LANGUAGE TEACHER MENTORING AS A BOUNDARY CROSSING EXPERIENCE: LEARNING STRATEGIES IN A MENTORING PROGRAM

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ABSTRACT

LANGUAGE TEACHER MENTORING AS A BOUNDARY CROSSING EXPERIENCE: LEARNING STRATEGIES IN A MENTORING PROGRAM

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This qualitative case study investigates the boundary crossing experiences among a group of newly qualified teachers of English in a teacher mentoring program. The study aimed to explore and understand how ten mentees and mentors viewed the role of the mentoring program in their personal and professional development. In doing so, the present study focused on the relevant experiences and processes of socialization of novice teachers concerning the induction and mentoring support they received during their first year at the institution. Informed by conceptual frameworks on Cultural-Historical Activity Theory, Thirdspace, and the Boundary-crossing Framework and drawing on data from in-depth interviews, classroom observations, field notes, and reflective documents, the analysis revealed the opportunities and challenges embedded in novice teachers' boundary crossing between pre-service education and in-service practice, between the theory of language teaching and classroom teaching, and between local and external contexts. The findings indicated that all mentees and mentors identified professional development paths within the mentoring program and that most used the mentoring program as a third space full of intersections, negotiations, and exchanges through specific learning strategies. The present study revealed how these novice teachers crossed boundaries horizontally and hierarchically,

navigating through situated and complex differences between what they expected as student teachers and what they encountered as practitioners. The dissertation also presents practical implications on how mentoring practices can promote the continuous professional development of newly qualified and experienced teachers in a university setting.

Keywords: Language teacher mentoring, boundary-crossing, thirdspace, teacher growth

ÖZ

İNGİLİZCE ÖĞRETMENLERİNİN REHBERLİK PROGRAMINDA KULLANDIĞI ÖĞRENME STRATEJİLERİ VE SINIR GEÇME DENEYİMLERİ

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Bu çalışma, yeni mezun olan İngilizce öğretmenlerinin katıldıkları bir öğretmen rehberliği programında karşılaştıkları sınırları nasıl geçtiklerini ve programın süreçteki rolünü araştırmaktadır. Bu bağlamda, çalışmanın amacı programda yer alan yeni mezun öğretmenler ve kendileri ile birlikte çalışan tecrübeli öğretmenlerin kişisel ve mesleki olarak ne tür faydalar elde ettiklerini anlamaktır. Ayrıca, mesleğe yeni başlamış öğretmenlerin aldıkları rehberlik desteğinin kendilerinin kurumsal ve öğretimsel süreçlere alışmalarındaki rolü de çalışmanın bir diğer odak noktasını oluşturmaktadır. Çalışma kapsamında, Etkinlik Teorisi, Üçüncü Alan Teorisi ve Sınır Geçme Çerçevesinden oluşan bir kurumsal çerçeve esas alınmış olup veriler birebir görüşmeler, gözlem raporları ve yansıtıcı nitelikli formlar ile toplanmıştır. Bulgular yeni mezun öğretmenlerin ve tecrübeli öğretmenlerin, program dahilindeki tecrübelerinden mesleki ve kişisel faydalar elde ettiklerini göstermiştir. Ayrıca, yeni mezun öğretmenlerin sınır geçme tecrübelerinde hizmet öncesi dönem – öğretmenlik dönemi, dil öğretimi teorisi – dil öğretimi uygulamaları ve yerel bağlamlar – harici bağlamlar alanları arasında yer alan sınırların öne çıktığı görülmüştür. Katılımcıların bu sınırları aşarken karşılaştıkları zorlukları ve fırsatları öğrenme tecrübeleri

oluşturmada aktif olarak kullandıkları ve rehberlik programının pek çok duygu, tecrübe ve bilginin kesiştiği, anlaşmanın ve paylaşımın aktif olarak yaşandığı ve daha önce bahsedilen ikili alanlar arasında üçüncü bir alan rolü gördüğü anlaşılmıştır. Bu doğrultuda, çalışma yeni mezun öğretmenlerin sınırları nasıl aştıklarına ve mesleğe başlamadan önce sahip oldukları beklentiler ile başladıktan sonra edindikleri tecrübeler arasındaki karmaşık farklılıklar içinde yollarını nasıl bulduklarına dair yeni bir anlayış sunmaktadır. Son olarak, rehberlik programlarının öğretmenlerin sürekli mesleki gelişimlerini desteklemede nasıl kullanılabileceği tartışılmıştır.

Anahtar Kelimeler: Öğretmen rehberliği, sınır geçme, üçüncü alan, öğretmen gelişimi

To my mentors

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CHAPTER 1

INTRODUCTION

Teachers have held a prominent place in all societies since antiquity. This elevated role encouraged many stakeholders to design and develop systems that could enhance the capacities of teachers as professionals who can keep up-to-date with the developments of the modern era, giving rise to the discipline of teacher education (Warren, 1985). In time, teachers have turned into the most strategic component of education systems with immense influences on students and teaching programs and maintained their importance despite the changes in many domains of life (Darling-Hammond, 2003).

Teaching is a complex profession that includes both intellectual and emotional challenges for professionals (Isenbarger & Zemblyas, 2006). In a synthesis of over 800 meta-analyses exploring how excellence in teaching is conceptualized in various contexts, Hattie (2009) concluded that excellence in teaching often required skills and commitment that went beyond what is available at teachers' professional disposal and that, in this sense, teachers had a critical role in ensuring visible teaching and learning practices that can create actual value in individual lives. He further argued that the emergence of such value depended on teachers' active involvement in and passionate attitudes to the teaching process, mastery of content knowledge, and giving appropriate feedback to learners. The findings also revealed that possessing the knowledge of institutional and instructional principles that govern the teaching practices in a school community, adopting instructional strategies appropriate for the subject matter, and having a clear idea about the students' expectations, attitudes, and interests were among critical elements that can bring up excellence in teaching. In this context, Çiftçi and Karaman (2019) noted that teachers were also pressured by the standards and

accountability measures that enforced them to achieve pre-described outcomes without considering the socially and culturally embedded characteristics involved in the lives of students and teachers. In a similar vein, Tarhan et al. (2019) suggested that a focus on ill-grounded accountability measures and holding teachers responsible for students' academic performance are likely to discourage them from investing in their professional development.

While the emotional and intellectual challenges teachers traditionally deal with and the pressure created by their obligation to comply with the standards and accountability measures are associated with stressful experiences for teachers at all stages of their careers, the initial years of teaching are frequently characterized as a particularly intense period for novice practitioners (Bullough et al., 2008; Fantilli & McDougall, 2009; Heikkinen et al., 2018; Jokikokko et al., 2017; Mann & Tang, 2012; McKenzie & Santiago, 2005; Puk & Haines, 1999; Tynjälä & Heikkinen, 2011; Wang et al., 2008). Earlier research revealed that novice teachers find themselves obliged to deal with some critical challenges. For example, Kukla-Acevedo (2009) found that workplace conditions such as support from the administration, relationship with students, and the attitudes of other staff members were strongly related to novice teachers' decisions on whether or not to continue teaching after the first year. Wolters and Daugherty (2007) reported that young teachers typically had a low sense of efficacy early in their careers and suggested that they should be supported in this period. In addition, Tynjälä and Heikkinen (2011) maintained that during the transition from pre-service education to professional life, novice teachers deal with many challenges such as job concerns, a lack of confidence in professional skills, and their status in a professional community. They argued that novice teachers should get occupational and emotional support in their first years through methods designed to "promote the professional development of young teachers, the emphasis being on peer group mentoring" (p. 11). Most of these challenges result from the "reality shock" beginning teachers go through due to the discrepancy between their initial teacher training and actual working conditions (Veenman, 1984, p. 143).

In an attempt to deal with such challenges and help novice teachers achieve initial success, many programs designed professional development plans to support young

teachers at the beginning of their professional journeys. Ingersoll and Kralik (2004) posit that the form of this support changed from induction programs where novice teachers were usually carrying out professional development activities with each other under the supervision of an administrator or an experienced teacher into mentoring programs where novice teachers work closely with more experienced teachers and engage in activities focusing on their professional and personal well-being in the new community.

Hobson et al. (2009) stated that mentoring programs provided various benefits for mentors, mentees, and schools since they have been implemented within in-service teacher education. The benefits for mentees included less isolation, more self-confidence and self-esteem, professional development, more opportunities for self-reflection, an enhanced capacity for solving problems, improved behavior and class management skills, easier socialization in the school community, a greater ability to manage time and workload, and support with adapting to the norms, standards, and expectations at the school. Although overlooked for quite a long time, mentoring programs offer a number of benefits for mentors as well, such as professional development, learning through self-reflection and a critical overview of their own practices, the opportunity to learn from other peers, improved communication skills, a greater awareness of the professional needs of their peers, less isolation, and increased job satisfaction. Finally, several benefits were documented for schools and educational systems that provided teacher mentoring programs. These include increased retention of teachers, a higher level of knowledge base in the school community, and a more positive school atmosphere.

In this context, the present dissertation study aimed to explore and understand the role of a mentoring program in the professional development of newly qualified teachers of English as mentees and experienced mentors. This study aims to address the following research questions:

- What motivates mentors and mentees to take part in a voluntary mentoring program?
- How does participation in a mentoring program contribute to the personal and professional development of mentors and mentees?

- What is the role of the mentoring program in the boundary-crossing experiences of novice teachers of English?
- What professional learning strategies facilitate the emergence of new dialogic spaces in a mentoring program?

1.1. List of Terms

This section presents a list of specific terms and concepts referred to throughout the study. Although some of the terms and concepts presented in this list might have broader meanings, the definitions here represent how they are conceptualized within the present study.

Activity system	A social space that is constructed through the interaction between human subjects, their objectives, the mediating artifacts they use to achieve their objectives, the social rules and norms that govern their actions, the broad social community, and division of labor within the community (Engeström, 1987).
Adaptation	A process of becoming familiar with the policies and procedures socially embedded in a new context
Borders (boundaries)	Lines that separate two activity systems due to their social, political, or physical distinctiveness (Popescu, 2010).
Boundary crossing	An act and process of crossing the lines that separate two activity systems (Akkerman & Bakker, 2011b).
Dialogic space	A space of interaction and dialogue that are constructed through individuals' reflection on their previous and current experiences and deliberate efforts to creatively imagine additional possibilities (Wegerif, 2007).
In-service (practicing) teacher	A teacher who has obtained the required qualifications for recruitment and is currently involved in the teaching profession.

In-service teacher education	A process of teacher education that aims to improve the professional skills and knowledge of in-service teachers.
Principles	The ideas, rules, and standards that govern how a system operates.
Procedures	The actions that govern how a system operates.
Learning	A process of constructing new knowledge and building/developing skills.
Learning mechanism	Specific learning strategies that are constructed through learning experiences emerging from "new understandings, identity development, change of practices, and institutional development" (Akkerman and Bakker, 2011b, p. 142).
Mentoring	The individual support provided by a more experienced individual (mentor) to a less experienced individual (mentee) to assist their induction into an organizational culture and offer opportunities for personal and professional growth (Hobson et al., 2009).
Novice (beginning) teacher	A teacher with less than three years of teaching experience (Fantilli & McDougall, 2009).
Personal development	A process in which individuals engage in efforts to build on their personal skills and achieve personal well-being.
Pre-service (prospective; student) teacher	An emerging teacher who attends a pre-service teacher education program to receive the necessary education and training to be qualified as a practicing teacher.

Pre-service teacher education	A process of teacher education that aims to prepare a prospective teacher for the teaching profession.
Professional development	A process in which professionals (i.e., teachers) engage in efforts to build on their professional skills and construct new knowledge to achieve personal and/or institutional goals.
Teacher mentoring	"A personal and reciprocal relationship in which a more experienced faculty member acts as a guide, role model, teacher, and sponsor of a less experienced student or faculty member" (Johnson, 2016, p. 23).
The borderland stage	The stage of the boundary crossing process that involves the personal and professional experiences of the mentees during the mentoring program.
The post-border stage	The stage of the boundary crossing process that involves the personal and professional experiences of the mentees after the mentoring program, during which they continued to work at the research site or elsewhere.
The pre-border stage	The stage of the boundary crossing process that involves the personal and professional experiences of the mentees before the mentoring program.

1.2. The Need for Study

The traditional view of teaching that regards teachers as technicians that are responsible for implementing a mandated curriculum has been challenged by views of teachers as professionals capable of solving various problems (Karaman & Edling, 2021; Tezgiden-Cakcak, 2019). However, this skill is neither served on a silver plate to every teacher nor can be acquired without a deliberate effort. In this regard, teachers cannot depend on traditional professional development endeavors to improve their

skills, as they do not bear the dynamic characteristics needed for permanent changes in teachers' practice (Opfer & Pedder, 2011). In this regard, Karaman and Edling (2021) argued that, for successful teaching, teachers should move away from technicist roles and become reflective practitioners who show a deliberate effort to build on their professional skills and knowledge base.

According to Bates and Morgan (2018), teacher professional development should bear seven elements to create satisfactory results for participants. First, teachers should have opportunities to improve their content knowledge. Secondly, teacher professional development activities should be designed so that the participants will actively participate in the learning process and construct new and meaningful knowledge. They should also be able to collaborate with other teachers and enhance their personal and professional bonds with their colleagues. Next, teachers should be able to learn from good practices by engaging with videos, observations, or demonstrations from other teachers. The fifth element suggests getting systematic support from a coach or colleague, whereas the sixth focus on the critical role of getting constructive feedback and having opportunities to reflect on their own practices. Lastly, professional development activities for teachers should take place as processes with multiple events rather than single sessions. In addition to these seven elements, Desimone (2009) suggested that teacher professional development activities and programs should be designed considering teacher participants' culture, needs, and goals as well as their students'. In this regard, Doğan and Adams (2018) argued that professional learning communities designed through these characteristics became more popular as teacher professional development pathways since all stakeholders in education became more knowledgeable of the need for refining and improving teachers' practices accordingly to produce desirable outcomes not only for teachers but also for students and organizations. Similarly, Sherman and Teemant (2020) argued that coaching and mentoring hold prominent roles in teacher learning because mentoring practices inherently address all of these elements of effective professional development for teachers.

Mentoring programs have been more popular in the last two decades because of the benefits associated with teacher induction and mentoring (Mattai, 2006, Vass, 2017).

Darling-Hammond and Bransford (2005) argued that administrators both at the local and national levels should support induction programs and mentoring efforts as this will provide beginning teachers with professional support and increase their likelihood of staying in the school. They maintain that expert teachers who are trained for mentoring purposes can act as a model for the novice and help them achieve high performance levels early in their careers. Similarly, Kelley (2004) complained that authorities failed to understand the importance of supporting teachers through induction and mentoring programs and reinforcing these efforts through continuous professional development acts, which resulted in both financial and professional losses on the national scale.

Mentoring programs are also necessary because they serve to minimize the much-articulated gap between initial teacher education and practice in real schools (David, 2000). Starting as early as more than a century ago (Dewey, 1904), the discussion on the distinctness between what teacher candidates learn in initial teacher education programs and what they are supposed to do in real schools has remained one of the central problems of teacher education (Korthagen, 2010). Reviewing 93 empirical studies focusing on the teaching practices of beginning teachers, Wideen et al. (1998) argued that "many traditional programs of teacher education have little effect upon the firmly held beliefs of the beginning teachers" (p. 130). They suggested that pre-service teacher education focused too much on offering propositional knowledge to teacher candidates through theories, methods, and skills, leaving "the individual effort to apply such knowledge" (p. 167) solely to beginning teachers. Korthagen (2010) argues that mentoring programs in educational organizations can minimize this gap by challenging the idea of teaching theory and practice to teacher candidates in sequences and creating a platform where beginning teachers can reflect upon theories and their classroom implications at the same time.

Several master's theses and doctoral dissertation studies conducted in similar settings also stressed the need for an enhanced focus on mentoring practices for beginning teachers. Cihan (2016) investigated the practices of four novice teachers throughout a year and found that they experienced problems with classroom management, student behavior, relationships with colleagues and administrators, selecting appropriate

teaching techniques, motivating students, and workload. She concluded that these problems resulted from a lack of high-quality mentoring practices and the gap between student teachers' pre-service training and the actual practices in the in-service world. In an earlier study with 465 novice teachers in eight provinces of Turkey, Öztürk (2008) also showed that novice teachers had problems with the workload, social identity, supervisors, and classroom management. He noted that novice teachers attributed these challenges mainly to the lack of enough professional support in their initial years as teachers. In a study conducted in the research setting, Balban (2015) reported that novice teachers had experienced challenges with the distribution of power across the organization, the sociocultural characteristics of learners, the amount of work they are responsible for, the prevalence of standardized testing, curricular procedures, and the lack of sufficient opportunities for their professional development. Based on a collection of interview and observation data, she argued that these challenges could have been minimized had the department introduced a mentoring program that offered professional guidance and assistance to novice teachers.

In this context, this study aims to understand the perceived role of a mentoring program in the personal and professional development of mentees and mentors in an English language program at a university in Turkey. Also, the study will focus on the boundary-crossing experiences of novice teachers in their first year and identify the learning strategies through which they could construct professional knowledge.

1.3 The Significance of the Study

In a recent paper, Lu et al. (2020) argued that the number of studies in the relevant literature is not adequate to document the opportunities and challenges posed by mentoring programs as perceived by mentees. This was also indicated in Orland-Barak (2014), who, in her review, looked into the studies published in a major journal in the field of teacher education from 1991 to 2014 and found that the studies focused almost entirely on mentoring gains for mentees as reported by mentors. Also, the gains for mentors were captured only in a few studies. In this context, this dissertation aims to fill in this gap by investigating the perceptions of both mentees and mentors, shedding light on how early career teachers and mentors benefited from a mentoring program, how novice teachers perceived the role of this program within their border crossing

experience, and the learning strategies that mentees associated with their professional growth. In this regard, the present study focuses on the areas of support mentees needed help with and the forms of support through which mentors responded to mentees' needs to reveal what works in a mentoring program. Utilizing the boundary-crossing framework (Akkerman & Bakker, 2011b), this study offers a unique perspective by investigating the relevant experiences of novice teachers when crossing the boundary between pre-service education and in-service practice and exploring the role of the mentoring program in presenting short-term and long-term benefits for early career teachers.

Moreover, although research on mentoring has increased dramatically in the last decade, most studies approach it from a general teacher education perspective and tend to overlook what beginning teachers experience in teaching specific subjects (Lu et al., 2020). Considering that teachers of English as an additional language go through experiences that are often unique to foreign and second language teaching contexts (Tsui, 2009), the present study looks at the role of a mentoring program in the personal and professional experiences of early career teachers of English.

Furthermore, this study should be situated differently from most of the other studies in the relevant literature in that the mentee participants were part-time instructors employed at a higher education institution. Given their job status, part-time instructors receive their salaries based on the number of classes they teach in particular periods and whose contract renewal may depend on the school's need for additional teachers in subsequent academic terms. In this regard, the findings of this study contribute to our present understanding of teacher mentoring by investigating the experiences of part-time teachers who took part in this study as mentees.

In addition, research on teacher mentoring in Turkey at the tertiary level is scarce. Most of the studies on mentoring teachers conducted in the Turkish context focused on mentoring practices for pre-service teachers of various fields or the beginning teachers in K-12 public schools. However, although there is a support mechanism available in most language preparatory programs at universities in Turkey for newly recruited staff members and/or novice teachers (H. Enginarlar personal communication, December 6, 2018), there are few studies (e.g., Tomak & Karaman

(2013) that investigates the role of a mentoring program in teacher professional development at a university. In this context, the present study aims to fill this gap by exploring the development and implementation of a teacher mentoring program for beginning teachers of English in a higher education context.

Finally, most studies exploring teacher mentoring programs focus on the gains participants perceive during or right after the end of the program, whereas only few studies investigate how they continue to benefit from the affordances of mentoring experiences in longer runs. Unlike those studies, the present study also captures the experiences mentee participants almost a year after they completed the mentoring program and look into how they continued to perceive the benefits they associated with their participation in a mentoring relationship at the research site in the following year, during which some participants worked at other institutions with different profiles.

1.4 Background

This section introduces the relevant concepts that will be referred to throughout the dissertation and presents a chronological narrative of the evolvement of these concepts over the years. The section starts with a description of mentoring and a brief review of the relevant background literature related to the role of a mentor. Next, the description will continue with details of mentoring activities for teachers in different parts of the World as well as those in Turkey. Finally, this section describes the official regulations governing how Turkish schools recruit English Language Teaching (ELT) professionals at different levels.

1.4.1 Mentoring

The literature shows various and somewhat different definitions of mentoring and mentors. For example, in a study reviewing empirical studies conducted between 1983 and 2019, Mullen and Klimaitis (2019) referred to over ten definitions of mentoring and argued that this was mainly because mentoring programs adopted differing and sometimes contradictory roles in the fields where they have been utilized. Hackmann and Malin (2020) also supported this point, arguing that mentoring was situated through different perspectives due to "the variety of contexts in which mentoring

occurs … with individuals in differing circumstances, including disadvantaged youth, novice teachers, persons of color, women, graduate students, and aspiring administrators" (p. 499).

Another reason behind the contrasting definitions produced for mentoring could be that mentoring practices can be dated back to ancient Greece and Homer's epic poem, Odyssey. Anderson and Shannon (1988) depict the Mentor in Odyssey as follows:

> In this myth, Odysseus, a great royal warrior, has been off fighting the Trojan War and has entrusted his son, Telemachus, to his friend and advisor, Mentor. Mentor has been charged with advising and serving as guardian to the entire royal household. As the story unfolds, Mentor accompanies and guides Telemachus on a journey in search of his father and ultimately for a new and fuller identity of his own. At times, throughout the story, Athene, goddess of wisdom, who presides over all craft and skillfulness, whether of the hands or the mind, manifests herself to Telemachus in the form of Mentor (p. 38).

In the first depiction of a mentor in history (Irby et al., 2020)., Homer presents some critical characteristics of a mentoring relationship and the roles in such relationships. First, mentoring is a voluntary process and involves the process of supporting a novice. Next, mentoring has a developmental focus aimed at maturing a novice by facilitating growth and development through wisdom. Also, mentoring is a protective and supportive process considering the fact that Mentor was appointed to guard those that were dear to Odysseus and provide them with this council when needed (Anderson & Shannon, 1988).

Following this initial appearance, mentoring practices started to rise in popularity over the last six centuries. Carruthers (1993) listed famous mentor and mentee pairs that appeared widely in historical records between the 15th and 20th centuries and stated that several public figures nominated others as mentors appreciating and acknowledging their contribution at individual and professional levels. She also argued that most depictions of mentoring relationships in these records fell into two categories: those that prioritize the professional development of only mentees and those that prioritize the personal and professional development of both the mentor and the mentee. Newcombe (1988) mentioned that in time the relationship between a mentor and a mentee came to be characterized as an ongoing relationship between a more experienced peer and a less experienced one established for professional

development purposes and that several other concepts such as advising, cooperating, supporting were used synonymously with mentoring. Considering the benefits and promises, mentoring relationships gained more popularity around the 1980s in several fields such as organizational development (Kram, 1985; Wilson & Elman, 1990), business administration (Arthur & Kram, 1985; Clawson, 1985; Kram, 1983) psychology (Noe, 1988b), education (Gehrke, 1988; Noe, 1988a), teacher education (Fagan & Walter, 1982), counseling (Alleman et al., 1984), nursing (Bidwell & Brasler, 1989), physical education (Newell, 1987), and medicine (Stange & Hekelman, 1990).

Clawson (1980) stated that mentoring started to attract more attention in the second half of the 1970s, accompanying the search to improve the well-being of staff in various business sectors. A review of how mentoring was conceptualized in these early studies is vital in understanding the climate in which mentoring emerged. For example, Phillips-Jones (1982) considered mentors as people who could affect a change in the life of a mentee by helping him/her reach their personal and professional target. In this regard, she divided mentors into six based on their roles in a mentoring relationship. These types of mentors include traditional mentors who spend a lot of time with their mentees during which they protect, support, and feed their mentors; supportive bosses who have a supervision-oriented relationship with their mentees; organizational sponsors who aim to help their mentees climb ranks; professional mentors who received money to give career advice to mentors; patrons who use their financial and cultural capital to help mentees embark on a solid career, and invisible godparents who provided professional assistance to mentees, without letting them know about their support. In another publication, Alleman (1986) argued that mentors should come from higher ranks in the organization so that the mentee respects their presence and role. She also indicated that this relationship was necessary considering the roles of the mentor as teacher, counselor, guide, and developer. The roles of a mentor in this role ranged from protecting the mentee to providing political information to him/her to help them determine career moves. Similarly, Levinson et al. (1978) suggested that the mentor should be older, more experienced in the profession, and have a senior role within the organization. Presenting a relevant view from the field of education were Fagan and Walter (1982), who maintained that a mentor was characterized by being

more experienced, displaying friendly attitudes, and guiding a less-experienced peer. The early studies suggest that mentoring was initially regarded as a one-way flow of information, assistance, guidance, and advice exclusively from the mentor as the more experienced and capable peer towards the less experienced and needy mentee.

1.4.2 Teacher Mentoring

As mentoring became more popular in many domains of life, including education, many organizations at various levels started to adopt mentoring practices to enhance the quality of teaching and teachers. The number of school-based teacher mentoring programs has considerably increased, especially in the North American context in the 1980s and started in the United Kingdom around the 1990s (Hobson et al., 2009; Huling, 2001). This increase was also apparent in the number of scholarly pieces investigating various aspects of mentoring relationships in educational circles. Anderson and Shannon (1988) also pointed out the increased popularity of teacher mentoring by indicating a significant increase in the number of scholarly articles published in educational journals since the 1960s. Although mentoring as a concept attracted considerable attention within this period, Hobson et al. (2009) argued that mentoring programs assumed different roles and structures in different educational contexts. Whereas some institutions started mentoring programs to ensure collaboration between prospective and practicing teachers, others established programs to support newly graduated teachers within an in-service teacher professional development framework.

Other than teacher professional development, some reasons encouraged institutions to start mentoring programs. Feiman-Nemser (1990) argued that mentoring programs became more popular in the USA in the 1990s to meet the professional needs of new teachers who had received their degrees in alternative certification programs, which did not usually maintain the same standards that degree-granting institutions did. Gaede (1978) and Veenman (1984) maintained that mentoring programs were also established in an attempt to prevent the early retention of newly graduated teachers as they usually had a difficult time dealing with the differences between what they were taught and what they encountered. On a similar note, Little (1990) mentioned that another reason why mentoring programs became popular was to reward successful

teachers by giving them a new role in the school, indicating that their capabilities were fit to educate other teachers, let alone students. Finally, Hobson et al. (2009) stated that research on the benefits of mentoring for mentors, mentees, and schools encouraged many institutions to try mentoring practices on their sites as well.

Zachary (2000) argued that teacher mentoring paradigms have shifted considerably since they evolved decades ago. Whereas mentees were seen as passive recipients of knowledge, they are now regarded as active participants of mentoring programs. Similarly, the role of mentors changed from that of authority to the facilitator. In the past, learning processes were predominantly mentor-led, and the mentor was responsible for what the mentee learned or did not learn. However, now mentoring programs are more likely to be self-directed, and learning is the mentee's responsibility (Ingersoll & Strong, 2011). The mentor's role here is to guide the mentee in decision-making processes through their familiarity with institutional and instructional practices and facilitate reflection and collaboration. Another change was the focus of mentoring programs. While earlier mentoring programs were product oriented with a clear focus on knowledge transfer and internalization of rules and procedures, contemporary mentoring programs are process-oriented, aiming to help mentees critically reflect upon their own practices and beliefs and make new decisions accordingly (Geeraerts et al., 2015).

1.4.3 Teacher Mentoring in Turkey

Considering formal education settings in the last decade, teacher mentoring practices at the K-12 level started at the in-service level in Turkey towards the end of 2015 when all newly recruited teachers at public K-12 schools were given the status of candidate teacher. The new regulation obligated that candidate teachers could get tenure only if they stay in the profession for a year and satisfy the requirements specified within the national performance evaluation system for teachers. Teachers are evaluated once in the semester when they start working and twice in the following semester by a committee that consists of an inspector appointed by the local Ministry of National Education (MoNE) directorate, the principal of the school where the candidate teacher worked for a year, and a mentor teacher appointed by the principal of the school.

Whereas only the principal and the mentor teacher take part in the first evaluation, the inspector joins them for the final evaluation (Ministry of National Education, 2017b).

Upon this change, MoNE started the Training Program for Candidate Teachers and required them to receive 654-hour training in their first six months. It consisted of 384 hours of instructional and in-school activities (lesson planning/preparation/evaluation, teaching, observation, etc.), 90 hours of out-of-school activities (getting to know the urban identity, institutional procedures, community service, entrepreneurship, etc.), and in-service training (the history of the profession of teaching in Turkey, effective communication and classroom management, multiculturalism in Anatolia, the journey of democracy in Turkey, etc.). Moreover, candidate teachers were required to read a book and watch two movies suggested by MoNE every month (Ministry of National Education, 2017a).

Candidate teachers teach their classes accompanied by mentor teachers and accompany them when the mentors are assigned the task of watching the schoolyard. The eligibility criteria to serve as a mentor teacher are to (i) to have served as a teacher in the city for ten years or above, (ii) have served as a coordinator, advisor, or participant in national and international projects, and (iii) take part in social and cultural events, and (iv) have strong communication and representation skills. The mentor teacher is responsible for arranging an individual training program for the candidate teacher based on the national training programs and using the forms prepared by the General Directorate of Teacher Training and Development at MoNE. The other responsibilities include (i) supporting the candidate teacher with implementing the activities in the training program and taking all relevant measures, (ii) observing, evaluating, and guiding the candidate teachers so that they can be trained in accordance with the training program, (iii) being a role model for the candidate teacher with his/her professional knowledge, skills, attitudes, and behaviors and transmit professional experiences, and (iv) carrying out other tasks assigned by the principal in relation to the training program. The candidate teacher, on the other hand, is responsible for (i) taking part in all of the activities specified in the training program, (ii) adhering to the instructions given by the principal and the mentor teacher,

and (iii) adhering to MoNE principles in all activities under the Program for Training Candidate Teachers.

Building a master-apprentice relationship between novice and experienced teachers, this training program can be considered to integrate some of the principles in the knowledge transmission model. However, despite the negative reputation of this model, Köse (2016) found that both school administrators and novice teachers in this training program believed that such a relationship was yielding satisfactory results. Nevertheless, he reported that the administrators criticized the program because it gave teachers the opportunity to join the program in a city different from the one s/he will work after meeting the requirements. They believed that this could create a culture shock for those who have never lived in small villages in the east of the country and suggested that this program would be more useful if the ministry attached similar importance to getting familiar with the local practices as well. In addition, Ulubey (2018) found that whereas the mentees were pleased with most practices within the program, they criticized it because the mentors were not trained for mentoring relationships, the stakeholders lacked sufficient knowledge of the training program, and proper implementation and evaluation strategies were missing. In a similar vein, Ekinci (2020) and Aktaş (2018) found that beginning teachers working at MoNe-affiliated schools were not happy with the mentoring support they received because the support they received from their mentors was inadequate, the mentors were not willing to work with the mentees, and the activities they were involved in were too mechanic and did not address their specific problems. Finally, a meta-synthesis of research on foreign language teacher professional identity in Turkey found that several studies highlighted how teachers reported that their teacher education programs fell short in capturing their perceived professional needs (Taner & Karaman, 2013) This review also indicated that teachers often complained that teacher education programs in the Turkish context failed to capture the real needs of participants. They also argued that there was an urgent need to introduce reflective practice to professional development frameworks, teacher mentors needed training to improve their constructive roles in mentoring relations, and teacher educators needed to collaborate more closely with teacher mentors.

Teacher induction and mentoring programs for teachers of English in intensive language programs also exist in Turkey at the tertiary level, but these programs are excessively context-specific. In other words, universities design and develop their own programs for newly recruited teachers. However, although mentoring and induction are offered in some forms, most universities do not adopt a formal structure. Mentoring programs for lecturers newly recruited to teach in intensive foreign language teaching programs in Turkey started around the 1980s after realizing their need for systematic support with adaptation to the institutional culture (H. Enginarlar, personal communication, December 6, 2018). Whereas the literature on teacher mentoring in Turkey is rich for teachers working at MoNE-affiliated schools and pre-service teachers, studies investigating mentoring programs for teachers at the tertiary level in the Turkish context are rare. In one of the few studies conducted within this context, Tomak and Karaman (2013) investigated the role of an in-house mentoring program in the professional development of newly recruited novice teachers at a state university in Turkey. The findings revealed that whereas the novice teachers participated in the mentoring program to benefit from the knowledge and experience of experienced teachers in learning how to apply their mostly theoretical knowledge to practical situations, the experienced teachers volunteered to work with novice teachers hoping that they could learn some new techniques and activities from recently-graduated colleagues. It was also found that although all participants referred to some benefits emerging out of the mentoring relationship, they did not mention any instances of remarkable professional growth associated with their participation in the program. The analysis revealed that the novice teachers did not adopt an entirely reflective mindset when approaching the activities and processes within the program and continued to rely too much on their theoretical knowledge base, which they had constructed as pre-service teachers.

1.4.4 Transition to In-service Practice for Teachers of English in Turkey

After obtaining necessary qualifications, English Language Teaching professionals in Turkey usually work in K-12 schools administered by the Ministry of National Education (MoNE) or private organizations, public universities, non-profit foundation universities, and private language schools.

Whereas no regulation governs how the personnel at private language schools are to be recruited, in order to work at a school administered by MoNE or a private organization, a teacher candidate needs to get a bachelor's degree from an English Language Teaching program in Turkey. Turkish citizens with degrees from universities abroad might also be eligible for teaching positions provided that the Higher Education Council (HEC) issues a certificate of equivalence for their degrees. Those with degrees from other programs focusing on language studies (English Language and Literature, American Culture and Literature, English Linguistics, English Translation and Interpretation, etc.) might also be employed as teachers if they can successfully complete a two-term intensive teacher training course offered by various universities in the country (Ministry of National Education, 2014).

Upon receiving the necessary degrees and certificates, the candidates need to sit the Public Personnel Selection Examination to be eligible to work at public schools administered by MoNE. In the first part of the test, all applicants answer multiple-choice questions about mathematics, history, Turkish language, geography, and citizenship, no matter what their majors are. In the second part, entitled the Content Knowledge Test for Teaching, they answer questions explicitly prepared for the graduates of each teaching major. Provided that candidates get a satisfactory score on both parts of the test, they are invited for a job interview held by MoNE officials. In these interviews, candidates are tested for their (i) comprehension, expression, reasoning, and summarizing skills, (ii) self-confidence and communication and persuasion skills, (iii) openness to scientific and technological developments, and (iv) representation skills and teaching qualifications. Candidates' scores on the interview are the deciding criteria for their employment by the ministry (The Official Gazette, 2015a).

Certification and degree requirements are quite similar for public and foundation universities in Turkey. However, universities are free to specify the programs whose graduates can apply for a lecturer position. According to HEC regulations, a lecturer must get a minimum score of 80 out of 100 on the national English-language proficiency test or an equivalent score on a recognized proficiency test to teach in a foreign language program. In addition to the proficiency test, candidates must sit the

Academic Personnel and Postgraduate Education Entrance Exam, on which candidates must score at least 70 out of 100. However, universities are free to increase the minimum score on both tests as they see fit. Candidates with sufficient scores on both tests are invited for a face-to-face interview with officials from the university they applied to. Candidates' scores on the interview, their scores on the foreign language exam and the Academic Personnel and Postgraduate Education Entrance Exam, and their cumulative grade average from their undergraduate degrees are the deciding criteria for their employment by universities (The Official Gazette, 2015b).

Until February 2018, universities were free to specify the amount of official job experience and additional postgraduate degrees they required from the applicants. However, a recent change by HEC mandated that applicants have a master's (with thesis) degree from a program focusing on language studies to be eligible to apply for a lecturer position in foreign language programs at universities. This means that newly graduated ELT professionals cannot apply for full-time lecturer positions until they get a master's degree from a program focusing on language studies, and lecturers currently employed at universities cannot apply for positions at other universities if they do not have a master's degree from one of the specified programs.

A significant part of candidates' overall scores used in making recruitment decisions depends on the evaluations of selection committees. In this regard, Akcan et al. (2017) conducted a study to explore the qualities and qualifications expected of teachers of English in intensive language programs in Turkey based on the views of program administrators. Collecting data from 19 universities in Turkey and Northern Cyprus, the study revealed that the administrators thought lecturers teaching in intensive language teaching programs at universities should have certain personal and professional qualities. These qualities included language proficiency (based on the candidate's performance on the standardized proficiency test on the national foreign language examination and during the interview while responding to the questions from the jury members), openness for professional development and self-reflection (displaying the willingness to engage in continuous professional development and reflect on their teaching by collaborating with other teachers, conducting research, keeping up with the latest trends in the field), possessing certain character traits such

as “self-confidence, sincerity, dedication to the well-being of learners, demonstration of enthusiasm and a positive attitude in all interactions, empathy, problem-solving skills, and the ability to function in teams” (p. 689), and pedagogical knowledge (i.e., knowledge of student profile, lesson management skills, the ability to adapt lessons and instructional techniques according to different conditions, etc.). The findings suggested that the administrators expect candidates to apply to their institutions after having developed sufficient skills and capacity to ensure further growth and deal with potential challenges in their new institutions.

To conclude, mentoring practices have long offered numerous benefits for various stakeholders by offering platforms on which the participants could support each other in building on their relevant skills and constructing new knowledge (Garvey et al., 2008). Given the benefits emerging from mentoring relationships, the field of teacher education also embraced mentoring practices (Gardner, 2005) because the entire process of teacher education depends on continuous professional development through collaboration and guidance, which constructs the ideal ground for mentoring relationships (Kemmis et al., 2014). Similar to other fields of teaching, English Language Teaching also utilized various mentoring practices both at the pre-service level, in which mentors (practicing teachers at practicum contexts or university-based professors) worked with pre-service teachers to help them prepare for practice teaching, and at the in-service level, in which mentors (experienced practicing teachers or teacher educators) worked with newly-recruited and(or novice teachers to help them adapt to the conditions of the new workplace (Asención Delaney, 2012). In this context, this study explores the role of a teacher mentoring program in which experienced teachers of English worked with newly recruited novice professionals in an intensive language teaching program in supporting the beginning teachers with their adaptation to the instructional and institutional policies and procedures in their new workplace as well as guiding them through the personal and professional challenges they encountered during their first year at the institution.

CHAPTER 2

THEORETICAL FRAMEWORK

2.0 Chapter Presentation

This section presents the theoretical lenses that played critical roles in understanding the relevant experiences of early-career teachers as mentees and experienced teachers as mentors in a semi-structured mentoring program in an intensive English-teaching program. To reveal how these frameworks contribute to our understanding of mentoring as a means of professional development for experienced and early career teachers, this chapter will present each framework by touching upon how they relate to mentoring in this scope. In this context, the present study will adopt Constructivism as the primary conceptual framework in exploring the mentoring program and getting a comprehensive and in-depth understanding of mentoring for mentors and mentees as a voluntary professional development endeavor. Specific theoretical frameworks that are adopted as analytical lenses include theories and models that emerged from Constructivism, namely, Activity Theory (Leont'ev, 1978; Vygotsky, 1978), Cultural Historical Activity Theory (Engeström, 1987), the Boundary Crossing Framework (Akkerman & Bakker, 2011b; Anzaldua, 1987, 1991), and the Thirdspace Theory (Bhabha, 1994; Soja, 1996).

2.1 Constructivism

Constructivism emerged as a theory of knowledge resulting from ongoing philosophical discussions on what the nature of knowledge is, how knowledge is constructed, and whether absolute objectivity is attainable. As a theory of knowledge, Constructivism primarily deals with how learning takes place rather than how knowledge should be taught (Fox, 2001).

The consensus among scholars is that Constructivism can be traced to Immanuel Kant (Krasnoff, 1999), a prominent German philosopher whose far-reaching and methodical work in epistemology and ethics had a considerable dominion on successive branches of philosophy and was later developed and brought to its contemporary form by influential scholars like John Dewey, Jean Piaget, and Lev Vygotsky (Mayer, 2008). They argued that humans learn through experiences that are constructed through interaction with others (Bruner, 1985), which later led to the growing acclaim for the instructional techniques grouped under experiential learning. It is also argued that the constructivist learning model was frequently addressed in the works of Jean Jacques Rousseau, who believed that all children bore desirable characteristics until they were spoiled by school and society. Instead, he believed that children were to be allowed to discover the world as they wished and based on their interests (Rousseau, 1979). Besides, Johann Herbart, a German philosopher who is regarded as a pioneer of pedagogy as an academic field of study, argued that all individuals need the motivation to learn, and their previous experiences, as well as their present interactions, are the most effective sources for such motivation (Kenklies, 2012). He maintained that the motivation to learn usually emerged as a consequence of the interaction between the individual's previous experiences and how s/he constructs meaning in the present world (English, 2013).

Many scholars argued that Constructivism as a theory of learning was too broad to be defined in simple terms, highlighting the distinctive nature of its sub-branches. However, despite their fundamental differences, all movements associated with Constructivism posit that learning occurs not only by discovering knowledge and revealing it but also by interpreting it in our subjective worlds and constructing new meanings based on our interpretations of knowledge (Sjøberg, 2010). In this sense, knowledge is considered an integral part of the individual rather than an entity situated outside the individual in the objective world. Knowledge is subjective as it bears traces from the individual and is constructed through experiences, observations, interpretations, and rationalizations (Fosnot, 2005). Therefore, it can be argued that Constructivism emerged as a reaction to earlier theoretical stances that considered knowledge as a fixed entity that could be transferred as it is from a more capable individual to another with less expertise and experience on that matter (e.g.,

Behaviorism) and learning as a result of rote memorization facilitated by processing the same information repeatedly in our minds (e.g., Cognitive Learning Theory). Figure 1 demonstrates how learning takes place according to Constructivism.

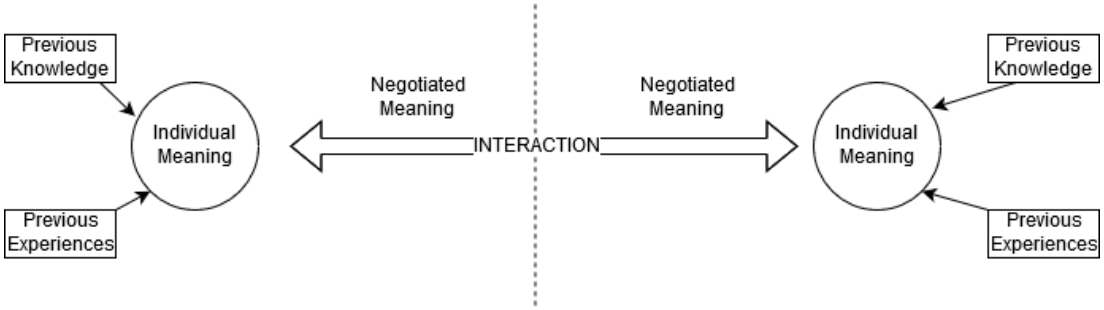


Figure 1

Constructivist learning

In the context of learning, learners construct a subjective meaning based on an interpretation of their past actions and experiences (Brooks & Brooks, 1999). In this sense, the knowledge and its interpretation are subject to change and reconstruction. Therefore, constructivist theorists argue that meaning does not reside in a world separate from us, but it resides with us (von Glasersfeld, 1998). In other words, knowledge and meaning are not universal and uniform. Meaning is constructed as multiple perspectives interact with each other, and individuals accumulate new knowledge by interacting with new experiences and actions. Therefore, one of the essential characteristics of constructivist learning spaces is that both teaching and learning take place in a vibrant environment that is full of reflections from the real world and where learners are encouraged to take an active role in the process of constructing meaning and knowledge by discovering clues of information and constructing new knowledge as they interpret and make meaning from those clues. Savery and Duffy (1996) maintained that an effective constructivist learning environment should make sure that all participants are active in the learning process, assume responsibility and ownership of their learning, work on authentic tasks that can challenge their higher-order thinking skills, and have sufficient opportunities to reflect on tasks and the learning process.

In conclusion, constructivism is a theory of learning that prioritizes learning over teaching, activity and context over content, developing and constructing opinions based on investigation over finding what is correct, social interaction over individual thinking, and process over product. Taking these considerations and principles into account, Bybee and Landes (1990) stated their dissatisfaction with the static way in which learners learned sciences and argued that "education in the elementary years should sustain children's natural curiosity, allow children to explore their environments, improve the children's explanations of their world, help the children to develop an understanding and use of technology, and contribute to the informed choices they must make in their personal and social lives" (p. 92) and called for a new instructional model that prioritized intertwined and ongoing processes within learning, which later came to be commonly known as the 5E Model (Bybee, 2014). This model entails five stages in learning that continuously inform and aim to develop each other. In the first stage, *engage*, the aim is to reveal learners' prior learning about a given concept and encourage them to form links between what they already know and what they are about to learn (Bybee, 2014, p. 15). In the *explore* stage, the aim shifts to creating shared and tangible experiences through which learners can continue to develop concepts, processes, and skills (Bybee, 2014, p. 16). The third stage, *explain*, aims to offer a platform where students can bring together their individual experiences, explain the conclusion they arrived at, and construct new meanings based on their experiences and interpretations as well as those their classmates went through (Bybee, 2014, p. 16). The *elaborate* stage aims to allow learners to implement the interpretations they made and the skills they gained in new yet similar contexts, hence allowing them to enhance their existing knowledge and reflect on the implementation of that knowledge in a real-life context (Bybee, 2014, p. 16). The final stage, *evaluate*, aims to encourage students to self-evaluate their understanding and relevant skills and teachers to monitor the learners' progress in achieving curricular goals (Bybee, 2014, p. 16). Figure 2 demonstrates a visual representation of the 5E Model.

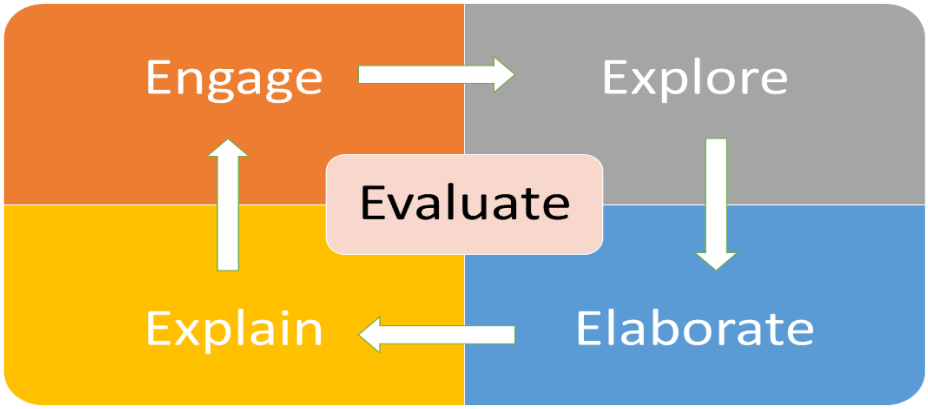


Figure 2

The 5E Model

The constructivist principles did not only guide the researcher's understanding of the social phenomenon investigated within the present study but also were utilized in designing the teacher mentoring program that constitutes the primary focus of this study. In more detail, the program was designed so that the participants would have opportunities to engage with the various aspects of the school by taking part in the two-week induction program, during which they revisited their knowledge of ELT by designing and demonstrating lessons and learning about the various instructional and institutional principles that govern the administration of the school. Next, through the tasks that they were assigned and their initial conversations with their mentors, they were encouraged to explore the organizational culture of the school as a social community. In the third step, mentees were encouraged to elaborate on their understanding and interpretations of the explorations they have made in their first couple of months at the school by identifying issues they are satisfied with as well as aspects that merit further attention on their part. Later, they were able to explain how they improved after teaching for thirteen weeks at the school and what they would like to work on to improve themselves as professionals further. During this entire cycle, the participants had various opportunities to reflect on their own learning and self-evaluate their skills and knowledge to make needs-based and data-driven decisions about their professional development.

2.2 Activity Theory

Engeström et al. (1999) stated that although activity theory became popular in the early 1990s, the perspectives within activity theory can be traced back to influential scholars such as Immanuel Kant, Friedrich Hegel, Karl Marx, Lev Vygotsky, and Alexander Luria. As a theory of learning, Activity Theory depends essentially upon the concept of mediated action as introduced in Leont'ev (1978) and Vygotsky (1978). Wertsch (2017) argued that, in this sense, mediated action refers to humans' use of the cultural tools and mediational means at their disposal when they engage with diverse forms of actions. According to Vygotsky (1978), learning occurs through the interaction between individuals and the social context in which they live. In this vein, Activity Theory aims to explain how the actions and activities individuals engage with within a social context transform into learning situations and the role of the social context during the learning process (Engeström, 2014). Therefore, Activity Theory was closely linked with constructivist learning and teaching practices and used as a theoretical lens to explore many such practices, including situated cognition (Brown et al., 1989), situated learning (Arnseth, 2008), experiential learning (Holman et al., 1997), social learning (Engeström et al., 1999), transformative agency (Vänninen et al., 2015), cooperative learning (Engeström, 2006), distributed learning (Russell, 2013), teacher agency (Feryok, 2012), teacher professional development (Levine, 2010), and teacher mentoring (Lofthouse & Leat, 2013; Sam & Caliendo, 2018; Wexler, 2019).

Activity Theory posits that activity refers to a goal-directed or purposeful interaction between a subject and an object through the use of tools, and it considers many aspects beyond the individual as a socio-culturally embedded actor, such as the setting, past and present practices, inclinations, and complex processes in real life. Moreover, Activity Theory aims to understand the ongoing and potential interaction between the individual as the subject and the social reality. It argues that the rationale for a given activity is built through strains and inconsistencies within the elements of the system as well as across systems.

The current understanding of Activity Theory emerged in three generations of research based on the works of Leont'ev (1978) and (Vygotsky (1978) (first generation),

Engeström (1987) (second generation), and Engeström (1999) (third generation; also referred to as Cultural-Historical Activity Theory (CHAT)). Within initial conceptualizations of Activity Theory based on the works of Vygotsky (1978), learning was seen as an output that emerged as a result of the continuous interaction between the individual, mediating artifacts, and the object (Figure 3).

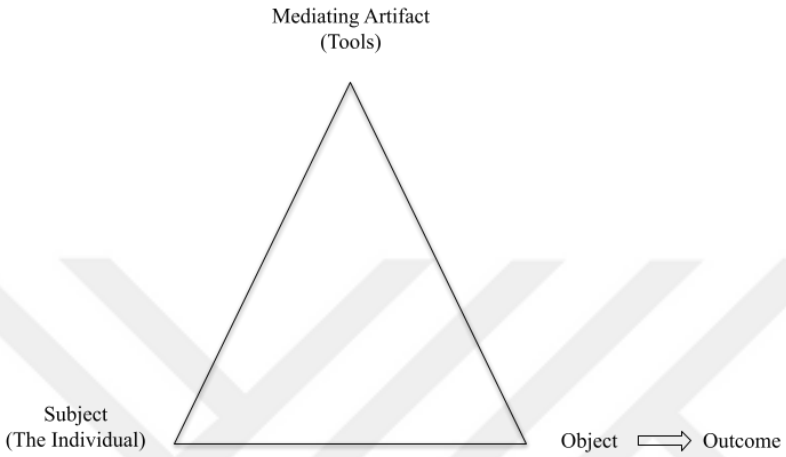


Figure 3

Vygotsky's (1978) model of mediated action[1]

The first generation of activity theory was born as a response to behaviorist views of learning that reduced learning to a simple relationship between the stimulus and response, totally disregarding what was happening in the social world. Unlike behaviorists, Vygotsky believed learning and constructing knowledge was more complicated than it. He argued that the relationship between a human subject and an object is never direct but must be sought in society and culture as they are constructed socially and historically. However, Leont'ev (1978) argued that Vygotsky's model focused too much on one individual and did not sufficiently consider the role of other individuals in the social context, which was a crucial element in the social transformation of knowledge within an activity system. Moreover, Engeström (1999) expanded the criticism and argued that the mere involvement of mediating artifacts in explaining the interaction between the subject and object did not sufficiently reflect the role of the social context in the learning process as the social context involved

[1] The figure was redrawn based on the original figure produced by Kinsella (2018, p. 497).

aspects that were far more influential than mediating artifacts on the learning process. By doing so, he made room for understanding how collective action by social groups mediates activity as well as that of the individual alone. He believed that human action was socially distributed, artifact-mediated, and culturally motivated and, in line with this belief, developed an activity system that brought together the individual processes of learning and the individual's interaction with the broader social context (Figure 4).

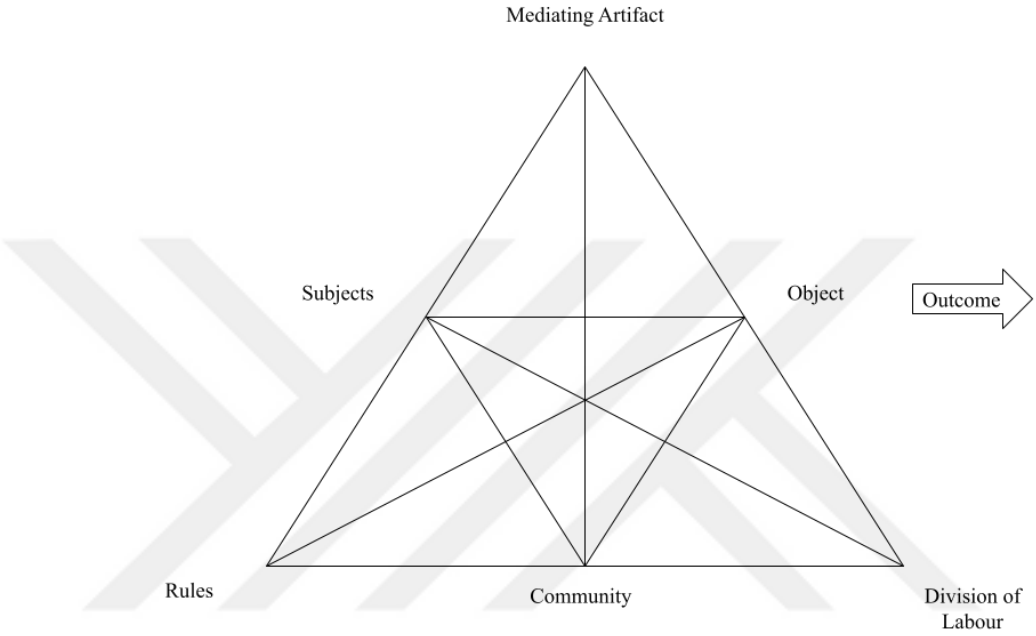


Figure 4

Human activity system, as proposed by Engeström (1987)[2]

According to his model, an activity system was composed of six primary elements. In this sense, the object referred to the reason that encouraged the individual to engage with a particular action and embrace a culturally motivated collective purpose. Rules included the societal norms, written and unwritten rules put forward by social and official entities, contracts, and laws, whereas division of labor addressed how responsibilities were distributed among the members of a community. The mediating artifacts were concrete and/or abstract tools that facilitate and mediate the process through which the individual works towards achieving the object. The community

[2] The figure was redrawn based on the original figure produced by Kinsella (2018, p. 498).

refers to the social group of which the individual in the activity system is a member. Finally, the outcome results from the interaction between the subject and object and is mediated by tools and signs considering the social and official rules, the dynamics of the community, and the division of labor within the community. It should be noted that the role of the individual's sense- and meaning-making should be considered to understand the outcome. Engeström (1987) aimed to acknowledge the critical role of the diverse histories of individual beings in their day-to-day activities by including social aspects such as rules, community, and division of labor into the conceptualization of an activity system. He further argued that the new conceptualization was also crucial in the sense that it reflected the dynamic nature of activity systems as the identities of the individuals in the system are reshaped, reconstructed, and retransformed over time.

With the third generation of Activity Theory, also referred to as Cultural-Historical Activity Theory, the focus shifted on the presence of and interaction between multiple activity systems rather than one system as Activity Theory became more popular in the international scene starting with the early 1990s. Initially raised by Cole (1988) and Griffin and Cole (1984), the concern was that the second generation of activity theory was insufficient to address the cultural diversity individuals brought to activity systems. In this context, Engeström (2001) argued that the expansion of Activity Theory into the third generation was necessary "to develop conceptual tools to understand dialogue, multiple perspectives, and networks of interacting activity systems" (p. 135) (Figure 5).

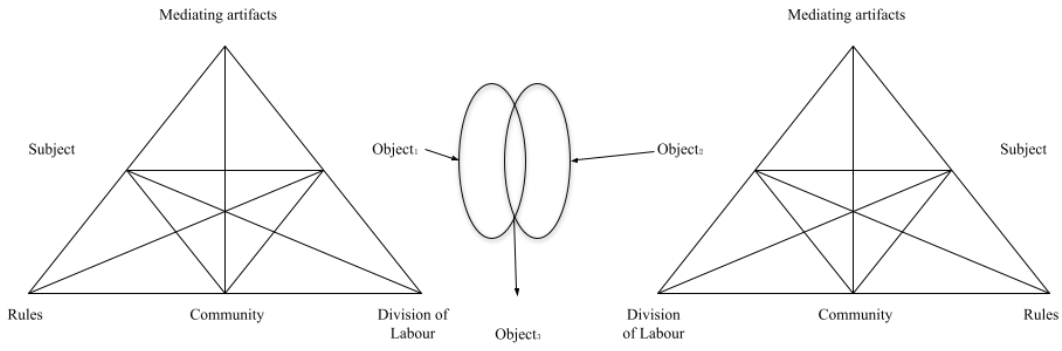


Figure 5

Two interacting activity systems for the third generation of activity theory[3]

He explained that the primary difference in the third generation lies in the presence of multiple activity systems and how the objects of the two systems interact with each other to create a potentially shared object:

> … the object moves from an initial state of unreflected, situationally given "raw material"… to a collectively meaningful object constructed by the activity system …, and to a potentially shared or jointly constructed object... The object of activity is a moving target, not reducible to conscious short-term goals (Engeström, 2001, p. 136).

Following years of work on Activity Theory, Engeström (2001) presented five principles to explain how an activity system works in relevant contexts. The first principle is that an activity system is the fundamental unit of analysis. The activity system should be understood considering the broader context of the artifacts that mediate it and the objects that motivate the individuals in it. Individual and collective actions, as well as the goals that direct them, should be taken as independent but relevant units of analysis as they can only be understood considering the background of the activity system in its entirety.

The second principle posits that activity systems are multi-voiced in their nature, which means they bear the perspectives, histories, and interests of multiple individuals in the system. As an essential element of an activity system, division of labor presents various roles and responsibilities for the individuals in the system, and the diverse experiences and histories of individuals continuously interact with the experiences and histories of the activity system itself, with the artifacts, official and social rules, and conventions embodied in it. In this context, the multi-voiced nature of activity systems can be regarded both as the origin of many problems and the birthplace of various innovations.

According to the third principle, activity systems are not static entities. Instead, just like individual identities, they are constructed and reconstructed over time. Therefore, the histories of activity systems should always be considered when attempting to understand the motives and results that emerge within the system. In this context, the

[3] The figure was redrawn based on the original figure produced by Engeström (2001, p. 136).

work within an activity system should "be analyzed against the history of its local organization and against the mere global history of the … concepts, procedures, and tools employed and accumulated in the local activity" (Engeström, 2001, p. 137).

The fourth principle of activity theory considers contradictions within the activity system "as sources of change and development" (Engeström, 2001, p. 137). While arguing this point, Engeström (2001) sets a distinction between contradictions and problems and argues that, unlike emerging problems and conflicts, contradictions are situated in the social history of the activity system and that they happen within an activity system as well as between and among activity systems. He argued that when new elements are introduced to the activity system from the outside world, the discrepancy between the new element and the social history of the activity system might lead to contradictions in some components of the activity system, such as division of labor and rules. However, Engeström (2001) maintained that these contradictions should not only be perceived as sources of disturbances as they can also give rise to innovations and new understandings that can eventually end up transforming the activity.

The final and fifth principle concerns the transformations that can take place within the activity system to expand it. As mentioned above, activity systems are dynamic in their nature, and they go through numerous transformations that improve or reduce their level of quality. As the system starts to experience contradictions in the form of disruptions or innovations, some individuals may grow alienated from the original practices and norms of the activity system. On certain occasions, these experiences might grow into collective attempts that aim to transform the activity system as a whole. According to Engeström (2001, p. 137), an "expansive transformation is accomplished when the object and motive of the activity are reconceptualized to embrace a radically wider horizon of possibilities than in the previous mode of the activity."

From a teacher education perspective, the following case can be considered in illustrating the principles of the third generation of activity theory on teacher mentoring: An early-career teacher graduates from a university-based teacher education program (the first activity system) and is employed at a teaching program at

the tertiary level (the second activity system). The pre-service teacher program will likely aim to equip prospective teachers with the skills needed to be successful as a practicing teacher (Object 1). In contrast, the in-service teacher education program at the higher education institution will likely aim to offer continuous professional development opportunities for their practicing teachers (Object 2). As the teacher moves from the first system to the second, the two objects will interact with each other on a focus of teacher professional development, giving rise to a potentially shared object between the two systems. However, when this interaction happens to create potentially shared objects, the other components of both systems, such as rules, collective dynamics, division of labor, and the mediating artifacts the teacher used in both systems to achieve the object as well as his/her sense- and meaning-making strategies will play essential roles in the teacher's journey towards achieving the second and third objects.

2.3 Border Theory

Borders are traditionally used to set a line between two entities that lie at the front and back of the line and that bear fundamental differences. This denotation is characterized by concepts such as separation, division, flexibility vs. stability, transition, strongholds of tradition, and otherness (Blatter, 2007). However, borders do not always serve to separate one entity from another; they are also used to express what one entity entails and how it is different from other entities (Kostoulas, 2019).

The relevance of borders as entities traditionally set up to mark the territorial zones owned by different individuals, nations, or states emerged as the dynamics of physical borders and boundaries reflected on personal identities. Tracing how the dynamics brought by transitions and crossings across physical borders started to be associated with concomitant personal identities, Naples (2010) found that it was Anzaldua's (1987) seminal work that led to the establishment of a theory of crossing borders in academia. However, although border theory claimed a place in research on social sciences, particularly to explore critical pedagogy, social inequities, and marginalization in the everyday lives of people (Giroux, 2005), it has not been widely used as a lens to understand the complex but dynamic nature of the crossing from practice teaching to professional teaching (Chan, 2019), between which the borders

are sometimes as fierce as those between two opposing countries (Buchanan et al., 2013; McCormack et al., 2006; Welch et al., 2011).

As the dominant figure associated quite frequently with Border Theory, an introduction to Gloria E. Anzaldua is necessary to understand how she viewed invisible borders in people's lives. Anzaldua defines herself as black, a Mexican Indian from the USA, a lesbian, and an atheist. She stated that she remained in the less powerful and opposed part of the society in four of the most apparent forms of identity with her characteristics that concerned color, race, gender, and religion. She starts her seminal book, entitled Borderlands: The new mestiza = La Frontera, narrating the sufferings she and other Mexican immigrants, especially women, went through in the US while adjusting to their new lives from a feminist perspective. In this context, it is possible to argue that the theory concerning borders and borderland spaces and detailing people's experiences of crossing those borders rely primarily on Anzaldua's own experiences as a border crosser and those she witnessed. She states that only by leaving her home was she able to find her true self and intrinsic nature that was concealed behind "the personality that had been imposed on" her (Anzaldúa, 1991, p. 16). She also points out how she was educated out of her identity through pieces of advice, suggesting that she remains silent and does not talk back when people criticize or insult her true identity. She later explains her decisiveness to stand against this, saying:

> So, if you want to really hurt me, talk badly about my language. Ethnic identity is twin skin to linguistic identity - I am my language. Until I can take pride in my language, I cannot take pride in myself…I will no longer be made to feel ashamed of existing. I will have my voice: Indian, Spanish, white. I will have my serpent's tongue - my woman's voice, my sexual voice, my poet's voice. I will overcome the tradition of silence (Anzaldúa, 1991, p. 59).

In this context, to understand how border theory and the concept of borderlands, in general, manifest in the transition from pre-service teaching to professional teaching, which constitutes the primary scope of the present study, one needs a complete understanding of how borders function in real life:

> Borders are set up to define the places that are safe and unsafe, to distinguish us from them. A border is a dividing line, a narrow strip along a steep edge. A borderland is a vague and undetermined place created by the emotional residue

> of an unnatural boundary. It is in a constant state of transition (Anzaldúa, 1991, p. 3)

The 21st century is marked by mass movements across states by people suffering from financial inadequacies, resource scarcities, wars, etc. (Voss & Bloemraad, 2011). We also see that the physical crossing of people through borders across countries, no matter how legitimate their reasons and motives are, results in social conflicts among immigrants and native citizens of the host country, especially in settings where the number of immigrants is considerably high such as the USA (Zúñiga & Hernández-León, 2005), Germany (Kotzur et al., 2018), and Turkey (Gökalp-Aras & Şahin-Mencütek, 2015). In such places, border crossing experiences are full of pain, frustration, outrage, and fragile emotions. In her seminal work, Anzaldúa (1991) argues that these negative emotions are a direct result of the inherent characteristics of borders:

> Cradled in one culture, sandwiched between two cultures, straddling all three cultures and their value systems, [the border crosser] undergoes a struggle of flesh, a struggle of borders, an inner war… The coming together of two self-consistent but habitually incompatible frames of reference causes … a cultural collision (p. 78).

Borders mainly serve to differentiate and isolate entities that are characteristically different from each other, which means that the feelings of those on each side of the borderlines will also be characteristically different. According to Anzaldua (1991), the only way one can legitimize his/her status within the receiving society is to bear characteristics that are also shared by the receiving community (being white in her case) or aligning with those that had these characteristics, which fills borderlands with feelings of tension, ambivalence, and unrest. That is why many border crossers, despite having been through numerous challenges, "conform to the values of the culture [of the receiving community], push the unacceptable parts into the shadow" (Anzaldúa, 1991, p. 20).

Underlining the difficulties associated with border crossing, Anzaldua (1991, p. 12) asserts that life does not become immediately comfortable after crossing the border:

> Those who make it past the checking points of the Border Patrol find themselves in the midst of 150 years of racism in Chicano barrios in the Southwest and in big northern cities. Living in a no-man's borderland, caught

> between being treated as criminals and being able to eat, between resistance and deportation, the illegal refugees are some of the poorest and the most exploited of any people in the US.

In this context, Chan (2019) argues that whether individuals will deal with marginalization or enjoy welcoming attitudes depends primarily on the side of the border on which they are located. She also asserted that this separation might function as a limit to individuals who feel a sense of belonging to multiple worlds because borders, due to their nature, have a tendency to constrain people to specific categories and labels. This case is further supported by the European Commission's tendency to assign a different label to border-crossers based not only on whether they crossed a border but also on how and under what conditions they crossed it. Besides, Giroux and McLaren (1994) showed their contention that media, with all its sources, promote a national chauvinism and parochialism that serves to divide those on each side of the border rather than join them. This means that border crossers are highly likely to go through challenges and entanglements until they become comfortable with the rules and policies of the side they crossed in, discouraging them from establishing new relationships inside. Borderlands are socially constructed sites access to which is through specific criteria which may not be known by and/or given to newcomers (Chan, 2019).

In her work, Anzaldua (1991) also sheds light on the experiences of border crossers upon crossing the border. She underscores that border crossing is usually a natural result of the actions that eventually force the individual to cross a border to make a fresh start. However, the differing cultures at the borderlands usually lead to more stress on the crossers' part: "The ambivalence from the clash of voices results in mental and emotional states of perplexity. Internal strife results in insecurity and indecisiveness. The mestiza's dual or multiple personalities is plagued by psychic restlessness." (Anzaldúa, 1991, p. 78). She also argues that this insecurity and indecisiveness cause border crossers to lose their ability to respond and act:

> We do not engage fully. We do not make full use of our faculties. We abnegate. And there in front of us is the crossroads and choice: to feel a victim where someone else is in control and therefore responsible and to blame (being a victim and transferring the blame on culture, mother, father, ex-lover, friend,

> absolves me of responsibility), or to feel strong, and, for the most part, in control (p. 21).

What follows this process of staying on the horns of a dilemma is the loss of innocence, power and willingness to act, and safety, according to Anzaldua (1991). This loss of dignity and self-respect on the border crossers' part leads the powerful to put down the weak and, at times, brutalize them, which results in the crossers' further ignoring of what surrounds them:

> In order to escape the threat of shame or fear, one takes on a compulsive, repetitious activity as though to busy oneself, to distract oneself, to keep awareness at bay. One fixates on drinking, smoking, popping pills, acquiring friend after friend who betrays; repeating to prevent oneself from "seeing." (Anzaldúa, 1991, p. 45)

Anzaldua (1991) also asserts that culture, as the main body that forms our beliefs and communicates the reality for us to perceive, plays a massive role in this process of losing the ability to take the initiative. This is partially because it is the culture that transmits the dominant paradigms and predetermined concepts to us without an opportunity to question and challenge them as "[the powerful] make the rules and laws; and [the weak] transmit them." (Anzaldúa, 1991, p. 16). Even though a new member attempts to change the rules set forth by those in power, the result is not always satisfactory. Since culture is built upon kinship relationships, the welfare of the community is more valuable than that of the individual (Anzaldúa, 1991).

Borderlands are territories located at or near a border site. They are convoluted settings both in social terms, looking at how people react at border crossings, and in political terms, looking at how politicians relentlessly take advantage of others' border crossing experiences. This results from the fact that borders are the very places where "different cultures, beliefs, agendas, and practices meet" (Chan, 2019, p. 3), meaning borderlands are unstable spaces where erratic and tortuous experiences are ordinary for the individuals involved in. Anzaldua (1991) maintained that uncertainty, discomfort, and alienation are also common feelings around borderlands because individuals' status as members is not clearly defined in borderlands, leaving them in a seesaw between two identities. Acknowledging the many negative feelings borderlands might give rise to,

Chan (2019, p. 3) asserted that "the fluidity of borderlands can also encourage plurality, hybridity and the positive transformation of practice."

In this context, border theory aims to unravel how borders and borderlands as contexts where the different meet each other function in dividing states, spaces, organizations, and individuals. This focus of Border Theory is not limited to the physical borders per se. The invisible and intangible borders are also a central focus for border theory as their crossing may result in experiences that are pretty akin to those of physical borders. In this sense, Border Theory works to "further create borderlands in which the diverse cultural resources allow for the fashioning of new identities within existing configurations of power" (Giroux, 1991, p. 21).

The use of border theory and the boundary crossing framework (to be introduced in the following section) as a theoretical lens in this study resulted from my growing understanding of the invisible yet formidable border between practice teaching and professional teaching (A. C. Karaman, personal communication, December 30, 2019). Realizing that the fluidity of physical borderlands also manifested themselves in the borderlands that dominated our everyday lives, similar to Hernandez (1997), I felt obliged to reconsider the social and institutional borderline that a student-teacher needed to cross before starting to work as a professional teacher as a line of demarcation and difference and their early career stage as a borderland space composed not only of disillusions and fears but also of achievement and pride. Furthermore, seeing how border crossings are becoming a natural part of our lives encouraged me to approach border theory as a promising way of understanding this transition:

> In our increasingly interconnected global society, learning to think about ourselves in a border context, making crossings and connections, reflecting on our position and power, and articulating a vision of social justice are necessary civic skills. Developing educational border crossers who have moved beyond stereotyping and the tourist's gaze to have a sensibility for social justice can enrich public life and stimulate the deepest forms of civic engagement (Romo & Chavez, 2006, p. 142).

2.4 Thirdspace

Human development depends on making progress in new spaces and across time. Therefore, the concept of space as a social construct and its relation to time have long attracted scholarly attention (e.g., Bourdieu, 1989; Karaman & Tochon, 2007; Lefebvre, 1991; Merrifield, 1993; Soja 1996). The traditional view of space advocated by Descartes and his followers was that space could only have a physical form and that it exists in a blank form that is later filled out by and through time (Merrifield, 1993). In this sense, Cartesian Dualism argued that the world consists of two different substances (i.e., the mind and body) that are not compatible with each other because they can never possess the same properties simultaneously (Descartes, 2012). Descartes (2012) also argued that the body as a divisible matter could be present in space, whereas the mind, although connected to the body, is not spatial. However, the constant interaction between time and space as well as the mind and body led to a rejection of such a homogenous relationship between the two, as their constant transformation also altered the dialectic of these concepts. Also rejecting this simplistic view was Kant (1998), who argued that the concept of space was a lot more complicated than it appeared earlier:

> Space is not something objective and real, nor a substance, nor an accident, nor a relation; instead, it is subjective and ideal, and originates from the mind's nature in accord with a stable law as a scheme, as it were, for coordinating everything sensed externally (p. 403).

In this context, the concept of space broke off from the Cartesian roots that introduced it only as a physical construct and ultimately represented a dual identity between external and objective facts and internal and subjective perceptions. Space was neither the noumenon nor the phenomenon; it was a bridge between the two, covered by neither but more extensive than both (Kant, 1998).

Building on the social aspects of space, Lefebvre (1991) maintained that after being born into the natural space, each individual produces additional spaces that are socially constructed across time and where individuals make sense of their new social experiences based on their initial perceptions. In this regard, he argued that there were three spaces that were inherently different from each other. The first form of space was

the space of the real, ordinary, comprehensible, and tangible. The second form of space was imaginary, and it was represented through anticipations, images, and aspirations. The final form, on the other hand, the third space, was the space of life; it was the space of both the lived and the imaginary.

This change in how we understood space was further reinforced by the introduction of the concept of Thirdspace, where the meanings that previously remained hidden behind the contrasts between two opposing forces became visible (Soja, 1996). In other words, space was no longer required to comply with the borders of Euclidian geometry, which considered space only in the physical world and the Cartesian order. With his novel conceptualization, space was considered an intermediary between humans' experiences, "but its role is less and less neutral, more and more active, both as instrument and as goal, as a means and as end" (Soja, 1996, p. 45). This paved the way for space to embrace various definitions, theories, and meanings, such as the concept of flexible accumulation by Harvey (1991), immersive space by Lyotard (1991), heterotopia and heterogeneous space by Foucault (1984), and thirdspace by Soja (1996).

Soja (1996) argues that thirdspace was intentionally meant to be a tentative and flexible term in accordance with its "attempts to capture what is actually a constantly shifting and changing milieu of ideas, events, appearances, and meanings" (p. 2):

> I define Thirdspace as an-Other way of understanding and acting to change the spatiality of human life, a distinct mode of critical spatial awareness that is appropriate to the new scope and significance being brought about in the re-balanced trialectics of spatiality-historicality-sociality (Soja, 1996, p. 10).

In doing so, he argues that Firstspace is composed of concrete materiality of the lived world, whereas the Secondspace involves ideas about the conceived world through representations in mental and/or cognitive forms. In other words, similar to Lefebvre (1991), he considers Firstspace as being similar to the real and Secondspace as being similar to the imagined. He suggested that Lefebvre, who, according to Soja (1991), discovered, described, and explored the concept of Thirdspace without ever using the name, regarded Thirdspace as a combination or mixture of the real and imagined in changing degrees. Soja (1991) also underlines that Lefebvre was never pleased with

two terms, and he always believed that "a third term that disrupts, disorders, and begins to reconstitute the conventional binary opposition into an-Other that comprehends but is more than the just sum of two parts" (Soja, 1996, p. 31). Thirdspace is the abolition of borders in an attempt to comprehend totality. That being the case, Thirdspace also rejects any form of totality that limits knowledge production or confines knowledge within separate disciplines rather than adopting an interdisciplinary approach, as what creates Thirdspace is the constant interaction and interplay between spaces. In this sense, Thirdspace does not aim to harmonize the complexness; it aims to understand what is complex within the very complexness it is a part of and push the limits of what is known as well as what can be known towards what Lefebvre called metaphilosophy (Soja, 1996).

This was perhaps one of the most critical realizations concerning Thirdspace. Even though third spaces are always composed of two different worlds, it never aims to dismiss the two worlds entirely "but is subjected to a creative process of restructuring that draws selectively and strategically from the two opposing categories to open new alternatives" (Soja, 1996, p. 5). In this sense, Thirdspace is full of potential and possibilities, but it was not readily accessible to everyone who wanted to travel within it:

> [Thirdspace] is a meta space of radical openness where everything can be found, where the possibilities for new discoveries and political strategies are endless, but where one must always be restless and self-critically moving on to new sites and insights, never confined by past journeys and accomplishments, always searching for differences, an otherness, strategic and heretical space beyond what is presently known and taken for granted (Soja, 1996, p. 34).

The concepts of thirdspace and hybridity are also central to Anzaldua's (1991) analysis of borderlands. Hybrid is a generic term that modifies animals, plants, humans, as well as power plants, vehicles, and electronic circuits that is a result of or possesses two diverse components. In this sense, hybridity refers to straddling two cultures or domains of practice and living in in-between spaces. Chan (2019, p. 2) argues that hybridity is a desirable characteristic among border crossers as it "makes it possible for border crossers to mediate the tensions between two domains by mixing the cultures" and offers border crossers an opportunity to "challenge taken for granted assumptions and practices and to exercise agency to push back or dismantle borders

and borderlines that may be limiting and oppressive" (Chan, 2019, p. 3). In a similar vein, Anzaldua (1991, p. 77) believes that hybridity bears characteristics that make things considerably simpler for border crossers:

> At the confluence of two or more genetic streams, with chromosomes constantly "crossing over", this mixture of races, rather than resulting in an inferior being, provides hybrid progeny, a mutable, more malleable species with a rich gene pool. From this racial, ideological, cultural and biological cross-pollinization, an "alien" consciousness is presently in the making…It is a consciousness of the Borderlands.

Anzaldua also argues that the thirdspace has been a site that border crossers are obliged to visit due to the treatment they are faced with:

> Faceless, nameless, invisible, taunted with "Hey cucaracho" (cockroach). Trembling with fear, yet filled with courage, a courage born of desperation. Barefoot and uneducated, Mexicans with hands like boot soles gather at night by the river where two worlds merge creating what Reagan class a frontline, a war zone. The convergence has created a shock culture, a border culture, a third country, a closed country (Anzaldúa, 1991, p. 11).

Furthermore, Anzaldua (1991) believes that it is the despot duality that pushes two options as the only conceivable way that gave rise to the emergence of thirdspace as a site of relative comfort and intense contemplation: "Not only was the brain split into two functions but so was reality. Thus, people who inhabit both realities are forced to live in the interface between the two, forced to become adept at switching modes" (p. 37). The coming together of two frames that look consistent with each other despite bearing inherently conflicting characteristics results in a cultural collision that directs the individual to visit the thirdspace to seek resolution. However, this cultural collision that results from the combination of two spaces is not necessarily a problematic one:

> This assembly is not one where severed or separated pieces merely come together. Nor is it a balancing of opposing powers. In attempting to work out a synthesis, the self has added a third element which is greater than the sum of its severed parts. The third element is a new consciousness…and though it is a source of intense pain, its energy comes from continual creative motion that keeps breaking down the unitary aspect of each new paradigm (Anzaldúa, 1991, pp. 79–80).

As Soja (1996, pp. 56-57) articulated, Thirdspace is different from Firstspace and Secondspace in the sense that it contains them both; it can be seen from every angle,

although we can never see and understand it entirely as it is full of illusions and allusions:

> Everything comes together in Thirdspace: subjectivity and objectivity, the abstract and the concrete, the real and the imagined, the knowable and the unimaginable, the repetitive and the differential, structure and agency, mind and body, consciousness and the unconscious, the disciplined and the transdisciplinary, everyday life and unending history (Soja, 1996, p. 56).

With a potential this rich, Thirdspace stands as a valuable resource because it is not only a simple combination of two worlds "but rather [the result of] a disordering, deconstruction, and tentative reconstitution of their presumed totalization producing an open alternative that is both similar and strikingly different" (Soja, 1996, p. 61).

Furthermore, the concept of Thirdspace has been attracting a lot of attention from education circles (i.e., Aaen & Dalsgaard, 2016; McIntyre & Hobson, 2016; Potter & McDougall, 2017; Schuck, Kearney, & Burden, 2017; Wright, Graham, Jackson, Graham, & Jackson, 2015). This increased attention must have come as no surprise to Edward Soja as he defined Thirdspace as one of the "most important intellectual and political developments of the late 20th century" (Soja, 1996, p. 2), arguing that we should approach space the same way we focused on people's historical and social qualities to understand human behavior:

> Without reducing the significance of these historical and social qualities or dimming the creative and critical imaginations that have developed around their practice and theoretical understanding, a third existential dimension is now provocatively infusing the traditional coupling of historicality-sociality with new modes of thinking and interpretation. As we approach the fin de siècle, there is a growing awareness of the simultaneity and interwoven complexity of the social, the historical, and the spatial, their inseparability and interdependence (Soja, 1996, pp. 2–3).

In this sense, within the conceptualization of the present study, the concepts of pre-service teaching and in-service teaching constitute the binary oppositions Lefebvre (1991) insistently underscores in his writings. He believed that exploring the relationship between two terms alone would be misleading; therefore, there was always a need for a third term because there is always the Other. In this sense, the mentoring program studied within this dissertation study was considered as a pathway to Thirdspace for the mentees who were having their first year(s) in teaching where

they could combine and mix their experience, knowledge, beliefs, and attitudes from their initial teacher education programs and their daily encounters within the profession (A. C. Karaman, personal communication, May 22, 2019). In a sense, the program can help them mediate their understanding of teaching and the profession in this Thirdspace as they will be able to critically reflect on what they had anticipated before embarking on a professional career and what they witnessed within the real world of teaching.

To illustrate, using third space theory to investigate the role of mentoring support in the identity development processes of novice teachers, McIntyre and Hobson (2016) found that development-oriented help and guidance provided by mentor teachers working at other schools were able to improve novice teachers' "professional learning and identity development through the creation of a discursive 'third' space in which mentees are able to openly discuss professional learning and development needs, discuss alternatives to performative norms and take risks in classrooms" (p. 133). Their findings showed that the mentoring program was able to support mentees' identity development in several aspects of their professional lives (e.g., growing as subject specialists, engaging in a community of practice, etc.). Moreover, the data also revealed that novice teachers experienced clashes as their experiences from their informal first spaces clashed with those from their second spaces, which were constructed under relatively more formal conditions at the school. They also found that the novice teachers used the third spaces that emerged as a result of this clash as rooms where they could reflect on their experiences and practices as individuals and professionals by adopting a self-critical approach:

> In these third spaces, mentees were more able to recognise and critically interrogate the dominant discourses of schools and schooling, and to explore and interrogate pedagogies that they felt were more in line with the kind of teacher self the mentee wanted to become (McIntyre & Hobson, 2016, p. 147).

In a like manner, Lofthouse (2018) also argued that mentoring programs for student teachers can create third spaces in which teacher educators, mentor teachers, and student teachers can work together and learn with each other instead of from one another. She argued that for such practices to create real value for all stakeholders, the mentoring relationship should go beyond traditionally-utilized activities such as

"instruction, modelling, target setting and monitoring" (p. 256) and aim at making university-based teacher educators, school-based mentors, and pre-service teachers collaborate with each other to enhance the extent to which initial teacher education programs can live up to their promise of preparing prospective teachers to practice teaching.

In this context, the present study adopts the conceptualization of thirdspace by Bhabha (1994) and Soja (1996) "as a metaphorical or material space, within which individuals can make sense of the (sometimes competing) discourses and systems which are prevalent in the other spaces they inhabit" (McIntyre & Hobson, 2016, p. 136) to understand the boundary crossing experience of novice teachers and explore the role the mentoring program played in constructing and developing their multilayered, multifaceted, dynamic, and constantly evolving professional identities (Gee, 2000).

In conclusion, this study focuses on a teacher mentoring program that was designed in line with Constructivist learning principles that prioritize collaboration and interaction among teachers (Vygotsky, 1978). The mentoring relationship among teachers was conceptualized in line with Cultural-Historical Activity Theory (Engestrm, 2001) by situating mentee teachers' experiences in their pre-service teacher education programs and initial years of teaching in the first activity system and their experiences at the research site in the second activity system. In this sense, the study focused on the potentially shared object that emerged as a result of the interaction between the two objects of the two activity systems within the mentoring program. In addition, this study conceptualized the multi-layered and dynamic boundaries between the two activity systems by utilizing the Border Theory (Anzaldua, 1991). In doing so, I maintain that border crossers go through intense social and cultural experiences while crossing physical and social borders. In this regard, Anzaldua's conceptualization of her own experiences as a boundary crosser as well as those that she observed closely, were referred to in exploring the relevant experiences of mentees during their boundary crossing experience. The mentees' boundary-crossing experiences across different activity systems and the subsequent emergence of an additional space in which mentees were able to reflect on their previous and emerging experiences as novice teachers showed that this additional space was in line with Soja's (1996) and

Lefebvre's (1991) conceptualization of the third space where the real and the imagined came together to construct new possibilities. Adopting these diverse conceptual frameworks was critical in designing a needs-based and dynamic mentoring program for the participants and making sense of their relevant experiences unfolding within socially constructed mentoring relationships. The next chapter presents a review of the relevant literature by shedding light on how previous studies conceptualized teacher mentoring as a professional development endeavor with details on what motivates mentors and mentees to participate in mentoring programs, how they benefitted from their engagement within mentoring relationships, how different approaches and roles were adopted in previous mentoring frameworks, and what elements could limit the efficiency of mentoring relationships.

CHAPTER 3

LITERATURE REVIEW

3.0 Chapter Presentation

The literature review section presents a critical synthesis of the earlier research on issues relevant to the scope of the present study. The chapter starts with a description of how beginning teachers embark on their professional careers. Next, it discusses how mentoring works as a professional development endeavor. After presenting the findings of earlier studies on how mentees and mentors benefit from mentoring programs, this chapter will continue with a description of different mentor roles and approaches to mentoring that have been commonly referred to in the relevant literature. The chapter ends by presenting conditions that were found to limit the efficiency of mentoring relationships.

3.1. Initial Years of Teaching

Teaching is a process that is built on the construction of identities both for the teacher and the learners (Lammert et al., 2020) that starts as a novice teacher takes "the first entry point to the teacher professional career" (Musset, 2010, p. 15). This is the stage where a teacher steps into a professional career after, perhaps, years of training, hard work, and imagination and starts to gain a professional identity as a practicing teacher (Beauchamp & Thomas, 2009). That being the case, the first years of teaching is described as a critical, complex, and tiring stage in a teacher's career in diverse contexts (Jokikokko et al., 2017; McKenzie & Santiago, 2005). In a similar vein, Mann and Tang (2012) argued that no matter how strongly they had prepared for this upcoming challenge, initial years "can quickly become a battle for survival, as teachers become swamped by the complexity of the role and the demands and expectations of

students, colleagues, and parents" (p. 475). Similarly, Bullough et al. stated that the profession of teaching includes a lot of stress, the ability to respond to the demands of various stakeholders and that it can be challenging for novice teachers. In their review, Wang et al. (2008) noted that first-year teachers often have to deal with the same amount of workload and stress as experienced teachers despite their lack of experience and familiarity with the teaching context and that this forces them to concentrate on classroom management and procedures rather than focusing on how to teach well and help students learn more effectively. In a similar vein, Puk and Haines (1999) argued that the isolation of beginning teachers in their initial years leads to critical problems at times because the curriculum based on which they learned how to teach has been shown to fail to grasp what actually happens in a natural classroom environment (Sykes & Bird, 1992). Tynjälä and Heikkinen (2011) argued that although teacher preparation, teacher education, and transition to professional teaching showed considerable differences across cultures and contexts (Heikkinen et al., 2018), the challenges experienced by early career teachers were quite similar in various countries. These commonly experienced challenges included the feeling of not having sufficient knowledge in the subject matter as well as how to teach, low self-efficacy, vast amounts of stress, lack of clarity about what the role and position of a teacher entails, and the fear of making embarrassing mistakes that could result in job loss.

More than forty years ago, Corcoran (1981) referred to this process as a period of a "transition shock" (p. 19), Veenman (1984) as a "reality shock" (p. 143), both stressing the discrepancy between what pre-service teachers imagine when preparing to teach and what they experience in the classroom as in-service teachers. In his study, Veenman found that there were eight main challenges that beginning teachers in various countries experienced. These included "classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students" (p. 143). In later years, Bullough et al. (2008) identified these challenges as student learning, dealing with individual problems, relationships with parents, work and life balance, responding to various needs of learners with different interests, and building relationships with students. On a similar focus, Achinstein and Barrett (2004)

identified similar challenges and argued that the "practice shock that results in an over focus on controlling students and a cultural mismatch that causes novices to see diversity as a problem" were the two most common challenges novice teachers needed to deal with. In a relatively recent study, Gaikhorst et al. (2017) revealed that the common problems beginning teachers had been going through in the Dutch context included high workload, lack of guidance and support, relationships with parents, dealing with children with various needs, dealing with new tasks, and constraining personal perfectionism and desire for control. The research on the challenges beginning teachers had to deal with demonstrates that even though the practices of both teaching and teacher education have gone through significant changes over the years, the challenges associated with novice teacher education and transition into teaching maintain their critical status after forty years.

The relevant literature shows that novice teachers in the Turkish context also go through similar challenges in their initial years of teaching. Reviewing 30 studies on the challenges encountered by novice teachers in Turkey, Kozikoglu (2017) found that the most widely reported issues included classroom management, relationships with parents, administrators, colleagues, mentors, and students, adaptation to a new organizational culture, lesson planning, and workload. These findings suggested that teachers continued to deal with similar challenges reported by Öztürk and Yildirim (2013) a couple of years ago. Similarly, their study had revealed that novice teachers in Turkey complained about workload (e.g., administrative duties and strict deadlines), instructional challenges (e.g., covering the curriculum and lesson planning), classroom management (e.g., discipline problems and problematic behaviors), identity challenges (e.g., labor rights and emotional support), relationships with students (e.g., guiding students and individual differences), conflicts with colleagues (e.g., unfriendly approaches and experienced teachers' staying away from novice teachers), administrative challenges (e.g., relationships with the principal and not receiving feedback), and challenges with mentors (e.g., lack of professional support and not receiving feedback). There were also studies in the Turkish context that shed more light on the instructional challenges novice teachers experienced. Investigating an e-mentoring program that brought mentors, mentees, and teacher educators together, Alemdag and Erdem (2017) found that the topics that appeared most commonly in

mentor-mentee conversations included various instructional challenges mentees experienced, such as lesson planning, dealing with inadequate resources, students' participation levels, and using additional materials. Also, investigating the experiences of a novice language teacher at a university, Karataş and Karaman (2013) found that issues such as pacing, lesson planning, classroom management, and preparing additional materials often led to stress and anxiety.

The literature documented several challenges that novice language teachers have to deal with in their initial years of teaching. Tsui (2007) argued that nonnative speaking teachers of languages could go through additional challenges that may not exist in the field of general education due to issues inherent to languages, such as actual and perceived level of linguistic competence, language teaching skills, and the knowledge of diverse teaching methodologies. Similarly, Sali and Kecik (2018) found that novice teachers of English had to deal with specific challenges related to teaching and learning a foreign language, such as students' low levels of proficiency in English, inadequate or low-quality teaching materials, teaching language skills, adopting different language teaching techniques in different situations, and students' lack of practice opportunities outside of their lessons.

Borg (2010) and Farrell (2008) claimed that even though the knowledge base on the experiences and challenges of pre-service teachers are well documented because many teacher educators and scholars in the field work exclusively with prospective teachers, a similar knowledge base on in-service teachers is missing. Similarly, Mann and Tang (2012) discussed that even though there is a heft of literature on the initial teaching experiences of student-teachers within a practicum framework, we do not have enough evidence specifically in the initial years in professional teaching.

Ingersoll and Strong (2011) believe that these challenges experienced by teachers everywhere in the world are the main reason why attrition and turnover rates are exceptionally high in the initial years of teaching. Considering the highly criticized aspects of initial teacher education programs, more programs now started to initiate school-based teacher education programs in addition to the university-led programs to make emerging teachers more familiar with the actual classroom context (Douglas, 2014; Mattsson et al., 2012). In this regard, teacher mentoring programs are proposed

as a possibly effective strategy in dealing with these challenges with support from a more experienced peer and eventually overcoming them. They argued that mentoring could be an effective tool in helping novice teachers during their initial years in teaching because it has a proven record of being useful in a variety of contexts, and it offers various benefits for mentors, mentees, and institutions. In this context, Mena et al. (2017) pointed out the critical position of mentoring in teacher education, addressing its role in creating a bridge between pre-service teacher education and in-service teacher education: "teaching is complex work and pre-service teacher education at the university cannot encompass all of the experiences necessary for preparing new teachers with the full complement of skills and knowledge for the ever-changing scenarios of practice" (p. 48). In addition, Kemmis et al. (2014) drew attention to the mutually supportive nature of mentoring programs and suggested mentoring programs as structures that could help early career teachers situate themselves in the school community and successfully deal with the requirements presented by the institution and their job description.

3.2 Mentoring as a Professional Development Endeavor

Mentoring has long been used as a professional development strategy in the business sector, educational organizations, and medical institutions for various purposes (Gibson, 2004; Hansford et al., 2002). Mertz (2004) stated that the findings in the relevant literature documented numerous benefits of mentoring for mentors, mentees, and institutions and that mentoring was considered to be "the sine qua non of personal development, professional development, and career advancement" (p. 541) for many professionals ranging from novice teachers to politicians. Having served both as a mentee and a mentor in the finance sector, Kovnatska (2014) argued that more than 70% of the Forbes 500 companies had official and mandatory mentoring programs to attract new recruits, develop their staff, and retain their employees.

In this context, a mentoring experience is usually characterized as an active collaboration between a voluntary and relatively more experienced professional who takes an active interest in the personal and professional development of a novice colleague and a less experienced professional as the more experienced peer offers guidance in the form of support, advice, and training to help the novice as s/he is

developing professional practices and establishing a position within a new context (Hackmann & Malin, 2020). In a meta-analysis reviewing 60 empirical studies on mentoring and coaching, Kraft et al. (2018) found that mentoring was a powerful instrument in constructing the future practices and beliefs of emerging teachers stating that mentoring in many contexts served as "a key lever for improving teachers' classroom instruction and for translating knowledge into new classroom practices" (p. 551).

The literature shows various and somewhat different definitions of mentoring and mentors. For example, in a study reviewing the empirical studies conducted between 1983 and 2019, Mullen and Klimaitis (2019) argued that this was mainly because mentoring programs adopted differing and sometimes contradictory roles in the fields where it has been utilized. Hackmann and Malin (2020) also supported this point by arguing that mentoring was situated through different perspectives due to "the variety of contexts in which mentoring occurs … with individuals in differing circumstances, including disadvantaged youth, novice teachers, persons of color, women, graduate students, and aspiring administrators" (p. 499).

In addition, in a comprehensive definition, Hobson et al., 2009 (p. 207) defined mentoring as follows:

> "… mentoring is defined as the one-to-one support of a novice or less experienced practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee's expertise and to facilitate their induction into the culture of the profession (in this case, teaching) and into the specific local context (here, the school or college).

In a similar vein, Anderson and Shannon (1988) argued that mentoring is composed of a "… nurturing process in which a skilled or more experienced person teaches, sponsors, encourages, and counsels a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development" (p. 40). In perhaps one of the first attempts of conceptualizing mentoring as a professional development endeavor in teacher education, they complained that the existing definitions of mentoring failed to indicate clear roles for mentors and mentees, to reveal the functions that each part would have to assume, to provide a conceptual

framework to organize these roles and functions, and to identify what they believed to be the essential characteristics of a mentoring relationship. They further argued that any conceptualization of mentoring should touch upon the essential attributes of a mentoring framework, which were listed as follows:

> (a) the process of nurturing, (b) the act of serving as a role model, (c) the five mentoring functions (teaching, sponsoring, encouraging, counseling, and befriending), (d) the focus on professional and/or personal development, and (e) the ongoing caring relationship (p. 40).

A review of the relevant literature showed that most publications in the last two decades (e.g., Lazovsky & Shimoni, 2007; Löfmark, Morberg, Öhlund, & Ilicki, 2009; Pak, 2012; Zanting, Verloop, & Vermunt, 2001) also rely on a similar understanding of a mentoring relationship. However, this view of mentoring strongly contradicts the understanding of mentoring in the present study. First, it disregards the supportive role of the mentee and focuses entirely on the mentor as the teacher, sponsor, encourager, counselor, and friend. Second, the gardening metaphor reflected with the term "nurturing" also assumes that the mentor's responsibility includes approaching the mentee as a caregiver and providing mentees with unidirectional growth-producing activities. This assumed responsibility disregards the fact that the mentee is a fully qualified teacher who has met the inclusion criteria after receiving theoretical and practical training as a student-teacher. Finally, this view also posits that mentoring is seen as a continuous care-oriented relationship in which the mentor is a role model. This argument is also not in line with the view of mentoring in this study in the sense that the philosophy on which the mentoring program in question was developed as a developmental tool that would yield benefits for both mentors and mentees for a specified period of time. Leaving the mentee in the role of care-receiver for prolonged times with a role model always to look up to is likely to hinder the construction of his/her professional identity as a teacher and take away the possibility of his/her serving as a mentor later in his/her career. That said, it should be noted that the fundamental difference between how an oft-cited article viewed mentoring in the late 1980s and the perspective in the present study might indicate the extent to which the concept of mentoring and our understanding of it has evolved.

The definition of mentoring adopted in the present study is that of Johnson (2016), which situates mentoring as a dyadic connection where two professionals engage in an individualized relationship in which both parties exhibit similar amounts of commitment, willingness, and dedication to create an experience that is beneficial for all stakeholders involved:

> Mentoring is a personal and reciprocal relationship in which a more experienced faculty member acts as a guide, role model, teacher, and sponsor of a less experienced student or faculty member. A mentor provides the mentee with knowledge, advice, counsel, challenge, and support in the mentee's pursuit of becoming a full member of a particular profession. (p. 23)

Mentoring programs have resulted in diverse benefits regarding the professional development of employees at institutions operating in various fields. Whereas some of such programs are highly structured, such as those mandated by a government office, there are also mentoring programs that are less strictly supervised and take place without a rearranged schedule or agenda (Cox, 2005). Mullen (2007) argued that if the relationship between the mentor and mentee is informally structured and occurs naturally, the mentoring programs are likely to yield more useful outcomes because such relationships lead to a "closer interpersonal bond" (p. 119) as well as being "deeper and more effective" (p. 120). (Bynum, 2015)

The main difference between informal and formal mentoring programs appears to be the matching of mentees and mentors; whereas in formal mentoring, institutions and/or mentoring coordinators match the mentees with mentors with our without a set of predefined criteria, in informal mentoring, mentees are able to choose whom to work with (Bynum, 2015; Cox, 2005; Mullen, 2007). Drawing on the evidence from 52 mentors and their mentees, Cox (2005) argued that careful matching of mentors and mentees in advance might not be worth the time and effort mentoring coordinators spend. She stated that the purpose of matching mentors and mentees is usually to prevent unexpected consequences from occurring (Hale, 2000). However, such issues arise "not until some way into the relationship" (p. 403), meaning the criteria based on which mentors and mentees are matched may not be sufficient to ensure a healthy relationship between the pair. In a similar vein,

3.3 Mentoring as Teacher Education

Mentoring programs have been highly acclaimed also in the field of teacher education. Through a review of official documents in a mentoring program, mentor and mentee notes regarding the procedures in the program, and the comments made by mentees and mentors during small group discussions, Wildman et al. (1992) found that experienced teachers have at their disposal several helping strategies that they can use to construct their mentoring roles. They argued that mentors could encourage mentees to reflect on various institutional and instructional aspects, support them with implementing their plans, challenge their thinking, and be present when mentees need support with any challenge they might encounter. They also argued that mentoring programs should focus on offering a variety of activities that mentors can tailor considering the needs and circumstances of the beginning teachers instead of specifying intensely rigid mentor roles and a pre-set list of dos and don'ts. In addition, they found that contextual factors (such as having enough time for meetings and the proximity of office rooms), mentor characteristics (such as willingness to cooperate, sincerity, and being encouraging), and beginner characteristics (such as punctuality and willingness to open up and make mutual decisions) are the three conditions that can strongly influence the achievements in a mentoring program.

Basile (2006) argues that mentoring programs are critical in "supporting new teachers to bring them more purposefully and effectively into the profession" (p. 5). Ingersoll (2003), Ingersoll and Kralik (2004), Ingersoll and Merrill (2011), and Ingersoll and Smith (2004) argued that effective induction and mentoring programs contribute significantly to the quality of teachers, making them more passionate about their own professional development, and acts as a pivotal factor in decreasing the retention rates among mentees. Basile (2006) stated that having professionals willing to invest in professional development and sustaining a low level of teacher retention is particularly important for educational organizations because having a group of teachers that avoid professional development opportunities and high levels of employee turnout can result in lower performance levels and increase the amount the organization needs to pay for the replacement, employment, and training of new professionals. Finally, Darling-Hammond (2008) and Garet et al. (2001) posit that organizations can benefit from

effective mentoring programs as bringing teachers together in professional development activities on a collective and collaborative focus might increase their effectiveness in the classroom, thus promoting students' academic achievement levels.

3.4 Benefits for Mentors

Even though the relevant literature describes more cases of mentee benefits, mentors can also get a considerable number of benefits out of their participation in mentoring programs (Danielson, 1999; Hagger & McIntyre, 2006; Hobson et al., 2009; Holloway, 2001; Huling & Virginia, 2001; Malin & Hackmann, 2016; Yeomans & Sampson, 1994). To address the reciprocal nature of mentoring experiences, Johnson (2016, p. 24) stated that "mentorships are complex, interactive, and mutually beneficial; both mentee and mentor reap the rewards from the relationship. As the relationship progresses, it becomes increasingly mutual and collegial."

3.4.1 Self-reflection

Mentoring programs have been documented to offer experienced teachers an opportunity to reflect on their own practices and beliefs as teachers. Gilles and Wilson (2004) investigated a mentoring program in which mentors were exempted from their classroom duties so that they could mentor two beginning teachers and carry out professional development activities in their schools. They found that mentors benefited from taking part in the program by rethinking about several teaching issues that they had not considered for a while, having a broader understanding of the complexity of the teaching profession, expanding their roles as teachers, noticing the importance of providing professional support to novice teachers, and realizing that they can also learn in considerable amounts by participating in professional conversations with colleagues. The mentors also suggested that they learned more about effective mentoring practices as they spent more time in the program as mentors, and they, too, need professional support from the program administrators to enhance their effectiveness. Analyzing the responses of mentors to an open-ended questionnaire at a university in Hong Kong, Lopez-Real and Kwan (2005) found that the majority of the mentors participating in the mentoring program mentioned they

had professionally developed within the mentoring program. They also revealed that among the four constructs that led to the professional development of mentors, the most significant was the self-reflection opportunities mentors had within the program. Other constructs that led to professional development on their part included learning from the practices and knowledge of mentees, learning through their participation in a professional learning network, and learning from their colleagues who were also mentors. L. Mackie (2018) stated that the mentors in a teacher mentoring program at a Scottish university adopted the role of an educator during the program and significantly benefited from both reflection-in-action and reflection-on-action opportunities that emerged as they scaffolded within the mentee's zone of proximal development while supporting them to construct knowledge, understanding, and skills related to teaching. In an asynchronous online mentoring program, Hew and Knapczyk (2007) found that mentors were able to revise their current knowledge, beliefs, and practices during the mentoring program. The areas they improved included knowledge of classroom management procedures, developing their problem-solving skills when dealing with students that exhibited behavior problems, and cooperating with a peer (mentee) to work on issues that coexisted in their classes.

3.4.2 Professional Learning Opportunities

Another benefit of taking part in mentoring programs is that their involvement helps mentors understand that despite the wealth of experience they possess in teaching, they still have a lot to learn. Investigating a mentoring program in Saudi Arabia among teachers of English, Khojah and Asif (2020) found that one of the most significant benefits of the mentoring program was that almost all of the mentors were able to develop their pedagogical skills by learning about new activities and tools they could use in their own lessons. Several respondents in the study mentioned that the mentoring program helped them discover the "hidden talent" (p. 155) inside them and made them better teachers in the end. Similarly, Iancu-Haddad and Oplatka (2009) indicated that by working with novice teachers, mid-career teachers learned quite a lot from their peers and were able to "refresh professional practices and perspectives they had neglected" (p. 56). They were particularly impressed by novice teachers' perspectives, use of technology, and academic knowledge because, as fresh graduates,

they were exposed to the latest trends and most up-to-date research. Participation in mentoring programs also helps mentors develop their skills as teachers. Zachary (2011) also maintained that participation in mentoring programs helps mentors learn a lot more about their organizations and their own skills and strengths as teachers as well as about their mentees. They can also develop intellectually and emotionally through interaction and reflection with other colleagues on a collaborative platform. Finally, Alemdağ and Erdem (2017) found that, in an e-mentoring program for novice teachers in Turkey, the benefit the mentors referred to most frequently was understanding the areas they needed to develop professionally. The mentors argued that when answering mentees' questions or helping them identify strategies to overcome some struggles, they realized their current knowledge was not adequate to address their mentees' needs to a sufficient extent, which motivated them to engage in professional development efforts to improve their skills and knowledge further.

3.4.3 Emotional Renewal

Being a mentor is also associated with several psychological and emotional benefits. Blank and Sindelar (1992) considered mentoring as a way of renewal and survival for experienced teachers and argued that such roles, by facilitating a collaborative environment, can help them deal more successfully with the feeling of isolation. In a study on a mentoring program in Israel, Iancu-Haddad and Oplatka (2009) found that the most significant contribution of the mentoring program to the mentors was through emotional rewards. The participants stated that receiving positive feedback and a lot of thank you messages from mentees helped them feel a lot more positive and self-confident during the process. Similarly, the appreciation, praise, and recognition they received from the administration also helped them feel renewed and rewarded. They were also happy making new friends at the school through their interpersonal interactions with mentees. Similarly, a study at a Turkish university where graduate students worked with undergraduate students as mentors reported that mentors were able to develop their communication skills by helping younger people (Öngöz, 2019).

3.4.4 Job Satisfaction

In addition, mentoring programs contribute to the satisfaction mentors get from their jobs. Daresh (2001, 2003) argued that mentors in educational settings feel much more satisfied with their jobs after serving as mentors, enjoy increased recognition and respect from their colleagues, and usually gain a renewed enthusiasm for their professions. Iancu-Haddad and Oplatka (2009) mentioned that mentors felt a lot more pleased with their jobs and their roles within the institution "seeing the results of their guidance at the end of the year when the novice teachers was offered a permanent position at the school" (p. 56). They concluded that their perception of helping a young colleague obtain a full-time contract and embark on a professional career made mentors feel a part of the process as well as the achievement itself.

3.5 Mentor Training and Selection of Mentors

Iancu-Haddad and Oplatka (2009) argued that mentors take part in mentoring programs encouraged by various motives. They found in their study of 12 mentors working with newly appointed novice teachers as mentees at a university in Israel that external factors played almost no role in motivating mentors to take part in the program because there was only little financial support for mentors, and their workload is not reduced due to their involvement in the program. The primary motives of teachers included their innate desire to help a novice teacher who is likely to struggle in his/her initial years, their negatively perceived induction experiences at the same university, which they attributed to the lack of a mentor to work with them, and the fact that they had received help from their more experienced colleagues, despite not in a mentoring relationship, in dealing with their own struggles in the past. The findings also revealed that the motives of mentors were also related to the school and society as organizations that were critical to them. To illustrate, some participants had the perception that mentoring was an essential role of a teacher. They were also willing to support new teachers to ensure their retention at school and make a positive contribution to society by leading a young colleague by the hand through the struggles s/he might have to deal with.

However, it should also be noted that these benefits are not readily available for all mentors because becoming an effective mentor requires effort and training. Pitton (2006) claimed that the skills needed to become a teacher differ from those required to be a good mentor, and even experienced teachers may lack the skills needed to be influential mentors. Similarly, Mattai (2006) argued that having committed and quality mentors who received professional training considering the needs of their mentees and institutions are a nonnegligible characteristic of effective induction and mentoring programs. Holloway (2001) also suggested that training mentors plays a vital role in the success of mentoring programs and increases the number of benefits that are available to both mentors and mentees. In a meta-synthesis study, Aspfors and Fransson (2015) found that in most cases, mentors either receive no training or training only at a superficial level; however, they argued that there is an evident need for systematic, long-term, and research-informed mentor training for effective mentoring programs. Based on the analysis of findings in a mentoring program in Scotland, L. Mackie (2018) argued that experience in teaching does not necessarily connect to effective characteristics as mentors and that the education of mentors and mentees prior to the outset of mentoring programs might contribute to the further development of the quality and consistency of relevant practices by promoting "a more informed knowledge and understanding of the mentoring process" (p. 635). In this sense, Gotwalt and Hausburg (2020) argued that mentors who are not equipped with the knowledge, mindset, and skills required to offer guidance and support as a mentor might hinder teachers' improvement efforts. This view was also supported by many scholars, such as Bullough and Draper (2004) and Vass (2017), who had argued that mentors without sufficient training could limit mentees' potential, resist their initiative, and force them into practices based on their own understanding of teaching rather than allowing mentees a space on which they can express their relevant beliefs and knowledge.

In line with this is the fact that mentors who are experienced teachers at their institutions should not be assumed to possess the knowledge, mindset, and skills required to be a mentor. Pointing out the diverse characteristics between teaching and mentoring, Gibbons-Cobb (2016) argued that mentors needed to adopt "a professional vision for coaching" (p. 255), which still depended on a philosophy of teaching but

with a perspective distinct from what is usually adopted in teaching situations. Boyd and Harris (2010) and Chval et al. (2010) warned that when a mentoring vision is absent, teachers transfer their skills and beliefs as teachers into mentoring situations, which can lead them to feel lost and hopeless, stuck between two identities that require different approaches and understandings (Gotwalt & Hausburg, 2020). In this context, Ambrosetti (2014) argued that such training is usually offered only to a superficial extent both in pre-service and in-service teacher education contexts and suggested that mentors should receive training on the principles of mentoring rather than program-specific recommendations so that they can develop their own practices and perspectives as mentors. Finally, Gotwalt and Hausburg (2020) stated their belief that novice mentors, like novice teachers, need support from program facilitators as they, very similarly to early career teachers, experience a "problem of enactment" (p. 3) and struggle to implement their ideals into real-life situations.

Similarly, investigating the mentoring experiences and practices of a veteran teacher who had resigned after 30 years of teaching to work with beginning teachers in a full-time mentoring project, Feiman-Nemser (2001) stated that mentoring and teaching were fundamentally different experiences that required unique approaches to the process. She argued that the mentor had to develop new skills and acquire new knowledge to effectively help the 14 beginning teachers construct the new skills they needed to achieve initial success, although he was quite experienced and knowledgeable as a teacher. Analyzing 10 hours of interview data and 20 hours of observational data, she argued that these new skills included identifying topics for discussion, helping mentees realize what practices can be improved in their classes, probing mentees' thinking, noticing signs of development and adjusting the mentoring practices accordingly, turning the focus of discussion always on the learners rather than on the mentees, relating the discussions to theories of learning and instruction, and demonstrating new information and skills through modeling. A recent study in the Dutch context supported the need to develop new skills and construct new knowledge on the mentors' part. Mena et al. (2017) found that the mentors in their study, all experienced teacher educators, adopted a directive tone during mentoring conversations and tended to dominate the discussions they held with mentees, which considerably limited reflection opportunities for mentees. They argued that the

mentees demanded encouraging attitudes rather than imperator ones, suggesting that the former leads them to the overall knowledge of teaching, whereas the latter directs them to develop practices specific to certain situations. In line with this are the findings of Wang (2001), who found that the mentoring practices of mentors varied considerably based on their teaching philosophy, their teaching background, and their self-perceived needs. He argued that mentors should receive training to construct a mentoring relationship by not only considering their perception of what a novice teacher would need but also collecting evidence indicative of what a mentee truly needs.

The relevant literature shows that there are some reasons why good teachers do not always make good mentors. First, although mentoring and teaching may take part within the same setting, they have entirely distinct groups of learners (Zeichner, 2005) and adopt diverse purposes (Bullough, 2005; Gotwalt & Hausburg, 2020). Secondly, because mentoring is essentially a professional relationship between two colleagues, the roles and responsibilities of mentors could be considerably different from those of a teacher. In one of the most extensive reviews of the literature on teacher mentoring, Orland-Barak (2014) reviewed 39 articles published in *Teaching and Teacher Education* between 1991 and 2014 and argued that mentors are usually required to take care of "dual matriarchal and patriarchal functions of mediation both at 'inter' levels (creating connections between the individual and the situated context) and 'intra' levels (connecting between external behavior and internal reasoning and perceptions)" (p. 186). In other words, she attributed mentors' performance to the extent to which they could facilitate this professional mediation, which requires a mastery of skills and knowledge that go beyond those needed in classroom teaching. In a similar vein, Khojah and Asif (2020) found that there were specific characteristics that mentors need to have, some of which go beyond the skills usually expected of good teachers. These traits include psychological facilitation in the face of mentally demanding challenges, allocating time for mentoring practices and adhering to the mentoring schedule, encouraging mentees to act independently and explore and find solutions to their problems, engaging in a non-threatening and constructive relationship during lesson observations, and challenging their mentees and encouraging them to engage in more profound levels of thinking about their decisions and practices. Lastly, a fruitful

mentoring experience depends on a match between mentees and mentors in terms of their personal and professional perspectives, which means a mentor and mentee who possess the necessary skills and knowledge base as teachers may not always construct an efficient mentoring experience due to their different approaches to the mentoring process. For example, Richter et al. (2013) found that the selection of mentors was a crucial element in determining the success of mentoring programs; mentors with previous mentoring experience were more likely to be supportive of mentees, and mentors who offer practical opportunities and support for mentees rather than closely monitoring and directing them were found to be perceived as more helpful.

3.6 Benefits for Mentees

Because mentoring programs are designed primarily with the needs of beginning teachers in mind, mentoring programs offer a vast array of benefits for mentees. The most widely reported benefits include teacher retention, improved classroom practices, smooth transition and comfortable adaptation to a new workplace, unique insights, enhanced self-efficacy and self-confidence levels, personal well-being, and professional identity development.

3.6.1 Teacher Retention

The relevant literature reveals that the most common benefit of mentoring programs for mentees is that novice teachers who participate in a mentoring program in their first year of teaching are more likely to stay at their schools after their first year. In their ten-year study, Marable and Raimondi (2007) investigated the mentoring programs in districts where participation in such programs was mandatory for beginning teachers. They found that new teachers in these districts had considerably higher retention rates than those who are not required to participate in a mentoring program. They also found that even though beginning teachers reported challenges with the amount of "paperwork, dealing with parents, management issues, overwhelming responsibilities, and acculturation into the field" (p. 35), they were able to remain in their current positions primarily thanks to their mentors who supported them "when the new year presented challenges" (p. 30). The teachers in the study also indicated that the support did not only come from mentors; "everyone offered

continuous support via suggestions, inquiry, offering physical help and materials" (p. 30). The authors concluded that guidance and support from a mentor were crucial in the first year of a beginning teacher, and therefore, administrators should support such programs to increase teacher effectiveness and thus enhance the profession of teaching. In a similar study, Odell and Ferraro (1992) surveyed 141 primary-school teachers four years after participating in a teacher mentoring program to see if they had remained in the profession and understand their attitudes to the mentoring program they had participated in. They found that 96 of the 100 teachers they could access were still teaching. Their responses to the survey items also revealed that almost all the participants indicated a positive role of the mentoring program and characterized the program as being very helpful for their professional practices.

3.6.2 Enhanced Classroom Practices

A mentee can also benefit from a mentoring program through the mentor's suggestions regarding classroom practices. Lindgren (2005) found that six of the seven mentees participating in a mentoring program in Sweden had benefited from the mentoring experience professionally and personally. The mentees found the suggestions by mentors during formal and informal conversations to be very useful for their classroom practices. However, there is also contrasting evidence that mentors' suggestions might fail to be effective in certain conditions. Strong and Baron (2004) investigated the nature and effectiveness of mentors' suggestions in mentoring programs. Analyzing over 30 hours of conversation data, they found that there were only a handful of direct suggestions by the mentors, and fewer than half of them received a response from the mentee. Moreover, the indirect suggestions of mentors, which were more significant in number, never produced a response from the mentee. They argued that the reason why mentees were usually unresponsive to the suggestions could be the structure of the mentoring program they investigated, which relied heavily on the cognitive coaching model with a focus on holding pre-observation meetings, observation sessions, and post-observation meetings. In such a framework, the mentor's role as an observer prevails that of a mentor, and mentees might feel more hesitant to reveal their perspectives (Martinez et al., 2016).

In addition, Danielson (1999) maintained that one of the most evident benefits for mentees is that participation in mentoring programs helps them improve their classroom practices and become more competent professionals as they engage in reflective activities and professional conversations with their mentors. Similarly, using a pre-test and post-test design, Giebelhaus and Bowman (2002, p. 247) found that the beginning teachers in a mentoring program achieved significant gains in terms of "organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning, and teacher professionalism". Athanases and Achinstein (2003) argued that mentees were able to improve their classroom practices by learning to focus on students' learning within the mentoring program. In their study, they found that mentors had been encouraging mentees to rely on evidence to make conclusions about the extent to which their students learn what they cover in lessons, as well as guiding them with specific techniques through which they could achieve it. In this context, Mena et al. (2017) stated that expertise in teaching cannot be achieved through the repetition of the same routines and practices over and over for years but "requires careful planning and unreserved commitment" (p. 50) through deliberate practice. They argue that mentoring can play a valuable role in accelerating this process by encouraging both parties to put more time, effort, and energy into their professional growth.

3.6.3 Smooth Transition to a New Setting

According to the relevant literature, one of the most evident and common benefits of mentoring programs for mentees is that the mentoring process helps mentees go through a more comfortable period of adjusting to the institutional processes and procedures of the new school (Huling-Austin, 1992). At this point, it should be noted that adjusting to the organizational culture of the school community does not necessarily lead a novice teacher to initial achievement (Cochran-Smith & Lytle, 1999). For example, Wang and Odell (2003) showed that although the two mentees in their study worked with mentors who had adopted similar teaching philosophies and completed their practicum at the same school, they displayed different amounts and extents of socialization in the school community because their beliefs showed inconsistency with those of their mentors. They further argued that as the discrepancy

among their initial beliefs as student-teachers, the teaching and mentoring practices of their mentors, and the inherent characteristics of the school grew more apparent, one of the mentees started experiencing conceptual conflicts and exhibited signs of assimilation and alienation rather can acculturation.

3.6.4 Developing New Insights

In addition to acculturation into the teaching profession, the relevant literature suggested that mentoring helps mentees develop new perspectives or modify their existing views considering their new experiences as practicing novice teachers and mentees. In their study, Achinstein and Barrett (2004) found that novice teachers were likely to approach classroom management from a managerial attitude early in their teaching career. However, they also revealed that mentees started revising their approaches to certain classroom practices, including classroom management, as their mentors introduced alternative frameworks that they could adapt to their own teaching. The authors concluded that novice teachers sometimes felt limited by what they observed as student teachers and what they were exposed to within their pre-service teacher education programs and that they should also be introduced to other approaches and techniques that they are not fully aware of without imposing them on mentees. In this regard, Mena et al. (2017) stated that having discussions about teaching practices within mentoring conversations allows novice teachers to approach critically to their own practices and decisions and is likely to contribute to their practical knowledge, professional knowledge, and practitioner knowledge as well as giving them a valuable opportunity to connect what they learned in their pre-service teacher education programs to what they learned in practice in a real classroom under the guidance of a more experienced peer who had gone through the same path.

3.6.5 Enhanced Self-efficacy

The literature also suggests that mentoring led to more effective teaching practices, as participation in mentoring programs was also associated with increased self-efficacy for beginning teachers. LoCasale-Crouch et al. (2012) examined the mentoring experiences of 77 novice teachers, most of whom were going through their initial teaching experience. They found that mentoring experiences were more positive when

the mentor and mentee taught at the same grade level, and the more time they spent together, the more relational support the mentor could offer. Also, they showed that novice teachers reported higher positive changes in their self-efficacies after working with their mentors on a professional development focus. Finally, they observed that mentees who worked more frequently with their mentors were more successful in their student-teacher interactions. In addition, Rots et al. (2007) found that constructive support from mentors was critical in the teaching commitment levels of newly-graduated teachers and was a key factor in teacher retention. They argued that if teachers receive explicit feedback on their qualities as teachers, they "may feel more confident about teaching which in turn may enhance their motivation for the teaching profession" (p. 553).

3.6.6 Personal Well-being

The literature also asserts that mentoring programs enhance beginning teachers' well-being personally and professionally and promote their instructional effectiveness in their initial years in teaching. Analyzing the responses of 316 beginning teachers in the Netherlands, Kessels (2010) determined that induction programs substantially contribute to the well-being of new teachers in their new communities. The study revealed that most mentors in the induction programs showed a deliberate interest in mentees' personal well-being, which helped them develop a trusting relationship through the emotional support they received. Moreover, Rozelle and Wilson (2012) indicated that the teaching practices of beginning teachers were remarkably influenced by those of the teachers that they were closely working with, even though the teachers had differing beliefs about teaching and the mentors had different levels of experience in teaching and mentoring. During the internship of six beginning science teachers, they observed that whereas intern teachers copied directly from their mentors in the initial stages, they later started to develop their own practices and styles based on their own beliefs about teaching using the feedback from their mentors. Likewise, in a study with 756 beginning teachers, Richter et al. (2013) examined the effect of the quality and frequency of mentoring practices on teachers' professional competence and well-being. They contended that constructivist mentoring practices improve teacher efficacy, enthusiasm for the profession, and job satisfaction while reducing emotional

exhaustion. Adopting a pre-test/post-test design, they found evidence that constructive mentoring practices "predicts beginning teachers' teacher efficacy, enthusiasm for teaching, beliefs about learning, emotional exhaustion, and job satisfaction when the respective baseline levels were controlled" (p. 174). Finally, by offering a professional learning network where mentors and mentees get together with a collaborative focus, mentoring programs also help mentees overcome the loneliness they experience, especially in the early periods of their career at a new school (Blank & Sindelar, 1992).

3.6.7 Professional Identity Development

Mentoring programs have also been found to contribute to professional identity development among novice teachers. Investigating a mentoring program for science teachers in England, McIntyre and Hobson (2016) found that mentoring practices played a crucial role in the construction of teacher selves among beginning teachers of physics:

> …non-judgmental support from external mentors enhances beginner teachers' professional learning and identity development through the creation of a discursive 'third' space in which mentees are able to openly discuss professional learning and development needs, discuss alternatives to performative norms and take risks in classrooms (p. 133).

Stressing the emergence of a thirdspace between mentors and mentees, they argued that their acceptance into a new community of practice through the mentoring program gave new teachers numerous opportunities for identity development. They indicated that most mentors in the program introduced mentees to peer support networks in the form of colleagues coming together to exchange information on the content they are teaching, which played a crucial role in helping them position themselves as fully qualified teachers and fight back the initial feeling of isolation. McIntyre and Hobson (2016) also argued that mentees' participation in these networks functioned as "a catalyst for third, in-between, discursive spaces to be created out of the intersections of the first and second spaces that mentees inhabited" (p. 147). They stated that mentees regarded these networks as safe and reflexive spaces where they could critically reflect on their own beliefs, knowledge, and practices and listen to the stories of like-minded colleagues who had gone through the same stages they were going through.

3.7 Roles within Mentoring

Both Aspfors and Fransson (2015) and Garvey and Westlander (2012) argued that the current research on effective mentoring practices relied too heavily on the personal characteristics of mentors and mentees, asking for increased focus on identifying which roles are associated with professional development opportunities for mentors and mentees. Considering the dynamic and flexible frameworks of mentoring programs, mentors and mentees can take up distinct roles through different approaches within mentoring programs. Adopting a narrative literature study approach, Hennissen et al. (2008) investigated the various roles mentors assumed during mentoring conversations with mentees by reviewing scholarly research investigating the interaction between mentors and mentees. Based on their review, they identified four distinct roles that mentors took up predominantly during such conversations and constructed a conceptual framework to reflect what they named "the MEntor (teacher) Roles In Dialogues (MERID)" model (Hennissen et al., 2011, p. 176). According to this model, these four roles included initiator, where the mentor assumes responsibility for introducing topics and themes through a non-directive style that leaves room for the contributions of the mentee; imperator, where the mentor focuses on introducing – usually pre-set – topics and themes through a directive approach that expects the mentee to act and respond to in a particular manner; encouragor, where the mentor does not introduce topics and themes, lets the mentee to take an active role within mentoring conversations, and facilitates the discussion through a non-directive style; and advisor, where the mentor does not introduce topics and themes but adopts a relatively direct style by making lengthy and elaborated comments on the content presented by the mentee.

Exploring the use of the MERID model in a pre-service mentoring program in which mentors, school-based teacher educators, and university-based teacher educators worked with pre-service teachers, Mena et al. (2017) found that each of these roles serves unique benefits within a mentoring relationship. More specifically, they revealed that mentors were more likely to adopt active roles during mentoring conversations, which means they mostly took up the roles of initiator and imperator. They also noted that making summaries of mentees' narratives and directing questions

regarding their practices and beliefs within an initiator role played an essential role in eliciting mentees' practical knowledge, the encourager role was associated with the development of generalized knowledge of teaching practices, and the imperator role was found to contribute to the development of situation-specific knowledge related to teaching. They concluded that the distinctly positioned mentor roles should not be assumed to bear characteristics that make one superior to another but rather as each contributing to the development of mentees in a unique way.

In a recent study, Lu et al. (2020) attempted to extend the MERID model to reveal the types of one-to-one mentoring that emerged during a mentoring program for early career mathematics teachers. They developed dimensions based on how input was distributed within the mentoring relationship: mentee-active, mentee-inactive, mentor-active, and mentor-inactive. They also changed the dimension of directiveness into that of supportiveness based on the mentees' evaluation of the support they receive within the mentoring program. In line with this conceptualization, they identified four modes of mentoring: unnecessary, supportive, collaborative, and demonstrative. Their analysis revealed that mentees were pleased with the support they received in three types of mentoring (except for unnecessary mentoring). They found that demonstrative mentoring was more beneficial for beginning teachers who lacked pedagogical expertise, supportive mentoring was a better fit for teachers who had some pedagogical qualifications by studying in a formal teacher education program, and collaborative mentoring was a better choice when the mentor and mentees shared a similar approach to teaching as well as having similar teaching philosophies. They also noted that whereas demonstrative and supportive mentoring relationships had a mentor-active and mentee-inactive nature, collaborative mentoring required both mentor-active and mentee-active behaviors. They concluded that, according to the mentees in the program, the decisive characteristic that convinced them to consider the mentoring relationship to be supportive was the extent to which the mentor was active within the mentoring program.

3.8 Approaches to Mentoring

Richter et al. (2013) stated that there are two approaches to mentoring that have been dominant in education circles. The knowledge transmission model, presented by

Cochran-Smith and Paris (1995), argued that professional knowledge is transferred from the more capable mentor to the less experienced mentee who has little or no control over how the relationship unfolded. On the other hand, the educative mentoring model proposed by Feiman-Nemser (1998) and Feiman-Nemser (2001) characterized mentoring as a process of professional development in which both the mentor and mentee have opportunities for personal and professional growth.

In the knowledge transmission model, mentors are regarded as more capable experts not only because they are more familiar with the instructional and institutional principles than their novice peers but also because they are considered more successful in terms of their teaching skills. Therefore, mentors were expected to transfer their professional knowledge to the mentees within a hierarchically structured mentoring program. The beginning teachers, on the other hand, were expected to strictly follow the recommendations made by the mentor and socialize with the dominant school culture. In mentoring programs that followed this model, mentees observed mentors in their classes, noted how they taught and managed the class, and aimed to copy the same techniques and methods into their own classes. In this sense, this model is based on the behaviorist orientations of learning as it conceptualizes learning as a unilateral transfer from the expert to the novice as the passive recipient of knowledge.

The knowledge transformation model proposed by Cochran-Smith & Paris (1995) and the educative mentoring model proposed by Feiman-Nemser (1998) and Feiman-Nemser (2001) stand firmly in contrast to the knowledgase transmission model with a focus on promoting professional development, leading to relatively more positive and constructive experiences, arranging the physical and social conditions to give rise to growth-producing experiences as the model “builds on Dewey's (1938) concept of educative experiences which are experiences that promote rather than retard future growth and lead to richer subsequent experiences” (Feiman-Nemser, 2001, p. 17). In this sense, the knowledge transformation and the educative mentoring models shared several characteristics. First, unlike conventional mentoring models focusing on “situational adjustment to the new environment [and] technical advice” (Richter et al., 2013), these models characterized mentoring as a process of facilitation and focused on creating a relationship between mentors and mentees in which they interact with

each other “in a way that supports inquiry and that enables them to learn in and from their practice” (Richter et al., 2013). In this sense, the knowledge transformation model and the educative mentoring model bear the characteristics of the constructivist approaches to learning with their focus on constructing new knowledge by connecting new information to the prior information through interaction with others (Galloway, 2001). Richter et al. (2013) also argued that in constructivist-oriented mentoring programs, the role of mentees is that of an apprentice, as described in Lave and Wenger (1991).

> In apprenticeships, novices are introduced into a community through active participation in authentic tasks. Novices acquire mastery in skills as they gradually become more involved in the community and its activities. A strict hierarchical relationship between expert and novice is not assumed (p. 168).

There have been other conceptual approaches that helped construct mentoring programs around the World. Wang and Odell (2002) also referred to three such approaches as the knowledge transmission approach, where the practices and philosophy of the mentoring program came from scholarly research and established habits of carrying out practices in specific ways rather than including the mentor’s individual perspective, the theory and practice connection approach, which, in the development of mentoring programs, emphasizes consideration of research on teacher education as well as the mentor’s unique understanding of the teaching context and relevant teaching practices, and the collaborative inquiry approach, where the mentor and mentee engage in further professional development endeavors under the light of the experiences of the mentor in previous years. In line with these approaches, Kemmis et al. (2014) identified three roles mentors could take within mentoring programs. These were supervising novice teachers in the traditional sense of telling and demonstrating what to do and what not to do so that they will successfully complete the probation period during which the school administration will closely investigate whether they are fit to teach at their institution, supporting novice teachers during their first year of teaching by guiding them to collect evidence based on their own work and performance and encourage them to self-reflect on the evidence to make subsequent decisions, and developing a collaborative professional development network among peers to contribute to the growth of all participants where the primary aim is to help the beginning teacher to become an equal member of the school community.

Despite these unique modes of and approaches to mentoring, it should also be remembered that many pre-service teacher education programs and in-service teacher education frameworks depend on a unidirectional mentoring mode that prioritizes knowledge transmission from the more capable and experienced peer to the novice (Aspfors & Fransson, 2015). In this sense, this dissertation study will take up an understanding of mentoring similar to that of the theory and practice connection approach in the sense that the mentoring program and the initial induction program in it were both developed in line with the findings of scholarly research on initial teacher education, the feedback from previously novice teachers, and the unique perspectives and experiences of mentor teachers. It also builds on knowledge transformation and educative mentoring models as it aims to give mentees opportunities to discover and reflect upon their strengths and the areas they should focus on regarding their teaching under the guidance of an experienced colleague familiar with the institutional practices and procedures.

3.9 Potential Limitations of Mentoring

While the relevant literature presents an exceedingly high number of studies documenting various benefits of mentoring programs for mentors, mentees, and institutions, some factors have been found to deter the efficiency of mentoring programs. For example, Iancu-Haddad and Oplatka (2009) found that time limitations posed the biggest threat to an effective mentoring program. They argued that an effective mentoring experience requires a considerable amount of time dedication both for the mentor and mentee and that the efficiency of mentoring programs was significantly limited when the mentor and/or mentee could not allocate sufficient time for mentoring. They also revealed that working with a peer who did not exhibit dedication, and cooperative attitudes was also a factor that could reduce the efficiency of a mentoring program. In a similar vein, mentors who did not believe that their work with mentees produced the results they had expected, who believed to have worked with mentees that did not bear the personality characteristics to become a good teacher, and who believed their expertise and experience were not respected by mentees also reported that they had not gone through an efficient mentoring process.

In addition to individual factors, contextual determinants might play a role in the extent to which mentoring programs are perceived to be helpful. Iancu-Haddad and Oplatka (2009) revealed that mentors were more pleased with mentoring experiences and the extent to which they received the worth of their efforts when the organizational culture reinforced the professional development of teachers, they received administrative support with their jobs as mentors, and they had no significant cultural differences with mentees.

In conclusion, this review of the literature showed that the initial years of teaching are often described as a stressful period for novice teachers as they find themselves dealing with several challenges in personal and professional domains, such as workload, classroom management, feeling isolated, motivating students, testing and evaluation procedures, parent-teacher relationships, teaching materials, lack of guidance and support, and dealing with individual differences. The review also showed that these challenges were experienced similarly by novice teachers in different parts of the world, including Turkey. In this context, mentoring practices have been commonly utilized to help novice practitioners deal with the challenges they encounter in teaching and offer them constant and systematic support when trying to adapt to a new organizational culture. Also, mentoring relationships have been considered a valuable professional development practice for experienced teachers who could participate in mentoring programs as mentors supporting novice colleagues. Previous research documented that mentoring programs lived up to their promises by offering a number of benefits for mentors (e.g., self-reflection, professional learning opportunities, emotional renewal, job satisfaction) and mentees (e.g., retention, enhanced classroom practices, smooth transition to a new setting, developing new insights, enhanced self-efficacy, personal well being, professional identity development). Nevertheless, earlier research also argued that, although they essentially involved educative efforts, teaching and mentoring were two unique realms that required distinct approaches. It was suggested that mentors, no matter how experienced and successful they are in teaching, should receive training to prepare them for the different roles they could take up in a mentoring relationship based on how supportive and active they need to be when working with their mentees. Finally, the literature indicated that scheduling conflicts, severe differences in the pair's personal and professional characteristics,

beliefs, and attitudes, and lack of support from the organization were among the issues that limited the extent to which mentoring relationships could provide valuable outcomes for stakeholders. The following chapter introduces the research site and presents details about the methodological decisions that guided the present study.

CHAPTER 4

METHODOLOGY

4.0 Chapter Presentation

The Methodology section presents the relevant characteristics of the research site with details on the mentoring program that constitutes the primary focus of the present study. In addition, it introduces the research paradigm, research design, data collection tools, and data analysis techniques adopted within this study and explains the rationale that I considered when making methodological choices.

4.1 The Research Site

The research site was a foreign language teaching department at a foundation university in Turkey. The department has three concentration areas. The English-language preparatory program offers intensive English courses that last for 39 weeks in three terms. The students in the program must prove their proficiency in English by getting a satisfactory score on an internationally recognized language proficiency test in English before they can start studying in their undergraduate programs. The department also offers four English courses that are all undergraduate students in departments where the medium of instruction is partially or entirely English must take before graduating from the university. Lastly, the department is responsible for the compulsory second foreign language courses offered to students in their second and third years at the university.

At the outset of the present study, fifty-four full-time and nineteen part-time lecturers were employed to teach in the department. In accordance with the national and institutional regulations, all full-time and part-time teachers had undergraduate

degrees in English Language Teaching, English Language and Literature, American Culture and Literature, English Linguistics, or English Translation and Interpretation. Almost all teachers with full-time contracts had post-graduate degrees in one of these fields or educational sciences (i.e., Curriculum and Instruction, Testing and Evaluation in Education, Educational Administration, etc.). Even though obtaining a graduate degree was not a requirement for the given position until 2018, the university has offered a permanent increase in salaries provided that lecturers get master's and/or doctoral degrees since 2011.

All students who register to study in an English-medium undergraduate program at the university are required to demonstrate their proficiency in English before they are entitled to take courses in their respective programs. Students who fail to get a satisfactory score on a standardized international proficiency exam must study in the language preparatory program. The students in the preparatory program study in three learning modules with learning objectives established in line with the Common European Framework of References for Languages. Those who complete the requirements in the preparatory program can take the proficiency examination. If they fail to pass the exam or complete the preparatory program requirements, they need to repeat the program again until they can pass the proficiency examination.

The preparatory program adopts a structured curriculum and testing program to ensure that all learners meet the learning objectives of modules and can demonstrate their knowledge and skills in all aspects of language (reading, listening, speaking, writing, grammar, and vocabulary) on the frequently-administered testing instruments of different sorts as the students need to take four quizzes, two midterms, and the final exam in addition to completing portfolio assignments that focus on improving students' productive skills. Furthermore, the department places a heavy focus on in-service teacher professional development. All teachers with a full-time contract are required to take part in a continuous professional and personal development (CPPD) activity that they can choose based on their needs and interests.

The lecturers in the program take part in several mandatory and optional professional development activities during the academic year. At the beginning of the first trimester, each lecturer gets together with the members of the Professional

Development Unit to go through their professional reflections based on the previous academic year and discuss the target they set for their professional development for the current academic year, and indicate the particular CPPD activity in which they want to take part in the second trimester. Until the beginning of the 2018-2019 academic year, the program offered four optional CPPD activities, among which the lecturers were required to choose one and carry out the tasks (Table 1).

Table 1

CPPD Activities for Teachers at the Research Site

CPPD Activity	Description
Action Research	Participants are required to • identify a classroom-related problem based on their targets for the given academic year • draft relevant research questions • create an outline for the stages of the study • share the research questions and outline with other participants and get feedback • collect & analyze data • share the findings & reflections with other participants • share the findings with the whole school through posters and/or oral presentations on Sharing & Caring days.

Table 1 (continued)

CPPD Activities for Teachers at the Research Site

Article Club	Participants are required to • identify a focus area based on their targets for the given academic year • come to the first meeting having read a scholarly article about the focus area they selected • pair up with another participant who studies a similar focus area • share an article with their partners about the focus area they are studying • come together with their partners to discuss classroom implications and brainstorm the ideas presented in the articles • agree on a classroom implication that could enhance their classroom practices • implement the classroom implication they agreed on • share their suggestions and feedback based on their classroom implications with other participants • share another article with their partners that can further contribute to their classroom practices • implement the suggestions from the second article in the classroom • Share their experiences and reflections with the whole school through posters and/or oral presentations on Sharing & Caring days
Team Teaching	Participants are required to • come to the first meeting having paired up with another participant who has set a similar target for the given academic year • prepare a lesson plan with their partners in detail and fill in relevant forms • Follow the lesson plan together with their partners • Fill in the self-reflection form after the lesson • Come together with their partners and discuss the team-teaching experience • Decide with their partners on a focus area considering their reflections on the first team-teaching session • Plan another lesson based on the focus area selected • Fill in the self-reflection form again after the second lesson • Come together with their partners and discuss the second team-teaching experience • Share their experiences and reflections with the whole school through posters and/or oral presentations on Sharing & Caring days

Table 1 (continued)

CPPD Activities for Teachers at the Research Site

Video Coaching	Participants are required to • come to the first meeting having paired up with another participant who has set a similar target for the given academic year • prepare a lesson plan with their partners in detail and fill in relevant forms • Follow the lesson plan in their classrooms and video-record the lesson • Watch the video from their own classes and fill in the self-reflection form after the lesson • Watch the video from their partner's class and take notes of their feedback to their partners • Come together with their partners to give feedback on each other's classes and discuss the video-coaching experience • Decide with their partners on a focus area considering their reflections on the first video-coaching experience • Plan another lesson based on the focus area selected • Watch the second video from their own classes and fill in the self-reflection form after the second lesson • Watch the second video from their partner's class and take notes of their feedback to their partners • Come together with their partners and discuss the second video-coaching experience • Share their experiences and reflections with the whole school through posters and/or oral presentations on Sharing & Caring days

In the 2018-2019 academic year, the department started another CPPD activity entitled Mentoring, considering the need stressed in thesis studies carried out by several lecturers and the reflections of lecturers who completed their first year in the program. After the end of each induction program, which has been held every year since the 2013-2014 academic year for newly recruited lecturers, the participants filled out a survey inquiring about the institutional and instructional issues with which they do not feel entirely comfortable. In addition, they had an interview with the Professional Development Unit towards the end of the first term, where they reflected upon their practices throughout the term and addressed additional needs. The findings from both the surveys and interviews revealed that new lecturers needed support with (i) institutional practices such as marking students' written work, assessing students'

speaking skills on quizzes and midterms, (ii) using the university information system to enter grades and students' absenteeism record, and (iii) instructional issues such as classroom management, enhancing student participation, lesson planning, etc. More importantly, however, the findings showed that new lecturers have question marks in their minds that emerge during the year regarding many institutional and instructional practices, and they needed colleagues that they could visit without hesitation to ask for help with their questions and show them the tricks of the trade. In line with the needs of the newly recruited teachers, the mentoring program essentially aimed to help beginning teachers (i) become familiar with institutional practices, (ii) develop new insights into the institutional context, (iii) reduce the possibility of discomfort and create a constructive network among colleagues, and (iv) achieve initial success and ensure that they will display feelings of enthusiasm and commitment in their first years at the school. The mentoring program was designed considering (i) the areas of need highlighted by the lecturers who finished their first year at the university, (ii) the results, findings, and suggestions available in the relevant literature, and (iii) several textbooks on mentoring practices (e.g., Daresh, 2003; Pitton, 2006; Radford, 2017). Unlike the first four CPPD activities that were held only in the second trimester, the procedures within Mentoring were divided into first and second trimesters (Please see Appendix B for an in-depth presentation of the procedures within the program).

CPPD activities continue in the last trimester, focusing more on sharing and collaboration among colleagues. During this period, the lecturers are supposed to attend webinars, attend in-house and outside seminars and talks, present their studies or offer workshops in an in-house conference, and attend in-house sharing and caring days where lecturers share good teaching practices.

4.2 The Research Paradigm

This dissertation study adopted a qualitative design as it aims to explore and understand a social phenomenon in its natural setting. Qualitative inquiry has theoretical foundations informed by various domains, such as sociology, anthropology, educational sciences, psychology, philosophy, and linguistics, where the goal is to arrive at a holistic and multidimensional understanding of human behavior in a natural setting (Creswell, 2009). It is based on the idea that the

quantitative measures used to understand human behavior within natural sciences are inadequate because human behavior is too dynamic, subjective, and complex to understand through fixed terms and labels (Creswell, 2013).

Bendassolli (2013) maintains that theory building is integral to qualitative research as researchers often need to propose new theories to explain various aspects of human behavior. In this sense, theory building refers to the development of a unique model that explains new findings in relation to each other based on the data collected (Glaser, 1978). Glaser and Strauss (1967) argued that theory building through qualitative research provided a new perspective for social sciences. They also underscored that traditional theories used the same lens to investigate social phenomena and repeatedly failed to explain them because of the constant change they underwent. Creswell (2007) argues that social phenomena cannot be considered as being universal and stable; instead, they are dynamic and subject to change across time and space.

According to Yin (2016), there are five distinct characteristics that distinguish qualitative inquiry from other types of research in social sciences. First, qualitative research focuses on studying human behavior in its natural rather than experimental settings, where human behavior is usually manipulated to varying extents. Also, because social phenomena are shaped dramatically by the surrounding conditions, the findings are meaningful only when they reflect those conditions. Second, the qualitative researcher takes an active part in the research process by spending time in the setting, directly talking to the participants, and, at times, living with the participants to explore the phenomenon in greater detail. This participatory role helps the researcher be closer to data sources, talk to the relevant individuals easily, make observations, and access relevant documents, which, in turn, provides an opportunity to explore and understand the phenomenon in greater depth. In addition, qualitative research aims to reveal the perceptions and experiences of individuals taking part in a research study. To this end, the qualitative researcher usually spends a lot of time with the participants in their natural setting to understand how they behave in that setting, how they understand and evaluate others' behavior, and why they do what they do. Another feature of qualitative research is that, unlike the positivist paradigms that focus on cause-effect relationships by testing hypotheses, it adopts inductive analysis,

which helps the researcher develop categories and themes for the research problem at hand and generate theories by linking the themes based on their relevance to the problem. This dynamic nature of qualitative research usually results in modifications in the research design throughout the research process (Dörnyei, 2007). The last distinctive characteristic of qualitative inquiry is that it acknowledges the need for using multiple data sources and analyzing these data in a holistic approach to fully understand the social phenomenon being researched. Flick (2014) also argues that using multiple data sources under a systematic triangulation approach has been a common tradition in qualitative research as it "allows systematically extending the possibilities of knowledge production by using [an additional] methodological approach" (p. 184).

4.3 The Research Design

This dissertation study explores the various aspects of a teacher-mentoring program at a higher education institution through interviews with mentors, mentees, and program supervisors and document analysis. This study also seeks to understand the contribution of this program to the professional development of all participants as teachers by inquiring about their reasons for taking part in this optional program, the decisions they made during the program, and how they made sense of the effect of their decisions on their teaching practices. In this regard, this study will adopt a qualitative case study approach because a case study aims to investigate "a contemporary phenomenon in its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (Yin, 2014, p. 2).

Yin (2014) argues that there are six stages of conducting a qualitative case study. First, researchers should be able to justify that the case study approach is the right choice of design for a study, which depends mostly on how the research questions are formed and whether the questions require "an extensive and in-depth description of some social phenomenon" (p. 4). The second stage of case study design is to develop a research design that will ensure construct validity, internal validity, external validity, and reliability and set up preliminary theories about the scope of the research study. The following stage concerns getting ready to collect data for the case study by (i) preparing questions that can bring on accurate findings, (ii) being an active listener by

asking relevant follow-up questions, (iii) staying adaptive and making changes in the research design when needed, (iv) having a sound knowledge of phenomenon being studied enough to make interpretations and inferences, and (v) avoiding bias at all costs and acting in accordance with research ethics. This is followed by data collection through documents, archival records, interviews, field observations, participant observations, and physical artifacts. Yin (2014) suggests using multiple data sources for triangulation purposes, creating a case study database using field notes, case study documents, tabular materials, and narrative compilations, maintaining a chain of evidence by linking data together, and approaching online data with caution are the four principles of case study research. Next comes analyzing case study data through matching emergent patterns, building relevant explanations, analyzing time series, and using logic models. The final stage is reporting the findings and sharing them with the broader audience interested in the same area of study. Hancock and Algozzine (2006) suggest that the first step in reporting case study findings begins with identifying recurrent patterns, categories, and themes. They argue that these specific and explanatory themes should reflect the research question and aims and emerge from the data collected.

4.4 The Position of the Researcher

As mentioned in previous sections, qualitative research relies heavily on in-depth description, interpretation, and exploration, all of which are filtered through the researcher's highly subjective perspectives (Patton, 2005). Although it has been argued that these subjective perspectives might bring bias into the interpretation of the findings, Merriam (1998) argued that such biases and individual perspectives are unavoidable in qualitative research and suggests that researchers share their relevant positions.

Having graduated from a high school that focused on training prospective teachers, I started an undergraduate teacher education program in English Language Teaching at Middle East Technical University in 2007. After completing this program in 2011, I worked as a Comenius Assistant at a public K-9 school in Finland, where I was able to teach English and Turkish within the school's regular curriculum and the extracurricular activities I designed and implemented at the school. During my time in

Finland, I was lucky to work with a mentor teacher who was highly skilled in teaching and mentoring and made significant contributions to my transition from a newly graduated teacher into a self-confident and research-oriented teacher. After returning to Turkey, I completed a master's degree in English Language Teaching at the same university. I am currently pursuing a Ph.D. in English Language Teaching, and I have conducted the present study to fulfill the requirements of this program.

I have been working as a lecturer at the research site since September 2013. Having worked in two other administrative units between 2014 and 2018, I started working in Professional Development Unit in July 2018 as a professional development facilitator in the Department of Foreign Languages. My role as a professional development facilitator continued throughout the study.

4.5 Participants

The participants in the study were the mentees, who were novice teachers with no or at most two years of experience as a practicing teacher of English, and the mentors, who were experienced teachers of English with between five and ten years of professional experience at the university.

4.5.1 Mentees

All mentees taking part in this study were teachers of English hired at the beginning of the 2018-2019 academic year. Whereas some of the mentees taught English at primary, secondary, or tertiary levels for one or two years before starting at this university, the others had their first official teaching experience in the given academic year.

The involvement of newly recruited teachers in the mentoring program was based entirely on voluntariness. The two-week induction program for beginning teachers, participation in which was also optional (due to their part-time contracts) but strongly recommended, started one month before the 2018-2019 academic year. In the final week of the induction program, the participants received an announcement about the mentoring program with details on what the program includes and how they can take part in this program. Out of the fourteen lecturers attending the induction program, ten

indicated their willingness to take part in the mentoring program. Table 2 presents the educational and professional backgrounds of the mentees.

Table 2

The educational and professional backgrounds of the mentees

Name	Undergraduate Degree	Postgraduate Degree[4]	Previous Work Experience[5]
Mentee 1	English Language Teaching	M.A. in English Language and Literature (In progress)	1 year at a private K-12 school
Mentee 2	English Language Teaching	M.A. in English Language Teaching (In progress)	1 year at a public university
Mentee 3	English Language Teaching	M.A. in English Language and Literature (In progress)	-
Mentee 4	English Language Teaching	M.A. in English Language Teaching (In progress)	2 years at a private K-12 school
Mentee 5	English Language Teaching	M.Sc. in Cognitive Sciences (In progress)	1 year at a private kindergarten
Mentee 6	English Language Teaching	M.A. in Curriculum and Instruction (In progress)	-
Mentee 7	English Language Teaching	M.A. in English Language Teaching (In progress)	1 year at a public university
Mentee 8	English Language and Literature	-	-
Mentee 9	English Language Teaching	M.A. in English Language Teaching (In progress)	1 year at a private K-12 school
Mentee 10	English Language Teaching	M.A. in English Language Teaching (In progress)	1 year at a private language school

Below is an in-depth description of each mentee regarding their relevant personal, educational, and professional background. The descriptions here include their relevant information until they were employed as part-time teachers at the research site.

Mentee 1

Mentee 1 graduated from a teacher-training high school in 2012, where she had started to imagine herself as a teacher. She revealed that working with teachers "who could make valuable contributions to students as individuals" (Mentee 1, initial interview) strongly encouraged her to take the teaching path. Before deciding to choose foreign

[4] As of July, 2020.

[5] As of September, 2019.

languages as her field of study, she had also considered studying math and sciences, but she thought she had a better possibility of studying at a prestigious university in the country. She stated that when making this decision, she was also impressed by the guidance of the school counselor, who had suggested that a graduate of their high school was supposed to study at one of the most popular three public universities in Turkey.

Based on her performance on the national university matriculation examination, she was enrolled in one of the most prestigious universities in Turkey, as suggested by the school counselor. However, due to her disillusionment that emerged after two years of studying there because she could not take some courses due to a lack of teaching staff, she applied to another university in the same city where she had initially aimed to study as a prospective high-school graduate. After changing universities in the middle of her undergraduate studies, she understood that she had made an accurate decision as she was overly impressed with the quality of the academic staff. She eventually considered herself to be very lucky to have graduated from the university she moved to.

As part of her practicum studies, she was assigned to teach at a private K-12 school affiliated with the university where she studied. Upon graduation, she applied to another branch of the same school located in a different city. The reason behind her willingness to work at his school was her familiarity with the organizational culture. She also thought that her familiarity with the institutional and instructional principles of the school could help her make a smooth transition to professional teaching. Despite spending two years at this school and working with learners at different levels, she was eventually disappointed with many decisions the school had made. She later decided to apply for a part-time position at a university in a city where she also planned to apply for a master's program to apply for full-time positions after receiving her degree.

Mentee 2

Mentee 2 also graduated from a teacher-training high school where he had enrolled at his father's will. He had initially opposed this decision fiercely, but he later understood that his personal and professional skills fit to be a teacher, so he decided to study

teaching at university. He received his undergraduate degree in English Language Teaching in 2017. He stated that his enthusiasm for teaching was triggered even more as he saw that some of the teachers he worked with lacked essential teaching skills:

> I believe teaching is one of the most critical professions, and I think only those who are capable of teaching should teach. As I saw many teachers who lacked sufficient competence, I was encouraged even more to contribute to this profession. I said I could do better (Mentee 2, initial interview).

Upon graduation, he worked at a public university that focused on training military personnel. After working there for one year, he thought that the principles of the institution he worked at did not really fit his personal characteristics, which made him quite unpleased: "I did not feel like I was teaching. It was as if I was delivering a package of food given to me to my customers" (Mentor 2, initial interview). Therefore, he decided to apply for teaching positions at other universities.

Mentee 3

Mentee 3 also graduated from a teacher-training high school, where he grew an enthusiasm for teaching. The reasons why he wanted to be a teacher included the active nature of the teaching profession and constant interaction with learners and colleagues, both of which would provide him with continuous learning opportunities. As a result, he enrolled in an English Language Teaching program at a prestigious university, where he graduated in 2018. Because he had a project-oriented attitude as an emerging professional and his willingness to participate in research studies, he decided to start his career at a university.

Mentee 4

Mentee 4 graduated from a teacher-training high school as well, where she decided to become a teacher of English, influenced by her elder sister, who was also studying English at university. Later, she was entitled to study English Language Teaching at a prestigious university. After graduation, she started studying in the M.A. program at the university where she also received her B.A. degree. However, she was not able to take any courses in her first year due to the heavy workload at the private K-12 school she had been working at. In addition to the workload and her inability to attend the

courses in her master's program, there were several institutional principles that made her unhappy as a teacher, which resulted in her resigning from her position after two years of working there. She wanted to work at a school that respected teachers more and valued their academic endeavors besides their teaching duties.

Mentee 5

Mentee 5 also graduate from a teacher-training high school. After receiving an undergraduate degree in English Language Teaching, she started working in a private kindergarten where she acted like a "co-teacher who was responsible for speaking in English at all times" (Mentee 5, initial interview). She mostly enjoyed this period because she felt superior to other teachers who had graduated from two-year programs in vocational schools, which brought her prestige among her colleagues. However, she decided to quit this position despite the intensive requests and promotion-oriented incentives from the school director because she was planning to work at a school where she course realize her academic dreams. She also spent around half a year as a private tutor for students with various needs. Later, she decided to apply for a teaching position at this university mainly because of the reputation of the university in supporting postgraduate studies.

Mentee 6

Mentee 6 also graduated from a teacher-training high school, where she had always wanted to study because she had always wanted to be a teacher. Her desire to study at that school was so high that she accepted to commute to a distant town because her score was insufficient to study at another nearby teacher-training high school. Although she admits that commuting daily proved challenging at times, she was still happy to have studied there because she had learned much about teaching there. She believes that her experiences and the teacher education courses that she had taken in high school helped her have a comfortable time in the courses she took in the undergraduate program in English Language Teaching at a highly prestigious university in Turkey. After graduating from the undergraduate program in 2017, she started a master's program in Curriculum and Instruction at the same university. However, she did not apply for any teaching positions so that she could complete her

course load in the program because she was afraid that she could perform below her expectations either as a teacher or a student or, worse, in both.

After completing her course load in her first year in the master's program, she felt ready to start teaching. She also realized that she would benefit from a teaching experience because she would be able to interpret her theoretical knowledge that was constructed through her experiences in the undergraduate and master's programs in light of the field knowledge that she could gain by working as a practicing teacher:

> In some courses, there were participants who were also teaching. I thought they were better at understanding the concepts we were learning because they were able to link what they learned to their field experiences. When there were questions, they were more active respondents, whereas I was unable to contribute to class discussions that touched upon more practical aspects of teaching. I felt deficient for not having classroom teaching experience and decided to apply [for a teaching position at the research site] as soon as I completed most of my course load (Mentee 6, initial interview).

The research site was the first and only school Mentee 6 applied to, and she had her first teaching experience at the school. That being the case, she was disappointed with the recent change of regulations in hiring teachers of English to teach at universities which suggested that the candidates needed to have a master's degree in a language-related field to be eligible for application. However, her master's degree was in a non-linguistic field, and at the outset of the study, Mentee 6 was considering applying for a master's degree in English Language Teaching without completing her thesis in her current program due to job concerns.

Mentee 7

Mentee 7 initially wanted to study Translation and Interpretation; however, she decided to study English Language Teaching because of a regulation change that prevented those graduating from non-teaching majors from practicing teaching in public schools. During her undergraduate studies, she also had part-time positions in language schools as well as teaching at two high schools as part of her practicum teaching, where she realized that she would be happier working with university students. After completing her undergraduate studies, she started a master's degree in English Language Teaching at the university she had graduated from. She also had a

part-time teaching position at another state university in the same city. She mentioned that she had applied to work at the research site at the same time, but she had already started at the state university when she was invited to teach here. She believes that she received her invitation later than most of the other applicants to the research site because of her lack of experience at that time. After working at the state university for a year, she was looking forward to another job post from the research site, and once it was posted, she was one of the first to apply.

In her initial interview, Mentee 7 mentioned that she was one of the two students in the undergraduate program who had not graduated from a teacher-training high school. She argued that this posed two challenges for her during her undergraduate studies. First, those graduating from teacher-training high schools were granted a monthly stipend that they did not have to pay back, whereas the same was not offered to graduates of other high schools due to national regulations. Secondly, she believed that those graduating from teacher-training high schools were already familiar with most of the educational concepts and theories they would learn in the initial years of the undergraduate program. Therefore, she thought she was less prepared for what she would learn in the program. However, she also mentioned that she had a strong willingness to be a teacher and could overcome this obstacle without much effort.

Mentee 8

Mentee 8 was the only mentee who had graduated from a non-teaching undergraduate program. She had a long interest in foreign languages, which motivated her to seek and utilize additional resources in learning English beyond school. Her interest in languages and her interactions with texts of different sorts encouraged her to study translation and interpretation at university. However, her sister, who was studying English Language and Literature at the time, was able to convince her to study English Language and Literature. Another consideration that encouraged her to study literature was her love for reading in English. Based on the results of the university matriculation exam, she was entitled to study English Language and Literature at the research site, also making her the only mentee who studied and taught at the research site.

As she was near graduation, she decided that teaching would be the best option for her because it was the only profession with abundant job opportunities. Again, her sister, who was working as a teacher of English at the time, suggested that she should choose to teach only if she really wanted to teach rather than because she thought it would be easier to find a job. While trying to decide if teaching was the best option for her, she decided to complete a pedagogical formation program, which was a national requirement for graduates of non-teaching programs to teach in public schools and universities. During the one-year program that also included a practicum component, she understood that she would enjoy teaching. She especially liked "communicating with students, sharing things with them, not educating but helping them" (Mentee 8, initial interview). Upon completing the program, she also applied to be an intern at the research site before her graduation as part of the university's cooperative education framework. During her time as an intern at the Department of Foreign Languages, she was also able to observe other teachers and conduct extracurricular activities that she had designed. She argued that her time in the pedagogical formation program and at the research site as an intern contributed significantly to her understanding of the teaching profession. With these positive experiences, she decided to apply for a part-time teaching position at the research site.

Mentee 9

Mentee 9 studied at a teacher-training high school, after which she studied English Language Teaching at a prestigious university. Unlike other mentees, it took her six years to complete the undergraduate program because she studied in the language preparatory program (not because of her low English skills but because she wanted to adjust to life at university) and spent some time as an exchange student in Russia and Germany. During her undergraduate studies, she was an active student who took roles in the department's student council and took art classes.

After completing the undergraduate program, Mentee 9 stayed with her family for a year, during which she worked at a private school. The following year, she moved to the capital city, Ankara, to apply for a master's degree at another prestigious university far from the city her parents were living in and the city where she had studied for an

undergraduate degree. She explained the reason why she preferred to study and work in the capital city rather than the other two cities as follows:

> I made this decision because I have always been an idealist individual. It started before I was enrolled at the university. My teachers always considered me an idealist person and suggested that I needed to be an activist. Teaching is actually a reflection of my idealistic and activist characteristics. Did I have hesitations? Yes, I did. I also thought of applying for a master's degree in other fields like business administration, international relationships, politics, etc. I later decided that teaching is the profession that touches the most on individual characteristics. That's how I decided t be a teacher…Moving to Ankara was a difficult decision…I made that decision because Ankara is closer to Anatolia, a region that has suffered the most from inequalities at the national level. In other cities, I could work at private schools but could not contribute in the way I wanted to. I came here to effect change in our educational policy. I think it is easier to achieve this here because the MoNE and other state institutions that have a role in national education are located here (Mentee 9, initial interview).

She believed that she had a role to play in improving the national educational system by helping establish an understanding that education needs to reflect the needs of society. With this purpose in mind, she started a master's degree in English Language Teaching and applied for a part-time teaching position at the research site to support herself financially when working to fulfill her dreams.

Mentee 10

Mentee 10 was the only mentee that was born and raised outside of Turkey. She studied in Bulgaria until completing high school. She came to Turkey to study English Language and Teaching at a prestigious university and completed a minor degree in philosophy. As an individual with Turkish origins, there were several reasons why she wanted to study in Turkey:

> First, I wanted to develop my Turkish skills. I was curious about life in Turkey. There was also a financial aspect. The universities in Europe required significant tuition, whereas here, I would not have to pay for an undergraduate degree thanks to my Turkish citizenship (Mentee 10, initial interview).

Because of her dual citizenship, she had to deal with a lot of challenges because the staff at the registrar's office were not entirely knowledgeable about the procedures she was supposed to follow and if she was to be considered an international student or a Turkish student. For example, she was placed in the Turkish language course designed

for Turkish nationals, whereas her language skills at the time were a better fit for the course designed for international students, which resulted in her getting a very low grade on the course.

Although she also enjoyed literature, she chose to teach because, as a teacher, she would be able to find jobs anywhere in the world. During her undergraduate studies, she had several part-time positions at language schools. After completing her studies, she decided to apply for a part-time teaching position at the research site and was considering applying for a master's degree at the outset of the study.

4.5.2 Mentors

All mentors were working in the department as full-time lecturers. After receiving the applications from the mentees, all full-time lecturers received an e-mail presenting a brief overview of the mentoring program to invite them to take part in the program as mentors. Because familiarity with institutional and instructional practices and teaching experience are critical for mentors, it was announced that the mentors were to be selected among those with the most extended experience in the department were the number of mentor applications to exceed that of mentee applications. To match the number of mentees and mentors, the criteria for being a mentor was determined as having three years of experience in the department. In this sense, by presenting criteria for the inclusion of a certain number of mentors, the recruitment of mentors for the present study adopted criterion sampling (Miles & Huberman, 1994). The mentors who volunteered to take part in the program and met the selection criteria are shown in Table 3.

Table 3

The educational and professional backgrounds of mentors

Name	Undergraduate Degree	Postgraduate Degree[6]	Work Experience[7]
Mentor 1	English Language and Literature	M.A. in Educational Psychology	3 years in private language schools; 7 years at this university
Mentor 2	American Culture and Literature	-	2 years at private language schools, 6 years at this university
Mentor 3	English Language Teaching	M.A. in English Language Teaching; Ph.D. in Curriculum and Instruction (In progress)	1 year at a public military school, 7 years at this university
Mentor 4	English Translation and Interpreting	M.A. in English Language Teaching (In progress)	3 years in non-governmental organizations; 2 years at a private language school; 8 years at this university
Mentor 5	English Language and Literature	M.A. in English Language and Cultural Studies	1 year at a public university; 9 years at this university
Mentor 6	English Language and Literature	M.A. in English Language and Literature; Ph.D. in Adult Education and Lifelong Learning (in Progress)	2 years at private language schools; 10 years at this university
Mentor 7	English Language Teaching	M.A. in Human Resources Development in Education	2 years in private language schools, 1 year in a public K-12 school, 9 years at this university
Mentor 8	English Language Teaching	M.A. in English Language Teaching	7 years at this university

[6] As of July, 2020.

[7] As of September, 2019

Table 3 (continued)

The educational and professional backgrounds of mentors

Mentor 9	English Translation and Interpreting	M.A. in Musicology; M.A. in English Translation and Interpreting (in progress)	3 years as a research assistant at a foundation university; 6 years at private language schools; 6 years at this university
Mentor 10	English Language Teaching	M.A. in Curriculum and Instruction; Ph.D. in Curriculum and Instruction (in progress)	11 years at this university

Below is an in-depth description of each mentor regarding their relevant personal, educational, and professional background. The descriptions here include their relevant information until the outset of the present study.

Mentor 1

Mentor 1 received her undergraduate degree in English Language and Literature in 2008, before which she received MoNE-certified pedagogical training to apply for teaching positions. After receiving her degree, she worked with learners at different levels at a couple of private language schools that aimed to prepare test takers for a variety of examinations. She described this period as a challenging but valuable period in her professional development because she believed "one year in one of these schools was worth three years in others" (Mentor 1, initial interview). She decided to apply for a teaching position at a university when she felt she was too tired to continue in language schools and was ready for another challenge. She started working at this university in 2012 and undertook several administrative roles during her time here.

Mentor 1 had to deal with some challenges due to the high workload when she started working at the research site. Although she took part in an induction program, she believed that the program did not focus much on getting to know how things work at the school but more on theoretical aspects of teaching, such as lesson design, lesson planning, and teaching skills, all of which, in her opinion, she was sufficiently familiar

with due to her previous experience in teaching. However, she believes that she has left such challenges behind and argued that she is delighted to be working at the research site.

Mentor 2

Mentor 2 received her undergraduate degree in American Culture and Literature in 2011, before which she received MoNE-certified pedagogical training to apply for teaching positions. She decided to study at this program because of her combined enthusiasm for literature and the English language. However, she had always been aware that the job opportunities for the graduates of this program were quite limited, and she knew that one day she would have to move to teach, about which she was pretty pleased. Therefore, before graduation, she also worked at a private language school for short periods. In 2010, she started working for an aviation company, where she continued working for six months after graduation. She later decided that she did not want to pursue this job as a career and transitioned to teaching because she had been dreaming of working as a teacher as a young teenager. After working at a private language school for almost two years, she decided to apply for teaching positions at universities.

After she was accepted for a full-time teaching position at the research site, her biggest challenge was adjusting to the learner profile, which was significantly different from what she was used to in her experience in language schools. Whereas her previous students used to join the courses after identifying their needs for learning English and making a financial investment to that end, her students here were taking the courses because they had to pass the preparatory program. Also, she believed the workload was too high, and she often had to use her private time in the evenings to prepare for her lessons. Also, similar to other mentors, she did not benefit much from the induction program, and she had to learn many things while working here.

Mentor 3

Having studied at a teacher training high school, Mentor 3 received her undergraduate degree in English Language Teaching from a prestigious university. She also earned a minor degree in German, which was later followed by an M.A. degree in English

Language Teaching. During her postgraduate studies, she had the opportunity to study abroad. Because she dreamed of working as a full-time professor in a faculty of education, she focused heavily on academic research. However, she decided to work at a military school for one year due to financial constraints. The reason behind her selection of this university as her subsequent workplace was mainly the administrative support given to employees pursuing postgraduate studies.

When she started working at the research site, there was no induction program for new teachers. Instead, she had to learn things from her officemates. For example, she found out that she was listed as a substitute teacher, but she did not know what a substitute teacher was supposed to do. She later asked about what she was supposed to do to one of the coordinators and learned that she was supposed to substitute for other teachers who were not able to teach due to various issues, such as being on medical leave, having administrative duties, or personal emergencies. This meant that she had to teach different classes at different levels, which made things more complicated because she was not only unfamiliar with the school system in general but also with the coursebooks and materials she was supposed to use while teaching. Later, she was assigned to teach a class regularly, which made her happy because she was going to work with two experienced teachers that could help her. However, although she explicitly indicated her need for help from them, neither of the teachers was willing to help her with her classes.

Despite her initial challenges, Mentor 3 stated that now she is quite happy to be working here. She believes that the learner profiles have improved a lot in recent years. She also believes that the academic issues within the department are handled with a lot more professionalism, which contributes to her enthusiasm for working here.

Mentor 4

Unlike most of the other mentors, Mentor 4 did not dream of being a teacher before starting his career as a teacher. He said that he had a big passion for teaching as a child, which was reflected by his use of a small whiteboard in his room and a camera to record himself when he was teaching himself. He received his undergraduate degree in English Translation and Interpreting in 2005, a decision he often regretted in the

following years because he did not feel creative or valuable at all. He also had the option to study English Language Teaching, but he did not want to do it because most of his classmates would come from teacher-training high schools with considerably lower scores than he did. He was further alienated from the teaching profession as he came across students in English Language Teaching programs who were struggling with their English language skills. He also stated that because English Language Teaching programs are usually located in different buildings from other language programs (English Linguistics, American Culture and Literature, English Language and Literature, English Translation and Interpreting), which are usually found in the same building, he thought that he did not belong in teaching. Therefore, upon graduation, he started working in non-governmental organizations which focused on international issues, which encouraged him to apply for a master's degree in International Relations. However, he did not wholly enjoy studying in the program and later quit it. Due to the financial constraints that he was dealing with, he decided to work in a private language school unwillingly. However, he later realized that teaching was actually as joyful as he had dreamt as a child. He was exceptionally pleased with the group of colleagues he was working closely with. After working for two years at the school, he left to complete his military service and did not want to return to the same school because most of his close friends had left for different institutions. As a result, he decided to take on another challenge and decided to apply for positions at universities.

One of the biggest challenges Mentor 4 had here was the workload. Although he used to design his own materials for his lessons and work until very late in the evening, he believed that working at the research site was more difficult than at his previous institution, which he attributed to a lack of strong social relationships within the department, unlike his previous school. He also had some personal clashes with some administrators in the department. However, after spending one year abroad as a language assistant and returning to the school, he realized that the new administrators were quite different from those he had quarrels with. He stated that after his return, he was so happy to be working at the research site that he decided to apply for an administrative role in the department.

Mentor 5

Mentor 5 chose to study English Language and Literature because English was her favorite course in high school. Although she had a high score on the university matriculation test, she studied at a university in her hometown with other students who had performed significantly lower than her. She felt that her English skills were much more improved compared to her peers, which made her believe that she was superior to them and that she would get a job easily thanks to her higher skills. Before graduation, she also took part in a pedagogical formation course because "everyone was taking it" (Mentor 5, initial interview). She did not have a strong desire to teach, but she knew she might have to apply for teaching positions one day.

Her parents understood that they had been unfair to her by insisting that she study with other students with lower academic performance than her, which prevented her from reaching her true potential. They allowed her to pursue a master's degree in another city. Nevertheless, her first interviews at the universities did not grant her the opportunity to start a master's program. Luckily, her third interview at a foundation university went well, and she started a master's program in English Literature and Cultural Studies.

As she was about to complete her master's thesis, her father suggested that she could come back home once she submitted her work, which she was not willing to do. Therefore, she started looking for jobs to convince her father to stay in the city. She found out that a state university was looking for part-time instructors. After her successful application, she worked at the university for a year. However, it was not an entirely pleasing experience because she did not really want to be a teacher, and she suffered from a lack of guidance and the negative attitudes of the administrators towards part-time teachers. Therefore, she applied for a full-time teaching position at the research site.

Her first years here were also not full of happy memories. She thought the workload was too high. There was an induction for new teachers, but she believed that program did not really provide them with any real benefits as it mainly focused on getting the know the campus and the facilities. On the other hand, she was happy to work with

helpful colleagues to whom she could ask any questions she wanted. She stated that currently, she has a strong enthusiasm for teaching and loves to be working at the research site.

Mentor 6

After studying in a foreign language program in a high school, Mentor 6 studied English Language and Literature at a prestigious university. During her undergraduate studies, she did not think of being involved in language teaching in any way; furthermore, she disapproved of being a language teacher after studying literature because of the distinctness of the two fields. However, when she was working on her master's studies in English Language and Literature, she needed to support herself financially, and she thought teaching English was the most straightforward way of this. When she was working with young adolescents and adult learners in a private language school, she realized that she actually enjoyed working with this age group, which encouraged her to apply for teaching positions at universities. Once she was about to complete her master's thesis, she applied for two positions at universities, one of which was at the research site. Although she failed in her other application, Mentor 6 was successful in her application to the research site, and she was employed as a full-time instructor at the university.

Mentor 6 had to go through some challenges in her initial years of teaching. For example, because she had an independent nature as an individual, she did not enjoy being told what to do in strict manners, which often caused clashes between her and the administration. She also had some challenges because of the dress code in her initial years; whereas she preferred to wear casual clothes, her administrators asked her to wear formal clothes to make her look older than she actually was. She also had some challenges at the research site, most of which concerned the procedures and policies she was supposed to adhere to and the lack of support for newly hired teachers:

> My challenges here were mostly about the system. There was no orientation for new teachers back then. We had a brief introduction on our first day, and the next day, I was asked to go to a C level (the learning module composed of the most proficient learners in the program) class. Also, we had to work until 6 p.m. in the evening. Honestly, I did not know much about teaching when I started here. Also, it was not easy to find people who could help you because

> everyone was so busy. Now, for example, one can easily talk to the department head or his assistant, but this was not the case back then. I had to deal with most of the challenges I had on my own (Mentor 6, initial interview).

She currently believes that the working conditions at the department have significantly improved and that the current administration is a lot fairer to and supportive of all instructors. Although she still believes that the workload is too high, she is entirely pleased with the other aspects of teaching at the research site.

Mentor 7

Having graduated from a teacher-training high school, Mentor 7 started studying English Language Teaching at a prestigious university. She stated that the main reason why she wanted to study English Language Teaching was the positive influences of one of her teachers at the high school as well as her mother, who was also a teacher of English. She graduated from the undergraduate program with two years of teaching experience as she had been working in an examination-oriented private language school with different learner profiles. Upon graduation, she taught for a year in a public K-12 school at her mother's will, who demanded that she work for the MoNE. However, she was not entirely pleased with working with young learners at primary and elementary levels; therefore, she decided to apply for teaching positions at universities. She started her studies in the M.A. program years after graduation. Because she was not too motivated to study English Language Teaching again, she decided to continue with Human Resources in Education.

Mentor 7 was not very happy with the administrative approach in her first years at the school, some of which, according to her, were related to her characteristics. However, in later years, she got used to working here and seeking ways to contribute more actively to the academic processes at the school. As a result, she applied for an administrative role in the department. She stated that she is very happy working at the school.

Mentor 8

Mentor 8 graduated from a teacher-training high school, where she started dreaming of being a teacher. Although her parents asked her to focus on mathematics and science

in high school, she wanted to study English. During her time in an English Language Teaching program at a prestigious university, where she also completed a minor degree in psychology, she was known as a hardworking student who took her courses very seriously. She always wanted to work at universities rather than MoNE-affiliated K-12 schools to fulfill her dreams. Right after graduation, she was accepted for a teaching position at the research site, after which she also started a master's degree in English Language Teaching at the university she graduated from.

She believes that she learned teaching at the research site because her practicum experience was not quite beneficial in terms of helping her gain experience and understand what the teaching profession was about. Because she was employed in the middle of the first trimester, she was not able to join the induction program. On her first day at school, she was asked to observe several teachers and teach her own class the next day. However, she taught the same class with two experienced partners, who helped her willingly and to a considerable extent while trying to adjust to classroom teaching for the first time in her life. She also received support from colleagues who studied with her in the same undergraduate program. She stated that she is currently pleased to be working at the research site and that she looks forward to a long career at the school.

Mentor 9

Mentor 9 completed an intensive English language program at high school and studied English Translation and Interpretation at a prestigious university. After completing her undergraduate studies, she started a master's degree in musicology, a field she was fascinated about. During her master's studies, she worked as a research assistant for three years. After completing her master's, she became involved in teaching because job opportunities in the other fields she was interested in were somewhat limited. She taught at private language schools for six years, after which she worked for one year as a part-time teacher at the research site. When the university advertised a job post for full-time teachers at the end of the term, she applied for it and was accepted.

Although she had previous teaching experience when she started here, she believed that she was not sufficiently familiar with the administrative system, and the induction

program was not very successful in helping them within this scope. However, like many other mentors, she was lucky to work with experienced and supportive colleagues, most of whom were willing to help her with any question. She believes that despite the heavy workload and high expectations from teachers, she feels comfortable in her current position.

Mentor 10

Having completed a teacher-training high school, where she became more interested in teaching as a profession, Mentor 10 started studying English Language Teaching at a prestigious university in 2004. One year after graduation, she started a master's degree in Curriculum and Instruction at the university she had graduated from, followed by a Ph.D. in the same program at a different university. Also, one year after graduation, she started working at the research site because one of her favorite teachers from high school was also teaching there. She stated that her continuous encouragement to work here was vital in convincing her to apply for a teaching position as soon as she completed her undergraduate studies. Although there was no induction program for Mentor 10's cohort, her then-teacher and now colleague helped her dearly with all the questions she had until she moved to another university later.

Mentor 10 stated that despite some negatives, such as the high workload and long academic year, she is happy to be working here because of the development perspectives of the administration that are accompanied by a research-oriented and evidence-based management mindset within the department.

4.6 Data Collection

As mentioned earlier, collecting data through multiple sources is a distinctive characteristic of qualitative inquiry (Creswell, 2013; Flick, 2014; Merriam & Tisdell, 2016; Saldana, 2011). Collecting data from multiple sources can also improve the trustworthiness of a qualitative study by providing the researcher with the opportunity to triangulate findings (Flick, 2018). In this scope, the data sources in this study included two individual interviews with mentors, observation reports that were filled before, during, and after mentors and mentees visited each other in their classes, and

the reflective papers that both the mentors and mentees filled out and sent to the facilitators during the program[8].

The first step in data collection was getting approval from the Human Subjects Ethics Committee at Middle East Technical University, which approved the use of the data collection instruments for the present study (Date: 03 January 2019; Protocol number: 2018-EGT-208). In addition, the Administrative Board at the research site also granted approval because the data to be collected included materials that were used for an in-house teacher professional development activity. Below is a description of each instrument used in this study with explanations of their role in meeting the objectives of this research study.

4.6.1 One-to-One Interviews

Interviews are the most widely used data collection method in qualitative research (Merriam & Tisdell, 2016). Patton (1990) posits that conducting interviews is a form of both art and science, and it requires skills far beyond the skills needed for routine listening and speaking activities. The interviews provide an opportunity to understand the attitudes, intentions, opinions, perceptions, and reactions of the participants and their reasons (Patton, 1987).

The two one-to-one interviews with ten mentors and ten mentees were designed as semi-structured interviews as this approach allows the researcher to ask follow-up questions or additional questions based on the participants' responses to the pre-determined interview questions (Creswell, 2013). To help participants feel at ease, they were asked if they would prefer to conduct the interviews in English or Turkish, and they took place in office rooms or classrooms where the participants could freely talk about their opinions without a threat to the confidentiality of their statements.

[8] After the outset of the study and completing the first component of the mentoring program, Mentor 6 resigned from the research site to live abroad. She did not take part in the second one-to-one interview, and Mentee 6 was not able to observe her mentor and be observed by her because she was not teaching at the school for the most part during the second component of the mentoring program. As a result, Mentor 6 and Mentee 6 were not able to complete and submit their observation reports and most of the reflective papers that concerned the second component of the program.

However, some of the final one-to-one interviews with nine mentors and ten mentees were conducted on a teleconferencing tool, Zoom. This was because the second interviews were conducted during the COVID-19-induced lockdowns, during which face-to-face meetings were impossible.

All interviews were recorded upon the consent of the participants, and the voice records were transcribed verbatim for data analysis. Also, the researcher took field notes during the interviews when the participants presented critical incidents and experiences. The participants provided some information during the interviews that could potentially reveal their identities. In such cases, such information was presented within this study upon the consent of the respective participant.

The first interviews with mentors and mentees were conducted after the first and during the second component of the mentoring program. For the interviews, each participant received an invitation via e-mail that included the informed consent form they needed to sign to indicate their full consent to participate in the present study (Appendix D). Also, they were asked about when and where they were available for their interviews, and all interviews were conducted in places and timeslots they had suggested. The content of the interviews with mentors and mentees is presented in Table 4 (Please see Appendix E and Appendix F for all questions raised ruing the first one-to-one interviews). However, it should be noted that, due to the semi-structured nature of the interviews, there were additional questions in all of the interviews that emerged.

Table 4

The scope of the questions prepared for mentors and mentees in their first one-to-one interviews

Mentors	Mentees
Educational background	Educational background
Professional background (previous teaching experience and experience at the research site)	Professional background (practicum experience and initial teaching experiences)
Their perspectives on what constitutes effective teaching	Their perspectives on what constitutes effective teaching
The challenges they had had as novice teachers	Their reason for applying to teach at the research site
Their perceptions of the working conditions at the research site	Their initial impressions of the school
Their perspectives on their involvement in professional development efforts	Their perspectives on their involvement in professional development efforts
Their reason for participation in the mentoring program	Their reason for participation in the mentoring program
Their impressions of the mentee	Their impressions of the mentor
Initial needs of the mentee	Their initial needs
Their perceptions of the pairs' experiences during the specific activities they completed in the mentoring program	Their perceptions of the pairs' experiences during the specific activities they completed in the mentoring program

Table 4 (continued)

The scope of the questions prepared for mentors and mentees in their first one-to-one interviews

The professional target that the mentee set for the second component of the mentoring program	The professional target they set for the second component of the mentoring program
Their evaluation of the mentoring program	Their evaluation of the mentoring program
Their perceptions of the benefits for mentees	Their perceptions of the benefits for mentees
Their perceptions of the benefits for mentors	Their perceptions of the benefits for mentors

The second interviews were conducted towards the middle stages of the following academic year so that the long-term benefits of the mentoring practices could be captured as perceived by mentors and mentees. The initial plan was to hold face-to-face interviews with mentors and mentees who were still in the same city and virtual interviews for mentees who had started to teach elsewhere. However, shortly after the initial arrangements for the second interviews, a national lock-down took effect in Turkey as of March 2020 due to the outbreak of the COVID-19 pandemic, removing the possibility of face-to-face interviews. Therefore, all participants were invited to take part in a virtual interview on Zoom. Similar to the first interviews, the second interviews were conducted at timeslots chosen by the participants and, considering the mentally challenging conditions of the pandemic lockdowns, they were ensured that rescheduling was always possible. Any participant who wished to reschedule their interviews were presented with additional options to choose from. As mentioned earlier, because Mentor 6 had resigned to work abroad, she was not able to complete the second part of the mentoring program and take part in the second interview. The content of the second one-to-one interview with mentors and mentees is presented in Table 5 (Please see Appendix G and Appendix H for all questions raised ruing the second one-to-one interview). However, it should be noted that most of the questions

raised during the second interviews depended on the participants' responses to the initial questions presented below. Also, I prepared specific questions for each participant after reviewing the data they had provided until their second interview (i.e., the transcript of the first interview, reflective papers, and observation reports) to raise questions about the individual experiences in the program.

Table 5

The scope of the questions prepared for mentors and mentees in their second one-to-one interviews

Mentors	**Mentees**
The professional target set by the mentee for the second component of the mentoring program	The professional target they set for the second component of the mentoring program
Point of focus during the observations	Point of focus during the observations
Areas of the feedback given to and received by the mentee	Areas of the feedback given to and received by the mentor
Impressions of the mentee during and after the observation cycle	Perceptions of the observation process
The forms and points of support offered throughout the mentoring program	The forms and points of support received throughout the mentoring program
Advice given to mentees concerning the rest of their careers	The extent to which mentees were able to implement the feedback they received
The evaluation of the mentoring program	The evaluation of the mentoring program

Table 5 (continued)

The scope of the questions prepared for mentors and mentees in their second one-to-one interviews

Long-term benefits of the mentoring program	Long-term benefits of the mentoring program
Their willingness to take part in the mentoring program again	Their willingness to take part in mentoring programs as mentors
	Their personal and professional experiences in the second year in new schools or at the research site

4.6.2 Observation Reports

As mentioned earlier, each mentee and mentor was required to visit each other in their lessons and come together during a pre-observation meeting to talk about the lesson to be visited and a post-observation meeting to discuss how the lesson went and give feedback to each other. Also, as a requirement of the mentoring program, they needed to fill in forms for each of these stages. The specific stages of mentor-mentee observations were as follows: In the second term, the mentor and mentee first got together to specify an area of teaching that the mentee thought s/he should improve. Next, the mentee visited the mentor's class to see how s/he was performing in terms of the focus area they determined and talk about the relevant practices during a post-observation meeting. Then, the mentor visited the mentee's class to see how s/he was performing in terms of the same focus area and help the mentee reflect upon relevant practices during a post-observation meeting. Both the observers and the observees filled out relevant forms for the pre-observation, observation, and post-observation sessions and submitted a copy to the PD team.

The observation reports were used in the present study to find out the professional target the mentee and mentor chose to focus on, which would put forward the area of teaching a mentee needed help with, the self-reflection of the observee, and the feedback from the observer. The information in the reports was helpful, especially in

constructing the interview questions for the second interview. However, not all participants meticulously filled in the forms and provided in-depth information regarding the stages they went through within the observation experience. In such cases, the participants were asked to give more details about the relevant processes during their second interviews. As stated earlier, because Mentor 6 and Mentee 6 were not able to observe each other, they did not have observation reports.

4.6.3 Reflective Journal

Reflective papers are commonly used in qualitative research as data collection instruments (Creswell, 2013). Paton (2012) argued that reflective journals are valuable tools for researchers as they can support participants' critical thinking skills and help them engage with higher levels of thinking concerning their experiences and their reflection on those experiences. In a study that aimed to understand how the participants developed through teamwork practices, Bashan and Holsblat (2017) stated that reflective journals played a crucial role in helping them explore the complexity of the processes the participants were involved in, identify the steps they went through the develop their collaborative skills, and investigate the sense they made of their actions, decisions, and experiences. Lastly and similarly, Ortlipp (2008, p. 703) maintained that reflective journals are valuable data collection tools as they help researchers make the participants' "experiences, opinions, thoughts, and feelings visible." She also added that reflective journals play an important role in encouraging participants' self-reflection on their experiences and encourage the researcher to explore areas that s/he may not have thought of while designing the study.

As a requirement of the mentoring program, each mentor and mentee were required to keep a reflective journal in which they reflected on their experiences in the program as they went through each stage in the two components and reflected on their experiences. The content and focus of the journals are presented in Table 6.

Table 6

The content and focus of the reflective journals

Title	Content
Checklist for mentees	A checklist for mentees that covers the areas of need that newly hired instructors had reported in previous years. The checklist aims to help mentees check the extent to which they were able to learn about some procedures, identify the areas they still need help with, and elaborate on their progress in the initial weeks.
Meeting 1 Reflection Form	The mentee and mentor will fill out separate forms after completing their first semi-structured meeting in the mentoring program. The form covers such issues as their perceptions of each other, what they learned from each other during the meeting, what they shared with each other, and questions and plans they have for the upcoming meetings.
Meeting 2 Reflection Form	The second meeting focused on what is working for mentees and what they can do to overcome the existing challenges they have. After the meeting, the pair needs to fill in the form by referring to the evidence they considered when identifying challenges and thinking of solutions to overcome them.
Meeting 3 Reflection Form	Before showing up at the final meeting in the first term, the mentor and mentee needed to write a letter to each other detailing their experiences in the mentoring program, their recommendations to each other, and their impressions throughout the program to provide food for thought for their discussion during the final meeting. In addition, the mentees were required to write an additional letter to a hypothetical future colleague to be employed at the research site in the following academic year. In this letter, they are encouraged to talk about their experiences as newly hired teachers in their first years and make recommendations to their future colleagues in this regard.

Table 6 (continued)

The content and focus of the reflective journals

My Story	Each mentee and mentor should fill in the My Story form after completing all the processes in the mentoring program, including a visit to each other's classrooms. Having completed all stages, each participant is required to reflect on their experiences and the benefits they acquired throughout the program by responding to the prompt questions. In addition, they are asked to evaluate the program and present their suggestions to make it more efficient in the following years.

4.7 Data Analysis

Conducting a research study requires careful management of data (Miles & Huberman, 1994; Tesch, 1990; Yin, 2014). All sources of data within this study were collected, recorded, filed, and saved in a systematic manner taking necessary precautions to protect the participants' sensitive and confidential data. Field notes, interviews, and observations were saved chronologically for each mentor-mentee pair. Merriam (1998) suggested that in qualitative case studies, data collection and data analysis should go hand in hand because the analysis of data might reveal new research questions for which the researcher should collect more data to address adequately. In accordance with this suggestion, the data obtained from participants in all forms were organized as soon as the data collection started. Two versions of MAXQDA (2020 and 2022) were used in storing, organizing, and the analysis of data in the present study.

The first step in data analysis was the transcription of the interview data as soon as the interviews were conducted. In order to preserve the morphological naturalness of participants' original data, the verbatim transcription approach was adopted in the present study without including special markers that are associated more commonly with discourse analysis and conversation analytic approaches, such as intonation, pauses, gaps in talk, turn taking, etc. Two participants were consulted during the transcription stage. Both consultations aimed at clarifying the sense they wanted to make through their statements rather than technical reasons that prevented understanding their speech.

Because all interviews were in Turkish, the participants' utterances had to be translated into English when necessary. In such cases, the translation of the participants' original statements adopted "an utterance-by-utterance or turn-by-turn translation" (Duff, 2007, p. 155) strategy to generate a complete account of the participants' thoughts without reducing any data and maintain a natural narrative in the English language. However, because reflective papers and observation reports were in English, they did not need translation.

The analysis of data in the present study adopted the reflexive thematic analysis approach that relies on the "researcher's reflective and thoughtful engagement with their data and their reflexive and thoughtful engagement with the analytic process" (Braun and Clarke, 2019, p. 594). In this regard, the analysis followed the six phases of thematic analysis as suggested by Braun ad Clarke (2006, p. 87):

1. Familiarization: The familiarization stage involves reviewing the data multiple times and creating notes representing how the researcher makes sense of the information provided. To this end, I read each transcript, reflective paper, and observation report by taking initial notes in the form of memos on MAXQDA. These memos helped me grasp the most apparent meanings suggested by participants and encouraged me to think about the initial codes and themes that would be generated in the subsequent steps.

2. Coding: This stage involves assigning labels to specific data segments to group them under relevant titles that reflect the meaning in each segment. In this sense, the codes were the labels that I used to make sense of the data provided by the participants as I grouped them into meaningful units. Because I designed the data collection tools in a theory-driven manner to answer the research questions, some of the codes were generated based on the content in the questions or from the theoretical frameworks adopted in the study (e.g., the benefits for mentors, the reasons for participation, adaptation into the new school (to refer to the post-border stage). Table 7 shows a sample of the codes I generated on a data segment obtained during the interviews (Please see Appendix A for the entire code system)

Table 7

Sample coding of the data

Excerpt	Codes
I was able to self-reflect on my own experiences by saying things like "I used to do this when I had the same challenge". So, instead of referring to external resources, I referred to my own experiences. What did I do when I had something like that, and what worked in cases like this? I remember talking to her about my relevant previous experience. She could benefit from my experiences because they were already tried and tested by me, so they could provide her with a quick solution. However, I also told her that every class has different dynamics and that every teacher has a different style. Therefore, I suggested that she try out her own techniques to find the answers she needed on her own.	Self-reflection Narrating previous experiences Giving advice

3. Generating[9] initial themes: This stage involves grouping all codes under conceptual themes that represent a response pattern based on the codes' meanings. In the present study, this stage started after coding all the data and involved grouping the codes under themes that broadly covered the meanings suggested in each code "to create a plausible mapping of key patterns in the data" (Clarke et al., 2015, p. 230). As was the case, in generating the codes, some of the themes were derived from the theoretical frameworks due to the theory-driven approach the present study adopted (e.g., the learning mechanisms of identification, coordination, reflection, and transformation from Akkerman and Bakker (2011b)). Table 8 shows a sample theme and the codes under it.

[9] In their original work, Braun and Clarke (2006) introduced this stage as searching for themes. However, in a later publication (Braun & Clarke, 2019, p. 593), they argued that "We now prefer the term 'generating (initial) themes' to emphasise that themes are not 'in' the data, pre-existing analysis, awaiting retrieval". Therefore, the recently suggested term of "generating" was adopted in the present study.

Table 8

A sample theme and the codes under it

Theme	Second-Level Code	First-Level Code
Benefits for Mentors	Professional Development	Self-reflection
		Learning from the mentee
		Sharing experience and knowledge
		Gaining new perspectives
		Revisiting their knowledge of ELT
		An increased sense of belonging to the school
	Personal Development	Feeling Useful
		Renewed enthusiasm
		Job satisfaction

4. Reviewing themes: This stage involves ensuring that the information embedded in each code is relevant to the pattern suggested by the other codes under each theme. In this study, this process did not necessarily follow the previous stage because the themes were constantly reviewed in all stages of theme generation. As a result, I changed the names of codes, the structuring of the themes, and theme labels throughout the study. For example, considering the feedback I received in my last Dissertation Advisory Committee meeting, I decided to review the themes I had constructed to answer the fourth research

question, a process that ended up discarding the previous themes and generating new ones.

5. Defining and naming themes: This stage involves identifying name labels for themes that can communicate the essential meaning of the pattern embedded in each theme. At this stage, I made my final decision about the names of the themes, some of which were derived from the theoretical frameworks adopted in the study and ensured that the names and definitions I suggested for each theme adequately represented the meaning I wanted to present to answer the research questions.

6. Producing the report: This stage involves producing the written report by including pieces from the data to present an engaging narrative for the reader. In this regard, I preferred to present the findings as responses to the four research questions of the study to narrate the complicated and unique stories of the participants. The findings were supported with excerpts from the participants' written or spoken data. Also, there was a deliberate effort to embed the findings in an analytic narrative that depends on the description of participants' relevant experiences and the researcher's elaboration on those descriptions based on the theoretical frameworks.

In addition to the six stages of conducting thematic analysis, the analytical facilities on MAXQDA were also utilized in the present study. In answering research question 4, which focuses on the learning mechanisms that facilitated the emergence of dialogical spaces, the code relations browser was used to explore the relationship between two different codes through the code co-occurrence model, which analyzes how frequently two codes are used in each document (i.e., interview transcripts, observation reports, and reflective journals). For example, the code co-occurrence model can analyze how frequently a specific area of need reported by mentees was present in the same document with a specific point of support offered by mentors and shed more light on the link between the two themes. Using this model helped me analyze the relationship between the themes more efficiently at an individual level for each participant based on the occurrence of the selected codes within the same data

piece provided by each participant (A. C. Karaman, personal communication, July 4, 2022).

4.8 Analytical Framework: The Boundary Crossing Framework

As mentioned in Chapter 2, this study builds on several theoretical frameworks, including Constructivism (Vygotsky, 1978), Cultural-Historical Activity Theory (Engeström, 2001), Border Theory (Anzaldua, 1987, 1991), and Thirdspace (Lefebvre, 1991; Soja, 1996). The adoption of these frameworks was due to the growing understanding that the mentoring program emerged as a third space for mentees during their boundary crossing experiences between the first (pre-service education and initial teaching) and second (teaching at the research site) activity systems. In understanding how mentees constructed new knowledge and skills within their mentoring relationships, this study utilized the Boundary Crossing Framework developed by Akkerman and Bakker (2011b).

According to the Encyclopedia of Geography, boundaries and borders are very similar in the sense that they "signify limits or discontinuities in space":

> While they are most often encountered today in their political meaning as territorial lines of division, the terms can be applied in a range of situations such as cultural (i.e., language), economic (i.e., class), or legal (i.e., property) contexts (Popescu, 2010, p. 239).

The chapter on borders and boundaries also argued that although they are commonly used interchangeably, there was a tendency to consider borders as lines of official division between political and territorial units, such as those between countries and states, and boundaries as lines of unofficial division between cultural and social groups (Popescu, 2010).

As a field of scholarly study, boundary crossing emerged as a result of the continued efforts of Engeström (1987, 1999, 2001) and Engeström et al. (1995), continued by Akkerman (2011) and Akkerman and Bakker (2011a, 2011b). This strand of research commonly focused on understanding how individuals learned during their boundary-crossing experiences across institutions, titles, ranks, and statuses.

As a scientific term, the term boundary-crossing was introduced to denote how professionals at work may need to "enter onto territory in which we are unfamiliar and, to some significant extent therefore unqualified" (Suchman, 1993, p. 25). In a similar vein, Akkerman and Bakker (2011b) maintained that learning is a crucial component of personal and professional identity development as it reduces "the distinction between what is part of me versus what is not (yet) part of me" (p. 132) through boundary crossing experiences. In this context, they made the following definition for boundaries by drawing attention to people's need for opportunities to associate themselves with and prepare themselves for what awaits them on the other side of the boundary:

> A boundary can be seen a sociocultural difference leading to discontinuity in action or interaction. Boundaries simultaneously suggest a sameness and continuity in the sense that within discontinuity two or more sites are relevant to one another in a particular way (p. 133).

As one of the first scholars to study boundary crossing as a social phenomenon, Suchman (1993) argued that transition across and interaction with different sites and domains was only possible through artifacts and tools that served as a bridge between them. Defined as boundary objects by Star (1988) and Star and Griesemer (1989), these tools play a pivotal role by not only providing access to the other side of the boundary but also providing evidence through which the experiences of the border crosser can be tracked and made sense of (Akkerman & Bakker, 2011b).

In this sense, people at the boundary, the individuals or groups who have to deal with discontinuities in their actions and interaction, are left obliged to "build bridges and partnerships between" the two worlds divided by boundaries (Fisher & Atkinson-Grosjean, 2002, p. 463). As a result, people at the boundary experience learning mechanisms both at the interpersonal and intrapersonal level as the experience of crossing boundaries requires crossers to interact not only with actors and agents involved in various other practices but also with their own selves in the form of inner dialogues that are constructed through the distinctive viewpoints they adopt throughout the crossing experience (Akkerman et al., 2006). In a similar vein, the context at the boundary refers to an in-between ground that belongs to two of the worlds at the same time. That being the case, the borderland also reflects a space

owned by neither of the worlds surrounding it. According to Akkerman and Bakker (2011b, p. 141), "this ambiguity [caused by belonging to both worlds and one at the same time] seems to cause what we call a sandwich effect for people or objects that cross and stand in between sites." This argument was supported by Yuan and Yang (2020) in a recent piece where they studied the boundary crossing experiences of teacher educators between the university setting and schools and between academic practice and vocational practice. They argued that another challenge of boundary crossing was the need to recognize and cope with the social distance, marginalization, and power differentials in the new community. Akkerman and Bakker (2011b) argued that the same ambiguity exists with the objects at the boundary that facilitate the border crossing experiences of individuals. They adopted Star and Griesemer's (1989, p. 393) argument that the objects at the boundary are "a means of translation" across different sites and stated that "… boundary objects are organic arrangements that allow different groups to work together, based on a back-and-forth movement between ill-structured use in cross-site work and well-structured use in local work". In other words, boundary objects not only facilitate the relevant border crossing experiences but also allow individuals at both ends of a boundary to cooperate in an additional space to find common solutions to the challenges they need to deal with.

In a comprehensive review of 181 studies focusing on boundary crossing experiences, Akkerman and Bakker (2011b) identified that learning at the boundary occurs through four mechanisms. In this regard, the learning mechanisms were conceptualized as learning strategies that are constructed through "new understandings, identity development, change of practices, and institutional development" (Akkerman and Bakker, 2011b, p. 142). They also argued that learning at the boundary emerges through learners' involvement in specific learning processes within the identification, coordination, reflection, and transformation stages. Akkerman and Bakker (2011b) noted that these mechanisms were neither sequential nor hierarchical, so it should not be assumed that learners at the boundary go through a learning process in the order they are presented below. Each mechanism is unique yet inherently linked with the other.

The first of these strategies is identification. It basically refers to understanding how the two activity systems that were divided by boundaries are similar and different. Identification occurs when individuals try to question and determine their core values and identities in different sites, and such questioning can provide new insights into the practice. Akkerman and Bakker (2011b) found that identification occurred in two processes. The first process of identification, othering, "occur[s] by defining one practice in light of another, delineating how it differs from the other practice" (Akkerman & Bakker, 2011b, p. 142). To illustrate, a newly beginning teacher might find great contrasts between the imaginary student profile he had expected to see as a pre-service teacher and the real student profile s/he needs to work with in a real classroom. In this case, the teacher might make sense of his/her initial teaching experience in light of how it differs from the image s/he in his/her mind that was constructed through his/her experience in the practicum and the information s/he was exposed to during his/her time in the pre-service teacher education program. The other process in identification, legitimating coexistence, occurs in the opposite direction that focuses on identifying the differences between two sides of the boundary as a consequence of their unique characteristics and identities and seeking value in the coexistence in both worlds.

The second strategy of learning at the boundary is coordination (Akkerman & Bakker, 2011b), which requires individuals on both sides of the boundary to find means and mediating artifacts that could allow them to work together effectively through dialogue. One of the processes in coordination at the boundary is a communicative connection between individuals from different spaces with their unique practices and perspectives, having developed a cooperative capacity after working with and through boundary objects owned or experienced by both parties at different timelines. For example, the practicum component in pre-service teacher education programs aims at giving teacher candidates a strong image of how it feels like to teach a classroom, helping them understand what skills they need to develop to become successful as teachers, and helping them form explicit links between the theory of teaching and learning (as they learned it as part of their pre-service teacher education) and the practice of teaching. However, the actual teaching experience in a formal education context follows a more implementary nature rather than a developmental one as the

practicing teacher is expected to reflect the skills and knowledge he acquired in a natural classroom setting. Although the two experiences differ considerably in certain aspects, they can also support each other as boundary objects. Understanding the communicative connection between the two practices representing the different sides of the boundary is crucial for establishing coordination between the two sides.

Another process in cooperation is efforts of translation between the sides of the boundary. The translation of meaning on both sides depends on the utilization of boundary objects and requires the formation or discovery of a balance in the ambiguity between the two sides. For instance, a teacher candidate needs to have developed relevant translation skills to translate what s/he learned as a pre-service teacher into the practice of teaching. In this sense, the ability to translate requires both the ability to make meaning of the relevant experiences on the intersubjective ground and understand and interpret the diverse characteristics on both sides of the boundary.

The third process in cooperation is enhancing boundary permeability, which refers to the lack of a realization of the differences between the two sides of the boundary because the interaction between the two sides emerges without any interruption. Shumate and Fulk (2004) maintained that the lack of apparent differences across the two sides of the boundary might be a result of constant engagement with the practices on both sides of the boundary or rituals that represent the two sides. In this context, a pre-service teacher who spends has his/her pre-service teaching experience at an institution with a significantly similar profile to that of the institution s/he will work at might experience coordination through enhancing boundary permeability as s/he will be crossing boundaries as a pre-service teacher and construct relevant professional identities by engaging with the practices and ritual of both sides when emerging as a teacher.

The fourth and final process in coordination is routinization, which refers to "finding procedures by means of which coordination is becoming part of automized or operational practice" (Akkerman & Bakker, 2011b, p. 144). It should be noted that although automatization through routinization is an essential indicator of coordination between the two activity systems that reside on different sides of the boundary, the boundary objects that enable this cooperation are still open for construction and

reconstruction by being "continually reinterpreted in light of meta-negotiations" (Lutters & Ackerman, 2007, p. 341). Akkerman and Bakker (2011b, p. 144) also noted that all of the processes that represent learning through coordination across boundaries emerge as a result of overcoming the boundary rather than reconstructing boundaries, "in the sense that continuity is established, facilitating future and effortless movement between different sites."

The third learning strategy at the borderland is reflection, which "emphasize[s] the role of boundary crossing in coming to realize and explicate differences between practices and thus to learn something new about their own and others' practices.". According to Akkerman and Bakker (2011b), reflection occurs in two processes. The first process, perspective making, includes both the in-depth comprehension and formulation of the perspectives and practices associated with the two activity systems at both ends of the boundary. In this regard, Noss et al. (2007) argued that facilitation interaction across activity systems by gaining new knowledge and developing new understandings about the systems through boundary objects were necessary to make accurate conclusions about the two activity systems. On the other hand, the second process, perspective taking, involves "a possibility to look at oneself through the eyes of other worlds" (Akkerman & Bakker, 2011b, p. 145). In this regard, perspective taking is similar to perspective making in the sense that there is a deliberate attempt to understand the unique conditions of the individuals on the other side of the boundary but also differs from it in that it goes beyond an understanding and additionally includes a self-reflection of the individual considering the conditions others have to deal with. Whereas the lack of efforts towards perspective making and perspective taking might lead to misunderstandings that adversely influence negotiation, interaction, and communication across activity systems (Panipucci et al., 2005), the presence of both processes within the mechanism of reflection can help enrich people's perspectives and understanding of the world, allowing individuals to enrich their own personal and professional identities as well (Akkerman & Bakker, 2011b).

The fourth and last strategy of learning at the boundary is transformation, which is associated with "profound changes in practices, potentially even the creation of a new, in-between practice, sometimes called a boundary practice" (Akkerman & Bakker,

2011b, p. 146). According to Akkerman and Bakker (2011b), transformation manifests through six characteristic processes. The first process, confrontation, is a pre-requisite for transformation; the emergence of confrontation is necessary for individuals on both ends of the boundary to consider their interrelations and unique practices in light of other practices in intersecting worlds. In other words, the presence and awareness of the differences between the two sides are necessary to realize discontinuities and initiate attempts toward negotiating meaning with members residing on the other side of the boundary. In this regard, Akkerman and Bakker (2011b) stated that the presence of confrontations after a realization of discontinuities is vital in the sense that "tensions and conflicts may represent structural contradictions within or between activity systems" (p. 147), and transformation emerges as an attempt to deal with those structural contradictions. Another process within transformation is recognizing a shared problem space, which usually emerges as a response to the confrontation experienced during boundary crossing. Akkerman and Bakker (2011b) argued that the presence of shared problem spaces is vital in recognizing how two activity systems differ and what can and needs to be done to minimize the gap, for which the use of boundary objects as mediating artifacts is necessary. In this sense, boundary objects emerge as tools, relationships, and procedures that facilitate the boundary crossing experience by offering a potentially shared motive for activity as pictured within the literature on third-generation Cultural Historical Activity Theory. Akkerman and Bakker (2011b) draw attention to the role of dialogue in recognizing a shared problem space and maintain that dialogue between individuals representing the two sides of the boundary is essential in transforming experiences and practices across boundaries.

The third process, hybridization, refers to the emergence of a unique cultural form as a result of the interaction between the practices and procedures conducted by individuals at both ends of the boundary that go beyond their respective boundaries. In the process of hybridization, it is possible that practices and procedures from one space can merge with those in the other space, but it is also possible that the practices and procedures from two spaces can come together to give rise to "a completely new practice that stands in between established practices" (Akkerman & Bakker, 2011b, p. 148).

Creating a hybrid space at the boundary through a process of hybridization usually precedes crystallization, the fourth process of transformation, which refers to embedding the hybrid practices into actual practice. This process of converting experiences into practical decisions is associated with the emergence of unique routines and procedures based on what was previously learned as a result of the experience on both ends of the boundary, which is not always a simple task due to the considerably differing cultural histories of these routines and procedures.

The other two processes that were necessary for transformation were maintaining the uniqueness of the intersecting practices and continuous joint work at the boundary. The former represents an attempt to implement and connect with the hybrid field that came into being due to the interaction between the two sides of the boundary while "also maintaining the integrity of the familiar field" (Akkerman & Bakker, 2011b, p. 149). On the other hand, the latter process is necessary to sustain the productive experiences that emerge as a result of the boundary crossing activity. In this context, continuous joint work at the boundary creates a platform in which people that represent different activity systems "discuss and work on shared problems at the boundary" and, therefore, is necessary for "finding lasting transformations" (Akkerman & Bakker, 2011b, p. 149). This argument shows that transformation is the mechanism of learning that can take an active role in the emergence of hybrid spaces in the form of "new in-between practices" (Akkerman & Bakker, 2011b, p. 150). Table 9 presents a summary of the learning mechanisms at the boundary, the processes associated with these mechanisms, and a representation of the mechanism in the literature.

Table 9

An overview of the learning mechanisms at the boundary

Dialogical learning mechanisms	Characteristic processes	Representation of the mechanism in the relevant literature
Identification	Othering	Garraway (2010) argues that although academic knowledge usually acquired in universities and professional knowledge necessary to thrive in work settings are distinctly structured in supposedly distinct communities of practice, individuals can be able to achieve successful interactions between the two domains by identifying the similarities and differences between them through boundary crossing devices.
	Legitimating coexistence	

Table 9 (continued)

An overview of the learning mechanisms at the boundary

	Communicative Connection	
Coordination	Efforts of translation	Drawing on the perceived discrepancy between knowledge in education and knowledge in vocational practice acquired by health professionals, Smeby and Vågan (2008) reveals how the knowledge from two domains can be used in coordination, adopting a boundary-crossing perspective that aims to reconceptualize the differences between theory and practice by focusing not only on challenges but also on constructive processes that might emerge as a result.
	Increasing boundary permeability	
	Routinization	

Table 9 (continued)

An overview of the learning mechanisms at the boundary

Reflection	Perspective making	Pre-service science teachers worked on cases that included exemplary teaching practices in science classrooms as part of their teaching experience course. The researchers found that in their following teaching practices, the pre-service teachers relied more on the knowledge they acquired from the cases compared with their subject-matter knowledge. They concluded that the cases served as boundary objects that encouraged reflection on how knowing a subject and teaching it differs, which provided them with a clearer understanding of the practices and realities in the worlds of practicing teachers (Yoon et al., 2006).
	Perspective taking	

Table 9 (continued)

An overview of the learning mechanisms at the boundary

	Confrontation	
Transformation	Recognizing shared problem space Hybridization Crystallization Maintaining the uniqueness of intersecting practices Continuous joint work at the boundary	The boundary-crossing experiences of newly qualified teachers were reinforced by their participation in social practices with other teachers in a collaborative environment and their involvement in professional dialogues through relationships that were built on inclusion and expansion. This process helped newly qualified teachers transform their relevant practices as they constructed new knowledge and understandings upon the knowledge and skills they had acquired within their pre-service teacher education programs (Andersson & Andersson, 2008)

4.9 Trustworthiness

Ensuring trustworthiness is an essential way of achieving methodological rigor in qualitative research, and "it is important to scrutinize the trustworthiness of every phase of the analysis process, including the preparation, organization, and reporting of results" (Elo et al., 2014, p. 1). In this scope, the present study utilized some means

suggested by Nowell et al. (2017) to establish trustworthiness in the categories put forward by Lincoln and Guba (1985) Table 10.

Table 10

The means utilized in the present study to establish trustworthiness

The Criteria for Trustworthiness (Lincoln & Guba, 1985)	**Means of Establishing Trustworthiness (Nowell et al., 2017)**
Credibility	- Prolonged engagement (Achieved as part of my insider role as the facilitator of the mentoring program) - Persistent observation (Achieved as part of my insider role as the facilitator of the mentoring program) - Data collection triangulation (Achieved by collecting data through multiple sources, at various times, and from different stakeholders) - Researcher triangulation (Not possible in most stages of the study due to its being a Ph.D. dissertation, but I received regular feedback from the advisory committee on all aspects of data collection and analysis and made changes accordingly. In addition, the study also ensured intercoder reliability, which was achieved through the reviews and suggestions of the supervisor on the codes and our discussions on the analysis process). - Peer debriefing (Achieved through conversations with other postgraduate students and colleagues with a Ph.D. in educational sciences with attention to maintaining the confidentiality of participants. Peer briefing continued in the analysis process where needed). - Member checking (Was ensured in all relevant stages to ensure the accuracy of my descriptions, interpretations, evaluations, and narrative. Also, I confirmed the accuracy of my descriptions of the participants' backgrounds and experiences by providing participants with a summary of their backgrounds and my interpretation of their experiences at the beginning of the final interview. Also, in cases where the data could provide personal details of a participant, I provided the participant with pieces of text that included my analysis and asked for their permission to use their excerpts in the analysis by pointing out the segments that could be potentially identity revealing).
Transferability	- Thick Descriptions (Thick descriptions of the participants, the research setting, and the mentoring program were offered throughout the study for the use of other sites with similar profiles that may wish to establish a similar mentoring program.)

Table 10 (continued)

The means utilized in the present study to establish trustworthiness

Dependability	- Clear and traceable documentation of the research process (All stages that concern managing the data (especially coding and analysis) within the present study were clearly explained in their entirety. I also reported on why I made certain theoretical, methodological, and analytical choices during data analysis.)
Confirmability	- Achieving credibility, transferability, and dependability
Audit Trails	- Keeping a raw record of data (All data (interview recordings, mentoring documents, observation forms) were stored both on a password-protected cloud drive and hard drive). - Keeping a reflexive journal (I kept digital and handwritten notebooks to note down field notes and critical issues that attracted my attention as I was reading the transcription and/or listening to the interview recordings).

In conclusion, this study adopted a qualitative case study design to understand the role of a mentoring program in the personal and professional development of 10 mentor-mentee pairs by collecting data through one-to-one interviews, observation reports, and reflective journals. The data were analyzed through a thematic analysis approach and using the code co-occurrence model to explore the relationship between individual codes and themes when investigating how the specific experiences of the participants in the mentoring program were interrelated. The necessary measures in terms of credibility, transferability, dependability, confirmability, and audit trails were taken to ensure the trustworthiness of the present study. The following chapter presents the findings that emerged from the data analysis.

CHAPTER 5

FINDINGS

5.0 Chapter Presentation

This chapter presents the findings of the study based on the data collected from mentors and mentees through one-to-one interviews, observation documents, and the reflective task completed within the mentoring program. The findings are presented in line with the four research questions:

- What motivates mentors and mentees to take part in a voluntary mentoring program?
- How does participation in a mentoring program contribute to the personal and professional development of mentors and mentees?
- What is the role of the mentoring program in the boundary crossing experiences of novice teachers?
- What are the professional learning strategies that facilitate the emergence of new dialogic spaces in a mentoring program?

5.1 What Motivates Mentors and Mentees to Take Part in a Voluntary Mentoring Program?

As mentioned early in the study, participation was voluntary for both mentors and mentees. Mentees needed to volunteer because they all had part-time contracts with the university administration, which did not oblige them to participate in the professional development activities in which attendance is compulsory for full-time instructors. On the other hand, participation in the program was also based on

voluntariness for full-time instructors who would serve as mentors. As might be remembered, the mentors had five options to choose from among the professional development projects offered by the department, and unlike other projects, the mentoring program was more demanding in its breadth and depth, which meant more time and effort on the mentor's part. This being the case, a clear understanding of the reasons that encouraged mentees, whose only official requirements were to teach assigned courses, and mentors, who could choose another project with significantly fewer requirements, to take part in this program is necessary, especially considering the critical role of the objectives of subjects and potentially shared objectives in an activity system based on third-generation Cultural Historical Activity Theory, which is one of the frameworks adopted in the conceptualization of the present study.

5.1.1 The Reasons That Encouraged Mentees to Take Part in the Mentoring Program

The most widely referred to reason that encouraged mentees to take part in the mentoring program was the prospect of getting support from an experienced colleague when teaching in a completely new context. Most of the mentees stated that they believed working closely with a full-time teacher who had spent enough time at the institution to gain a mastery of institutional and instructional principles would make them more comfortable as individuals and more promising as beginning teachers:

> [I wanted to join the program] because I was in a new setting. There is a new system. It was also my first year of teaching. You want to both learn new things and adjust to the institutional context. Making this progress under the guidance of another teacher who had spent years here, who knows how things work here, and who had walked through the same path before me and experienced a lot during this journey seemed like a wise decision. To me, it was like going to America with someone who had already discovered it instead of trying to discover it all over again on my own (Mentee 3, initial interview).

All of the mentees were overly pleased with the fact that they had some friends from university who were now their colleagues. They also stated that they were delighted with the helpful attitudes of academic and administrative staff starting from the first day of the induction program. Both of these facts made mentees rest assured that they always had people that they could approach with their questions. Nonetheless, they still wanted to take part in the mentoring program because they wanted to engage in

professional conversations that they did not want to be limited by their personal affairs. For example, Mentee 8, who had a sister also working in the department and who had spent one year in the department as a trainee, explained why she still wanted to take part in the mentoring despite having a substantial level of familiarity with the institution:

> I did not know how long our relationship [with my mentor] would exactly last, but I thought that I was going to have a mentor for at least one year, and I could go to her whenever I had a problem. There are many other teachers I know at the school, and I am sure they will also help me, but I thought I would be too shy to visit them too frequently and ask them many questions. Also, I did not want to make them sacrifice too much of their personal time trying to answer my many questions. However, I could go to my mentor easily and can ask if we could meet today or the next day because I have a situation (Mentee 8, initial interview).

Another commonly mentioned reason was positive attitudes to mentoring as a professional development endeavor. The mentees thought that taking part in a well-structured mentoring program could provide them with many benefits in their early careers that they could also use in the following years. In very similar manners, Mentee 1 and Mentee 7 stated that because they were in a new professional setting, they wanted to take part in the mentoring program because the content of the program sounded promising in the sense that they would closely work with an experienced teacher in a program that aims to help them both personally (by helping them adjust to the institutional principles) and professionally (through various activities that aim to improve instructional skills).

The positive role of the induction program was also referred to as an important reason that motivated mentees to take part in the mentoring program:

> I was amazed by the intensity of cooperation among teachers at the school. I thought that I could learn new things from everyone. Moreover, everyone was so willing to help us. This was so different from my previous workplace. When I learned about the mentoring program, I wanted to be a part of it because I knew I was going to benefit a lot from it. I was sure of it based on my experiences in the induction program (Mentee 1, initial interview).

Similar to Mentee 1, there were other mentees that referred to the challenges they had during their initial teaching experience in practicums or private institutions. They

mentioned that they thought the mentoring program could be a valuable direction for them so that they would not experience similar challenges again:

> I had no one holding my hand last year. There was no mentoring program designed to help us, but I always felt there was a need for it. I am in a new institution, and I need to gain familiarity with the things here. I need to learn these things from an experienced partner by observing how they work both in and out of the classroom. That is why I wanted to apply to this program, and I cannot say I have regretted it even once (Mentee 2, initial interview)

Other reasons mentioned by mentees in this regard included learning from the perspectives of other colleagues, getting advice from other colleagues about teaching practices, and engaging in a continuous learning adventure.

5.1.2 The Reasons That Encouraged Mentors to Take Part in the Mentoring Program

As mentioned earlier, the primary source of motivation mentees had when joining the mentoring program was the prospect of getting support from an experienced colleague. In a similar vein, most of the mentors wanted to take part in this program, although it was longer and more demanding compared to other professional development and learning activities offered in the institution, because they wanted to share the experience they had accumulated after years of working at the institution. For example, Mentor 10 explained why she decided to take part in the mentoring program as follows:

> [I wanted to be a mentor] because I thought about my place in this institution and the experience I have here. Although it was based on voluntariness, I thought I had a responsibility to help other people. I felt such a responsibility when I heard that this program was being offered. After all, I have been working here for years. If this needed to be done, I felt I should be one of them doing this (Mentor 10, initial interview).

Another reason mentioned by the majority of mentors was that they wanted to help new recruits because they did not want them to go through the same challenges that they had to deal with early in their careers at this institution or elsewhere:

> I still remember how I felt when I started here; how afraid I was of making mistakes. I have never forgotten having many questions but with no idea of

> who could help me with those questions. I wanted to be a mentor so that other people would not deal with the same challenges (Mentor 2, initial interview).

Most of the mentors complained that they had started teaching at the institution without an orientation program for new recruits. Therefore, they had to figure out many procedures on their own and seek help continuously from their peers and the administration. They argued that they did not find themselves in a supportive environment where novice teachers were encouraged to grow professionally. Instead, they felt like they were expected to obey a set of pre-defined rules no matter how familiar they were with those rules. For example, Mentor 1 also complained that there was not a structured support system when she started working at the institution and explained the critical role her officemate had played in her adaptation to the institution as follows:

> There was no orientation when I started here. I was asked to go to my class on my first day here. I went to the class with my purse because I did not even know if I had a place where I could leave my belongings. That made me feel both helpless and lost…I felt horrible…On my first day, they gave me an envelope with some extra materials in it and asked me to take my own materials. I did not know what to do. No one seemed willing to help…Luckily, [my roommate] had started teaching here one year before I did. She helped me with the envelope and showed me which materials belonged to my class. She was always reminding me what to do on certain dates. She was constantly checking if I was able to keep up. I later thought she was my mentor in my first year here. I was more experienced than her. I was also older, but she was my mentor (Mentor 1, final interview).

During both interviews with her, Mentor 1 stated that she was deeply influenced by the negative experiences she faced during her first year at the institution and repeatedly argued that the main reason why she wanted to take a mentor's hat was to prevent other people from being obliged to deal with the challenges on their own.

Finally, the mentors also suggested that they were attracted by the introduction of a new continuous personal and professional development activity, which was quite different from the other activities they had been participating in for the last couple of years. They believed that the difference in the content and implementation of the mentoring program could provide them with a renewed enthusiasm for professional development activities:

> Although I enjoy taking part in professional development activities, after a certain point, they feel like I am doing the same thing over and over again. I also started to think that the paperwork in the activities was getting more meaningless. I can even say that I lost my whole motivation to participate in any activity. My opinions changed when a new activity was introduced to the program. I thought it was different from the others, and I liked it. I liked the idea of helping someone else instead of doing the same activity over and over again (Mentor 1, initial interview).

Figure 6 summarizes the reasons that encouraged mentors and mentees to participate in the mentoring program.

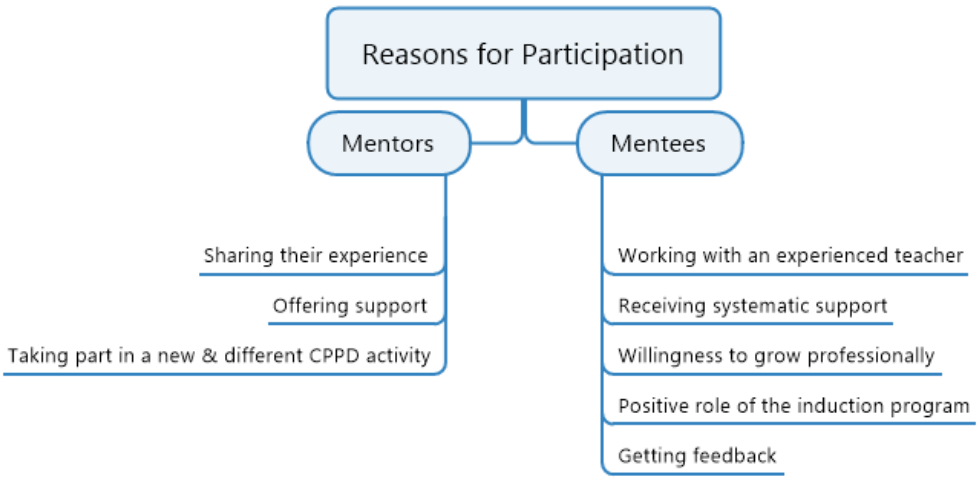


Figure 6

The reasons that encouraged mentors and mentees to participate in the program

5.2 How Does Participation in a Mentoring Program Contribute to the Personal and Professional Development of Mentors and Mentees?

As mentioned earlier, mentors and mentees benefited from the mentoring process in unique ways that were closely linked to their goals when entering the program as well as how they approached the processes within the program.

5.2.1 The Benefits the Mentees Obtained Through Their Participation in the Mentoring Program

The findings showed that the mentees enjoyed immense satisfaction with various aspects of the mentoring program, touching upon both personal and professional issues. There were three categories that emerged as reflective of the benefits mentees experienced within the mentoring program: personal and professional development, a growing understanding of institutional procedures, and a mastery of instructional procedures (Figure 7).

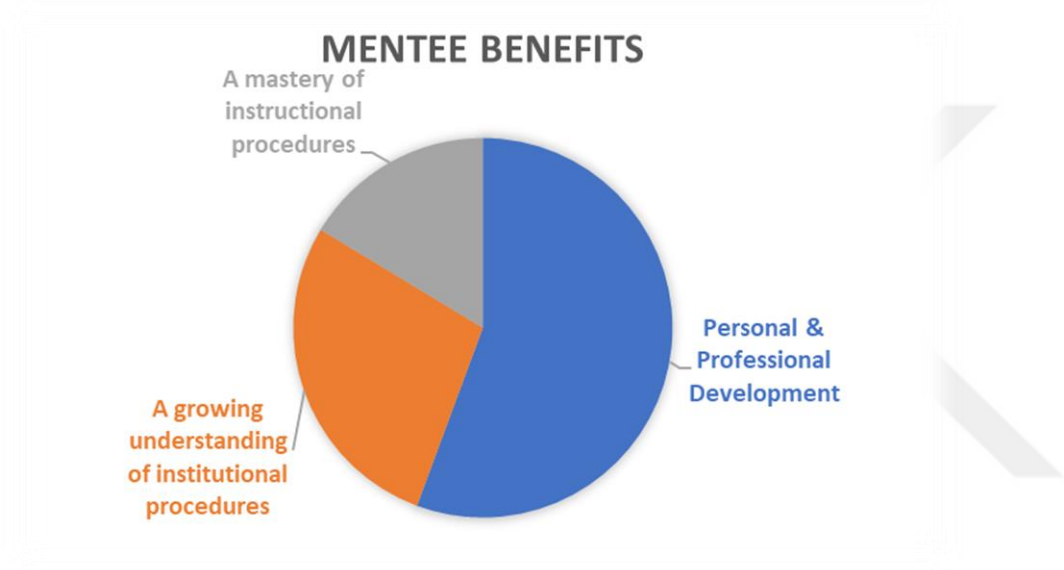


Figure 7

The perceived benefits for the mentees in the mentoring program

For mentees, the area in which they experienced a greater number of benefits were personal and professional development as they referred to instances of learning with an experienced peer at the school, a sense of well-being that emerged as a consequence of the mentoring relationship, and increased self-confidence. On the other hand, the area that mentors touched upon the most concerning the benefits the mentees obtained within the mentoring program was their adaptation to institutional procedures. Figure 8 demonstrates how mentors and mentees thought about the benefits obtained by the mentees.

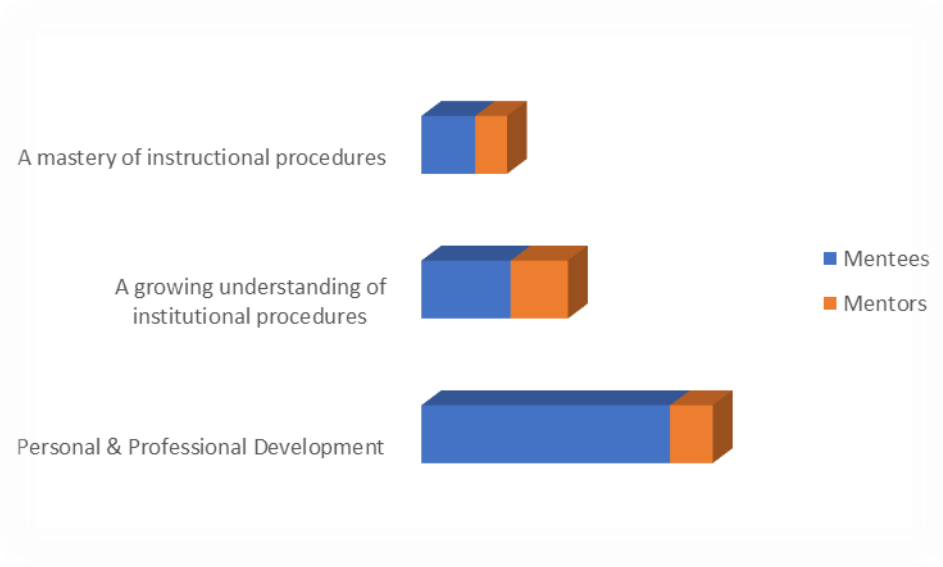


Figure 8

The benefits the mentees obtained in the mentoring program, according to the remarks of the mentors and mentees

5.2.1.1 The Perceived Benefits for Mentees in Terms of Personal and Professional Development

The mentees stated that their experience in the mentoring program played a key role in presenting opportunities for personal and professional growth in their first years at a higher education institution. The benefits in the category of personal and professional development were grouped under three sub-categories as learning with an experienced peer, a sense of wellbeing at school, and increased self-confidence.

Learning with an experienced peer

The findings revealed that the mentoring program provided mentees with invaluable opportunities to learn with experienced teachers. The learning experience unfolded as mentees completed the tasks in the program and exchanged ideas, insights, and perspectives with their mentors during mentoring conversations. It was also found that the learning within pairs did not emerge in a static form in which knowledge was transferred from the more experienced peer to the novice. Instead, the learning experiences were constructed as both pairs undertook an active role within a mentoring

relationship as they made sense of their experiences as teachers and individuals. The specific activities and paths that were associated with subsequent personal and professional development included self-reflection on teaching practices, a mutual sharing of ideas and experiences, and a growing understanding of the classroom as not only a physical but also a social space, observations, and feelings of initial success.

According to the mentees, one of the most useful aspects they associated with their participation in the mentoring program was the numerous opportunities they had for self-reflection. More specifically, they stated that they were able to think critically about their journeys of teaching and their identities as teachers during and after their conversations with their mentors. For example, Mentee 10 mentioned that the feedback she received from her mentor about her classroom decisions was influential not only in helping her interpret the consequence of her actions but also in encouraging her to adopt a third lens through which she observed her actions while she was teaching in the classroom. In a similar manner, Mentee 9 stated that her conversations with the mentor helped her both broadened her own horizon concerning teaching actions and helped her adopt a critical perspective when making sense of her actions and decisions in the classroom. She also mentioned that the opportunity to observe how a slightly more experienced colleague approached the issues she was concerned about helped her with what she called "the institutional perspective and the adventure of embracing it" (Mentee 9, initial interview). Mentee 6 also referred to similar insights regarding the opportunities she had for self-reflection on her professional affairs. She argued that the whole process was beneficial in the sense that she had a more accurate understanding of her "strengths and weaknesses" (Mentee 6, reflective journal – letter to a future colleague). She also added that she benefited a lot from her self-reflections, and whenever she left a class she was not entirely happy about, she questioned if the reason was her actions and decisions in the class. Finally, Mentee 4 stated that the mentoring program was designed so that the mentees were constantly encouraged to self-reflect on their own practices and decisions:

> We always needed to ask ourselves questions, such as "how are things going," "what is challenging us," and "what are we good at." I kind of got used to asking and answering such questions about my own practices. Even when I am not with my mentor anymore, I still ask these questions to myself. It gave me

> a habit of questioning my own decisions as a teacher (Mentee 4, final interview).

The findings showed that another useful aspect of the mentoring program was that they were able to engage in personal and professional conversations with their mentors as they were exchanging ideas with an experienced peer. For example, Mentee 9 stated that her conversations with her mentor were crucial in encouraging her to focus on solving problems, which became possible as she was able to "speak [her] mind in whole" (Mentee 9, Reflective Journal – Letter to a future Colleague). This exchange of ideas, which took place within an open and direct relationship, helped her release the tension and accomplish in the face of problematic situations. On the other hand, Mentee 5 mentioned a significant incident in which she had found her mentee's support to be very helpful. More importantly, she argued that it would not have been possible to have the same conversation with her roommates because the issues were specific incidents in the classroom that required a careful understanding of the specific classroom context as well as the profiles of students and the teacher, with all of which the mentor was familiar as a result of their previous conversations and correspondence. Lastly, Mentee 1 stated that their exchange of ideas and experiences during mentoring conversations helped her realize that she had many things in common with her mentor, which made her feel both comfortable and powerful at the school. She also thanked her mentor for this openly in a letter she wrote for her:

> So, I openly shared my concerns about my classes, and you gave lots of advice about these issues gladly. They were not brined answers; you really tried to help me with the problems about my classroom management or creating a more effective learning environment (which is pretty important for me) … In this way, I started to become one of you and feel less strange (Mentee 1, Reflective Journal – Letter to Mentor).

Another benefit associated with mentees that related to personal and professional development was that they grew more aware of their classrooms in terms of student profile, classroom practices and policies, and responding to specific student behaviors. In this regard, Mentee 10 stated that although she had some teaching experience in her first year of teaching at a private K-12 school and the practice teaching period, this was her first year at a university, and she quite often had challenges with the student profile at a university. She stated that one of the most helpful things about the

mentoring program was that through her mentor's advice, she became more used to the student profile at the institution and had a better idea of how to approach the students by adopting some of the tips and tricks suggested by her mentor. Mentee 9 wrote about how she benefitted from the mentor's advice in terms of managing the classroom as follows:

> The most important sharing for me was about the attitudinal perspectives. We all agree on the importance of intimacy. But [my mentor] showed me the danger of the excessiveness of intimacy and its possible consequences. I evaluate my degree of intimacy in my classrooms, and I believe that it will create a more balanced relationship with my students (Mentee 9, Reflective Journal – Meeting 1 Reflection Form).

In addition, Mentee 4 stated that she felt a lot more comfortable in the classroom as she got more aware of the precautions she could take and the decisions she could make if she were to act when things went wrong. She attributed her growing confidence to the conversations she had made with her mentor regarding issues that can go wrong in the classroom, during which the mentor mentioned a lot of incidents he had found himself dealing with in his eight years at the school.

The other benefits mentioned by the mentees when explaining how useful the mentoring program was for their personal and professional development were as follows:

- Observing an experienced colleague: Some mentees believed that observing an experienced colleague was "the most efficient and important component of the mentoring program" (Mentee 2, Final interview). They argued that visiting their mentors in classrooms helped them get to know who their mentors were both as teachers and individuals. Also, they had a better picture of how an experienced teacher acts in the classroom and could find answers to the questions in their minds concerning "what an experienced teacher might do differently, what she can do in addition that a novice teacher may not, how she covers a certain subject in the class" (Mentee 3, final interview).

- Receiving feedback from an experienced colleague: As mentees got more comfortable with approaching their mentors about the questions and concerns they had regarding the practices and procedures at the school, they got more willing to demand

feedback about how they were doing what they were doing. The areas of support and feedback in this scope included official paperwork, such as entering test grades and absenteeism records, co-grading portfolio assignments to ensure that the mentee has a sufficient grasp of the relevant procedures, and in-class practices. Moreover, one mentee stated that because he was used to working with a peer during his time in the undergraduate teacher education program, he had gotten used to working with another peer and getting their feedback on issues that concerned teacher professional development. Therefore, he thought the mentoring program was very valuable in the sense that it provided him with a peer that he wanted to have to guide him on "what [he] could do in the classroom in certain situations and what [he] need[s] to build on to develop as a teacher" (Mentee 3, initial interview).

- A feeling of initial success: Another benefit of the mentoring program perceived by the mentees was the subsequent feeling of initial achievement in teaching. According to some mentors, the support they had from their mentors "made [their] first teaching experience more rewarding and fruitful" (Mentee 6, Reflective journal – Letter to the mentor). In addition, Mentee 10 argued that the reason why she was ranked among the teachers with the highest score on the in-house teacher evaluation scheme in her first term at the school was that she engaged in an intensive process of "finding proper ways of addressing the challenges she observed in her classes" which "obviously helped with the high score [she] had" in the class where she thought her performance as a teacher was of lower quality compared to the other class she was teaching (Mentee 10, initial interview).

- Applying theory into practice: Some mentees believed that the mentoring program helped them reach a better understanding of the theoretical foundations of language teaching that they had learned as part of their undergraduate training at universities, as they were able to implement some of the theory-based implications in their classes. For example, Mentee 4 suggested that although they were heavily involved in micro-teaching sessions at the university she studied, where she would act as the teacher and her classmates as students, "it never reflected what happens in a real classroom" (Mentee 4, final interview). She argued that she was able to discuss how the theories of learning and teaching could work in a real classroom with her mentor

and thought that those conversations were influential in making her better informed about what decisions she could make about her teaching practices as well as how she could make them.

The mentors also observed mentee benefits in terms of personal and professional development that they linked with the mentees' participation in the mentoring program. Similar to the findings among the mentees, the benefits referred to by the mentors were also grouped in categories of a sense of well-being at school, increased self-confidence, and learning with an experienced peer, although the frequencies by which they were presented by mentors were somewhat different from those presented by the mentees themselves.

To begin with, the mentors most often referred to a sense of well-being emerging after the mentees' participation in the mentoring program. All mentors argued that they had perceived the mentees they worked with to be feeling more comfortable at the school as the relationship between them got more intimate, and they felt less hesitant to seek support with their concerns. In this context, Mentor 7 argued that her mentee was able to develop as a person as much as she did as a practitioner:

> She did not develop only as a teacher. She clearly stated that she felt a lot more comfortable with how things work at the school. For example, at the beginning of the term, she was concerned that she was teaching two separate classes that were at different teaching levels, which was making it difficult for her to set a balance and change her teaching practices according to their respective levels. She later stated that she no longer had that problem, thanks to our conversations. I also noticed that although she needed to consult with another experienced teacher or me when she was marking papers, she did not even ask one question to anyone around. I think she gained a lot of autonomy when we were working together. I think the mentoring relationship was as important as her individual efforts in maintaining such mastery (Mentor 7, final interview).

Similarly, Mentor 5 mentioned that although her mentee had many questions and concerns in her first weeks at the school, she was able to grow as a teacher and start to act like an experienced teacher towards the end of the year:

> When I visited her in her class, I did not see someone who was shy or hesitant in the classroom like many novice teachers are. It was not like she was a quiet teacher afraid of taking the initiative and making decisions. She was completely present in the classroom and acted as if she had been teaching for years. After entering the classroom, she made jokes that made students laugh.

> It was like any classroom taught by an experienced teacher here (Mentor 5, final interview).

According to Mentor 5, her mentee had many questions that, at times, led her to question her own capacity and skills as a teacher. However, as they talked about how things work in the department and what some kinds of attitudes that had been traditionally adopted by students are, she started to feel more comfortable. In other words, what relieved her was to see from her mentor's eyes that the problems and challenges she was dealing with had been around for years, and she felt a lot more comfortable as she found answers to all the questions she had concerning the instructional and institutional procedures. Lastly, Mentor 2 argued that although her mentee was more likely to adopt a reserved attitude during their initial meetings, he became more sincere with the issues he wanted to talk about in subsequent meetings:

> Professionally speaking, I had the chance to observe your growth thanks to our project and witnessed you breaking down your walls and being able to talk openly about the issues you had in your classes, which requires a great deal of self-confidence and courage. I hope realizing that we all have similar issues in our classes and that you are not alone comforts you (Mentor 2, Reflective journal – Letter to mentee).

A sense of well-being at the school

One other benefit of the mentoring program the mentees related to their personal and professional development was the sense of well-being they felt thanks to the mentoring program. According to the mentors, this sense of well-being emerged mostly due to the presence of a trusted colleague to whom they could approach with the many questions they had concerning the teaching practices and institutional procedures. All mentees stated that they had detailed answers to their questions whenever there was a question they needed help with. Mentee 2 argued that he was able to ask not only teaching-related but also procedural questions "that anyone could answer," but he thought asking those to his mentor was a lot more "practical and convenient" (Mentee 2, initial interview). In addition, according to Mentee 3, "having someone experienced to approach whenever [he] encountered an unexpected challenge was a critical value of the mentoring program, especially for the novice teachers" (Mentee 3, final interview). Lastly, Mentee 8 stated that the mentoring program turned into a

"professional therapy" for her in addition to providing many benefits to her as a teacher:

> When I talked to my mentor about a problem I had, she usually told me how she had dealt with a similar issue and gave me practical solutions about what I could do. I felt like we were two friends with the same job and talking about the problems they had as part of their jobs. This made me feel good at a personal level. It was like professional therapy (Mentee 8, final interview).

Another benefit that contributed to a sense of well-being was the increased sense of belonging to the school that was provided by the mentees' participation in the mentoring program. According to Mentee 1, this feeling was expected as a result of working at "one of the greatest workplaces [in the city] that makes you feel like you are one of their own from the very beginning" (Mentee 1, Reflective journal – Letter to a future colleague). In addition, Mentee 4 stated that she was able to "feel a sense of belonging to the school only after teaching for a term thanks to the induction program and [her mentor]" (Mentee 4, initial interview). She believed that the opportunity to ask any questions whenever she had them was quite relieving for her as a new teacher at the school. Moreover, according to Mentee 6, this sense of belonging emerged not only as a result of their supportive interaction with the mentors but also as they had a deeper grasp of the procedures and policies at the school:

> When students asked me questions about the course or the proficiency test in my first weeks here, I was not able to respond, and it made me feel bad. I asked my mentor about those questions and became knowledgeable about such procedures. I felt like a part of this institution. It felt like I was more professional and belonged here (Mentee 6, final interview).

In addition, one of the mentors commented that the reason behind the different attitudes of newly recruited teachers in terms of developing a sense of belonging in the following years (after this study) was the mentoring program. She stated that almost all newly recruited teachers took part in the mentoring program in the given academic year; however, there were no mentees with a part-time contract in the following years. She argued that because the part-time teachers recruited in the following years never took part in the mentoring program, they were never able to develop a real sense of belonging to the school, and they were like "people coming to teach and get their money in exchange" (Mentor 3, final interview).

Finally, some mentees stated that one of the reasons that encouraged them to take part in a voluntary mentoring program was not to be left behind, and the program was highly successful in making them feel "part of the family here at [the institution]" (Mentee 3, Reflective journal – Letter to a future colleague) and "members of a group that was not left behind" (Mentee 2, final interview).

Another perception that gave mentees a state of peace of mind was seeing their mentors had gone through remarkably similar challenges when they were novice teachers some years ago. For example, Mentee 6 pointed out that she was often questioning her own decisions and actions in the classroom, wondering "if she was the only teacher to have such challenges." She stated that her mentor played a vital role in helping her get rid of such hesitations as she understood from their conversations that many teachers, including her mentor, "had to deal with similar challenges, so they were normal" (Mentee 6, final interview). She also argued that her mentor's support was effective in not only understanding others had similar challenges but also responding to those challenges as she was "informed by a person who [had] tried these solutions and [come] up with good results" (Mentee 6, Reflective Journal – Meeting 1 Reflection Form".

The last feeling that gave rise to a state of well-being among mentees was the feeling of not being alone. According to Mentee 3, as they developed a sense of belonging to the school, they understood that they were not alone, which played a key role in reducing the amount of stress and anxiety they had to cope with. In a similar manner, Mentee 2 stated that he and his mentor were doing many activities together, which helped him see through the experienced she had accumulated over the years and get constructive feedback on what he did as a novice teacher. Ultimately, the whole process of collaboration and mutual support under a mentoring scheme made him enjoy the company of an experienced colleague and find out many things that he had not known about previously.

Mentors also observed some benefits that made mentees feel more comfortable in their first year at the school. For example, during an interview, Mentor 3 mentioned that although the teacher she worked with displayed signs of anxiety and hesitation, he became a lot more comfortable with taking the liberty of making his own decisions

and reflecting on their consequences, especially as he began to realize that his mentor had gone through very similar experiences as a young teacher. Another mentor argued that she worked on practical tips to suggest to the mentee she worked with. She mentioned that she had benefitted from such tips as a novice teacher and believed that they played a vital role in making the mentee more comfortable in her first year at the school:

> In my first years, we worked with [a PD facilitator who used to work at the school]. She was responsible for our induction program. The most beneficial thing we did during the program was the practical activities she presented during the program. These activities were take-and-use activities that we could easily implement in our classes. You can, of course, work towards enriching the vision of a young teacher, but I will it should be a concern in the long run. However, suggesting practical activities that could positively contribute to her teaching experience might benefit her more in her first year. In our talks, she mentioned that she found them to be really useful and made her a lot more comfortable in the classroom (Mentor 7, final interview).

Some mentors also believed that the mentees benefitted from the mentoring program as they experienced a boost in their sense of belonging to the school community. Mentor 2 mentioned that her mentee started to stay at school for a couple of hours although his classes were over so that he could meet with his mentor to talk about his teaching experience at the school. She believed that this was a clear sense of belonging to the school because the mentee was taking part in a professional development activity when he was not forced to and waiting until late hours when he could enjoy the comfort of his house like many other teachers did. In another instance, Mentor 1 explained how the mentee she worked with had developed a sense of belonging that made her "one of us" as follows:

> Well, after nearly three months, you have certainly become one of us by teaching with us, marking with us, invigilating with us, attending the meetings with us, in short, sharing with us. You have been learning about the culture and unwritten rules of this department, and this mainly makes you one of us (Mentor 1, Reflective Journal – Letter to the mentee).

According to the mentors, the mentees also experienced certain benefits in terms of personal and professional development as they felt more valued as a part of the mentoring program despite their status as part-time teachers and quickly adopted the disciplined approach at the school.

Increased self-confidence

The third and final category of benefit associated with the mentoring program as part of the benefits concerning the personal and professional development of the mentees was the increased sense of self-confidence among novice teachers. Based on the statements of mentees, the increase in their self-confidence appeared as they decided to make decisions after being encouraged by their mentors. For example, Mentee 10 suggested that starting from their initial meetings in the year, her mentor had encouraged her to apply for master's programs because she needed to have a graduate degree to obtain a full-time position as a teacher of English at a university. The encouragement from the mentor started to flow as the mentee decided to consult her mentor about the possibility of an application. After the initial talk, the mentor continued to put this issue forward on their agenda whenever they met. Towards the end of the term, the mentee decided to apply for a degree at a reputable university and thanked her mentor for her continuous support and encouragement in the letter she wrote for her:

> … you were the first person to whom I mentioned my interest in [a master's program at a reputable university], and you encouraged me to research it. Now I am about to apply there, and this can be the beginning of an important step in my education (Mentee 10, Reflective Journal – Letter to the mentor).

In a similar manner, Mentee 1 also stated that the continuous encouragement from her mentor and her repeated remarks on the importance of obtaining a master's degree motivated her to undertake a similar journey. She also argued that the conversations she had with her mentor convinced her that she possessed the necessary qualities and capacity needed to pursue a graduate degree, which seemed to be a common activity among the teaching staff in the department.

An increase in self-confidence was also evident as the mentees started to feel increased amounts of motivation and job satisfaction as their decisions were approved by their mentors. For example, Mentee 2 mentioned that he felt quite pleased and confident when his mentor asked him about the details of an activity he had used during a session observed by the mentor. He referred to this incident as a proud moment in which a

more experienced colleague showed genuine interest in his decisions as a novice teacher.

The analysis of data also revealed mentees linked the increase in their self-confidence as novice teachers to some mentoring practices and conversations that encouraged them to take actions to deal with the challenges they encountered by referring to their previous learnings and experiences as pre-service teachers. One of the mentees suggested that although she had graduated from one of the most reputable teacher education schools in the country, she felt completely insecure and afraid in her early days in the profession. However, her conversations with her mentee were sufficient to convince her that she possessed a considerable amount of knowledge about the theory of teaching and learning languages and that her task then would be to find out how that theory reflects on the everyday practice of language learning and teaching. This remark helped her realize her own capabilities and encouraged her to be more active in the decision-making processes related to her classes. Another benefit that was assessed in relation to an increase in self-confidence was having a clearer idea of the extent and nature of the relationship to be developed among teachers and students. One of the mentees argued that her conversations with her mentor helped her realize she had developed a kind of relationship with her students that was too intimate for a teacher-student relationship. She argued that she was behaving that way to avoid being a strict teacher and that she genuinely wanted to take care of her students in both personal and professional domains. However, through the reflective sessions with her mentor, she decided to "file [her] feelings of excessive sincerity with the students" (Mentee 9, initial interview), which proved to be very useful for her as a teacher.

Similar to mentees, the mentors were also under the impression that the mentoring program was beneficial for their new colleagues in that they completed the program as individuals who were more confident in their personal and professional skills. Almost all mentors referred to specific instances that displayed a significant increase in mentees' self-confidence. In her letter to her mentee, Mentor 7 talked about how the mentee moved from her initial anxiety to a more self-confident position in marking assignments as follows:

> Another memorable growth I can share with you is about the marking process. In the first marking session, you needed to consult your mentor, understandably, a few times. However, because of a clash in our schedules, when you had to mark some papers alone in our office, it seemed that you have been quite autonomous in this job (Mentor 7, Reflective Journal – Letter to Your Mentee).

Some mentors also mentioned that the mentees they worked with became more aware of their own practices and decisions as novice teachers. For example, Mentor 3 argued that the reason why her mentee became a lot more self-confident after spending one term at the school was that through their mentoring conversations, the mentee became more knowledgeable about issues like who is responsible for what in the school, what the learner profile is like, and what the teaching objectives are in specific courses, all of which went beyond the usual duties such as marking assignments and the flow of the classes in contact hours. According to other mentors, the increase in mentees' self-confidence was linked to the encouragement they received to try out innovative teaching techniques, their growing understanding of their own limits and strengths as newly qualified professionals, and developing a genuine enthusiasm for teaching that followed the appreciation of their teaching styles by their mentors.

5.2.1.2 The Perceived Benefits for Mentees in Terms of Understanding Institutional Principles

Another benefit for mentees associated with participation in the mentoring program was found to be a growing understanding of institutional principles. The analysis of the data from the mentees revealed that through mentoring practices and the conversations they held with their mentors, they were able to develop an understanding of institutional procedures and principles. According to the remarks of the mentees, this mastery later paved the way for their adaptation to the school community and made them feel welcome and comfortable in an entirely new culture. The comments of the mentors concerning the benefits mentees obtained in this category were in parallel to those of the mentees. According to the mentors, the mentoring program played a critical role in mentees' adaptation into the school community at both individual and professional levels, which was most evident in their increased competence in assessment-oriented tasks, such as taking part in speaking juries, exam invigilation, and marking sessions. They also indicated that the support they received

from their mentors helped them develop a growing understanding of what works in the school. This was supported further as they gained more familiarity with the courses, especially thanks to the peer observation cycles the pairs conducted in the second part of the mentoring program.

Mastery of procedures

One of the most significant areas of improvement in the category of developing a growing understanding of institutional practices was achieving mastery of institutional procedures. These procedures included procedures related to the examinations (giving instructions for tests, invigilating examinations, marking students' written tests, giving feedback after exam sessions, writing assessment and performance reports speaking juries, managing portfolio assignments, being able to respond to students' questions about examinations), teaching (understanding the principles and procedures in the courses offered in different teaching programs within the department, understanding the educational philosophy of the department), and institutional regulations (taking attendance, registering attendance and score reports in the student information system, taking part in Weekly Regular Coordination Meetings, informing students about and helping them with the institutional policies and regulations that govern students' official affairs with the university).

The most frequently mentioned procedure in adjusting to which the mentoring program played a key role was the procedures related to examinations. Because the educational system at the research site depends heavily on high-stakes examinations, most mentees felt worried about the many testing and evaluation procedures they needed to master as teachers in the department. Therefore, all mentees talked about the various testing and evaluation assignments with their mentors to varying extents. Whereas some mentees acted more independent by only learning about the official policies concerning these assignments, others preferred to meet with their mentors in demo sessions during which they cooperated with their mentors to find out individual suggestions and strategies that had been being benefitted from in dealing with their testing and evaluation duties. For example, Mentee 8 explained how she was relieved after the comments of her mentor during her first marking duty:

> It was my first ever marking session. Luckily, I was paired with [Mentor 8]. I realized that I was going very slow because I wanted to pay attention to every detail, but because she was used to the marking procedures and had been marking for almost a decade, she was a lot faster than me. However, she waited until 18.00 in the evening to make sure that she was always there if I needed to ask a question to her. She said she did not have anything urgent and that it was absolutely normal that I was grading papers slowly because it was my first time. She explained every question I asked her in detail and showed me how she decides in certain situations by referring to the specific instances in the papers I was grading. She was of huge help (Mentee 7, initial interview).

Similar to Mentee 8, other mentees applauded the school's decision to pair them with their mentors as long as such an arrangement was possible during marking sessions and speaking juries. They believed that it made them feel a lot more comfortable in what they had considered being one of the most challenging tasks ahead. For example, Mentee 7 explained how she developed from a nervous marker into an expert marker with help from her mentor as follows:

> … some of the things I was most concerned with at the beginning of this term were the marking sessions and speaking juries. Yet, it was lucky for me to have my mentor when I first had to grade papers. I felt really good about being with my mentor, and I was comfortable asking questions. [Mentor 7], you really helped me to understand the system and gave me confidence that I was on the right track. When I worked with other instructors for subsequent assignments, I was happy to find out that my judgments were pretty close to theirs. By the end of the term, I have become a marker that is more confident and autonomous (Mentee 7, Reflective Journal – Letter to Your Mentor).

In her letter to a future colleague, Mentee 7 referred to her mentoring experiences as playing a pivotal role in building trust between her students and herself. She believed that the preparations she made before her classes and the recommendations from her mentor helped her have a clear idea of what was going on not only inside the classes but also in students' minds because the students were asking a lot of questions about the exams, their effect on the cumulative grade average, and portfolio assignments, all of which had a critical role in their passing the preparatory school and starting to study in their major programs at the undergraduate level.

The mentees also stated that they were able to ask all the questions they had concerning examination procedures to their mentors and that receiving information about those

procedures helped them both with their mastery of the procedures at the school and developed a sense of belonging to the school community:

> Working with someone experienced was a big luck for me. I was able to ask all the questions I had to [Mentor 6] when I was still getting to know about the school. She made me feel I was also a part of this school. For example, the students were asking me a lot of questions about the final proficiency examination, and I felt really uncomfortable when I was not able to respond to their questions in full detail. But, when I asked [Mentor 6] about those questions and when I shared the information I received from her with my students, I felt like I was also a part of the institution. It made me feel more professional and more motivated (Mentee 6, final interview).

In addition to the procedures related to examination, the mentees also learned about instructional procedures that governed their teaching decisions. For example, Mentee 8 stated that as a novice teacher, she felt nervous when she learned that she was going to teach both in the preparatory program and the undergraduate English courses program, which aims to equip students who completed the preparatory program with academic and professional skills at the upper-intermediate level. She felt suitably prepared for the preparatory program, but she did not feel entirely sure whether she was up for the challenge when it came to teaching classes in undergraduate courses. However, working with a mentor who had been teaching those classes for years made her job a lot easier and less stressful. In a similar vein, Mentee 4 stated that her mentor's efforts were influential in helping her understand how the educational philosophy adopted by the department administration reflects the administrative and instructional implementations.

Finally, there were a high number of institutional procedures for which the mentees received constructive support from their mentors. The majority of the mentees thought that it would have still been possible to learn about the institutional procedures such as taking attendance and registering attendance and score reports in the student information system on their own because this was one of the essential tasks they were responsible for. However, they all agreed that having an experienced colleague who could show them how to perform a certain function on the system during their first attempt and answer their questions that might emerge in subsequent attempts made the learning curve a lot simpler for them. In both interviews, Mentee 2 suggested that he was initially worried about the high number of services they needed to use for a variety

of institutional procedures but that he felt overly lucky to have someone to guide him along with the relevant processes. Similarly, Mentee 5 mentioned that she always needed support from other teachers, including her officemates and friends she knew from the university they graduated from, to get confirmation about these procedures. She believed that both her mentor and other teachers contributed a lot to her adaptation to the institutional procedures.

The mentors also believed that the mentoring program was an invaluable opportunity for the mentees in their developing a mastery of the many institutional procedures that were, at times, as critical as their academic duties. Based on their remarks, the area of institutional procedures with which the mentees needed the greatest amount of support concerned the procedures related to examinations. To illustrate, in her letter to the mentee she worked with, Mentor 3 wrote the following sentence: "However, rarely did I see your confusion and anxiety, except during the marking process 😊[10]." This sentence in the letter meant that although the mentee was able to develop mastery in most of the institutional procedures, he was still hesitant about the marking assignments. Mentor 3 also mentioned that she believed her mentee had a better start compared to her first term in the department, a period that is characterized by a strong unfamiliarity with institutional procedures and a lack of sufficient support from the administration.

In this regard, the support from mentors in helping mentees develop a mastery of testing and evaluation procedures was usually in the form of showing a strong presence when the mentees had questions about these procedures. In the below excerpt, Mentor 6 explains how she sacrificed her own time to ensure that her mentee had a comfortable experience in her first marking duty:

> I think marking papers together was a fantastic opportunity for her. I have always believed that our marking procedures have been complicated for newcomers. Therefore, I suggested to her that we go to the marking room earlier than the meeting time so that I could explain each and every step in sufficient detail. After the session started, we graded one paper together. She said it was incredibly useful for her, and I had the same impression… I told her that she could ask me any question she had. I have seen it with my very eyes

[10] The emoticon was used by the participant herself.

> that she felt a lot more comfortable knowing that I was there to help her with any issues she might have (Mentor 6, initial interview).

Adaptation

The analysis revealed that developing a mastery of institutional procedures was one of the milestones for their adaptation into the school community. Mentee 10 believed that taking part in the mentoring program was a good decision for her, although she did not have to participate in the program because she felt like the program was designed considering their needs as first-year teachers and to ensure their adaptation to the school:

> During our initial conversations, my mentor gave me useful answers. There were a lot of questions in my mind. She also gave me some answers even before those issues popped up as questions in my mind. That is why I have never seen the mentoring program as an extra burden. It helped me a lot with my adaptation here (Mentee 10, initial interview).

In a similar vein, Mentee 8 stated that she had learned more than she had imagined and that her early mastery of procedures eased her adaptation to a new professional culture:

> Now, at the end of the term, I feel that it has been a term that is really useful for me. Even though it has been about four months since the term started, I feel like it has been more than four months in terms of the things I have learned. And I know that it would not be the same if it was not for you (Mentee 8, Reflective Journal – Letter to Your Mentor).

In one of her entries in the reflective journal, Mentee 8 also mentioned that her mentor gave answers not only to the questions she asked her but also to the possible questions she might have in the following weeks. She also mentioned that their meetings did not have a formal atmosphere, which made her feel at ease and not hesitant to ask questions, some of which touched upon individual strategies in terms of teaching techniques and classroom management.

In addition, although she had taught at a K-12 school for two years, Mentee 4 mentioned that she still felt nervous about her adaptation to the school community because the institutional structure and learner dynamics were completely unknown to her. However, she stated that the mentoring program was especially beneficial in terms of adapting to a new culture and developing a sense of belonging in a new community.

The role of the mentoring program in helping new teachers adapt to the school community was also evident in the letters the mentees wrote for an imaginary colleague who was going to be recruited in the following year. In the letters, all of the mentees made it clear that they had benefitted a lot from the mentoring program in various ways, one of the most critical of which was adaptation to the school in terms of developing a mastery of institutional procedures. For example, Mentee 3 explained how he benefitted from being a mentee in terms of adaptation as follows:

> After a semester, I feel more confident and experienced in the field. Also, I feel part of the family here at [the university]. To make the adaptation period shorter and easier for you, I suggest that you participate in the mentoring program. It is going to be a good opportunity for you during this adaptation period (Mentee 3, Reflective Journal – Letter to a Future Colleague).

According to the mentors, adjusting to the institutional context was the most outstanding benefit for the mentees in the category of a growing understanding of institutional principles. Mentor 9 believed that the mentoring program was successful in acting like a follow-up program after the two-week induction program before the academic year:

> I thought that my role in the program was more like showing how to do many things that they were introduced to within the induction program. They also needed to work hard to learn them. In this sense, I can say that the mentoring program is more realistic compared to the induction program because they learn and experiment at the same time in the mentoring program, whereas, in the induction program, they learn about what they will deal with before seeing things in action. I spent a lot of time with my mentee, talking about the institutional procedures, and talking about these procedures when they need to deal with them was a lot more useful (Mentor 9, initial interview).

In another instance, Mentor 5 mentions how happy she was when she visited her mentee's class within the mentoring program and saw how settled the mentee was in her first year at school:

> When I visited her in class, she was not like a shy teacher who had recently graduated. She was not like someone afraid of taking the initiative or quiet in the classroom. She was like any of us, with a very strong presence in the classroom. She entered the class, had a joyful conversation with a couple of students and taught the class like any of us would. I never thought that she was skipping things or doing things because she was a novice teacher. I mostly thought she was doing the same things that I would (Mentor 5, Final Interview).

To conclude, the remarks of both mentors and mentees demonstrated that the mentoring program facilitated mentees' adaptation to the school community thanks to the continuous support and feedback mentees received from the mentors.

Feeling Comfortable

Another heading that appeared under the category of a growing understanding of institutional principles was feeling comfortable, which encouraged mentees to assume a more active responsibility in learning about institutional principles. The findings showed that the mentees' feeling comfortable within the school community not only helped them grow their understanding of the institutional principles but also served as a facilitator for their adaptation to the school community. The following excerpt presents how feelings of comfort helped Mentee 8 in her early days at school:

> The first meeting with my mentor was quite helpful for me because I have found answers to the questions about the system of the DFL. [Mentor 8] was so sincere that I did not only get answers to the questions in my mind, but she also gave the answers to possible questions which I could come across in the future. The meeting was not totally formal, which also helped me in this process because I have felt relaxed. The environment of the meeting was so friendly that I felt comfortable. This also gave me the opportunity to share my concerns about teaching, and [Mentor 8] was so kind to answer my questions sincerely. She gave me advice about teaching techniques and classroom management. To conclude, the meeting with [Mentor 8] was quite helpful for me to get used to the system and the job of teaching (Mentee 8, Reflective journal – Meeting 1 Reflection Form).

In addition, in her final interview, Mentee 8 also mentioned that the mentor had worked hard to make her feel comfortable during the meetings, and her doing so encouraged her to be more willing to inquire about how she was supposed to complete some administrative tasks. One of the strategies that was used by Mentor 8 and was considered to be quite useful by the mentee was the mentor's narrating her own experiences as a novice teacher, which helped the mentee realize that even a successful and experienced teacher as Mentor 8 had to overcome the same challenges she needed to deal with.

Mentees also discussed that the presence of an experienced peer to whom they could ask questions about institutional policies and procedures at any time and to any extent also contributed to their feeling comfortable at the school. For example, Mentee 7

argued that having a mentor helped her comfortably raise questions that she could have skipped by saying "whatever" had she not had a mentor to work with. In a similar vein, Mentee 4 likened her initial days at school to "a fish out of the water," but she was able to grow a full mastery of institutional procedures thanks to her mentor's open and welcoming attitudes toward her and her many questions. Mentee 3 also referred to a similar metaphor to express her initial experience: "I never felt like a newcomer in the department, like a freshman student at university whose parents had just left him in the dormitory. I never asked, "where am I" (Mentee 3, Initial interview).

Finally, the mentors also believed that the program helped the mentees feel more comfortable in the school. Their remarks indicated that they attributed their feeling comfortable to their gaining familiarity with the courses and their working together in some of the institutional assignments that have been traditionally considered to be challenging for newcomers, such as marking writing quizzes, speaking juries, and exam invigilations.

5.2.1.3 The Perceived Benefits for Mentees in Terms of Developing Competence in Instructional Procedures

The final benefit for mentees associated with participation in the mentoring program was developing competence in instructional procedures with support from the mentors. The data from the mentees revealed that through mentoring practices and the conversations they held with their mentors, they were able to develop their professional skills as teachers. According to the remarks of the mentees, this development was obvious in their classroom practice, as all mentees reported instances showing improved classroom practice. In addition, most mentees mentioned that they became more skilled in terms of classroom management skills because they were able to grasp institutional policies and procedures thanks to the detailed explanations and clarifications the mentors had been making. They also benefitted a lot from the mentoring conversations in this regard because they were able to find answers to the many questions they had concerning classroom management, such as dealing with attention-seeking students, establishing classroom routines, etc. Finally, the mentees also argued that their improved classroom practices and skills in classroom management were partly thanks to the fact that they were able to find out a number of

techniques and strategies that had been used by their mentors for years and were considered to be useful in real-life situations.

Improved classroom practice

The findings showed that all of the pairs referred to specific instances of improved classroom practice that they linked to the mentees' participation in the mentoring program. For example, Mentee 10 mentioned that she had a lot of question marks about her classroom practice and at times felt undetermined about which practices could offer her the best results. However, she stated that during their mentoring conversations, she was able to direct these questions to her mentor, which eventually enabled her to find satisfactory solutions to the problems she had:

> After [Mentor 10] visited my class for the mentoring observation, she asked me how I preferred to give instructions to students in different situations. I later mentioned that some students had difficulty understanding the instructions, and I preferred to approach them individually and tell them what they needed to do. However, we both decided that this was both challenging and time-consuming. We later decided that we could work on how I could create more detailed instructions to ensure that everyone was going to understand what they were supposed to do with an activity. Individual support would not be necessary at all (Mentee 10, Final interview).

Similarly, Mentee 6 argued that upon sharing the problems she had in her teaching with her mentor, the two were able to come up with a solution that ended up leading to satisfactory outcomes for the mentee:

> I felt like I had a time management problem. I wanted to focus on it, and my mentor agreed. She gave me some reflective tasks that I could use in my classes by noting down the time I spent for every stage and activity in a class. I realized that although I was teaching the same course in the same level to two classes, I was able to keep up with the planned time in one class, whereas I was always staying late in the other. I also noted that I was allocating too much time to some activities, which I thought was the source of the problem I had with time management…This was how I was able to take care of the time management problem with help from my mentor (Mentee 6, Initial interview).

In another instance, Mentee 5 mentioned how the mentoring conversations developed her awareness of some teaching decisions she had been making:

> During a meeting, I told [Mentor 5] how my students and I enjoyed playing games like Kahoot. She responded by saying that she did not really like such

> games, which was surprising because I had never questioned the instructional quality of such applications. She argued that such games encouraged students to focus more on how quickly they responded to questions rather than the content and that the students often disregarded why their answer was incorrect and what made another option current; instead, they got ready for the next question so that they could answer it quickly and get more points than their classmates. Listening to her comments, I realized that I need to adopt a critical lens when making instructional decisions, and from then on, I started to question every decision I made in the classroom (Mentee 5, Initial interview).

Another benefit mentioned both by mentees and mentors was that the mentees were able to learn about the learner profile at the school not only through their direct experiences in their classes but also from the experiences of the mentors over the years. They argued that learners in different teaching levels had different needs and that they were able to develop appropriate responses to address those needs. For example, students in the C level (the exit level in the program) tended to focus more on the specific knowledge base and skills needed to pass the final proficiency examination, and mentees learned about specific strategies that could make their instruction more responsive to the specific needs the learner group had, making their teaching more effective for the given group. In addition, one mentee mentioned that the opportunity to work with a mentor who had adopted a very similar teaching philosophy to hers was a great benefit for her as a novice teacher. She was aware that the primary knowledge base she could rely on in her first year in teaching was based on the teaching and learning theories she had studied as part of her undergraduate education. The fact that her mentor also shared a belief that the same techniques and methods she held dear were useful as theories of teaching languages helped the pair while planning lessons and engaging in mentoring conversations before and after their observations in each other's classes.

The mentors also believed that the mentees had benefited from the mentoring program in terms of improving their classroom practices. The specific improvements they referred to included increasing students' participation in classroom activities, teaching vocabulary, motivating learners, lesson planning and implementation skills, establishing classroom routines, maintaining a positive gesture, creating alternatives to the activities in the coursebook, and integrating new materials into the weekly teaching programs. It should be noted that the mentors who had observed instances of

mentees' developing their classroom teaching skills all pointed out that these skills were reported as to be developed by the mentees in their early conversations. They also expressed how they worked together to develop these skills on the mentees' part, which provided additional benefits for the mentors, mentees, and learners.

Classroom management

Both mentors and mentees stated that there were considerable benefits in terms of classroom management as well. The mentors suggested that mentees had engaged in a self-discovery of the classroom management strategies they had adopted while responding to some relevant questions the mentors raised during their mentoring meetings. For example, Mentor 1 mentioned that in their first meeting, she asked her mentee how she would react if a student asked for permission to go to the restroom during the class. She said that the mentee was surprised at this question because only at that moment did she realize that she had never thought about such issues; therefore, she did not have a classroom routine for this particular instance, as well as some other cases they talked about during the meeting. Afterward, the pair talked about the importance of establishing classroom routines early in the term and why teachers needed to make some of these decisions with students. The mentor also mentioned that she used a lot of her experiences to help her mentee understand why making such decisions was critical to enhancing her classroom management skills:

> I also told her about some of the procedures I have in my classes. For example, if I notice that there may be some students who are not paying enough attention, I say, "raise your right hand if you are listening to me," and whereas some students raise their right hands, those who are not listening to me does not understand it and become puzzled when they see their classmates suddenly raising their hands altogether. She really liked this idea, and in the end, she said that she was willing to establish similar routines for her classes (Mentor 1, Initial interview).

The mentors also noted that the mentees were able to develop more effective classroom management skills considering their unique teaching and learner profiles as they got more familiar with the learner profile as a result of their mentoring conversations.

In addition to the mentors, almost all mentees stated that they benefitted from the program in terms of developing classroom management skills. One of the mentors

talked about an incident where a student asked for permission to go to the restroom and how her mentor, who was also present in the classroom to observe the mentee's class as part of the mentoring program, advised her to implement a specific strategy as follows:

> There was this student. He asked for permission to go to the restroom, and I said okay like I always do. During our post-observation meeting, the mentor asked if I had noticed how long the student stayed outside the classroom after I gave him permission to leave. I had no idea, but she had noted the time, and it was too long. She suggested that I could take a note of the time the student left and came back to ensure that they were not manipulating my decisions. Since then, I have been doing it because I had never thought that a student could manipulate my good faith when I am focused on the lesson (Mentee 10, Final interview).

Mentee 6 also mentioned that she had worked closely with her mentor on topics related to classroom management and time management by not only talking about them but also engaging in some reflective activities. She told about how she realized she had developed her relevant skills after starting a full-time position at a public school as follows:

> Everyone in the new school was complaining about classroom management issues saying that students were not listening to the teacher or they were not respecting teachers. I do not remember having any such issues. [Mentor 6] and I worked on classroom management a lot, especially in terms of establishing classroom routines and what to do when students are not paying attention…I used those strategies in the new school, and they worked great. The other teachers at the school were always saying I was not like a novice teacher… In fact, I later found out that the other novice teachers at the school had thought I was a teacher with 5-6 years of classroom experience before they got to know me (Mentee 6, Final interview).

Learning about a variety of new techniques

The mentees also mentioned learning about a variety of new techniques that they could use in their classrooms. Some mentors stated that these suggestions proved to be especially useful in reading lessons because most of the learners in their classes were unmotivated and did not find reading lengthy texts and working on the subsequent tasks enjoyable. For example, Mentee 1 mentioned that her mentors suggested some applicable teaching strategies for her to use in reading classes, which led her to explore creative ways of teaching reading to ensure students' participation in classes. In a

similar vein, Mentee 6 mentioned that although she was initially having difficulties in encouraging learners in writing lessons, her mentor's suggestion to teach essays paragraph by paragraph instead of focusing on the entire essay and asking comprehension questions about the sample essay worked effectively in her classes. In addition, Mentee 10 discussed that she sometimes felt lost among the many supplementary activities she needed to cover in her classes to reinforce the curricular objectives, and thanks to her mentor's suggestions, she was able to develop a strategy for how to use those materials effectively. She also stated that her mentor's role as a teaching level coordinator (who is responsible for designing the weekly curriculum and assigning teaching materials) helped her rest assured that her strategy was quite likely to work, and so it did. Finally, Mentee 3 stated that even though he thought that having a supporting presentation document for each unit was a good idea at the beginning, he later thought that they followed the same outline, which made them expectable, and students started to lose their interest in them. However, he also found that his mentor's support helped him overcome this issue:

> You know; we have presentations for each lesson for us to use when teaching. After some time, they started to feel like they were not so useful in the classroom. Having a presentation was something interesting in our time, but students today are not very much interested in them. Because they become usual materials, they had almost no effect on students. I even thought that it made students even more unmotivated. When I talked about this with my mentor, she assured me that I did not have to use them at all times and that I was free to make adaptations as I saw fit. This really gave me peace of mind (Mentee 10, Final interview).

Figure 9 summarizes the benefits the mentees obtained through their participation in the mentoring program.

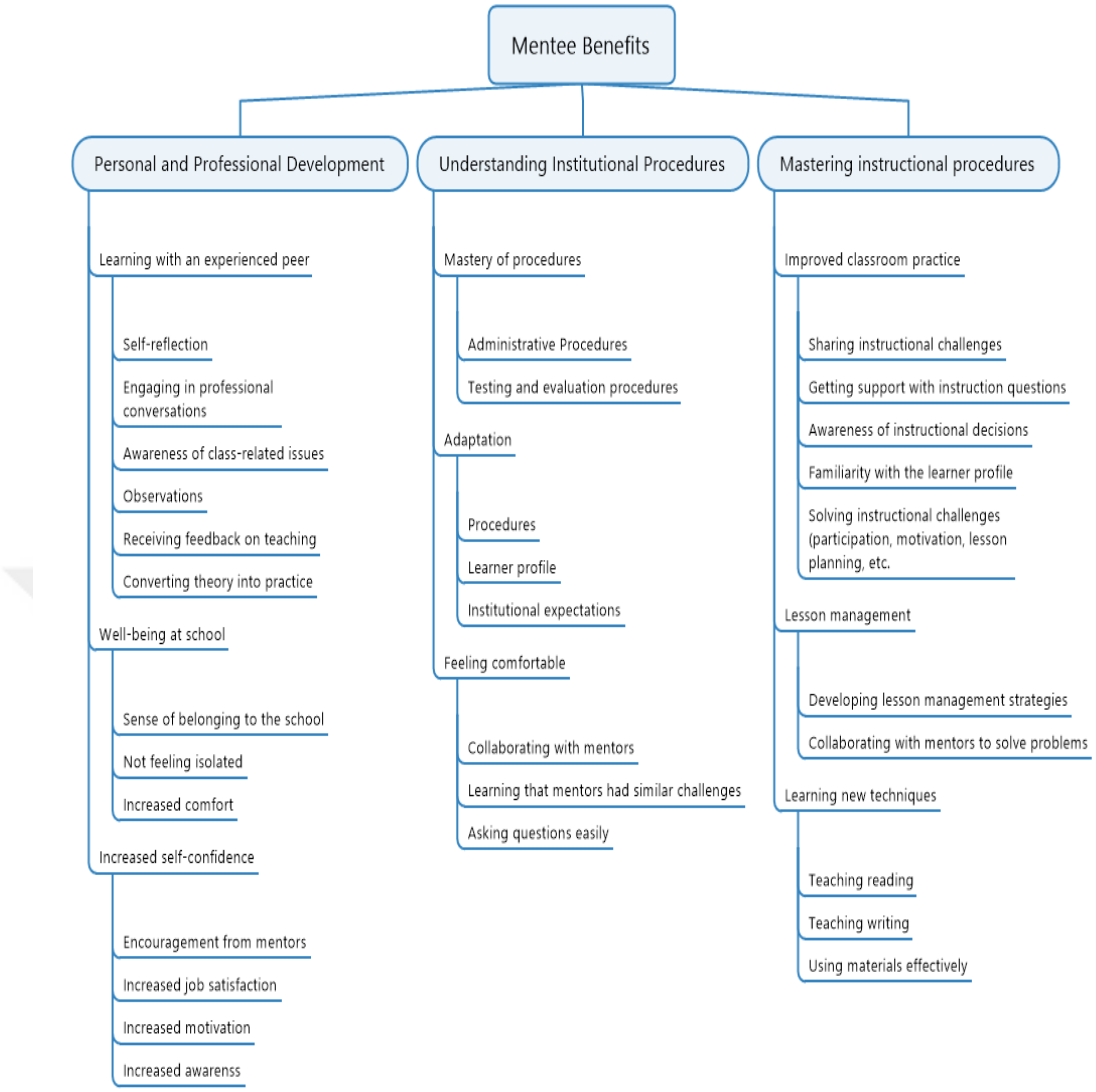


Figure 9

The perceived benefits for the mentees in the mentoring program

5.2.2 The Benefits the Mentors Obtained Through Their Participation in the Mentoring Program

It was mentioned earlier that the literature on teacher mentoring is extensive in terms of the benefits associated with mentees, while those associated with the mentees are often ignored or not presented in sufficient detail. However, the present study identified a number of benefits for mentors that they attributed to their experiences in

the mentoring program. The benefits mentors experienced were grouped under two as personal benefits and professional benefits (Figure 10).

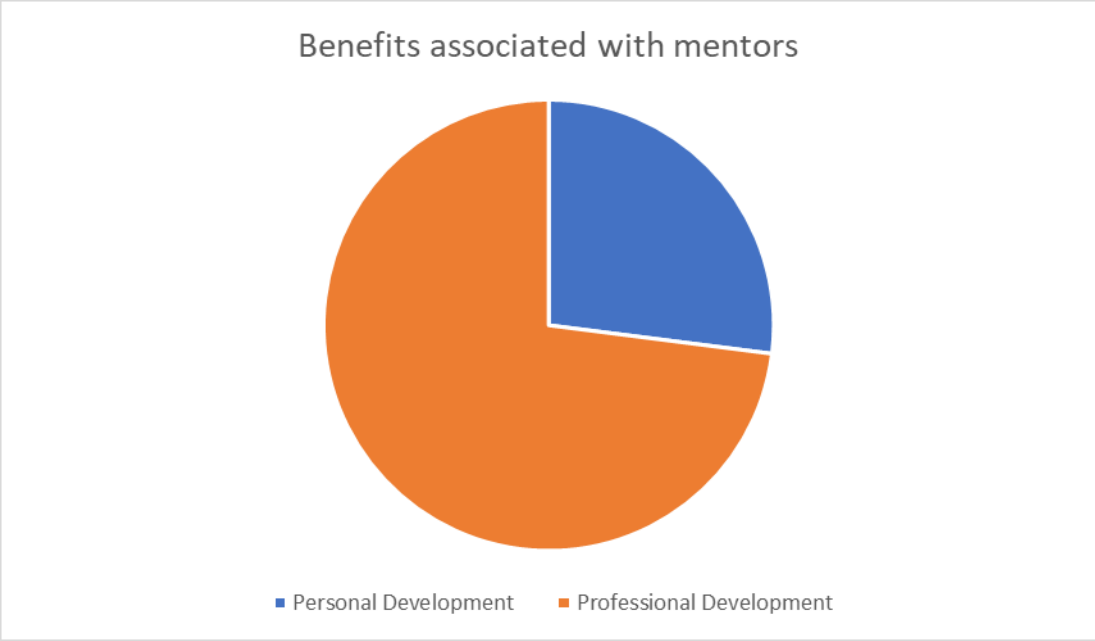


Figure 10

The perceived benefits for the mentors in the mentoring program

As the figure demonstrated, almost three in four benefits associated with mentors were related to their professional development as teachers, which means the mentoring program, which was designed considering the needs of mentees and to ease their adaptation to teaching at a new institution, was also able to contribute professionally to experienced teachers who took part in the program to support novice teachers. The analysis of the data also revealed that whereas mentors talked about instances of both professional and personal learning, the mentees were able to observe instances of only professional development, and no mentees mentioned any signs of personal development on the mentors' part (Figure 11).

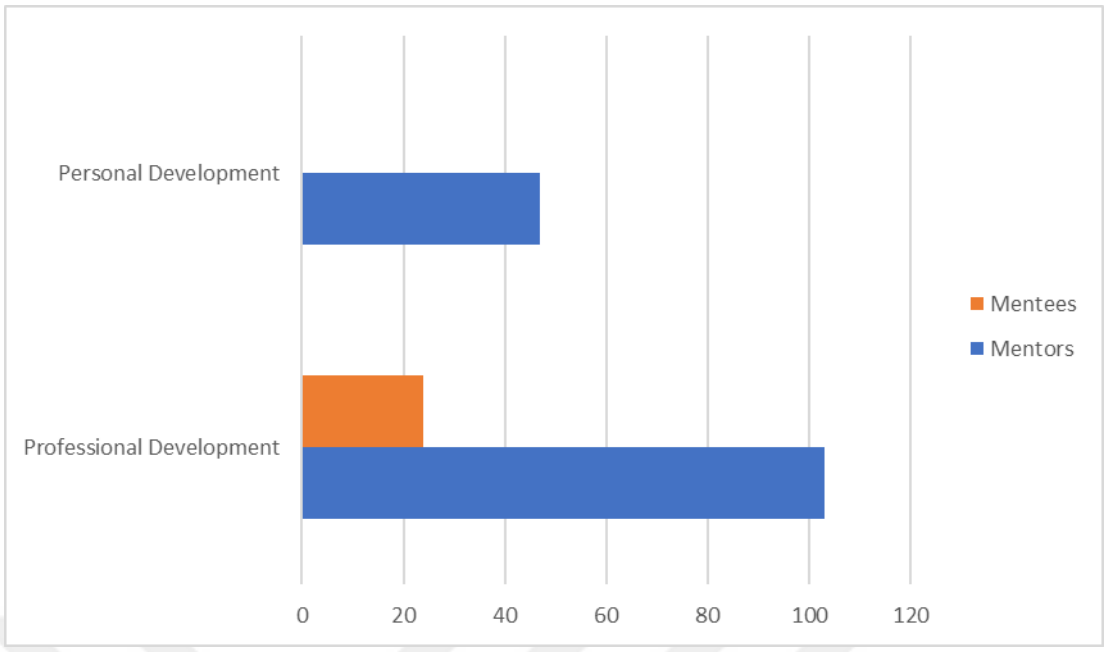


Figure 11

The benefits associated with mentors as described mentees and mentors

5.2.2.1 The Perceived Benefits for Mentors in Terms of Professional Development

As Figure 10 and 11 demonstrated, most of the benefits associated with mentors were related to their professional development. More specifically, mentors talked about professionally growing through self-reflection, instances of learning when working with mentees, exchanging experiences within a professional network, gaining new perspectives, revisiting their knowledge of ELT theories, and experiencing an elevated feeling of belonging to the school.

Learning from the mentees

The mentors' statements showed that the most significant benefit from the mentoring program emerged as they worked together with mentees on a variety of individual, instructional, and institutional foci. According to the mentors, beginning teachers were more familiar with the recent literature as well as activities and games that were likely to motivate students. They also argued that because the age difference between their students and mentees was not huge, they were better able to understand and respond to students' needs and interests. In this sense, they argued that relevant issues came up

quite frequently during the mentee mentor conversations and that they were able to develop their insights considering the experiences and perspectives of younger teachers. Some mentors stated that their mentees brought a lot of knowledge and insights into the profession despite their relative inexperience as teachers and that they were able to grow their knowledge base as they were working with mentees to deal with complicated classroom issues. Finally, one mentor with an administrative role in the department mentioned that she was able to get a lot of feedback on the induction process of newly recruited teachers through their conversations and observations. She believed that she was able to see the areas such teachers struggled with and told that her learnings about these areas gave her invaluable feedback as to what aspects of the program to improve so that mentees will enjoy a smoother transition into a new school culture.

Self-reflection

The second most frequently mentioned benefit for mentors was the various opportunities for self-reflection. These opportunities unfolded mostly when mentors started thinking about how capable they were personally and professionally in their first year at school. They were able to reflect on their personal and professional development since then and evaluate their progress accordingly. In a similar vein, some mentors argued that a mentor position required making suggestions and being a role model at times, which, according to them, is necessary for constant revision and reflection on the mentors' part:

> I think all mentors went through a process of self-evaluation and self-reflection both as teachers and mentors. If you need to guide someone, you need to first think about how you usually do it and what is the best way to do it because what you say may be taken as a fact by the mentee, but it should not sound like you are pushing enforcement. That is what I wanted to do, and I think that was good (Mentor 9, first interview).

Almost all mentors believed that as they were talking with their mentees about various institutional and instructional issues, they felt inclined to think about their decisions and actions regarding those issues before, during, or after the meetings, focusing on what they have been doing similarly, what they have changed, and what they would like to change.

The mentors' remarks revealed that the self-reflection opportunities grew richer as the pair started working more closely during the second half of the program, in which they were required to visit each other's classes and make teaching decisions after critically reflecting on their experiences during their own and each other's classes:

> I started to think about what I do in certain cases only when [Mentee 5] asked me what I do when I encounter those situations in my classes. I do not remember thinking about them previously because they were kind of a routine for me. My actions and the results of those actions became more apparent to me as I reflected more on them. I also started to think more consciously about those actions and the decisions I made. One day [Mentee 5] told me that she could learn a lot from our conversations and gain useful insights. I felt exactly the same way (Mentor 5, initial interview).

The data also showed that for some mentors, the self-reflection opportunities created further opportunities for realizing their extent of personal and professional development over the years:

> What surprised me in the meeting was that my mentee was highly informed about most of the procedures and classroom rules and regulations…Since there was no induction program six years ago, my only chance was to learn them from my colleagues… When we talked about our teaching philosophy and the reason for choosing it in our lives, it actually made me question my teaching again and realize how much I like being a teacher…I had a chance to give some suggestions to my colleague, and it was again nice to remind myself about the variety of activities I used to implement in my classes (Mentor 3, reflective journal – Meeting 1 reflection form).

This excerpt demonstrates that through their conversations and collaboration, Mentor 3 was able to illustrate the challenges she had to go through in her first year at the school and but then remembered how much she loved teaching and how excited she felt when she was in the classroom. She was also pleased to remember the extent and variety of activities she had been implementing in her classes over the years and that she could help a novice teacher by suggesting those activities when needed.

Gaining new perspectives

Another benefit mentioned by mentors was that the mentoring experience helped them gain unique perspectives that were inaccessible to them previously. More specifically, they argued that the mentoring program was quite different from other CPPD projects in the sense that it involved teacher education and it was a lot more collaborative in

design and implication. For example, Mentor 9 mentioned that this new role she adopted as a mentor made significant contributions to her professional well-being:

> This was a new breath of fresh air for me, to be honest. It was something I had never done before, and I am always very much willing to try out new things in my professional life. This is because when one continues the old ways, things quickly turn into routines. If we always concentrate on what happens inside the classroom, it starts to kill us slowly. When I saw the mentoring program, I thought it was a perfect fit for me. And I was right. Seeing new things, observing another teacher, talking about the challenges we had with a relatively less experienced teacher, and discussing what we can do about our professional development with a young and enthusiastic colleague were both fun and useful for me. It was a totally new experience for me, and it proved to be very beneficial and joyful (Mentor 9, final interview).

Other teachers also agreed that the mentoring program as a CPPD project was a new experience that helped them gain unique insights about their teaching styles as well as teaching as a profession.

Getting feedback on the program

The next benefit mentioned by mentors was presented by those with administrative roles in the department who were able to benefit from the mentoring program as they were able to closely observe how mentees adapted to the school culture (i.e., what they found to be challenging or comfortable during their adaptation). To illustrate, Mentor 10, who was also a coordinator in one of the administrative units in the department, touched upon this issue several times during the data collection process as follows:

> As the [name of the administrative unit] coordinator, I also have some responsibilities for the adaptation of the new teachers, and this mentoring role will also contribute to my role as a coordinator (Mentor 10, reflective journal – Meeting 1 reflection form, when talking about why she wanted to take part in the program)

> I really liked working closely with a new teacher and seeing where they difficulties and what they find challenging…Before the mentoring program, this was not really possible because our interaction with new teachers was not very rich. However, when [Mentee 10] said she did not know where she could find a document I suggested or when she was not entirely sure about how to conduct a classroom procedure, I understood that those things could be complicated for new teachers to understand, and we took necessary measures (Mentor 10, initial one-to-one interview, when talking about the benefits she obtained)

> I realized that sometimes, as experienced teachers and coordinators, we take things for granted, but things may be very complicated for people who are new to the school. Thank you for helping me increase my awareness (Mentor 10, Reflective journal – Letter from mentor to the mentee)

By touching upon this issue twice in her reflective journal and once during the interviews, Mentor 10 clearly demonstrated that the mentoring program allowed her to observe a novice teacher more closely not only in the classroom as a teacher but also in the school as a new member of a professional community who was going through a period of adaptation and exploration. This observation also presented insights and perspectives she benefitted from when making decisions concerning areas regulated by the administrative unit she was responsible for coordinating.

Revisiting ELT Knowledge

Revisiting knowledge of English Language Teaching emerged as another area that mentors benefitted from in the program. In other words, the mentors were able to revisit what they had learned about the theories of learning and teaching in language classes as they interacted with mentees to discuss various aspects of language learning and teaching processes and make decisions to design enriched learning experiences for students. Some of the mentors openly stated that they had stopped thinking about how they could utilize their theoretical knowledge about teaching and learning languages and that the mentoring program was quite useful in "helping [mentors] remember what [they] had forgotten about" (Mentor 2, initial interview). They also argued that because most of the mentees had recently completed their pre-service teacher education programs, they were more familiar with the recent literature than the mentors were. Therefore, the mentors were able to learn about the new ideas, contemporary pathways, and the most up-to-date tools they could use in their classes from their mentees.

Finally, some of the mentors suggested that their participation in the mentoring program reinforced their feelings of belonging to the school. They stated that the mentoring role gave them an institutional position that no one in the school had experienced before and that this new role made them feel more responsible for the overall well-being of the school community:

> In fact, I felt a greater feeling of belonging to the school. Because I was working in [one of the administrative units], I have always been working closely with new teachers. However, this was an entirely new experience. When one closely witnesses what issues new teachers might encounter, what challenges they may need to deal with, and what can turn into problems, she inevitably feels closer to the school and grows more responsible to the community. This is also because, at the end of the day, all mentors are there as experienced teachers to represent the professional identity of the school (Mentor 1, final interview).

In addition to mentors, mentees also stated that mentors had benefitted from the mentoring program by improving their professional skills and their knowledge bases as practicing teachers. The most common benefit mentioned by mentees was that mentors had found various self-reflection opportunities as they helped mentees overcome the challenges they had encountered and achieve initial success by guiding them through their experience and knowledge. To illustrate, Mentee 8 explained how her mentor engaged in self-reflection as follows:

> During my conversations with [Mentor 8], I remember her saying that this mentoring program was not only for us as mentees but also for them as experienced teachers. She mentioned that I was going to observe her as well and that we were going to talk about her teaching before transitioning to mine. She also said that when I was reflecting on my skills and knowledge, she would reflect on her skills and knowledge because we were going to try to come up with solutions and strategies to overcome the problems I had. Now that I look back on our first term together, she found various opportunities for self-reflection. She became more aware of some of the things she was doing. I am very sure my questions to her about what we should do and why we should do them encouraged her to review the rationale she had for why she had favored one activity or approach in teaching (Mentee 8, initial interview).

Similar to mentors' statements, mentees' remarks also suggested that another benefit for mentors was gaining new perspectives on teaching. According to mentees, the mentoring experience provided mentors with the opportunity to remember what they had gone through in their first year at the school and review the challenges they had encountered. In addition, they also thought that working with a younger and less experienced colleague helped them realize how much they had improved over the years because, within the mentoring program, they were offering counsel and guidance to a younger colleague who was going through the same challenges that had dealt with a decade ago. Mentee 5 narrated how her mentor went through this process as follows:

> I think [Mentor 5] remembered her initial years here when she was working with me. She realized that she was dealing with some of the same problems she is still trying to solve today. Perhaps she also grew convinced that some of the issues were always there to stay and that some problems were not meant to be solved because they stemmed from the very nature of our profession. I felt extremely relieved when I realized that [Mentor 5] had dealt with some of the same problems I am dealing with now. I think [Mentor 5] had the same relief when she realized someone starting to teach here ten years later than she did experienced the same challenges. She actually put this into words in one of our meetings and said that understanding this helped her feel a lot more powerful as a teacher (Mentee 5, final interview).

The other benefits mentioned by mentees were also in parallel with the remarks of the mentors in that they also touched upon the same areas of understanding the challenges novice teachers dealt with, which helped mentors realize the areas they were able to improve as teachers, getting feedback on the administrative aspects of the program, which allowed mentors to identify administrative areas that needed to be enhanced to ensure a more smooth adaptation experience for new teachers, and learn new activities and become more familiar with the recent trends in English Language Teaching, which became possible as mentors interacted with mentees (whose knowledge of classroom tools and language teaching/learning theory was more up-to-date) to observe each other and make classroom decisions collaboratively.

5.2.2.2 The Benefits for Mentors in Terms of Personal Development

In addition to benefits associated with mentors' professional development as experienced teachers, there were benefits related to their personal development as individuals, although their frequency and extent were not as intense as professional benefits.

Feeling useful

The data revealed that the area of personal development that mentees most commonly associated with their participation in the mentoring program was their growing feelings of being useful. Almost all mentors stated that their experiences in the mentoring program made them feel that they were doing something that went beyond the job definition in their official contracts with the school and that what they were doing was presenting actual contributions to another individual's personal and professional life.

Whereas some mentors (e.g., Mentor 2) mentioned that they consider helping others as a way of personal fulfillment and having joy and that they always try to help newcomers in this regard, others stated that they enjoyed helping mentees overcome the problems they had, support them in finding answers to their questions, or be present when a mentee was struggling to guide them explore strategies to deal successfully with the challenges they had in front of them. Mentor 7 explained her experiences during this process as follows:

> I think I also mentioned this during our first interview. A mentoring role means a lot of responsibility. It is not like making suggestions to a friend during a casual conversation. You are working with a less experienced teacher who might take your suggestions without critically evaluating them as being right or wrong. However, I felt incredibly happy seeing that [Mentee 7] grew more independent in due progress. Although she needed to check with me before doing most things and making most decisions in the first term, in the second term, she was able to do most things on her own. It was mere satisfaction on my part to watch her grow as a professional (Mentor 7, final interview).

Renewed enthusiasm for teaching

The second benefit mentors mentioned in this area was renewed enthusiasm for teaching. Most of the mentors argued that during and after the mentoring program, they experienced an elevated amount of passion and motivation for teaching. Their remarks revealed that there were two components of their renewed enthusiasm. First, some mentors were positively influenced by the mentoring relationship after witnessing how motivated mentees were to grow as teachers:

> I was really impressed that she was always thinking about how she could teach better. I cannot say I do the same. When I am done with teaching, and if there is no major problem when I leave the class, I do not really think about what happened there. However, I really liked her pondering about what she could do about even the slightest challenge she had in the class. She was really self-disciplined and reads a lot about the issues she would like to improve on. I should admit that her enthusiasm motivated me to read articles about some of the issues I had in my own classes (Mentor 6, initial interview).

In a similar vein, Mentor 2 used the metaphor of "a baby's coming home for the first time" when referring to her experience of working with Mentee 2 and argued that "the freshness and excitement of a newly-graduated colleague influenced [her] so

positively that … [she] felt like taking wedding vows again with the profession … [and that she] felt young again".

Secondly, some mentors reported that there were specific actions by mentees that displayed how thankful they were for what the mentors had been doing for them and that seeing the extent of their contribution reminded them how much they loved teaching and enjoyed helping others:

> I cannot tell you how happy I was after seeing his e-mail [referring to the e-mail Mentee 3 sent her as part of the mentoring program (letter from mentee to the mentor)]. He sent me another message on the teachers' day. It was so beautiful. He wrote, "I am so happy that we met. I learned so much from you. Thanks a lot". It made me so happy. His improvement also helped me see how hopeless I here in my first days here and how much I have improved since then. It surely motivated me to achieve more in the coming years (Mentor 3, initial interview).

Enhanced satisfaction with the job

Another benefit mentors talked about was increased job satisfaction that emerged as mentors felt proud of the progress mentees made, which is noteworthy because the data collected from mentees showed that mentees attributed much of their success to the guidance offered by their mentors. Another incident that contributed to mentors' enhanced job satisfaction was that they felt happy about helping a colleague after working for years to help students learn. For example, Mentor 8 noted that she found it both joyful and helpful to work with a colleague on a teacher education focus. She also mentioned that her initial experience as a mentor encouraged her to take up a teacher educator role after spending some more time as a teacher. In this regard, Mentor 1 also mentioned that she considered the mentoring project to be a kind of charity work that gave her the feeling of offering support that was of actual use to another person. She also stated that she felt satisfied with what she had been doing because she was sure her mentee had what it takes to offer the same kind of support to the novice teachers she was going to work with in the future, which made her feel like the first link in a chain of support.

Lastly, as mentioned before, the mentees did not mention any benefits mentors could have obtained in terms of personal development. Figure 12 summarizes the benefits the mentors obtained through their participation in the mentoring program.

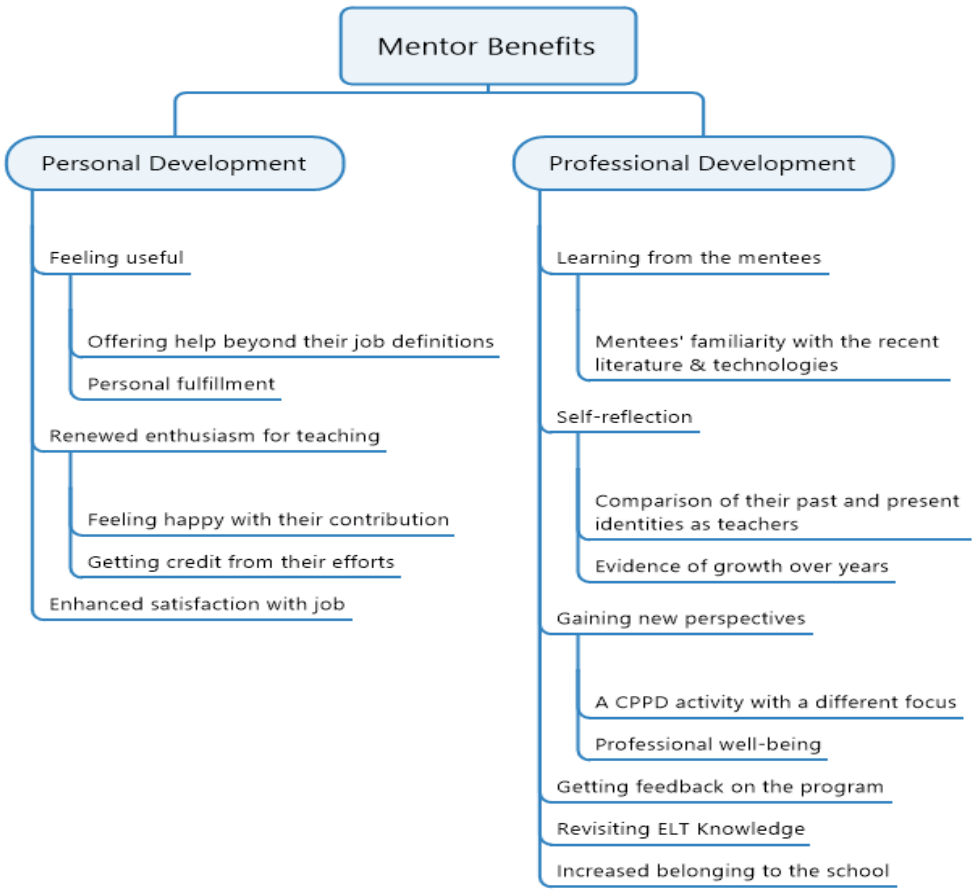


Figure 12

The perceived benefits for the mentors in the mentoring program

5.3 What is the Role of the Mentoring Program in the Boundary Crossing Experiences of Novice Teachers?

The third question focused on understanding the role of the mentoring program in supporting mentees during their first year in the school. As mentioned earlier, all mentees were novice teachers with little or no classroom experience in formal education. The analysis revealed that the mentoring program played a vital role in the

boundary-crossing experiences of novice teachers as they were able to gain more autonomy as professionals and become more aware and knowledgeable of their actions and preferences. This vital role emerged in three stages that all mentees visited in similar styles.

5.3.1 The Pre-Border Stage

The pre-border stage consists of the relevant experiences that mentees had before their participation in the mentoring program. The data showed that there were three components that constructed mentees' experiences in the pre-border stage.

Initial teaching experience

The initial teaching experience refers to the professional experiences of mentees before joining the mentoring program. Given the participant profile, these experiences were mostly constructed during the mentees' practicum experience as part of the school experience and practice teaching courses they took in their final year of the pre-service teacher education program. However, some of the participants had classroom teaching experiences at private language teaching schools or K-12 schools affiliated with the state or private organizations. Two of the participants, on the other hand, had a short teaching experience at a higher education institution where they worked under a part-time contract.

The data showed that mentees highlighted numerous challenges they had within their initial teaching experiences, the most common of which was related to the challenges they had due to the policies of the school administration. The areas of challenge that the mentees struggled with in this regard were mostly related to the status of schools as profit-oriented private enterprises. For example, some mentees argued that their salaries were so low that there were months when they earned as little as the government-mandated minimum wage, which dictates the minimum amount an unskilled worker must receive after working for an entire month. Mentee 1 stated that she often felt she was spending her time in vain, which was one of the main reasons why she had decided to apply for a part-time teaching position at the research site. Another area of challenge in this regard was related to the administrative structures of private schools, which required teachers to fulfill various administrative tasks for

accountability purposes. For example, teachers needed to fill in a lot of charts for each student to be used for evidence of their learning, initiate regular written correspondence with parents to inform them of their child's progress, talk to parents in person and inform them about the same when they visit the school or during parent-teacher meetings, and watch students during breaks in the school garden. Furthermore, teachers did not get any financial credit for the additional effort they had to put in to complete these tasks, as well as similar tasks that they could suddenly be responsible for without prior notice. Finally, some mentees stated that they had challenges due to the lack of autonomy as teachers. For example, Mentee 5 mentioned that although she was recruited for a teaching position, she was asked not to teach but only to observe because she did not have full command of the institutional teaching strategy. They stated that the school did not allow for any individual decision the teacher could make and that every teacher had to display full agreement with whatever the school administration asked them to do in the class. In a similar vein, Mentee 2 stated that because he was working at a military academy governed by high-rank commanders, he never felt like a teacher but like a low-rank soldier that was responsible for delivering the meal he was given by commanders to the students. After realizing that the directions and instructions by the administration were always going to be in the form of orders, he understood that he would not have any form of autonomy as a teacher, and he decided to quit the school and apply for a part-time teaching position at the research site. The other challenges that the mentees experienced in their initial teaching were the differences between their teaching styles and those of the class teacher, which created additional challenges with lesson management, lack of guidance and support during practicum, problems with demanding parents, teaching young learners, feeling burnout in initial teaching, lack of professional development opportunities, lack of learning opportunities during practicum, feeling under pressure, and lack of an open and honest relationship within the schools they worked at.

Besides the many challenges mentees had within their initial teaching, some of them experienced positive gains. Some mentees stated that their initial experience was useful in that they were able to teach in a real classroom environment, which helped them have a clearer idea of different student profiles. In addition, two mentees mentioned that they were able to benefit from their early experience by learning more

about lesson management and constructing effective learning experiences for their students. Finally, one mentee mentioned that her initial experience was especially useful for drawing implication ideas based on the theoretical knowledge she has on language teaching and testing those ideas in a real classroom.

Applying for a teaching position at the research site

As the previous section detailed, most mentees had to endure challenges that were intense in both quality and quantity. These challenges were sufficient to convince them to terminate their contracts with their initial schools. The data showed that there were specific reasons that encouraged the mentees to apply for a teaching position at the research site although they knew that they were going to have part-time contracts under which they were going to be paid only for the classes they taught and that their professional relationship with the school could be terminated in subsequent academic terms with no explanation at all once their support was no longer needed.

The data revealed that the most commonly mentioned reason why the participants chose to apply for a part-time teaching position at the research site was the school's open and continuous support for teachers' professional development, which was also indicated by the administrative support for teachers who took courses in postgraduate programs. Almost all participants stated that they were very impressed when they were told that the school would arrange no classes for two half-days suggested by teachers based on the course schedules in their respective programs. They were also pleased to find out that the school would support teachers with collecting data for the research projects they carried out for their theses or courses in postgraduate programs. In this regard, Mentee 3 mentioned that the school's support for postgraduate education was a primary reason why she applied here as follows:

> I learned from a close friend of mine working here that the school allows teachers to attend courses in graduate programs. I thought I could easily arrange my classes, and it would be easier for me to commute there because the two campuses are closely located. I really cared about my postgraduate education, and I did not want my job to prevent me from pursuing it. I heard some institutions do not allow teachers to leave the school within the working hours or that they do not hire teachers pursuing a master's degree at all. This was why I could have applied to other schools and universities, but I wanted to wait for them for their support for postgraduate education (Mentee 3, initial interview).

The mentees also stated that the presence of a professional development unit at the school was a clear sign of the importance the school attached to teachers' professional development. They were also impressed that there was a mentoring program designed specifically for the needs of newcomer teachers and that the program was available for part-time teachers as well, which was significant because there were some institutions that designed professional development programs only for their full-time teachers.

The second reason why the mentees applied for a teaching position here was the profile of the teaching staff employed there. One of the mentees had a short-term internship experience in the department, and she said that the main reason why she applied here was the positive atmosphere at the school, in addition to the friendly behaviors all teaching staff displayed. In a similar vein, other mentees mentioned that they had friends or acquaintances who had worked or were working here who told them how happy they were at the school due to the friendly attitudes of other teachers, the supportive atmosphere, and the respect everyone had for each other. In addition to the positives that mentees attributed to the personal characteristics of the teaching staff, they were attracted by the perceived quality of the teaching staff and the school's reputation as a high-quality institution. For example, two of the mentees mentioned that they had a quick view of the academic profile of the staff at the school before submitting their application, which showed them that the majority of teachers had completed or were involved in postgraduate training in various fields, although a postgraduate degree was not a requirement for employment at a higher education institution when those degrees were conferred. Finally, one mentee mentioned that he had visited the school once to visit a friend and once to attend an ELT conference. He stated that in both visits, he was able to observe the friendly attitudes of people and the academic rigor and awareness of the teaching staff, which "made [him] sure that [the school] was the best place he could teach at as a young teacher" (Mentee 3, initial interview).

The third reason was the administrative structure of the school and the mentees' positive perceptions of it. Some mentees stated that the school was nationally recognized for its adherence to high-quality standards and its close relationship with the business world. They also knew that the school adopted a highly systemic and

academic approach to language teaching; for example, there were administrative units that were responsible for various critical tasks, such as curriculum design, testing and evaluation, and teacher professional development, which the mentees took as an indication of the school's scientific and systematic approach to learning and teaching processes. Moreover, Mentee 5 stated that she talked to a few people teaching at the school, and she was happy to find out that they were very pleased with the working conditions at the school, especially with the administrative structure that aimed to provide teachers with a comfortable and productive teaching experience. The mentees also argued that they were quite impressed with the recruitment process, which required applicants to design a 50-minute lesson and present it during an interview. Mentee 9 stated that she was impressed when she heard that the interview jury tended to ask challenging questions to applicants and was very meticulous during the lesson plan presentation. She also mentioned that the reason why she wanted to work at a university was to maintain her level of proficiency in English, which may not always be possible at primary or secondary levels and continue making process as an emerging academic. She thought if a university is very detail-oriented in the recruitment process, it could be more likely to offer rich experiences for teacher professional development, which encouraged her to apply for a teaching position here even though she had had no plans to work here previously.

The fourth most commonly mentioned reason that encouraged mentees to apply for a teaching position at the school was the positive influence of their friends who worked at the school. Eight of the ten mentees expressed that they had one close acquaintance who was working at the school when they applied. They said they were able to ask questions and learn about the working conditions and the overall atmosphere at the school, which they found to be very pleasing.

Finally, several of the mentees suggested that the school was reputable among the new graduates of the teacher education program they also graduated from. They mentioned the school was known for its enthusiasm for hiring newly graduated teachers by showing full confidence in their personal and professional capacities. On the other hand, due to the recently introduced regulations stating that all lecturers teaching at universities had to have a master's degree in a language-related field, most of the

newly graduated novice teachers found themselves obliged to work in profit-oriented private enterprises which, according to some participants, prioritized financial gains at the cost of teachers' physical and mental well-being. This meant that the mentees could either work at an institution that was ready to exploit all the capital teachers provided to convert them into one-way financial gains or another institution that wanted to work with them to benefit from their knowledge and skills as early career professionals. In this context, some mentees decided to apply to the school to start working at a place where their skills, knowledge, and possible contributions to the school culture were going to be appreciated sincerely, and they would get full credit for doing so.

First impressions of the school

After getting the news that their application for a teaching position at the school was successful, the mentees took part in an induction program that aimed to introduce new teachers to how the school operates on instructional and institutional grounds. During this two-week intensive program that consisted of 60 sessions facilitated by the Professional Development Unit, the mentees were able to learn the regulations that governed the everyday operations of the school, become familiar with the instructional and institutional principles adopted within the department, and revisit their knowledge of ELT by designing, developing, and presenting skill-based lessons in collaboration with their peers. The mentees stated that they were quite impressed with the induction program because the facilitators took the whole process very seriously, and the content of the program touched upon various issues that were critical in language teaching and learning processes. Most of the mentees offered details about how pleased they were with the induction program in their reflective journals. For example, Mentee 4 and Mentee 3 mentioned how helpful the getting-to-know-each-other activity was in building a feeling of a team throughout the induction program; Mentee 7 mentioned what she learned during those two weeks helped her greatly in adapting to the school culture; Mentee 6 mentioned she felt a lot more motivated to work at the school after the induction program after realizing how passionate the school was about teachers' professional development, and Mentee 4 mentioned the program was very good in helping her understand how she could contribute to the mission and vision of the school. Moreover, Mentee 5 thought that the induction program was so useful that she

recommended every new teacher take part in the program no matter if attendance is obligatory or not:

> Before the term starts, you will be included in a very informative induction program that lasts for two weeks but wraps up almost everything you have learned in a four-year ELT program. In addition to this, you will be informed about how the system works at [the school]. Since the induction program is conducted by two very encouraging colleagues, you start the term with great self-confidence. In this way, I eliminated one of the hardest feelings to experience at the very beginning of the term (Mentee 5, Reflective Journal – Letter to a Future Colleague).

Upon the beginning of the academic year, the mentees started to experience the various aspects of the school. One of their earliest impressions was that their new colleagues displayed extremely helpful attitudes towards them as they, especially their office mates, showed a keen interest in answering all the questions they had about the school as well as indicating a sincere willingness to be present whenever they needed further support in the following days. For example, Mentee 5 stated how pleased she was with the support from her colleagues as follows:

> Thanks to [Professional Development Unit members], we attended a very effective induction program before the first term started. Therefore, [Professional Development Unit members] were the first mentors that I had in TOBB ETU. As I met the other instructors, I realized that everyone in DFL would be my mentor to help my professional growth (Mentee 5, Reflective journal – Meeting 1 Reflection Form)

Other mentees expressed very similar experiences suggesting that all the staff at the school, including administrative and academic staff, were always happy to answer their questions, talk them through the procedures that are traditionally known to be complicated for newcomers, and offer them guidance by questioning their impressions of the school, students, course materials, etc. The mentees stated that they were also happy to see that one of the reasons that encouraged them to apply to this school, achieving initial success as teachers at an institution that prioritizes professional development, was turning out to be a reality for them because everyone in the school was so supportive of their professional development. Mentee 2 elaborated on this as follows:

> The crew at [the school] is great. There are kind people everywhere! People want to help each other. As a new instructor, you will need help very much at

> the beginning, and I am sure that your colleagues will help you with that… The teachers here love sharing and helping each other (Mentee 2, Reflective Journal – Letter to a Future Colleague).

In addition to admiring how helpful their colleagues were, the mentees also mentioned their happiness with administration and coordination in the department, which was marked by the presence of a detail-oriented and highly regulated administrative system. They were particularly impressed by the presence of administrative units working on critical processes of language teaching, such as curriculum development, testing and evaluation, educational technologies, professional development, extracurricular activities, etc. Mentee 10 suggested that she felt she was in a highly professional setting once she realized that each of the units consisted of teachers who were both experienced and knowledgeable in their respective areas of study. She also added that she felt secure in the sense that each unit seemed to be adopting a professional approach to what they concentrated on, which ensured her that the academic issues within the department were taken care of systematically and professionally. In a similar vein, Mentee 4 mentioned that she was very happy with the support she received from these units. She mentioned that the staff in curriculum development, testing and evaluation, and professional development units were always friendly to and supportive of new teachers, and they always offered their support and guidance whenever needed.

The participants also mentioned their positive impression of the academic adherence of the teaching staff and professional development opportunities. For example, Mentee 9 mentioned that during one of her casual conversations with another teacher, the teacher told her that she was quite busy on those days because she was working hard to complete her assignments as a Ph.D. student. She also understood that there were many teachers at the school who were striving to deserve a postgraduate degree while also working hard to achieve high performance levels as practicing teachers in the department. As mentioned before, one of the main reasons why Mentee 9 had decided to apply for a teaching position at the school was to find professional development opportunities. In this context, she felt sure that she had made the right decision after finding herself among staff members with highly academic agendas. Similarly, Mentee 3 mentioned the mentoring program, and Mentee 6 mentioned the class visits by the

Professional Development Unit with a professional growth focus as examples of the school's adherence to achieving high teaching standards and taking the necessary measures to ensure them. Both mentees argued that such opportunities were scarce in most institutions; in cases where those opportunities are provided, they were usually accessible to only full-time teachers.

In addition to these aspects, some of the other issues that helped teachers adopt positive impressions of the school included working in a comfortable environment with flexible schedules, working with a happy group of people, working with highly motivated and successful students who respected teachers, and the presence of open communication throughout the school. On the other hand, there were also some aspects that the teachers were not entirely pleased with. For example, some mentees argued that the school was rather strict in the way teachers were supposed to implement the regulations for all administrative procedures. In line with this, they also stated that there were too many rules and procedures that newly recruited teachers were supposed to learn and implement in a short time because the duration between the induction program and the beginning of the academic year was too short, leaving new teachers with insufficient space to digest the information they were provided with. To illustrate this challenge, Mentee 6 mentioned that she felt puzzled at times during the induction program because she was exposed to a lot of information about the instructional and institutional procedures and principles they were expected to adopt, and most of these issues seemed totally vague as they were yet to start experiencing the procedures and principles as members of the school. As the subsequent sub-chapters will show, these aspects emerged as areas of initial need after the outset of the mentoring program, and mentors were asked to support teachers frequently on these issues. Figure 13 summarizes the specific components of the pre-border stage.

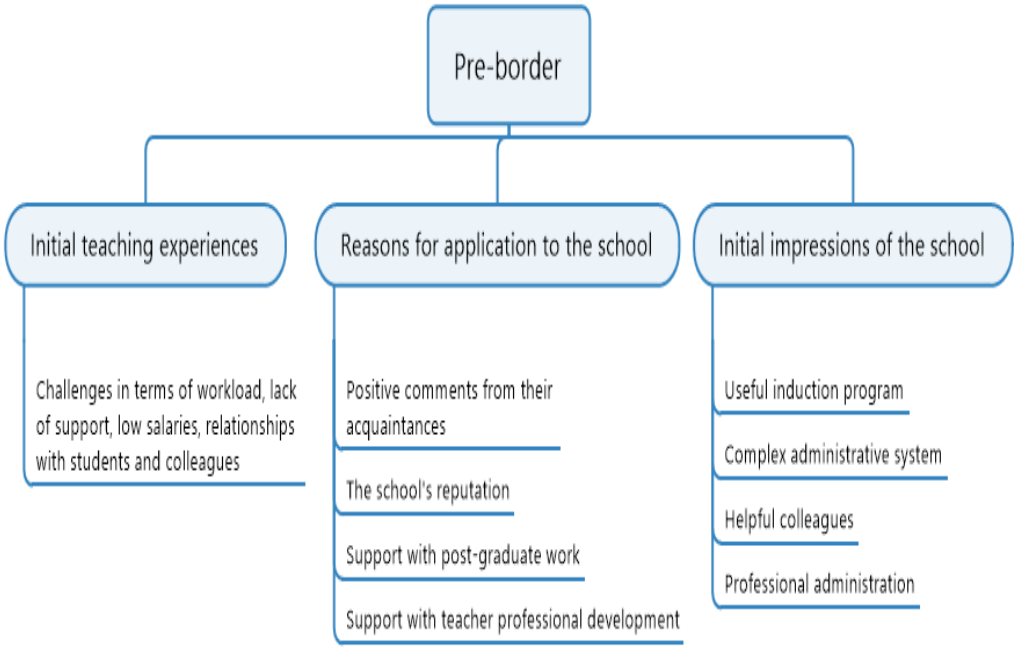


Figure 13

The components that constructed the mentees' experiences in the pre-border stage

5.3.2 The Borderland Stage

The borderland stage consists of the relevant experiences that mentees had during their participation in the mentoring program. The data showed that there were three components that constructed mentees' experiences in the borderland stage.

Reasons for Mentoring

As mentioned earlier in the answer to Research Question 1, there were various reasons that encouraged mentees. In summary, these reasons were getting professional support from an experienced teacher, achieving initial success in teaching by investing in their professional growth, the positive impressions of the induction program, which showed teachers that the in-house professional development programs offered by the department were of high-quality and adopted a dynamic design developed through a needs-based, participatory, collaborative approach, not feeling isolated, in their first

year at the school, and the previous challenges they had within their initial teaching experiences including the practicum experience.

Initial needs

The initial needs of the mentee refer to areas with which they needed support and guidance about the various issues they were expected to deal with as new members of a highly regulated organization. These needs were usually reported in the Reflective Journal – Meeting 1 Reflection Form because the mentees were asked to attend the meeting having filled out a needs analysis sheet inquiring about the areas of work they felt comfortable with as well as those they need further support with. The data revealed that these needs were related to both instructional and institution issues.

To begin with, the most commonly reported need concerned the mentees' adaptation to institutional procedures, which was an area that the school administration received a lot of feedback about in recent years from newly recruited instructors and encouraged the professional development unit to develop a mentoring program to guide new teachers through the challenges they encountered in this regard. The specific areas of need mentioned by mentees included using the student information system for entering attendance records and test results, their roles and responsibilities in testing and evaluation events (e.g., grading speaking quizzes, invigilating classrooms during examinations, grading writing quizzes, grading portfolio assignments), answering students' questions about the procedures for examinations, online assignments students needed to complete on a weekly basis, procedures of teaching in the other programs supervised by the department (i.e., teaching must English courses in undergraduate programs), and their roles and responsibilities in the courses taught in the language preparatory program (e.g., main course, reading and writing, listening and speaking).

The second most commonly mentioned area of need was encouraging students who lacked the motivation to improve their language skills and willingness to participate in the lesson. Several of the mentees mentioned that lack of motivation was a serious challenge in reading lessons where students needed to read extensive passages to understand details and take part in their discussion in the class or in groups. Two

mentees also stated that they had particular difficulty in encouraging students to take an active part in speaking activities, whereas one mentee argued that there were several students in his class who were struggling with learning English and considering moving to a university whose medium of instruction was Turkish. In other cases, mentees talked about students who were interested in what was going on in the class but preferred to remain silent during in-class discussions, which encouraged mentees to seek strategies to make them take an active part in the class as well. For example, Mentee 3, who had his first real teaching experience at the school, narrated the challenge he had to live through as follows:

> There were some students who almost never took part in the lesson. I have never seen any students like them before. I felt hopeless about how I could integrate them into the lesson. I was curious about how other teachers approached such students, whether there were any conventional policies adopted at the institutional level, and what I was expected to do in such cases. I had no idea, and I felt I did not have a clue. I then thought I could talk about this with my mentor to see if she had any suggestions for me (Mentee 3, initial interview).

Classroom management was another instructional challenge with which mentees needed support in their early days at the school. The most common issue mentees talked about was students' using their smartphones during the lesson to play video games, browse social media platforms, or chat with their friends. Some mentees mentioned that the issues at times grew so problematic that although they believed they were not supposed to intervene with the way students used their personal belongings, they felt obliged to take some measures by asking students to leave their phones on the teacher's desk or keep them in their bags or under their desks. In such cases, mentees usually preferred to ask their mentees about the issues they had in their classes to find out what they could do to solve this problem in their lessons:

> I remember that I had a lot of questions about lesson management… I once asked about a specific problem I had. There was this student whose phone rang a couple of times every lesson. It was as if he was doing it deliberately. Although I had warned him in every lesson, it kept going. He knew I was not going to take any strict measures like sending him out of the class, but I felt like he was playing with me. We talked about this extensively with my mentor (Mentee 8, initial interview).

The mentees also mentioned that they also had some challenges with attention-seeking students who were keen on disrupting the flow of the class by making irrelevant questions and making not-so-meaningful jokes.

The other areas of need that the mentees reported included teachers' using the target language in lessons (some mentees stated that students reacted negatively to teachers' speaking in English at all times), time management (pacing in lessons and keeping up with the weekly schedule), and lesson planning (making classes more interactive and engaging for learners).

In addition, the mentors also referred to similar areas when talking about the areas in which mentees needed support during their collaboration within the mentoring program. The data collected from the mentors showed that mentees approached mentors most frequently with questions about the institutional procedures and students with low motivation. These were followed by questions about testing procedures, mobile phone use in class, challenges with individual students, and dealing with the mental load caused by the lack of sufficient familiarity with the institutional culture and student profile.

On the other hand, there were some areas where some mentees were pleased with their own performance and indicated that they did not need additional support. These areas included creating a positive classroom atmosphere, supporting learners individually, displaying positive attitudes towards students, getting to know students, following students' progress, and giving individual feedback.

Finally, it should be noted that the emerging needs reported by the mentees during the interviews orally or in their reflective journal in writing were parallel to the observation focus they had within the second part of the mentoring program. The areas mentees focused on most commonly included student motivation, teaching vocabulary, giving instructions, lesson planning, pacing, student participation, giving feedback, and the use of target language.

The Mentoring Program

The data showed that the mentees benefitted significantly from the mentoring programs in getting support for the initial needs mentioned in the previous section. According to the participants, the mentors offered support on certain foci and through certain forms that helped them mentees achieve the gains mentioned in detail within the answer to Research Question 2. The mentees' responses to the relevant question in the interviews and their notes in the reflective journals suggested that the areas of need reported earlier were almost completely in parallel with the areas of support offered by the mentors (Table 11).

Table 11

The initial needs reported by the mentees and the areas of support offered by the mentors

Initial Needs	**Areas of Support Offered**
Administrative procedures	Administrative procedures
Testing procedures	Testing procedures
Low motivation & participation	Lesson management
Lesson management	Student participation
Using the target language	Using the target language
Mobile phone use in class	Lesson planning
Time management	Student motivation
Lesson planning	Dealing with undesirable student behaviors
	Handling technical problems
	Giving instructions
	Pacing
	Teaching listening
	Career advice
	Adapting extra materials
	Vocabulary teaching
	Giving feedback to learners
	Teaching reading

As the table illustrates, all areas of emerging needs were addressed within the mentoring program, usually upon the mentees' request. Moreover, the areas of support offered by mentors went beyond what was initially requested by the mentees, especially in issues that were related more closely to instructional aspects, such as teaching language skills, designing and using materials effectively, and giving

feedback to students' written or oral output. Figure 14 shows the areas of support reported by mentors and mentees separately.

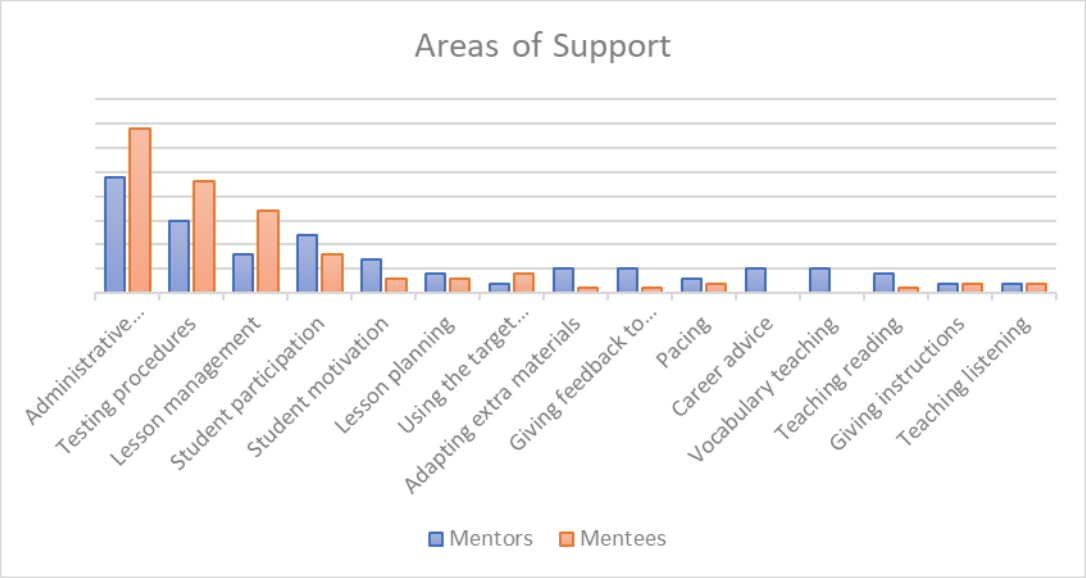


Figure 14

The areas of support as reported by mentors and mentees

Figure 14 demonstrates that mentees reported emerging needs more frequently on the three most salient issues, support and guidance with administrative procedures, testing procedures, and lesson management. It can also be seen that although mentees did not mention feeling any need in terms of career advice, some mentors stated that they offered support in that regard. Considering the part-time statutes of mentee participants, it is possible that mentees were hesitant about their future at the school or whether to apply for graduate programs so that they can obtain the necessary qualifications to apply for full-time teaching positions at universities in Turkey. For example, Mentor 10 mentioned that she encouraged Mentee 10 to apply for a master's program offered at another university where students were encouraged to complete their studies as quickly as possible. In a similar vein, Mentee 10 mentioned that her mentor's suggestions and encouragement played a key role in convincing her to apply for that program. She was later enrolled in the program and was about to start working on her master's thesis in the final phase of data collection.

As mentioned earlier, the support offered by mentors at mentees' request was provided through certain forms. The data collected from mentors showed that the most commonly used form of giving support was through conversations, which was an expected finding because each pair was supposed to arrange a face-to-face meeting seven times within the mentoring program. However, the data also shed light on the specific forms that emerged during these conversations. Firstly, mentors mentioned that they usually offered support by making clear suggestions and identifying solutions when the mentees specifically mentioned some challenges they were dealing with in their classes or in school. Whereas, at times, these pieces of advice targeted areas of instruction that the mentees wanted to build or improve their skills on, at other times, they addressed institutional procedures that mentees were expected to adhere to. More specifically, the advice mentees received from mentors included practical teaching ideas that the mentors had tried out successfully in their classes before and that could also work in the mentees' classes (e.g., ways of collecting feedback from learners, time management, using coursebooks effectively, designing and adapting course materials, increasing students' participation levels, teaching vocabulary effectively, motivating students, and teaching reading effectively) and sharing the well-known (among the faculty) ways of dealing with certain student behaviors. For example, Mentor 5 talked about how those strategies helped Mentee 5 encourage student participation as follows:

> I first told [Mentee 5] to calm down. I told her that this was a common attitude among that group of students and that they were the same in my classes. I told them that we could make them feel obliged to participate in class and that we could nominate them to speak if that is what it takes to make them participate. I also shared with her some tactics that do not sound very pleasant at the beginning but that the teachers teaching these courses commonly use when they have to…And it worked. She later came to me again to talk about how we could use the same strategy in another course she taught (Mentor 5, initial interview).

In addition to giving advice, another strategy commonly used during conversations was narrating the previous experiences that the mentors had experiences as young and novice teachers. Their remarks showed that they thought talking about the challenges they had had in their initial years at the school you help convince the mentees that although the mentors had encountered similar challenges and dealt with similar problems, they were able to overcome all those barriers and embark a strong teaching

career for themselves. In this context, Mentor 1 mentioned that she relied heavily on her initial experiences in previous years because the implication ideas emerging from those experiences were "help mentees save time because they were already tested and found to be effective" (Mentor 1, final interview). Moreover, Mentor 2 stated that her reference to the challenges she had in her first year at the school played a vital role in encouraging him to share more deeply and extensively during their conversations:

> I felt the need to talk about the challenges I had in my first year here to prepare him to openly share his own challenges…I told him that I had various issues in my first year here and that sometimes I had no idea what to do. I remember mentioning the small difference in age between my students and me, which made them falsely think that I could be more of a sister to them rather than a teacher. Upon sharing this, [Mentee 2] said that he had exactly the same challenge because students were not really taking him seriously because they were seeing him more like a friend. I needed to pave the way for that. Because he was not entirely comfortable at the beginning when talking about issues that could make him feel embarrassed. However, it all changed once I could convince him that everyone at the school, including me, did live with the same problems he had (Mentor 2, initial interview).

It should also be noted that during a private conversation with the facilitators of the mentoring program, Mentor 2 mentioned she was under the impression that Mentee 2 was not being entirely open about his experiences. Through their knowledge of the relevant literature, the two facilitators suggested that the mentor try sharing her experiences openly with the mentee and be very clear about the fact that she had a lot of problems of her own as a first-year teacher at the school. During the interview, Mentor 2 also mentioned that this suggestion from the facilitators was quite useful in establishing a closer relationship with Mentee 2 and thus offered the kind of support he truly needed.

The following form of support within conversations was guidance. The analysis demonstrated that mentors used guidance more frequently in the early stages of the mentoring program because they did not want to push their own suggestions and influence the mentees through their own beliefs. Therefore, instead of giving them direct answers, mentors, in such instances, preferred to guide mentees to consult with other bodies or look up specific sources to find answers to their questions. For example, in her reflective journal, Mentor 9 mentioned how she guided Mentee 9 to

address a problem she had about the extent of support a teacher was supposed to offer to students:

> Upon the identification of the problem, I directed [Mentee 9] to a more general picture of the case. This led us to a conversation about learner autonomy. First, I asked how strict she thinks the rubric is, and then I asked for a specific example that she believes to be contradicting her beliefs. For instance, she said that not being allowed to explain what hard copy and soft copy meant during an exam made her upset as she was unable to help the students. Therefore, I highlighted the cases in which teachers here are not supposed to offer direct help to students, such as reader exams, portfolio tasks, online homework, etc. Through these examples, I asked her to elaborate on the idea of "helping" in the short and long term. I asked her what she thinks students ask her most frequently and if she thinks only the teacher/herself holds the answers to those questions, or if her students could find the answer upon some research and curiosity. After emphasizing that there is no right or wrong answer to these questions, I stated how each teacher's own journey differs from another and gave a few examples of our classroom practices/difficult cases and what we usually understand by "helping." Upon this mutual sharing of ideas, she identified her next target as developing students' autonomy (Mentor 9, Reflective journal – Meeting 2 Reflection Form).

This excerpt shows that Mentee 9 initially believed that she was responsible for doing everything possible to help her learners without considering the negative impact of this attitude on students' autonomy and self-efficacy levels. However, by reflecting on the aspects introduced by Mentor 9, she was able to understand that her strategy could offer more harm than use and decided to look for ways to ensure students would need less help from a teacher. In this sense, the data also showed that most mentors offered guidance by questioning their beliefs and perceptions. Mentors mentioned that they often benefitted from the questions they asked the mentees to warm them up for their conversations. Whereas some questions focused on everyday issues (e.g., how are the classes going?), others had more specific foci (e.g., How do you create and introduce routines in your classes? (When talking about lesson management), or What do you think about his command of grammar (during a speaking quiz when evaluating a student's spoken performance)).

Besides conversations that took place through giving advice, narrating previous experiences, guidance, and questioning, the second most commonly referred to form of support was cooperation between the mentor and mentee. In this regard, mentors mentioned that, at times, they worked with mentees to discuss ideas or to create

artifacts, such as lesson materials, lesson plans, and activities. Although a professional relationship between an experienced and a younger colleague might end up turning into a master-protégé relationship where experience and knowledge are transferred from the more experienced peer to the less experienced, the mentors were well aware that the teachers they were working with were as qualified as they were to teach. In her reflective journal, Mentor 5 explained their relationships as follows:

> Before the meeting, I had an outline in my mind. I was planning to ask some questions along with the ones suggested by the Professional Development Unit. I have always believed that it is important to have a sincere relationship with a mentee without patronizing her/him. I think we had a very positive beginning. So, the notion of treating your colleagues as your equals regardless of your experience really worked at this stage (Mentor 5, Reflective Journal – Meeting 1 Reflection Form).

Moreover, the mentors and mentees often worked together on a planning focus. They planned lessons or specific activities together when mentees stated that they had particular needs with some instructional issues. Also, in one case, one mentor mentioned that her mentee was teaching the same content two weeks later than she did (because they were at different teaching levels); therefore, they decided to design additional activities together, and both used them in their lessons in subsequent weeks.

The mentors also talked about offering support through demonstration, especially when the mentees needed support with handling institutional procedures, such as entering the attendance record on the student information system, modeling, which entails demonstrating what the mentor prefers to do in similar cases before the mentee in involved in the task, encouragement, usually in cases of mentees' applying to postgraduate programs or trying out alternative techniques, and closely observing mentees within the school or when they are working on a task to identify areas of need that they might have.

The data collected from mentees revealed that the forms of support they referred to within their remarks were similar to those of the mentors but at a different frequency. When talking about how mentors helped them overcome the challenges they had, they mostly talked about giving advice. Similar to what the mentors suggested, the advice was mostly about the instructional decisions the mentees took or could take in their

classes. The following excerpt by Mentee 8 can illustrate the critical role of the advice mentors gave mentees:

> The first meeting with my mentor was quite helpful for me because I have found answers to the questions about the system of the [school]. [Mentor 8] was so sincere that I did not only get answers to the questions in my mind, but she also gave the answers to possible questions that I could come across with in the future. The meeting was not totally formal, which also helped me in this process because I have felt relaxed. The environment of the meeting was so friendly that I felt comfortable. This also gave me the opportunity to share my concerns about teaching, and [Mentor 8] was so kind to answer my questions sincerely. She gave me advice about teaching techniques and classroom management. To conclude, the meeting with [Mentor 8] was quite helpful for me to get used to the system and the job of teaching (Mentee 8, Reflective journal – Meeting 1 Reflection Form).

Overall, the pieces of advice offered by mentors touched upon tips about how things work at the school (e.g., getting photocopies), suggesting teaching ideas to implement in certain cases (how to support vocabulary instruction with visuals), lesson management (e.g., smartphone use in class), specific activities that could be used in the mentees' class (e.g., using a KWL chart in reading lessons), taking part in speaking juries (e.g., what kind of questions to ask and what to do in certain situations), and increasing students' participation in lessons.

The mentees also mentioned cooperation as a commonly used form of support they received from their mentors. When talking about cooperation, the mentees focused on the fact that the pair was learning with each other rather than one body from another. They mentioned that especially during the second part of the program, when the pair observed each other, they worked together to design each other's lessons and then came together in a post-observation meeting where they gave feedback to each other on what could be improved in their respective classes and collaboratively worked on activities that could help them achieve their objectives in greater extent.

The third most commonly mentioned form of support mentioned by the mentees was guidance, which consisted of stories in which mentors guided mentees to find answers to their questions and solutions to their problems by helping them reflect on their own practices and critically questioning the decisions they made. For example, Mentee 2 narrated how his mentor guided him with her feedback as follows:

> I should say that the system here is really difficult to adjust to. But my mentor helped me considerably with that. For example, after she visited me in my classroom, she told me about the things she observed. She never said something like "I have been working here for this many years, and you should do things as I say." She told me whatever I did, and we talked about them. She did not focus on what she had not observed in my class…We were like peers rather than a mentor and mentee, and she has always guided me accordingly (Mentee 2, final interview).

In addition, similar to the mentors' stories, mentees mentioned a considerable number of cases in which mentors demonstrated the tips and strategies they had developed after years of experience in completing institutional tasks. For example, Mentee 3 mentioned that he frequently visited his mentor because she was able to demonstrate how to perform "unwritten but commonly-known ways of" certain procedures (Mentee 3, initial interview). In this sense, they commonly argued that demonstration was a particularly useful form of support, especially in learning how to perform some administrative and testing tasks, such as entering absenteeism records on the student information system, how to approach the speaking jury process, how to mark students' writing quizzes, etc. In this context, Mentee 3 expressed how he benefited from her mentor's support during a speaking jury:

> When we were about to start the jury, Mentor 3 mentioned that we could divide the students between us or that we could talk to each student together. I told her that I did not really feel prepared to conduct the whole session on my own. I was afraid that I would not be able to think of questions to ask the students. After this, she demonstrated how she behaves in certain cases that might occur during the examination and gave me practical ideas about what I could do in similar situations. Also, she supported me by asking additional questions to students or asking follow-up questions to the questions I started. I think she was the main reason why I was able to have a perfect speaking jury experience in my first time (Mentee 3, initial interview).

Another form of support mentees touched upon was mentors' narrating their previous experiences when they encountered similar challenges or had to deal with similar issues. Mentees argued that this form of support was useful in several ways. First, it helped the mentees realize that the mentors had gone through similar challenges years ago and that these challenges, although they looked worrisome at times, were ordinary for any novice teacher. In this sense, they also thought that it was still possible to overcome those challenges and embark on a successful career in the field of English Language Teaching. Secondly, the mentees were able to get some practical

suggestions from the mentors about the challenges they had that actually worked in their classes. For example, Mentee 3 frequently mentioned that he asked his mentor what she used to do when she had to deal with similar cases or when she needed to master a skill and that he benefitted from her advice a lot in learning to conduct the administrative tasks he was supposed to complete as a main course teacher. Lastly, in some cases, the previous experiences of mentors did not only help mentees understand what they should do to achieve desirable outcomes but also helped them not take some directions to avoid undesirable outcomes. For example, Mentee 9 mentioned one case in which her mentor's advice helped her establish more professional relationships with her students and assign more responsibility to her students as follows:

> When we were talking about this situation, [Mentor 9] told me about some negative results that might come into being if I continued to help students too much with their work by saying things like, "If you don't do it, this might be the result." She tried to reflect her experiences on the challenge I was having. She used her previous experience in similar cases to give advice, and I really benefitted from it. I was able to see from another perspective. Her experiences helped me realize the difference between a student's perspective and a teacher's perspective. She told me we should stick with the teacher's perspective as much as possible, and it was an aha moment for me (Mentee 9, initial interview).

The mentees also mentioned that they benefitted from the mentor's support in the form of encouragement. Their remarks suggested that the encouragement started early in the mentoring program as the mentors actively encouraged mentees to contact them, in writing or face to face, whenever they wanted, which resulted in the mentees' feeling much more comfortable and motivated to get in touch with their mentors with their personal and professional problems. In addition, the mentors usually encouraged mentees to take a more active role in finding solutions to their challenges and implementing them in their classes. It was also found that some mentors deliberately avoided offering direct support by giving advice, demonstration, or narrating previous experiences and encouraged the mentees to reflect on the problem, identify possible solutions, think critically about the usefulness of the solutions, implement those solutions in their classes, and reflect on the extent to which the solution was able to remove the challenge. As the program progressed and the relationship between the mentees and mentors became closer, encouragement in more personal forms was also seen. For example, some mentees mentioned that they talked about their career options

with their mentors, and the mentors actively encouraged the mentees to take some steps to fulfill their dreams. These encouragements included starting a master's program in language education (the mentees needed to complete a master's program in language studies to apply for full-time positions at universities), taking the national exams needed to be eligible to work for the MoNE, and more specific career planning that took place during conversations focusing on the different working conditions in different teaching contexts. Figure 15 summarizes the specific components of the borderland stage.

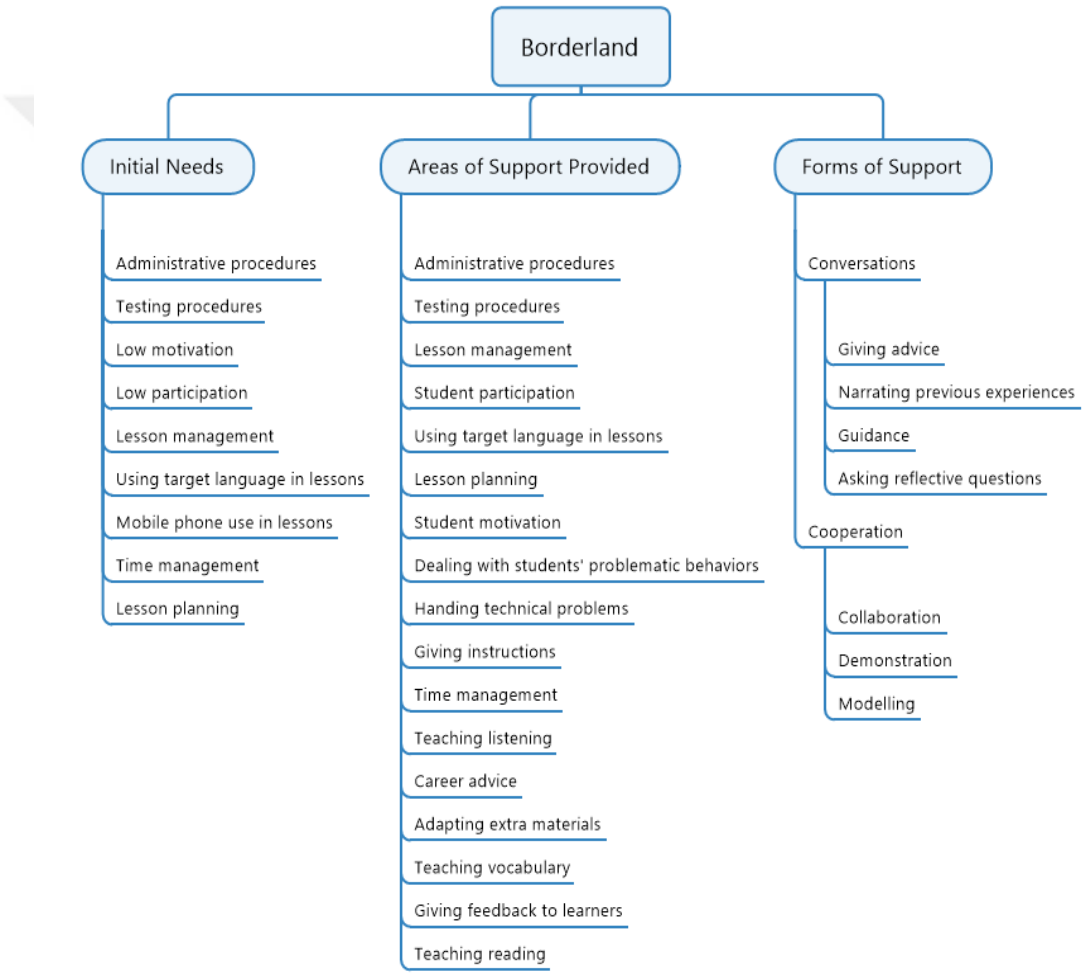


Figure 15

The components that constructed the mentees' experiences in the borderland stage

5.3.3 The Post-Border Stage

The post-border stage consists of the mentees' experiences emerging after they completed the mentoring program. As mentioned earlier, most of the mentee participants started working in other institutions with part-time or full-time contracts. Therefore, their experiences in the post-border stage touched upon their reflections on the long-term benefits of the mentoring program when they are teaching at another institution or in their second year at the research site.

The impressions of the mentees in their first year at the research site

The impressions of mentees in their first year at the research site were overly positive. They argued that they were happy to have worked in a professional environment with well-structured teaching procedures, clear guidelines, and continuous support from their colleagues and the administration. They also reported positive feelings toward the various professional development opportunities available at the school, on the top of which was the mentoring program. For example, Mentee 3 particularly touched upon the differences between the mentoring program at the research site and in his new school affiliated with the MoNE. He stated that the program at the research site was a lot more needs-based and individualized, which helped him achieve desirable professional outcomes in his first year of teaching after graduation. Mentee 5 also made similar remarks and stated that she was so happy with the opportunities available to her that she recommended the research site as an ideal teaching place to her friends looking for a teaching position at universities:

> [The research site] was the first university I worked at as a teacher of English. I totally enjoyed every aspect of working there. I always recommend my friends that that they apply for a full-time position there once they complete their master's degrees. It was a year full of benefits and professional learning for me. I also benefited a lot from the mentoring program. That's why I can say it has been a great year for me. I always think that if I had started at a private school instead of [the research site], I would not have grown this much (Mentee 5, final interview).

In their final interviews, almost all mentees indicated their pleasure with the mentoring program and gave details about how it contributed to their professional well-being.

Particularly pleasing for them was the continuous support they received from their mentors, the opportunity to observe an experienced teacher in their classrooms and get feedback from them after being observed, and the dynamic nature of the program that allowed sufficient flexibility to respond to their emerging needs during their first year at the school. In their letters to future colleagues, they suggested that they had benefitted a lot from the mentoring program and that every new teacher would gain similar benefits if they took part in the program. The other positive remarks from mentees touched upon their pleasure with working in a comfortable environment, increased job satisfaction, favorable staff and student profile, feeling valuable, and having a high sense of belonging to the school despite having their first year and working under part-time contracts.

Although there were numerous benefits the mentees referred to in their final interviews, they also mentioned one constraint that prevented them from achieving even better results. Most of the mentees stated that meeting with their mentors was, at times, challenging because of the clashes between their schedules. As part-time teachers, mentees were not expected to be present at the school outside of their teaching hours. However, most of the mentors were also busy during the regular teaching hours, and they usually preferred to meet their mentees after the teaching hours, which meant that mentees often had to wait until the mentors were available later in the day. Also, most of the mentees were still taking courses in their post-graduate programs, which meant that they were not at the school during two or three half-days, which decreased the number of timeslots at which they were available to meet the mentors. Finally, some mentees had to cancel their appointments with mentors due to personal issues and reschedule for another timeslot.

In addition to this constraint, mentees also made some suggestions that could improve the efficiency of the mentoring program. The most commonly mentioned suggestion was about the observations. Three of the mentees suggested that they could have benefitted from a greater number of observations with their mentors, an opinion that emerged after they witnessed the benefits they obtained from visiting each other's classes and giving and receiving feedback on their teaching. They also mentioned that the multiple observations could be spread into the year instead of having one mutual

visit only in the second term, giving them the opportunity to receive feedback in their first term at the school as well. Furthermore, five mentees stated that they would like to observe and be observed by other teachers in addition to their mentors. They believed that working with multiple teachers on an observation focus would help them see other teaching perspectives with different learner profiles and improve their relevant skills accordingly. Other suggestions from mentees that could have made the program more beneficial included sharing the same offices with their mentors, having regular meetings with other mentees to discuss and reflect on their experiences, and working with their mentors in their first portfolio assignments like they do in exam marking and speaking jury tasks.

The experiences of the mentees in their second year

After completing their first year at the research site, five mentees (Mentee 1, 7, 8, 9, 10) continued to work at the school again with a part-time contract, whereas four of them (Mentee 2, 3, 4, 6) started working for private or public schools under part-time or full-time contracts. Lastly, Mentee 5 was employed as a research assistant at a research institute.

Those continuing to work at the school suggested that they continued to benefit from their experiences in the first year and the mentoring program. Although they were no longer in a mentoring program, they continued to get advice from their colleagues, especially from other part-time teachers, class partners and officemates, about the challenges they had in their classes, suggestions for improving certain practices, or fulfilling some administrative tasks. For example, Mentee 1 suggested that he had immensely enjoyed the support culture at the school in his first year and that he never hesitated to contact others when he needed support. The mentees continuing to work at the school also indicated that they continued to receive support from their mentors, who usually asked them if everything was all right and if they needed support with anything when they came across in the building. Lastly, they stated that they started their second year with a lot more self-confidence than they did in their first year because they had now solved many of the questions they had had when they first started teaching and accumulated considerable experience and knowledge about the academic and administrative procedures they were expected to handle as teachers.

On the other hand, the mentees starting to work at other institutions reported mixed feelings concerning their experiences in their second year. Although they touched upon various benefits that they had acquired during their first year at the school and within the mentoring program, there were some issues that they were not entirely pleased with at their new schools due to some institutional differences. The biggest challenge reported by mentees in this regard was the new learner profile. As mentioned earlier, all of the mentees working at other institutions started working at public or private K-12 schools. They mentioned that the learner profile in their new schools was significantly different from what they had at the research site in terms of proficiency in English, attitudes towards learning English, willingness to participate in lessons, and the social behavior patterns of the learners during lessons. More specifically, Mentee 1, who worked with middle school students in her second year, mentioned that although she had previously worked with the same group after graduation, she had a lot of challenges in simplifying her teaching according to the needs of those students. She also complained that even though she was working at a prestigious private school, professional support and guidance was often not at her disposal. Similarly, Mentee 3, who worked with high school students at a public school in his second year, mentioned that though his new students were close to his previous students in terms of age, there were considerable differences in the attitudes of the new learner group towards learning English and the resources he could use in his new school:

> I am currently teaching 9th, 11th, and 12th graders. Of course, teaching at a high school after working at a university was quite challenging at times. I understood in my first days here that I needed to revise my expectations of the students…When I worked at the [research site], I taught in different programs and worked with students at different levels. However, there was constant support from everyone at the school, and we had a lot of additional resources that we could use in our lessons. That was why I was used to witnessing students' progress, even in short terms. However, such progress has never been possible here…For example, in my lessons with the 9th graders, I always have to adapt our materials because most of my students are not close to the proficiency level considered when the ministry was designing the curriculum and coursebooks. I had to revise my expectations from the students and simplify our materials quite often. This was perhaps the area where I had the greatest amount of challenge (Mentee 3, final interview).

However, differently from Mentee 1, Mentee 3 was able to find solutions to the problems he had thanks to the new mentoring program in his new school, the details

of which will be presented later in the chapter. Similar to Mentee 3, Mentee 6 was also working at a public high school. She argued that her main challenge was to motivate students during her lessons and find ways to prevent the disturbing behaviors of some attention-seeking teenagers. She mentioned that the motivation issue was particularly challenging because, in her first year, she used to work with students in a preparatory program who had to reach a certain level of proficiency in English to start taking courses in their undergraduate programs. However, her new students thought English was just another course they needed to pass, and the overwhelming attitude among both teachers and students at her new school was that the students were getting prepared for the university matriculation examination, which has traditionally been an exhaustive and stressful journey for students in the country, and that learning English should not be presented as a concern of priority. She believed that such attitudes made motivating students, especially those at the senior level, quite challenging. She mentioned that she tried out some warm-up activities and icebreakers that she had learned in the induction program or from their mentors to encourage students' participation; however, she had never been able to attract more than five students to a lesson. Her repeated failure to increase learners' motivation in her lessons in time turned into despair and disappointment:

> What I was most upset about was that the students did not show respect for the effort I was making. I always thought that I did not deserve such attitudes. I was always struggling to convince my students to participate, but they always wanted to study for the other lessons that were included in the university matriculation exam, as they do in other English classes taught by some other teachers (Mentee 6, final interview).

Like Mentee 3, Mentee 6 also took part in a compulsory mentoring program in the MoNE-affiliated school. However, unlike Mentee 3, she worked with a mentor teacher and director who considered the mentoring activities to be meaningless paperwork, and she was also upset that he was not getting any support from her colleagues in dealing with the challenges she had. As a result of the despair that she was dealing with, she decided to resign from her full-time position at the public school and decided to work as a research assistant at the university she had graduated from.

Another challenge for the mentees starting to work at other institutions in their second year concerned the institutional structure in their new schools. The mentees usually

complained about the lack of a focus on professional development for teachers in their new schools and the administrators' lack of dedication to improving the current practices at their schools. Those working at MoNE-affiliated schools mentioned that they were enthusiastic about the compulsory in-service training seminars usually offered during school breaks, but they mentioned that the quality of such events had never been satisfactory. In this regard, one mentee mentioned that although she was supposed to observe and be observed by an experienced teacher in her school within the compulsory mentoring program, the mentor teacher suggested that they fill in the observation forms as if they visited each other in their classes. When she complained about this to the director, she realized that the director also believed it was okay to complete the paperwork without actually carrying out the tasks in the mentoring program. Such attitudes caused feelings of unrest among mentees who, in the previous year, had benefitted considerably from the mentoring program at the research site.

There were other challenges that the mentees had to deal with in their second year. For example, most mentees in this group had to go through a new adjustment process in their new schools without proper guidance and support from their colleagues and the administration, they did not get any credits for their contributions as teachers, they did not feel a sense of belonging to the school community, they lost their enthusiasm for teaching, and they had to teach in crowded classrooms. Although all mentees working in new schools took part in formal or informal mentoring practices, most of them were not pleased with the extent and quality of support they received. They complained that the new mentoring programs did not have a professional approach to mentoring, especially in the compulsory program offered in public schools. During her final interview, Mentee 6 narrated the process as follows:

> In the mentoring program, we are supposed to fill in six forms every week. We are supposed to fill in these forms with the director and our mentor teachers. For example, in one form, I am supposed to meet with the director and my mentor teacher, and they should assign me some tasks like allocate two hours on Monday to lesson planning and another hour to observation. Then, I need to complete these tasks, and they should guide me throughout the process. I should complete the tasks and report to them about what I did and what I learned when doing these tasks. I also need to observe other teachers and my mentor, and my mentor should observe me in two of my lessons and reflect on the observation process on a weekly basis. Overall, I am supposed to complete 96 hours of observation in 27 weeks, which means I need to complete four

> observations in some weeks. However, my mentor did not observe me and asked me to fill in her forms as well as if she had observed me. When I am supposed to observe her, I do not go to her class but fill in the forms as if I did. Also, the director has almost no knowledge of this process. My mentor, who is supposed to guide me on how the complete the processes, does not also know much about what we should do. I learned about many of the procedures from my colleagues here. When I told her about what we should do, she said it was too much work, and she did not really have time for it. She suggested that I fill in the forms on my own and bring them to her to sign…She also never liked the idea of observing each other. She said she could observe me only once [upon the director's instruction] but that I did not really need to observe her lessons…When the director realized my enthusiasm about the mentoring program, he asked me to inform other candidate teachers about the process, which caused reactions among them because they were angry at me now that they had to complete their part as well (Mentee 6, final interview).

Mentee 6 also complained about the lack of support available to her. She had to approach many people to ask questions about her duties as a teacher in the school because there was no induction program for new teachers to inform them about the instructional and institutional policies and procedures that they were supposed to master early on. The lack of proper guidance and support also created feelings of unrest in Mentee 6 because her transition from the candidate status into the tenure status depended on her performance evaluation report, which was compiled by the grades given by the director and the mentor teacher; however, they were not sufficiently aware of her progress as a candidate teacher, which means that there was no sufficient ground for them to evaluate her performance in the school. Other mentees also made similar remarks and argued that they had to survive in their new schools thanks to their individual efforts and what they had learned in the research setting in the previous year.

The only exception in this regard was Mentee 3, whose experiences in the mentoring program at another public school completely contrasted those of Mentee 6. He thought he was lucky to work with an enthusiastic and experienced mentor who "understood [him] both as a person and a professional" (Mentee 3, final interview). Within the new mentoring program, Mentee 3 and his mentor did not only complete all the tasks in the program but also engaged in professional conversations throughout the academic year to make sure that Mentee 3 would have a comfortable time at the new school. He had continuous contact with his mentor even after teaching hours because his mentor had

assured him that he could call or text him whenever he had a question to ask. He also believed that the reason why his mentoring experiences were significantly different from many other candidate teachers working in MoNE-affiliated schools was that his directors took mentoring practices very seriously and checked up on their progress very closely. They also had regular meetings with candidate teachers and asked if there were any issues they could help with: "It was never like they threw us to the stage and said the rest is on you" (Mentee 3, final interview).

Uptake from mentoring

During their final interviews, all mentees were asked about the long-term gains they associated with their participation in the mentoring program. They argued that the most notable benefit was the increased self-confidence with which they started their second years either at the research site or other institutions. For example, Mentee 8, who continued to work at the research site in the second year, said she felt quite comfortable before the new academic year because she felt like she had already mastered most of the skills she was supposed to have as a lecturer. She was familiar with the procedures, the materials, the assessment practices, the learner profile, and she was totally confident that even if she had some challenges, she had built a knowledge base that she could use to find solutions. Similarly, Mentee 6 stated that other new teachers at the school had initially thought that she was not a new teacher at the school but a teacher who had been working there for several years because she was both knowledgeable as a teacher and displayed total self-confidence in every part of the school. In this regard, Mentee 3 also mentioned that he was pleased with the comments he received from his colleagues and students. He mentioned one instance in which his students told him he was a better fit to teach at a university rather than a public high school. He said he already felt confident in his teaching skills, but he got very pleased when he received such feedback from his students, which further improved his self-confidence as a teacher.

The mentees also mentioned that although they did not have much confidence in their experience and skills when they started to teach at the research site, in their second year, they felt like an experienced and skillful teacher, which they attributed to their positive experiences in the mentoring program. They were able to realize how much

they had grown after working with other new teachers in their second year, who seemed quite hesitant, shy, and afraid, whereas that had left such feelings behind for quite some time. Their increased self-confidence, experience, and knowledge of teaching also provided them with a smooth transition when trying to adjust to the principles and producers in their new schools even though most of the mentees were not able to receive systematic and continuous support in their second year. Also contributing to their smooth transition were the attitudes of their new colleagues and students, who regarded the mentees as experienced teachers that were skilled in teaching.

Considering the instructional aspects, mentees mentioned that they felt especially improved in terms of classroom management. Because they had worked with university students in different programs and levels, they were already familiar with a wide range of learner profiles. Therefore, although they had specific challenges in some aspects of lesson management, they were able to solve these problems without them being fossilized. In addition, they also mentioned that they had realized in terms of motivating learners. Mentee 6 suggested that she had put a specific focus on motivation and lesson management in the mentoring program at the research site and that she was able to use the activities and techniques she had learned successfully with her new students. Figure 16 summarizes the specific components of the post-border stage.

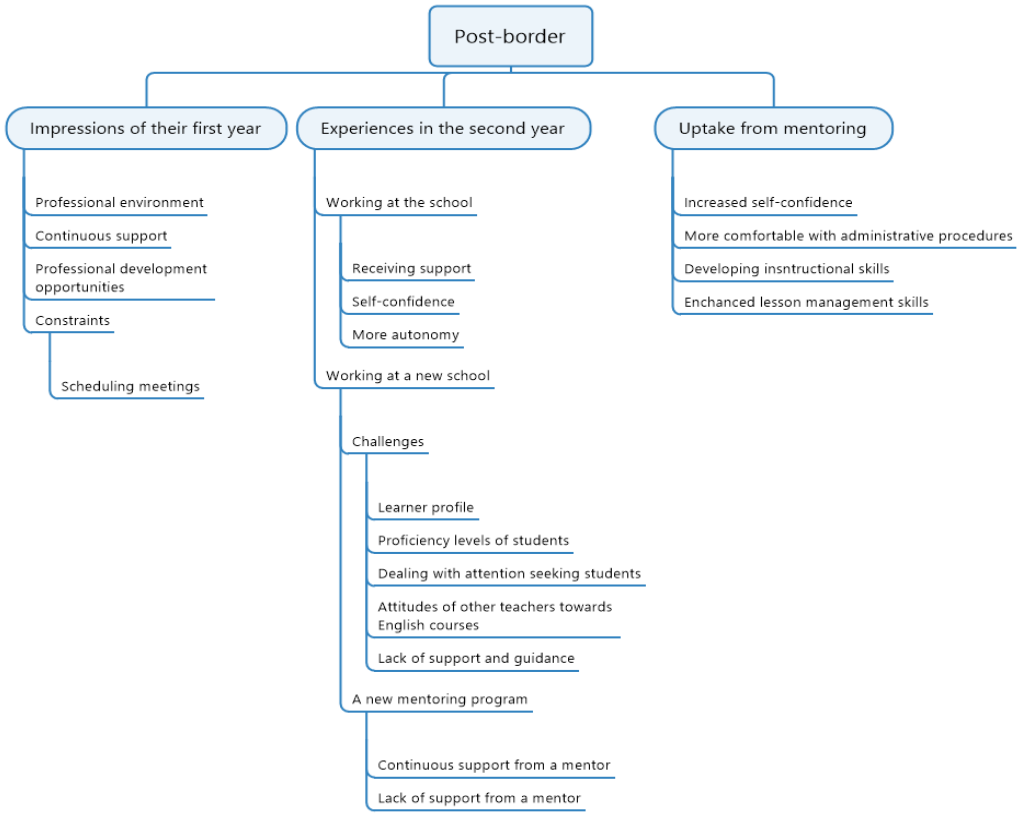


Figure 16

The components that constructed the mentees' experiences in the post-border stage

5.4 What are the Professional Learning Strategies That Facilitate the Emergence of New Dialogic Spaces for Mentees?

As mentioned in the theoretical framework section, learning at the boundary occurs through four strategies (identification, coordination, reflection, and transformation) that are neither hierarchical nor sequential but inherently linked with one another. The data revealed that all of the four strategies were at play in constructing dialogical spaces for mentees.

5.4.1 Identification

The identification stage involves understanding how the two activity systems that were divided by boundaries are similar and different (Akkerman & Bakker, 2011b). As the analysis so far revealed, the mentees were able to make this comparison twice during

their boundary crossing experiences. First, they were able to compare the knowledge they had constructed as pre-service teachers or novice teachers with what they learned in the borderland stage. Secondly, they were also able to compare what they had learned at the research site during the borderland stage with their new experiences in their second years at the post-border stage. Identification for mentees occurred through the processes of othering, which focuses on an exploration of how the two practices are different, and legitimating coexistence, which focuses on identifying the differences between two sides of the boundary as a consequence of their unique characteristics and identities and seeking value in the coexistence in both worlds.

5.4.1.1 Othering

The analysis showed that almost all mentees went through a process of othering in unique extents. Some of the mentees started their teacher education processes in teacher-training high schools, and all mentees except for Mentee 8 had graduated from undergraduate teacher education programs at prestigious universities. Therefore, they were quite confident with their skills as teachers. However, they also mentioned that they had gone through several challenges within their practicum teaching or as novice teachers after graduation. As mentioned earlier, most of the challenges were related to their disagreement with the policies of the schools they worked as interns or newly graduated teachers, lack of guidance from supervising professors, mentor teachers (in the practicum), and their colleagues and administrators at schools, and their unfamiliarity with classroom teaching despite graduating from reputable institutions. To illustrate, Mentee 1 mentioned that although her initial job required her to form regular contact with students' parents, establishing relationships with parents had never been a topic of discussion in the courses she had taken in her undergraduate program. Mentee 6, who had her first professional teaching experience at the research site, mentioned that as an intern teacher, she worked at two schools where the learner profiles, teacher attitudes, sociocultural characteristics of learners, and proficiency levels of learners were entirely different, which made her feel not quite ready to work especially under challenging conditions. Mentee 7, who had worked at a university as a part-time teacher after her graduation, mentioned that her initial days of teaching were quite difficult for her as she was asked to teach a class without any introduction,

guidance, and support from the school administration. Furthermore, the new teachers, including her, did not have any office rooms and were able to get their coursebooks only a couple of minutes before their first class.

As such experiences illustrated, the mentees reported frequent challenges that they had to deal with in the pre-border stage. Finding themselves obliged to handle such challenges as prospective or early-career teachers encouraged them to seek teaching positions at other institutions or make informed decisions when creating a shortlist of institutions to apply to. As mentioned in detail within the answer to the previous research question, most of the mentees decided to apply for the teaching position at the research site after hearing a lot of positive comments about the school from their acquaintances who were working at the research site at the given time and the school's explicit support for teacher professional development, the most obvious sign of which was allowing all instructors to pursue a post-graduate degree and making arrangements to that end, which was not the case in most of the other institutions.

After being accepted for the teaching position they had applied for, the mentees' first step into the research site was the two-week induction program that aimed to help the participants learn about the institutional and instructional policies and procedures at the school as well as revisit their knowledge of ELT as they engaged in lesson design and planning and lesson presentation activities that focused on teaching language skills. The experiences of the mentees during the induction program also gave rise to the processes of othering. All of the mentees indicated that the induction program was quite useful in helping them explore the real world of teaching, which they were not able to grasp during their undergraduate training, and creating a personal and professional bond with other colleagues who were going to start teaching in the same cohort. In their letters to future colleagues, which they wrote before their third meeting with their mentors, almost all mentees mentioned that they had benefitted a lot from the induction program and suggested that their future colleagues also attend the program.

The experiences of othering were also apparent in the initial needs mentees expressed through the data they provided. Although the most commonly mentioned initial need concerned their adaptation to the unique administrative procedures at the research site,

they also mentioned needing help with most practical aspects of teaching, such as increasing students' motivation, encouraging learners to participate in the lesson, lesson management, use of L1 and L2 in their instruction, pacing, lesson planning, and dealing with problematic student behaviors, all of which were areas the participants had learned, discussed, and practiced during their undergraduate training in varying extents. However, their experiences in their first lessons at the research site showed them that the knowledge and practice base they possessed at the time was not sufficient to deal with the challenges they had and were going to have within their teaching at the research site. Such perceptions reinforced mentees' feelings of othering and encouraged them to take part in the mentoring program, although they were not required to take part in any of the CPPD activities due to their status as part-time teachers.

5.4.1.2 Legitimating Coexistence

Although all mentees went through a process of othering, which was revealed by the differences they perceived between what they had prepared for as pre-service teachers and what they actually encountered as practicing teachers, the participants believed that these differences were neither unnatural nor unexpected. As graduates of highly prestigious universities in the country, most of the mentees still believed that they had learned a lot about the theoretical and practical aspects of language teaching within their undergraduate training and initial teaching experience. Most of them argued that they felt more knowledgeable and ready for teaching once they completed their practicum teaching, as their experiences helped them understand the social, cultural, and instructional characteristics of real classrooms. Furthermore, their belief was also confirmed by the fact that most of them were accepted into master's programs again at highly prestigious universities and for a teaching position at the research site, which is also among the most reputable universities in the country, shortly after their graduation from undergraduate programs. In this context, the mentees believed that teaching was a process of continuous identity construction and reconstruction which depended on constant professional learning and construction of new knowledge and that it would not be possible to learn all aspects of teaching in one context and use the same information throughout their careers. For example, the remarks of Mentee 3, who

also had satisfactory mentoring experiences in his second year, suggested that even though he learned a lot during the mentoring program at the research site, he still needed help with various aspects of teaching in his new school because there were significantly different in some critical aspects of teaching such as the institutional structure, the institution regulations, the learner profile, the curriculum, and the expectations from students.

In conclusion, it can be argued that the mentees' experiences that concerned the first learning strategy at the boundary, identification, showed that they were able to realize the many differences between the two activity systems (pre-service teacher education and in-service teaching practice) but believed that these differences stemmed from the unique characteristics of the two systems and that they needed to continue to make sense of the different practices they encountered and construct and reconstruct their professional identities accordingly.

5.4.2 Coordination

The coordination stage involves individuals on both sides of the boundary who find out means and mediating artifacts that could allow them to work together effectively through dialogue to learn at the boundary (Akkerman & Bakker, 2011b). As mentioned in the theoretical framework section, coordination usually entails the processes of communicative connection, efforts of translation, enhancing boundary permeability, and routinization. Below is an explanation of the role and extent of these processes in the professional and personal learning experiences of the mentees during their boundary crossing.

5.4.2.1 Communicative Connection

One of the processes in coordination at the boundary is a communicative connection between individuals coming from different spaces with their unique practices and perspectives, having developed a cooperative capacity after working with and through boundary objects owned or experienced by both parties at different timelines (Akkerman & Bakker, 2011b). In the present study, the communicative connection was provided through the mentoring program, which brought novice and experienced teachers together so that they could use each other's experience, knowledge, and

perspectives to develop their professional skills and knowledge. As mentioned earlier, the mentees decided to participate in the mentoring program for several reasons, such as getting support from an experienced colleague, developing as a teacher, their positive attitudes during the induction program, not feeling isolated at a new institution, and previous challenges in initial teaching. Through their participation in the program, the mentees were able to receive benefits in terms of their professional development (learning with an experienced peer, increased professional well-being, and increased self-confidence), adaptation to the institutional procedures (mastery of procedures and feeling comfortable in their first year), and enhanced instructional procedures (improved classroom practice, improved lesson management skills, learning about a variety of techniques, and being familiar with the learner profile).

The analysis of the link between the mentees' reasons for participation in the mentoring program and the benefits they acquired based on the extent to which the mentees mentioned a specific reason and a specific benefit within the same data piece (Figure 16) showed that mentees with particular reasons for participation in the program reported obtaining some benefits more commonly than others (Table 12).

Table 12

The relationship between the reasons for participation and benefits for mentees

Reason for participation	**The benefits mentioned most commonly by the same participants**
Getting support from an experienced colleague	Learning with an experienced peer Increased professional well-being
Developing as a teacher	Learning with an experienced peer Increased professional well-being
Positive attitudes during the induction program	Learning with an experienced peer Increased professional well-being Mastery of procedures

Table 12 (continued)

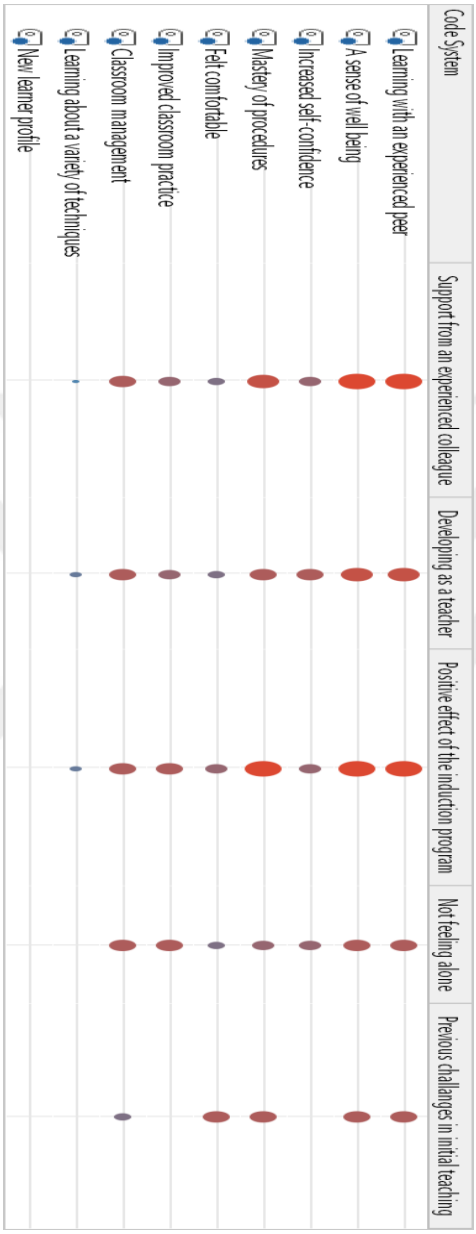
The relationship between the reasons for participation and benefits for mentees

Not feeling isolated at a new institution	Learning with an experienced peer
	Increased professional well-being
	Improved classroom practice
	Improved lesson management skills
Previous challenges in initial teaching	Learning with an experienced peer
	Increased professional well-being
	Mastery of procedures
	Feeling comfortable

When the findings that emerged from this analysis are considered, it can be said that the mentoring program was able to create opportunities for communicative connection through which mentees were able to realize their initial needs during the induction program and initial weeks of teaching at the research site, make an informed decision to take part in the mentoring activity and obtain certain benefits that responded to their initial needs in varying extents. The mentees were able to utilize this communicative connection end achieve coordination between the two activity systems by reinforcing the skills they had developed as pre-service teachers through the activities they engaged in and the learning experiences they constructed in the mentoring program.

Figure 17

The co-occurance of codes based on the relationship between the mentees' participation in the mentoring program and the benefits they acquired



Note. The five columns are the reasons that encouraged the mentees to participate in the mentoring program, whereas the nine rows represents the benefits they perceived to have obtained in the program. The size of the circles represent the frequency of the co-occurrence between two codes. To illustrate, give the size of the circles, those taking part in the program to get support from an experienced colleague talked about benefitted from the program more commonly in terms of learning with an experienced peer and a sense of well-being.

5.4.2.2 Efforts of Translation

The translation of meaning on both sides depends on the utilization of boundary objects and requires the formation or discovery of a balance in the ambiguity between the two sides (Akkerman & Bakker, 2011b). In this sense, the ability to translate requires both the ability to make meaning of the relevant experiences on the intersubjective ground and understand and interpret the diverse characteristics on both sides of the boundary.

It can be said that mentees' efforts to translate their previous skills and knowledge started to unfold as they volunteered to participate in the mentoring program, where their attendance was not compulsory. In the early stages of the program, each mentee was encouraged to discover their initial needs as novice teachers by responding to a checklist to discover the extent to which they were knowledgeable about the institutional and instructional procedures in the department and talking to their mentors about their needs both during semi-structured mentoring meetings and in their casual encounters or additional meetings. Based on the data provided by mentors and mentees, it was seen that the areas in which mentees reported needing help included issues concerning institutional procedures (gaining familiarity with the administrative procedures and testing procedures), instructional procedures (increasing students' motivation, encouraging students to participate, lesson management, mobile phone use in class, lesson planning, use of L2, pacing), and personal matters (dealing with high workload, dealing with stress). In accordance with the needs reported by mentees through various means and in order to support the translation efforts of the mentees, the mentors offered support in certain areas, most of which directly addressed the points of need indicated.

The analysis of the relationship between the initial needs of mentees and the points of support offered by mentors showed that mentees with specific initial needs reported obtaining support that responded to their needs (Table 13).

Table 13

The analysis of the relationship between the mentees' reported initial needs and the reported points of support offered by mentors

Mentees' reported initial needs	**Reported points of support offered by mentors**
Gaining familiarity with the procedures	Support with administrative procedures Support with testing procedures
Low student motivation	Support with increasing students' motivation Support with enhancing learners' participation in the lesson Support with teaching reading
Low participation levels	Support with enhancing learners' participation in the lesson Support with increasing students' motivation
Lesson management	Support with lesson management Support with lesson design
Mobile phone use in class	Support with administrative procedures Support with lesson management
Lesson planning	Support with lesson planning Support with lesson management
Use of L2	Support with use of L1 Support with lesson management
Pacing	*No particular pattern*
Dealing with Stress	Support with administrative procedures Support with testing procedures

As the table illustrates, the mentoring program was successful in the sense that it supported the translation efforts of the mentees. The analysis revealed that all points of need raised by mentees were addressed by relevant points of support offered by mentors.

5.4.2.3 Enhancing Boundary Permeability

Enhancing boundary permeability refers to the lack of a realization of the differences between the two sides of the boundary because the interaction between the two sides emerges without any interruption (Akkerman & Bakker, 2011b). Given the difference between the structures of the two activity systems that are focused on within the present study (undergraduate training and actual teaching practice), none of the mentees mentioned indications of engaging with the process of enhancing boundary permeability.

5.4.2.4 Routinization

Routinization refers to the conversion of initial challenges into automized and operational practice (Akkerman & Bakker, 2011b). In this sense, routinization builds on the efforts of translation and involves the conversion of the support received into internalized beliefs and actions. In the present study, the routinization processes became more obvious as the mentees started to receive regular and needs-based support from their mentors with their initial needs and realize the short-term and long-term benefits they obtained at micro, mezzo, and macro levels.

The analysis of the relationship between the initial needs of mentees and the benefits they obtained from the program showed that mentees with certain initial needs reported obtaining benefits in certain points more commonly than others (Table 14).

Table 14

The analysis of the relationship between the mentees' reported initial needs and the benefits they obtained in the mentoring program

Mentees' reported initial needs	**Benefits obtained**
Gaining familiarity with the procedures	Mastery of procedures Learning with an experienced peer Increased professional well-being Increased self-confidence
Low student motivation	Increased self-confidence Learning with an experienced peer Improved classroom practice
Low participation levels	Increased professional well-being Learning with an experienced peer Increased self-confidence
Lesson management	Increased professional well-being Learning with an experienced peer Improved lesson management skills
Mobile phone use in class	Mastery of procedures Learning with an experienced peer
Lesson planning	*No particular pattern*
Use of L2	Learning with an experienced peer
Dealing with high workload	*No particular pattern*
Dealing with stress	Mastery of procedures Learning with an experienced peer Increased professional well-being

As the table illustrates, mentees were able to convert their initial needs into short-term and long-term benefits thanks to the forms and points of support they received from their mentors as well as other colleagues who were previously referred to as mentors in disguise. For example, the mentees who had initially reported dealing with stress later mentioned that they achieved a mastery of administrative and testing procedures and had an increase in their professional well-being. Similarly, those who had challenges in terms of lesson management later reported that they were able to improve their relevant skills. Quite notable in this analysis was the presence of learning with an experienced peer as a benefit that frequently appeared in almost all areas of initial need. This suggests that the mentees believed the learning experiences they co-constructed with their mentors played a key role in their routinization processes as novice teachers. As mentioned in the theoretical framework chapter, routinization is an important indicator of coordination between the two activity systems that reside on different sides of the boundary. In this regard, it can be said that the mentees were able to build on their knowledge from the pre-border stage and construct new knowledge in the borderland stage that is carried into the post-border stage as they started their second years.

5.4.3 Reflection

The reflection stage involves realizing the differences between the two activity systems and constructing new knowledge to deal with the challenges they encounter in the latter activity system (Akkerman & Bakker, 2011b). As mentioned earlier, this knowledge is constructed through the processes of perspective making and/or perspective taking. The analysis revealed that although the processes of perspective-making were quite intensive among the mentees, perspective-taking processes were found in only one mentor-mentee relationship.

5.4.3.1 Perspective Making

Perspective making includes both the in-depth comprehension and formulation of the perspectives and practices associated with the two activity systems at both ends of the boundary (Akkerman & Bakker, 2011b). As mentioned earlier, gaining new knowledge and developing new understandings of the systems was crucial to making

accurate conclusions about each system. Due to the nature and design of the mentoring program in the present study, which is built on a dynamic, needs-oriented, evidence-based, and mutually developmental approach, perspective-making processes were quite common and intensive as mentors and mentees often worked together to find solutions to the challenges mentees encountered throughout the process and improve their relevant knowledge and skills accordingly. As presented earlier in the dissertation, the mentees started the program with their initial needs and encountered new challenges during their first year at the research site. Through their collaborations with mentors, mentees were able to receive support that directly addressed their initial and emerging needs, which resulted in the short-term and long-term benefits they obtained in the program. The analysis revealed that there were specific forms of support that played crucial roles in building links between their initial and emerging needs and the benefits they obtained. As detailed within the answer to the third research question, the forms of support most commonly mentioned by mentees and mentors included giving advice, offering guidance, cooperation on tasks, demonstration, narrating previous experiences, and encouraging to take action.

The analysis of the relationship between the points of support offered by mentors and the forms through which they offered this support. Showed that some points of support appeared more frequently with some forms of support (Table 15).

Table 15

The analysis of the relationship between the reported points of support offered by mentors and the reported forms through which they offered this support

Reported Points of Support	**Reported Forms of Support**
Support with administrative procedures	Giving advice
	Offering guidance
	Narrating previous experiences
	Demonstration
	Cooperation

Table 15 (continued)

The analysis of the relationship between the reported points of support offered by mentors and the reported forms through which they offered this support

Support with lesson management	Giving advice Narrating previous experiences Offering guidance
Support with testing procedures	Giving advice Narrating previous experiences Offering guidance Demonstration Cooperation
Support with student participation	Giving advice Offering guidance
Support with increasing student motivation	Giving advice Offering guidance
Lesson planning	Cooperation Giving advice Offering guidance

As the table illustrates, the analysis showed that demonstration was frequently used for support with administrative and testing procedures because mentors demonstrated how to perform certain tasks and mark students' papers. Also, cooperation was frequently used for lesson planning, admin procedures, and testing procedures because the mentor and mentee worked together to design lessons, mark papers, and perform administrative tasks. In a similar vein, giving advice and narrating previous experiences were used frequently for classroom management, which indicates mentors gave advice about lesson management in light of their previous experiences. However, giving advice was not a commonly used form of support in lesson planning, which

indicates mentors did not prefer to tell mentees what to do but, instead, collaborated with them to design lessons. Finally, giving advice and offering guidance were commonly used forms of support through which the mentors offered their support, which indicates they actually guided mentees to understand the rationale behind some administrative tasks they were responsible for.

Through the forms of support adopted by the mentors, the mentees were able to construct new perspectives to reinforce their professional learning at the borderland. Also, by engaging in the processes of perspective making, the mentees were not only able to comprehend the unique perspectives situated at the research site but also formulate novel perspectives that resulted in the short-term and long-term benefits mentioned earlier.

5.4.3.2 Perspective Taking

Perspective taking is similar to perspective making in the sense that there is a deliberate attempt to understand the unique conditions of the individuals on the other side of the boundary but also differs from it in that it goes beyond an understanding and additionally includes a self-reflection of the individual considering the conditions others have to deal with (Akkerman & Bakker, 2011b). As mentioned earlier, perspective-taking processes were apparent only in one mentor-mentee case.

During their conversations with Mentee 9, Mentor 9 realized that her students had been starting to manipulate the mentee's willingness to help learners and support their learning process. Such efforts from students included asking for explicit help with their assignments, which would mean the mentee would embrace some of the responsibilities that are supposed to be taken care of by students. In addition, during a marking session in which they worked together to mark a writing exam in a class taught by Mentee 9, the mentor realized that she did not really consider the standardized rubric when giving grades. When the mentor inquired about her rationale for giving higher grades than those suggested in the rubric, Mentee 9 argued that the rubric was too harsh for the students' level. She also stated that she would be able to encourage her learners more by giving them higher grades. Later, during their final mentor-mentee meeting, Mentor 9 brought up this issue and explained why she did not

believe giving higher grades than what students normally deserve was not the best idea by narrating her previous experiences and referring to the administrative policies and procedures adopted at the school. During her final interview, she narrated the outcome of this meeting as follows:

> I was particularly disturbed by that rubric. It was too strict, and I do not think we need to have such a strict approach when marking students' papers. I do not find it meaningful given that most of the classes of our students in undergraduate programs are taught in Turkish…However, I understood that I would not be able to work it out. So, I decided not to teach the same course in the following term…I still believe that some parts of the rubric were too subjective, but there was no way to change it. I had to accept it as it was (Mentee 9, final interview).

This excerpt indicates that instead of making new perspectives, Mentee 9 decided to adopt the present perspective because she did not feel she would be able to challenge it. However, because the perspective she had to take severely opposed her teaching philosophy, she ended up alienating herself from that perspective by making a decision not to encounter it again.

5.4.4 Transformation

The transformation stage involves the demonstration of significant changes in individuals' practices and beliefs that might result in unique approaches developed by individuals through which they construct and reconstruct new identities (Akkerman & Bakker, 2011b). As mentioned earlier, the learning processes that constitute the transformation stage include confrontation, recognizing a shared problem space, hybridization, crystallization, maintaining the uniqueness of the intersecting practices, and continuous joint work at the boundary. However, because the present study included only a short extent of the mentees' experiences in the second year, a limited account of their transformative experiences was grasped within this analysis with no details about the last three processes as the data collection process did not continue into the period during which the mentees constructed their relevant experiences.

5.4.4.1 Confrontation

The first process, confrontation, is a pre-requisite for transformation, and the emergence of confrontation is necessary for individuals at both ends of the boundary

to consider their interrelations and unique practices in light of other practices in intersecting worlds (Akkerman & Bakker, 2011b). In this regard, it can be said that transformation emerges as an attempt to deal with those structural contradictions. In the present study, the processes of confrontation usually unfolded at the post-border stage when the mentees started a new academic year after completing the mentoring program. The mentees who continued to work at the research site felt more prepared and self-confident in their second years. On the other hand, the mentees who started teaching at other institutions reported going through a more intensive confrontation stage in their new schools. As mentioned earlier, in most cases, their confrontation experiences were marked by a lack of proper support and guidance, even for those with a structured mentoring program in their new contexts. Nevertheless, only Mentee 3 reported a satisfactory confrontation experience thanks to proper guidance by a mentor who contributed to his adjustment into a new school at both personal and professional levels.

5.4.4.2 Recognizing a Shared Problem Space

Recognizing a shared problem space usually emerges as a response to the confrontation experienced during boundary crossing (Akkerman & Bakker, 2011b). The mentees starting to teach at other institutions used their experiences from the previous year to identify the areas of need they needed support but were usually not able to receive it. To begin with, although the mentees continuing to teach at the research site still needed help with some institutional and instructional aspects, which were smaller both in extent and frequency, they felt no hesitations to approach their previous mentors or other colleagues working at the department.

On the other hand, the mentees teaching at other institutions argued that even though they needed support due to working with a new learner profile, under a different institutional structure, and going through a new adjustment process, systematic support was often missing and that they had to take individual action to survive in their new schools. For example, Mentee 1 mentioned that even though she was assigned to work with an experienced teacher whom she could approach with her questions, her colleague did not seem very willing to help her, although she responded to every question she had. In a more stressful case, Mentee 6 mentioned that even though there

was a structured mentoring program in the MoNE-affiliated school she worked at, neither her mentor teacher nor the director of the school was knowledgeable about the mentoring processes they needed to be engaged in. Moreover, her mentor was not willing to accept Mentee 6 in her class for the observation process, nor did she show any interest in dealing with the paperwork and asked Mentee 6 to fill in the reports in her stead, which prevented the mentee from getting any feedback although she was looking forward to the observation process considering the benefits she would obtain and the feedback she would receive. This being the case, Mentee 6 also stated that because she knew how valuable receiving support is in adjusting to a new context from her experiences in the mentoring program, she actively sought help from anyone who seemed willing and interested.

However, thanks to the guidance and support he received in his second year, Mentee 3 provided a contrasting account of his second year. He stated that he worked with an enthusiastic mentor who showed a keen interest in the mentee's professional development by supporting him personally and professionally to the best of his skills. He encouraged the mentee to contact him whenever he wanted or needed, both during and outside of school hours. Mentee 3 also believed that because he and his mentor shared a similar philosophy of teaching, the new mentoring relationship continued to provide him with significant benefits in his new workplace.

5.4.4.3 Hybridization

Hybridization refers to the emergence of a unique cultural form as a result of the interaction between the practices and procedures conducted by individuals at both ends of the boundary that go beyond their respective boundaries (Akkerman & Bakker, 2011b). In this regard, hybridization involves bringing the aspects of two activity systems in distinct contexts together and constructing a unique understanding of the relevant processes. When the mentees were asked about the long-term gains they associated with their participation in the mentoring program, they mentioned that they felt more confident and experienced when starting their second years, which provided them with an easier adaptation, although some of them found themselves obliged to deal with new challenges. They also mentioned that they were able to witness signs of professional development, especially in terms of motivating their students, building

positive rapport in the classroom, and lesson management. Nonetheless, it should be noted that most of these benefits were reported by the mentees continuing to teach at the research site and by Mentee 3, who was involved in a new mentoring program that he was particularly satisfied with. In other words, in the final phases of data collection, most of the mentees starting in new schools but not receiving support in the way they wanted had not yet been engaged in the processes of hybridization.

In conclusion, the findings revealed that both mentors and mentees volunteered to participate in the mentoring program by making informed decisions. Particularly critical in their considerations were their personal and professional needs and targets. In line with their voluntary participation in the program, both groups showed a deliberate effort to support each other by taking an active role throughout the program and showing a willingness to invest their time and energy to meet the program's objectives. It was also found that the mentoring program played a critical role for the mentees in constructing a third space where they could reflect on their boundary-crossing experiences and develop new insights into the teaching profession. Based on the present analysis, the boundary-crossing experiences of the mentees were unfolded in three stages: the pre-border stage, which consists of their personal and professional experiences before starting the mentoring program, the borderland stage, which consists of their personal and professional experiences during the mentoring program, and the post-border stage, which consists of their experiences after the mentoring program, during which they continued to work at the research site or at other institutions. The findings showed that the mentees were able to make significant contributions to their professional knowledge and practice by engaging in the learning mechanisms of identification, coordination, reflection, and transformation. It was also found that each mentee showed diverse levels of involvement within these learning mechanisms based on their initial and emerging needs as well as the forms and points of support they received in response to the needs they reported. The following chapter discusses the findings in relation to the relevant literature. It also presents the implications for various stakeholders and suggestions for further research.

CHAPTER 6

DISCUSSION

6.0 Chapter Presentation

The relevant literature indicated that novice teachers experienced severe personal and professional challenges associated with high levels of stress and tension (Bullough et al., 2008; Fantilli & McDougall, 2009; Heikkinen et al., 2018; Jokikokko et al., 2017; Karataş & Karaman, 2013; Mann & Tang, 2012; McKenzie & Santiago, 2005; Öztürk & Yıldırım, 2013; Puk & Haines, 1999; Tynjälä & Heikkinen, 2011; Wang et al., 2008). Teacher mentoring programs were adopted in various pre-service and in-service teacher education contexts to offer systematic support and guidance to prospective and novice practitioners (Hobson et al., 2009). Because such programs are often designed to address the needs of beginning teachers, mentees were able to acquire benefits that helped them overcome the challenges they encountered in various domains (Achinstein & Barrett, 2004; Kessels, 2010; Lindgren, 2005; Marable & Raimondi, 2007; Martinez et al., 2016; McIntyre & Hobson, 2016; Mena et al., 2017; Odell & Ferraro, 1992; Richter et al., 2013; Strong & Baron, 2004; Wang & Odell, 2003; LoCasale-Crouch et al., 2012). Moreover, it was also found that the mentoring relationship also created critical benefits for mentors who participated in mentoring programs to support a colleague (Danielson, 1999; Gilles & Wilson, 2004; Gotwalt & Hausburg, 2020; Hagger & McIntyre, 2006; Hobson et al., 2009; Holloway, 2001; Huling & Virginia, 2001; Iancu-Haddad & Oplatka, 2009; Khojah & Asif , 2020; Lopez-Real & Kwan, 2005; Malin & Hackmann, 2016; Yeomans & Sampson, 1994; Vass; 2017; Zachary, 2011).

In this context, the present dissertation study aimed to explore and understand the role of a mentoring program in the professional development of newly qualified teachers

as mentees and experienced mentors. Specific points of focus included the reasons that encouraged mentors and mentees to participate in a voluntary mentoring program, the benefits mentees and mentors associated with their participation in the program, the role of the mentoring program in the boundary crossing experiences of mentees, and the learning strategies through which the mentees were able to cross the boundaries they encountered. This chapter will discuss the findings presented in the previous chapter in light of the relevant literature.

6.1 Reasons That Encouraged Mentors and Mentees to Take Part in the Mentoring Program

As mentioned earlier, the research site decided to start a mentoring program for newly-recruited instructors considering years of scholarly research indicating personal, professional, and institutional benefits associated with mentoring programs (e.g., Feiman-Nemser, 1990; Gaede, 1978; Geeraerts et al., 2015; Hobson et al., 2009; Ingersoll & Strong, 2011; Little, 1990; Veenman, 1984; Zachary, 2011) and the findings of studies conducted at the research site indicating newly-recruited teachers' need for higher levels of collaboration and support (e.g., Balban, 2015).

In line with the administrative approach to teacher professional development adopted in the department, the mentoring program was obligatory for neither mentees nor mentors. All mentees in the study were employed with a part-time contract, which means their only requirement was to teach the classes they were assigned to and fulfill administrative responsibilities that emerged in their teaching relationship with a particular class (i.e., marking writing exams, checking homework, entering the attendance and score reports). In this context, the mentees did not have to participate in the continuous personal and professional development program, whereas full-time teachers had to choose one of the development projects in line with their needs and interests. However, the majority of the newly recruited teachers in the given year volunteered to take part in the mentoring program.

On the other hand, mentors had to take part in a teacher development project, but they were able to choose any of the five projects offered, the most demanding of which was the mentoring program. In addition, the mentoring program was offered for the first

time in the history of the department. When receiving an invitation to take part in the program, the mentees were informed very clearly that the mentoring program was going to continue for two terms, unlike other projects that last for a single term. It included structured meetings with mentees with potential for several unstructured meetings in due progress, and it required the pair to observe each other in their classes and meet in pre-observation and post-observation meetings. Despite having other options that were less demanding in terms of time, commitment, requirements, and paperwork, the ten mentors volunteered to take part in the program for various reasons.

The analysis revealed that the mentees had a wide range of reasons that encouraged them to take part in the mentoring program for personal and professional reasons. The most commonly reported reason was the prospect of getting regular and systematical support from an experienced teacher, which was a fundamental reason for the presence of teacher mentoring programs (Hobson et al., 2009). In this regard, the mentees suggested that working closely with a full-time teacher who had spent a long time at the institution to gain a mastery of institutional and instructional principles would make them more comfortable as individuals and more promising as beginning teachers. The relevant literature indicates that the first years of teaching are often described as being complex and challenging for novice teachers (Beauchamp & Thomas, 2011; Bullough et al., 2008; Colognesi et al., 2020; Jokikokko et al., 2017; Mann & Tang, 2012; McKenzie & Santiago, 2005; Wexler, 2019) and that they need support and guidance during this period (Ewing, 2021; Geeraerts et al., 2015; Kemmis et al., 2014; Kwok et al., 2021). The literature also showed that novice teachers usually go through challenges in their early years in teaching in terms of lesson management, student motivation, testing and evaluation, communicating with parents, lack of adequate teaching materials, and addressing the individual needs of students and high workload (Achinstein & Barrett, 2004; Baan et al., 2021; Bullough et al., 2008; Gaikhorst et al., 2017; Veenman, 1984). Also, a study in the Turkish context revealed that novice teachers in Turkey had to deal with similar challenges in terms of workload, administrative duties, lesson planning and delivery, lesson management, relationships with students, conflicts with colleagues, and lack of professional support (Öztürk & Yildirim, 2013). In this regard, it can be argued that the mentees were also aware of the possible challenges they were going to experience in their initial years of

teaching and wanted to take part in the mentoring program to ensure their personal and professional well-being with support from an experienced peer.

Another reason was the positive attitudes of mentees to continuous professional development. All mentees, except for one, had graduated from an undergraduate English Language Teaching program, and most of them had graduated from teacher-training high schools. Their time in these programs helped them understand that teaching was a process of continuous identity construction, which means they needed to develop professionally to make sure that their teaching skills were up to date and in line with the realities embedded uniquely in each teaching context. In this regard, they considered the mentoring program a valuable opportunity to achieve early mastery in adjusting to the instructional and institutional procedures and policies in their new workplaces.

Thirdly, the mentees wanted to participate in the mentoring program after being impressed with the content and delivery of the two-week induction program that took place prior to the academic year, which was also not compulsory for part-time teachers. They believed that the induction program was able to touch upon many critical aspects of teaching at different levels, and they particularly enjoyed the collaborative and developmental approach adopted in the design of the program. Their perceptions of the induction program were essential in convincing the mentees that they would be able to obtain more extensive benefits in a more extended program that was designed based on their needs and aimed to ensure their personal and professional well-being in their first years at a new institution. The last reason that was mentioned commonly by the mentees was the previous challenges they had encountered within their practicum experiences or short-term classroom teaching experiences. As mentioned earlier, three of the mentees had no classroom teaching experience, six mentees had taught for one year at different types of institutions, and one mentee had taught two years at a private K-12 school before they were employed at the research site. The findings showed that most of the mentees had to deal with significant challenges as prospective and/or early-career teachers at the other institutions they had worked at. They linked most of these challenges to the lack of support and guidance at those institutions and believed that the presence of a mentoring program at their new institution was a valuable

opportunity for them that could prevent them from encountering similar challenges again.

Considering the reasons that encouraged mentees to participate in the mentoring program, it can be said that they made an informed decision. They believed there was a realistic prospect of personal and professional development in the mentoring program. Most of them had applied for a teaching position at the research site after being impressed with the positive comments made by their acquaintances working at the school, and they were able to see the school's dedication to teachers' professional development and well-being during the two-week induction program, and they volunteered to make an extra effort to invest in their growth as novice teachers.

There were a number of reasons that encouraged mentors to take part in the mentoring program. The most commonly mentioned reason was sharing the experience that they had accumulated over the years. All mentor teachers had significant amounts of experience at both the research site and other institutions, and they wanted to help a younger colleague through their knowledge and experience. The findings showed that they wanted to help newly recruited teachers because they did not want them to deal with the same challenges they had to handle without much support in their early days of teaching or when they started working at the research site years ago. The mentors' statements suggested that there was not even an induction program at the institution, let alone systematic mentoring support, when they had started teaching here. Their relevant memories of their early days were full of disappointment, frustration, anxiety, and, at times, despair. However, the mentors also mentioned that even though systematic support and guidance were not available at the time, they were able to learn a lot from their roommates and other colleagues working in the department. They believed that their participation in the mentoring program would play a critical role in the amount and quality of support a younger colleague would get in their first year. Finally, the mentors suggested that they were attracted by the introduction of a new professional development program, and they wanted to try it as well because the existing activities did not really fascinate them. The motives suggested by the mentors were quite in line with what Iancu-Haddad and Oplatka (2009) had found. They showed that mentors working with newly recruited novice teachers wanted to take part

in the program because of their innate desire to help novice teachers that usually struggle in their initial years, their negative induction experiences at the same university, which were characterized by the lack of a mentor to work with them, and the fact that they had received help from their more experienced colleagues, despite not in a mentoring relationship, in dealing with their own struggles in the past.

In this context, it can be argued that one of the aspects that made the mentoring program a valuable experience for both mentors and mentees was the overlap between the reasons that encouraged mentors and mentees to take part in the program. For instance, the most commonly mentioned reasons for the mentees were learning from an experienced peer and getting systematic support, whereas those for the mentors included sharing their experience and offering support to younger colleagues. This overlap played an essential role in the responsive and dynamic nature of the program as mentees learned with and received support from mentors who were willing to help and share their experiences with them.

6.2 The Perceived Benefits Mentors and Mentees Obtained in the Mentoring Program

The findings revealed that both mentors and mentees received considerable benefits from their participation in the mentoring program. The mentees were able to develop as they were able to enhance their personal and professional development, improve their understanding of the institutional procedures, and achieve mastery of instructional procedures. On the other hand, the mentors reported that they were able to contribute to their personal and professional development in the program.

According to the mentees, the area in which they experienced a greater number of benefits were personal and professional development as they referred to instances of learning with an experienced peer at the school, a sense of well-being that emerged as a consequence of the mentoring relationship, and increased self-confidence. On the other hand, when the mentors were asked about the benefits the mentees might have obtained from their participation in the mentoring program, their responses touched more upon areas related to adaptation to institutional procedures. This indicates that mentors and mentees approached the process in different ways, meaning mentees

prioritized learning whereas mentors prioritized adaptation to the institution, possibly because adaptation was the most commonly mentioned theme when the mentors were asked about the initial challenges they had had when they were novice teachers at the school. However, the mentees were able to receive responsive and formative support and guidance for all of the issues they raised during the program through various forms.

Mentees mentioned that they had a lot of instances of learning with their more experienced peers, which was one of the essential reasons that had encouraged them to take part in the mentoring program. When referring to these instances of learning, they mentioned that they did not take place through a passive transfer of knowledge from mentors to mentees. Instead, mentors and mentees often constructed new knowledge and developed new insights through negotiation and making decisions that involved the perspectives of both parties. Particularly notable in their learning instances were the self-reflection opportunities that they had during and following their interactions with mentors. Reflecting on their skills, actions, and decisions by answering the questions raised by the mentors, the mentees were able to broaden their professional perspectives and become more knowledgeable and aware of the consequences of their professional decisions. Mena et al. (2017) also suggested that having discussions about teaching practices within mentoring conversations allows novice teachers to approach their own practices and decisions critically and is likely to improve their practical, professional, and practitioner knowledge. They could also grasp a valuable opportunity to connect their previous learnings in teacher education programs to what they learn in practice teaching under the guidance of a more experienced peer who had gone through a similar journey.

Moreover, mentees were able to build on their professional knowledge base through their conversations with their mentors. They argued that the mentoring conversations were different from the other conversations they held with the other colleagues in the department. Whereas their conversations with their officemates and class partners usually involved more practical topics related to classroom teaching or fulfilling their administrative responsibilities, their conversations with their mentors involved more profound levels of thinking on relevant issues and a careful understanding of the

specific classroom context as well as the profiles of students and the teacher, with all of which the mentors were familiar as a result of their previous conversations and correspondence with their mentees. In this regard, the mentors suggested that the mentoring program contributed considerably to the mentees' well-being at the school. Although they displayed shy and hesitant behaviors more frequently during their early interactions, towards the end of the program, the mentees were able to act more comfortably, independently, and responsibly by taking a more active role in their professional learning process.

Also, the mentees mentioned that they were able to grow their understanding of classroom teaching at the tertiary level. In this regard, they reported being more aware of the student profile in language preparatory programs, classroom practices, and dealing with the individual issues related to students, some of which concerned their learners' social and cultural characteristics as young adolescents. Similar to the mentees' experiences in Lindgren's (2005) study, the mentors in the present study mentioned that the mentors' previous experiences in such incidents and the advice they gave accordingly were particularly vital in their enhanced awareness levels. The mentors' remarks also confirmed that the mentees grew as teachers. Whereas some mentees felt stressed about the challenges they encountered in the classroom at the beginning stages, they were later able to respond to such challenges immediately by utilizing their teaching skills and knowledge of instructional and institutional procedures.

Finally, mentees also mentioned that they benefited from observing a more experienced teacher in a natural setting, which enabled them to know their mentors better personally and professionally, and develop new insights based on their actions, approaches, and decisions during their teaching. In this regard, receiving feedback from them after the mentors observed the mentees in their classes was referred to as another benefit. They mentioned that they were able to apply the theoretical knowledge they had acquired as pre-service teachers to practical situations, and the feedback they received from their mentors helped them make a more educated sense of their relevant experiences. Also, the mentors suggested that although some mentees were not entirely confident about their teaching skills in their early days, they later grew more confident

as they learned about every detail of the administrative procedures they were responsible for and received positive feedback on their teaching after being observed by their mentors. The findings reported by LoCasale-Crouch et al. (2012) and Rots et al. (2007) also indicated that the constructive feedback mentees received from mentors was particularly important in improving mentees' self-efficacy levels, increasing their self-confidence, and reinforcing their motivation to teach. Eventually, all of the benefits presented played a paramount role in giving the mentees a feeling of initial success in their first year of teaching, which also reflected on the highly satisfactory results some mentees got on student evaluation surveys.

Mentees also suggested that the benefits they obtained in terms of personal and professional development led to a sense of well-being towards the end of the mentoring program. They maintained that this state of well-being emerged thanks to the presence of a trusted colleague that they could approach with any questions they had concerning the instructional and institutional procedures. In this regard, they also stated that the mentors were quite generous in their responses, which means they gave explanatory and in-depth answers to their questions to ensure their complete understanding of the relevant issues. On issues that involve more hands-on aspects, such as marking students' papers and entering new data on the student information system, the mentors demonstrated how to perform certain functions and collaborated with the mentees to solve the problems they encountered. The mentees believed that the help they received in this regard increased their sense of belonging to the school, as they started to feel more like a member of the school community, prevented them from feeling isolated or left alone, as they received constant and regular support from their colleagues, and hence, increased their self-perceived comfort at the school. This was in line with the previous research that suggested that mentoring programs help mentees go through a more comfortable period of adjusting to the institutional processes and procedures of the new school (Cochran-Smith & Lytle, 1999; Huling & Virginia, 2001; Wang et al., 2008). In a similar vein, Kessels (2010) and Rozelle and Wilson (2012), and Richter et al. (2013) found that mentoring programs contributed considerably to the personal and professional well-being of mentees.

Towards the end of the term, it was seen that the benefits in terms of personal and professional development and increased well-being at the school led the mentees to feel more self-confident as teachers. They stated that this was mainly due to their constant encouragement from their mentors, which involved motivating them to make their own decisions and take brave steps for their future professional development. Having received positive results after such attempts, mentees mentioned having increased job satisfaction, motivation, and awareness levels.

In addition to personal and professional development, the mentees also mentioned that they benefitted from the program by learning about the administrative procedures they were responsible for as teachers. In this regard, they stated that they learned about administrative issues, such as entering exam and absenteeism records on the student information system, and testing and evaluation procedures, such as marking students' writing exams and assessing students' performance in speaking exams. As the findings revealed, most of the mentees were particularly concerned about how they would handle the many administrative and testing procedures they had learned about during the induction program. This was also pointed out as an area of work that the mentees wanted to learn with their mentors. In this context, the mentoring program was able to respond to the mentees' relevant needs. They also mentioned that the program provided them with a smooth transition experience into a new institution. They stated that their mastery of institutional procedures, their familiarity with the learner profile, and their growing awareness of institutional expectations helped them adapt to a new teaching context in a relatively short period. They believed that their growing understanding of these issues developed through the advice given by their mentors as well as the mentors' narration of similar challenges they had encountered in their first years of teaching at the school.

According to the mentees, as they grew a mastery of administrative and testing procedures and started adapting to the school, they started to perceive high levels of comfort, which, according to the relevant literature, is not usually the case among newly recruited staff members in Turkey (Öztürk & Yildirim, 2013) and abroad (Fantilli & McDougall, 2009; Yuan, 2017). They suggested that working collaboratively with their mentors against the challenges and questions they had was

particularly important in creating a comfortable atmosphere for them. Also, finding out that their mentors had found themselves dealing with similar challenges in their first years but still ended up as successful teachers helped them understand that such challenges were usually encountered by all practicing teachers, which gave them peace of mind in dealing with the future challenges they had. Finally, they mentioned that the presence of another colleague to whom they could go with any question they had was also crucial in making them feel comfortable in their first year at the school.

The last category of benefit mentees reported concerned their mastery of instructional procedures. They mentioned that thanks to the support they received from their mentors, they were able to improve their classroom practices. By sharing their challenges in their classes, the mentees received to-the-point support from their mentors through the advice and guidance they received. In addition, they were constantly encouraged by their mentors to reflect critically on the consequences of their actions and decisions in the classroom, which made them more aware of their role in students' learning. This process was beneficial in their becoming familiar with the learner profile and adapting their teaching style, the materials they used, and their lesson plans considering the sociocultural characteristics of their learners. They also mentioned that the mentoring conversations helped them find solutions to more specific challenges they had in their lessons, such as encouraging students to participate in lessons, motivating them to be more responsible in the learning process, lesson planning, and lesson delivery.

Another area of benefit in terms of classroom practice was lesson management. The mentees maintained that they were able to develop lesson management strategies together with their mentors, during which the mentor's previous challenges played a critical role. Such issues included some students' excessive mobile phone use during lessons and their reluctance to comply with some administrative policies, such as late attendance to class. In most of the similar instances concerning lesson management, the mentees brought up issues during structured or casual conversations with their mentors, and the pair worked in collaboration to identify strategies to help overcome the issues raised.

Finally, the mentees suggested that they learned new techniques with their mentors that they could use in their teaching, especially in reading and writing classes. The mentees mentioned that students' participation levels and their motivation to take an active role in writing and reading lessons were especially concerning in their first term at the school. When relevant issues were raised in their mentoring meetings and conversations, they received advice from their mentors about the different activities they could use in their classes to attract more interest from students. In this scope, they also mentioned that students did not pay the same level of interest in the wide range of supplementary materials offered by the school. In a similar manner, their mentors guided them to identify what kind of materials served which interests and were more responsive to students' needs and interests at different times of the term.

Job retention was the most commonly reported benefit for mentees in the relevant literature. Borman and Dowling (2008), Ingersoll and Kralik (2004), Ingersoll and Strong (2011), Marable and Raimondi (2007), Odell and Ferraro (1992), and Ronfeldt and McQueen (2017) all found that mentees were more likely to remain in the profession and at their institutions after the mentoring program compared to those not participating in a mentoring relationship. However, in the present study, four mentees continued to teach at the research site, whereas the other six started working at other institutions. This contrast with the relevant literature is most probably due to the job statuses of the mentees as part-time teachers. The department employed part-time teachers based on the number of classes opened in the programs it supervised. Also, whether part-time teachers could continue teaching at the department in the following term again depended on this number. In their remarks, the mentees suggested that although they were pleased about working at the research site, they decided to apply to full-time teaching positions due to their concerns about job security. They were not going to apply for a full-time teaching position until they completed their master's studies, and they could not risk finding themselves unemployed in the middle of the year. Mentee 6's and Mentee 3's experiences were particularly noteworthy on a job retention focus. They both started working at a MoNE-affiliated school in her second year to have a full-time teaching position and were involved in a compulsory mentoring program. However, Mentee 6 did not have any real support from her mentor, who made her complete her own responsibilities as a mentor as well. As a

result, she decided to resign from her position in the ministry-affiliated school and started working as a research assistant so that she could work at a professional institution again. In stark contrast to Mentee 6's experiences were those of Mentee 3, who was lucky to work with a dedicated mentor that supported him personally and professionally in every way he could. As a result, Mentee 3 suggested he was delighted to be teaching at his new institution. Their experiences show that it is not the mentoring program but the experiences of participants in the program and the extent and quality of support they receive that could convince them to remain in the profession and at their current institutions (Naidoo & Wagner, 2020).

As mentioned earlier in previous chapters, whereas the relevant literature is rich in terms of the benefits mentees obtain from their participation in mentoring programs (e.g., Burger et al., 2021; Lu et al., 2020; Mann & Tang, 2012; Muhayimana, 2021; Robson & Mtika, 2017), but the benefits for mentors are presented only in few studies (Holland, 2018; Iancu-Haddad & Oplatka, 2009). However, this study aimed to fill this gap by covering the benefits mentors perceived. The findings suggested that the mentors benefitted from the program in terms of their personal and professional development.

Regarding their personal development, the mentors suggested that they felt more useful in the school by helping their colleagues during their first year at the research site. As full-time instructors, their job definition included helping students achieve the curricular goals and fulfilling their administrative responsibilities at the school. However, the support and guidance they offered within the mentoring program went beyond the official requirements set for them within their job contracts. The additional contribution they provided to the mentees helped them enter into a professional role that they had never taken up before. As they had evidence of the effect of their support on the mentees, the mentors achieved personal fulfillment because their support created real value for the mentees.

After feeling valuable and helpful in the school community by engaging in efforts and affairs that went beyond their job requirements, mentors developed a renewed enthusiasm for teaching. Their increased devotion and commitment to the development of a younger colleague made them feel proud, especially in cases when

the mentees' success became apparent at the institutional level. Also contributing to their renewed enthusiasm was getting credit for their efforts. In the letters they wrote to their mentors before their third meetings, all mentees gave explicit details about how the support they had received from their mentors helped them overcome the challenges they were dealing with and thanked their mentors for their contributions to their personal and professional well-being. In this context, the mentors reported how pleased they were with the appreciation of their efforts by the mentees as well as the school administration.

Lastly, their feeling useful and valuable at the school and renewed enthusiasm for teaching provided the mentors with an increase in the amount of satisfaction they had in their jobs. They said that they were already happy to be working with their students, and working with their colleagues in a well-structured program enhanced their job satisfaction. This was in line with the previous research suggesting that being a mentor is associated with psychological and emotional benefits. Blank and Sindelar (1992) and Iancu-Haddad and Oplatka (2009) found that after participating in a mentoring program, the mentors reported that they felt renewed after the process and were delighted with the appreciation they received from their mentees even after the end of the mentoring program.

The mentors also reported developing professionally thanks to their participation in the mentoring program. As mentioned earlier, the mentoring program was designed to create learning opportunities for both parties instead of creating a platform where professional knowledge and experience would be transferred from the more experienced mentor to the novice teacher. In accordance with this objective, the findings revealed that the mentors also learned from their mentees. They suggested that because the mentees had recently graduated from teacher education programs, they were more familiar with the recent literature on language learning and teaching as well as the activities, tools, and technologies they could use in their teaching. In this regard, they said they learned from the fresher perspectives of the mentees and found out about some types of activities and technological tools during their meetings with the mentees or when they visited their classes.

Similar to the mentees, the mentors also stated that there were various self-reflection opportunities for them. Their self-reflection unfolded in two stages. To begin with, when discussing the challenges mentees had at the school and in their classes, they were able to compare their past and present identities as teachers. Furthermore, this comparison served as evidence through which the mentors were able to understand how much they had grown over the years. Whereas most of them had been dealing with the exact same challenges the mentees were reporting during their conversations, they realized how they were able to overcome these challenges over the years. This realization helped them understand that they had grown considerably as practicing teachers. Mentors' self-reflection opportunities were also reported in previous research. Gilles and Wilson (2004), Lopez-Real and Kwan (2005), L. Mackie (2018), Zachary (2011), and Hew and Knapczyk (2007) found that the mentors were able to rethink several teaching issues that they had not considered for a while, which provided additional learning opportunities for them. In this context, the mentors also stated that they were able to revisit their knowledge of language learning and teaching theories as they discussed with their mentors on relevant issues. Some of the mentors argued that they had stopped thinking about how they could utilize their knowledge of ELT after teaching in the same curriculum and through the same materials over the years. However, when working with their mentees and especially when they needed to give to-the-point advice to their mentees, the mentees felt obliged to consider the theoretical knowledge they possessed, which, at times, required them to check back on the materials and resources they had previously used as student teachers or novice teachers.

The mentors also argued that they were able to gain new perspectives from the mentoring experience. Firstly, the mentoring program was a newly introduced CPPD activity that was different from the other activities in terms of its scope and depth. Whereas the other activities lasted for one single term and focused on developing their own professional skills, the mentoring program lasted for almost a year and focused on ensuring their colleagues' personal and professional well-being in their first year of teaching at the school. Engaging in a different activity created pleasing experiences, especially for the more experienced mentors who had participated in almost all of the other activities and were starting to lose their enthusiasm for a new professional

development project. They argued that instead of joining an activity that would not create many benefits for them, they decided to take part in a new activity and sustained their willingness to develop professionally for at least another year. In line with this were the findings of Khojah and Asif (2020) and Iancu-Haddad and Oplatka (2009), who indicated that although the mentors had considerable amounts of experience before starting a mentoring program, they were able to gain new perspectives and construct new knowledge that emerged from their relationships with their mentees.

The mentors who had administrative roles in the department also argued that they were able to get feedback from their mentees about the various aspects of the program adopted at the school. They stated that although they received structured and regular feedback on these issues, watching a mentee closely when they were trying to adapt to the program gave them the opportunity to identify how they perceived the program and what could be done to improve the relevant experiences of newly recruited teachers. In a similar vein, Zachary (2011) had found that the mentoring program helped mentors to learn more about their organizations. It may be necessary that this finding be evaluated together with the mentors' benefits in terms of gaining new perspectives. By working with a newly recruited colleague, the mentors were able to look at the institutional procedures from a unique perspective. Whereas their relevant opinions had been constructed based on their years of experience and interactions in the program, those of the mentees emerged depending on their first impressions. It is possible that the mentees were able to approach critically to some aspects of the program that the mentors had not considered for a while because they were able to utilize their previous experience at the institution while working on those issues.

Finally, the mentors reported that they felt an increased sense of belonging to the school after the mentoring experience. Although almost all mentors talked about having various initial challenges at the school in their early days, some of which included severe incidents that made them consider quitting the school, their remarks at the end of the mentoring program included a focus on how much they love teaching at the research site and their willingness to ignore some of the present challenges that, according to them, were fossilized and continued to disturb them at varying levels. Increased job satisfaction and a growing sense of belonging to the school were among

the most commonly reported benefits for mentors. The previous research showed that the mentors feel proud of the achievements of their mentees, they receive recognition for their efforts, and they receive respect from the school community (Daresh, 2001, 2003; Iancu-Haddad & Oplatka, 2009).

6.3 The Role of the Mentoring Program in the Boundary Crossing Experiences of Mentees

The findings showed that the mentoring program played a critical role in the boundary crossing experiences of mentees. It was found that the boundary crossing experience unfolded in three stages. The pre-border stage consists of the mentees' initial teaching experiences in practicum or the previous institutions they had worked at, their application for a teaching position at the research site, and their first impressions of the school that emerged during the two-week induction program. The borderland stage consists of their reasons for taking part in a voluntary mentoring program, the areas of initial need as perceived by the mentees, and their experiences in the mentoring program with a focus on the areas of support provided by the mentors and the forms through which the mentors offered their support. Lastly, the post-border stage consists of the mentees' impressions of their teaching at the research site for a year, their experiences in their second year, during which some mentees continued to teach at the research site whereas some others started working at other institutions, and their perceptions of the role of their experiences in the mentoring program on their teaching in the following year.

As mentioned earlier, the initial teaching experiences of the mentees were characterized by numerous challenges at personal and professional levels. The most commonly experienced challenges included lack of support from school administrations and / or mentors, low salaries, workload, lack of autonomy, and lack of opportunities for professional growth, which are in line with the studies in Turkey (Öztürk & Yildirim, 2013) and abroad (Achinstein & Barrett, 2004; Bullough, 2005; Gaikhorst et al., 2017; Ingersoll & Strong, 2011; Mann & Tang, 2012; Tsui, 2007). They decided to apply for a teaching position at the research site because of the school's reputation as an ideal workplace for novice teachers, thanks to the administrative and collegial support provided to newly qualified teachers. The mentees

were particularly impressed by the positive comments of their acquaintances who had been working at the research site. Such comments touched upon the administration's willingness to work with novice teachers because of the potential they can offer, clear focus on and support with teacher professional development, and the administrative support for those taking courses in post-graduate programs. The mentees were also impressed by the qualifications of the academic staff, most of whom held postgraduate degrees even though a master's or Ph.D. degree was not required for the given position when they were employed. After being employed with part-time contracts, the mentees took part in a voluntary induction program, where their first impressions of the school started to emerge. The induction program touched upon various theoretical and practical issues in English Language Teaching, and the mentees were particularly impressed by the needs-based and dynamic design of the induction program. They mentioned that the program was instrumental in learning about the administrative and instructional policies at the school, getting to know other colleagues, getting to know the department building and campus, and practicing with the teaching resources they were going to use in the following year. In their initial weeks, the mentees started to grow concerned because they had a lot of administrative requirements they should adhere to, and the number of such requirements was relatively high. However, the mentees were also very happy about the positive atmosphere they observed at the school and the support they received from the administrative and academic staff in the department.

The experiences of the mentees in the pre-border stage revealed that the mentees made the decision to work at the school considering the initial challenges they had had and believed that working at the research site would not only help them avoid similar challenges but also provide them with opportunities for further growth as newly qualified teachers. However, after seeing that they would still continue to deal with some challenges due to the complex administrative system of the school, the mentees decided to accept the invitation to the mentoring program. Based on their experiences in the induction program, they hoped that the high quality and needs-based approach would also continue in the mentoring program and that they would receive regular support from their mentors.

The specific reasons that encouraged mentees to take part in the mentoring program included getting professional support from an experienced teacher, achieving initial success in teaching by investing in their professional growth, the positive impressions of the induction program, which showed teachers that the in-house professional development programs offered by the department were of high quality and adopted a dynamic design developed through a needs-based, participatory, and collaborative approach, not feeling isolated, in their first year at the school, and the previous challenges they had within their initial teaching experiences including the practicum experience. From a Thirdspace perspective, it can be argued that the mentees considered the mentoring program as a third space between their initial teaching experience and their following teaching experience. They believed that through the guidance and support they were going to get within this third space, they would be able to navigate through the challenges they were going to encounter and develop professionally as teachers. This conceptualization is in line with Lefebvre's (1991) and Soja's (1996) explanations of the three spaces. They both argued that the first space is the space of the real, comprehensible, and tangible (initial teaching experiences), the second space is imaginary and represented through anticipations and aspirations (the academic year ahead), and the third space is the space of both the lived and the imaginary (the mentoring program). In this regard, the mentoring program was a space where "subjectivity and objectivity, the abstract and the concrete, the real and the imagined, the knowable and the imaginable" came together (Soja, 1996, p. 56). The mentees expected that the program could help them mediate their understanding of teaching and the profession in this third space as they would be able to critically reflect on what they had experienced and anticipated before starting to work at the school and what they were going to witness while working there.

In their early weeks of teaching at the research site, the mentees reported needing help with various issues such as adaptation to institutional procedures, dealing with instructional challenges such as low participation and motivation levels among students, lesson management, using L1 and L2, time management, and lesson planning. The mentors also mentioned that the mentees usually approached them with questions about the administrative and testing procedures, lesson management, dealing with individual problems displayed by students, and dealing with stress and mental

load. The findings showed that the areas of support offered by mentors within the program did not only respond to the initial needs reported by mentees but also addressed the emerging challenges that became apparent in due progress (Table 11). Among the areas of support that went beyond the initial needs of mentees were dealing with problematic student behaviors, handling technical problems, giving instructions, teaching listening, career advice, adapting extra materials, vocabulary teaching, giving feedback to learners, and teaching reading. These emerging needs were related to more practical areas of teaching that are often encountered in practice. Therefore, it is possible that the mentees may not have expected to deal with these challenges but needed to address them once they encountered them while teaching at the school.

When the areas of support reported by the mentees during the program are reviewed, it can be argued that most of the challenges they had to deal with were in line with those reported in the literature, such as lesson management, student motivation, testing and evaluation practices, and dealing with individual student problems. The challenges that were commonly reported in the literature but not mentioned by the mentees (e.g., Achinstein & Barrett, 2004; Bullough et al., 2008; Gaikhorst et al., 2017; Veenman, 1984) included relationships with parents, insufficient learning materials, work-life balance, and problems with colleagues. It is possible that the mentees did not have any challenges concerning parents due to the research site's status as a higher education institution. Whereas parents might be involved more closely in the learning processes of their children at lower levels of schooling, students at universities are cognitively and physically mature enough to be given the responsibility of their learning at universities. Therefore, especially the parents living in other cities do not contact the instructors at universities to learn about the progress of their children. In addition, problems with additional learning materials may not have arisen because the school has a rich pool of additional materials designed and developed after implementing the same curriculum with the same coursebooks for some time. The mentees argued that having a lot of additional materials helped them choose materials in line with the needs and interests of their students. Also, work-life balance may not have appeared as a challenge for the mentees because they all worked with part-time contracts, which meant they were free to leave the school once they finished teaching the assigned classes. However, it should be noted that the mentees complained about the clashes

between their and the mentors' schedules, which often required them to stay at the school for an additional couple of hours so that they could meet their mentors. These conflicts were considered to be a constraint on the mentees' part. Lastly, the mentees did not mention any incidents of having individual conflicts with their colleagues. This might be due to the fact that the staff members at the research site have traditionally been recognized as supportive and helpful to newly recruited teachers. Furthermore, the mentees also encountered most of the challenges reported to be common in the Turkish context (Öztürk & Yildirim, 2013), such as mastering administrative duties, instructional challenges, lesson management, relationships with students, and conflicts with colleagues. There were also two areas of support that the mentees did not experience. There was no mention of labor rights possibly because the mentees' only responsibility as employees was to teach assigned classes and complete their relevant administrative duties, for which they were paid based on the number of classes they taught in a month. Emotional support was also not mentioned as a challenge because the mentees received regular support and guidance from their mentors, which contributed to their personal and professional well-being. Lastly, the relevant literature indicated some challenges that teachers of foreign languages experienced differently from teachers of other subjects, such as lack of confidence in linguistics skills, language teaching skills, and the knowledge of language teaching techniques and methods (Tsui, 2007). Although the mentees reported emerging challenges related to teaching language skills and the techniques and methods they could employ in their teaching, these issues were not related to their lack of confidence in their relevant skills. As graduates of teaching programs at reputable universities, all mentees demonstrated high levels of self-confidence in their linguistics competence and pedagogical background throughout the mentoring program.

The findings also showed that the support by mentees was offered through various forms depending on the nature of the challenge experienced by the mentees. During mentoring conversations, giving advice and making suggestions were usually employed to identify strategies to address the problems and challenges raised by the mentees concerning their adherence to administrative and instructional policies and procedures. Unlike the findings reported by Strong and Baron (2004), who had found that the suggestions made my mentors were not always received by mentees, the

mentees suggested that advice given by their mentors was considerably helpful in dealing with particular challenges. It should be noted that the participants in Strong and Baron (2004) had adopted a cognitive coaching model that builds on a view of the mentor as the expert. In contrast, the mentoring approach in the present study positioned mentors as colleagues whose only difference from their mentees was the high amounts of experience they possessed in the profession and at the institution. Therefore, the mentees did not regard the mentors as experts that knew everything about teaching but as colleagues who could guide them in dealing with the various challenges they were going to encounter through their experience. In this regard, narrating previous experiences was another common form of support used to show the mentees that the challenges they were dealing with were commonly experienced by most teachers at the school and give them an idea of how the mentors were able to overcome the challenges they had encountered. Guidance was used more frequently in the early stages of the mentoring program when the mentors did not want to influence the mentees directly through their own beliefs and guided them to consult with other bodies or look up specific sources to find answers to their questions. Moreover, the mentors offered support by cooperating with the mentees usually when they needed to co-construct artifacts such as lesson plans, activities, or additional materials. In this scope, they also used demonstration and modeling to show mentees how they preferred to handle specific administrative tasks such as marking students' papers and entering absenteeism records on the information system.

Considering the call in the relevant literature for identifying the mentoring roles that are associated with more prominent levels of benefits for mentees and mentors (Aspfors and Frannson, 2015), the present study found that none of the roles and modes of mentoring that mentors were found to adopt in earlier studies (i.e., initiator, imperator, encouragor, advisor in Hennissen et al. (2011) and unnecessary, supportive, collaborative, and demonstrative in Lu et al. (2020)) was successful on its own. In other words, the findings revealed that the mentors adopted a style of mentoring that changed depending on the area of support that the mentees indicated needing help with. In this sense, the mentors displayed mentoring behaviors that could be related to these different roles and modes (except for unnecessary mentoring) in different cases. For example, some mentors adopted an imperator role when making sure that the

mentees followed the school's ethical code of conduct and official regulations because acting against them would result in undesirable consequences for all stakeholders involved. On the other hand, they adopted a collaborative role when designling lessons and thinking of activities that could respond to learners' needs and interests better. Also, a demonstrative role was apparent when the mentors wanted to show their mentees how they could handle the administrative tasks they were responsible for. In conclusion, the good practice in this mentoring program in terms of the roles and modes mentors can adopt was adopting multiple roles and modes and using them in line with the nature of the support needed rather than taking up one role and maintaining it throughout the mentoring relationship.

After completing the mentoring program, the mentees reported being highly satisfied with the mentoring experience. Having worked at the school for a year, they mentioned that they were pleased about working in a professional environment with well-structured teaching procedures, clear guidelines, continuous support from their colleagues and the administration, and the professional development opportunities they had. They also argued that the mentoring program played a critical role in their achieving personal and professional well-being in their first year at the school. They particularly touched upon some aspects of the program, such as the continuous support they received from their mentors, the opportunity to observe an experienced teacher in their classrooms and get feedback from them after being observed, and the dynamic nature of the program that allowed sufficient flexibility to respond to their emerging needs during their first year at the school. However, they also argued that the clashes between the schedules of mentors and mentees limited the number of timeslots the pair was both available at for a mentoring meeting, which, at times, constrained the efficiency of the program.

The experiences of the mentees in their second years shifted significantly depending on the institution they worked at. Those continuing to work at the research site mentioned that they were a lot more self-confident in their second year and had been able to overcome the challenges they had in their first years. However, most of the mentees working at other schools were unhappy about their experiences at their new schools. Although they stated that they had obtained various benefits during their first

year at the school and within the mentoring program, they also argued that they had new challenges concerning the new learner profile, which was quite different from the profile they were used to when working at the research site, student motivation, low proficiency levels of students, the attitudes of other teachers towards English courses, and the lack of guidance and support for newly-beginning teachers. The mentees argued that these challenges were primarily due to the lack of a structured mentoring program for most of the mentees working at new schools. However, the findings also shed light on the contrasting experiences of two mentees who had started working at MoNE-affiliated public high schools where participation in the ministry-designed mentoring program was obligatory. One of the mentees (Mentee 6) was quite unhappy about her new mentoring experience because neither her mentor nor the school director was knowledgeable about the requirements of the mentoring program. To make things worse, her mentor was unwilling to help her and made it clear that she did not want the mentee to visit her class for the compulsory observation sessions. The mentee was also asked to complete the paperwork for which the mentor was responsible. On the other hand, the other mentee (Mentee 3) reported very positively when asked about the new mentoring program. He suggested that he was working with a like-minded colleague who had adopted a very similar teaching philosophy, and he was very willing to help him as a newly recruited teacher. They completed all of the mentoring requirements responsible and by paying sufficient effort. As a result, the mentee had no problems adjusting to the new context with support from his mentor.

The contrasting experiences of the two mentees indicated that they reviewed their relevant experiences in a unique space they constructed in their second years. In this sense, the first space consisted of their experiences in teacher education programs and the research site; the second space consisted of their experiences in their new schools; the third space consisted of their understanding of their relevant experiences during the two years. Having completed a mentoring program in their first years, the two mentees were involved in a new mentoring program in their second years. When evaluating the extent to which their new programs could meet their needs and provided them with the forms of support they needed, they compared their relevant experiences in the first and second mentoring programs. Because Mentee 3 was involved in a similar mentoring program with a new colleague who was as committed as his first

mentor, his experiences in the new program was positive, and he was able to build upon the benefits he had acquired in the previous year. However, Mentee 6 was involved in a new mentoring program that only existed on paper and worked with a new mentor who showed no genuine interest in her development and the mentoring relationship. Therefore, her experiences in the new program were quite negative, and she had to seek support from other stakeholders.

6.4 The Learning Strategies that Facilitated the Emergence of New Dialogical Spaces for the Mentees

The boundary-crossing framework posits that learning on the boundary occurs through four mechanisms (identification, coordination, reflection, and transformation), each of which is further divided into specific processes. The present study revealed that the participants in the mentoring program were able to construct new knowledge through each of these mechanisms. Whereas their involvement in the specific processes yielded quite similar experiences at the pre-border and borderland stages, the extent to which they were involved in the processes differed in the post-border stage. The analysis of the learning mechanisms that facilitated or constrained the emergence of new dialogical spaces for the mentees depended on an exploration of the relationship between relevant codes.

The identification stage involves understanding how the two activity systems that were divided by boundaries are similar and different and is composed of the two processes of othering and legitimating coexistence. Within the othering process, it was seen that the participants were able to understand the differences between the previous institutions they had worked at and the research site. Whereas most of them reported having to deal with numerous challenges but not receiving regular help to address them, they were able to receive support and guidance first in the induction program and then in the mentoring program. In this sense, the mentees were also able to explore the differences between what they had learned in undergraduate teacher education programs and what they needed to do as practicing teachers. Although most of the mentees had a solid theoretical background and had graduated from reputable programs, they still reported challenges with practical aspects of teaching, which showed them that the theory and practice of teaching were two unique domains and

that they needed to develop unique strategies to address the specific contextual characteristics of each teaching site. In this regard, the experiences of the mentees in the legitimating coexistence were in line with Mann and Tang (2012), who argued that no matter how strongly teachers prepare for classroom teaching, the initial years can be full of stories of survival against the complexities concerning learners, other teachers, and parents. However, their experiences in the mentoring program showed that these challenges were commonly encountered by most teachers in their early days of teaching, an opinion that was backed by the mentors who told them about the many cases in which they had to deal with similar challenges. Therefore, the mentees were able to understand that the challenges they had were related to the unique characteristics of the institution they were going to start working at and that they needed to construct new knowledge and develop new skills to make sense of the differences between the two activity systems and hence legitimating their coexistence.

The coordination stage involves individuals on both sides of the boundary who find means and mediating artifacts that could allow them to work together effectively through dialogue to learn at the boundary. The first process in coordination, communicative connection, suggests that for learning to occur at the boundary, two individuals from different spaces should develop a cooperative capacity to support each other through their unique practices and perspectives. In this regard, it was seen that the mentoring program was successful in that there was a clear link between the mentees' reasons for participation in the mentoring program and the benefits they mentioned by them (Table 12). It was found that the mentees who had referred to specific reasons also referred to specific benefits in the data they provided. Therefore, it can be argued that the mentoring program created opportunities for communicative connection through which the mentees were able to identify their initial needs during the induction program and first weeks of teaching at the research site, make an informed decision to take part in the mentoring activity, and obtain certain benefits that responded to their initial needs in varying extents. The mentees were able to utilize this communicative connection by volunteering to take part in the mentoring program and achieve coordination between the two activity systems by building on the skills they had developed as pre-service teachers through the activities they engaged in and the learning experiences they constructed in the mentoring program. In other words,

having identified the differences between the two activity systems (pre-service education and in-service teaching), the mentees were now able to create a connection between the two systems by identifying strategies to deal with the challenges they encountered during their teaching. The communicative connection, which relies on exploring the differences and developing strategies to address them, was followed by efforts of translation, which involved the mentees' deliberate efforts to make sense of their relevant experiences on the intersubjective ground and understand and interpret the diverse characteristics at both sides of the boundary. In this regard, the mentees were engaged in an exploration of their initial and emerging needs in the face of the challenges they encountered in their first year of teaching at the research site. The findings revealed that the efforts of translation put forward by the mentees were responded to through the support offered by mentors (Table 13), as all points of initial need indicated by the mentees were addressed in the support mentors offered. Moreover, the program was also successful in addressing the additional areas of need identified by the mentees in due progress. The investigation of the routinization process, which refers to the conversion of initial challenges into automized and operational practice, showed that the support offered by mentors ended up creating benefits for the mentees that directly responded to their needs (Table 14). In other words, the mentees were able to convert their initial needs into short-term and long-term benefits thanks to the forms and points of support they received from their colleagues at the research site. Nevertheless, another process in coordination, enhancing boundary permeability, which refers to to the lack of a realization of the differences between the two side, was not utilized in the mentoring relationships because of the significant differences between the two spaces explored in the present study. It has traditionally been argued that there is a massive discrepancy between prospective teachers' preparation for teaching at the undergraduate level and their experiences as practicing teachers (Fantilli & McDougall, 2009; Farrell, 2008; Kelley, 2004; Kwok et al., 2021; Read, 2008). In this regard, it would be impossible for the mentees not to realize the differences between the two systems and interact between these two sides without any interruption.

The reflection stage involves realizing the differences between the two activity systems and constructing new knowledge to deal with the challenges they encounter

in the latter activity system. The first process, perspective making, includes both the in-depth comprehension and formulation of the perspectives and practices associated with the two activity systems at both ends of the boundary. It was found that the mentees were able to construct new knowledge by getting support from an experienced colleague in dealing with the challenges they encountered. The findings revealed that the forms of support through which the mentors offered their support played a critical role in the perspective-making experiences of the mentees. It was found that specific forms of support were utilized considering the nature of the support to be offered. For example, when responding to the mentees' needs regarding lesson planning, the mentors offered their support mainly through cooperation and offering guidance instead of more directive approaches such as demonstrating and modeling. On the other hand, these directive approaches were utilized in addressing the needs related to performing specific administrative tasks, such as entering absenteeism records on the student information system, which was a simple technical task that involved visiting websites and opening pages. By offering support that is not only responsive but also formative, the mentoring program played a critical in the perspective-making experiences of the mentees. In addition, there was only one case of perspective taking. Displaying disagreement with the administrative policy on using rubrics to evaluate students' writing exams, one mentee felt obliged to adopt the institutional perspective after talking to her mentor about the incident and understanding that she would not be able to challenge this view on her own. The participants' experiences of reflection and the fact that most of these experiences unfolded through processes of perspective making can be taken as evidence that the mentoring program was able to meet its objective of bringing mentees and mentors together as equally qualified colleagues. Unlike the experiences of mentees in mentoring programs adopting the knowledge transmission model, the experiences of the novice teachers in the present study showed that professional knowledge was not transferred from the more experienced mentor to the newly recruited mentee. Instead, the mentor and mentee worked together to develop strategies and identify solutions to deal with the mentees' initial and emerging challenges. More importantly, utilizing the information they had acquired in the mentor training event, the mentors were able to offer support through different forms

and make informed decisions based on the extent and nature of the need identified by the mentees.

The final learning strategy, transformation, involves demonstrating significant changes in individuals' practices and beliefs that might result in unique approaches. Given the definition, the transformation experiences of the mentees were usually situated at the post-border stage, during which some mentees started to work at other institutions, whereas some others remained at the research site and continued teaching there. Due to the differences in the experiences of the two groups, their transformation experiences showed specific differences in the relevant processes. In the confrontation process, it was seen that the mentees at the research site had positive experiences due to their increased self-confidence and familiarity with the procedures. However, most of those transitioning to other institutions reported that their experiences were marked by a lack of guidance and support and guidance at their new institutions. The only mentee who had a satisfactory experience at the new institution was the mentee that worked with an enthusiastic mentor in his second year who supported him personal and professionally in a generous manner. In this context, it can be argued that the mentees continuing to teach at the research site reported positive confrontation experiences in their second year because they were far more familiar with the administrative system at the university and felt more self-confident having received regular support in their first year. In a similar vein, the mentee with positive experiences in his new school was able to construct those experiences by building on the benefits he had derived from the mentoring program. However, the mentees who did not have proper support and guidance in their new institutions reported negative confrontation experiences and found themselves trying to develop strategies to deal with their new challenges on their own. The second process, recognizing a shared problem space, usually emerges as a response to the confrontation experienced during boundary crossing. Because the confrontation experiences of the mentees were significantly different based on the extent to which they were supported in their second year, their experiences in the second process also differed. Whereas those continuing to teach at the research site were able to receive support in their second year from their previous mentors or other colleagues, those at other institutions had to go through a new adaptation process because of the differences between the administrative policies

and procedures between the research site and their new institutions. In cases when support was missing at new institutions, the mentees were still able to recognize the challenges they had by utilizing the experience they had acquired in the mentoring program. Therefore, even though the new institutions did not offer a systematic support mechanism for them, they took individual measures to receive help from their colleagues and administrations. Lastly, the exploration of the hybridization process, which refers to the emergence of a unique cultural form as a result of the interaction between the practices and procedures conducted by individuals at both ends of the boundary that go beyond their respective boundaries, revealed that the participants' relevant experiences depended on their experiences in the first two processes. It was found that the mentees who did not have proper support and guidance at their new institutions did not give any account of the hybridization process, those continuing to teach at the research site and the mentee who was able to receive mentoring support at his new institution argued they were more self-confident, had an easier adaptation in their second years, and were able to realize signs of professional development. In summary, the mentees' transformative experience and their involvement in the learning processes at this stage relied considerably on their experiences in new settings. When they were able to receive support from their new colleagues, the mentees were able to build upon their existing skills and knowledge base. However, when such support was not offered, the mentees found themselves seeking help from anyone who showed a willingness to help them. Although they were able to receive help from these people to varying extents, their support was limited in scope and depth and usually concentrated on practical issues that could only help them survive in their new institutions.

In conclusion, as Figure 17 illustrates, the mentees were able to construct learning experiences in all stages of boundary crossing. In this sense, it can be argued that the participants were able to reflect on their previous and emerging experiences within the mentoring program and use the knowledge and skills they developed to achieve transformative practice that were carried beyond the mentoring relationship. Moreover, the findings also revealed that as a continuous professional development activity, the mentoring program was able to cover all of the elements that teacher professional development should include to construct professional learning

experiences (Bates & Morgan, 2018). In this regard, the program was able to improve the professional knowledge base and instructional skills of both mentors and mentees in multiple stages, and all participants took an active role throughout the program as each pair closely worked in collaboration during meetings and observations that created various opportunities for giving and receiving feedback.

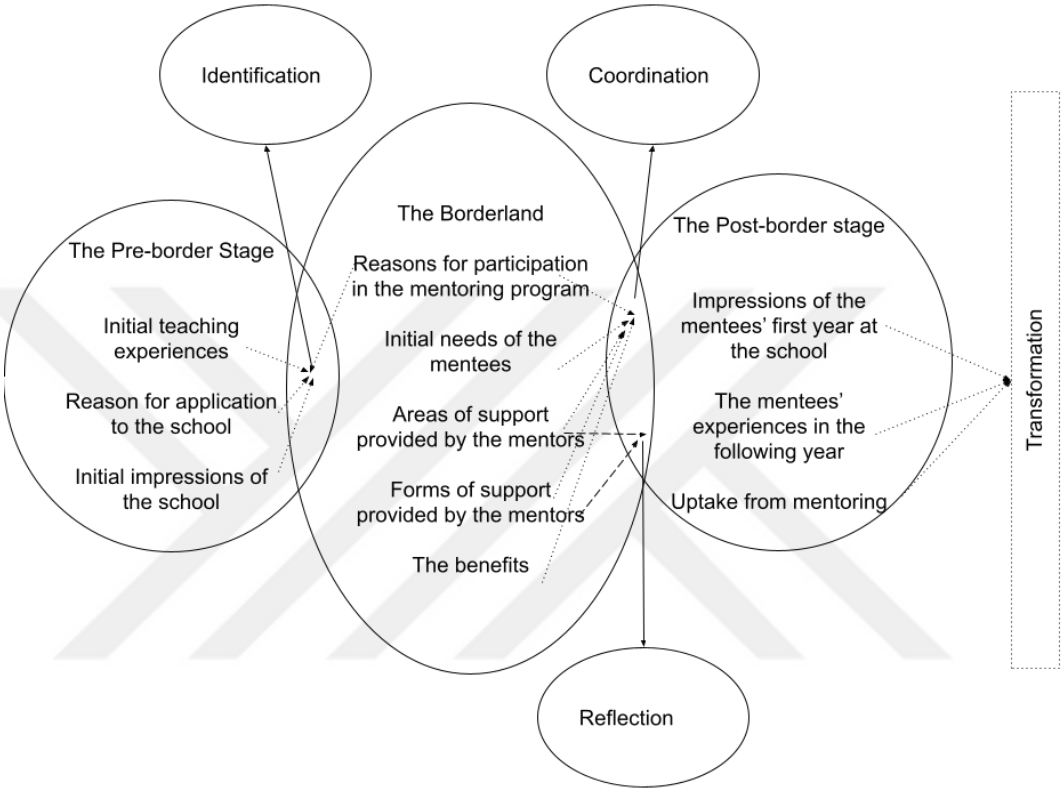


Figure 18

The interaction between the stages of boundary crossing and the strategies that constructed learning experiences during boundary crossing

6.5 Implications

The present study offers insights that can contribute to the scholarly literature on teacher mentoring and novice teacher education at micro (individual teachers and educational leaders), mezzo (institutions), and macro (policymaking) levels. The section presents the implications that the relevant stakeholders might benefit from.

6.5.1 Implications for Novice Teachers

The present study revealed that novice teachers who volunteered to take part in a mentoring program were able to receive a number of benefits that provided them with professional and personal well-being in their first year of teaching at a higher education institution. Initial years of teaching have traditionally been characterized as being critical, complex, and exhaustive (Jokikokko et al., 2017). It was also found that teacher education program, no matter how extensively they are designed, cannot cover every aspect of practice teaching and prepare student-teachers for every challenge they will encounter once they embark on a professional career (Mena et al., 2017). In this context, the present study supports the relevant literature in the sense that the mentoring program served as a bridge between pre-service education and in-service education (Kemmis et al., 2014). The findings showed that the mentees were able to receive support with the initial needs they identified in their early days of working at the research site as well as those that emerged during the mentoring program. Moreover, the mentees received this support through various forms that were tailored to the nature of the areas of needs. For examples, whereas the mentors preferred to adopt more directive approaches when helping the mentees solve challenges with technical issues, they adopted a collaborative role in addressing instructional issues. Ultimately, the findings showed that the mentoring program played a critical role in the positive experiences of the mentees at the pre-border, borderland, and post-border stages through their involvement in four learning strategies, namely identification, cooperation, reflection, and transformation. Also, this study supports the previously reported benefits mentees can obtain from mentoring programs, such as personal development (e.g., feeling comfortable), professional development (e.g., increased self-confidence as a teacher), adaptation into administrative procedures (e.g., becoming proficient in administrative and testing procedures), and a growing understanding of instructional principles (e.g., increasing student motivation).

In this context, it is recommended that novice teachers volunteer to take part in mentoring programs at their institutions considering the benefits they might obtain. In cases where such programs are compulsory, they should actively seek opportunities for collaboration and cooperation to ensure professional growth. In other contexts

where mentoring support is not available at the institutional level, novice teachers should approach other colleagues who might be willing to help them as a mentor in disguise.

6.5.2 Implications for Experienced Teachers

The present study adopts a view of mentoring as a dyadic connection where two professionals engage in an individualized relationship in which both parties exhibit similar amounts of commitment, willingness, and dedication to create an experience that is beneficial for all stakeholders involved (Johnson, 2016). Because mentoring programs are designed to support mentees during their adaptation into a new community, mentees are the primary beneficiaries of mentoring programs. However, this study revealed that mentors can also acquire considerable benefits when supporting another colleague. It was found that the mentoring relationship can be beneficial for experienced teachers by creating personal (e.g., feeling useful) and professional (e.g., further growth as a teacher) development opportunities. By volunteering to participate in the mentoring program, the experienced teachers in this study were able to self-reflect on their professional skills, realize how much they had grown over the years, and construct new knowledge with their mentees. The support they offered and their approach to the mentoring process played a critical role in the positive experiences of mentees and their initial success at the institution. Also, by engaging in a professional affair that went beyond their job descriptions, the experienced teachers were able to gain a renewed enthusiasm for teaching and reported increased satisfaction with their job.

In this context, it is recommended that experienced teachers regard mentoring as a continuous professional development opportunity that can provide them with considerable benefits when they are supporting a mentee. However, it would be misleading to assume that such benefits can only be derived from mentoring programs. The experienced teachers in this study worked in collaboration with their colleagues to address complex problems and develop strategies to deal with challenges. In this regard, it can be said that collaboration with colleagues through a developmental agenda is likely to open clear pathways for teacher professional development, and experienced teachers are recommended to actively seek and utilize such opportunities.

6.5.3 Implications for Educational Leaders

The findings of the present study revealed that both mentors and mentees obtained a number of benefits in terms of their personal and professional development. In other words, the participants were able to achieve personal well-being and professional growth as a teacher. It was also found that the participants were able to reflect their development to their instructional skills as both the mentors and mentees indicated that they developed their instructional skills by learning from each other. In this regard, the mentor-mentee pairs were able to contribute to the academic achievement levels of their students and reported being highly satisfied when making this contribution, creating additional benefits for the institution. In this light, educational leaders are encouraged to consider their need for mentoring programs and design them to respond to the needs of their staff. This being the case, the findings also revealed that the approach and principles adopted in the design and delivery of mentoring programs can have a massive role in the experiences the participants will construct. Therefore, educational leaders are recommended to consider the following aspects when introducing mentoring programs.

To begin with, the selection of mentors is a vital consideration in mentoring programs. As previous research documented, successful teachers do not always make successful mentors because teaching and mentoring are two unique domains that require unique approaches (L. Mackie, 2018). The previous research documented that when mentors do not possess the knowledge, mindset, and skills required to facilitate a mentoring relationship can end up limiting mentees' potential by forcing them into practices based on their individual perspectives or offering specific pathways as the only solution to address a specific challenge, without leaving sufficient room for the mentee to reflect (Gotwalt & Hausburg, 2020; Vass, 2017). Based on the findings of the present study, it is believed that the mentoring relationship can be more fruitful if the mentor and mentee has adopted similar teaching philosophies, teach at the same level, teach the same courses or have experience teaching the same courses, have timeslots in their schedules at which they are both available, and are closely located to each other. In addition, their inclinations to collaboration and cooperation, their adherence

to professional development, and their proficiency in administrative procedures might also be considered in the selection of mentors.

The second considerations should focus on the training of mentors. As mentioned in the previous paragraph, mentors need to develop new skills to offer responsive and formative support in a mentoring program. However, it would not be right to expect individuals can develop these skills in isolation without being involved in mentoring programs. Therefore, the relevant literature suggests that mentors take part in training events designed to help them develop the unique skills and knowledge base needed for successful mentoring (Ambrosetti, 2014; Aspfors & Fransson, 2015; Gotwalt & Hausburg, 2020; Holloway, 2001). In addition, the mentors can also adopt different roles in mentoring programs (Hennissen et al., 2011; Mena et al., 2017), such as initiator, encouragor, imperator, and advisor. The training should provide sufficient input on these roles and the mentor candidates should have opportunities to discuss the characteristics of each role, the advantages and disadvantages of adopting one of these roles in specific conditions, and the nature of the relationship that will emerge once they adopt these roles. In the present study, the mentors received this training by completing a video-based asynchronous training program designed by the facilitators of the mentoring program. During the program, the mentors learned about the roles of mentors and mentees, the nature of a mentoring relationships, the benefits for mentors and mentees, and the mentoring approach adopted at the institutional level. In addition, the mentors met the program facilitators twice a term to learn about the specific tasks they were going to engage with each term and worked collaboratively to develop strategies to help mentees deal with the challenges they might have. The educational leaders are encouraged to consider the characteristics of their programs and needs of their participants to design training events for their mentors. It should also be noted

Finally, the mentoring approach is another consideration that might play a significant role in the extent to which the mentoring program will be able to meet the personal, professional, and institutional objectives. As mentioned earlier, there are different approaches to mentoring broadly categorized under the knowledge transmission or knowledge transformation model. In this sense, the knowledge transmission model is based on the idea that mentor teachers are experts and mentees are expected to follow

them. On the other hand, the knowledge transformation model is built upon a process of professional development in which both the mentor and mentee should play an active role to achieve personal and professional growth. This study does not intend to suggest that one model is superior to the other. However, the participants' experiences in mentoring programs showed that mentoring programs are successful as long as they respond to the needs of the participants. Therefore, educational leaders should strive to design mentoring program considering the needs of participants and the unique characteristics of the context.

6.5.4 Implications for Pre-Service Teacher Education Programs

Based on the findings there are some implications for pre-service teacher education programs as well. Almost all mentees in the present study graduated from undergraduate teacher education programs at reputable universities. However, they indicated that that their preparation during these programs were not able to reflect on the actual teaching experience to a sufficient extent. Most of the mentees talked about experiencing varying levels of reality shock after starting their professional career. The mentees also suggested that although most of the other students who had graduated in the same cohort were planning to work at universities, internship at universities was not possible due to relevant national regulations. However, the mentees still believed that they would benefit from visiting some English classes at the university level. Moreover, it should be noted that all mentees experienced challenges in not only adjusting to institutional procedures but also finding solutions to instructional problems.

In this regard, the stakeholders in pre-service teacher education programs are recommended that they evaluate the extent to which they can meet curricular goals and the needs of prospective teachers by collecting data from not only existing program members but also recent graduates. This data can provide programs with rich input on the extent to which the program can prepare student-teachers to deal with the challenges of classroom teaching and the challenges newly graduated teachers experience as novice teachers. This study agrees with Yuan et al.'s (2022) suggestions that teacher educators in TESOL programs should not be regarded as "supermen/superwomen" (p. 1) that can prepare prospective teachers for every

challenge they will encounter in the future; however, by including the views of recently graduated students in the decision making processes, the programs can identify new routes to respond to the emerging needs of the participants in a systematic way and help them become more familiar with the real world of teaching.

6.6 Limitations and Suggestions for Further Research

The present study also had several limitations that should be considered when evaluating the findings. To begin with, there might have been some limitations due to my insider role at the research site. Firstly, I am one of the two people who designed and facilitated the mentoring program. Therefore, my individual and professional perspectives might have reflected on the mentoring approach adopted at the institutional level. In a like manner, the reflective forms and interview questions I designed and presented to the participants might have signs of my philosophy of teaching and mentoring. This being the case, my contention is that the subjective stance provided through my personal and professional perspectives adds value to the present study. Although my understanding of the research problem and my interpretation of the findings might have been constrained by the multiple identities I have adopted as a researcher, teacher, and administrator at the research site, I have clearly presented my position in the research site and my background as a teacher of English and a professional development facilitator to invite readers to consider my reflexive position when needed. In addition, my insider role might have prevented the participants from giving a full account of their experiences. I am a long-term colleague and friend for most of the mentors, and I am a professional development facilitator who has been actively working with newly recruited staff members due to my administrative role at the research setting. Although I have encouraged the participants to give details about the constraints of the program and their relatively less satisfactory experiences in the mentoring relationship by including specific questions in the reflective forms and interviews, some participants might have preferred not to give full details about their mentoring experience or about some challenges they had in their first year. However, it should also be noted that my insider role at the research site provided me with easy access to the participants both during the mentoring program and to collect data as we all worked in the same building. I was also able to access

institutional data such as observation reports and mentoring forms that would normally not be shared with an outsider. The last limitation that was linked to my insider role at the school concerned the range of data collected. As a professional development facilitator, I am responsible for visiting the classes of all newly recruited instructors for observation purposes. However, given my teaching load and administrative duties, it was not possible to schedule additional observations to visit the mentees' classes and collect additional data that could triangulate the findings on their initial and emerging challenges, their relationships with students, and their understanding of instructional and institutional procedures after the mentoring program. Instead, I had to rely on the observation forms filled out by mentee – mentor pairs before, during, and after their visit to each other's classes. Therefore, future research should also include data through in-class observations and present new insights accordingly.

Another limitation concerned the participant profile. All mentees in the present-study were part-time instructors due to the recent amendment in the national regulations suggesting that full-time instructors in schools of foreign languages at universities needed to have a postgraduate degree with thesis. Due to this change, the mentees, who would otherwise be recruited as full-time teachers, were employed as part-time teachers and were subject to different working conditions compared with the full-time teachers at the school. Therefore, there was no mentee with a full-time contract at the present study, which prevented capturing the relevant experiences of full-time teachers. As mentioned earlier, the literature on mentoring for in-service teachers usually focus on full-time teachers. Therefore, there is need for further research that involves both full-time and part-time teachers in mentoring programs to have a fuller understanding of the role of the differences between the working conditions of these two groups by comparing their relevant experiences as mentees.

The last limitation concerned time constraints, which are typical in postgraduate theses and dissertations as researchers have limited data to design their studies, collect and analyze data, and present the findings in writing (S. A. Mackie & Bates, 2019). Therefore, the post-border stage only involved the mentees' experiences in their first terms in the following year. A more longitudinal approach would cover a greater amount of the mentees' experience in their second year and present more data on the

role of the mentoring program in later stages of their careers. To illustrate, had it been possible to collect data from the mentees' second terms, it would have been possible to explore their relevant experiences in the transformation stage more deeply, especially in the processes of crystallization, maintaining uniqueness of the intersecting practices, and continuous joint work at the boundary. In this context, longitudinal research is needed to understand the role of mentoring programs in subsequent stages of teachers' careers for both those continuing to work at the same institution and those starting work at other institutions.

CHAPTER 7

CONCLUSION

The present study addressed the role of a mentoring program in constructing the boundary-crossing experiences of novice teachers of English who were newly recruited into an intensive language teaching program at a university. It also focused on the motives that encouraged mentors and mentees to take part in a voluntary mentoring program, as well as the short-term and long-term benefits the participants were able to acquire through their participation.

This study introduces a Turkish perspective to the international body of literature on initial teacher education and the mentoring experiences of in-service teachers. The findings indicated that the mentors and mentees took part in the mentoring program anticipating clear and significant gains in their personal and professional development and that the mentoring program was successful in creating opportunities for the participants to achieve those benefits. Also, the mentoring program served as an additional space in which the mentees were able to reflect and build on their relevant skills and knowledge base. After completing the mentoring program, they were also able to connect the skills and knowledge base they had developed at the research site to those they gained in their second years. In this sense, it was found that the mentees' experiences before the mentoring program constituted the pre-border stage, their experiences during the program constituted the borderland stage, and their experiences following the program constituted the post-border stage. Moreover, the mentees were able to achieve short-term and long-term benefits in terms of their personal and professional development through their engagement with some learning strategies. In particular, this study revealed that mentees were involved in an identification process

toward the latter phases of the pre-border stage and the initial phases of the borderland stage, coordination and reflection processes throughout the borderland stage and in some parts of the post-border stage, and transformation processes towards the end of the borderland stage and throughout the post-border stage.

The discussion of the findings exhibits the complex and dynamic nature of teacher education processes. All mentors and mentees were aware of their personal and professional development needs and made an informed decision to participate in the mentoring program. The overlap between the reasons that encouraged the mentors and mentees was critical in constructing positive experiences throughout the program. In many cases, the pairs displayed collective efforts to contribute to each other's personal and professional growth. Also, the support offered by mentors through various forms was able to respond to the mentees' needs and was instrumental in the extent to which the mentees were involved in the learning mechanisms as boundary crossers. In this sense, the mentoring program constructed a third space where the mentees could connect their theoretical and practical knowledge base from their pre-service stage or initial teaching experiences to their new experiences in their own classrooms. Through this reflective attempt in the third space, they were able to identify their initial and emerging needs, raise relevant issues during their mentoring meetings, and work in collaboration with their mentors to develop strategies and identify solutions. The findings also revealed that the processes in the learning mechanisms did not follow a hierarchical or sequential order for the mentees. Instead, they were intertwined, and the extent to which the mentees were involved in those stages depended on their unique experiences in each mechanism. Although there were specific common patterns in terms of the participants' reasons for participating in the program, benefits they acquired, the boundary-crossing experiences of the mentees, and their involvement in specific learning processes, each participant followed an individual route that was shaped through their unique perspectives and experiences as individuals and their subjective approach to the mentoring process. Although teacher education endeavors at pre-service and in-service levels focus primarily on assumptions of such common patterns among participants concerning their needs, these findings revealed that there is a strong need for individualized and contextual teacher education frameworks.

The suggestions emerging from this discussion are that experienced and novice teachers should actively look for opportunities to develop their skills and knowledge base by adopting a continuous professional development approach. The skills and knowledge required to meet the learners' needs today may not respond to the needs of future learners; therefore, continuous professional development through collaboration, cooperation, discussion, interpretation, and collective decision-making is essential in keeping pedagogical skills and content knowledge up to date. In this regard, education leaders are encouraged to offer professional development pathways for experienced and novice teachers that are designed and developed considering the needs and interests of their staff members. Similar to those in most of the earlier studies on teacher mentoring, the findings in this study revealed that the mentoring program played a critical role in the personal and professional development of all participants and provided the mentees with satisfactory boundary-crossing experiences through their involvement in all learning mechanisms. It is suggested that education leaders review the mentoring approach in the present study and offer mentoring programs designed according to the unique conditions of their contexts. Finally, teacher educators should evaluate their programs by collecting data from not only their existing members but also newly graduated teachers. Although most of the mentees had graduated from reputable institutions, they experienced a number of significant challenges related to the unique conditions at the school and their instructional skills. The mentees argued that the school experience and practice teaching courses in undergraduate programs were not able to provide them with a complete understanding of classroom teaching. While it is acknowledged that teacher education programs cannot prepare student teachers for every challenge they will encounter, they are encouraged to review the feedback from newly graduated teachers in their program development efforts and adopt a dynamic approach to responding to the needs they identify upon graduation. Also, considering the need for more individualized and contextual support for teachers at all levels, university-based mentors working with prospective teachers in practicum programs must be given adequate room to respond to the individual needs of their mentees, work in collaboration with each mentee to encourage reflection on their understandings of the teaching experience, and guide them throughout the process by pointing out critical incidents.

Highlighting the perceived benefits for mentors and mentees within an in-service teacher professional development program, this dissertation does not aim to undervalue the critical role of pre-service teacher education programs. Pre-service teache education helps future teacher develop a deep understanding of the subjects they will be teaching, develop effective teaching stragies, understand the developmental needs of their prospective students, and create positive learning environments for theirs students. In addition, the practicum experience is a key component of pre-service teacher education, providing opportunities for student-teachers to develop their teaching skills and knowledge and allow them to apply what they have learned in their teacher education program to real-world settings, giving them the opportunity to try out different teaching strategies and methods and receive feedback from experienced teachers. Eventually, this process can help future teachers. In this context, pre-service teacher education programs continue to hold an invaluable role in teacher education, and in-service teacher education programs can help practitioners build on the skills and knowledge they acquired as prospective teachers by providing them with contextualized and tailored support needed to better understand the challenges they may face in the classroom, as well as develop the skills and knowledge necessary to be successful in their careers.

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APPENDICES

A. CODE SYSTEM

Code System	*f*
Code System	3935
Notable statements	147
Educational Background	117
Professional Background	107
Mentee	0
Mentee\After mentoring	0
Mentee\After mentoring\New workplace	0
Mentee\After mentoring\New workplace\New learner profile	18
Mentee\After mentoring\New workplace\Different institutional structure	10
Mentee\After mentoring\New workplace\Not enjoying the new workplace	9
Mentee\After mentoring\New workplace\Willingness to work at a university	8
Mentee\After mentoring\New workplace\A new adjustment process	8
Mentee\After mentoring\New workplace\Appreciation by new colleagues	6
Mentee\After mentoring\New workplace\Reason for changing job	0
Mentee\After mentoring\New workplace\Reason for changing job\Part-time contract	6
Mentee\After mentoring\New workplace\No mentoring	5
Mentee\After mentoring\New workplace\No feeling of belonging	5
Mentee\After mentoring\New workplace\Feeling less valuable	5
Mentee\After mentoring\New workplace\Negative influences of other teachers	5
Mentee\After mentoring\New workplace\Similar learner profile	5

Mentee\After mentoring\New workplace\Quitting a university surprised colleagues	4
Mentee\After mentoring\New workplace\MoNE-affiliated school	4
Mentee\After mentoring\New workplace\Not feeling excited at the new place	4
Mentee\After mentoring\New workplace\Lack of material support	3
Mentee\After mentoring\New workplace\Colleagues learning from each other	2
Mentee\After mentoring\New workplace\Lack of pd opportunities	2
Mentee\After mentoring\New workplace\Difficulty in motivating learners	2
Mentee\After mentoring\New workplace\Lack of information on student progress	2
Mentee\After mentoring\New workplace\Crowded classrooms	2
Mentee\After mentoring\New workplace\Benefiting from the initial mentoring experience	2
Mentee\After mentoring\New workplace\Working as a research assistant	2
Mentee\After mentoring\New workplace\Hesitation about adaptation	1
Mentee\After mentoring\New workplace\Feeling less motivated	1
Mentee\After mentoring\New workplace\Questioning their roles as teachers	1
Mentee\After mentoring\New workplace\Little interaction with students	1
Mentee\After mentoring\New workplace\Private K-12 school	1
Mentee\After mentoring\A new mentoring program	0
Mentee\After mentoring\A new mentoring program\Informal mentoring	0
Mentee\After mentoring\A new mentoring program\Informal mentoring\Short Induction	3
Mentee\After mentoring\A new mentoring program\Informal mentoring\Support from closer colleagues	4
Mentee\After mentoring\A new mentoring program\Informal mentoring\No tasks	1
Mentee\After mentoring\A new mentoring program\Informal mentoring\No program	1
Mentee\After mentoring\A new mentoring program\Informal mentoring\A colleague to ask questions to (teacher buddy)	2

Mentee\After mentoring\A new mentoring program\Informal mentoring\Asking about institutional procedures	1
Mentee\After mentoring\A new mentoring program\Formal mentoring	0
Mentee\After mentoring\A new mentoring program\Formal mentoring\Lack of a professional approach	15
Mentee\After mentoring\A new mentoring program\Formal mentoring\Lack of support	12
Mentee\After mentoring\A new mentoring program\Formal mentoring\Lack of a program	8
Mentee\After mentoring\A new mentoring program\Formal mentoring\Distinct educational philosophies	7
Mentee\After mentoring\A new mentoring program\Formal mentoring\Different approaches with other novice teachers	6
Mentee\After mentoring\A new mentoring program\Formal mentoring\Performance evaluation	6
Mentee\After mentoring\A new mentoring program\Formal mentoring\Actively seeking help from others	6
Mentee\After mentoring\A new mentoring program\Formal mentoring\Lack of sufficient interaction	5
Mentee\After mentoring\A new mentoring program\Formal mentoring\Mentoring focus	0
Mentee\After mentoring\A new mentoring program\Formal mentoring\Mentoring focus\Preparing tests	4
Mentee\After mentoring\A new mentoring program\Formal mentoring\Mentoring focus\Observation	1
Mentee\After mentoring\A new mentoring program\Formal mentoring\Enthusiastic mentor	4
Mentee\After mentoring\A new mentoring program\Formal mentoring\No training	4
Mentee\After mentoring\A new mentoring program\Formal mentoring\Not open to help	4
Mentee\After mentoring\A new mentoring program\Formal mentoring\Decreased motivation	4
Mentee\After mentoring\A new mentoring program\Formal mentoring\Working with a mentor with a similar profile	3
Mentee\After mentoring\A new mentoring program\Formal mentoring\No hesitation in contacting mentor	2
Mentee\After mentoring\A new mentoring program\Formal mentoring\Giving information about procedures	2
Mentee\After mentoring\A new mentoring program\Formal mentoring\Paperwork-based mentoring	2

Mentee\After mentoring\A new mentoring program\Formal mentoring\Hesitation to contact	2
Mentee\After mentoring\A new mentoring program\Formal mentoring\Working with an experienced teacher	2
Mentee\After mentoring\A new mentoring program\Formal mentoring\Contact with mentor outside of working hours	1
Mentee\After mentoring\A new mentoring program\Formal mentoring\Attending MoNE seminars	1
Mentee\After mentoring\A new mentoring program\Formal mentoring\Support from admin	1
Mentee\After mentoring\A new mentoring program\Formal mentoring\Lack of sufficient feedback	1
Mentee\After mentoring\A new mentoring program\Formal mentoring\Insufficient induction	1
Mentee\After mentoring\A new mentoring program\Formal mentoring\gave up teaching due to not enjoying the new context	1
Mentee\After mentoring\A new mentoring program\Formal mentoring\Unsatisfactory mentoring experiences among other teachers	1
Mentee\After mentoring\A new mentoring program\Formal mentoring\Late appointment	1
Mentee\After mentoring\A new mentoring program\Formal mentoring\Initial challenges in finding someone to ask questions to	0
Mentee\After mentoring\Impressions of first year at the research site	0
Mentee\After mentoring\Impressions of first year at the research site\Professional environment	16
Mentee\After mentoring\Impressions of first year at the research site\Professional Learning Opportunities	14
Mentee\After mentoring\Impressions of first year at the research site\Job satisfaction	6
Mentee\After mentoring\Impressions of first year at the research site\Beautiful memories	6
Mentee\After mentoring\Impressions of first year at the research site\Comfortable environment	5
Mentee\After mentoring\Impressions of first year at the research site\Focus on Professional Development	5
Mentee\After mentoring\Impressions of first year at the research site\Favorable staff profile	4
Mentee\After mentoring\Impressions of first year at the research site\Favorable student profile	4
Mentee\After mentoring\Impressions of first year at the research site\Support	3

Mentee\After mentoring\Impressions of first year at the research site\Feeling valuable	2
Mentee\After mentoring\Impressions of first year at the research site\High workload	1
Mentee\After mentoring\Impressions of first year at the research site\Support for graduate work	1
Mentee\After mentoring\Impressions of first year at the research site\High sense of belonging	1
Mentee\After mentoring\Impressions of first year at the research site\Wished to have a full-time contract	1
Mentee\After mentoring\Impressions of first year at the research site\Never got bored	1
Mentee\After mentoring\Would like to be a mentor	9
Mentee\After mentoring\Would like to be a mentor \Possible if-Mentoring Strategy	0
Mentee\After mentoring\Would like to be a mentor \Possible if-Mentoring Strategy\Creating a sense of belonging	5
Mentee\After mentoring\Would like to be a mentor \Possible if-Mentoring Strategy\Open communication	3
Mentee\After mentoring\Would like to be a mentor \Possible if-Mentoring Strategy\Adaptation into school	3
Mentee\After mentoring\Would like to be a mentor \Possible if-Mentoring Strategy\Initial challenges	3
Mentee\After mentoring\Would like to be a mentor \Possible if-Mentoring Strategy\Relaxing	2
Mentee\After mentoring\Would like to be a mentor \Possible if-Mentoring Strategy\Learning about expectations	2
Mentee\After mentoring\Would like to be a mentor \Possible if-Mentoring Strategy\Narrating previous experiences	1
Mentee\After mentoring\Would like to be a mentor \Possible if-Mentoring Strategy\Learning about first impressions	1
Mentee\After mentoring\Would like to be a mentor \Possible if-Mentoring Strategy\Learning about pd route	1
Mentee\After mentoring\Would like to be a mentor \Helping others	12
Mentee\After mentoring\Would like to be a mentor \Giving back	7
Mentee\After mentoring\Would like to be a mentor \Sharing	5
Mentee\After mentoring\Would like to be a mentor \Self-reflection opportunity	2

Mentee\After mentoring\Would like to be a mentor \Learning from younger colleagues	1
Mentee\After mentoring\Would like to be a mentor \excitement of working w/ new teachers	1
Mentee\After mentoring\Uptake from mentoring	0
Mentee\After mentoring\Uptake from mentoring\Increased self-confidence	11
Mentee\After mentoring\Uptake from mentoring\Feeling growth	6
Mentee\After mentoring\Uptake from mentoring\Easier adaptation into the new school	4
Mentee\After mentoring\Uptake from mentoring\Considering mentor's advice	1
Mentee\After mentoring\Uptake from mentoring\Areas of development	0
Mentee\After mentoring\Uptake from mentoring\Areas of development\gaining experience	6
Mentee\After mentoring\Uptake from mentoring\Areas of development\classroom management	2
Mentee\After mentoring\Uptake from mentoring\Areas of development\motivating learners	1
Mentee\After mentoring\Second year at the research site	0
Mentee\After mentoring\Second year at the research site\Forgot many things due to the break	3
Mentee\After mentoring\Second year at the research site\Getting advice from other colleagues	3
Mentee\After mentoring\Second year at the research site\Continued support from mentor	2
Mentee\After mentoring\Second year at the research site\More self-confident	1
Mentee\After mentoring\Second year at the research site\Happy with the research site	1
Mentee\After mentoring\Second year at the research site\Problems with ss	1
Mentee\After mentoring\Relationship with mentor	2
Mentee\The research site	0
Mentee\The research site\Impressions of the School	0
Mentee\the research site\Impressions of the School\Helpful colleagues	29
Mentee\the research site\Impressions of the School\Well established system	20

Mentee\the research site\Impressions of the School\Useful induction	19
Mentee\the research site\Impressions of the School\Coordination and cooperation	18
Mentee\the research site\Impressions of the School\Academic environment	14
Mentee\the research site\Impressions of the School\Professional Development opportunities	14
Mentee\the research site\Impressions of the School\Comfortable environment	12
Mentee\the research site\Impressions of the School\Happy staff	10
Mentee\the research site\Impressions of the School\Rule governed	10
Mentee\the research site\Impressions of the School\Pleasure with learner profile	10
Mentee\the research site\Impressions of the School\Complex administrative structure	6
Mentee\the research site\Impressions of the School\Lack of sufficient cooperation between level teachers	5
Mentee\the research site\Impressions of the School\Feeling valued	3
Mentee\the research site\Impressions of the School\Open communication at school	2
Mentee\the research site\Why the research site	0
Mentee\the research site\Why the research site\PD Opportunities	20
Mentee\the research site\Why the research site\Staff profile	16
Mentee\the research site\Why the research site\Administrative structure	14
Mentee\the research site\Why the research site\Friends as Colleagues	12
Mentee\the research site\Why the research site\Comfortable environment	9
Mentee\the research site\Why the research site\Previously visiting the campus	7
Mentee\the research site\Why the research site\Popular among newly graduated teachers	6
Mentee\the research site\Why the research site\Experience as student	4
Mentee\the research site\Why the research site\No extra duties	1
Mentee\the research site\Why the research site\Flexible working hours	1

Mentee\the research site\Mentoring Program	0
Mentee\the research site\Mentoring Program\Mentee Benefits	0
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development	0
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer	53
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Self reflection	18
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Sharing by exchanging ideas	17
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\More aware of the classroom	15
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Observing a colleague	6
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with experienced peer\Receiving feedback	5
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Initial success	4
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Getting approval from an experienced teacher	3
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Consulting with mentor after the program	3
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Applying theory into practice	2
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Learning about expectations	1

	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Looking at student progress evidence	1
	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Seeing the value of experience	1
	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Learning with an experienced peer\Adopting a professional perspective	1
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\A sense of well being		40
	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\A sense of wellbeing\Presence of someone to ask questions to	34
	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\A sense of wellbeing\Increased sense of belonging	17
	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\A sense of wellbeing\Seeing s/he is having similar experiences like mentor	5
	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\A sense of wellbeing\Evidence Showing effort=positive result	4
	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\A sense of wellbeing\not feeling alone	2
	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\A sense of wellbeing\Time management	1
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Increased self-confidence		27
	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Increased self-confidence\Encouraged for master's	6
	Mentee\the research site\Mentoring Program\Mentee Benefits\Professional	3

Development\Increased self-confidence\Increased motivation	
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Increased self-confidence\Taking action	2
Mentee\the research site\Mentoring Program\Mentee Benefits\Professional Development\Increased self-confidence\relationships with students	2
Mentee\the research site\Mentoring Program\Mentee Benefits\Institutional	0
Mentee\the research site\Mentoring Program\Mentee Benefits\Institutional\Mastery of procedures	50
Mentee\the research site\Mentoring Program\Mentee Benefits\Institutional\Adaptation	33
Mentee\the research site\Mentoring Program\Mentee Benefits\Institutional\Felt comfortable	15
Mentee\the research site\Mentoring Program\Mentee Benefits\Instructional	0
Mentee\the research site\Mentoring Program\Mentee Benefits\Instructional\Improved classroom practice	27
Mentee\the research site\Mentoring Program\Mentee Benefits\Instructional\Classroom management	18
Mentee\the research site\Mentoring Program\Mentee Benefits\Instructional\Learning about a variety of techniques	14
Mentee\the research site\Mentoring Program\Forms of Support	0
Mentee\the research site\Mentoring Program\Forms of Support\Advice	45
Mentee\the research site\Mentoring Program\Forms of Support\Cooperation	28
Mentee\the research site\Mentoring Program\Forms of Support\Guidance	24
Mentee\the research site\Mentoring Program\Forms of Support\Demonstration	22
Mentee\the research site\Mentoring Program\Forms of Support\narrating previous experiences	18
Mentee\the research site\Mentoring Program\Forms of Support\Encouragement to take action	11
Mentee\the research site\Mentoring Program\Forms of Support\Giving tasks	7
Mentee\the research site\Mentoring Program\Forms of Support\Modelling	7

Mentee\the research site\Mentoring Program\Forms of Support\questioning	6
Mentee\the research site\Mentoring Program\Forms of Support\Conversation	5
Mentee\the research site\Mentoring Program\Forms of Support\Giving feedback	3
Mentee\the research site\Mentoring Program\Forms of Support\Preparing for what might occur	1
Mentee\the research site\Mentoring Program\Impression of mentor	0
Mentee\the research site\Mentoring Program\Impression of mentor\open to help	36
Mentee\the research site\Mentoring Program\Impression of mentor\friendly	20
Mentee\the research site\Mentoring Program\Impression of mentor\positive outlook	13
Mentee\the research site\Mentoring Program\Impression of mentor\experienced	12
Mentee\the research site\Mentoring Program\Impression of mentor\positive role of admin duty	10
Mentee\the research site\Mentoring Program\Impression of mentor\Inviting attitudes	10
Mentee\the research site\Mentoring Program\Impression of mentor\lucky to have worked with	9
Mentee\the research site\Mentoring Program\Impression of mentor\lively	4
Mentee\the research site\Mentoring Program\Impression of mentor\similar perspectives	4
Mentee\the research site\Mentoring Program\Impression of mentor\respect	3
Mentee\the research site\Mentoring Program\Impression of mentor\encouraging	3
Mentee\the research site\Mentoring Program\Impression of mentor\trustable	3
Mentee\the research site\Mentoring Program\Impression of mentor\dedicated	3
Mentee\the research site\Mentoring Program\Impression of mentor\Patient	2
Mentee\the research site\Mentoring Program\Impression of mentor\humble	1
Mentee\the research site\Mentoring Program\Impression of mentor\solution oriented	1

Mentee\the research site\Mentoring Program\Impression of mentor\active	1
Mentee\the research site\Mentoring Program\Initial needs	0
Mentee\the research site\Mentoring Program\Initial needs\Procedures	37
Mentee\the research site\Mentoring Program\Initial needs\Low motivation	16
Mentee\the research site\Mentoring Program\Initial needs\Low participation	15
Mentee\the research site\Mentoring Program\Initial needs\Classroom management	10
Mentee\the research site\Mentoring Program\Initial needs\Workload	6
Mentee\the research site\Mentoring Program\Initial needs\Use of L2	6
Mentee\the research site\Mentoring Program\Initial needs\Time management	5
Mentee\the research site\Mentoring Program\Initial needs\Lesson planning	5
Mentee\the research site\Mentoring Program\Initial needs\Mobile phone use in class	4
Mentee\the research site\Mentoring Program\Initial needs\Low student level	3
Mentee\the research site\Mentoring Program\Initial needs\Problematic student behaviors	3
Mentee\the research site\Mentoring Program\Initial needs\Familiarity with the student profile	2
Mentee\the research site\Mentoring Program\Initial needs\Pacing	2
Mentee\the research site\Mentoring Program\Initial needs\Feeling inadequate	2
Mentee\the research site\Mentoring Program\Initial needs\Lesson presentation in class	1
Mentee\the research site\Mentoring Program\Initial needs\Collecting feedback from ss	1
Mentee\the research site\Mentoring Program\Initial needs\Student not turning in their assignments	1
Mentee\the research site\Mentoring Program\Initial needs\Teaching a variety of courses	1
Mentee\the research site\Mentoring Program\Initial needs\Stress	1
Mentee\the research site\Mentoring Program\Initial needs\First time teaching	1

Mentee\the research site\Mentoring Program\Initial needs\Frequent self-questioning	1
Mentee\the research site\Mentoring Program\Point of Support	0
Mentee\the research site\Mentoring Program\Point of Support\Instructional	1
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Classroom management	17
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Participation	8
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Medium of instruction	4
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Lesson planning	3
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Student motivation	3
Mentee\the research site\Mentoring Program\Point of Support\Instructional\instruction giving	2
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Pacing	2
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Teaching listening	2
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Increased awareness	1
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Teaching reading	1
Mentee\the research site\Mentoring Program\Point of Support\Instructional\From theory to practice	1
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Adapting to different courses	1
Mentee\the research site\Mentoring Program\Point of Support\Instructional\giving feedback	1
Mentee\the research site\Mentoring Program\Point of Support\Instructional\Borrowing materials	1
Mentee\the research site\Mentoring Program\Point of Support\Personal	0
Mentee\the research site\Mentoring Program\Point of Support\Personal\Relaxing	5
Mentee\the research site\Mentoring Program\Point of Support\Institutional	0
Mentee\the research site\Mentoring Program\Point of Support\Institutional\Procedures	34
Mentee\the research site\Mentoring Program\Point of	23

Support\Institutional\Procedures\Testing Procedures	
Mentee\the research site\Mentoring Program\Point of Support\Institutional\Student behaviors	5
Mentee\the research site\Mentoring Program\Point of Support\Institutional\Technical issues	4
Mentee\the research site\Mentoring Program\Point of Support\Institutional\Learner profile	3
Mentee\the research site\Mentoring Program\Observation Notes	0
Mentee\the research site\Mentoring Program\Observation Notes\Other session	0
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Ss interested in the class	9
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Ss in R showed welcoming attitudes to T	6
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Positive classroom atmosphere	6
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Good pacing	6
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Mentor showed professionalism	5
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Mentor showed experience	5
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Use of L2	2
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Respect to T	2
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Determined T	2
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Effective use of technology	1
Mentee\the research site\Mentoring Program\Observation Notes\Other session\Similar practices	1

	Mentee\the research site\Mentoring Program\Observation Notes\Other session\Challenges with teaching a repeat class	1
	Mentee\the research site\Mentoring Program\Observation Notes\Other session\Lesson well planned	1
Mentee\the research site\Mentoring Program\Observation Notes\Own session		0
	Mentee\the research site\Mentoring Program\Observation Notes\Own session\feeling calm	3
	Mentee\the research site\Mentoring Program\Observation Notes\Own session\feeling nervous	2
	Mentee\the research site\Mentoring Program\Observation Notes\Own session\Mentor approved strategies	2
	Mentee\the research site\Mentoring Program\Observation Notes\Own session\Increased participation	2
	Mentee\the research site\Mentoring Program\Observation Notes\Own session\More engaged with vocabulary work	1
Mentee\the research site\Mentoring Program\Observation Notes\Advice from Mentor		0
	Mentee\the research site\Mentoring Program\Observation Notes\Advice from Mentor\Considering learner profile	2
	Mentee\the research site\Mentoring Program\Observation Notes\Advice from Mentor\relationships with students	1
	Mentee\the research site\Mentoring Program\Observation Notes\Advice from Mentor\Pacing	1
	Mentee\the research site\Mentoring Program\Observation Notes\Advice from Mentor\Ss leaving the class	1
	Mentee\the research site\Mentoring Program\Observation Notes\Advice from Mentor\Giving instructions	1
	Mentee\the research site\Mentoring Program\Observation Notes\Advice from Mentor\Changing seating	1
	Mentee\the research site\Mentoring Program\Observation Notes\Advice from Mentor\Focusing on learning rather than covering	1

Mentee\the research site\Mentoring Program\Observation Notes\Realizing strengths and weaknesses	3
Mentee\the research site\Mentoring Program\Reason for Mentoring	0
Mentee\the research site\Mentoring Program\Reason for Mentoring\Support from an experienced colleague	24
Mentee\the research site\Mentoring Program\Reason for Mentoring\Developing as a teacher	10
Mentee\the research site\Mentoring Program\Reason for Mentoring\Positive effect of the induction program	7
Mentee\the research site\Mentoring Program\Reason for Mentoring\Not feeling alone	4
Mentee\the research site\Mentoring Program\Reason for Mentoring\Previous challenges in initial teaching	3
Mentee\the research site\Mentoring Program\Reason for Mentoring\Learning about other perspectives	1
Mentee\the research site\Mentoring Program\Reason for Mentoring\Advice from friends as colleagues	1
Mentee\the research site\Mentoring Program\Reason for Mentoring\Continuous Learning	1
Mentee\the research site\Mentoring Program\Evaluation of the Program	0
Mentee\the research site\Mentoring Program\Evaluation of the Program\Pleased with guidelines	11
Mentee\the research site\Mentoring Program\Evaluation of the Program\Pleased with observation	7
Mentee\the research site\Mentoring Program\Evaluation of the Program\Recommending to future colleagues	3
Mentee\the research site\Mentoring Program\Evaluation of the Program\Needs-based	2
Mentee\the research site\Mentoring Program\Evaluation of the Program\Enjoyed letters	1
Mentee\the research site\Mentoring Program\Evaluation of the Program\Frequent visits	1
Mentee\the research site\Mentoring Program\Evaluation of the Program\Suggestions	0
Mentee\the research site\Mentoring Program\Evaluation of the Program\Suggestions\Observing other teachers	5
Mentee\the research site\Mentoring Program\Evaluation of the Program\Suggestions\More observations	3

Mentee\the research site\Mentoring Program\Evaluation of the Program\Suggestions\Working on portfolio together	2
Mentee\the research site\Mentoring Program\Evaluation of the Program\Suggestions\Earlier observation	2
Mentee\the research site\Mentoring Program\Evaluation of the Program\Suggestions\Located more closely	1
Mentee\the research site\Mentoring Program\Evaluation of the Program\Suggestions\more group meetings	1
Mentee\the research site\Mentoring Program\Mentors in disguise	0
Mentee\the research site\Mentoring Program\Mentors in disguise\Sources of Support	0
Mentee\the research site\Mentoring Program\Mentors in disguise\Sources of Support\officemates	18
Mentee\the research site\Mentoring Program\Mentors in disguise\Sources of Support\Friends as colleagues	7
Mentee\the research site\Mentoring Program\Mentors in disguise\Sources of Support\Teaching partners	3
Mentee\the research site\Mentoring Program\Mentors in disguise\Sources of Support\Other colleagues	3
Mentee\the research site\Mentoring Program\Mentors in disguise\Sources of Support\Other part time teachers	3
Mentee\the research site\Mentoring Program\Mentors in disguise\Sources of Support\Sibling	1
Mentee\the research site\Mentoring Program\Mentor Benefits	1
Mentee\the research site\Mentoring Program\Mentor Benefits\Self-reflection	8
Mentee\the research site\Mentoring Program\Mentor Benefits\new perspectives	6
Mentee\the research site\Mentoring Program\Mentor Benefits\Understanding the challenges novices deal with	3
Mentee\the research site\Mentoring Program\Mentor Benefits\Learning new activities	3
Mentee\the research site\Mentoring Program\Mentor Benefits\Getting feedback on the program	3
Mentee\the research site\Mentoring Program\Mentor Benefits\Interdisciplinary perspective	1
Mentee\the research site\Mentoring Program\Observation Focus	0

Mentee\the research site\Mentoring Program\Observation Focus\Motivation	6
Mentee\the research site\Mentoring Program\Observation Focus\Teaching vocabulary	3
Mentee\the research site\Mentoring Program\Observation Focus\Giving instructions	2
Mentee\the research site\Mentoring Program\Observation Focus\Lesson planning	2
Mentee\the research site\Mentoring Program\Observation Focus\Pacing	2
Mentee\the research site\Mentoring Program\Observation Focus\Participation	2
Mentee\the research site\Mentoring Program\Observation Focus\giving feedback	1
Mentee\the research site\Mentoring Program\Observation Focus\classroom interaction	1
Mentee\the research site\Mentoring Program\Observation Focus\CCQs	1
Mentee\the research site\Mentoring Program\Observation Focus\Use of L2	1
Mentee\the research site\Mentoring Program\Observation Focus\Techniques	1
Mentee\the research site\Mentoring Program\Observation Focus\Teaching grammar	1
Mentee\the research site\Mentoring Program\What's working	0
Mentee\the research site\Mentoring Program\What's working\Positive classroom atmosphere	5
Mentee\the research site\Mentoring Program\What's working\Supporting learners	3
Mentee\the research site\Mentoring Program\What's working\Displaying positive attitudes	2
Mentee\the research site\Mentoring Program\What's working\Knowledge of students	2
Mentee\the research site\Mentoring Program\What's working\Invigilation & marking	2
Mentee\the research site\Mentoring Program\What's working\Ss' progress	1
Mentee\the research site\Mentoring Program\What's working\Following classroom policies	1
Mentee\the research site\Mentoring Program\What's working\Lesson presentation	1
Mentee\the research site\Mentoring Program\What's working\Games	1

Mentee\the research site\Mentoring Program\What's working\Variety in delivery	1
Mentee\the research site\Mentoring Program\What's working\Variety in materials	1
Mentee\the research site\Mentoring Program\What's working\Use of technology	1
Mentee\the research site\Mentoring Program\What's working\Preparation	1
Mentee\the research site\Mentoring Program\What's working\Timing	1
Mentee\the research site\Mentoring Program\Constraints	0
Mentee\the research site\Mentoring Program\Constraints\Being shy	1
Mentee\the research site\Mentoring Program\Constraints\Time-related problems	2
Mentee\the research site\Mentoring Program\Constraints\Time-related problems\Timetable clashes	4
Mentee\the research site\Mentoring Program\Constraints\Time-related problems\Few visits to school due to the low number of classes,	1
Mentee\the research site\Mentoring Program\Target setting	0
Mentee\the research site\Mentoring Program\Target setting\giving instructions	1
Mentee\the research site\Mentoring Program\Target setting\Motivation	1
Mentee\the research site\Mentoring Program\Target setting\Enhancing learning	1
Mentee\the research site\Mentoring Program\Target setting\Teaching vocabulary	1
Mentee\the research site\Mentoring Program\Persisting Problems	1
Mentee\the research site\Mentoring Program\Persisting Problems\Low teacher motivation	1
Mentee\the research site\Mentoring Program\Persisting Problems\Low class motivation	1
Mentee\Mentee Profile	0
Mentee\Mentee Profile\Initial teaching experience	0
Mentee\Mentee Profile\Initial teaching experience\Challenges	0
Mentee\Mentee Profile\Initial teaching experience\Challenges\policies of the school admin	20

Mentee\Mentee Profile\Initial teaching experience\Challenges\policies of the school admin\Not getting the worth of efforts	6
Mentee\Mentee Profile\Initial teaching experience\Challenges\policies of the school admin\Private school structure	8
Mentee\Mentee Profile\Initial teaching experience\Challenges\policies of the school admin\Lack of autonomy	2
Mentee\Mentee Profile\Initial teaching experience\Challenges\challenges with class teacher	8
Mentee\Mentee Profile\Initial teaching experience\Challenges\Lack of guidance	7
Mentee\Mentee Profile\Initial teaching experience\Challenges\problems with parents	6
Mentee\Mentee Profile\Initial teaching experience\Challenges\Teaching young learners	6
Mentee\Mentee Profile\Initial teaching experience\Challenges\Practicum made feel inadequate	4
Mentee\Mentee Profile\Initial teaching experience\Challenges\Lack of open relationship	4
Mentee\Mentee Profile\Initial teaching experience\Challenges\Feeling of burnout	4
Mentee\Mentee Profile\Initial teaching experience\Challenges\Lack of learning opportunities during practicum	3
Mentee\Mentee Profile\Initial teaching experience\Challenges\Lack of PD opportunities	3
Mentee\Mentee Profile\Initial teaching experience\Challenges\Extra duties	3
Mentee\Mentee Profile\Initial teaching experience\Challenges\Feeling under pressure	3
Mentee\Mentee Profile\Initial teaching experience\Challenges\High workload	2
Mentee\Mentee Profile\Initial teaching experience\Challenges\Realizing teacher ed was mostly theoretical	2
Mentee\Mentee Profile\Initial teaching experience\Challenges\Focus on institutional policies	2
Mentee\Mentee Profile\Initial teaching experience\Challenges\Lesson planning	2
Mentee\Mentee Profile\Initial teaching experience\Challenges\Problems with ss with behavior problems	2

Mentee\Mentee Profile\Initial teaching experience\Challenges\lack of respect from ss	2
Mentee\Mentee Profile\Initial teaching experience\Challenges\Lack of sufficient training at university	1
Mentee\Mentee Profile\Initial teaching experience\Desire to work at a university	5
Mentee\Mentee Profile\Initial teaching experience\Private language school	1
Mentee\Mentee Profile\Initial teaching experience\Focus on professional development	1
Mentee\Mentee Profile\Initial teaching experience\Doubt of teaching skills	1
Mentee\Mentee Profile\Initial teaching experience\Affordances	0
Mentee\Mentee Profile\Initial teaching experience\Affordances\Initial mentoring experience	3
Mentee\Mentee Profile\Initial teaching experience\Affordances\Initial mentoring experience\Gave self-confidence	2
Mentee\Mentee Profile\Initial teaching experience\Affordances\Initial mentoring experience\Observation	1
Mentee\Mentee Profile\Initial teaching experience\Affordances\Initial mentoring experience\Dialogue	1
Mentee\Mentee Profile\Initial teaching experience\Affordances\Initial mentoring experience\Lesson planning	1
Mentee\Mentee Profile\Initial teaching experience\Affordances\Understanding student profiles	4
Mentee\Mentee Profile\Initial teaching experience\Affordances\Learning classroom management	2
Mentee\Mentee Profile\Initial teaching experience\Affordances\Using theory in practice	1
Mentee\Mentee Profile\Characteristics of a good teacher	0
Mentee\Mentee Profile\Characteristics of a good teacher\Knows learners	5
Mentee\Mentee Profile\Characteristics of a good teacher\Motivating students	3
Mentee\Mentee Profile\Characteristics of a good teacher\Rapport w/ ss	2
Mentee\Mentee Profile\Characteristics of a good teacher\Subject matter knowledge	2

Mentee\Mentee Profile\Characteristics of a good teacher\Knows what ss are interested in	2
Mentee\Mentee Profile\Characteristics of a good teacher\Having a desire for teaching	1
Mentee\Mentee Profile\Characteristics of a good teacher\Pedagogical knowledge	1
Mentee\Mentee Profile\Early desire to be a teacher	9
Mentee\Mentee Profile\Attitudes towards teaching	0
Mentee\Mentee Profile\Attitudes towards teaching\happy working as a teacher	4
Mentee\Mentee Profile\Attitudes towards teaching\continuous learning opportunity	2
Mentee\Mentee Profile\Teaching experience abroad	6
Mentee\Mentee Profile\Notable success as a student	2
Mentee\Mentee Profile\Started to aim for an MA degree	2
Mentee\Mentee Profile\Academic goals	1
Mentee\Mentee Profile\Focus on PD	1
Mentee\Mentee Profile\Teaching as a student	1
Mentee\Mentee Profile\Teaching Philosophy	0
Mentee\Mentee Profile\Teaching Philosophy\Making ss feel important	1
Mentor	1
Mentor\Mentee Satisfaction with support	5
Mentor\Mentor Profile	0
Mentor\Mentor Profile\First years at the research site	1
Mentor\Mentor Profile\First years at the research site\Lack of orientation	22
Mentor\Mentor Profile\First years at the research site\Lack of a supportive environment	19
Mentor\Mentor Profile\First years at the research site\Support from other teachers	12
Mentor\Mentor Profile\First years at the research site\A sudden start	9
Mentor\Mentor Profile\First years at the research site\Workload	9
Mentor\Mentor Profile\First years at the research site\Initial guidance by roommate	8
Mentor\Mentor Profile\First years at the research site\Teaching classes with different profiles	7

	Mentor\Mentor Profile\First years at the research site\Considering quitting	7
	Mentor\Mentor Profile\First years at the research site\Pressure	6
	Mentor\Mentor Profile\First years at the research site\Lack of in-service training opportunities	4
	Mentor\Mentor Profile\First years at the research site\individual care with ss to motivate them	4
	Mentor\Mentor Profile\First years at the research site\unmotivated ss	4
	Mentor\Mentor Profile\First years at the research site\Problematic student behaviors	4
	Mentor\Mentor Profile\First years at the research site\Complex system	4
	Mentor\Mentor Profile\First years at the research site\Learning by doing	3
	Mentor\Mentor Profile\First years at the research site\induction useful	3
	Mentor\Mentor Profile\First years at the research site\Support by a previous teacher	3
	Mentor\Mentor Profile\First years at the research site\induction not useful	3
	Mentor\Mentor Profile\First years at the research site\PD not relevant to needs	3
	Mentor\Mentor Profile\First years at the research site\Close age w/ ss	3
	Mentor\Mentor Profile\First years at the research site\PD in the evening	3
	Mentor\Mentor Profile\First years at the research site\Ready materials	2
	Mentor\Mentor Profile\First years at the research site\ss not willing to learn	2
	Mentor\Mentor Profile\First years at the research site\Administrative Duties	2
	Mentor\Mentor Profile\First years at the research site\Lack of teaching experience	2
	Mentor\Mentor Profile\First years at the research site\different institutional profile	2
	Mentor\Mentor Profile\First years at the research site\Lack of a social environment	1
	Mentor\Mentor Profile\First years at the research site\Too much responsibility for a novice	1
	Mentor\Mentor Profile\First years at the research site\Difficult adaptation process	1

Mentor\Mentor Profile\First years at the research site\received induction	1
Mentor\Mentor Profile\First years at the research site\afraid of making mistakes	1
Mentor\Mentor Profile\First years at the research site\Demanding ss	1
Mentor\Mentor Profile\First years at the research site\Work discipline	1
Mentor\Mentor Profile\First years at the research site\Afraid to ask questions	1
Mentor\Mentor Profile\First years at the research site\frightening	1
Mentor\Mentor Profile\First years at the research site\Distribution of responsibilities	1
Mentor\Mentor Profile\First years at the research site\Well established system	1
Mentor\Mentor Profile\Attitudes towards the department	0
Mentor\Mentor Profile\Attitudes towards the department\Attitudes to PD	24
Mentor\Mentor Profile\Attitudes towards the department\Focus on development	8
Mentor\Mentor Profile\Attitudes towards the department\Dedication to students	7
Mentor\Mentor Profile\Attitudes towards the department\Disagreement with admin policies	7
Mentor\Mentor Profile\Attitudes towards the department\High workload	6
Mentor\Mentor Profile\Attitudes towards the department\Dissatisfied with some instructors	5
Mentor\Mentor Profile\Attitudes towards the department\Well established system	4
Mentor\Mentor Profile\Attitudes towards the department\Innovative nature	4
Mentor\Mentor Profile\Attitudes towards the department\Program improved over years	4
Mentor\Mentor Profile\Attitudes towards the department\Working w/ ss without a purpose	4
Mentor\Mentor Profile\Attitudes towards the department\Favorable student profile	4
Mentor\Mentor Profile\Attitudes towards the department\Systematic PD	4
Mentor\Mentor Profile\Attitudes towards the department\Student profile getting better over years	3

Mentor\Mentor Profile\Attitudes towards the department\Less workload over years	3
Mentor\Mentor Profile\Attitudes towards the department\Stress	3
Mentor\Mentor Profile\Attitudes towards the department\Problems with feedback from colleagues	3
Mentor\Mentor Profile\Attitudes towards the department\Difficult for novice teachers	3
Mentor\Mentor Profile\Attitudes towards the department\Neat environment	2
Mentor\Mentor Profile\Attitudes towards the department\Positive contributions are not appraised	2
Mentor\Mentor Profile\Attitudes towards the department\Not getting the worth of efforts	2
Mentor\Mentor Profile\Attitudes towards the department\Problems with students	1
Mentor\Mentor Profile\Attitudes towards the department\Good profile for a novice	1
Mentor\Mentor Profile\Attitudes towards the department\Distribution of responsibilities	1
Mentor\Mentor Profile\Attitudes towards the department\Demanding ss	1
Mentor\Mentor Profile\Attitudes towards the department\Positive influence of student role	1
Mentor\Mentor Profile\Attitudes towards the department\History of feeling burnout	1
Mentor\Mentor Profile\Attitudes towards the department\Open decision making	1
Mentor\Mentor Profile\Attitudes towards the department\Humanist Approach	1
Mentor\Mentor Profile\Characteristics of a Good Teacher	0
Mentor\Mentor Profile\Characteristics of a Good Teacher\Continuous Learning	6
Mentor\Mentor Profile\Characteristics of a Good Teacher\Innovative	5
Mentor\Mentor Profile\Characteristics of a Good Teacher\Pedagogical mastery	5
Mentor\Mentor Profile\Characteristics of a Good Teacher\Knowing ss	4
Mentor\Mentor Profile\Characteristics of a Good Teacher\Open communication with ss	4
Mentor\Mentor Profile\Characteristics of a Good Teacher\having a mission	3

Mentor\Mentor Profile\Characteristics of a Good Teacher\Adaptable	3
Mentor\Mentor Profile\Characteristics of a Good Teacher\Maintain enthusiasm	3
Mentor\Mentor Profile\Characteristics of a Good Teacher\Content knowledge	3
Mentor\Mentor Profile\Characteristics of a Good Teacher\creative	2
Mentor\Mentor Profile\Characteristics of a Good Teacher\respect for the profession	2
Mentor\Mentor Profile\Characteristics of a Good Teacher\Inquiring students' preferences	2
Mentor\Mentor Profile\Characteristics of a Good Teacher\Respect for learners	2
Mentor\Mentor Profile\Characteristics of a Good Teacher\Motivated	1
Mentor\Mentor Profile\Characteristics of a Good Teacher\Using a variety of techniques	1
Mentor\Mentor Profile\Characteristics of a Good Teacher\Creating a safe environment	1
Mentor\Mentor Profile\Characteristics of a Good Teacher\No prejudgment	1
Mentor\Mentor Profile\Attitudes to teaching	38
Mentor\Mentor Profile\Initial teaching experience	0
Mentor\Mentor Profile\Initial teaching experience\Negative IT experience	22
Mentor\Mentor Profile\Initial teaching experience\Positive IT experience	11
Mentor\Mentor Profile\Initial teaching experience\Initial mentoring experience	1
Mentor\Mentor Profile\Love of teaching emerging afterwards	5
Mentor\Mentor Profile\Desire to work in higher education	4
Mentor\Mentor Profile\Positive influence of formation training	2
Mentor\Mentor Profile\Proud of development over years	1
Mentor\Mentoring Program	0
Mentor\Mentoring Program\Benefits for the Mentee	0
Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development	0
Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\A sense of well-being	0

	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\A sense of well-being\More comfortable at school	20
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\A sense of well-being\Belonging to the school	4
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\A sense of well-being\Feeling valued	1
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\A sense of well-being\More disciplined	1
Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\Learning with an experienced colleague		0
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\Learning with an experienced colleague\Asking questions easily	11
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\Learning with an experienced colleague\Observing a specific experienced t	4
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\Learning with an experienced colleague\Built on the induction program	2
Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\Increased self-confidence		0
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\Increased self-confidence\Self-confident	12
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\Increased self-confidence\More aware	4
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\Increased self-confidence\Innovative teaching techniques	2
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\Increased self-confidence\Enthusiasm for teaching	1
	Mentor\Mentoring Program\Benefits for the Mentee\Personal Professional Development\Increased self-confidence\Realizing own limits	1

Mentor\Mentoring Program\Benefits for the Mentee\Instructional	0
Mentor\Mentoring Program\Benefits for the Mentee\Instructional\Enhanced classroom practices	17
Mentor\Mentoring Program\Benefits for the Mentee\Instructional\Increased familiarity with learners	8
Mentor\Mentoring Program\Benefits for the Mentee\Instructional\New learner profile	5
Mentor\Mentoring Program\Benefits for the Mentee\Instructional\A growing understanding of lesson management	5
Mentor\Mentoring Program\Benefits for the Mentee\Institutional	0
Mentor\Mentoring Program\Benefits for the Mentee\Institutional\Adjusting to the institutional context	34
Mentor\Mentoring Program\Benefits for the Mentee\Institutional\Speaking jury & invigilation & marking	12
Mentor\Mentoring Program\Benefits for the Mentee\Institutional\More familiarity with courses	9
Mentor\Mentoring Program\Benefits for the Mentee\Institutional\A growing understanding of what works	8
Mentor\Mentoring Program\Benefits for the Mentor	0
Mentor\Mentoring Program\Benefits for the Mentor\Professional development	0
Mentor\Mentoring Program\Benefits for the Mentor\Professional development\Learning from mentee	32
Mentor\Mentoring Program\Benefits for the Mentor\Professional development\Self-reflection	31
Mentor\Mentoring Program\Benefits for the Mentor\Professional development\Sharing experience and knowledge	17
Mentor\Mentoring Program\Benefits for the Mentor\Professional development\A unique perspective	6
Mentor\Mentoring Program\Benefits for the Mentor\Professional development\Getting feedback for the program	5
Mentor\Mentoring Program\Benefits for the Mentor\Professional development\Revisiting ELT knowledge	5
Mentor\Mentoring Program\Benefits for the Mentor\Professional development\respecting the variety in teaching	4

Mentor\Mentoring Program\Benefits for the Mentor\Professional development\Feeling of belonging to the school	2
Mentor\Mentoring Program\Benefits for the Mentor\Personal development	0
Mentor\Mentoring Program\Benefits for the Mentor\Personal development\Feeling useful	22
Mentor\Mentoring Program\Benefits for the Mentor\Personal development\Renewed enthusiasm	10
Mentor\Mentoring Program\Benefits for the Mentor\Personal development\Renewed enthusiasm\Impressed with the enthusiasm of the mentee	7
Mentor\Mentoring Program\Benefits for the Mentor\Personal development\Job satisfaction	6
Mentor\Mentoring Program\Benefits for the Mentor\Personal development\creating a chain of support	2
Mentor\Mentoring Program\Constraints	0
Mentor\Mentoring Program\Constraints\Little interaction due to working part time	13
Mentor\Mentoring Program\Constraints\clash btw schedules	8
Mentor\Mentoring Program\Constraints\Access to mentee was difficult	8
Mentor\Mentoring Program\Constraints\No visits except for predefined dates	6
Mentor\Mentoring Program\Constraints\Lack of responsiveness	3
Mentor\Mentoring Program\Constraints\Meeting outside office hours	3
Mentor\Mentoring Program\Constraints\Procedural challenges	3
Mentor\Mentoring Program\Constraints\Different offices	2
Mentor\Mentoring Program\Constraints\More stress due to working part time	2
Mentor\Mentoring Program\Evaluation of the Program	0
Mentor\Mentoring Program\Evaluation of the Program\Pleased with the program	13
Mentor\Mentoring Program\Evaluation of the Program\Pleased with guidelines	10
Mentor\Mentoring Program\Evaluation of the Program\Suggestions	0
Mentor\Mentoring Program\Evaluation of the Program\Suggestions\Training mentors	3

Mentor\Mentoring Program\Evaluation of the Program\Suggestions\Mentor and mentee in the same room	2
Mentor\Mentoring Program\Evaluation of the Program\Suggestions\mentors meeting mentees during induction	1
Mentor\Mentoring Program\Evaluation of the Program\Suggestions\Continuous mentors	1
Mentor\Mentoring Program\Evaluation of the Program\Suggestions\Workload arrangement for mentors	1
Mentor\Mentoring Program\Evaluation of the Program\Suggestions\Pre-set meeting times	1
Mentor\Mentoring Program\Evaluation of the Program\Lack of clarity in some procedures	5
Mentor\Mentoring Program\Evaluation of the Program\loaded	5
Mentor\Mentoring Program\Evaluation of the Program\Pleased with writing and receiving letters	4
Mentor\Mentoring Program\Evaluation of the Program\Pleased with autonomy	1
Mentor\Mentoring Program\Evaluation of the Program\Lack of sufficient mentor care due to hectic schedule	1
Mentor\Mentoring Program\Evaluation of the Program\Would like to be a mentor again	1
Mentor\Mentoring Program\Evaluation of the Program\Longer duration	1
Mentor\Mentoring Program\Evaluation of the Program\Attitudes to Mentoring	1
Mentor\Mentoring Program\Evaluation of the Program\Useful for mentee	1
Mentor\Mentoring Program\Evaluation of the Program\Not pleased with paperwork	1
Mentor\Mentoring Program\Form of support	0
Mentor\Mentoring Program\Form of support\Cooperation	24
Mentor\Mentoring Program\Form of support\Demonstration	14
Mentor\Mentoring Program\Form of support\Individualized support	13
Mentor\Mentoring Program\Form of support\Modelling	9
Mentor\Mentoring Program\Form of support\Conversation	7
Mentor\Mentoring Program\Form of support\Conversation\Advice	31
Mentor\Mentoring Program\Form of support\Conversation\Narrating previous experiences	21

Mentor\Mentoring Program\Form of support\Conversation\Guidance	20
Mentor\Mentoring Program\Form of support\Conversation\Questioning	9
Mentor\Mentoring Program\Form of support\Encouraging	6
Mentor\Mentoring Program\Form of support\Observing when working	2
Mentor\Mentoring Program\Form of support\Invitation	2
Mentor\Mentoring Program\Form of support\Clarification	1
Mentor\Mentoring Program\Getting support from other sources	14
Mentor\Mentoring Program\Impression with mentee	0
Mentor\Mentoring Program\Impression with mentee\Enthusiastic	29
Mentor\Mentoring Program\Impression with mentee\Promising as a teacher	13
Mentor\Mentoring Program\Impression with mentee\willing to learn	13
Mentor\Mentoring Program\Impression with mentee\Shy	11
Mentor\Mentoring Program\Impression with mentee\Knowledgeable in ELT	10
Mentor\Mentoring Program\Impression with mentee\"Similar to me as a young teacher"	6
Mentor\Mentoring Program\Impression with mentee\Nervous at the beginning	6
Mentor\Mentoring Program\Impression with mentee\Not needing help	6
Mentor\Mentoring Program\Impression with mentee\High awareness	6
Mentor\Mentoring Program\Impression with mentee\Ambitious	6
Mentor\Mentoring Program\Impression with mentee\Quick learner	5
Mentor\Mentoring Program\Impression with mentee\Fond of PD	5
Mentor\Mentoring Program\Impression with mentee\Perceived distance	5
Mentor\Mentoring Program\Impression with mentee\Self-reflective	3
Mentor\Mentoring Program\Impression with mentee\Willing to teach	3
Mentor\Mentoring Program\Impression with mentee\Respecting attitudes	3
Mentor\Mentoring Program\Impression with mentee\Creative	3

Mentor\Mentoring Program\Impression with mentee\solution oriented	2
Mentor\Mentoring Program\Impression with mentee\Dedicated	2
Mentor\Mentoring Program\Impression with mentee\too self-confident	2
Mentor\Mentoring Program\Impression with mentee\Defensive	1
Mentor\Mentoring Program\Impression with mentee\Impressed with the system	1
Mentor\Mentoring Program\Impression with mentee\Mistaken	1
Mentor\Mentoring Program\Impression with mentee\Responsible	1
Mentor\Mentoring Program\Impression with mentee\Positive	1
Mentor\Mentoring Program\Impression with mentee\Taking action	1
Mentor\Mentoring Program\Impression with mentee\Disciplined	1
Mentor\Mentoring Program\Impression with mentee\Good relationship with students	1
Mentor\Mentoring Program\Impression with mentee\Determined	1
Mentor\Mentoring Program\Impression with mentee\Full of question marks	1
Mentor\Mentoring Program\Impression with mentee\Strained by the policies	1
Mentor\Mentoring Program\Impression with mentee\Cute	1
Mentor\Mentoring Program\Impression with mentee\Calm	1
Mentor\Mentoring Program\Impression with mentee\Silent	1
Mentor\Mentoring Program\Mentee-Initial needs	0
Mentor\Mentoring Program\Mentee-Initial needs\institutional procedures	12
Mentor\Mentoring Program\Mentee-Initial needs\Low student motivation	12
Mentor\Mentoring Program\Mentee-Initial needs\testing procedures	11
Mentor\Mentoring Program\Mentee-Initial needs\Mobile phone use	7
Mentor\Mentoring Program\Mentee-Initial needs\More challenging than anticipated	4
Mentor\Mentoring Program\Mentee-Initial needs\classroom management	4
Mentor\Mentoring Program\Mentee-Initial needs\lack of familiarity with the learner profile	2

Mentor\Mentoring Program\Mentee-Initial needs\mc responsibilities	2
Mentor\Mentoring Program\Mentee-Initial needs\Lack of practical knowledge	2
Mentor\Mentoring Program\Mentee-Initial needs\Difference btw what is expected and encountered	2
Mentor\Mentoring Program\Mentee-Initial needs\L1 Use	1
Mentor\Mentoring Program\Mentee-Initial needs\classroom interaction	1
Mentor\Mentoring Program\Mentee-Initial needs\giving feedback to students	1
Mentor\Mentoring Program\Mentee-Initial needs\giving instructions	1
Mentor\Mentoring Program\Mentee-Initial needs\lesson planning	1
Mentor\Mentoring Program\Mentee-Initial needs\not knowledgeable in student psychology	1
Mentor\Mentoring Program\Mentee-Initial needs\Overthinking and hesitance to act	1
Mentor\Mentoring Program\Mentee-Initial needs\Idealist attitudes	1
Mentor\Mentoring Program\Mentee-Initial needs\Not getting the worth of efforts	1
Mentor\Mentoring Program\Mentee-Initial needs\working with beginner learners	1
Mentor\Mentoring Program\Observation	0
Mentor\Mentoring Program\Observation\Observation Notes	0
Mentor\Mentoring Program\Observation\Observation Notes\Other session	0
Mentor\Mentoring Program\Observation\Observation Notes\Other session\giving instructions	4
Mentor\Mentoring Program\Observation\Observation Notes\Other session\surprisingly good	3
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Teacher motivated	3
Mentor\Mentoring Program\Observation\Observation Notes\Other session\knowledgeable about student profile	2
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Attracting students' attention	2
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Lesson preparation	2

Mentor\Mentoring Program\Observation\Observation Notes\Other session\T excited	2
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Encouraging participation	2
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Pacing	2
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Problems with classroom management	2
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Low participation	2
Mentor\Mentoring Program\Observation\Observation Notes\Other session\No career goal as a teacher	2
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Good classroom management	1
Mentor\Mentoring Program\Observation\Observation Notes\Other session\self-confident	1
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Silent ss	1
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Lack of interest	1
Mentor\Mentoring Program\Observation\Observation Notes\Other session\Development oriented	1
Mentor\Mentoring Program\Observation\Observation Notes\Own session	0
Mentor\Mentoring Program\Observation\Observation Notes\Own session\feeling responsible	3
Mentor\Mentoring Program\Observation\Observation Notes\Own session\feeling comfortable	2
Mentor\Mentoring Program\Observation\Observation Notes\Own session\Good flow	2
Mentor\Mentoring Program\Observation\Observation Notes\Own session\Interactive lesson	2
Mentor\Mentoring Program\Observation\Observation Notes\Own session\High participation	2
Mentor\Mentoring Program\Observation\Observation Notes\Own session\setting a balance as teacher and mentor	1
Mentor\Mentoring Program\Observation\Observation Notes\Own session\Attracting students’ attention	1
Mentor\Mentoring Program\Observation\Observation Notes\Own session\Monitoring	1
Mentor\Mentoring Program\Observation\Observation Notes\Own session\High participation	1

Mentor\Mentoring Program\Observation\Observation Notes\Own session\Students were motivated	1
Mentor\Mentoring Program\Observation\Observation Notes\Mentor's hesitance with observation	4
Mentor\Mentoring Program\Observation\Observation Decisions	0
Mentor\Mentoring Program\Observation\Observation Decisions\Specific activity recommendations	1
Mentor\Mentoring Program\Observation\Observation Decisions\use of body language	1
Mentor\Mentoring Program\Observation\Observation Decisions\Time tracking	1
Mentor\Mentoring Program\Observation\Observation Decisions\Collecting feedback from ss	1
Mentor\Mentoring Program\Observation\Observation Decisions\Using a KWL Chart	1
Mentor\Mentoring Program\Observation\Observation Decisions\Setting rules	1
Mentor\Mentoring Program\Point of Support	0
Mentor\Mentoring Program\Point of Support\Career advice	5
Mentor\Mentoring Program\Point of Support\Target Setting	1
Mentor\Mentoring Program\Point of Support\Institutional	0
Mentor\Mentoring Program\Point of Support\Institutional\Procedures	24
Mentor\Mentoring Program\Point of Support\Institutional\Testing procedures	15
Mentor\Mentoring Program\Point of Support\Instructional	0
Mentor\Mentoring Program\Point of Support\Instructional\Student Participation	12
Mentor\Mentoring Program\Point of Support\Instructional\Classroom management	8
Mentor\Mentoring Program\Point of Support\Instructional\Increasing motivation	7
Mentor\Mentoring Program\Point of Support\Instructional\Adapting extra materials	5
Mentor\Mentoring Program\Point of Support\Instructional\Vocabulary Teaching	5
Mentor\Mentoring Program\Point of Support\Instructional\Feedback	5
Mentor\Mentoring Program\Point of Support\Instructional\Teaching reading	4

Mentor\Mentoring Program\Point of Support\Instructional\Lesson planning	4
Mentor\Mentoring Program\Point of Support\Instructional\Pacing	3
Mentor\Mentoring Program\Point of Support\Instructional\giving feedback to learners	2
Mentor\Mentoring Program\Point of Support\Instructional\L1 use	2
Mentor\Mentoring Program\Point of Support\Instructional\Relationships with students	2
Mentor\Mentoring Program\Point of Support\Instructional\Theory vs Practice	2
Mentor\Mentoring Program\Point of Support\Instructional\TTT	2
Mentor\Mentoring Program\Point of Support\Instructional\Ss w/ problematic behaviors	2
Mentor\Mentoring Program\Point of Support\Instructional\activity recommendations	1
Mentor\Mentoring Program\Point of Support\Instructional\Teaching skills	1
Mentor\Mentoring Program\Reason for Mentoring	0
Mentor\Mentoring Program\Reason for Mentoring\Sharing the experience	15
Mentor\Mentoring Program\Reason for Mentoring\Previously needing help	13
Mentor\Mentoring Program\Reason for Mentoring\Help a novice teacher during adaptation	5
Mentor\Mentoring Program\Reason for Mentoring\Previous experience with a mentor in disguise	4
Mentor\Mentoring Program\Reason for Mentoring\New CPPD Activity	4
Mentor\Mentoring Program\Reason for Mentoring\Feeling responsible	4
Mentor\Mentoring Program\Reason for Mentoring\Administrative role	2
Mentor\Mentoring Program\Reason for Mentoring\Appreciation of a mentoring framework	2
Mentor\Mentoring Program\Reason for Mentoring\Having come back from a teacher training course	1
Mentor\Mentoring Program\Reason for Mentoring\Learning from a mentee	1
Mentor\Mentoring Program\Reason for Mentoring\Learning about mentoring	1

Mentor\Mentoring Program\Reason for Mentoring\Studying adult education	1
Mentor\Mentoring Program\Reason for Mentoring\Giving back to the institution	1
Mentor\Mentoring Program\Reason for Mentoring\Increased enthusiasm for teaching	1
Mentor\Mentoring Program\Relationship with Mentee	0
Mentor\Mentoring Program\Relationship with Mentee\Relating with the mentee	4
Mentor\Mentoring Program\Relationship with Mentee\High level of respect by mentee due to position	2
Mentor\Mentoring Program\Relationship with Mentee\Admin role of the mentor	2
Mentor\Mentoring Program\Relationship with Mentee\Initial distance	2
Mentor\Mentoring Program\Relationship with Mentee\Eventual pleasure with working with the mentee	1
Mentor\Mentoring Program\Relationship with Mentee\Initial shyness	1

B. THE MENTORING PROGRAM

Activity	Time	Procedures	Requirement from the participants
Teacher Induction	Six weeks before the start of the academic year	Having completed the official procedures for their employment at the university, the teachers are invited to the two-week induction program which aims to (i) familiarize new teachers with the institutional principles and procedures, (ii) help participants revise their knowledge of English Language Teaching, and (iii) offer a venue for participants to share their good practices, demonstrate mini-lessons, and give reflective and constructive feedback to their own and each other's work.	Newly hired teachers are supposed to take part in the induction program, but because they have part-time contracts with the university, their participation is not compulsory. Participants need to fill in a form about their expectations from the induction program and indicate their teaching philosophy. They are expected to attend each session and carry out the activities and assignments in the program. At the end of the program, the participants are required to fill in a reflection form reflecting on their experiences during the two weeks.

Mentee Applications	Week 1 (1st term)	New teachers receive information about the mentoring program. Participation in the program is based entirely on voluntariness.	Inform the PDU members about their willingness to become a mentee.
Mentor Applications	Week 2 (1st term)	The lecturers in the program receive information about the mentoring program. Participation in the program is based entirely on voluntariness.	Inform the PDU members about their willingness to become a mentor.
Selection of Mentors	Week 2 (1st term)	The lecturers applying to become a mentor are ranked according to their teaching experience at the university and those with more experience are selected as mentors as familiarity with institutional practices and procedures is of vital importance in mentoring programs (Daresh, 2003; Pitton, 2006).	After being selected as mentors, they need to watch the informative videos about mentoring prepared by PDU members and attend a workshop to demonstrate and practice several mentoring scenarios.

Pairing Mentors with Mentees	Week 2 (1st term)	Mentors are paired with mentees considering the level (A Foundation, A, B, C, C Repeat) and course (Main Course, Reading Writing, Listening Speaking) they were teaching because a match in these areas increases the possibility of attending curriculum coordination meetings and marking sessions together, giving both parties a greater chance for dialogue and reflection.	-

Initial Meeting	Week 3 (1st term)	The mentor and mentee will get together to discuss the initial impressions of the mentee regarding the school climate and the professional community, self-perceived needs of the mentee, regarding institutional practices, and their teaching philosophies.	Mentees need to come to the meeting having filled out a need analysis survey inquiring about various institutional and instructional practices and exploring the extent to which they were able to familiarize themselves with these practices in three weeks. Mentors need to take note of the areas that the mentee haven't become familiar with yet and assist the mentee at an appropriate time. Both the mentor and the mentee need to fill in a reflection form and send it to PD members.
Marking students' writing exams	At the first marking session in the term	The mentor and mentee will be partners marking students' written work on midterms and/or quizzes. The mentor will help the mentee in becoming familiar with the marking procedures while guiding him/her through decision making processes.	-

In-term Meeting	Week 6-8 (1st term)	The mentor and mentee will get together to discuss the teaching practices that yielded positive outcomes for the mentee and discuss problematic areas that the mentee has not been able to address fully.	The mentee will attend the meeting having filled in a reflective form for both the positive and negative outcomes s/he has experienced this far. Both the mentor and the mentee need to fill in a reflection form and send it to PD members.
Speaking Jury	At the first speaking exam in the term	The mentor and mentee will be partners assessing students' speaking performance on a speaking quiz. The mentor will help the mentee in becoming familiar with the assessment procedures while guiding him/her through decision making processes.	-
Final Meeting	Week 12 (1st term)	The mentor and the mentee will get together to discuss and reflect on the mentee's experience throughout the first term.	Both the mentor and the mentee need to fill in a reflection form and send it to PD members.
Optional Activities	To be selected by the mentor and mentee	The mentor will choose two activities from the handbook considering the professional needs of the mentee and adapt them based on their unique cases.	The mentee and mentor will fill in a reflection form for both activities and submit a digital copy to PDU members.

Resumption Meeting	Week 2 (2nd Term)	The mentor and the mentee will get together to discuss hopes and expectations for the second term and identify an area of teaching that the mentee wants to develop on.	The mentee needs to come to the meeting having thought about the area of teaching s/he wants to develop on, but this area might change during the meeting.
Pre-observation	2nd Term	The mentor and the mentee will get together to decide on a particular time and place for their visit to each other's classes. They will also decide on the aspect of teaching they will observe in both sessions. During the meeting, the mentor and mentee will go over each other's lesson plan, discuss the course objectives, and critically approach the instructional activities to be held in each other's class.	The mentor and mentee need to fill in a pre-observation form together and submit a digital copy to PD members.
Mentor Observation	2nd Term	The mentee will visit the mentor's class and observe his/her class using the observation form prepared for the focus they specified during the pre-observation meeting.	-

Mentee Observation	2nd Term	The mentor will visit the mentee's class and observe his/her class using the observation form prepared for the focus they specified during the pre-observation meeting.	-
Post-Observation	2nd Term	The mentor and mentee will get together to discuss both observation sessions and the mentee needs to attend the meeting having filled in the self-reflection form considering the observation experience. During the meeting, the mentor and mentee will discuss their own practices and the rationale for utilizing those practices in their classes. They will also critically comment on each other's practices giving constructive feedback. Finally, both parties will decide on a further action that the mentee needs to take to further improve on the area that was under focus during the observations and fill in the post-observation form together.	The mentor and mentee need to fill in the post-observation form together and submit a digital copy to PD members. Also, the mentee needs to submit a digital copy of his/her self-reflection form to PD members.

C. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

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03 OCAK 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. A.Cendel KARAMAN

Danışmanlığını yaptığınız Hakan TARHAN'ın **"A case study of teacher mentoring praqctices: The experience of mentees and mentors at a university in Turkey"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2018-EGT-208** protokol numarası ile araştırma yapması onaylanmıştır.

Saygılarımla bilgilerinize sunarım.

Prof. Dr. Tülin GENÇÖZ
Başkan

Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

Prof.Dr. Yaşar KONDAKÇI
Üye

Doç. Dr. Emre SELÇUK
Üye

Doç. Dr. Pınar KAYGAN
Üye

Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

D. INFORMED CONSENT FORM (IN TURKISH)

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, Orta Doğu Teknik Üniversitesi, İngiliz Dili Öğretimi doktora programına kayıtlı olan Hakan TARHAN tarafından, Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümü öğretim üyesi Doç. Dr. A. Cendel KARAMAN danışmanlığında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir? Bu doktora tezi çalışması, bir öğretmen rehberliği programının hem rehber öğretmenlerin hem de mesleğe yeni başlayan öğretmenlerin mesleki gelişimlerindeki rolünü incelemeyi ve anlamayı amaçlamaktadır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz? Bu programda yer alan rehber öğretmenler ve yeni öğretmenler ile ikisi bireysel görüşme biri odak grup görüşmesi olmak üzere, süresi 30 ila 60 dakika arasında değişebilecek sözlü mülakatlar yapılacaktır. Ek olarak, programın yürüttürücü konumundaki kişiler ile ve programın yürütüldüğü bölümün başkanı ile de birer kere sözlü mülakat yapılacaktır. Sözlü mülakatlara ek olarak, rehber öğretmenlerin ve yeni öğretmenlerin program gereği doldurdukları formlar da (uygulama formları, yansıtıcı yazılar, gözlem formları) bu çalışmada veri olarak değerlendirilecektir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız? Sözlü mülakatlar esnasında ses kaydı yapılacak ve araştırmacı tarafından notlar alınabilecektir. Bu çalışma dâhilinde toplanan hiçbir veri, hangi maksatla olursa olsun, üçüncü bir parti ile paylaşılmayacak ve katılımcıların kimliklerini ortaya koyabilecek bir bilgiye ne veri toplama süreci esnasında ne de ilgili verinin kullanılacağı doktora tezi çalışması içinde yer verilecektir. Katılımcılardan toplanan veriler, çalışmanın sona ermesinin ardından gerekli şifreleme önlemleri alınarak hem bir harici diskte hem de DVD'lerde muhafaza edilecek ve 10 yıl süre ile saklanacaktır.

Katılımınızla ilgili bilmeniz gerekenler: Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka

bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır. Bu durumda ilgili katılımcının/katılımcıların çalışma dâhilinde toplanan verileri bir daha geri getirilemeyecek şekilde imha edilecektir.

Araştırmayla ilgili daha fazla bilgi almak isterseniz: Çalışma ile ilgili soru, öneri ya da görüşleriniz için Hakan TARHAN ile elektronik posta adresi üzerinden iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman çalışmaya katılmaktan vazgeçebileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

(Formu doldurup imzaladıktan sonra araştırmacıya geri veriniz).

Adı Soyadı Tarih İmza

E. INTERVIEW QUESTIONS AT THE INITIAL INTERVIEW (MENTORS – IN TURKISH)

1. Liseden bu yana eğitim hayatınızdan bahsedebilir misiniz?
2. Öğretmenliğe başlama kararını ne zaman aldınız?
3. Ne kadar süredir öğretmenlik yapmaktasınız ve hangi kurumlarda çalıştınız?
4. Neden bir öğretmen olmaya kadar verdiniz?
5. Öğretmenlik mesleğine genel yaklaşımınız nedir?
6. Sizce iyi bir öğretmenin özellikleri nedir?
7. Öğretmenliğinizin ilk yıllarında herhangi bir sorunla karşılaştınız mı?
8. Karşılaştı iseniz, bu sorunları nasıl çözebildiniz?
9. Çalıştığınız bölümdeki çalışma koşulları ile ilgili ne düşünüyorsunuz?
10. Bölümün mesleki gelişim sistemini nasıl değerlendiriyorsunuz?
11. Mentoring programına katılmaktaki temel motivasyonunuz neydi?
12. 1. dönem boyunca tamamladığınız görevleri nasıl değerlendiriyorsunuz?
13. Birlikte çalıştığınız yeni öğretmen ile ilk görüşmenizde nasıl bir görüşe kapıldınız?
14. Birlikte çalıştığınız yeni öğretmenin öncelikli olarak yardıma ihtiyaç duyduğu alanlar neydi? Bu konular ile ilgili olarak kendisine nasıl bir yardımda bulundunuz?
15. Writing sınavlarında ve speaking jürisinde birlikte değerlendirme yaparken yeni öğretmene nasıl yardımcı oldunuz? Sizin gözlemlerinize göre, yeni öğretmenler bu konuda ne tür zorluklar yaşadılar?
16. 2. Toplantıda yeni öğretmen tarafından örnek olarak gösterilen iyi uygulamalar ve geliştirilmesi gereken uygulamalar neydi? Geliştirilmesi gereken uygulamalar ile ilgili nasıl bir destek verdiniz?
17. 3. Toplantıda değerlendirdiğiniz üzere, birlikte çalıştığınız yeni öğretmenin 1. Dönem boyunca tecrübeleri, yaşadığı zorluklar neydi? Siz bu konularda nasıl destek oldunuz?
18. Seçmeli aktivitelerinizi neye göre seçtiniz ve bunlarla ilgili olarak yeni öğretmene nasıl geribildirim verdiniz?
19. 2. Dönem için ortak olarak aldığınız kararlar nedir?
20. Genel olarak bu yeni öğretmen ile çalışmaktan memnun musunuz? Neden?
21. Şu ana kadar tecrübe ettiğiniz kadarıyla programı nasıl değerlendiriyorsunuz?
22. Şu ana kadar tecrübe ettiğiniz kadarıyla program mesleğe yeni başlayan meslektaşınıza ne gibi yararlar sağladı?
23. Şu ana kadar tecrübe ettiğiniz kadarıyla program tecrübeli bir öğretmen olarak size ne gibi yararlar sağladı?

F. INTERVIEW QUESTIONS AT THE INITIAL INTERVIEW (MENTEES – IN TURKISH)

1. Liseden bu yana eğitim hayatınızdan bahsedebilir misiniz?
2. Öğretmenliğe başlama kararını ne zaman aldınız?
3. Daha önce öğretmenlik tecrübeniz oldu mu? Olduysa bu tecrübeden ve staj tecrübenizden, olmadıysa sadece staj tecrübenizden bahsedebilir misiniz?
4. Neden bir öğretmen olmaya kadar verdiniz?
5. Öğretmenlik mesleğine genel yaklaşımınız nedir?
6. Sizce iyi bir öğretmenin özellikleri nedir?
7. Bu kurumda çalışmak üzere neden başvuruda bulundunuz?
8. Bu kurumda çalışmak üzere kabul edildiğinizi öğrendiğinizde nasıl hissettiniz?
9. Bölümde devam eden mesleki gelişim sistemi ile ilgili neler biliyorsunuz?
10. Mentoring programına katılmaktaki temel motivasyonunuz neydi?
11. 1. dönem boyunca tamamladığınız görevleri nasıl değerlendiriyorsunuz?
12. Birlikte çalıştığınız rehber öğretmen ile ilk görüşmenizde nasıl bir görüşe kapıldınız?
13. Öncelikli olarak yardıma ihtiyaç duyduğunuz alanlar neydi? Bu konular ile ilgili olarak rehber öğretmenden nasıl bir yardım talebinde bulundunuz? Bu konularda destek alabildiniz mi?
14. Writing sınavlarında ve speaking jürisinde birlikte değerlendirme yaparken rehber öğretmen size nasıl yardımcı oldu? Bu değerlendirmeler esnasında herhangi bir zorluk yaşadınız mı?
15. 2. Toplantıda yeni örnek olarak gösterdiğiniz iyi uygulamalar ve geliştirilmesi gereken uygulamalar neydi? Geliştirilmesi gereken uygulamalar ile ilgili nasıl bir destek aldınız?
16. 3. Toplantıda değerlendirdiğiniz üzere, 1. Dönem boyunca tecrübeleriniz, yaşadığınız zorluklar neydi? Bu konularda nasıl destek aldınız?
17. Seçmeli aktivitelerinizi neye göre seçtiniz ve bunlarla ilgili olarak rehber öğretmeninizden nasıl geribildirim aldınız?
18. Şu ana kadar tecrübe ettiğiniz kadarıyla mentoring programını nasıl değerlendiriyorsunuz?
19. Şu ana kadar tecrübe ettiğiniz kadarıyla bu program size ne gibi yararlar sağladı?
20. Şu ana kadar tecrübe ettiğiniz kadarıyla program birlikte çalıştığınız rehber öğretmen için ne gibi yararlar sağladı?
21. 2. Dönem için ortak olarak aldığınız kararlar nedir?
22. Genel olarak bu rehber öğretmen ile çalışmaktan memnun musunuz? Neden?

G. INTERVIEW QUESTIONS AT THE FINAL INTERVIEW

(MENTORS – IN TURKISH)

1. 2. Dönemin ilk toplantısında ortaya koyduğunuz beklentiler ve hedefler neydi? Bu konuda yeni öğretmene herhangi bir tavsiyeniz ya da yönlendirmeniz oldu mu?
2. Sınıf gözlemi için hangi odak noktasını seçtiniz? Neden?
3. Gözlem öncesi toplantıda yeni öğretmene ne gibi geribildirimler verdiniz?
4. Gözlem esnasındaki düşünceleriniz neydi?
5. Gözlem sonrası toplantıda yeni öğretmene ne gibi geribildirimler verdiniz?
6. Yeni öğretmen sizin sınıfınızı gözlemledikten sonra hangi sonuçlara vardınız?
7. Kariyerinin geri kalan kısmı için yeni öğretmene ne gibi tavsiyeler verdiniz?

H. INTERVIEW QUESTIONS AT THE INTERVIEW (MENTEES – IN TURKISH)

1. 2. Dönemin ilk toplantısında ortaya koyduğunuz beklentiler ve hedefler neydi? Bu konuda rehber öğretmenin size herhangi bir tavsiyesi ya da yönlendirmesi oldu mu?
2. Sınıf gözlemi için hangi odak noktasını seçtiniz? Neden?
3. Gözlem öncesi toplantıda rehber öğretmenden ne gibi geribildirimler aldınız?
4. Gözlem esnasındaki düşünceleriniz neydi?
5. Gözlem sonrası toplantıda rehber öğretmenden ne gibi geribildirimler aldınız?
6. Rehber öğretmenin sınıfını gözlemledikten sonra hangi sonuçlara vardınız?
7. Süreç boyunca aldığınız geribildirimleri değerlendirebilme ve uygulayabilme fırsatınız oldu mu?

I. CURRICULUM VITAE

Hakan TARHAN

Email: | Website:

EMPLOYMENT HISTORY

09/2013 – Present

Lecturer | TOBB University of Economics and Technology, Ankara, Turkey

- Teaching English for academic purposes
- Facilitating personal and professional development programs & events for lecturers
- Curriculum design and development
- Organizing extracurricular activities

09/2011 – 05/2012

Teacher of English | Kempeleen kirkonkylän koulu, Kempele, Finland

- Foreign Language Assistant | The Comenius Programme
- Organizing extracurricular activities for K-9 Students
- Teaching English to young learners
- Teaching Turkish as a Foreign Language

EDUCATION

09/2015 – Awaiting Defense

Middle East Technical University | Ankara, Turkey

Ph.D.: English Language Teaching

Supervisor: Prof. Dr. A. Cendel KARAMAN

Thesis Title: Language teacher mentoring as a boundary-crossing experience: Learning strategies in a mentoring program

09/2012 – 09/2015

Middle East Technical University | Ankara, Turkey

M.A.: English Language Teaching

Supervisor: Prof. Dr. A. Cendel KARAMAN

Thesis Title: Social identity change among English language learners: A case study

09/2011 – 06/2011

Middle East Technical University | Ankara, Turkey

B.A.: English Language Teaching

Selected Publications & Conference Presentations

Tarhan, H. (2022). Qualitative Research in Turkey: A Methodological Review of the Qualitative Ph.D. Dissertations in 2020. *The Qualitative Report 13th Annual Conference*.

Tarhan, H. (2021). Designing Online Learning Experiences Using the 5E Model. *3rd TESOL Turkey International Conference*.

Tarhan, H., Karaman, A. C., Kemppinen, L., & Aerila, J.-A. (2019). Understanding Teacher Evaluation in Finland: A Professional Development Framework. *Australian Journal of Teacher Education*, *44*(4), 33–50. https://doi.org/10.14221/ajte.2018v44n4.3

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PROFESSIONAL SKILLS

- MAXQDA Professional Workshop Trainer
- SIT TESOL Certification Course Trainer (In progress)

J. TURKISH SUMMARY / TÜRKÇE ÖZET

1. Giriş

Sosyal boyutlarda yıllardır süregelen değişikliklere rağmen öğretmenler eğitim sistemleri içindeki kritik konumlarını korumuşlardır. Bunun en önemli sebeplerinden birisi olarak, öğretmenlerin dahil oldukları mesleki gelişim faaliyetleri aracılığı ile öğretmenlik yeteneklerini ve bilgi düzeylerini sürekli olarak geliştirmeleri gösterilmektedir. (Darling-Hammond, 2003). Bu anlamda, başarılı öğretim deneyimlerinin oluşmasında alan bilgisi, öğretimsel faaliyetlere yön veren kurumsal ilkelere aşinalık, öğrencilerin beklentilerinin ve ilgi alanlarının farkında olma ve öğretilecek olan konuya uygun teknikleri kullanma gibi boyutların rolü öne çıkmaktadır.

Bununla birlikte, öğretmenliğin ilk yılları stresli ve kısmen zorlayıcı bir dönem olarak değerlendirilmektedir (Fantilli & McDougall, 2009). Mesleğinin ilk yıllarında olan öğretmenlerin idari destek, sınıf yönetimi, istenmedik öğrenci davranışları, özgüven eksikliği ve iş kaygısı ile ilgili zorluklar yaşadıkları önceki yıllarda yayınlanan çalışmalarda ortaya konmuştur (Kukla-Acevedo, 2009; Daugherty, 2007). Bunlara ek olarak, Tynjälä ve Heikkinen (2011) öğretmenliğin ilk yıllarında iş kaygısı, bilgi ve yeteneklere dair yetersizlik algısı, mesleki rollere ve konumlara alışamama gibi zorlukların tipik olarak yaşandığını belirtmiştir. Bu zorlukların önemli bir kısmının meslek öncesi öğretmenlik eğitimi sürecinde elde ettikleri bilgi ve deneyimlerin ile mesleğe başladıktan sonra karşılaştıkları gerçek koşullar ile paralel olmamasından kaynaklandığı değerlendirilmektedir (Thomas vd., 2019). Bu sebeple, mesleklerinin ilk yıllarında olan öğretmenlerin duygusal ve mesleki anlamda desteklenmesi yaşadıkları zorluklarla başa çıkabilmeleri anlamında değerlidir (Hobson vd., 2009).

Mesleğe yeni başlayan öğretmenlerin bahsedilen zorlukları aşmalarını amaçlayan öğretmen rehberliği uygulamaları son yıllarda çok daha yaygın bir hale gelmiştir (Vass, 2017). Bu kapsamda tasarlanan programların hem rehber öğretmenler hem de yeni öğretmenler için çeşitli faydalar ortaya koyduğu, bu faydaların da uygulayıcı kurumlar için oldukça yararlı sonuçlar ortaya çıkardığı ilgili literatürde sıklıkla bildirilmektedir (Darling-Hammond ve Bransford, 2005). Uluslararası literatüre benzer şekilde, Türkiye bağlamında da yeni öğretmenlerin benzer zorluklarla karşılaştığı ve öğretmen rehberliği programlarının bu zorlukları aşma yolunda önemli katkılar sağlayabileceği bildirilmiştir (Balban, 2015; Cihan, 2016; Öztürk, 2008).

Bu bağlamda, bu araştırmanın amacı veri odaklı ve dinamik bir yaklaşım ile hazırlanan bir öğretmen rehberliği programının, programda yer alan tecrübeleri rehber öğretmenler ile yeni öğretmenlerin mesleki ve kişisel gelişimlerindeki rolünü anlamaktır. Buna uygun olarak, çalışmaya yön veren araştırma soruları aşağıdaki gibidir:

- Rehber öğretmenleri ve yeni öğretmenleri gönüllülük esasına dayanan bir öğretmen rehberliği programında yer almaya teşvik eden unsurlar nelerdir?
- Bu öğretmen rehberliği programında yer alan rehber öğretmenler ve yeni öğretmenler hangi mesleki ve kişisel faydaları elde etmişlerdir?
- Bu öğretmen rehberliği programının yeni öğretmenlerin hizmet öncesi eğitim ve öğretmenlik deneyimi arasındaki sınırları geçme tecrübelerindeki rolü nedir?
- Bu öğretmen rehberliği programında yeni öğretmenler hangi öğrenme stratejileri ile yeni söylemsel mekanlar oluşturabilmektedir?

2. Kuramsal Çerçeve

Belirtilen amaç kapsamında rehber öğretmenlerin ve yeni öğretmenlerin ilgili deneyimlerini anlamak amacıyla farklı kuramsal çerçevelerden faydalanılmıştır. İlk olarak, araştırmaya konu olan rehberlik programının tasarımında ve yürütülmesinde Yapılandırmacı öğretim ilkelerinden faydalanılmıştır. Program içinde yer alan

aktiviteler aracılığı ile katılımcıların eski bilgileri ile yeni edindikleri bilgileri arasında etkileşim kurmaları sağlanmıştır. Ayrıca, katılımcıların sürekli olarak etkileşim içinde kalmaları sağlanarak iş birliğine dayalı bir öğrenme ortamı oluşturulmuştur. Buna ek olarak, katılımcılar program boyunca tamamladıkları aşamalar üzerine yansıtma yapma imkanları bulmuşlardır. Araştırmanın uygulama süreçlerinde ise Yapılandırmacılık altında yer alan Kültürel-Tarihsel Aktivite Teorisi, Sınır Geçme Çerçevesi ve Üçüncü Alan Teorisi'nden faydalanılmıştır.

Kültürel-Tarihsel Aktivite Teorisi (KTAT), kökleri Vygotsky'nin (1978) ve Leont'ev'in (1978) öncü çalışmalarına dayanan Aktivite Teorisi temel alınarak geliştirilmiştir. Aktivite Teorisi'nin üçüncü nesli olarak kabul edilen KTAT, önceki nesillerin bireyler tarafından sistemlere sunulan kültürel çeşitliği yeterince yansıtamaması düşüncesi ile birden çok aktivite sistemi arasındaki etkileşime odaklanmıştır. KTAT'nin öncüsü olarak kabul edilen Engeström (2011) bu güncelleme ile çeşitli söylemleri, farklı bakış açılarını ve birbirleri içinde etkileşim içinde yer alan sistemler ağını anlayabilmek için gerekli olan kavramsal araçların geliştirildiğini belirtmiştir. Bu çalışmada, hizmet öncesi dönem ile ilk öğretmenlik deneyimi birinci aktivite sistemini, katılımcıların rehberlik programına katıldıkları ve araştırma bağlamında ilk deneyimlerini geçirdikleri süreç ikinci aktivite sistemini, yeni öğretmenlerin programın bitmesini takip eden süreç ise üçüncü aktivite sistemini oluşturmuş olup bu sistemlerin birbirleri arasındaki etkileşimin anlaşılması anlamında KTAT'nden faydalanılmıştır.

Sınır Geçme Çerçevesi (SGÇ) KTAT'nin öncüsü olan Engeström'ün (1987, 1999, 2001) çalışmalarını esas alarak Akkerman (2011) ile Akkerman ve Bakker (2011a, 2011b) tarafından oluşturulmuştur. Bu bağlamda sınır, politik, kültürel ve sosyal grupları birbirlerinden ayıran fiziksel ya da zihinsel çizgiler olarak tanımlanmıştır (Popescu, 2010). Araştırma bağlamında ise, sınırlar bahsedilen aktivite sistemleri arasında konumlandırılmış olup, katılımcıların bu sistemler arasındaki geçiş hikayelerini anlaşılmasında SGÇ'nden faydalanılmıştır. Bu çerçeve kullanılarak yürütülen çalışmalar, bireylerin sınırlarla ayrılan farklı sistemlerin birbirine bağlanmasında köprüler kurduklarını, sınır geçme deneyimlerinde farklı taraflar ve vekiller ile etkileşime geçtiklerini, sınırların üzerinde her iki sistemin izlerini taşıyan

ancak her iki sistemden de farklı olan sınır bölgelerinin kurulduğunu ve sınır geçme süreçlerinde kullanılan araçların sistemler arasındaki etkileşimi kolaylaştırıcı bir role sahip olduğunu ortaya koymuştur (Akkerman vd. 2006, Akkerman ve Bakker, 2011a, 2011b). Üniversitelerde görev yapan öğretim eğitimcilerinin akademik ve mesleki bağlamlar içindeki sınırları nasıl aştıklarını araştıran Yuan ve Yang (2020) ise algılanan sosyal mesafe, ötekileştirme ve yeni topluluktaki güç dengelerinin dışında kalma gibi sebeplerle, sınır geçme tecrübelerinin kişiler için zorlayıcı koşullar yaratabileceğini belirtmişlerdir. Akkerman ve Bakker (2011b) tarafından yürütülen ve sınır geçme tecrübelerini inceleyen 181 çalışmanın incelenmesinin sonucunda, bireylerin sınır geçme esnasında farklı öğrenme mekanizmaları aracılığı ile aktivite sistemleri arasında etkileşim kurabildikleri ortaya konulmuştur. Bu öğrenme mekanizmaları ve içlerinde yer alan süreçler aşağıdaki gibidir:

Tablo 1: Sınır alanlarında öğrenmeyi kolaylaştıran mekanizmalar ve süreçler

Öğrenme Mekanizması	Öğrenme Süreçleri	Açıklama
Tanımlama	Farklılaştırma	İki aktivite sistemi arasındaki farklılıkları ve benzerlikleri fark etme.
	Farklılıkları Anlama	İki aktivite sistemi arasındaki farkların bu sistemlerin niteliksel farklarından doğal olarak doğduğunu anlama.
Düzenleme	İletişimsel Bağlantı	İki aktivite sistemi arasındaki farklılıkların zorlayıcı etkisini gidermek amacıyla sistemler arasında iletişimsel bir bağlantı kurulması .
	Dönüşüm Çabaları	İkinci aktivite sisteminde var olan farklılıkları aşma yolunda bilinçli bir çaba gösterilmesi.
	Sınır Geçirgenliğini Artırma	İki aktivite sistemi arasındaki benzerliğin yüksek olmasından dolayı sistemler arasında sorunsuzca geçiş yapabilme
	Sıradanlaşma	Dönüşüm çabalarının sonucunda, aktivite sistemleri arasındaki farkın giderilmesi için yapılan faaliyetlerin nispeten kalıcı hale gelmesi ve kendiliğinden oluşması.

Yansıma	Yeni Bakış Açıları Oluşturma	Bireyin iki aktivite sistemi arasında kurduğu etkileşimin bir sonucu olarak yeni ve kendine has bakış açıları oluşturması.
	Başka Bakış Açılarını Kabul Etme	Bireyin iki aktivite sistemin arasında kurmaya çalıştığı etkileşimin istendik sonuçları vermemesi sebebiyle başlarına ait bakış açılarını kabul etme ihtiyacını duyması.
Dönüşüm	Yüzleşme	İkinci aktivite sistemindeki farklılıkları aşmayı başarmış bireyin, ikinci aktivite sisteminin içindeyken bir önceki aktivite sistemini değerlendirmesi.
	Ortak Çalışma Alanlarını Fark Etme	Yüzleşme sonrasında Bireyin iki aktivite sistemine ait farklılıkların nasıl azaltılabileceğine dair bir öngörü geliştirmesi.
	Karma Alanlar Oluşturma	İki aktivite sistemi arasındaki uygulamaların ve ilkelerin etkileşimi sonucunda yeni bir anlayışın ortaya çıkması
	Netleşme	Karma alanlarda oluşan yeni anlayışların günlük uygulamalarda kullanılmaya başlaması
	Kesişen Uygulamaların Özgünlüğü Sürdürme	İki aktivite sistemi arasındaki etkileşimden doğan karma alana yönlenirken aşina olunan sisteme bağlı kalma.
	Sınır Alanında Sürekli Ortak Çalışma	Farklı aktivite sistemlerine aşina bireylerin sınır bölgesinde yer alan ortak problemler üzerinde tartışmalara ve çalışmalara dahil olması.

Üçüncü Alan Teorisi ise Lefebvre (1991), Bhabha (1994) ve Soja (1996) tarafından yürütülen çalışmalara dayanan ve "insan hayatının mekânsal yapısını anlamanın farklı bir yolu" (Soja, 1996, sf. 10) olarak tanımlanan bir kuramdır. Bu bağlamda, birinci alan içinde yaşanılan somut mekânı, ikinci alan zihinsel ya da bilişsel temsiller yoluyla hayal edilen soyut mekânı, üçüncü alan ise somut ile soyut mekanların farklı oranlarda bir araya geldikleri ve bütünlüğe ulaşabilmek amacıyla sınırların ortadan kalktığı bir alternatif mekânı içermektedir. Bu çalışma kapsamında, üçüncü alan, aktivite sistemleri arasında sınır geçme tecrübeleri edinen bireylerin alanlar arasındaki yer yer birbiri ile zıtlık gösteren söylem ve sistemsel farklılıkları anlamaya çalıştıkları bir

karma alan olarak değerlendirilmektedir. Bu haliyle, katılımcıların hizmet öncesi eğitim ve ilk öğretmenlik süreçleri ilk alanı, araştırmaya konu olan yıl boyunca sahip oldukları beklentiler ve fark ettikleri ihtiyaçlar ikinci alanı, öğretmen rehberliği programı içinde aldıkları destek ve bu kapsamdaki yeni tecrübeleri ise üçüncü alanı oluşturmaktadır.

3. Literatür İncelemesi

Rehberlik programları uzun yıllardır işletme, yönetim, psikoloji, eğitim, danışmanlık ve tıp gibi farklı meslek alanlarında kullanılmaktadır. Bildiğimiz anlamıyla ilk örneği Homeros'un Odysseia isimli destanında görülen rehber figürü tarih boyunca kendisinden daha az tecrübeli bir kişiyi gönüllü olarak destekleyen, birlikte çalıştığı kişinin bilgi düzeyini ve yetenekleri geliştirmeyi hedefleyen ve korumacı ve destekleyici bir anlayışı benimseyen bir birey olarak karşımıza çıkmaktadır (Anderson ve Shannon, 1988). Zaman içinde tecrübeli rehber ile daha az çalışanın danışanın rehberlik programları içindeki rolleri ve sorumlulukları değişiklik gösterse de rehberlerin korumacı, destekleyici, geliştirici, yükseltici ve hazırlayıcı konumları sabit kalmıştır (Alleman, 1986; Phillips-Jones, 1982). Bu roller öğretmen rehberliği programlarında da aynı şekilde süregelmiştir (Feiman-Nemser, 1990). Ancak, Hobson vd. (2009) ile Geeraerts vd. (2015) tarafından da belirtildiği gibi, son dönemde öğretmen rehberliği programları rehberin daha çok yönlendirici ve sağlayıcı konumda bulunduğu ve yeni öğretmenlerin ise mesleki öğrenme süreçlerinde daha aktif bir şekilde sorumluluk üstlendikleri görülmektedir.

Türkiye bağlamında ise öğretmen rehberliği alanındaki çalışmalar bu uygulamaların zorunlu olduğu Millî Eğitim Bakanlığı'na (MEB) bağlı okullarda yürütülen rehberlik programlarını ve hizmet öncesi dönemde öğretmen adaylarının yer aldıkları rehberlik programlarını kapsamaktadır. Özellikle MEB bağlamındaki çalışmalarda rehberlik programlarında beklenilen desteğin ortaya çıkmadığı yaygın olarak ortaya konulmuştur (Aktaş, 2018; Ekinci, 2020; Köse, 2016; Ulubey, 2018). Türkiye'deki üniversitelerde öğretim faaliyetlerine yeni başlayan öğretmenlerin rehberlik programlarındaki deneyimlerini içeren yayınlanmış bir çalışma henüz bulunmamaktadır.

İlgili literatürde rehberlik faaliyetlerinin çeşitli sektörlerde yıllardır kullanılmakta olduğu ve kişisel gelişim ile mesleki gelişim alanlarında sunduğu faydalar üzerinden bireylerin kariyer yolculuklarında önemli bir rol üstlendiğini göstermektedir (Kovnatska, 2014). Yakın zamanda yayınlanan çalışmalarda, rehberlik ilişkileri tecrübeli bir bireyin nispeten daha az tecrübeli bir bireyin mesleki ve kişisel gelişimi ile yakından ve aktif olarak ilgilendiği ve sunduğu destek, verdiği tavsiyeler ve birlikte yer aldıkları çalışmalar sayesinde mesleki uygulamalarını zenginleştirdiği ilişkiler olarak tanımlanmaktadır (Hackmann ve Malin, 2020). Ancak, bu ve benzeri tanımlamalar bu çalışmanın üzerine odaklandığı rehberlik anlayışı ile bazı boyutlarda farklılık göstermektedir. İlk olarak, bu tanımlama nispeten daha az tecrübeli bireyin de süreç içindeki destekleyici potansiyelini göz ardı etmekte ve sadece tecrübeli bireyin destekleyici, cesaretlendirici ve akıl veren rolünü öne çıkarmaktadır. Ayrıca, benzer tanımlar süreç içinde rehberin rolünü bir bakıcı rolüne benzetme ve bilgi ve yetenekleri daha tecrübeliden daha az tecrübeliye doğru tek taraflı transferini esas almaktadır. Bu anlayış daha az tecrübeli bireyin de gerekli mesleki niteliklere sahip bir birey olduğu durumlarda kimlik gelişimi anlamında sorunlara yol açabilmektedir. Son olarak, bu tanımlama içinde sunulan rehber rolü bir rol model olarak öne sürerken daha az tecrübeli bireyin kendisini sürekli olarak bakıma ve yardıma muhtaç bir kişi olarak konumlandırmasına sebep olabilmektedir. Bu doğrultuda, bu çalışmada esas alınan rehberlik tanımı şu şekildedir: Rehberlik daha tecrübeli bir birey ile daha az tecrübeli bir bireyin eşit koşullarda bir araya geldiği, daha tecrübeli bireyin ortaya çıkan ihtiyaçlara yönelik sunduğu destek üzerinde gelişen ve her iki katılımcının da hedeflenen kazanımlara ulaşması ile sona eren iki yönlü bir ilişkidir (Johnson, 2016).

Literatürde rehber öğretmenlerin ve yeni öğretmenlerin rehberlik programına katılarak elde edebilecekleri bazı faydalar yer almaktadır. Bu faydalar Tablo 2'de sıralanmıştır.

Tablo 2: Rehberlik programlarının rehber öğretmenler ve yeni öğretmenler için sunduğu faydalar

Rehber öğretmenler	Yeni öğretmenler

Alanlarındaki kuramsal bilgiyi yeniden gözden geçirme	Gelecek yıllarda da mesleğe ya da kurumda çalışmaya devam etme eğilimi
Öğretmenlik mesleğinin doğası ile ilgili yeni anlayışlar geliştirme	Tecrübeli bir meslektaş eşliğinde mesleki öğrenme yolculuğuna dahil olma
Kendi kişisel ve mesleki ihtiyaçlarını fark etme	Yeni kuruma aşina olma yolunda konforlu bir geçiş imkânı
Kendi uygulamaları ve deneyimleri üzerine yansıtma yapma imkânı bulma	Öğretmenlik ile ilgili bilgilerini ve yetenekleri yeni bakış açıları ile geliştirme
Birlikte çalıştıkları yeni öğretmenlerin bilgi ve tecrübeleri üzerinden yeni öğrenme süreçlerine dahil olma	Sınıf içi uygulamalarda yüksek verim
Öğretmenlik uygulamalarını ve ilgili düşüncelerini yeniden değerlendirme	Kişisel ve mesleki iyi oluş hali
Tecrübeli konumlarına rağmen halen mesleki gelişime ihtiyaç duyduklarını fark etme	Mesleğin ilk yıllarında elde edilen yüksek başarı oranları
Başka birisine yardımcı olarak kişisel haz elde etme	Mesleki kimlik gelişimi için olumlu katkılar
Kendi kurumları ile ilgili daha derinlemesine bilgi edinme	Kendi uygulamaları ve deneyimleri üzerine yansıtma yapma imkânı bulma
İş tatmininde artış yaşama	Kendi kişisel ve mesleki ihtiyaçlarını fark etme
İşe olan bağlılığın artması	İşe olan bağlılığın artması

Bahsedilen faydalara ek olarak, özellikle rehber öğretmenler için bu faydaların kendiliğinden oluşmayacağı, kişinin öğretmenlik yeteneklerinden bağımsız olarak rehberlik yeteneklerini geliştirmesi gerektiği (Mena vd., 2017) ve bu anlamda düzenlenecek rehber eğitimi programlarının da tüm rehberlik sürecinde kritik bir role sahip olduğu ilgili literatürde sıklıkla dile getirilmektedir (Aspfors ve Fransson, 2015; Gotwalt ve Hausburg, 2020; Vass, 2017).

Bağlamlar arasında var farklı dürtülerin ve koşulların bir sonucu olarak, rehberlik uygulamalarında rehber rollerinin değişiklik gösterdiği ve rehberlik uygulamalarına dair farklı yaklaşımların öne çıktığı görülmektedir. Yakın geçmişte yayınlanan bir çalışmada, Lu vd. (2020) rehber öğretmen ile yeni öğretmen arasındaki ilişkide destekleyici rollerin ne kadar aktif dağıldığını boyutunu esas alarak dört rehberlik yöntemi tespit etmiştir. Buna göre gereksiz rehberlik (her iki katılımcı da pasif), destekleyici rehberlik (rehber öğretmen yeni öğretmene kıyasla daha aktif), iş birlikçi rehberlik (her iki katılımcı da eşit oranda aktif) ve açıklayıcı rehberlik (rehber öğretmen yeni öğretmene kıyasla daha aktif) yöntemleri ortaya çıkmıştır. Aynı çalışmada gereksiz rehberlik dışındaki yöntemlerin katılımcılar için faydalı bulunduğu, işbirlikçi rehberliğin katılımcıların eğitim felsefeleri birbirine benzer olduğunda daha faydalı olduğu, açıklayıcı rehberliğin yeni mezun öğretmenler için destekleyici rehberliğin ise öğretmenlik tecrübesi kısıtlı olan bireyler için daha olumlu bir katkı yaptığı bulunmuştur.

4. Yöntem

4.1 Araştırma Bağlamı

Bu araştırma çalışması bir vakıf üniversitesinin Yabancı Diller Bölümü'nde yürütülmüştür. İlgili bölüm, İngilizce hazırlık programını, zorunlu İngilizce lisans derslerini ve zorunlu ikinci yabancı dil derslerini yürütmektedir. Öğrencilerin kayıt yaptırdıkları lisans programlarındaki çalışmalarına başlayabilmeleri için uluslararası bir İngilizce sınavında dil yeterliklerini sergileyebilmeleri gerekmektedir. Gerekli koşulu sağlamayan öğrenciler hazırlık programında çalışmalarına devam ederler. Hazırlık programını başarı ile tamamlayabilmeleri halinde lisans programları kapsamında zorunlu İngilizce ve ikinci yabancı dil derslerini almaktadırlar.

Çalışmanın başlangıç tarihi itibarıyla, ilgili bölümde on dokuzu yarı zamanlı olmak üzere yetmiş üç öğretim elemanı istihdam edilmekte idi. Tamamı dil çalışmaları ile ilgili bölümlerden lisans derecesini almış olan öğretim elemanlarının büyük bir çoğunluğu dil çalışmaları ya da eğitim bilimleri alanlarında lisansüstü dereceye sahiptir. Bölümde görevli tam zamanlı öğretim elemanlarının zorunlu ya da seçmeli olan Sürekli Mesleki ve Kişisel Gelişim Programı (CPDD) kapsamındaki mesleki gelişim faaliyetlerinde yer almaları ve bu faaliyetlerin gereklerini yerine getirmeleri gerekmektedir. Bu doğrultuda, ilk dönemde tüm öğretim elemanları ile görüşülmekte ve bir önceki yıl düzenlenen mesleki gelişim faaliyetleri ile ilgili geribildirimleri alınmaktadır ve ilgili yıl için seçtikleri mesleki hedefler değerlendirilmektedir. İkinci dönem ise öğretim elemanlarının taleplerine ve ihtiyaçlarına göre şekillenen mesleki gelişim faaliyetleri yürütülmektedir. Akademik yılın üçüncü ve son döneminde ise öğretim alanları yine taleplerine ve ihtiyaçlarına göre seçtikleri bireysel mesleki gelişim faaliyetlerinde (konferans, web semineri, çalıştay vb.) yer almaktadır.

Bu çalışmanın temelini oluşturan öğretmen rehberliği programı, öğretim elemanlarının taleplerine ve ihtiyaçlarına göre programa dahil edilmiş ve kurumda yeni istihdam edilen öğretim elemanları için sistematik bir destek mekanizması oluşturmayı hedefleyen bir sürekli mesleki ve kişisel gelişim projesidir. Elde edilen veriye göre programın hedefleri şu şekilde belirlenmiştir:

- Kurumsal uygulamalara aşinalık kazanma
- Kurumsal bağlamın koşullarını göz önünde bulundurarak yeni görüşler geliştirme
- İlk yıllarda tipik olarak karşılaşılan zorlukların sayısını ve olumsuz etkisini azaltma
- Çalışanlar arasında iş birliğine dayalı bir dayanışma ağı kurma
- Katılımcıların aidiyet duygularını ve mesleki tatminleri destekleme

Diğer faaliyetlerden farklı olarak, öğretmen rehberliği programı akademik yılın birinci ve ikinci dönemi boyunca devam etmiş olup diğer faaliyetlere kıyasla daha fazla gereksinime sahiptir. Program boyunca, katılımcılar yapılandırılmış bire bir toplantılarda yer almalarının yanı sıra ve birbirlerinin sınıflarını ziyaret etmişlerdir.

4.2 Araştırma Yöntemi

Bu araştırmanın yöntemsel tasarımında nitel araştırma anlayışı benimsenmiştir. Nitel araştırma yaklaşımına uygun olarak, bu çalışma katılımcıların deneysel bağlamlardan ziyade doğal ortamlarındaki durumlarına odaklanılmıştır (Yin, 2016). Ayrıca, araştırmacı tüm araştırma süreçlerinde aktif bir rol almış ve tüm katılımcılar ile doğrudan ilişki içinde olmuştur. Böylelikle, katılımcıların doğal bağlamlarında dahil oldukları süreçler farklı araçlar kullanılarak incelenebilmiş ve elde edilen veriler tümevarımsal yöntemler ile incelenmiştir.

4.3 Araştırma Tasarımı

Bu çalışmada araştırma deseni olarak vaka incelemesi anlayışı benimsenmiştir. Yin'in (2014) ifade ettiği gibi, vaka araştırması bir olguyu kendi doğal bağlamında ve özellikle de olgu ile bağlamın iç içe yaşandığı durumlarda ilişkileri derinlemesine incelemeyi amaçlayan bir araştırma tasarımıdır. Bu tasarıma uygun olarak, çalışma geçerlilik ve güvenilirlik gereksinimlerini karşılayacak şekilde planlanmış, veri toplama araçları araştırma sorularını göz önünde bulundurarak hazırlanmış, farklı kaynaklar ve araçlar kullanılarak veri toplanmış, önce çıkan bulgular incelenerek veri analiz edilmiş ve elde edilen bulgular yazılı olarak sunulmuştur (Yin, 2004).

4.4 Araştırmacının Rolü

Araştırmacı, çalışmanın yürütüleceği kurumda tam-zamanlı öğretim elemanı olarak çalışmakta olup kurumsal mesleki gelişim faaliyetlerinin düzenlenmesini ve yürütülmesini içeren bir idari görevi sürdürmektedir. Çalışmaya konu olan öğretmen rehberliği programını tasarlayan ve yürüten iki kişiden biridir.

4.5 Katılımcılar

Çalışmada 10 öğretmen rehber öğretmen olarak 10 öğretmen ise yeni başlayan öğretmen olarak yer almıştır. Rehber öğretmenler kurumda en az üç yıldır çalışmakta olan tam zamanlı öğretim elemanlarından oluşmuştur. Rehber öğretmenlerin dokuzu bir lisansüstü programa devam etmektedir ya da lisansüstü derecesine sahip durumdadır. Yeni başlayan öğretmenlerin ise tamamı çalışmanın başladığı akademik

yılın başında yarı-zamanlı kadro için istihdam edilen öğretim elemanlarından oluşmaktadır. Dokuz yeni başlayan öğretmen çeşitli alanlarda yüksek lisans eğitimlerine devam etmektedir. Kurumda istihdam edilmeden önce, öğretmenlerin birinin 2 ve altısının 1 yıl öğretmenlik tecrübesi bulunmakta idi. 3 öğretmen ise ilk öğretmenlik deneyimlerini kurumda yaşamışlardı.

4.6 Veri Toplama

Bu çalışma için gerekli veriler tüm katılımcılar ile biri programın ilk boyutunda diğeri programı takip eden akademik yılın başında olmak üzere 2 yüz yüze mülakat, katılımcıların birbirlerinin derslerini gözlemledikleri süreç içinde doldurdukları gözlem formları, katılımcıların program boyunca katıldıkları çeşitli aktivitelerin öncesinde ve sonrasında doldurdukları yansıtıcı formlar ve araştırmacı tarafından program boyunca ve sonrasında katılımcılar ile etkileşiminden doğan saha notları vesilesi ile toplanmıştır. Verilerin toplanmasından önce Orta Doğu Teknik Üniversitesi İnsan Araştırmaları Etik Kurulundan ve çalışmanın yürütüldüğü bölümün akademik yönetim kurulundan araçların etik uygunluğunu gösterir izinler alınmıştır.

4.7 Veri Analizi

Çalışma kapsamında toplanan verilerin düzenlenmesinde ve incelenmesinde MAXQDA uygulaması kullanılmıştır. Ses kaydı alınan mülakatlar yazılı olarak deşifre edilmiştir. Çalışma kapsamında kullanılacak olan katılımcı ifadeleri İngilizceye çevrilmiştir. Katılımcılar tarafından kullanılan ifadelerin bütünlüğünün ve anlamının bozulmamasına dikkat edilerek, bazı ifadelerin çevrilmesinde İngilizcenin doğal akışına uygun olmaları için küçük değişiklikler yapılmıştır. Verilerin analizinde tematik analiz yaklaşımı Braun ve Clark (2006) tarafından önerilen şekilde takip edilmiştir. Böylelikle, deşifre edilmiş mülakat kayıtları, gözlem formları ve yansıtıcı formlar araştırmacı tarafından okunmuştur. Ardından, katılımcıların ifadeleri anlamlı gruplar altında birleştirmek amacıyla veri kodlaması yapılmıştır. Üçüncü aşamada, elde edilen kodlar sırasıyla kategoriler ve temalar altında toplanmıştır. Bir sonraki aşamada, temaların ve kodların anlamsal bütünlükleri incelenmiştir. Ardından, elde edilen temalar altında bulundurdukları kodların ve kategorilerin anlamlarını yansıtacak şekilde isimlendirilmiştir. Son olarak, elde edilen temalar araştırma

sorularına yanıt verecek şekilde düzenlenmiş ve yazılı olarak Bulgular bölümünde sunulmuştur.

4.8 Güvenilirlik

Nitel araştırma desenini benimseyen bu çalışmanın yöntemsel güvenilirliğinin sağlanabilmesi amacıyla bazı uygulamalara başvurulmuştur. Nowell vd. (2017) tarafından tavsiye edilen bu uygulamalar Lincoln ve Guba (1985) tarafından tasvir edilen 5 kriterin (inandırıcılık, aktarılabilirlik, güvenilebilirlik, doğrulanabilirlik, denetleme) karşılanmasını hedeflemektedir.

- Araştırmacı katılımcılar ile süreç boyunca etkileşim içinde olmuştur.
- Araştırmacı öğretmen rehberliği programının tüm aşamalarında katılımcıların deneyimlerinin oluşmasına tanıklar etmiştir. Araştırmacı süreç boyunca ilgili süreçlerle ya da kişiler ile ilgili gözlemlerini not etmiştir.
- Farklı veri toplama araçları birbiri ile ilişki içinde kullanılmıştır.
- Veri analizi süreçleri ile ilgili başta tez danışmanı olmak üzere Tez İzleme Komitesi üyelerinden geri dönüt alınmıştır.
- Katılımcıların kimliklerini gizli tutularak araştırma süreçleri ile ilgili akademik nitelikleri olan araştırmacıların fikirleri alınmıştır.
- Katılımcılardan elde edilen verilerin doğruluğunun teyidi için katılımcılara başvurulmuştur.
- Tüm katılımcılar ve araştırma bağlamı için detaylı tanımlamalar yapılmıştır.
- Veri toplama ve analizi süreçlerinin tamamı yeniden uygulamaya izin verecek detaylar ile sunulmuştur.
- Tüm verinin ham hali şifre ile korunmakta olan bir bulut uygulamasında ve araştırmacının kişisel bilgisayarında korunmaktadır.

5. Bulgular ve Tartışma

Bu bölümde, veri analizi neticesinde elde edilen bulgular, çalışma için geliştirilen dört araştırma sorusunu cevaplayacak şekilde sunulmuştur. Ayrıca, her bir bulgu araştırmacının kişisel görüşleri ve ilgili literatürdeki bulgular ışığında değerlendirilmiştir. Son olarak, mevcut çalışmanın kısıtlarına, ileride yapılacak olan

çalışmalar için önerilere ve ilgili paydaşların düşünmesi gereken çıkarımlara yer verilmiştir.

5.1 Rehber öğretmenlerin ve yeni öğretmenlerin rehberlik programında yer almayı isteme sebepleri

Daha önce de bahsedildiği gibi, rehber programına katılım tüm katılımcılar için gönüllülük esasına dayanmakta idi. Yeni öğretmenlerin tamamı kurumda yarı zamanlı kadroda istihdam edilen ve iş ilişkileri kapsamındaki tek sorumlulukları görevli oldukları dersler ile bu derslerle ilişkili idari görevlerinden ibaretti. Dolayısıyla, kurumda tam zamanlı kadroda istihdam edilen öğretim elemanlarının katılmak durumunda olduğu Sürekli Mesleki ve Kişisel Gelişim programına katılmaları zorunlu değildi. Rehber öğretmenlerin ise tam zamanlı iş ilişkileri sebebiyle bu programa katılımı zorunlu olsa da rehberlik programından daha az iş yükü içeren ve daha kısa sürede bitirilebilen diğer programları seçebilme imkânı vardı.

Elde edilen bulgular katılımcıların temel motivasyon kaynaklarının kişisel ve mesleki sebeplerden oluştuğunu göstermiştir (Tablo 3).

Tablo 3: Rehber öğretmenlerin ve yeni öğretmenlerin programda yer almayı isteme sebepleri

Rehber öğretmenler	**Yeni öğretmenler**
Tecrübelerini yeni öğretmenler ile paylaşma	Tecrübeli bir meslektaştan düzenli ve planlı destek alma
Yeni öğretmenlerin, kendilerinin mesleğin ilk yıllarında ya da kuruma yeni başladıklarında yaşadıkları zorlukları kolay aşmalarına yardımcı olma isteği	Karşılaşacakları zorlukları alacakları desteğin yardımıyla daha kolay aşabilme düşüncesi

Yeni bir mesleki gelişim programında yer alarak yeni bakış açıları kazanma isteği	Sürekli mesleki gelişime dair olumlu algılar
	Akademik yılın öncesinde düzenlenen iki haftalık oryantasyon programı boyunca edinilen ve kurumun mesleki gelişime verdiği öneme işaret eden olumlu izlenimler
	Öğretmenliklerinin ilk yıllarında ya da staj programı süresince karşılaştıkları zorlukları tekrar yaşamama isteği

Yeni öğretmenlerin programa katılma sebepleri incelendiğinde, tüm katılımcıların programa kanıt odaklı bir yaklaşımla ve bilinçli bir karar vererek katıldıkları görülmüştür. Programın kendileri için mesleki ve kişisel yararlar sağlayabilme ihtimalini gerçekçi olarak değerlendiren katılımcılar, kurumun mesleki gelişime verdiği önemden aldıkları cesaret ile iş gereksinimlerinin ötesine geçen bu programa başvurmaya karar vermişlerdir. Yeni öğretmenlerin çoğunun belirttiği üzere, kurumun mesleki gelişime verdiği önem ve bu konuda inisiyatif almaya hazır duruşu kendilerini kuruma başvuru yapmaya cesaretlendiren temel unsurlardan biri idi. Bu inançlarının oryantasyon programında geliştirdikleri olumlu algı ile birleşmesi kendilerini programa dahil olmaya motive eden başlıca unsur olmuştur. Ayrıca, programın yardımcı olmaya gönüllü rehber öğretmenler ile yardıma ihtiyaçları olacakları inancına sahip yeni öğretmenleri bir araya getirmesi bu programı katılımcılar için değerli kılmıştır. İki grubun belirttiği sebepler arasındaki tutarlılık programın dinamik ve ihtiyaca yönelik yapısının oluşmasında önemli bir rol oynamış ve hem rehber öğretmenler hem de yeni öğretmenler için çeşitli faydaların oluşmasında etkili olmuştur.

5.2 Rehber öğretmenlerin ve yeni öğretmenlerin rehberlik programına katılarak elde ettiği faydalar

Bulgular hem rehber öğretmenlerin hem de yeni öğretmenlerin rehberlik programına katılara farklı alanlarda faydalar elde ettiğini göstermiştir. Özetle, yeni öğretmenler programdan mesleki ve kişisel gelişim, kurumsal uygulamalara aşinalık kazanma ve ders ile ilgili süreçlerde hakimiyet başlıklarında faydalar elde etmişken rehber öğretmenler kişisel gelişim ve mesleki gelişim başlıklarında faydalar elde etmiştir. İki grubun da elde ettiği faydalara dair detaylar Tablo 4'te sunulmuştur.

Tablo 4: Rehber öğretmenlerin ve yeni öğretmenlerin rehberlik programına katılarak elde ettiği faydalar

Rehber öğretmenler	**Yeni öğretmenler**
Yeni bir öğretmene yardımcı olarak faydalı hissetme	Daha tecrübeli bir meslektaş ile öğrenme deneyimi kazanma
Öğretmenliğe dair yeni bir istek kazanma	Kendi yetenekleri ve bilgi düzeyleri ile ilgili öz değerlendirme yapabilme
Sundukları gönüllü desteğin kişisel ve kurumsal düzeylerde takdir edilmesi	Rehber öğretmen ile sürekli etkileşim sayesinde mesleki bilgi düzeylerini geliştirme
Kurumda yeni çalışmaya başlamış bir meslektaş ile öğrenme deneyimi kazanma	Üniversite düzeyinde öğretmenlik ile ilgili anlayışlarını zenginleştirme
Kendi yetenekleri ve bilgi düzeyleri ile ilgili öz değerlendirme yapabilme	Daha tecrübeli bir öğretmenin sınıfında gözlem yaparak sınıf içi uygulamalara dair farkındalıklarını güçlendirme
İngiliz Dili Öğretimi alanındaki kuramsal bilgilerini yeniden gözden geçirme	Güvendikleri bir partner ile çalışmaktan doğan kişisel iyi oluş hali

Öğretmenlik uygulamalarına dair yeni bakış açıları geliştirme	Kurumdaki idari ve ders ile ilgili uygulamalara ve ilkelere aşinalık kazanma
Kurumun idari işleyişi ile ilgili yeni başlayan bir öğretmenin kuruma alışma sürecini yakından izleme ve ilgili boyutlarda geribildirim kazanma (kurumda idari görevi olan katılımcılar tarafından belirtilmiştir)	Özgüven artışı
Zaman içinde mesleki ve kişisel olarak hangi boyutlarda ve ne kadar geliştiklerini fark etme	Kurumdaki idari sorumlulukları ile ilgili hakimiyet kazanma
Kurumsal aidiyet duygusunda artış	Kurumdaki sınav uygulamaları ve değerlendirme yöntemleri ile ilgili hakimiyet kazanma
Artan iş tatmini	Ders yönetimi alanında gelişme
	Ders süreçleri ile ilgili karşılaştıkları sorunların çözümünde uygulanabilir nitelikte destek alma
	Tecrübeli bir öğretmenle çalışarak sınıflarında kullanabilecekleri yeni araçlarla ve tekniklerle tanışma

Katılımcıların elde ettikleri faydaların çok büyük oranda ilgili literatürde önceki yıllarda önce çıkan çalışmaların bulguları ile birbirini desteklediği görülmüştür. Ancak, literatürde yeni öğretmenler için en sık olarak bildirilen kurumda çalışmaya devam etme bulgusu (Borman ve Dowling, 2008; Ingersoll ve Kralik, 2004; Ingersoll ve Strong, 2011; Marable ve Raimondi, 2007); Odell ve Ferraro (1992); Ronfeldt ve McQueen, 2017) bu çalışmada kısıtlı sayıda katılımcı için gerçekleşmiştir. Çalışmada yer alan öğretmenlerin sadece dördü kurumda çalışmaya devam ederken diğer altı kişi farklı kurumların farklı pozisyonlarında mesleklerine devam etmişlerdir. Bu farklılığın başlıca sebebinin çalışmada yer alan yeni öğretmenlerin yarı zamanlı kadroda istihdam

edilmeleri ve bu sebeple de yeni dönemlerde istihdamlarının devamının kurumsal ihtiyaçlara göre belirlenecek olması olarak değerlendirilmektedir. Bu yüzden, katılımcılar her ne kadar kurumda çalışmaktan ötürü çok mutlu olduklarını belirtseler de iş kaygısı yaşadıklarını ve ikinci yıllarında başka kurumların tam zamanlı kadrolarında istihdam edilmek üzere başvuruda bulunduklarını belirtmişlerdir.

5.3 Rehberlik programının yeni öğretmenlerin hizmet öncesi eğitim ve öğretmenlik deneyimi arasındaki sınırları aşma tecrübelerindeki rolü

Bulgular rehberlik programının yeni öğretmenlerin hizmet öncesi eğitim ve öğretmenlik deneyimi arasındaki sınırları aşma tecrübelerinde önemli bir rol üstlendiğini ortaya çıkarmıştır. Bu kapsamda, ilgili sınır geçme tecrübelerinin üç aşamada ortaya çıktığı görülmüştür:

1. Sınır öncesi aşama: Katılımcıların staj programlarında ya da daha önce çalıştıkları kurumlarda şekillenen ilk öğretmenlik tecrübeleri, kuruma başvurma sebepleri ve akademik yıl öncesindeki iki haftalık oryantasyon programı ve yılın ilk haftalarında ortaya çıkan ilk izlenimlerinden oluşmuştur.

2. Sınır bölgesi: Katılımcıların rehberlik programında yer alma sebepleri, programın başında ve ilerleyen dönemlerde oluşan kişisel ve mesleki ihtiyaçları, rehberlerinden destek aldıkları alanlar, rehberlerin destek verme yöntemleri ve rehberlik programı dahilinde elde ettikleri faydalardan oluşmuştur.

3. Sınır sonrası aşama: Katılımcıların bir akademik yıl boyunca kurumda oluşan tecrübelerine dair izlenimleri, ikinci yıllarındaki öğretmenlik deneyimleri ve rehberlik programının ikinci yılda da devam eden faydalarından oluşmuştur.

Tablo 5, yeni öğretmenlerin sınır geçme tecrübelerinin oluşmasında rol oynayan süreçleri detaylarıyla birlikte göstermektedir.

Tablo 5: Yeni öğretmenlerin sınır geçme tecrübelerinin oluşmasında rol oynayan süreçler

Sınır öncesi aşama	İlk öğretmenlik deneyimleri	Katılımcılar ilk öğretmenlik deneyimlerinde yalnız kalma, düşük maaşlar, iş yükü, bağımsız hareket edememe, mesleki gelişim fırsatlarının yoksunluğu gibi alanlarda çeşitli zorluklar yaşadıklarını ve bu zorlukları aşma anlamında bekledikleri desteği göremediklerini ifade etmişlerdir.
	Kuruma başvurma sebepleri	Katılımcılar kuruma başvurmalarında kurumda çalışan tanıdıklarının olumlu yorumları, kurumun yeni mezun öğretmenlerle çalışmaya ve onların gelişimine katkı sunmaya istekli bir kurum olarak bilinmesi, kurumda çalışmakta olan öğretim elemanlarının akademik niteliklerinin yüksek olması, kurumun mesleki gelişim faaliyetlerine çok önem veren bir kurum olarak bilinmesi ve kurumun lisansüstü eğitimlerine devam eden öğretim elemanları için gerekli idari desteği sağlaması gibi sebeplerin önemli rol oynadığını ifade etmişlerdir.
	İlk izlenimler	Katılımcıların kurum ile ilgili ilk izlenimleri iki haftalık oryantasyon programında ve rehberlik programının başlamasından önceki haftalarda şekillendiği görülmüştür. Katılımcılar bu süreçte, okulun kapsamlı bir idari sisteme sahip olduğunu ve sorumlu oldukları pek çok idari görevin olduğunu fark etmişlerdir. Ancak, kurumda çalışan akademik ve idari personelin çok yardımsever olduğunu ve kendilerine ilgili konularda destek sağlayacaklarına inandıklarını ifade etmişlerdir.
Sınır bölgesi	Rehberlik programında	Katılımcıların rehberlik programında yer almaya gönüllü olmalarında tecrübeli bir meslektaştan düzenli ve planlı destek alma, karşılaşacakları zorlukları

	yer alma sebepleri	alacakları desteğin yardımıyla daha kolay aşabilme düşüncesi, sürekli mesleki gelişime dair olumlu algılar, akademik yılın öncesinde düzenlenen iki haftalık oryantasyon programı boyunca edinilen ve kurumun mesleki gelişime verdiği öneme işaret eden olumlu izlenimler, öğretmenliklerinin ilk yıllarında ya da staj programı süresince karşılaştıkları zorlukları tekrar yaşamama isteği gibi unsurların öne çıktığı tespit edilmiştir.
	Süreç içinde oluşan ilk ihtiyaçlar	Katılımcılar süreç içinde kurumsal uygulamalara alışma, öğrencilerin derse düşük katılım düzeyleri, öğrencilerde motivasyon eksikliği, ders yönetimi, ders içinde ana dilin kullanımı, zaman yönetimi ve ders planlama alanlarında değişen boyutlarda zorluklar yaşadıkları ve desteğe ihtiyaç duydukları tespit edilmiştir.
	Destek alanları	Program boyunca rehber öğretmenlerin, ilk aşamada desteğe ihtiyaç duyulduğu belirtilen alanlara ek olarak istenmeyen öğrenci davranışları ile başa çıkma, sınıflardaki teknik problemleri çözme, ders içinde yönerge verme, İngilizce dinleme ve okuma yeteneklerinin öğretimi, kelime öğretimi, öğrencilere geribildirim verme, ekstra materyalleri sınıfın ihtiyaçlarına göre uyarlama ve kariyer yönlendirmesi alanlarında destek sağladıkları tespit edilmiştir.
	Destek Yöntemleri	Katılımcıların sürecin başındaki ilk ihtiyaçları ve süreç içinde oluşan diğer ihtiyaçlarına yönelik çeşitli yöntemler üzerinden destek aldıkları görülmüştür. Öne çıkan destek yöntemleri tavsiye verme, rehberlerin

		benzer durumlardaki geçmiş tecrübelerini anlatması, sorunla ilgili daha isabetli yardımcı olabilecek kişilere ya da kaynaklara yönlendirme, rehberlerin sorular sorarak yeni öğretmeni öz değerlendirme yapmaya teşvik etmesi, sorunları çözmek için iş birliği içinde çalışma, bazı idari sorumlulukların nasıl yerine getirilebileceğini açıklama ya da gösterme ve bazı süreçlerin nasıl tamamlanabileceğine dair bir modelleme olarak tespit edilmiştir.
	Rehberlik programı ile ilişkilendirilen faydalar	Katılımcıların daha tecrübeli bir meslektaş ile öğrenme deneyimi kazanma, kendi yetenekleri ve bilgi düzeyleri ile ilgili öz değerlendirme yapabilme, rehber öğretmen ile sürekli etkileşim sayesinde mesleki bilgi düzeylerini geliştirme, üniversite düzeyinde öğretmenlik ile ilgili anlayışlarını zenginleştirme, daha tecrübeli bir öğretmenin sınıfında gözlem yaparak sınıf içi uygulamalara dair farkındalıklarını güçlendirme, güvendikleri bir partner ile çalışmaktan doğan kişisel iyi oluş hali, kurumdaki idari ve ders ile ilgili uygulamalara ve ilkelere aşinalık kazanma, özgüven artışı, kurumdaki idari sorumlulukları ile ilgili hakimiyet kazanma kurumdaki sınav uygulamaları ve değerlendirme yöntemleri ile ilgili hakimiyet kazanma, ders yönetimi alanında gelişme, ders süreçleri ile ilgili karşılaştıkları sorunların çözümünde uygulanabilir nitelikte destek alma alanlarında faydalar elde ettikleri tespit edilmiştir. Tecrübeli bir öğretmenle çalışarak sınıflarında kullanabilecekleri yeni araçlarla ve tekniklerle tanışma

Sınır sonrası aşama	Kurumda geçirilen ilk yıla dair izlenimler	Kurumda bir yılı tamamladıktan sonra katılımcıların okulla ilgili izlenimlerinin oldukça olumlu olduğu görülmüştür. Katılımcılar özellikle profesyonel bir ortam içinde çalıştıklarına, rehberlerinden ve diğer meslektaşlarından sürekli olarak destek gördüklerine, mesleki gelişim imkanlarının fazla olmasına vurgu yapmışlardır. Bununla birlikte, rehberlik programının en büyük kısıtının katılımcıların ders programlarındaki çakışmalar sebebiyle toplantı ayarlamada yarattığı zorluklar olduğu belirtilmiştir.
	İkinci yıldaki tecrübeleri	Katılımcıların ikinci yıl içinde yaşadığı tecrübelerin kurumda çalışmaya devam edip etmediklerine ve yeni kurumlarında sistematik bir rehberlik desteği alıp almadıklarına göre değiştiği görülmüştür. Kurumda çalışmaya devam eden katılımcılar herkesten destek almaya devam ettiklerinden, ikinci yıla daha yüksek düzeyde özgüven ile başladıklarından ve kendilerini daha rahat ve bağımsız hissettiklerinden bahsetmişlerdir. Farklı kurumlarda çalışmaya başlayıp yeni kurumlarında bir rehberlik programında yer almayan ya da böyle bir programda yer alsa bile aldığı destekten memnun olmayan katılımcılar yeni öğrenci profiline alışma, öğrencilerin beklenenden düşük dil yeterlik düzeyleri, dikkat çekmeye çalışan öğrenciler ile başa çıkma ve kurumda çalışan diğer branşların öğretmenlerinin İngilizce derslerine karşı olumsuz tutumları alanlarında zorluklar yaşadıkları ancak bu zorluklar karşısında umut ettikleri şekilde destek alamadıklarından bahsetmişlerdir. Bu durumlarda, katılımcılar ilgili zorlukları aşabilmek için önceki yıllarda kazandıkları

		tecrübeden faydalanmışlar ya da bireysel önlemler alarak sorunlarını çözmeye yönelmişlerdir. Yeni bir kurumda benzer bir rehberlik programında yer alan bir katılımcı ise, yeni rehberlik programı kapsamında sürekli destek alabildiğini ve yeni kurumuna alışma sürecinde karşılaştığı zorlukları rehberinin desteğiyle kolaylıkla aşabildiğini belirtmiştir.
	Rehberlik programının ikinci yılda da devam eden faydaları	Tüm katılımcılar, kurumda geçirdikleri bir yılın ve rehberlik programındaki deneyimlerinin bir sonucu olarak daha fazla özgüven duygusuna sahip olduklarından, kurumsal uygulamalar ile ilgili daha rahat hissettiklerinden, ders ile ilgili yeteneklerini geliştirdiklerinden ve ders yönetimi alanında çok daha gelişmiş hissettiklerinden bahsetmişlerdir.

Katılımcıların sınır öncesi aşama, sınır bölgesi ve sınır sonrası aşama boyutlarında elde ettikleri tecrübeler göz önünde bulundurularak rehberlik programının ilk öğretmenlik tecrübeleri ile kurumdaki öğretmenlik tecrübeleri arasında veya ikinci yıla kadar olan öğretmenlik tecrübeleri ile ikinci yıldaki öğretmenlik tecrübeleri arasında üçüncü bir alan rolü üstlendiği görülmüştür. Katılımcılar bu üçüncü alanı aktivite sistemleri arasındaki sınırları geçerken karşılaştıkları zorlukları aşmanın bir alanı olarak değerlendirmişlerdir. Burada aldıkları destek sayesinde karşılaştıkları sorunları sorunlara uygun olarak sunulan destek biçimleri ile aşabilmişler ve hem mesleki hem de kişisel olarak gelişimlerine katkı sağlamışlardır.

5.4 Yeni öğretmenlerin yeni söylemsel alanlar oluşturabilmesini kolaylaştıran öğrenme mekanizmaları

Kuramsal çerçeve kısmında da bahsedildiği üzere, yeni öğretmenlerin sınır öncesinde, sınır bölgesinde ve sınır sonrasında mesleki ve kişisel gelişimlerine katkı veren öğrenme mekanizmalarının anlaşılmasında Akkerman (2006) ve Akkerman ve Bakker (2011a, 2011b) tarafından geliştirilen model kullanılmıştır. Tablo 6 katılımcıların

gelişim tecrübelerini şekillendiren öğrenme mekanizmalarını, bu mekanizmalar içindeki süreçleri ve bu süreçler içinde katılımcıların deneyimlerini göstermektedir.

Tablo 6: Yeni öğretmenlerin yeni söylemsel alanlar oluşturabilmesini kolaylaştıran öğrenme mekanizmaları, öğrenme süreçleri ve katılımcıların ilgili deneyimleri

Öğrenme Mekanizması	Öğrenme Süreçleri	Katılımcı Deneyimleri
Tanımlama	Farklılaştırma	Katılımcılar, farklılaştırma süreci boyunca edindikleri deneyimler kapsamında hizmet öncesi eğitimlerinin kendilerini doğal öğretim ortamlarının koşullarına yeterince hazırlamadığından bahsetmişlerdir. Ayrıca, ilk öğretmenlik deneyimleri kapsamında yeterince destek alamadıklarını ifade etmişlerdir. Kurumda halihazırda yeni öğretmenler için bir destek mekanizmasının varlığından ve kurumun mesleki gelişime verdiği önemden cesaret alarak başvurularını yapmışlardır. Bu durum rehberlik programına katılmaya gönüllü olmalarını da etkilemiştir.
	Farklılıkları Anlama	Katılımcılar kurumda çalışmaya başladıktan sonra, daha önce fark ettikleri farklılıkların kurumsal arasında var olan bağlamsal farklılıkların bir sonucu olduğunu fark etmişlerdir. Bu farkların kendileri için yaratacağı olumsuz sonuçları engellemek amacıyla sürekli mesleki gelişime ihtiyaç duyduklarını fark etmişlerdir.

Düzenleme	İletişimsel Bağlantı	Belirli sebeplerle kuruma başvuran ve rehberlik programına katılan katılımcılar sistemler arasında bir iletişimsel bağlantı kurmayı başarmışlardır. Bu bağlantının kurulmasında katılımcıların programda elde ettikleri faydalar ile programa katılma sebepleri arasında doğrudan bir örtüşme olması önemli rol oynamıştır. Bu bağlantının kurulması üçüncü bir alan olarak ortaya çıkan rehberlik programı üzerinden iki aktivite sistemi arasında düzenleme yapabilmelerini sağlamıştır.
	Dönüşüm Çabaları	Katılımcıların iki aktivite sistemi arasındaki farklılıkların giderilmesine dair çabaları olumlu sonuç vermiştir. Elde edilen bulgular ışığında, yeni öğretmenler tarafından belirtilen ihtiyaç alanlarının tamamının karşılanmasına ek olarak süreç içinde ortaya çıkan ihtiyaç alanları da eksiksiz olarak karşılanmıştır.
	Sınır Geçirgenliğini Artırma	Araştırmaya konu olan aktivite sistemleri arasındaki farklar belirgin olduğu için sınırların geçirgen olduğunu belirten katılımcı olmamıştır. Dolayısıyla, bu süreç yeni söylemsel mekanların oluşmasının bir aracı olarak bu rehberlik programındaki öğrenme tecrübelerinde yer almamıştır.
	Sıradanlaşma	Katılımcıların süreç içinde beliren ihtiyaçları ile program ile ilişkilendirdikleri faydalar arasında tam bir örtüşme bulunmuştur. Bununla birlikte, katılımcıların ilgili alanlardaki zorlukları aşmayı

		başardıkları ve ilgili uygulamaları rutin olarak yerine getirebildikleri tespit edilmiştir.
Yansıma	Yeni Bakış Açıları Oluşturma	Katılımcıların süreç içinde pek çok alanda yeni bakış açıları oluşturdukları tespit edilmiştir. Bu süreçte, katılımcıların aldıkları desteğin yönteminin belirtilen ihtiyaç alanına göre şekillendirilmesinin kendilerinin bakış açıları oluşturmalarında önemli bir role sahip olduğu tespit edilmiştir.
	Başka Bakış Açılarını Kabul Etme	Sadece bir katılımcının belirli bir durum karşısında başka bakış açılarını kabul ettiği görülmüştür. Sınav değerlendirme ile ilgili bir bağlamda, ilgili katılımcı kendi görüşü ile kurumsal uygulama arasında ciddi bir fark olduğunu fark etmiş ancak kendisinde bu farkı ortadan kaldırabilmek için gerekli gücü bulamamıştır. Sonuç olarak, kendi inançları ile zıt olmasına rağmen kurumsal uygulamayı kabul etme yoluna gitmiştir.
Dönüşüm	Yüzleşme	Katılımcılar ikinci aktivite sistemine geçtikleri esnada ikinci yıllarındaki tecrübelerine göre olumlu ya da olumsuz yüzleşme deneyimleri yaşamışlardır. Bu deneyimlerin oluşmasında katılımcıların ikinci yıllarında aldıkları destekten memnun olma durumları önemli bir rol oynamıştır.

	Ortak Çalışma Alanlarını Fark Etme	Katılımcılar, bu süreç içinde yeni tecrübelerinin oluşmasında önceki rehberlik deneyimlerinden faydalanmışlardır. Kurumda çalışmaya devam eden katılımcılar, rehberlik programındaki tecrübelerini ikinci yılda da aktif bir şekilde kullanmıştır. Ayrıca, karşılaştıkları sorunları çözmede ilgili kişilerden yardım istemişlerdir. Farklı kurumlarda çalışan katılımcılar da rehberlik programındaki tecrübelerinden yeni kurumlarında da yararlanmışlardır. Yeni kurumun farklı yapısından kaynaklanan zorlukları aşmada kurumsal destek beklemiş, bu desteği bulamadıkları takdirde ise bireysel destek arayışına girmişlerdir.
	Karma Alanlar Oluşturma	Katılımcılar birinci ve ikinci yıllarda edindikleri tüm tecrübelerini kullanarak sistemler arasında karma alanlar oluşturmuşlardır. Bu karma alanda kendilerini daha özgüvenli, mesleki gelişim düzeyi daha yüksek, sınıf yönetimine daha hâkim ve karşılaştığı sorunları nasıl çözmesi gerektiğini bilen öğretmenler olarak konumlandırmışlardır.

Çalışmanın yürütüldüğü zaman dilimi sebebiyle, katılımcıların dönüşüm mekanizması dahilindeki öğrenme deneyimlerinin sadece bir kısmı sınırlı düzeyde incelenebilmiştir. Karma alanlar oluşturma sürecini takip eden netleşme, kesişen uygulamaların özgünlüğü sürdürme ve sınır alanında sürekli ortak çalışma süreçlerine dair herhangi bir bulguya ulaşılamamıştır.

Çalışma kapsamında elde edilen bulgular ışığında, rehberlik programının tüm katılımcılar için değerli tecrübelerin oluşmasını sağladığı görülmüştür. Bundan hareketle, tecrübeli öğretmenler ile mesleğe yeni başlamış olan öğretmenlerin

rehberlik programlarında yer almaları tavsiye edilmektedir. Kurumlarda görevli idarecilerin de programın sağladığı kişisel ve mesleki faydaların kurumsal faydalara dönüşeceğin düşüncesi ile benzer programları kendi kurumlarının ihtiyaçlarına göre tasarlaması ve ilgili paydaşları bu programlara katkı sunmaya davet etmesi tavsiye edilmektedir. Lisans düzeyindeki öğretmen eğitimi programlarının da çalışmada yer alan yeni öğretmenlerin program boyunca yaşadıkları zorlukları ve mezun oldukları programın kendilerini gerçek öğretme koşullarına yeterince hazırlayamadığı şeklindeki inançları göz önünde bulundurmaları ve yapacakları program geliştirme çalışmalarında mezun öğrencilerden bu anlamda edinecekleri geribildirimi de değerlendirmeleri tavsiye edilmektedir.

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