English as a Foreign Language Instructors' Induction: Early Practices of Language Teachers Teaching at Tertiary Level

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Abstract

This study aimed to investigate the nature of the induction process of English as a foreign language (EFL) teachers teaching at tertiary level through individual interviews. In order to gather intended data, fifteen novice instructors teaching at four different public universities in Ankara were interviewed on a basis of two criteria: (a) having 1 to 3 years of teaching experience, and (b) teaching at higher education level. The data gathered from the interviews were transcribed, coded, and categorized under themes in a qualitative research tradition. Subsequently the findings were interpreted. The findings were organized around research questions and there appeared four main themes: (1) nature of induction process; (2) common concerns of novice teachers; (3) possible adaptation challenges; and (4) practices to overcome difficulties. The results revealed that pre-service education, especially of the graduates of non-Education Faculties, did not adequately respond to the needs of the novice teachers in induction period. Considering this insufficient preparation and unsatisfactory pedagogical formation processes, an effective teacher education program as well as a contributing teacher induction program was claimed to be adopted by higher education institutions.

Keywords: *Teacher induction; novice teachers; EFL instructors; new teacher development; adaptation challenges*

Introduction

Every novice teacher passes through an induction process in adapting to his/her teaching profession and remembers those early years sometimes as nerve-racking sometimes as pleasurable. One way or another, all those experiences lead to further development of novice teachers in their profession. Intending to learn from those experiences, the purpose of this study was to examine the nature of the induction process of language teachers teaching at Higher Education level through individual interviews and to discover specifically what it means to be a newly qualified language teacher at a university; how the beginning language teachers experience their first years in the profession; what sort of practices they are engaged in while they are passing through the induction period; what kind of concerns they have in the early years; what kind of difficulties or challenges they encounter in and outside the class; and how they overcome those possible difficulties. Considering the limited number of studies conducted qualitatively in Turkey in relation to the area of language teaching and the level

of higher education, this study is claimed to fill in a gap in both fields and contribute to the related literature.

Literature Review

A comprehensive awareness about the challenges encountered by novice teachers in the first years of their profession comprises a good base for the improvement of both pre-service and in-service training programs. In view of this point, numerous studies have been conducted to determine the nature of the induction process and the relationship between teacher induction and teacher education. The issues emerging from the literature on novice teachers are grouped under six major themes: (1) classroom management issues, (2) curricular and instructional issues; (3) concerns for student motivation and guidance; (4) workload and time management issues; (5) challenges resulting from social circle; and (6) problems linked to internal circle of the individuals.

One of the most frequently perceived problems of novices is indicated as classroom management (Brinton & Holten, 1989; Greenlee & Ogletree, 1993; Meister & Melnick, 2003; Avalos & Aylwin, 2007; Öztürk, 2008; Ulvik et al., 2009), which specifically includes concerns like how to create an orderly but positive teaching environment in the classrooms (Rogers & Babinski, 2002); how to maintain discipline (Veenman, 1984; Britt (1997), authority and control (McCann et al., 2005); how to handle disruptive behaviors and disrespect (Greenlee & Ogletree, 1993); and how to cope with various groups of students (Menon, 2012). Feeling left alone when learning how to manage the classrooms (Stanulis et al., 2002) or getting insufficient administrative support and attention to student discipline (Jeanlouis, 2004) appear to be an important challenge for many novice teachers.

The second concern includes issues like instructional setting and activities, curriculum and methodology, correction techniques, use of materials and resources, and lesson organization (Brinton & Holten, 1989). To exemplify, Wonacott (2002) classifies *induction detractors* sometimes as pedagogy detractors related to short-term instructional planning, delivery, evaluation, and improvement; sometimes as curriculum detractors involving medium-term planning of course content and preparation for instruction; and sometimes as program detractors arising in long-term departmental or program planning and operation. Most emphasized points in other studies are related to evaluation and grading as well as knowledge of subject and curriculum (McCann et al., 2005). Curricular planning issues like how to plan lesson for the entire year, how to structure lessons and assignments to promote student independence, and how to plan activities for gifted children in the classroom (Rogers & Babinski, 2002); assessing students' work, organization of class work, insufficient or inadequate teaching materials and supplies (Veenman, 1984); decisions about materials, topics of conversation, and goals for the students' actions and discussion of specific activities to be used in the classroom (Roasen, 2003) are some of the apprehensions among the novices.

As another challenge of novice teachers, motivation and guidance is attached importance in the literature. In Jeanlouis' (2004) study, most of the participants indicate that their formal training in teacher education programs did not prepare them to teach in a culturally diverse classroom. Motivating students, dealing with individual differences and problems of individual students (Veenman, 1984); considering children's needs, interests, and struggles and learning their home and family lives (Rogers & Babinski, 2002; Roasen, 2003); coping with students' disinterest in school, lack of attention, and excessive talking (Greenlee & Ogletree, 1993) are discussed in other studies.

Likewise, time management problems (Britt, 1997; Fantilli & McDougall, 2009), overwhelming workload (Dunkin, 1990; Meister & Melnick, 2003), fatigue (McCann et al., 2005), preparation duties (Johnson & Birkeland, 2003) and difficult working conditions (Allensworth et al., 2009; Boyd et al.,

2009) are among the themes reflected in many empirical studies investigating the concerns of novice teachers in induction years. There are many cases where the new teachers are assigned too many tasks and responsibilities unrelated to classroom teaching (Jeanlouis, 2004); where they have more challenging assignments and so are at greater risk of leaving their schools or resigning from teaching (Donaldson & Johnson, 2010); and where they have heavy responsibilities and challenges at their feet as opposed to veteran teachers, despite their fragility as novices (Williams & Johnson, 2011).

Regarding the social circle of novice teachers, formal or informal human relations (Foote et al., 2011; Menon, 2012) and supportive environment (Boyd et al., 2009) in local school setting have an important part in induction process of novice teachers. In this context, they have to build up effective relationships and maintain good communications and necessary proximity with socially-interconnected people in their teaching contexts, such as parents (Veenman, 1984; Britt, 1997; Rogers & Babinski, 2002; Meister & Melnick, 2003; McCann et al., 2005; Avalos & Aylwin, 2007; Fantilli & Mc Dougall, 2009), supervisors (McCann et al., 2005; Öztürk, 2008), mentors (Stanulis et al., 2002; Rogers & Babinski, 2002; Menon, 2012), peers, colleagues, or co-workers (Wonacott, 2002; Rogers & Babinski, 2002; McCann et al., 2005) and administrators (Rogers & Babinski, 2002; Williams & Johnson, 2011). What is more to the point, they need to attend an effective orientation induction, mentoring or other kinds of support programs. In Dunkin's (1990) study, novice lecturers attach importance to the need for information about the new institution, and participation in teacher development activities. Stanulis et al. (2002) claim that insufficient collaboration contributed to the novices' feelings of being left on their own and the need to learn more from mentoring. In Walker-Wied's (2005) ethnographic case study examining the socialization of new teachers, which is affected by the school culture, the findings indicates that the school principal is a vital factor in the successful induction and socialization of the teachers.

The 'teaching context' for a new beginner is so important that they might sometimes feel the drawback of being a minority teacher (Hancock & Scherff, 2010) and the turnover rates might be higher in low-performing and high-poverty schools than in other schools (Allensworth et al., 2009; Boyd et al., 2009). Politics in school, negative school climate and culture, lack of resources in the school, lack of collaboration among teachers (Rogers & Babinski, 2002), lack of administrative support, insufficient feedback from school administrators (Jeanlouis, 2004), less frequent communication, and inter-personal distance in the organizational climate (Allensworth et al., 2009) all add to the uneasiness of a novice teacher.

As the final issue, the internal circle of a novice teacher is related with internal detractors arising within the teacher (Wonacott, 2002), perceptions of his/her role and awareness of self as a teacher (Brinton & Holten, 1989; Rogers & Babinski, 2002). Some empirical studies point out the emotions as powerful forces in teaching and teachers' professional and personal development (Zembylas, 2005; Zembylas, 2007; Schutz & Pekrun, 2007; Chubbuck & Zembylas, 2008). According to some researches, the novices carry concerns more with self-image (Athanases & Achinstein, 2003), appearance and identity (McCann et al., 2005) or social status and identity (Öztürk, 2008). It is possible that the novices sacrifice philosophies and practices learnt during university preparation (Stanulis et al., 2002) and struggle for development of his or her identity as a teacher and so live the associated stress of meeting the demands of the job (Rogers & Babinski, 2002).

Method

In order to gather intended data, fifteen novice instructors teaching at four different public universities in Ankara were interviewed. The sample of the study was selected on a basis of two criteria: (a)

having 1 to 3 years of teaching experience, and (b) teaching at higher education level. Meeting these criteria, those fifteen instructors were interviewed in 35 days of time period. All of the interviews were able to be transcribed and coded in 55 days and subsequently the findings were interpreted.

The participants' profiles indicated that: (a) the age of the sample ranged from 22 to 27; (b) there were 3 male and 12 female novice instructors, four of whom were teaching at post-preparatory units of the universities while the rest at preparatory units; (c) they had 3 months to 30 months of teaching experience; (d) 6 of them were the graduates of English Language Teaching, 5 from English Language and Literature, 3 from Translation and Interpretation and 1 from American Culture and Literature departments; (e) 8 of them were doing their master's degree; (f) they were teaching 5 to 25 hours a week; and (g) most of them were teaching to elementary level students (see Table 1). The participants are named with unauthentic labels in order to keep their identity and individual responses confidential.

Table 1. Participants' Profiles

Name	Age	Experience	Degree	Graduate Study
Denny	24	13 months	ELT	ELT
Amy	22	3 months	ELT	ELT
Wendy	25	12 months	ELT	ELT
Tony	24	14 months	ELT	ELT
Garry	27	30 months	ELT	-
Gully	24	6 months	ELT	ELL
Suzy	26	26 months	ELL	-
Cathy	24	20 months	ELL	ELL
Daisy	25	23 months	ELL	ELL
Branny	26	24 months	ELL	-
Oozy	26	27 months	ELL	ELL
Lucy	24	14 months	TI	-
Tracy	23	10 months	TI	-
Nancy	25	27 months	TI	-
Freddy	24	30 months	ACL	-

ELT=English Language Teaching; ELL=English Language and Literature; TI=Translation and Interpretation; ACL= American Culture and Literature in this table and the rest of the text.

Interviews, which convey the attitude that the participants' views are valuable and useful and so allow respondents to describe, in detail, significant experiences they have in practice, were used to collect data. In the pre-interview phase, which stands mainly for the designing stage, the questions to be used in the interview were formulated through a detailed analysis of related literature and by gaining necessary knowledge and inspiration. With a considerable effort to develop an effective tool to gather intended data, peer-feedback from experienced and novice instructors at Hacettepe University School of Foreign Languages and comments from experts at Middle East Technical University Department of Educational Sciences played a significant role in constructing a well-organized interview schedule and deciding on effective questions. The interview schedule, (see Appendix-1) was pilot tested in three interviews in advance, which led to changes in the wording of some questions. In order to minimize the limitations related to data collection procedures, all of the interviews were administered by only one of researchers. The interviews were recorded and transcribed for analysis by the interviewer. In cases where clarifications were necessary, the participants were contacted through the telephone, which ensured that the views of participants had been accurately recorded by the interviewer.

Before transcribing process, all of the recorded data were played a few times by the researcher with the intention of gaining insight about the further concepts and themes of the study. After getting a general understanding and creating awareness, the transcribing stage was completed at a reasonable time. It was followed by the coding stage and the data were scrutinized in detail based on the framework that the research questions draw. The codes under each theme were identified from the responses provided by the participants. To be able to supply appropriate codes for each message, the data were read at least a few times and examined back and forth. Another important thing taken into account was to include parallel codes for each transcript in order to reach right concepts out of various data. With the aim of ensuring reliability and disclosing researcher's biases or assumptions in the coding process, *multiple coders* were employed and so inter-coder reliability was estimated. As another measure, *peer debriefing* was used in checking the accuracy of the whole research process through formal and informal discussions with other scholars. Getting a reasonable agreement on the design and the hypotheses guided both the implementation and the reporting phases of the study. Finally, the coded data under the categories were interpreted in a qualitative way and the results were reported in a *thick description* style to be able to present all the details and make the design a real qualitative research.

Findings and Interpretation

The data gathered from the interviews were coded and categorized under themes through qualitative techniques. These codes were organized around research questions and there appeared four main themes: (1) nature of induction process; (2) common concerns of novice teachers; (3) possible adaptation challenges; and (4) practices to overcome difficulties.

Nature of Induction Process

The first theme was analyzed under two matters: (a) the meaning of being a novice language teacher at a university, which was inquired through metaphors, and (b) the description of the first experiences in the profession through stated perceptions, attributes, feelings, thoughts, and sample striking events.

Considering the first issue and the question of *what does it mean to be a novice teacher*, all of the participants described the situation as being a source of excitement. Specifically, five of the metaphors used in the descriptions were quite illustrating. Denny resembled it to a small kid learning a language and demanding good directives as these two beings both had similar freshness, enthusiasm, potential, and possible risks to decline. Likewise, Oozy used a metaphor of a newly-born baby, who is opening his/her eyes for the first time and trying to perceive the new environment. The first year was described as rawness and inexperience by Oozy, but the second year was the time when the baby started walking. Amy portrayed the situation as a new start to walk and the time after the first week at the school as a relief just after the first step of a kid, whose steps represented early experiences of novices. Daisy gave the example of a fish out of the water at the very beginning of evolution stage. According to her, that fish, the novice teacher, would evolve in years and later would be able to even climb up the tree. Cathy, as being the graduate of the department of ELL, described her first teaching experiences as jumping into the sea without knowing how to swim:

> "*When I was ordered to go and teach for 21 hours a week to unmotivated elementary students, I felt as if somebody told me to jump into a deep pool without asking me*

> *whether I knew how to swim or not. At that time, I needed something such as a life jacket to make me feel confident."*

As she depicted, she needed a kind of pedagogical support that would make the beginning teachers feel more confident when teaching in early classes.

Drawing attention to the issue of being a novice instructor *at a higher education level*, they all mentioned some advantageous aspects of teaching at a university and some differences from teaching at lower levels. For instance, almost all of them found that teaching at a university is better, easier, less challenging, and more motivating for them. The obvious differences were age, educational and cognitive level of the students. They found that the students were closer to teachers in terms of age and thinking, so the instructors could express themselves more easily and communicate better with them. They shared that they would not prefer to be a lower-level-teacher, which would be more boring and dissatisfying for them as well as more trouble-making in terms of responsibilities of small kids. Daisy, teaching at the post-preparatory unit, felt superior to teach at a university because: (a) the environment was familiar and didn't require a hard adaptation process, (b) the campus life was refreshing and motivating to feel younger, (c) it was less demanding to deal with university students than with pupils and adolescents, (d) she could improve herself academically, and (e) the dress code was much more comfortable than any other public institutions. Daisy ridiculed the situation of the teachers at primary and secondary levels by describing:

> "*The teachers' room there is like a coffee house for men, who are discussing football matches and politics at one side or a women's club, where women are knitting, making tea, cooking, and gossiping at the other side. Here is not like that. I feel more and more an intellectual person.*"

In the same way, Suzy said, "*I know I will stay young all the time as I go on teaching at a university*" when describing the better atmosphere and communication at universities. Yet additionally, Denny talked about some similarities between teaching at high schools and preparatory level in terms of classroom management. She seemed to be disappointed with the student profile at the preparatory unit. Accordingly, her students were not much different from high school students. Therefore, she described her situation as 'in between,' because she saw herself neither in a university-like nor a high school-like environment.

Shifting from *being novice at tertiary level* to *being a novice language instructor*, almost all of the participants stated the matters of difficulty and difference of language teaching, which resulted from the importance of English in the students' academic life and students' being obliged to learn it carefully. Its importance and long-term effect on the lives of the students, consequently, brought some sort of difficulty and extra responsibility on the teachers. To illustrate, Branny said, "*It has frequently been hard for a language teacher to develop a neutral relationship with students and motivate them towards the target language as they have barriers in their minds about the language and the culture.*" Lucy clarified, "*Novice years taught me a language teacher should always enter the class prepared no matter how well he/she knows the topic previously and a language teacher can never perceive himself / herself a fully competent of the language.*" On the other hand, the participants all agreed that teaching a foreign language was much more enjoyable than teaching other subject matters considering the innovative methods, teaching sources, and the culture itself.

In relation to the second theme, which covers the descriptions of the first experiences in the profession, common perceptions on the induction process were stated as easy, uneasy, trouble-free,

expected, unexpected, stressful, uncomfortable, funny, memorable, etc. For example, Wendy expected a lot of difficulties, but surprisingly she encountered much less problems at the first stages. Some of the participants defined the first days as a poor start, whereas some others considered good and enjoyable. Their attributes of the first moments were portrayals like tragic, tragicomic, problematic, challenging, and reflecting enthusiasm and inexperience. All of the participants found the first year more demanding, but the second year easier. For the first year, Oozy, Cathy, and Gully indicated some uneasiness on how to teach effectively and possible mistakes resulting from their anxiety because of being graduates of the department of ELL and not having enough Methodology background. Freddy felt insufficient as he was the graduate of the department of ACL and his language teaching methodology was limited with what he had seen in his primary and secondary education. Similarly, Garry described her effort to get used to curriculum and her pure lecturing style in the first year. Amy talked about her excitement and struggle to get used to university students as she started teaching at 22, which was an early age for her to meet an adult profile.

Common feelings of novice teachers were also investigated in this study and were reflected various codes. Denny, Garry, Wendy, Tony, Amy, and Branny experienced feelings of disappointment resulting from high expectations, misleading idealization in undergraduate study, and the fact that teaching was not as in the books. Furthermore, Amy told about her *practice shock* by expressing her incapability to change the things on her own regarding the gap between *ideal* and *real* experiences. Alternatively, Freddy had the feeling of happiness due to lack of competition in the institution and lack of anxiety to get promotion and Oozy expressed her satisfaction with her colleagues, administrative staff, the principal, and the support the novices got from the institution. Apart from all these, it was observed that most of the participants had some emotional problems and changes in their thoughts. Sometimes, they experienced decreasing worries and anger. Sometimes, they felt limited, hesitant, undecided, unguided, anxious and insufficient.

Lastly, the participants were asked to share some striking events that they encountered during their induction period. These were categorized as unexpected events including either positive or negative cases. As a negative event, Oozy talked about an unexpected student reaction during her lesson and Amy shared a story, which included an extremist behaviour of individual student addressing the teacher in a rude manner. Nancy talked about cheating students, emotional reactions of problematic students, and the times when certain students needed psychological support. Cathy mentioned the hard times when dealing with individual differences. Denny mentioned the negative effect of small age difference between the teacher and the students. Daisy and Tracy gave the example that illustrated the desperate situation of gay students in their classes by drawing attention to the negative attitudes of the instructors and the other students in the school towards those gay students and to the hardship to deal with such a challenging issue in and outside the class. Some pleasant events stated by the participants were the Teacher's Day, which was mentioned by almost all of the participants, birthday celebrations organized for them, getting flowers, cakes, or gifts, and hearing nice things about their manner and teaching style as a teacher.

Common Concerns of Novice Teachers

Common concerns of novice teachers were categorized under four headings: (a) worries, (b) priorities, (c) efforts, and (d) desires. For the worries, Nancy gave the first question in her mind as an example: "*What am I going to do in that 90 minutes of time period?*" Lucy, on the other hand, had worries about being a sufficient authority in the class due to small age difference. It was also seen that Oozy, Suzy and Cathy had an apprehension resulting from being graduates of ELL departments and feeling insufficient in planning and teaching. They had reservations about how to construct their

lessons, where to sit/stand in the class, what to do not to repeat their words, how to approach their students, and how to teach Grammar. In this respect, Branny revealed his fear of being remembered as a bad teacher as considering himself incompetent about teaching methods. Cathy stated, "*I, as a graduate of ELL department, had no idea what a lesson plan was and needed more intensive in-service training than the other novices.*" Conversely, Denny, Amy, Garry, Tony, and Gully, who were the graduates of various ELT departments, didn't have such worries.

Secondly, they had some priorities in their early professional development, which were mostly related to their students' progress. Almost all of the participants, when asked about their priorities as novice teachers, responded "*Students*!" For instance, Suzy's priority was her students' motivation and her role to make her students feel better and love the target language. Similarly, Garry stated, "*My most imperative priorities are to make my students love English and motivate them towards learning the target language, because when teaching your student is everything and clarifies your existence as a teacher.*" Denny's priorities for the students were teaching the basics of English, constructing a good basis for their future career, transferring the gains from her studies into practice. Tracy's priority was her personal development as well as her students' development. Oozy had priorities like maintaining a positive relationship with students, showing her care for them, and having more effective teaching. Cathy wanted to help her students achieve long-term goals in language learning rather than short-tem test achievement and be helpful for all personal and academic problems.

Another point emerged from their common concerns was the efforts of the novices, such as insistence on speaking all in English during their lessons, benefiting from new approaches and methods in language teaching, using the instructional technology constantly, and providing the students with guidance and counselling. To illustrate more specifically, Denny had a tendency to integrate a goal-oriented instruction; Cathy wanted to teach more meaning than Grammar; Oozy struggled to have more active students and make them use the language; Daisy tried to solve personal problems of isolated students from their friends; etc.

In relation to expectations, Tony, Wendy, and Amy attached importance to their expectations about professional development to become more effective teachers. Amy stated, "*I would like to improve myself as I gain experience and become a better teacher.*" Apart from these, most of them needed a more detailed orientation program telling about the school's organization and processing, which would be more meaningful and practical rather than *on-site* learning and adapting for them. Oozy shared that it would be better if they received less demands from the administration and less extra-curricular activities like drama, debate, film screening, laboratory work, office hour, etc. Branny and Freddy were bored with substitution duties and did not want to be substitute teachers any more. Lastly, Daisy did not want to work in two units with two supervisors and she found it was harder to work with various administrators as they might demand different sort of things and have different priorities.

Possible Adaptation Challenges

With regard to the challenges experienced during the induction process of the participants, two main sub-themes emerged from the codes: (a) in-class challenges including instructional challenges, challenges in motivating students, use of instructional technologies, and classroom management; and (b) challenges outside the class, which was treated under two categories: work-related issues and social issues. Work related issues included the sub-categories of curriculum and lesson planning, testing and evaluation, and partnership system in teaching, which meant dividing the weekly class hours of a group of students between the two partner teachers. More specifically, workload of 20 or more hours of teaching a week is perceived to be much work for a new starter by most of the

participants. Social issues included the relationships with students, colleagues, administrative staff, and teacher trainers.

To start with the instructional challenges, most of the participants talked about over-loaded curriculum and their uneasiness with rushing in order to catch up the program. Amy was uncomfortable with the fact of being limited with the syllabus, which was indeed over-loaded and hard to complete on pre-scheduled time. Oozy mentioned her losing concentration during the flow of a lesson when she was asked unexpected questions, which usually made her forget what to do and led some disconnection between the activities. Cathy had problems with time management, because she was always preparing overloaded lesson plans and having difficulty in implementing what she had already planned. The findings indicated that the novices teaching at post-preparatory units encountered more instructional challenges because of wide range of students coming from different faculties and so having different sorts of needs and expectations.

The next point, which was motivating students, was a common issue for all of the participants. They all had inattentive, unwilling, and sometimes even sleeping students. Gully commented on *learned helplessness* and Wendy described the situation giving examples like students' prejudice and dislike for English. Freddy and Cathy classified the motivation problem as the most challenging part of the teaching English. Garry mentioned the difficulty to make the class hours more enjoyable for the university students. Branny talked about the test-driven motivation among the students, which caused the class hours to be less pleasurable. According to Tony, the most demanding thing when teaching was to deal with different-level students in the same class.

Regarding the challenges in use of instructional technologies, Denny claimed that the physical conditions of the classrooms were so limited and impractical that she felt insufficient, as well. On the other hand, Nancy experienced problems in using the remote controller and preparing tracks for the listening tasks. According to her, preparing tracks distracted the concentration and caused noise in the class.

As the last category of instructional challenges, classroom management appeared as another significant issue. Common management problems were students' disturbing others, off-task speeches, distracting behaviours, disobeying common classroom rules, attitude towards new teachers, etc. Denny drew attention to individual-student-dependent problems, whereas Branny talked about his difficulty in managing the noise when giving instruction and preparing the tracks. Daisy had difficulty in dealing with the negative attitudes of the students in the class towards a particular student because of his personal problem and in overcoming the underestimation of the students considering the new teachers like her. According to her, some students were aware that some instructors were new in the profession and so they wanted to abuse their inexperience and welcoming attitude.

When the interviews were analyzed on the issue of work-related challenges occurring outside the class, it was seen that all of the participants found curriculum planning unchallenging, as they had no responsibility in curriculum development or syllabus design processes, yet they are provided with pre-prepared programs by the curriculum unit. However, Oozy and Cathy had problems in lesson planning at the first stages, but later it was less problematic. As they described, the problem was caused by their lack of practice in their undergraduate years as being the graduates of ELL departments. However, Freddy, Tracey and Lucy found it easy thanks to the textbooks, which provided them with detailed guidelines to be followed easily. Similarly for the testing issue, the participants had no problems in preparing tests, as there was a testing unit which prepared the tests for all the classes. However, most of them argued that they had difficulty in grading writing papers though they are

given a detailed criteria and checklist to be used for grading. Specifically, Lucy, Amy, and Wendy attached importance to the problems in subjective grading and the issues of teacher's evaluation and ignorance of objective criteria.

Partnership system was another issue that emerged from the codes. As Freddy described, the novice instructors had to work with different experienced colleagues when teaching to same groups. He expressed his uneasiness about the distribution of class hours, which was not equal according to her. Suzy listed the negative effects of partnership system as being uninformed in advance, feeling unguided, getting last-minute information, having limited control, and encountering abuse by certain partners, who feel themselves superior because of having more years of teaching experience. Three of the participants were teaching at both preparatory and post-preparatory units, which caused them more troubles in terms of their adaptation to the system, labour division, and responsibility towards to supervisors and administrators.

As the third theme in this category, there was also the issue of social challenges occurring outside the class, which was more about relationships. As to the relationships with students, most of the participants had positive and friendly relationships with their students due to the small age difference between them and their students. However, this age difference had both positive and negative effects depending on various cases. Positive effect was good communication, yet the negative effect was abuse by the students. Lucy illustrated, "*The question most frequently directed to me was about how old I was or how many years of teaching experience I had*." The students in most of the participants' classes could not differentiate between the relationship with a friend and relationship with a teacher when seeing such young instructors. They would like to be added to *facebook* as friends by the teachers. If not, they felt disappointed and offended with their instructors. Daisy had difficulty in keeping her students at a distance.

Concerning the relationships with colleagues, it was seen that the novices had generally positive relationship among themselves. With certain experienced partners, they had problematic relationships. There was a lack of interaction with the senior teachers. Tracy were slightly uncomfortable with their status as she illustrated, "*We are labelled with novices or newcomers and this label is everywhere with us as if we are from a different department or there is a department of new teachers*." Relationships with administrative staff were usually positive and unproblematic for most of the participants. They described the administrative staff as being helpful, effective in solving problems, efficient in maintaining justice, having positive and comforting attitude for new beginners. Lastly, the relationships with teacher trainers were mentioned all in positive words. The teacher trainers were portrayed as the one teaching how to become an effective teacher, exchanging information and providing feedback. Their personalities had all positive impact on the novice teachers, because they found them sincere, helpful, constructive, sensible, realistic, understanding, positive, soft-spoken, and comforting colleagues.

Practices to Overcome Difficulties

As the last research question, the participants were asked about how they overcome certain problems in their induction process. The categories emerged from the responses were (a) personal effort; (b) institutional effort; (c) the effect of pre-service training; and (d) other factors.

For the first category, the participants stated, in solving general problems, that they exchanged experiences with novice colleagues, discussed problems and possible solutions in small groups, helped each others, required help from experienced teachers, had consultation with teacher trainers, and

applied different alternatives. Most of the participants were doing their masters and claimed this as a kind of personal effort. Almost all asserted that they attended seminars and conferences to get knowledge about practical issues. Denny, for instructional problems, diversified her instruction by making small adaptations such as stories, tales, dramatization, games, etc. and finding interesting, enjoyable, and informative activities. Amy found the Internet as a good source for all kind of in-class activities. And some of them found excuses and claimed that they could not find time to do extra things for their professional development due to heavy workload. For management problems, some of them used 'rule of ignorance,' contacting administration, and having private conferences. For motivation problems, Branny left the responsibility to the students and offered free will to them. Tony preferred making public speech and Daisy preferred having private conferences with the students. For administrative relationships, Nancy shared, "*Personally, I try my best to do my job and finish my duties on time in order not to be scolded by the administration.*"

During the analysis, it was seen that there was a variety of supports received from the institutions, the types of which were categorized under four: (a) orientation program, (b) intensive in-service training, (c) action research, and (d) participation in national or international conferences. The orientation program aimed to make the novices familiar with the school in all matters, but it was reported as insufficient by most of the participants. In the intensive in-service training, the institution required teacher trainers to plan and implement an educational program for new teachers in which the novices were to read articles in relation to language teaching, prepare term projects on problematic issues, carry out classroom observations, and attend organized seminars and conferences, which included presentations of the instructors in and outside the institution. Most of the novices taught that weekly meetings, summarizing articles, reading research papers, observing other colleagues in the classroom, and being observed by the teacher trainer all were effective attempts for their professional development. Oozy, on the other hand, found some aspects of in-service training a bit utopian and unrealistic, which was fine only with giving hints and creating awareness. According to Denny, organized seminars and conferences were not on practical issues, but they had a *recall effect* in helping the novices refresh their knowledge and gave some hints about the profession. The action research groups were to conduct a personal research on a problem they encountered during their in-class practice through individual consultation with the teacher trainer and share the results with the other colleagues in an institutional seminar. They carried out two action researches in a semester.

As another factor, the effect of pre-service training was investigated and it was seen that Denny, Amy, Wendy, Tony, and Branny had some sort of gratefulness towards their undergraduate study even though some of them had disappointment with the idealization of realities in undergraduate study and language teaching's being not as in the books. One of the participants were quite happy with her undergraduate study because of the university, as she claimed it was one of the best and first education faculties in terms of teaching methodology. In relation to pre-service teaching practice, Freddy shared that Teaching Practice and School Experience courses did not reflect reality but remained just on paper. Almost all of the ELL graduates expressed about their dissatisfaction with pedagogical formation and its being not satisfactory. Oozy, for example, thought that teaching was not as in the books she read and in the directives of other authorities. Rather, she claimed that teaching was learnt in the classroom by actual engagement. Cathy said,

> "*To be honest, I do not remember any effect of my pedagogical formation process on my teaching. I consider teaching practice as slightly contributing factor, because at least it provided me an idea about how the school and the teaching were.*" Daisy described, "*Pedagogical formation was just formalities to be completed as a requirement at that*

time. It was completed and that is all. It does not have any contribution to my teaching experience."

Finally, there were other factors that affect the induction process. These were time and experience factors. As all the participants argued, as the time passed, they became more experienced and they had fewer problems. They used gains from previous implementations and experienced colleagues' comforting help. They induced into profession through trial and error. Another factor that helped them in their induction process was luck, which was exemplified by Denny as having positive roommates in the offices. All agreed that time was the best solution, because their anxiety decreased as the time passed.

Conclusions and Implications

The results revealed that pre-service education, especially of the graduates of non-Education Faculties, did not adequately respond to the needs of the novice teachers in the induction period. Considering this insufficient preparation and unsatisfactory pedagogical formation processes, a contributing alternatively-certified teacher induction program needs to be adopted by higher education institutions (Foote et al., 2011; Walker-Wied, 2005). In such high-quality teacher education and induction programs, the first action to be taken should be to set up parallel norms between teacher training institutions and teacher hiring institutions so that each party can follow mutually serving implementations and strengthen their relationships in teacher development (Liou, 2001; Öztürk, 2008).

Pre-service teacher educators being the first leaders in teaching how to teach should adopt teacher training programs which are more flexible, adaptive, and responsive to the needs of the novice teachers in the early stages of teaching profession (Liou, 2001; Jeanlouis, 2004). A field-based teacher training program emphasizing teaching practicum experiences would release or at least decrease reality shock and have more positive effect on the induction period of beginning teachers. On the other hand, in-service teacher trainers have a critical role in the further development of the novice teachers. In view of the fact that learning how to teach is a career-long endeavour, they should design supervised, relevant, and field-based training activities (Dunkin, 1990; Greenlee & Ogletree; 1993) and provide the new teachers with ongoing support, guidance, and feedback (Jeanlouis, 2004; Walker-Wied, 2005).

An effective teacher induction program should include a detailed orientation program (Dunkin, 1990) which facilitates a positive transition of teachers entering the profession from student teaching to novice teaching; an extensive mentoring program (Stanulis et al., 2002; Wonacott, 2002) in which experienced teachers are matched with new teachers to guide them in all matters by focusing on the concerns of the beginning teachers; and supportive professional development courses in which the internal structure of the institutions organize a broad network of new teachers and provide opportunities for growth, socio-emotional support, collegial interaction, appropriate assignments, and adequate resources (Boyd et al., 2009; Donaldson & Johnson, 2010; Olsen & Anderson 2010; Foote et al., 2011; Williams & Johnson, 2011; Menon, 2012). All of these attempts would help to release anxiety among the novice teachers and ease the induction process.

Implications for Further Research

The purpose of this study was to explore the case of instructors teaching at public universities, which might rather have different contexts from many private universities and therefore reflect different

findings. A more comprehensive study including instructors from both private and state institutions at higher education level would provide a broader picture about the induction process of the novice instructors.

Acknowledgements

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Appendix-1

INTERVIEW SCHEDULE FOR NOVICE INSTRUCTORS

Date: **Place:**

Time (start-stop):   **Interviewer**

Dear Colleague,

      I am personally carrying out a project to investigate the induction process of newly beginning language teachers who are teaching at university level and who are in their first three years in teaching profession. I would like to get your ideas on your first experiences through individual interviews, which will enable me to see what the novice language teachers think about the induction period and its various aspects. I prefer to interview you, because I am really interested in your personal reflections and I see you as precious data providers for current situations and further expectations. Therefore, I need your sincere reflections. All the information to be stated during the interview will be kept confidential and used for research purposes only. The names of the interviewees will not be provided in the written report. If you feel uncomfortable during the interview, please do not hesitate to stop me and leave. I sincerely thank you for your contribution.

Part 1: Background Questions

1. Age: _____
2. Sex: _____
3. How long have you been teaching? _____ year /years _____ month / months
4. How many hours are you teaching currently in a week? _____ hours
5. What is your educational level?
6. Could you tell me the university and the department/departments you graduated from?
7. Have you taught English at other levels before? Could you please specify it?

Part 2: Interview Questions

1. Every novice teacher passes through an induction process in adapting to his/her profession. We call it as 'first years' or 'early experiences' in the profession. How do you describe the induction process in your case in a general way?
    ALT Q: How can you portray your early experiences in the profession?
2. What striking things or events have you encountered so far since you started teaching?
    PROMPT: Some unexpected things or situations that surprise you
                          Some negative implementations that disturb you
                          Some positive situations that make you happy
3. What do you do personally in order to overcome this process easily?
    ALT Q: Can you give specific examples?
4. What are your prior concerns or expectations as a new language teacher in general?
5. What kind of support do you get from your institution to ease this induction process?
    ALT Q: Could you explain the procedures and implementations?
6. Have you got any mentor teacher who support and guide you in this process? If yes, can you describe the support you receive and your relationship with him/her?
    PROMPT: His/her attitude in listening to your concerns, providing feedback, observing and
                          assessing your lessons, etc.
7. Considering the things we have talked so far, can you tell how it is like to be a newly beginning teacher? Could you please illustrate it using a metaphor?
8. How do you feel as a new language teacher at a university level?
    PROMPT-1: Do you think your situation is different from the beginning teachers in other levels such as primary, secondary or high school levels? How?

PROMPT-2: Do you think your situation is different from the beginning teachers of other branches such as Turkish language instructors, History instructors, etc.? How?

9. What kind of difficulties do you encounter in the class?
   PROMPT: Instruction-related problems, classroom management, student-teacher interaction, etc.

10. What kinds of challenges do you encounter outside the class?
    PROMPT: Social problems, adaptation to the people and the institutional culture, etc.

11. Can you talk about any problems you experience in relation to the points below?
    - Curriculum and Instructional Planning
    - Implementation and Teaching Strategies
    - Using Instructional Technologies
    - Evaluation and Grading
    - Classroom Management
    - Motivating Students
    - Relationships with your students
    - Relationship with your colleagues (senior and younger colleagues)
    - Relationship with administrative staff

12. How do you overcome those possible difficulties?

13. How can you evaluate your pre-service training when you consider the nature of your induction process?
    ALT Q: How satisfied are you with your undergraduate study in handling early difficulties of teaching profession?