veteran educators as they are going to be able to improve themselves better while learning from them. It was mentioned that working together with mature educators is going to be advantageous for novices as they experience issues in implementing psychological educating methods specifically (Gilbert, 2005). Novices might acquire a lot of things from veteran educators and communication like that supplies them with academic knowledge (Shkedi, 1996). Education departments are assumed to adorn candidate educators with the educating methods, the approaches, the understanding, and the talents they require to be sufficient and constructive educators in their classes (Wanzarae, 2007). Findings from this work recommends that more importance have to be put on the beginning years of educating to be able to supply novices with advantageous circumstances for their academic improvement. Realization of the issues that novices encounter is going to let us consider more in detail about acquiring strategies that are going to help make novices' progression from beginners to masters more sleekly and trouble free to a smaller extent. Because of all these arguments it can be seen that this

area needs to be studied in a more detailed manner. Researches are generally centered on the pupils and academic staff at universities more than educators working in schools (Yıldırım, 2010). If novices experience problems smaller in number during their beginning years they will have more resolve and their achievements will be reflected in their academic lives (Çakmak,2013).

Adjustment to an unknown habitat can be both frightening and appealing for novices of English teachers. Many arguments can be counted as proofs for this statement. Novices encounter problems with their jobs as they are only starting their profession. They are looking at a gigantic bulk of assignments and it results in a failed language acquiring and educating progress. Moreover, even though novices begin working in their own countries, they still face with a city that is entirely alien to them. Therefore, they require getting accustomed to its way of life which can be a reason for communal clashes and educator depression at the finish line. As it is not only becoming an educator instead of a learner but also the start of the most important period of their lives, getting used to the background and communal aids is particularly valuable for them. An example to the core causes is the institution in which novices start their careers because it has a very critic impact on the progress of the adjustment. When the term institution is used it also covers the area, the other teachers that they work with, administrator, coaches and families of the children (Öztürk, 2008; Kozikoğlu & Senemoğlu, 2018). Taking language education progress into consideration, adjustment might be definitely frightening and thrilling simultaneously (Bekdemir, 2019).

Whalen, Majocha and Nuland (2019) indicate that novice induction and coaching practices might supply the required help to minimize the instructor attrition levels as less novices would feel dismayed and unhappy while they are going through their beginning years that might end in quitting the profession (Kutsyuruba, Godden, and Tregunna 2013). Beginning teachers might feel discontented with their institution atmosphere and relations with their colleagues if they cannot get the academic help they seriously require which might end with them quitting their jobs (Kelly, Sim, and Ireland 2018). Novice capability and devotion to the education is developed when induction practices and good conditioned coaching practices on the use help with developing the teaching and getting better pupil accomplishments

(Goldrick, 2016). Blending adjustment and coaching practices lean to boast the levels of novices who stay in they jobs. On the other hand, connections to reason why educators stay in their jobs are not generally definite or they are mostly questionable connections (Long et al., 2012). Therefore, as it can be understood from the reality that the relationship between these two element is not certainly known, more studied are ought to be conducted in this field in order to state the emphasis of coaching and how it is going to effect the rate that educators are choosing to stay in their jobs and probably cut down on the rate of attrition in time. The Association for Financial Assistance and Improvement (2005) gave out two causes for large beginning teacher attrition levels as: twenty nine percent of novices teaching in institutions without an official adjustment progress for them; twenty five percent of them teach in institution without a coaching practice for them (Majocha et al., 2016). Novice attrition was discussed via the arrangement of compulsory or voluntary adjustment and coaching practices for beginning teachers as they keep improving on their professions. Crocker and Dibbon (2008) and Kutsyuruba, Godden, and Tregunna (2013)'s works analyzed compulsory induction practices at institutions, but these practices were not obligatory in every area. These adjustment periods supply novices with academic improvement when they are conducted. Beginning teachers in Ontario (Ontario College of Teachers, 2018) mentioned that aid with information paper writing, comments on their in class performance by their coaches, preparing the syllabus with the coaches, discover useful education materials and recommendations on helping learners exclusively are the most practical communication with their coaches. One other Ontario College of Teachers (2012) findings indicated that coaches supply the perfect guidance in information paper writing, syllabus preparation, discovering useful education materials and recommendations on helping learners exclusively. The help novices need in fact, has never changed over time. They value the fact that veteran teachers help them by guiding, knowledge contribution, and showing them the educating strategies (Ontario College of Teachers 2012). It is definite that novices regard the circumstances that they can use to get better in their profession very worthy despite how practices are given in their job atmosphere (Whalen, Majocha and Nuland, 2019).

Öztürk and Yıldırım (2010) mentions that Achinstein and Barret (2004)'s study on novices structures their issues in three parts: the directorial part (as general tasks and policies for handling the learners while they are practicing in classes, attitude issues, arrangement and flow of the lessons), which was pointed out in ninety three percent of the arguments; connection between the individuals part (like expecting the each learners' requirements and understanding strategies, instructor-learner exchanges, class background, feeling of being a populace, working together, and relations with learners and their families, student self-verbalization, judgment, and interest), which was pointed out in all of the arguments; governmental part (as in providing different requirements of different learners to promote fairness and acquiring information, addressing every individual learner in terms of teaching, learners' preparedness and sociological background, educators' anticipations about pupils, an investigation of nation, background, language; unfairness of learner presence in the class dialogue, which were pointed out in eighty seven percent of all the arguments. The analysis operated by McCann, Johannessen, and Ricca (2005) displayed the main frames of the issues novices stated in their interviews as: relations with learners, families, friends at work and managers; amount of work, controlling the time, tiredness; wide range information about the topics and syllabus; assessment and scoring; discipline and management; and outlook and individuality. Challenges like those stated in the field outlined by Jarvis and Algozzine (2006) like: amount of work, controlling the time and tiredness; context and syllabus information; relations with learners, parents, friends at work, and managers; assessment and scoring; and self-determination and discipline. In addition to all of those shared challenges, particular issues experienced in other areas by other people. Wang, Strong, and Odell (2004), identified the most demanding issues coming up from the connections and communications between American or Canadian novices in their study as: either education or focus of attention or learners or blend of all of them. The instances in the United States had the central spotlight on education and learners, especially some students in particular and their attitudes. For Chinese examples, the core was on education and focus of attention. As among the few analysis conducted in Turkey, Taneri (2004)'s study was centered on novices' issues about educator appointment periods they were involved in. Results pointed out that the part takers faced with

problems about being teachers of heterogeneous classes; acquiring and applying the stated guidelines; being reading and writing teachers of primary school students; gathering helpful education sources; and getting every student to be involved with the lesson. More points were about the fact that teachers that weren't graduates of education departments faced with more issues than the education department graduates. According to findings of a study conducted by Korkmaz (1999), there is an apparent mean differentiation in opinions of the novices about where they work and the amount of people who work in the same institution. Contrasting findings indicate that the beginning teachers that teach in small towns have more troubles than the teachers that are teaching in big downtowns. The number of other colleagues working in the same institution was really important in terms of an effective adjustment to the institution. As an example, novices that had the most troubles were the ones that worked in an institution where there are only about three educators working. (Öztürk and Yıldırım, 2010)

Bekdemir (2019) cites that educators of language are required to study numerous areas like behaviorism, anthropology, pedagogical disciplines to be able to establish the understanding that is going to help with competent educating (Lopez, 1989). Furthermore, novices are required to know the understanding of context and forward them to the learners (Akbulut, 2007). Recent graduates tend to educate with the support of their academic understanding. Generally novice English instructors try to apply everything they have acquired academically in exercise immediately after they begin teaching. Novices might be efficient educators that are very useful elements for institutions (Darling-Hammond, 2003) or among the educators that quit their profession like nearly the half of them (Moir & Gless, 2001) if their excitement shift into reluctance and hesitation is put into their self-certainty's place (Kaufman & Ring, 2011). To be able to help instructors to manage to have their aims for the upcoming years, they ought to discover some methods to help them to achieve their aims in the institution and class atmosphere (Beck et al., 2007). They should be urged to explain their issues during the adjustment period so they can be dealt (Bekdemir, 2019).

2.7 Components of an Efficient Novice Teacher Induction Program

Wood and Stanulis (2011) suggest that understanding of well-planned teachers induction bases itself on the research of Feiman-Nemser's (2001) perpetuity of self-improving on how to educate, Britton, Paine, Pimm, & Raizen's (2003) perception of understandable induction, and Odell and Huling's (2000) fine coaching structure. Fine teacher induction program can be identified as the sophisticated progress of educator improvement and novices' on going internalization of education via a planned academic improvement of coaching guidance and helpful evaluation. A good induction practice embellishes educator learning via sophisticated and years long arrangement that aid novices' academic improvement through the initial years of their professional lives (Alliance for Excellent Education (AEE), 2004; Ingersoll & Smith, 2004; Stanulis, Burrill, & Ames, 2007). A well planned induction acts as a connection between educator formation and exercise that aids the particular learning requirements of novices during their beginning years. Induction practices should aim to achieve more than cutting down on the attrition rates by opening a sleek pathway into the teaching field. It ought to attain more than temporary precautions to decrease anxiety and solve near-at-hand issues and be constructed on an aim of strong education, intended at boosting educator improvement, and stimulated development in the fine education and training (Anthony et al., 2011; Feiman-Nemser, 2001a, as cited in Wood and Stanulis, 2009).

Wong et al. (2005), indicate that competent practices are the ones which are well planned, constant, understandable, and determinedly examined (Fresko and Abu Alhija, 2008). Wood and Stanulis (2009) state that fine induction practices ought to involve all the stated elements below (Alliance for Excellent Education (AEE), 2004; Wood, 2001; Bartell, 2005; Olebe, Jackson, & Danielson, 1999):

- Coaches' qualification and guiding the novices,
- Self-meditative investigation and education exercises,
- Organized and well planned controlling,
- Relevant academic improvement,
- Influential novice evaluation,
- Principles' engagement in the program,

- An institution atmosphere that welcomes the novices,
- Training assessment and/or studies on the program,
- A common understanding of education, teaching and learning

In an ERIC DIGEST (1986) study it is stated that the goal of all the induction practices is to change a learner into a skilled instructor. Hints of competent induction practices might be monitored in the skill and exercise conduction: backing of the institutions' rules and the major allegiance of educator behavior to those rules (Schlechty, 1985).

Groundwork for assessment of induction practices that might be shifted into a ballot that has eight components of a good program was displayed by Schlechty (1985). His groundwork is aimed to implement to induction practices of greatly altering context and transmission designs. Four practice features indicate the effect of the other fields:

1. The practice points out to the novices that the progress of their area is built upon particular qualifications and that the training is imperative for their academic achievements.

2. The induction training is separated into ongoing levels of accomplishment.

3. The practice fertilizes reciprocal backing among coequal factions.

4. The practice is centered upon towards everlasting academic aims.

The rest of the features are intended straight to the novices' requirements:

5. Anticipations of institutions and rules for teacher management are frankly expressed and propagated.

6. Novices ought to build an academic jargon.

7. Novices must be supported with guidance, tutoring, illustration, and evaluation.

8. The liability for coaching ought to be dispersed the whole department in a well-designed, steady, and long-lasting training.

The value of personal training aims in developmental jargon and the need for long lasting criticism amidst trainees was underlined repeatedly (Foster, 1982 and Griffin, 1985). Training aims ought to be exactly defined as anticipations of educator attitude that indicate some certain institutional codes (Griffin, 1985). Some citations indicate that induction trainings ought to involve three education supply points: the

society, the institution, and the education field. They all need to be presented to the novices, with significance on educating as a field of long lasting education (Hall 1982). Distinctive requirements practices, like getting a novice used to the countryside or the metropolitan they are going to work at as they have never had any background with the stated places before, generally benefit from this strategy (Defino and Hoffman 1984).

Many different areas can be counted as the ingredients of these trainings (Griffin and Hukill 1983; Galvez-Hjornevik 1985; Zimpher 1985). However, generally all trainings have department and assets presentation, in class discipline, learner behaviors, academic management, institution and institution neighborhood anticipations, and academic responsibilities. Novices require discovering a numerous educating strategies and assessment progresses. A number of programs educate and evaluate the novices at the same time; rest of them underline guidance to the novices more than applying it as a sign of the novices aptitude (ERIC DIGEST, 1986).

Chapter 3

Methodology

This chapter outlines the methodology of the present study and administers detailed information about research design, setting and participants, progress of the research and data collection tools, data analysis techniques, validity and reliability and limitations.

3.1 Research Design

In order to analyze the thoughts and perceptions of novice EFL teachers about the induction program that they attend at state schools they are working at and how these programs can improve and better serve their purpose, a mixed methods research design was used. Ivankova, Creswell and Stick (2006) claim that why researches use both data kinds is because one kind cannot be sufficient enough to analyze the circumstances in the desired way. On the other hand, mixed methods are able to generate responses to particular questions by using both quantitative and qualitative data. Therefore, in the present study the survey that is sent out to the participants have 38 four-point Likert scale and 2 open ended questions. Creswell (2002) identifies surveys as tools that help describe critical understandings and behaviors of people. Descriptive Statistics, Mann Whitney U Test, Kruskal Wallis Test and Correlation Analysis are used to identify the main characteristics of the data in the research and present the relationships or differences among the collected data if there is any. Content analysis was used in order to analyze the data of the last two items of the questionnaire. They reflect the shared themes among the answers.

This research explores the assistance provided to and examines the thoughts and perceptions of novice EFL teachers about the induction program they receive at their appointed state schools and how this program can be improved by using the survey method which is the elementary data collection tool.

3.2 Setting and Participants

This study was conducted on a total of 203 participants from state schools all around Turkey. Fifty percent of the participants are candidate teachers that just started their careers and are in the process of receiving induction program. Twenty percent has only been working for a year or two in the profession and just passed their candidacy exam. The remaining thirty percent has been working between three

to five years. The survey was distributed through google forms and it was shared on online novice EFL groups on Whatsapp (which is an app for online messaging). These groups were created after the appointments of candidate teachers happened. Every city that has novice English teachers had a group and they were using these groups as a means of communication and to help each other. In 2019, there were 1960 English teachers that were appointed throughout the country and in these Whatsapp groups that were being connected with there were a total of 511 candidate novice teachers. 102 of the beginning teachers agreed to participate in the study and to distribute the survey further to their colleagues who are working at the same schools and institutions with them and has working experience up to 5 years. 164 women and 39 men took part in the study. The participants were generally teachers that graduated from different schools all over the country and appointed at different parts of the country as well. Half of them are still in their induction period and the rest recently finished theirs. However, the most important point about this is the fact that they all went through the most recent induction program. There aren't any teachers that took part in the study that has gone through any prior induction program. Following tables are going to show the participants' demographic information.

Table 2:

Gender of the participants:

	Frequency	Percent	Valid Percent
Female	164	80.8	80.8
Male	39	19.2	19.2
Total	203	100	100

The number of the novice teachers that answered the questionnaire in general was 203. When the gender statistic is examined it can be concluded that 80.8 percent of the participants were female and 19.2 of them were males. It can be stated that novice English teachers that filled the survey were female dominated.

Next table presents the faculties that participants graduated from:

Table 3:

The faculties that participants graduated from

	Frequency	Percent	Valid Percent
Abant İzzet Baysal University Faculty of Education	2	1.0	1.0
Akdeniz University Faculty of Education	4	2.0	2.0
Anadolu University Faculty of Education	15	7.4	7.4
Ankara University Faculty of Letters	2	1.0	1.0
Atatürk University Faculty of Letters	2	1.0	1.0
Atatürk University Faculty of Education	5	2.5	2.5
Aydın Adnan Menderes University Faculty of Education	1	.5	.5
Balıkesir University Faculty of Education	3	1.5	1.5
Beykent University Faculty of Science and Letters	1	.5	.5
Boğaziçi University Faculty of Education	4	2.0	2.0
Burdur Mehmet Akif Ersoy University Faculty of Education	1	.5	.5
Çanakkale Onsekiz Mart University Faculty of Education	3	1.5	1.5
Çukurova University Faculty of Education	6	3.0	3.0
Dicle University Faculty of Education	2	1.0	1.0
Dokuz Eylül University Faculty of Education	4	2.0	2.0
Ege University Faculty of Letters	1	.5	.5
Erciyes University Faculty of Education	3	1.5	1.5
Eskişehir Osmangazi University Faculty of Education	4	2.0	2.0
Fırat University Faculty of Education	1	.5	.5
Gazi University Faculty of Education	10	5.0	5.0
Hacettepe University Faculty of Education	11	5.4	5.4
Hacettepe University Faculty of Letters	1	.5	.5
İstanbul University Faculty of Letters	4	2.0	2.0
İstanbul University Faculty of Education	31	15.3	15.3
Karadeniz Technical University Faculty of Education	1	.5	.5
Kocaeli University Faculty of Letters	2	1.0	1.0
Kocaeli University Faculty of Education	4	2.0	2.0
Marmara University Faculty of Education	13	6.4	6.4
Mersin University Faculty of Education	1	.5	.5
Muğla Sıtkı Koçman University Faculty of Education	1	.5	.5
Mustafa Kemal University Faculty of Education	3	1.5	1.5
Necmettin Erbakan University Faculty of Education	2	1.0	1.0
Middle East Tehnical University Faculty of Education	4	2.0	2.0
Ondokuz Mayıs University Faculty of Education	2	1.0	1.0
Ondokuz Mayıs University Faculty of Science and Letters	1	.5	.5
Onsekiz Mart University Faculty of Education	1	.5	.5
Ordu University Faculty of Letters	1	.5	.5
Ordu University Faculty of Education	1	.5	.5
Pamukkale University Faculty of Letters	1	.5	.5
Pamukkale University Faculty of Education	3	1.5	1.5
Sakarya University Faculty of Education	3	1.5	1.5
Saraybosna University Faculty of Education	1	.5	.5
Selçuk University Faculty of Education	4	2.0	2.0
Sivas Cumhuriyet University Faculty of Education	2	1.0	1.0
Trakya University Faculty of Education	12	5.9	5.9
Uludağ University Faculty of Education	7	3.5	3.5
Yıldız Technical University Faculty of Education	11	5.4	5.4
Total	203	100.0	100.0

Table 4:

Participants' Experience Periods

	Frequency	Percent	Valid Percent
Less than 1 year	102	50.2	50.2
1-2 Years	43	21.2	21.2
2-3 Years	39	19.2	19.2
3-4 Years	19	9.4	9.4
Total	203	100	100

50.2 percent of 203 teachers were novice English language teachers that started their jobs less than a year ago. 21.2 percent of the participants were in their first year of profession. 19.2 percent of the teachers had 2 to 3 years of experience. 9.4 of them had 3-4 years of experience at teaching.

Table 5:

Years that participants completed the induction program

	Frequency	Percent	Valid Percent
2019-2020	102	50.2	50.2
2018-2019	43	21.2	21.2
2017-2018	39	19.2	19.2
2016-2017	19	9.4	9.4
Total	203	100	100

102 teachers out of 203 were still in the process of completing their induction program. 43 of them were just finished theirs last term. 39 of them completed their induction period in 2018 and 9.4 percent finished it in 2017.

3.3 Procedures

A questionnaire was used to collect the data. This questionnaire was developed in a master's thesis study and has 4 Likert Scale. As it is known that Likert scale measures the extent to which a person agrees or disagrees with the question.

3.3.1 Sampling. Scholars that are working with quantitative methods intend to make analytical rationalizations that include rationalizing results and assumptions from an exemplar analytic fragment to the population that they derive it from. In short, analytical rationalizations indicate sampling like a type of global rationalizability. For instance, if the aim of the research is to rationalize the qualitative or/and quantitative data to the population that fragment was derived from (like making assumptions) the scholar ought to try to choose a fragment for that element which is arbitrary (Onwuegbuzie and Collins, 2007). Therefore, in order to conduct this study, snowball sampling which is among the random sampling types was used to be able to contact as many novice English language teachers as achievable. Snowball sampling is a useful methodology in exploratory, qualitative and descriptive research, especially in those studies that respondents are few in number or a high degree of trust is required to initiate the contact (hard to reach/hard to involve population) (Baltar, Brunet 2012).

3.3.2 Data Collection Instruments. Quantitative and Qualitative methods were implemented in collection of the data progress in order to obtain the needed data for the results of the research. Data was collected via the questionnaire.

3.3.2.1 Questionnaire. In order to collect data about thoughts and perceptions of individuals, questionnaires are commonly favored strategies of gathering data. Questionnaires are generally described as a group of questions that are able to be replied by the shareholders in some ways and are organized to collect previously organized info (Matthews & Ross, 2010). Questions in the surveys might be open or close ended. One of the advantages of implementing a questionnaire is its capability for shareholders to show their understandings, behaviors and knowledge. This questionnaire was developed in a master's thesis study and has 4 Likert Scale.

As it is known that Likert scale measures the extent to which a person agrees or disagrees with the question.

The questionnaire that is used in the study was developed for the targets of the research, the requirements of the teachers and literature review. First of all items were composed by the researcher with their thesis advisor's guidance. To be able to establish the effectiveness of this survey, initially 10 academic staff that have been serving in program development and in-service education areas shaped the questions. Later, 21 teachers that completed the novice teacher induction program completed the questionnaire and final touches were done on the survey.

The survey (Özonay, 2003) was developed in Turkish and so it was also implemented in Turkish. The survey has major three sections. First section is about demographic data of the participators and originally it has 11 questions but in this study only 5 of them used as the rest of the items were irrelevant for the novice ELT teachers. The second part was 31 questions about the goals, context, progress and assessment of the novice ELT teacher induction program. Originally this part consisted of 37 items; however, because the candidate teacher induction program has changed in 2016, these items were not relevant for novice ELT teachers anymore. In this part of the questionnaire, participants' answers were analyzed using a Likert-Scale with four responses to choose from. The four responses were: Absolutely Disagree, Partially Agree, Mostly Agree, and Absolutely Agree. Originally, the final part consisted of 3 items for the commentary and issues of the participants about the novice ELT teacher induction program. However, in the present study they are given as two items. Therefore, in the present study the number of items was decreased to 38 from the original of 51.

Last two questions of this questionnaire were open ended questions. In this part, teachers were asked to respond if they have any advice about the program and if they have experienced any problems during the program. The answers were analyzed using content analysis.

3.3.3 Data collection procedures. The study was conducted during the fall and spring semesters of 2019-2020 academic year. It was conducted mainly on the candidate teachers that are appointed in the August 2019 and January 2020. However, there are sums of participant teachers that are appointed prior to these

appointment times. These teachers established WhatsApp groups for every city in order to connect to each other and solve their problems if they have any. In order to distribute the survey it was uploaded and sent to every member of these groups and the number of members were 511. Only 103 of the novice EFL teachers who are just appointed participated in the study and they agreed to send the survey to their colleagues and friends who are also novice EFL teachers working at state schools. As a result 203 novice EFL teachers participated in the research. They were sent the mentioned questionnaire (Özonay, 2003) that took approximately 4 minutes to fill. The survey was transferred to google forms and it was distributed online. The survey was developed in Turkish and so it was also implemented in Turkish. The survey had major three sections. First section was about demographic data of the participators it was made up of 5 items. In this part they answered questions about their genders, what type of school they are working at and for how many years of experience they have. The second part was 31 questions about the goals, context, progress and assessment of the novice ELT teacher induction program. In this part of the questionnaire, participants 'answers were analyzed using a Likert-Scale with four responses to choose from. The four responses were: Absolutely Disagree, Partially Agree, Mostly Agree, and Absolutely Agree. Thanks to this part they were able to answer questions about what their perceptions were on the induction process they were going through/have gone through and what were their ideas of some major components of it. At the end of the survey there were two open ended questions and therefore, in the present study the number of items was 38. Only 30 of them responded to last two items. These questions asked if there were any problems about the induction program in their opinions and what can be done in order to improve this program. They were free to write their thoughts and perceptions on how to improve the induction program that is currently being implemented at public schools in Turkey. Their answers were analyzed with content analysis.

3.3.4. Data analysis procedures. In this study, both quantitative and qualitative data analysis methods were used. To answer the first research question, following the data collection procedure, IBM Statistical Package for the Social Sciences (SPSS) Package 25 was used to perform the data analysis of the quantitative data. Numerical data were summarized using mean, standard deviation, median,

minimum and maximum values, and categorical data were summarized using frequency and ratio values. Normality assumption in numerical variables was checked with the Shapiro Wilk test and in parallel with the normal non-dispersion results, Mann Whitney U test was preferred for comparisons with two groups, and Kruskal Wallis test was preferred for comparisons with more than two groups. After Kruskal Wallis, binary comparisons were made by Dunn's test, and then Bonferroni correction was used for p values. In order to be able to answer the second research question, participants' responses to open-ended question were listed to be analyzed using content analysis. For the open ended questions of the questionnaire, content analysis was used in order to analyze them. Yıldırım and Şimşek (2008) suggest that there are four steps to the sufficient content analysis. These steps are: "coding the data, finding out the themes, editing of codes and themes and identification and interpretations of findings". In order to achieve this aim total of thirty answers were analyzed by coding and identifying common themes and points among themselves. These theme groups were centered on the main theme of the answer given by the participants. Focus areas were: physical conditions, mentor teachers, insufficient materials, non ELT specified trainings, not practical program content, excessively long lectures and inadequate in class implementations, alienated novice EFL teachers and not well planned program.

3.3.5 Reliability. Trustworthiness is the regularity of evaluation, or the extent that a tool analyses indifferently every time it is implemented under indifferent circumstances with indifferent subjects. In other words, it could be referred as being able to rerun the same analysis with the same results over and over again. Cronbach Alpha Coefficient can be used in order to determine regularity among a questionnaire's questions. The researcher implemented this test in order to determine the consistency among the questionnaires items. Cronbach Alpha Coefficient Score must be over .70 to be able to state that the questionnaire is trustable. The present research's questionnaires' Cronbach Alpha Coefficient Score is .961, thus, it could be stated that the questionnaire is trustable to analyze the intended data.

3.4 Limitations

Even though the research accomplished its aims through consistency, validity and reliability of data gathering and analyzing there are still some limitations it faces. First of all, even though it was implemented on novice EFL teacher from all around the country it still doesn't mean every novice EFL teachers' thoughts and perceptions are included in this study. There wasn't enough time and connection to be able to reach all of the novice EFL teachers that are recently appointed. Furthermore, in order to achieve higher validity it was only implemented on the novice EFL teachers who were willing to participate in the study and it was actually one hundred teachers out of five hundred and eleven ones. Therefore, we cannot generalize these findings for every novice EFL teachers in Turkey. Also there were no interviews with the teachers besides the questionnaire. Set of interviews might shed a better light on the issue at hand.

Some other limitations for this research also are problematic prospects like physiological and psychological conditions of the participants in the sampling group, physical conditions, and high research costs and required permissions and connections. The sample number is confined to 203 participants that has only been appointed as novice EFL teachers or teachers that recently finished their induction program. More detailed findings can be concluded if it can be implemented on a larger number of novice EFL teachers. Lastly, the questionnaire was developed for the previous induction program of MoNE. Therefore, more specific items can be developed in order to find out more in depth information about the new induction education of MoNE.

Chapter 4

Findings

This chapter deals with the findings of the present study. As it was previously mentioned, there are two research questions to be answered in this research and the findings are going to be demonstrated in this part in a detailed way. The research is trying to find answers to questions as what novice teachers' thoughts and perceptions are about induction supports are and how these practices can better address the needs of novice EFL teachers in Turkey.

In order to discover new aspects to these mentioned questions 203 novice EFL teachers that are working at public schools in Turkey took part in this study. These teachers were still going through their induction programs or have just finished it and still working at public schools. They all went through the latest induction program when they were appointed to their institutions. These teachers were given a questionnaire and according to their answers the results of the research are going to be presented in this part while referring to the research questions.

4.1 Findings Pertaining to Research Question 1

In order to answer the first research question "What are novice EFL teachers' perceptions about the induction programs in Turkey?" the data was collected through a questionnaire that asked the novice English language teachers about their thoughts and perceptions on different aspects of the induction program that they completed or still in the process of completing. The items were categorized under seven groups as: Program Content/Topics/Materials, Training strategies of the Program, Physical Conditions, Training Instructors, Mentors, Program Duration and Assessments during and at the end of the program. Numerical data are summarized using mean, standard deviation, median, minimum and maximum values, and categorical data are summarized using frequency and ratio values. Normality assumption in numerical variables was checked with the Shapiro Wilk test and in parallel with the normal non-dispersion results, Mann Whitney U test was preferred for comparisons with two groups, and Kruskal Wallis test was preferred for comparisons with more than two groups. After Kruskal-Wallis, binary comparisons were made by Dunn's test, and then Bonferroni correction was used for p values. The findings are going to be presented below:

Table 6:

Mann Whitney U Test Results Regarding the Difference between Item Total Scores and Gender

		Program Content/ Topics/ Materials	**Training strategies of the Program**	**Physical Conditions**	**Training Instructors**	**Mentors**	**Program Duration**	**Assessments during and at the end of the program**
Gender	n	Median (Min±Max)	Median (Min±Max)	Median (Min±Max)	Median (Min±Max)	Median (Min±Max)	Median (Min±Max)	Median (Min±Max)
Male	39	1,89(1±3,78)	2(1±3,25)	2(1±3,5)	2(1,4±3,6)	1,75(1±3)	2(1,4±3,2)	2(1,5±4)
Female	164	1,89(1±4)	2(1±4)	2(1±4)	2(1±4)	1,5(1±4)	2(1±4)	2(1±4)
	p*	0,953	0,648	0,685	0,799	0,140	0,968	0,669

Participants answers' median total score on groups of items about Program content/topics/materials; Training strategies of the program; Physical conditions of the places where induction program happens; Training instructors of the program; Mentor teachers appointed during the program; Program length; Assessments during and at the end of the program didn't show any meaningful statistical difference between male and female gender groups (p=0,953, p=0,648, p=0,685, p=0,799, p=0,140, p=0,968, p=0,669).

Table 7:

Results of Kruskal Wallis test Regarding Differentiation between Item Total Scores and Experience Groups

		Program Content/ Topics/ Materials	**Training strategies of the Program**	**Physical Conditions**	**Training Instructors**	**Mentors**	**Program Duration**	**Assessments during and at the end of the program**
Exp.	n	Median (Min±Max)	Median (Min±Max)	Median (Min±Max)	Median (Min±Max)	Median (Min±Max)	Median (Min±Max)	Median (Min±Max)
Less than 1 year	102	1,89(1±3,78)	2(1±4)	2(1±4)	2(1±4)	1,5(1±4)	2(1±4)	2(1±4)
1-2 year	43	1,67(1±2,44)	1,5(1±2,25)	1,5(1±3,5)	2(1±3,2)	1,5(1±2,75)	2(1±3)	2(1±4)
2-3 year	39	1,33(1,11±3,11)	1,5(1±3)	1(1±3,5)	1,8(1,4±3,2)	1,5(1±3)	1,6(1,2±3,2)	2(1±4)
3-4 year	19	2(1,67±4)	2(1±4)	2(1±3,5)	2,2(1,8±4)	2,25(1,5±3,7)	2(1,8±4)	2(2±4)
	p*	<0,001	<0,001	<0,001	<0,001	<0,001	<0,001	<0,001

Participants' scale on item groups and experience periods differ in a statistically meaningful way ($p<0,001$). Following Kruskal Wallis test, according to the corrected Bonferroni (Dunn) test result of multiple comparison tests for binary group comparisons;

For the Program Content/Topics/Materials scale, ranking median of teachers with less than 1 year of experience is higher than ranking median of teachers with 1-2 and 2-3 years of experience and this difference is statistically meaningful ($p<0,001$,$p<0,001$). In addition, ranking median of teachers with 3-4 years of experience is higher than the rest and this is a statistically meaningful difference ($p<0,001$, $p<0,001$).

For the Training Strategies Used During the Program scale, ranking median of teachers with less than 1 year of experience is higher than ranking median of teachers with 1-2 and 2-3 years of experience and this difference is statistically meaningful ($p<0,001$, $p<0,001$). In addition, ranking median of teachers with 3-4

years of experience is higher than the teachers with 2-3 years of experience and this is a statistically meaningful difference (p=0,020).

For the Physical Conditions of the Places Where Induction Program Takes Place scale, ranking median of teachers with less than 1 year of experience is higher than ranking median of teachers with 1-2 and 2-3 years of experience and this difference is statistically meaningful (p<0,001,p<0,001). In addition, ranking median of teachers with 3-4 years of experience is higher than the rest and this is a statistically meaningful difference (p<0,001, p<0,001).

For the Training Instructors scale, ranking median of teachers with less than 1 year of experience is higher than ranking median of teachers with 1-2 and 2-3 years of experience and this difference is statistically meaningful (p<0,009, p<0,004). In addition, ranking median of teachers with 3-4 years of experience is higher than the rest and this is a statistically meaningful difference (p<0,001, p<0,001).

For the Mentor Teachers scale, ranking median of teachers with 3-4 years of experience is higher than rest of the groups and this difference is statistically meaningful (p<0,001, p<0,001).

For the Program Duration scale, ranking median of teachers with less than 1 year of experience is higher than ranking median of teachers with 1-2 and 2-3 years of experience and this difference is statistically meaningful (p<0,004, p<0,001). In addition, ranking median of teachers with 3-4 years of experience is higher than the rest and this is a statistically meaningful difference (p<0,001, p<0,001).

For the Assessments During and at the End of the Program scale, ranking median of teachers with less than 1 year of experience is higher than ranking median of teachers with 1-2 and 2-3 years of experience and this difference is statistically meaningful (p=0,026, p=0,046). In addition, ranking median of teachers with 3-4 years of experience is higher than the rest and this is a statistically meaningful difference (p=0,004, p=0,006).

Table 8:

Results Regarding the Correlation Analysis for the Determination of the Relationship between the Item Total Scores

		Program Content/ Topics/ Materials	Training strategies of the Program	Physical Conditions	Training Instructors	Mentors	Program Duration	Assessments during and at the end of the program
Program Content/ Topics/ Materials	r	1,000	0,834	0,797	0,741	0,582	0,770	0,648
	p*		<0,001	<0,001	<0,001	<0,001	<0,001	<0,001
	N	203	203	203	203	203	203	203
Training strategies of the Program	r	0,834	1,000	0,730	0,600	0,460	0,664	0,619
	p*	<0,001		<0,001	<0,001	<0,001	<0,001	<0,001
	N	203	203	203	203	203	203	203
Physical Conditions	r	0,797	0,730	1,000	0,726	0,526	0,768	0,622
	p*	<0,001	<0,001		<0,001	<0,001	<0,001	<0,001
	N	203	203	203	203	203	203	203
Training Instructors	r	0,741	0,600	0,726	1,000	0,500	0,712	0,655
	p*	<0,001	<0,001	<0,001		<0,001	<0,001	<0,001
	N	203	203	203	203	203	203	203
Mentors	r	0,582	0,460	0,526	0,500	1,000	0,558	0,527
	p*	<0,001	<0,001	<0,001	<0,001		<0,001	<0,001
	N	203	203	203	203	203	203	203
Program Duration	r	0,770	0,664	0,768	0,712	0,558	1,000	0,729
	p*	<0,001	<0,001	<0,001	<0,001	<0,001		<0,001
	N	203	203	203	203	203	203	203
Assessments during and at the end of the program	r	0,648	0,619	0,622	0,655	0,527	0,729	1,000
	p*	<0,001	<0,001	<0,001	<0,001	<0,001	<0,001	
	N	203	203	203	203	203	203	203

Since the data did not show regular distribution, Spearman Rank correlation analysis was implemented in order to determine whether there is a linear relationship between the scales and the direction and severity of this relationship, if any. In order to interpret a correlation coefficient, p value must be less than 0.05.

If the correlation coefficient is negative, there is an inverse relationship between the two variables, that is, "one variable increases while the other decreases". If the correlation coefficient is positive, it is interpreted that “one variable increases while the other increases”.

Interpretation of the correlation coefficient (r);

- If r <0.2 there is no weak correlation or correlation

- If r is between 0.2 - 0.4 there is a weak correlation
- If r is between 0.4 - 0.6 there is a moderate correlation
- If r is between 0.6 - 0.8 there is a high correlation
- If r is between 0.8 > there is a very high correlation

Looking at the results of Spearman correlation analysis in Table 2.2.3 in line with this information,

There is a statistically meaningful very high positive correlation between the Program Content/Topics/Materials and the Training Strategies Used During the Program item groups (r= 0,834;p<0,001). There is also a statistically meaningful high positive correlation between the Program Content/Topics/Materials item group and the Physical Conditions of the Places Where Induction Program Takes Place; the Training Instructors; the Program Duration and the Assessments During and at the End of the Program item groups (r=0,797, p<0,001; r=0,741, p<0,001; r=0,770, p<0,001; r=0,648, p<0,001). There is a statistically meaningful moderate positive correlation between the Program Content/Topics/Materials item group and the Mentor Teachers item group (r=0,582; p<0,001).

There is a statistically meaningful high positive correlation between the Training Strategies Used During the Program item group and the Physical Conditions of the Places Where Induction Program Takes Place; the Training Instructors; the Program Duration and the Assessments During and at the End of the Program item groups (r=0,730, p<0,001; r=0,600, p<0,001; r=0,664, p<0,001; r=0,619, p<0,001). There is a statistically meaningful moderate positive correlation between the Training Strategies Used during the Program item group and the Mentor Teachers item group (r=0,460; p<0,001).

There is a statistically meaningful high positive correlation between the Physical Conditions of the Places Where Induction Program Takes Place item group and the Training Instructors; the Program Duration and the Assessments During and at the End of the Program item groups (r=0,726, p<0,00; r=0,768, p<0,001; r=0,622, p<0,001).

There is a statistically meaningful high positive correlation between the Training Instructors item group and the Program Duration and the Assessments

During and at the End of the Program item groups (r=0,712, p<0,001; r=0,655, p<0,001). There is a statistically meaningful moderate positive correlation between the he Training Instructors item group and the Mentor Teachers item group (r=0,500; p<0,001).

There is a statistically meaningful moderate positive correlation between the Mentor Teachers item group and the Program Duration and the Assessments During and at the End of the Program item groups (r=0,558; p<0,001, r=0,527; p<0,001).

There is a statistically meaningful high positive correlation between the Program Duration item group and the Assessments During and at the End of the Program item group (r=0,729; p<0,001).

In conclusion, it can be stated that there are positive correlations between the groups of items from the questionnaire and their relationships' severity changes from moderate positive relationships to very high positive relationships.

4.2 Findings Pertaining to Research Question 2

To be able to respond to the research question number 2 asking: "How can induction programs and practices better address to the needs of beginning EFL teachers in Turkey?" answers for the last two items of the questionnaire were analyzed. These items were open ended questions; therefore, content analysis was used in order to find shared themes among the answers. Item 36 and the first open ended question was: "Please write down if you have any advice(s) about the development of the induction program." This question was answered by 32 newly inducted English language teachers and they mentioned their advices and some experiences they have gained during the program. Their answers to the questions were grouped under shared themes that reflect the problematic areas for the induction training for novice EFL teachers completing it. These themes are going to be stated below:

Table 9:

Participants' Advices about the Development of the Induction Program

Survey themes/categories	Frequency (*n*=30)
Induction Program Content/Execution	
Need for a specific induction program for novice ELT teachers	9
Longer in class implementations	8
More inclusive induction program	5
Shorter professional development lectures	4
A well planned induction program	3
A thorough teacher briefing	3
Consistency of the program	3
Mentor Teachers	
Mentor English teachers	12
More qualified mentors	8
Program Topics/Materials	
Renewed and more practical program topics	4
More audiovisual materials	3

These themes were constantly mentioned throughout the answers. For instance, many of the participants mentioned the need for a specific induction program for novice ELT teachers. Like Participant 1 states "It would have been more fruitful if there were specific induction trainings for every subject individually." Participant 4 stated that "There must be specified induction programs for English teachers because everything is too generalized like this." Participant 9 claimed "The program must be specified for English teachers and every other subject as well because we don't learn anything useful that we can use in our classes. For the mentor teachers category Participant 3 stated that "My mentor teacher was a fine arts teacher because there wasn't any English teacher at my appointed school. If there isn't any English teacher at the appointed school they should be called from other close by schools." Participant 5 said "I completed my induction training in a mixed class and my

mentor was social studies teacher and I don't believe I got the help I needed from my mentor. Every subject has their own mentors." For renewed and more practical program topics Participant 16 stated that "Program topics were so boring and old. I was bored to death when I was sitting through the long long lectures."

The last item and the second open ended question was: "Please write down if there is any problem you faced during the NTT program." This question was answered by 32 newly inducted English language teachers and they mentioned their problems and some situations they have experienced during the program. Their answers to the questions were grouped under some certain familiar statements which are going to be stated below:

Table 10:

Problems that Participants Have Faced during the Induction Program

Survey themes/categories	Frequency (*n*=30)
Program Content/Topics/Materials/ Physical Conditions	
Unsuitable physical conditions	18
No specific lectures for English subject	13
Not well implemented induction program	10
Insufficient induction program	10
Outdated topics	9
Not a well-designed induction program	8
Unnecessarily long lessons	8
Attendance requirement	3
Insufficient material use	3
Mentor Teachers	
Ill-equipped Mentor teachers	16
Non ELT Mentor teachers	16

For the program content/topics/materials/physical conditions category the unsuitable physical conditions item was mentioned the most. Participant 25 commented "Our induction training was in a very big auditorium with 500-600 people. For three to four months were in there from early morning to late afternoon every weekend. Because of the physical conditions like temperature, lighting, air

conditioning, etc. I fell asleep many times." Another point delivered by Participant 28 went as "I remember not being able to breathe because there were too many of us and the air conditioning was not sufficient." When it comes to mentor teachers there were two points highlighted which are ill-equipped and non ELT mentors. For ill-equipped mentors category, Participant 7 stated that "I had to sit through lessons and lessons of empty daily talk with my ill-equipped mentor. I didn't even learn one useful strategy that I can implement in my classes." For non ELT mentor teachers, Participant 6 mentions "The fact that my mentor was not an ELT major and she asked for my advice on how to proceed with the program. I believe that was the biggest problem anyone can experience during an induction program."

In conclusion, teachers' answers were able to be grouped under some shared themes. These themes were physical conditions, mentor teachers, insufficient materials, non ELT specified trainings, not practical program content, excessively long lectures and inadequate in class implementations, alienated novice EFL teachers and not well planned induction program. These are the main points stated by the participants who answered the open ended questions.

Teachers advised for implementing a specific induction training for EFL teachers, better qualified and teachers of English mentors, more hands-on experience, more practical and a revised program content, less lecturing and more in class experience and no drastic changes every year. Furthermore, they stated that they experienced problems with physical conditions, mentor teachers, not specified and not practical program topics, attendance rule, being intimidated and passivized and insufficient materials.

Chapter 5

Discussion

This chapter is going to investigate the findings chapter and the data collected through the study.

5.1 Discussion of the Findings for Research Questions

The principal goals of this study were to explore the induction practices provided for the novice EFL teachers, examine the induction program from the perspective of the teachers that are still going through it or have just finished it, and how can this program better address the needs of novice EFL teachers. In order to be able to accomplish these goals, the information was gathered via a questionnaire that collected both qualitative and quantitative data. This part is going to analyze the findings in the light of research questions.

5.1.1 Discussion of the Findings for Research Question 1

In order to answer the first research question "What are novice EFL teachers ' perceptions about the induction programs in Turkey?" the data was collected through a questionnaire that asked the novice English language teachers about their thoughts and perceptions on different aspects of the induction program that they completed or still in the process of completing. This questionnaire was made up of 38 questions, 36 of which were multiple choice questions and two of them were open ended questions, therefore, it collected both qualitative and quantitative data. However, for analyzing possible insights for the research question number one the quantitative data was taken into consideration as the questions were more about conditions and features of the induction training and answers showed the perceptions and ratings of the novice participants about the practice. According to the data presented in the previous chapter, it can be concluded that novice EFL teachers that are still going through or have just finished their induction trainings generally have negative thoughts and perceptions about the program that is implemented. There were 36 multiple choice questions in the questionnaire. First five questions were about the demographic information of the participants and remaining 31 of them were about different aspects of the program and what novice EFL teachers thoughts and perceptions about them. Answers to all 31 questions being asked about the program were on the "partially agree" or "absolutely disagree" side of the scale. There wasn't

even one item that majorly answered as “mostly agree”. Therefore, according to findings of the present research it can be concluded that novice EFL teachers generally are not satisfied with the program.

In order to analyze the data collected through the survey items were grouped under some categories. These categories were determined in terms of common areas that these items were measuring. There were seven categories determined for the items of this questionnaire. These categories were: “Program Content/Topics/Materials; Training Strategies Used during the Program; Physical Conditions of the Places Where Induction Program Takes Place; Mentor Teachers; Training Instructors; Program Duration and the Assessments During and at the End of the Program”. Items were analyzed according to these groupings and results were presented in the previous section. There were some variables taken into consideration when the analysis was implemented. In addition to the item grouping there were also two different groupings of the participants. All of the participants were gathered under two different variable groups as: “Gender: Male-Female” and “Experience period: Less than 1 year of experience; 1-2 years of experience; 2-3 years of experience; 3-4 years of experience.” Mentioned tests and analysis were done according to these different variables and findings were displayed. Detailed discussions of these analyses are going to be presented from this point on. For the Mann Whitney U test results regarding the difference between item total scores and gender; it can be stated that there wasn’t any statistically meaningful difference detected between male and female groups that participated in this questionnaire. Participants answers’ median total score on groups of items about Program content/topics/materials; Training strategies of the program; Physical conditions of the places where induction program happens; Training instructors of the program; Mentor teachers appointed during the program; Program length; Assessments during and at the end of the program didn’t show any meaningful statistical difference between male and female gender groups ($p=0,953$, $p=0,648$, $p=0,685$, $p=0,799$, $p=0,140$, $p=0,968$, $p=0,669$). Therefore, it can be concluded that thoughts and perceptions of the novice ELT teachers didn’t change according to their genders. Their ideas on the induction program stayed the same regardless of whether they are males or females.

The second analysis on the data was regarding to the experience periods of the teachers and whether this variable had any influence on their answers or not. In order to find the difference between these experience groups if there is any, after implementing Kruskal Vallis test corrected Bonferroni (Dunn) test was conducted as well and the results displayed that there is a statistically meaningful difference between experience periods and participants' scale on item groups ($p<0,001$). It can be concluded from the test results that ranking median of the participants with less than 1 year of experience on: the Program Content/Topics/Materials scale; the Training Strategies Used during the Program scale; the Physical Conditions of the Places Where Induction Program Takes Place scale; the Training Instructors scale; the Program Duration scale; the Assessments During and at the End of the Program scale is higher than the teachers with 1-2 years of experience and 2-3 years of experience and this difference is statistically meaningful. Therefore, it could be stated that novice teachers who are still in the process of completing their induction program believe that induction program is more successful regarding the mentioned scales than teachers who have 1-2 or 2-3 years of experience. It can also be mentioned that answers of the participants who has 3-4 years of experience present that they believe induction program is functioning well more than the other groups. Another point worth mentioned here is the finding that concludes that ranking median of teachers with 3-4 years of experience is higher than rest of the groups and this difference is statistically meaningful ($p<0,001$, $p<0,001$) which can be put in other words as they believe their mentors were helpful and they obtained their needed assistance from them.

The final analysis on the collected data was Spearman Rank correlation analysis to determine whether there is a linear relationship between the scales and the direction and severity of this relationship, if any. In order to interpret a correlation coefficient, p value must be less than 0.05. If the correlation coefficient is negative, there is an inverse relationship between the two variables, that is, "one variable increases while the other decreases". If the correlation coefficient is positive, it is interpreted that "one variable increases while the other increases". Regarding to this information when all the item groups were examined it was noted that there was always a positive correlation between the groups regardless of the severity level. For

instance, a statistically meaningful very high positive correlation was noted between the Program Content/Topics/Materials and the Training Strategies Used during the Program item groups (r= 0,834; p<0,001). It can be stated that participants answered these two item groups in the same way. If they chose “absolutely disagree” for one group they were very likely to choose the same for the other group.

There is also a statistically meaningful high positive correlation between the Program Content/Topics/Materials item group and the Physical Conditions of the Places Where Induction Program Takes Place; the Training Instructors; the Program Duration and the Assessments During and at the End of the Program item groups (r=0,797, p<0,001; r=0,741, p<0,001; r=0,770, p<0,001; r=0,648, p<0,001). There is a statistically meaningful high positive correlation between the Training Strategies Used During the Program item group and the Physical Conditions of the Places Where Induction Program Takes Place; the Training Instructors; the Program Duration and the Assessments During and at the End of the Program item groups (r=0,730, p<0,001; r=0,600, p<0, 00; r=0,664, p<0,001; r=0,619, p<0,001). There is also a statistically meaningful high positive correlation between the Physical Conditions of the Places Where Induction Program Takes Place item group and the Training Instructors; the Program Duration and the Assessments During and at the End of the Program item groups (r=0,726, p<0,00; r=0,768, p<0,001; r=0,622, p<0,001). A statistically meaningful high positive correlation was discovered between the Training Instructors item group and the Program Duration and the Assessments During and at the End of the Program item groups (r=0,712, p<0,001; r=0,655, p<0,001). Furthermore, a statistically meaningful high positive correlation can be noted between the Program Duration item group and the Assessments During and at the End of the Program item group (r=0,729; p<0,001). Therefore, it can be concluded that even though they are not very high positive correlations, there are still high positive correlations between these item groups which can be an inclination to participants’ being likely to answer these groups of questions on the similar side of the scale.

Rest of the positive correlations are moderate ones as follows: a statistically meaningful moderate positive correlation between the Program Content/Topics/Materials item group and the Mentor Teachers item group (r=0,582;

p<0,001); a statistically meaningful moderate positive correlation between the Training Strategies Used During the Program item group and the Mentor Teachers item group (r=0,460;p<0,001) and a statistically meaningful moderate positive correlation between the he Training Instructors item group and the Mentor Teachers item group (r=0,500; p<0,001). For these item groups participants are likely to choose on the similar side of the scale on a moderate level. As it can be concluded from the results of this test there were positive correlations discovered in participants' answers for every other item group on different severity levels.

Regarding to the answers of the individuals that took part in this research, prior to the present study there were other studies conducted with the same questionnaire which could be used as means to make some connections. When a comparison between Yıldırım (2010) and Özonay (2003) and the present study is made as Özonay (2003) is the designer of the questionnaire and Yıldırım (2010) has a dissertation using this questionnaire as well, some major differences and familiarities can be found regarding the answers for some items. For instance, when Özonay (2003)'s findings about the content of the induction program is examined, even though the numbers are way more evenly distributed it can still be seen that majority of the teachers "partially agreed" that the content was generally sufficient like the findings of the present study indicates as well. It is also generally similar with Yıldırım (2010)'s study which was conducted with the same questionnaire in Şanlıurfa public schools. The same similarities goes on for the field related topics, discussion of them, strategies and methods used for trainings, education tools, sufficient resources and tangible materials. However, most of the novice participants in Özonay (2003)'s study thought that physical conditions, instructors of the program, their teaching strategies, their attitudes were suitable for the induction program while the present study's and Yıldırım (2010)'s participants did not entirely think so. The most conflicting difference was on thoughts and perceptions about the mentor teachers and the relationships between novices and mentors. In Özonay(2003)'s findings it can be seen that majority thought they were able to get the needed support from their mentors, they were able to join their classes and had chances to observe their mentors for the whole induction period, and they prepared enough lesson and yearly plans with their mentors. However, in Yıldırım (2010)'s

study and the present study it can be seen that participants "absolutely disagree" with these items. They believe they didn't get enough support from their mentors nor had adequate chances to observe their mentors or prepare sufficient work related materials with them. Participants of these two studies' are questioning the competence and qualification of their mentors. Remaining items about evaluation, length of the program and feeling accomplished about gaining the desired qualifications are not parallel between Özonay(2003) and Yıldırım(2010) and present study as well. While Özonay (2003)'s participants were mostly agreeing with these items Yıldırım (2010)'s and the present study's participants were partially agreeing or absolutely disagreeing.

All in all, it can be concluded that while some problems were still continuing from 2003 to 2010 to 2020, there are new problematic areas that have emerged about the induction program according to the data collected from the questionnaire. On one hand problematic situations stay the same even from 2003 while new ones are adding on top of them as to the findings of the present research.

5.1.2 Discussion of the Findings for Research Question 2

In order to answer the research question number 2 asking "How can induction programs and practices better address the needs of beginning EFL teachers in Turkey?" qualitative data gathered from the last two open ended items of the questionnaire was used. In these questions, firstly participants were asked "Please write down if you have any advice(s) about the development of the induction program." This question was answered by 32 newly inducted English language teachers and they mentioned their advices and some experiences they have gained during the program. These advices and experiences can lead the way how these practices can address the needs of novice EFL teachers in Turkey as they are reflecting thoughts and recommendations of the target population directly. Their answers for the item were able to be grouped under some categories. First of all, they all mentioned that there should be a specific induction training for ELT teachers. They all stated that the generalized induction trainings were not sufficient enough for ELT teachers to adapt to their profession. As also Öztürk and Aydın (2019) states, it was found in another study that only 122 out of 3201 in-service practices implemented between 1998 to 2005 were particularly for ELT teachers

(Küçüksüleymanğolu, 2006). On the other hand Düzyol (2012) mentioned that the induction training was not well developed enough to provide candidates with the required information that they can use during their in class implementations. As also stated by Okutan and Aydoğdu (2009) novices do not have any chances to attend seminars or courses specifically planned for their subject of teaching which makes the generalized courses and practices too on the surface and not interesting. On this topic participants of the present study also stated that program topics should be renewed and become more practical which goes parallel with some other studies in the field such as Özonay's (2003), Yıldırım (1997) and Kocadağ (2001). Okutan and Aydoğdu (2009); Ozan and Dikici (2001) also stated that the components of the induction program must be revised and improved. Another point made by the participants of the present study was the fact that mentor teachers weren't always English teachers which is a huge setback, according to the participants as for the ones whose mentors aren't English teachers as they cannot get the needed information and support for the certain area of teaching. Half of the participants that responded to the open ended questions mentioned this matter in their responses. However, non-English teacher mentor was not the only problem stated among the answers. When it comes to mentors there were many complaints about every aspect of the practice. Even though mentorship is a very important practice as it is mentioned in many studies in the field underlining the value of the role them as the coaches of the instructors (Moir, 2003) for the participants of the present study and Yıldırım (2010), and some participants of Düzyol (2012) state that mentor teachers are not competent to be mentors and cannot provide the much needed help. Even though Özonay (2003) and Düzyol (2011)'s studies, majority was satisfied with their mentorship experiences it was not the case for Yıldırım (2010)'s and the present study's participants. Participants mentioned how their mentors didn't even know what was going on with the program or how they can help the novice teachers they were assigned. Novices claimed that they couldn't really observe their mentors or couldn't sit down and prepare any class related materials with them. As Düzyol (2012) reported as well some of her participants pointed out negative comments about their mentors and claimed that they were not able to establish a connection with their coaching teachers. They also mentioned that their mentors didn't have the

qualifications or competence to be a mentor. Yıldırım (2010)'s results showed the same problems about mentors as well. These participants all stated that they believed mentor teachers must be selected with better care. Apart from the mentors, program instructors were also defined as incompetent and not prepared for the lectures. Most of the participants of the current study were not satisfied with their program instructors. Düzyol (2012) also mentions this in her study. She states that majority of the candidate teachers were dissatisfied with their program instructors. This result was also parallel with Yıldırım (1997) and Kocadağ (2001)'s studies which stated that program instructors weren't appointed selectively. Results were the same for Yıldırım (2010) as well. Öztürk and Aydın (2019) also states that novices think trainers are not competent and not prepared for the lectures. Only a small number of novices were satisfied with their program instructors throughout all of the mentioned studies. Some other advices by the novices were that they believe in class implementations must go on longer and lectures should be shorter. Yıldırım (2010)'s and Düzyol (2012)'s findings are consistent with these results. Öztürk and Aydın (2019) state that the programs are criticized because they function merely in theory. There is not any useful tips and helps for teacher implementation. Novices also advice that they should be more included in the program in every stage of it. Öztürk and Aydın (2019) also support this idea by stating novice's thoughts, education environments and their requirements are not taken into consideration while preparing these programs. This also can be perceived under the matter of the need for better planned induction programs. Yıldırım(2010), Özonay (2003) and Düzyol (2012)'s findings support this need and Öztürk and Aydın (2019) claims that training programs are not sufficient neither in numbers nor in quality and generally viewed as cluttered. As a final note, novice teachers also state that they can't fit in everything into their schedules such as lectures, observations, teaching. Normally, according to the program declared by MoNE candidate teachers cannot teach their own classes unsupervised. However, because in some schools there aren't any English teachers except for them they state that they have to teach classes and carry out the requirements of the induction program as well. Therefore, according to these teachers it is very problematic and there is actually not enough time for that. As Öztürk and Aydın (2019) also states teachers are not willing to take part in these practices and

they don't have time for them as they conflict with other responsibilities like teaching and family issues (Uysal, 2012; Uztosun, 2018). Most novices believe this program is definitely a need but not the currently implemented version of it.

5.2 Conclusions

Regarding all qualitative and quantitative data that was gathered in order to assess the induction practices carried out at public schools in Turkey, results were presented in the previous sections. The main purpose of the study was to find out what these practices were, listen to the novices' thoughts and perceptions about them and finally get their ideas and advices about how these practices can better dress their needs and necessities. Results were eye opening in many aspects if they are taken into consideration. One of the most crucial points of this study is the fact that it was practically repeated 3 times throughout the last two decades. Firstly, Özonay (2003) has implemented it, designed the questionnaire and gathered her results. After some years, Yıldırım (2010) has conducted the same questionnaire on novice teachers and gathered his results and finally, the present study was conducted and results have been presented throughout the previous sections. What can be concluded from these three studies conducted with the same questionnaire is the fact that the present problems were still problems in the past. The present study and Özonay (2003)' study shares problematic areas. When Yıldırım (2010) conducted the study he found out that new problematic areas that were fine by the novices in the Özonay (2003)'s were added to the list and the present study concluded that problematic areas increased more in the last decade and no previous problems were solved throughout the last two decades. The present study's participants were only novice English teachers unlike the previous ones that were conducted to every novice teacher in every subject, however, it can be stated that problems are shared among all novice teachers. Another important aspect of this research was the fact that it was conducted on mainly beginning English teachers who are recently appointed and still in the process of completing their induction programs. As it was stated before more than half of the participants' work experience is less than one year in profession. Prior studies' focuses were on all subject teachers and they didn't mainly work with recently appointed teachers. Therefore, it can be sated that the present study mostly reflects perceptions of novice EFL teachers about the most recent induction program.

According to all studies and the present one that have been conducted on induction programs in Turkey, it can be concluded that induction programs must be revised and better planned for every teaching subject individually in order to address the needs and necessities of novice teachers in Turkey.

5.3 Implications and Future Research

The main aims of the present study are to explore the extent of the novice EFL teacher guidance in Turkey; the thoughts and perceptions of the novices who are subjected to these practices; and how these programs can address the needs of novice EFL teachers in Turkey with a better strategy. Accordingly, the first major practical contribution of the present research is that it provides much needed information on induction practices and how they are regarded by the target population. As it was mentioned over and over again throughout this study induction period and its importance have been acknowledged globally; therefore, adequate care must be put into the planning and executing part of the induction program if the directors and administrators of Ministry of Education desire to achieve an efficient induction training. In order to reflect novice teacher advice and conclusions of the study some implications are going to be provided on the topic. According to the findings and analysis of the present research it can be advised for the executives and directors of the study that there must be a specific induction program for teachers of each and every subject, on this study's grounds, English Language Teaching as well. Teachers believe the topics are too general and not very practical. They observe that they do not get trained on specific issues that they have to face with during the initial years of their careers as English teachers. Therefore, ELT specified induction training can be more helpful for novice teachers at the beginning of their working lives. In addition to the specific induction training it is also a requirement that mentor teachers that guide the novice English teachers through the induction period must also be teachers of English themselves as otherwise they cannot assist novices in terms of field related problems. Moreover, mentor teachers are believed to be not adequately qualified for the task they are pursuing; therefore, present study implicates that mentor teachers must have a better training for the task they are carrying out. In order to train the mentors online resources can be used which will save time and cost. Online training for MoNE teachers has been used in order to train them for using

online systems and tools that help them complete the tasks assigned from MoNE. Trainings in these formats can also be used for training mentors that are going to guide beginning English teachers. Results also point out the idea that there must be more in class implementations and less lectures. Novice teachers want to be an active part of the program and see the fact that they are going through an effective induction program. Thus, it can be stated that they must be briefed thoroughly prior to the program and be involved in every phase of it which will result in a way more fruitful transition period for them. Lastly, as it is known by all, induction practices in Turkey more or less changes every passing year which creates an ambiguity for the new candidates. They state that there shouldn't be drastic changes every year as they affect the process negatively.

For further study, more participants can be reached out at and their thoughts and perceptions about the program can be collected. Moreover, interviews might be planned with novice teachers and they could support the data. Also different aspects of the programs can be examined for ELT field as well, such as: mentor teachers, program instructors and principals' points of view. Furthermore, even though the study brings forward data about needs of the novice EFL teachers there could be many more of these needs among the novices that didn't take part in the study. Therefore, a detailed needs analysis research must be conducted in order to obtain more comprehensive data.

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APPENDICES

A. Candidate Teacher Induction in Turkish

EK-1

CANDIDATE TEACHER INDUCTION PROGRAM (IN TURKISH)

ADAY ÖĞRETMEN YETİŞTİRME PROGRAMI

Aday öğretmenlere yetiştirme sürecinde,
384 saat sınıf içi ve okul içi
90 saat okul dışı faaliyetleri;
180 saat hizmetiçi eğitim faaliyetleri olmak üzere
Toplam: 654 saat eğitim verilecektir.
Sözleşmeli aday öğretmenin göreve başlama tarihine göre bir eğitim takvimi belirlenecek ve uygulanacaktır.

	Sıra	Çalışma Konuları	Süre(Saat)
Sınıf ve Okul İçi Faaliyetler (384 Saat)	1	Ders Planlama/Hazırlık/Değerlendirme	144
	2	Ders Uygulaması	90
	3	Ders İzleme	54
	4	Okul İçi Gözlem ve Uygulamalar	96
Okul Dışı Faaliyetler (90 Saat)	5	Şehir Kimliğini Tanıma	18
	6	Kurumsal İşleyiş	18
	7	Yanı Başımızdaki Okul	18
	8	Tecrübeyle Buluşma	12
	9	Gönüllülük ve Girişimcilik Çalışmaları	12
	10	Mesleki Gelişim ve Kariyer	12
Kitap Okuma	11	Kitap Okuma (Her ay 1 kitap)	
Film İzleme	12	Film İzleme (Her ay 2 film)	
Hizmet İçi Eğitimler (180 Saat)	13	Tlürkiye'de Demokrasi Serüveni ve 15 Temmuz Süreci	6
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1. BÖLÜM

SINIF İÇİ, OKUL İÇİ VE OKUL DIŞI FAALİYETLER

GENEL AMAÇLAR

Bu programın uygulanma sürecine katılan aday öğretmenler,

1. Bir dersin ön hazırlık, işleniş ve değerlendirme süreci hakkında bilgi edinir.
2. Ders materyali hazırlama ve kullanma sürecini izler ve katılır.
3. Öğrenme ve öğretme süreçleri ile ilgili problem alanlarını tanır ve çözümüne yönelik kanaat edinir.
4. Eğitim ortamları ve yönetim süreçlerinin işleyişi hakkında bilgi edinir.
5. Okul içi eğitim faaliyetleri ve sosyal kültürel etkinliklerin uygulanma süreçlerini tanır.
6. Görev yapacağı eğitim çevresini tanır ve sosyal yapısını bilir.
7. Eğitim ve öğretim süreçlerinde yer alan paydaş kurumlar ve işleyişleri hakkında bilgi sahibi olur.

8. Mesleki gelişimin ve eğitim tecrübelerinin paylaşılmasının önemini fark eder.

9. Sosyal sorumluluk projeleri ve gönüllülük esaslı faaliyetlerin farkında olur.

10. Eğitim ve öğretim süreçleri ve okul dışı faaliyetler ile ilgili izleme ve değerlendirme raporu hazırlama becerisi kazanır.

A. UYGULAMA İLE İLGİLİ AÇIKLAMALAR

1. Yetiştirme sürecinde bulunan aday öğretmen günde 8 saat görevde olacak, ders ve diğer görevleri dışındaki sürede adaylık eğitimiyle ilgili faaliyetlerini sürdürecektir. Bu sürede aday öğretmene fiili olarak girmiş olduğu dersler dışında, yetiştirme süreci kapsamındaki faaliyetler için herhangi bir ücret ödenmeyecektir.
2. Bu süreç, eğitim kurumu yöneticisi ve danışman tarafından adaya verilecek çalışma programı doğrultusunda gerçekleştirilecektir.
3. Eğitim öğretim döneminde, aday öğretmenler **"Ders Planlama Hazırlık ve Değerlendirme"(144 saat)** ile **"Ders uygulaması'(90 saat)** faaliyetlerini adaylık eğitimi süresince fiilen girdikleri derslerde ve bu derslere hazırlık safhasında gerçekleştireceklerdir.
4. Yetiştirme sürecinde aday öğretmenler, çalışma programı çerçevesinde haftada 2 (iki) saat '**ders izleme'** uygulaması, haftada 4 (dört) saat ise '**okul içi gözlem ve uygulamalar'** yapacaktır.
5. İl/İlçe millî eğitim müdürlükleri programın uygulanmasında çevre şartlarını ve eğitim imkânlarını dikkate alarak **okul dışı faaliyetlerini** faaliyetin özelliğine göre hafta içi ve hafta sonu uygun görülen günlerde uygulanmasını sağlayacaktır. İl/ilçe milli eğitim müdürlükleri bu konuda öğretmenlere kılavuzluk yapacaktır.
6. Rehberlik Araştırma Merkezlerine atanan aday öğretmenler izleme ve uygulama faaliyetlerini bu kurumlarda gerçekleştireceklerdir.
7. **Bakanlıkça hazırlanan formlar okullar ve danışman öğretmenler tarafından kendi okul, sınıfı ve çevre şartlarına göre uyarlanarak kullanılabilecektir.**

1. ADAY ÖĞRETMEN YETİŞTİRME PROGRAMI ÖZET TABLO

A. SINIF VE OKUL İÇİ FAALİYETLER

- Aday öğretmenler, 2017-2018 eğitim öğretim yılında yapılacak olan Yetiştirme Sürecinde, bağımsız olarak ders, etüt, nöbet vb. görevler alacaktır. Bu süreçte girdiği dersler ve ders hazırlıkları, yetiştirme programının "Ders Planlama ve Hazırlık/Değerlendirme (144 saat)" ile "Ders Uygulaması (90 saat)" saatlerinden sayılacaktır.

- Aday öğretmenler, yetiştirme sürecinde çalışma programı çerçevesinde haftada 2 (iki) saat ders izleme uygulaması yapacaktır. Bunun için okulunda önce danışman öğretmeninin, sonra kendi branşındaki diğer öğretmenlerin daha sonra ise okuldaki diğer branştaki öğretmenlerin dersini izleyecektir.

- Danışman öğretmenler haftada en az 2 (iki) saat aday öğretmenin sınıfında ders uygulamasını izleyecektir.

- Aday öğretmenler haftada 4 (dört) saat okul içi gözlem ve uygulamalar yapacaktır.

B. OKUL DIŞI FAALİYETLER

- Aday öğretmenler toplam 90 saat okul dışı faaliyetlerde bulunacaktır. İl/ilçe milli eğitim müdürlükleri bu konuda öğretmenlere rehberlik yapacaktır.

A. SINIF VE OKUL İÇİ FAALİYETLER			
ETKİNLİKLER	**İŞLEYİŞ**	**AÇIKLAMALAR**	**SÜRE**
Ders Planlama /Hazırlık/ Ders Uygulaması / Değerlendirme	1. Aday öğretmen, süreç içerisinde danışman öğretmenin rehberliğinde derse ön hazırlık (planlama), ders materyali geliştirme, ölçme değerlendirme aracı hazırlama çalışmalarına vakit ayırır. 2. Aday öğretmen aşağıdaki etkinlikleri danışman öğretmenin rehberliğinde gerçekleştirir. a. Bir ders planı hazırlar. b. Dersiyle ilgili uygun materyal geliştirir. c. Aday öğretmen atandığı okulda göreve başladığı andan itibaren dersine girer. Danışman öğretmen gözlediği dersle ilgili gözlem formlarını doldurur ve ders sonunda aday öğretmenle işlenen dersin değerlendirmesini yapar. d. Dersiyle ilgili uygun ölçme araçları geliştirir.	Aynı ilçede veya eğitim bölgesinde görev yapan ve aynı branşlarda olan aday öğretmenler belirli periyotlarla bir araya gelerek ortak komisyon/atölye çalışmaları ile ön hazırlık ve değerlendirme süreçlerinde yaptıkları çalışmaları paylaşırlar. Bu çalışmaya danışman öğretmenler sırasıyla başkanlık ederler.	234 saat

Ders İzleme	Aday öğretmen danışman öğretmen rehberliğinde danışman öğretmeninin ve diğer öğretmenlerin dersini izler, ilgili formları doldurur ve ders sonunda gözlemde bulunduğu sınıfın öğretmeniyle izlediği dersin değerlendirmesini yapar. Aday öğretmenler, kendi okulunda ders izleme süresinde farklı branşlardaki öğretmenlerin derslerinde de gözlemlerde bulunur. Bu dersin kaç saat olacağını danışman öğretmeni ve okul müdürü belirler.	Aday öğretmen, haftada 2 (iki)saat ders izlemesi yapar.	54

Okul İçi Gözlem ve Uygulamalar	1. Aday öğretmen, öğretmenler kurulu, zümre öğretmenler kurulu, şube öğretmenler kurulu, rehberlik hizmetleri yürütme kurulu, öğrenci davranışlarını izleme kurulu, disiplin kurulu, okul aile birliği toplantısı, anma ve kutlama komisyonu, sosyal etkinlik ve kulüp çalışmaları, satın alma, muayene ve teslim alma komisyonu, servis denetimi, kantin denetimi, yetiştirme kursları gibi okuldaki bütün kurul ve komisyonları izler. 2. Okul yerleşkesinde yer alan bütün birim ve bölümleri tanır ve işleyişi hakkında bilgi sahibi olur (Pansiyonu olmayan okullarda görev yapan aday öğretmenler en az 1 gün pansiyonlu bir okulda gözlem yaparlar). 1.Okul içi birimlerdeki toplantılarda aktif görev alır. 2.Okul gelişimiyle ilgili saha çalışması yapar ve önerilerini de kapsayan rapor hazırlar. 3.Anma, kutlama, sosyal etkinlik, gezi vb. çalışmalarda görev alır. 4.Dönem sonu iş ve işlemlerinde aktif olarak görev alır.	Bu süreçte haftada 4 (dört) saat okul içi gözlem ve uygulama yapılacaktır. Okul içi gözlem ve uygulamaları değerlendirmek üzere aynı ilçede veya eğitim bölgesinde görev yapan aday öğretmenler komisyon çalışması ile bilgi, birikim ve tecrübelerini paylaşırlar. Bu komisyonlara danışman öğretmenler sırasıyla başkanlık eder.	96

B. OKUL DIŞI FAALİYETLER			
ETKİNLİKLER	**İŞLEYİŞ**	**AÇIKLAMALAR**	**SÜRE**
Şehir Kimliğini Tanıma	Aday öğretmen yaşadığı şehirdeki müzeler, tarihî eserler, coğrafi mekânlar, ören yerleri, turistlik mekânlar, kütüphaneler, kitapçılar, sinema ve tiyatrolar, ibadethaneler, kültür merkezleri vb. kurum ve alanları tanır, bu mekânların yetkilileriyle eğitim öğretim amaçlı iş birliği imkânlarını araştırır. Atandığı il ile ilgili maddî, manevi ve sözel-kültürel değerler, demografik özelliklere ilişkin dosya/sunum hazırlar.	Aday öğretmen bu kapsamda yaptığı her tür faaliyetle ilgili ekte yer alan ilgili formu doldurur ve dosyasına koyar.	18
Kurumsal İşleyiş	Valilik, kaymakamlık, belediye başkanlığı, il/ilçe millî eğitim müdürlüğü gibi resmi kurumların işleyişi hakkında bilgi edinir. Mümkün olan durumlarda mülki ve idari amirlerle tanışır ve tecrübelerinden istifade eder.	Bu faaliyetler il/ilçe milli eğitim müdürlüklerinin koordinasyonunda grup faaliyetleri olarak yürütülecektir.	18
Yanı başımızdaki Okul	İl veya ilçesinde bulunan rehberlik ve araştırma merkezleri (RAM), bilim ve sanat merkezleri (BİLSEM), halk eğitim merkezleri (HEM) gibi farklı eğitim kurumları ve okul türlerinde gözlem yapar ve işleyiş farklılıkları hakkında bilgi sahibi olur.	Bu faaliyetler il/ilçe milli eğitim müdürlüklerinin koordinasyonunda grup faaliyetleri olarak yürütülecektir.	18

Tecrübeyle Buluşma	Emekli öğretmenler ve eğitime gönül vermiş şahıslarla bir araya gelerek tecrübelerinden istifade eder.	Bu faaliyetler il/ilçe milli eğitim müdürlüklerinin koordinasyonunda grup faaliyetleri olarak yürütülecektir.	12
Gönüllülük ve Girişimcilik Çalışmaları	Topluma hizmet uygulamaları çerçevesinde çevresindeki gönüllü kuruluşları tanır ve gönüllü çalışmalarda görev alır.		12

Mesleki Gelişim ve Kariyer	1. Üniversiteler, alanıyla ilgili kuruluşlar, halk eğitim merkezleri, özel kurumlar ve STK'ların mesleki, sosyal ve kişisel gelişimine katkı sağlayacak imkânlarını tanır. 2. Bilimsel toplantılara katılır. (Konferans, sempozyum, panel vb. etkinliklere dinleyici olarak katılma veya bildiri ve poster sunma) 3. Sanatsal etkinliklere katılır. (Sergi, tiyatro, sinema, vb. sanatsal etkinliklerden haberdar olur ve katılır.)	Bireysel olarak mesleki ve kişisel gelişim becerisi kazanmaları için il/ilçe milli eğitim müdürlükleri gerekli araştırma ve duyuruları yapar.	12
Kitap Okuma	Yetiştirme programı süresince eğitim ve öğretmenlikle ilgili örnek kitap listesinden okuduğu kitapları eleştirel bir gözle değerlendirerek, bu kitapların kişisel ve mesleki gelişimine katkılarıyla ilgili düşüncelerini kitap okuma değerlendirme formuna yazarak değerlendirir.	Her ay bir kitap okunarak, okunan kitapla ilgili il/ilçedeki diğer adaylarla birlikte veya çalışılan okulda tartışma/sunum etkinlikleri yapılacaktır.	
Film İzleme	Yetiştirme Programı süresince eğitim ve öğretmenlikle ilgili örnek film listesinden izlediği filmlerin kişisel ve mesleki gelişimine katkılarıyla ilgili düşüncelerini film izleme/değerlendirme formuna yazarak değerlendirir.	Her ay 2 film izlenerek izlenen filmle ilgili il/ilçedeki diğer adaylarla birlikte veya çalışılan okulda tartışma/sunum etkinlikleri gerçekleştirilecektir	

C. ÖLÇME VE DEĞERLENDİRME

Aday öğretmen okul içi ve okul dışı faaliyetler kapsamında yapılan çalışmalarda izleme, ölçme ve değerlendirme sürecinin sağlıklı bir şekilde yürütülebilmesi amacıyla okul içi ve okul dışı her tür faaliyeti ile ilgili standart formları doldurur. **Bakanlıkça hazırlanan formlar okullar ve danışman öğretmenler tarafından kendi okul, sınıfı ve çevre şartlarına göre gerekli değişiklikler yapılarak kullanılabilecektir.** Bu çalışmalara ait diğer belge ve materyallerle birlikte bu formlar, adaylarca oluşturulacak **Kişisel ve Mesleki Gelişim Dosyasında saklanır. Bu dosya Performans Değerlendirme sürecinde ve sözlü sınavda veri olarak kullanılacaktır.**

2. BÖLÜM

HİZMET İÇİ EĞİTİM UYGULAMALARI

A. GENEL AMAÇLAR

Aday Öğretmen Yetiştirme Programı Kapsamında Aday öğretmenler;

1. Öğretmenlik mesleğinin misyonunu bilir, aidiyet ve adanmışlık duygusu gelişir.
2. Kültür ve medeniyetimizin özündeki/temellerindeki eğitim anlayışının farkında olur.
3. 1739 Sayılı Millî Eğitim Temel Kanununda belirtilen millî, ahlaki, insani, manevi ve kültürel değerlerimizi benimser.
4. Kültürel çeşitliliklerimizi ve eğitimle olan ilişkisini fark eder.
5. Öğretmenlik uygulamalarına yönelik bilgi ve becerileri gelişir.
6. Millî eğitimin genel politikalarını, güncel önceliklerini ve uygulamalarını bilir.
7. Öğrenme süreçleri ve eğitim etkinlikleri ile ilgili model uygulamaları kavrar.
8. Ulusal ve Uluslararası gelişmeler ışığında ülkemizin eğitim perspektifi hakkında bilgi sahibi olur.
9. Eğitim ve öğretim ile ilgili mevzuattaki temel konuları bilir.
10. Kaynaştırma/bütünleştirme yoluyla eğitim hizmeti veren öğretmenler özel eğitim konusunda bilgi ve beceri kazanır.
11. Afet Eğitimi konusunda bilgi ve becerilerini arttırır.

B. UYGULAMA İLE İLGİLİ AÇIKLAMALAR

1. Aday öğretmenler okul içi ve okul dışı uygulamalardan sonra, toplam 12 adet (180 saat) hizmetiçi eğitim faaliyetlerine katılırlar.
2. Hizmetiçi eğitimler merkezden talimatlı mahallî faaliyetler olarak uygulanır. Bu faaliyetler, eğitim öğretimi aksatmayacak şekilde planlanacak olup, gerektiğinde akşamları ve hafta sonları da yapılabilecektir.

3. Aday öğretmenlerin tamamının katılacağı uygun eğitim ortamları tercih edilir.

4. Hizmetiçi eğitim faaliyetlerinde Bakanlık merkez ve taşra teşkilatı personeli, üniversiteler, STK'lar, özel ve kamu kuruluşları ve alan uzmanlarından yararlanılır.

5. Hizmetiçi eğitim faaliyetleri mahalli olarak düzenlenebileceği gibi uzaktan eğitim yoluyla da düzenlenebilir.

GENEL AMAÇLAR	SEMİNER KONULARI	KAZANIMLAR	SÜRE
Demokratik bir toplumun oluşum ve gelişiminde öğretmenlerin ve eğitimin rolünü kavrar.	Türkiye'de Demokrasi Serüveni ve 15 Temmuz Süreci	Bu seminerin sonunda öğretmenler, 1. Osmanlı'dan günümüze ülkemizdeki demokratikleşme sürecini tüm aşamalarıyla bilir. 2. Cumhuriyet tarihi boyunca yapılan askeri müdaheleleri ve bunların demokratik yaşama zararlarını fark eder. 3. 15 Temmuz darbe girişimi ve sonrasındaki demokrasi zaferinin Türk tarihindeki önemini fark eder. 4. Demokratik bir toplumun oluşumunda öğretmenlerin ve okulların rolünü kavrar.	6

Kültürel çeşitliliklerimizi ve eğitimle olan ilişkisini fark eder.	Anadolu'da Çok Kültürlülük, Kaynakları ve Eğitime Yansımaları a. a. Kültürel çeşitliliklerimiz b. b. Bir arada yaşama kültürü c. c. Yaşayan dil ve lehçeler	Bu seminerin sonunda öğretmenler, 1. Ülkemizdeki kültürel çeşitliliklerimizi açıklar. 2. Bir arada yaşama kültürünü ve yansımalarını yorumlar. 3. Yaşayan dil ve lehçelerin farkında olur. 4. Görev yapacağı yörede Türkçe dışında yaygın olarak kullanılan dil hakkında bilgi sahibi olur ve bu dilde kendini temel düzeyde ifade edebilir.	60
Öğretmenlik mesleğinin misyonunu bilir, aidiyet ve adanmışlık duygusu gelişir.	1. Öğretmenlik mesleğinin tarihî temelleri ve misyonu a. Geçmişten günümüze öğretmenlik b. Öğretmenliğin millî ve evrensel sorumlulukları 2. İlham Veren Öğretmenler ve Unutulmayan Öğretmenlik Hatıraları 3. Yansıtıcı Düşünme ve Araştırmacı Öğretmen Modeli	Bu seminerin sonunda öğretmenler, 1. Geçmişten günümüze öğretmenlik mesleğinin tarihi serüvenini özetler. 2. Öğretmenliğin millî ve evrensel sorumluluklarının farkında olur. 3. İlham veren öğretmenlerin temel özelliklerini açıklar. 4. Yansıtıcı Düşünme becerisine sahip Araştırmacı Öğretmen Modelinin özelliklerini misallerle açıklar.	12

Kültür ve medeniyetimizin özündeki/temelindeki eğitim anlayışının farkında olur.	Kültür ve Medeniyetimizde Eğitim Anlayışının Temelleri a. Kültür ve medeniyetimizde eğitimle ilgili özgün düşünceler ve tespitler (Asya'nın Kandilleri ve Batıya Doğru Akan Nehir belgeselleri izlenir) b. Eğitimin terbiye ve irfan boyutu c. Eğitimde sevgi, şefkat, merhamet temelli yaklaşım d. Medeniyet öncülerimizden eğitimde örnek davranışlar	Bu seminerin sonunda öğretmenler, 1. Kültür ve medeniyetimizde eğitimle ilgili öne çıkan özgün düşünceleri ve anlayışları fark eder. 2. Eğitimin terbiye ve irfan boyutunu açıklar. 3. Eğitimde sevgi, şefkat ve merhamet temelli yaklaşımı kavrar. 4. Eğitimde, medeniyet öncülerimizden günümüze yansıyan örnek davranışları yorumlar.	18

1739 sayılı Millî Eğitim Temel Kanununda belirtilen millî, manevi, ahlaki, insani ve kültürel değerlerimizi benimser.	1. İnsan ve Değerler a. Eğitimde varlık, hayat, bilgi, insan ve değer bütünselliği b. Eğitimde duygu, düşünce ve davranış uyumu c. Millî, evrensel, ahlaki ve kültürel değerler d. Değerlerin insan eğitimindeki etkisi ve kazandırdıkları 2. Öğretmenlik Mesleğinin Temel Değerleri ve Etik İlkeleri	Bu seminerin sonunda öğretmenler, 1. Varlık, hayat, bilgi, insan ve değer ilişkisini eğitim açısından bütünsellik boyutu ile açıklar. 2. Millî, evrensel, ahlaki ve kültürel değerleri açıklar. 3. Değerlerin insan eğitimindeki etkisini ve kazanımlarını söyler. 4. Öğretmenlik mesleğinin temel değerlerini ve etik ilkelerini örneklerle açıklar. 5. Öğretmenlik mesleği ile bağdaşmayan davranışları örneklendirir.	12

Öğretmenlik uygulamalarına yönelik bilgi ve becerileri gelişir.	1. Örnek Uygulamalarla Etkili İletişim Becerileri a. Genel iletişim becerileri b. Öğrencilerle iletişim c. Velilerle iletişim d. Kurumsal iletişim, temsil ve protokol kuralları 2. Etkili Sınıf Yönetimi a. Sınıf yönetimini oluşturan süreçler b. Sınıf kuralları c. Sınıf yönetimini etkileyen öğretmen davranışları d. İstenmeyen davranışlara yönelik stratejiler	Bu seminerin sonunda öğretmenler, 1. Öğrencilerle ve velilerle etkili iletişim kurma stratejilerini kavrar. 2. Kurum içi ve kurum dışı iletişim becerilerinin farkında olur. 3. Kurumlar arası iletişim ve protokol kurallarının farkında olur. 4. Sınıf içi kuralları ve sınıf yönetimini olumlu ve olumsuz etkileyen öğretmen davranışlarını yorumlar. 5. İstenmeyen davranışlara yönelik yeni stratejiler geliştirmesi gerektiğinin farkında olur. 6. Sınıf yönetiminde öğretmenin lider davranışlarının ve etkinliğinin farkında olur.	12

Millî eğitimin genel politikalarını, güncel önceliklerini ve uygulamalarını bilir.	1. Millî Eğitim Sistemi ve Öğretmenlik a. Öğretmenlik mesleği genel yeterlikleri 2. Millî Eğitimde Elektronik Uygulamalar a. E-okul, MEBBİS, e-kurs, e-pansiyon vb. uygulamalar b. Fatih projesi ve EBA uygulamaları 3. Araştırmacı öğretmen Modeli ve Eylem (Aksiyon) Araştırması 4. Öğretmen Strateji Belgesi	Bu seminerin sonunda öğretmenler, 1.Öğretmenlik mesleği genel yeterliklerinin farkında olur. 2.Bakanlığın e-okul, MEBBİS, e-kurs ve e-pansiyon gibi elektronik uygulamalarını bilir. 3. Fatih projesi ve EBA uygulamalarının farkında olur 4. Araştırmacı Öğretmen yaklaşımı ve Eylem (Aksiyon) Araştırması konusunda bilgi sahibi olur.	12
Uluslararası gelişmeler ışığında ülkemizin eğitim perspektifi hakkında bilgi sahibi olur.	1. Medeniyetimizin Analizi (Dünü, Bugünü ve Geleceği) 2. Uluslararası Bağlamda eğitim alanında gelişmeler a. Başarılı ülke örnekleri (Finlandiya, Kore, Singapur) b. Alternatif okul ve eğitim modelleri (ev okul, uzaktan eğitim vb.) 3. Uluslararası kuruluşlar ve Türk Eğitim Sistemine yansımaları (AB, OECD, UNICEF, UNESCO, İİT vb. kuruluşların eğitimle ilgili faaliyet ve raporlarında Türkiye'nin yeri)	Bu seminerin sonunda öğretmenler, 1. Medeniyetimizin bugününü ve geleceğini yorumlar. 2. Eğitim alanında uluslararası gelişmelerin farkında olur. 3. Uluslararası faaliyetler ve raporlarda Türk Eğitim Sistemi hakkında yer alan yorumları bilir.	12

Öğrenme süreçleri ve eğitim etkinlikleri ile ilgili model uygulamaları kavrar.	1. Ulusal ve uluslararası eğitim projeleri ve örnek projeler 2. Sosyal sorumluluk projeleri ve örnek projeler 3. Bağımlılıklar ve rehberlik faaliyetleri, 4. Medya okuryazarlığı ve sosyal medya kullanımı 5. Örnek vakalarla eğitim sürecinin izlenmesi ve değerlendirilmesi 6. Öğrenen okul; sosyal kültürel etkinlikler ve eğitim sürecine etkileri, iyi örnekler	Bu seminerin sonunda öğretmenler, 1. Ulusal ve uluslararası projelerin nasıl hazırlandığını ve gerçekleştirildiğini örnekler ışığında fark eder. 2. Örnekler üzerinden sosyal sorumluluk projelerinin önemini ve nasıl gerçekleştirildiğini bilir. 3. Madde bağımlılığı, etkileri ve nasıl başa çıkılacağını açıklar. 4. Medya okuryazarlığı ve sosyal medya kullanımın olumlu ve olumsuz yönlerini ayırt eder. 5. Sosyal kültürel etkinliklerin eğitim sürecine ve okul kültürüne etkisini fark eder. 6. Sosyal kültürel etkinliklerde bazı iyi örnekleri açıklar.	12

Eğitim ve öğretim ile ilgili mevzuattaki temel konuları bilir.	1. 657 sayılı Devlet Memurları Kanunu, 2. 4483 sayılı Memurlar ve Diğer Kamu Görevlilerinin Yargılanması Hakkında Kanun, 3. 1739 sayılı Millî Eğitim Temel Kanunu, 4. 652 sayılı Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararname, 5. 5580 sayılı Özel Öğretim Kurumları Kanunu, 6. 6331 sayılı İş Sağlığı ve Güvenliği Kanunu, 7. Görevin gerektirdiği diğer mevzuat	1. Devlet memurunun görev ve sorumluluklarını ana hatları ile bilir. 2. Kanunlarda geçen eğitim ve öğretim ile ilgili mevzuatı tanır. 3. Millî Eğitim Temel Kanunu'nda belirtilen millî eğitimin genel ve özel amaçlarını bilir. 4. Eğitim öğretim ile ilgili yönetmelikleri ve diğer mevzuatı tanır ve içeriği hakkında kanaat edinir.	12

Kaynaştırma/ bütünleştirme yoluyla eğitim hizmeti veren öğretmenler özel eğitim konusunda bilgi ve beceri kazanır.	1. Kaynaştırma/Bütünleştirme Uygulamaları 2. Özel Eğitim İhtiyacı Olan Bireyler ve Özellikleri 3. Eğitsel Değerlendirme ve Tanılama Süreci 4. Bireyselleştirilmiş Eğitim Programları 5. Destek Eğitim Odası	1. Özel eğitim ihtiyacı olan bireylere ilişkin yasal düzenlemeleri bilir. 2. Kaynaştırma/bütünleştirme uygulamalarını bilir. 3. Kaynaştırma/bütünleştirme uygulamalarına yönelik tutumları fark eder. 4. Öğrenme güçlüğü olan bireylerin eğitim sürecini bilir. 5. Dikkat eksikliği ve hiperaktivite bozukluğu olan bireylerin eğitim sürecini bilir. 6. Yaygın gelişimsel bozukluğu olan bireylerin eğitim sürecini bilir. 7. Dil ve konuşma bozukluğu olan bireylerin eğitim sürecini bilir. 8. Görme yetersizliği olan bireylerin eğitim sürecini bilir. 9. İşitme yetersizliği olan bireylerin eğitim sürecini bilir. 10. Zihinsel yetersizliği olan bireylerin eğitim sürecini bilir. 11. Özel yetenekli bireylerin eğitim sürecini bilir. 12. Eğitsel değerlendirme ve tanılama sürecini bilir. 13. Bireyselleştirilmiş eğitim programı hazırlama sürecini bilir. 14. Destek eğitim odasında yürütülen eğitim hizmetlerini bilir.	**6**

Afet Eğitimi konusunda bilgi ve becerilerini arttırır.	1. Temel Afet Bilgileri 2. Tehlike Avı 3. Afet Yönetiminde Öğretmenlerin Konumu 4. Okul Afet ve Acil Durum Yönetim Planı	1. Temel afet bilgilerini kavrar. 2. Tehlike Avını kavrar. 3. Afet Yönetiminde Öğretmenlerin Konumunu bilir. 4. Okul Afet ve Acil Durum Yönetim Planını bilir.	**6**
		Toplam Süre	**180**

B. Questionnaire in Turkish

Adaylık Eğitimi Değerlendirme Anketi

Yaklaşık dört dakika içerisinde çözebileceğiniz bu anketin amacı, göreve yeni başlamış öğretmen/öğretmen adaylarına uygulanan eğitim ve seminerlerin etkileri, yararı ve nasıl daha iyileştirilebileceğine yönelik bir çalışmaya veri toplamaktır. Araştırmanın aday öğretmenlere daha işlevsel ve etkili bir eğitim vermede yarar sağlayacağı düşünülmektedir. Bu sebeple, görüşlerinizi detaylı ve içten bir şekilde ifade etmeniz oldukça önemlidir. Toplanan veri sadece araştırma için kullanılacaktır bu nedenle, kişisel bilgileriniz gizli tutulacaktır. Katkı sağladığınız için çok teşekkürler.

1. Cinsiyet:

- ◯ Kadın
- ◯ Erkek

2. En son mezun olduğunuz üniversite ve fakülte/enstitü:

Your answer

3. Görev Yaptığınız Okul/Kurum:

- ◯ Anaokulu
- ◯ İlköğretim Okulu
- ◯ Ortaokul
- ◯ İmam Hatip Ortaokulu
- ◯ Genel Lise
- ◯ Fen Lisesi
- ◯ Anadolu Lisesi
- ◯ Anadolu İmam Hatip Lisesi
- ◯ Anadolu Öğretmen Lisesi
- ◯ Anadolu Güzel Sanatlar Lisesi
- ◯ Meslek Lisesi (Teknik, Ticaret, Turizm vb.)

4. Hizmet Süreniz:

- ◯ 1 Yıldan Az
- ◯ 1-2 Yıl
- ◯ 3-4 Yıl
- ◯ 5 Yıl ve Fazlası

5. Adaylık Eğitimine Katılma Yılınız:

- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020
- Other...

6. Programın amaçları aday bir İngilizce öğretmeni olarak benim gereksinimlerime uygundu.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

7. Programdaki konular aday bir İngilizce öğretmeni olarak gereksinimlerimi karşılayacak ölçüde kapsamlı olarak ele alındı.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

8. Programda işlenen konular aday bir İngilizce öğretmeni olarak benim için yeni ve ilginçti.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

9. Programda İngilizce öğretmenliği mesleği ve eğitimle ilgili yeni gelişmeler sınıfa getirilerek tartışıldı.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

10. Programda amaçları gerçekleştirmeye uygun konulara yer verildi.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

11. Programda işlenen konulara uygun öğretim yöntem ve teknikleri kullanıldı.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

12. Kullanılan öğretim yöntem ve teknikleri aday İngilizce öğretmenleri olarak bizleri etkin kılan, derslere katılımımızı sağlayan türdendi.

- Tamamen Katılıyorum
- Oldukça Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

13. Öğretim sırasında eğitim araçlarından yeterince yararlanıldı.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

14. Öğretimde kullanılan eğitim araçları daha kolay ve daha zevkli bir biçimde öğrenmemizi sağlayıcı nitelikteydi.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

15. Programda işlenen konularla ilgili yeterince materyal verildi /kaynak önerildi.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

16. Konularla ilgili verilen / önerilen yazılı öğretim materyalleri iyi tasarımlanmış ve anlaşılırdı.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

17. Sınıflardaki öğretim ortamı (oturma düzeni, kişi sayısı, ısı, ışık vb.koşullar) etkili öğrenmeyi sağlayıcı nitelikteydi.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

18. Adaylık eğitimini İngilizce öğretmenlik alanımla ilgili olanakların yeterli olduğu bir okulda aldım.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

19. Öğretim elemanları derslerde işledikleri konulara egemendiler.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

20. Öğretim elemanlarının konuları sunuşları düzenli ve anlaşılırdı.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

21. Program süresince öğretim elemanları bizim İngilizce öğretmenliğine ve öğretim etkinliklerine güdülenmemizi sağlayıcı bir tutum içinde oldular.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

22. Programda öğretim elemanlarıyla aday öğretmenler arasında iyi bir iletişim kuruldu.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

23. Adaylık eğitimi sırasında rehber öğretmenimle planlı ve düzenli olarak görüşme olanağına sahip oldum.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

24. Adaylık eğitimi süresince rehber öğretmenimle birlikte her hafta düzenli olarak İngilizce derslerine girdim.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

25. Rehber öğretmenimle birlikte yeterince İngilizce dersleri için yıllık, ünite ve günlük ders planları hazırladık.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

26. Rehberliğimi yapan öğretmenden mesleki yönden yetişmede yeterince destek aldığıma inanıyorum.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

27. Adaylık eğitimiyle ilgili konuların öğrenilmesi için ayrılan süre yeterliydi.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

28. Programda konular için ayrılan süre etkili ve verimli kullanıldı.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

29. Adaylık eğitimi süresi temel düzeyde öğretmenlik deneyimi kazandırmak için yeterliydi.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

30. Programda amaçlanan tüm bilgi ve becerileri kazandığıma inanıyorum.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

31. Adaylık eğitimi kapsamında öğrendiklerimi uygulamaya dönüştürebildim.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

32. Adaylık eğitimi konularıyla ilgili yapılan sınavlar kapsam ve biçim olarak programın amacına uygundu.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

33. Adaylık eğitimi sonunda yapılan değerlendirme, programın amacına uygun olarak gerçekleştirildi.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

34. Adaylık dosyasını daha sonra da İngilizce öğretmenliğinde kullanabileceğim bir içerikte hazırladım.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

35. Adaylık eğitimine başlamadan önce aday İngilizce öğretmenlerine programın amaçları, içeriği ve yürütülmesiyle ilgili bilgi verildi.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

36. Eğitim süresince, karşılaştığımız sorunları konuşmaya ve çözüm üretmeye dönük olarak program yöneticileriyle etkili bir iletişim kurduk.

- Tamamen Katılıyorum
- Oldukça Çok Katılıyorum
- Biraz Katılıyorum
- Hiç Katılmıyorum

37. Adaylık Eğitim Programının geliştirilmesi için önerileriniz var ise lütfen belirtiniz.

Long answer text

38. Adaylık Eğitim Programının sizin açınızdan sorun teşkil eden yanları var ise lütfen belirtiniz.

Long answer text

CURRICULUM VITAE

PERSONAL INFORMATION

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WORK EXPERIENCE

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