REPUBLIC OF TURKEY
CUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

EVERY VOICE MATTERS: A CASE STUDY ON THE FACTORS AFFECTING THE PROFESSIONAL DEVELOPMENT AND IDENTITY (RE)CONSTRUCTION OF NOVICE ENGLISH LANGUAGE TEACHERS

Fadime Zehra ÇELİK

MASTER OF ARTS

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ÖZET

HER SES ÖNEMLİDİR: MESLEĞE YENİ BAŞLAYAN DİL ÖĞRETMENLERİNİN KİMLİK OLUŞUMU VE MESLEKİ GELİŞİMİ ÜZERİNE BİR DURUM ÇALIŞMASI

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Mesleğe yeni başlayan öğretmenler için ilk yıllar çok kritik ve önemli bir konuma sahiptir. Bunun sebebi ise bu dönemler öğretmenin kimlik oluşumunda ve gelişim sürecinde ve mesleği yeniden anlamlandırmasında önemli bir rol oynamasından kaynaklanmaktadır. Mesleğe yeni başlayan öğretmenlerin kimlikleri ve gelecekte alacakları yol bu deneyimleri ile yeniden oluşmakta ve şekillenmektir. Bu yüzden, dil öğretmeni olmanın anlamını bulma serüveni boyunca, pek çok faktörün etkisi altında kalmaktadırlar. Bu nitel durum çalışmasının ana amacı Türkiye'nin doğusunda büyük bir şehir olan Gaziantep'te ilk ve orta devlet okullarında çalışan ve mesleğe yeni başlamış olan İngilizce öğretmenlerinin profesyonel gelişimlerini ve kimlik oluşumlarını etkileyen faktörleri araştırmak ve hikâyelerini paylaşmaktır. Ana veri toplama aracı olarak yüz yüze yapılan görüşmeler, ders gözlemleri ve yansıtıcı otobiyografik günlük kayıtları kullanılmıştır. Sonuçlar öğretmenin eğitim ortamının, önceki ve şuan ki deneyimlerinin, biyografilerinin ve motivasyonlarına, iş tatminine, bağlılıklarına ve öz yeterliliklerine olan bakış açılarının birbirleriyle bağlantılı olduklarını ve öğretmenin düşünme ve davranış şeklini etkilediğini göstermiştir. Mesleğe yeni başlayan İngilizce öğretmenlerinin karşılaştıkları kaçınılmaz güçlükler ve üniversite hayatından asıl öğretmenlik hayatına geçiş sürecinde yaşadıkları şok sebebiyle, bu süreci atlatmalarına destek olacak yeterli desteğe ve daha dikkatli planlanmış destek programlarına ihtiyaç duydukları görülmüştür.

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

ABSTRACT

EVERY VOICE MATTERS:A CASE STUDY ON THE FACTORS AFFECTING THE PROFESSIONAL DEVELOPMENT AND IDENTITY (RE)CONSTRUCTION OF NOVICE ENGLISH LANGUAGE TEACHERS

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The initial years of teaching are very crucial and challenging for novice teachers fresh from their education programs. It plays a key role in reshaping the meaning of teaching, in reconstructing their professional identities and in promoting their professional development. Novice teacher's identity and future practices are (re)built and (re)constructed by their experiences. Therefore, during their journey of finding meaning in being a language teacher, they fall under the influence of many factors. The present qualitative study aims to explore the factors that affect the professional development and identity formation of four (4) Turkish novice EFL teachers who work at public primary and secondary schools in Gaziantep, a big city in eastern Turkey, as well as to document their voices. The data sources include semi-structured interviews, observations and reflexive autobiographical journaling. The results suggested that teachers' teaching context, their prior and current experiences and biography, their perceptions of job satisfaction, motivation, commitment and self-efficacy are often in interaction with each other and influence the way teachers think and react. In recognition of the struggles that novice EFL teachers inescapably encounter, along with the shock they experience due to the transition from pre-service to real teaching, novice teacher will need some kind of support and more carefully considerate plans and programs that will ease the transition process.

Key Words: Novice teachers, language teacher education, professional identity and professional identity, Turkey

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
INSET	In- service Teacher Education
PRESET	Pre-service Teacher Education
NEST	Native English Speaker Teacher
ELTE	English Language Teaching Education

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CHAPTER I

INTRODUCTION

At the heart of it all is the idea of vocation- vocation as the unification of "who we are with what we do" and how we project that inner identity out into the world, whether consciously or not. The individual's ceaseless inner search for integrity and equanimity meets the outer world in "courage work" as teachers come to see more clearly the personal price – the loss of heart- they are paying.

Palmer, 2017, p. 10-11.

This section provides information about the background to the study considering the related literature of the concepts, overview of the problem, significance of the study, purpose of the study, which includes research questions, limitations of the study and finally the definitions of the terms.

1.1.Background

It is possible to think that being a teacher is obvious and plain considering the time most of us have spent at schools observing it. However, it is not that evident since what people have seen as students is not the whole story and there are sides of teaching that are completely invisible to students. In his study of love and despair in teaching, Daniel Liston (2000) noted that:

> Teaching occurs on affective and cognitive terrain; it is emotional and intellectual work. In teaching four and forty-four-year-olds, we work on and through our emotions and ideas to engage students in a process called learning. When it appears successful, we have engaged students in the material at hand through connecting aspects of our lives and theirs... But for some teachers despair visits and disrupts. The glorious and mundane are cast in shadows that soon dissolve any significance. The energy of teaching is lost, and the goals seem to be misplaced. (p. 81)

The present study explores Turkish teachers of English; therefore, first the process teachers go through to become a teacher in Turkish education systemwill be defined.In Turkey, the journey of becoming a teacher encompassestwo main stages: 1) pre-service teacher education (PRESET) and 2) in-service teacher education (INSET). Turkish

English Language Teaching Education (ELTE) program consists of four-year training at the faculty of education at universities. Teaching practice is incorporated and performed in the final year. During both semesters, teacher candidates or student teachers are obliged to make classroom observations and perform demo-lessons at the schools they are assigned under the supervision of their supervisor at their faculty and their mentor at the school. This is the only opportunity provided for teacher candidates to observe real working conditions and transform what they have learned into practice. Ozturk and Aydın (2019) claim that pre-service ELTE programs "aim to inspire 'professional mind-set' in the new teachers and avoid any specific training which means shifting all the burden to the novice teachers" (p. 189). However, the hardship starts way before starting to work as a novice teacher.

Turkish education system is controlled by Ministry of Education. Education is mandatory from ages 6 to 14. It is also free of charge in public schools. However, there are also private schools at primary, secondary and high school levels. English language instruction starts at Grade-2 in public school and even earlier than that in private schools. Since the scope of this study aims to address novice teachers who work in public schools, the private schools will not be discussed any further. After graduating from university, candidates undergo two-stage process to become a teacher in state schools. First, teacher candidates have to take a nationwide exam called KPSS to become a teacher in state schools. Then, when they have their results they are interviewed by officers from Ministry of National Education since 2016. Based on the results of the interview, the eligible candidates are assigned as teachers to state schools all around the country.

After appointed as teachers in mainstream state schools, the harsh reality awaits with all its transparency and the real journey of being a teacher begins. Novice teachers must deal with the transition from pre-service, during which they are equipped with the necessary skills, to the in-service phase, in which they are considered more mature and competent enough to make use of their professional skills (Farrell, 2016). He further claims that *"unlike their most experienced colleagues, novice teachers have not had a chance to build up a repertoire of skills they can call on when attempting to take on the complete duties as a veteran teacher and so for many novices this transition comes as somewhat of a 'shock'" (p. 13).* In addition to their attempt to deal with this shock, they also try to develop their understanding of self-as-teacher in a new context full of unknowns. Therefore, the first years of novice teachers working as professionals have a core value in depicting how beginning teachers transform their identities with a desire to

cope with the challenges they facein rapidly changing educational contexts (Liu &Xu, 2011). Each novice teacher's coping process in finding their professional path varies from one teacher to another. However, if there is one thing in common for all novices is that at the heart of it all, these processes not only shape their professional identity but also trigger personal growth because *"the growth of teachers is inseparable from the growth of persons in both humanistic and critical/social terms*" (Scott & Rodgers,2008, p. 744).

In teaching, identity appears not only as a dynamic and relational construct that is shaped by the context in which teachers work, it is also shifting and constantly in the process of becoming (Beijaard et al.,2004). Pennington and Richards (2016) encapsulates the situation that novice teachers are in with the following words:

> When novices enter the field of language teaching they become engaged in many differentdimensions of learning, from those related to mastery of the subject matter oflanguage teaching to those involved in managing learning in the classroom, as well asissues involved in developing an understanding of themselves as teachers. In this process,identity represents a core component of teacher learning:
>
> Teacher-learning involves not only discovering more about the skills and knowledge oflanguage teaching but also what it means to be a language teacher. Identity seems to play aspecial role in teaching, as compared with other professions (Singh and Richards, 2006: 155 cited in Pennington & Richards, 2016).

During their journey of finding meaning in being a language teacher, they fall under the influence of many factors. Farrell (2003) has claimed that *"new teachers have to deal with many influences during the first year, two of which include structural influences and personal influences. Structural influences occur at the classroom level, the school level and the societal level. Personal influences, on the other hand, come from other persons the teacher interacts with, such as students, colleagues, administrative people in the school and parents"(p. 95).* All of these factors play a very crucial role in professional development of novice teachers as they try to reflect and negotiate meanings in an established teaching community. During this process, they may become frustrated, demoralized and feel desperate. They may lose their faith in the effectiveness of their daily practices and may even question their compatibility with the profession. Scheiern (2011) has asserted that "perhaps one of the reasons we lose good teachers early in their

careers is the constant, day-to-day wear on teachers' identities….Often new teachers can feel one or more of the following in their first years of teaching: frustration, isolation, disillusionment, loneliness, alienation, insecurity, helplessness, and ill-preparedness to tackle the job in front of them" (p.3). Without addressing the factors causing their identity crisis and by leaving these issues unresolved, they will continue to influence the way they perceive themselves as teachers and will also create a chain reaction that will lead to an hectic situation in education.

1.2.Overview of the Problem

The first years of teaching have a huge role in a teacher's career. Their identity and future practices are built and reconstructed by their experiences as most research emphasizes. Learning to teach begins in a real classroom where you are on your own. In this sense, transferring from teacher education programs to first years of teaching is challenging for many novice teachers and creates a *"reality shock"* for them due to unpredictable changes happening in educational contexts (Vennman, 1984, p. 143). Pitton (2006) claims that:

> Teaching is one of the few professions that require newly trained individuals to be given immediate and full responsibility; novice teachers are accountable for the learning that does or does not occur in their classrooms. Practicing teaching in the abstract, without students, does not provide novices with the context they need to develop and hone their skills...the success of new teachers is critically linked to their first teaching experiences and the opportunities they are given to talk through issues they face in the classroom(p. 2).

Leaving them alone during these difficulties influences their beliefs towards themselves and the profession and causes drop outs. *"25% to 50% of beginning teachers leave during their first three years of teaching, and nearly 10% leave in their first year"* (Ozturk, 2008, p. 20 cited in Karaman & Karatas, 2013). These numbers stresses the need for exploring the factors affecting their identity and help them in their journey. Because, even if they stay in the job the elements influencing their identity will continue to affect the ways they see themselves as teachers; therefore, these identity issues needs to be identified and addressed effectively since *"we teach who we are"* (Scheiern,2011).

Unfortunately, this concern is not fully addressed by schools in Turkey since novice teachers are held accountable for the same responsibilitiesthat experienced

teachers are. While the constant changes in the field create some challenges for all teachers, it is highly likely for novice teachers who have been subsumed to their induction period to encounter difficulties. In this regard, as stated in Paran (2012) "*teachers are battling with the conflict between their beliefs, their training, the realities of the classroom, the demands of parents and learners, the requirements to demonstrate immediate attainment"* (p.457).Due to these challenges and concerns they encountered, the critically important question of "Who am I" is subsumed by an emphasis on "What do I do" (Graham& Phleps, 2003, p.1). Thus forming a strong professional identity becomes more and more complex and overwhelming for novice teachers.

Although research on novice teachers has been abundant, little attention has been paid to this issue in the field of English language teaching (ELT). Farrell (2016) also emphasized the scarcity of research examining the novice teachers in the field of TESOL is shocking. Yet still, the information that will be gathered by these studies is necessary both for teacher educator and novice teachers if we are to expect a successful inclusion. Henceforth, there is still much ground to be explored, especially considering the great variety of context in which English is taught and the range of methods possible for such an inquiry.

The research problem in my study is related to understanding the factors affecting the professional development and identity (re)formation of novice Turkish English Language Teachers' (ELT) who work in primary and secondary public schools in Gaziantep. Considering the significance of both internal and external forces on the construction of professional identity, these factors affecting novice teachers' development and identity construction require the attention of all stakeholders in educational settings (Karatas& Karaman, 2013).Therefore, it makes sense to look closely at the experiences of the novice teachers in order to discover what is happening in the classroom and the factors that either contribute to the teachers' success or make them disappointed in their first years. For this reason, the focus of this paper is to uncover the factors affecting the professional identity of novice language teachers who work in primary and secondary public schools and investigate the type of support they need considering their views on professional development.

1.3.Significance of the Study

The studies conducted regarding novice teachers represent a variety of English language teachers in many educational and cultural setting(Brannan & Bleistein, 2014; Farrell, 2003, 2006, 2016; Ozturk& Yıldırım, 2013; Mann &Tang, 2012; Karatas, 2015; Sali &Kecik, 2018). These studies indicate that the new teachers face certain difficulties during their adaptation process to their specific teaching cultures which is viewed as a struggle to survival. Their idealized images are shattered when the reality is different from what they have expected. This situation makes them question their self worthiness and self-efficacy which affects their motivation, commitment and identity.

This current study aimed to develop new insights through the landscape of four novice English language teachers who works in Gaziantep, a big city in eastern Turkey, and be their voice in transmitting their experiences to outer world. Their experiences were examined in terms of their perceptions of professional identity and support during their initials years of teaching by also considering the factors affecting their perceptions.

This study is needed for two main reasons. First, to the best of the researcher's knowledge, apart from the studies carried out abroad regarding novice language teachers, the studies conducted in Turkey are fairly limited. Not many detailed studies outlining the experiences of language teachers in their first years of teaching have been documented in Turkey. Although there is an increased tendency towards the qualitative studies regarding novice teachers (Baser, 2012; Cakmak, 2013; Ozturk & Yıldırım, 2012; Karatas, 2015; Karatas& Karaman, 2013; Sali &Kecik, 2018; Akcan, 2016), there is still a need to work on this issue especially considering the great variety of context in which English is taught and the uniqueness of each context.

Ozturk and Yıldırım (2012) examined the induction process and common concerns of novice teachers and practices to overcome these challenges. Cakmak (2013) investigated novice teachers' thoughts about their initial years. The study was carried out in a higher education context with teachers who teach different subject areas. Karatas and Karaman (2013) examined the challenges faced by novice language teachers under three major themes; support, pedagogy and identity. Karatas (2015) explored the challenges, perceptions regarding professional development and professional identity of novice language teachers in Izmir. All of these studies stated above were carried out in a higher education context. Different from these studies, Baser (2012) studied the effect of rural context on a novice teacher's professional identity in an elementary school context. A

very recent study was conducted by Akcan (2016) investigating the challenges of EFL novice teachers who work at both public and private schools. Sali and Kecik (2018) carried out a study about perceived challenges of novice EFL teachers who work in public primary and secondary schools. Therefore, there is a need of study to explore the factors that affect the professional development and identity formation of Turkish novice English Language Teachers; especially the ones who work in public primary and secondary schools. This study provides vital information for understanding the perspectives and needs of novice English teachers who work in public schools. Regarding the significance of the issue, Cakmak (2013) also states that *"awareness of the problems that novice teachers experience will allow us think more deeply about adopting approaches that will help make their transitions from novice teachers to experts more smoothly and less problematically*" (p.64).

Second, this study is significant in documenting Turkish novice English teachers' voices in relation to their professional identity formation since most of the research studies on novice teachers' experiences implemented in Western education settings. Regardless of the undeniable resemblances between two settings, unique components of Turkish Education setting may produce new insights and visions not only for this research but also for further inquires in foreign language teacher education.As Day and Kington (2008) has stated, "*research into teacher identities is important as a means of furthering understandings of the job of teaching and what it means to be a teacher in different policy and personal contexts and different times*" (p.9). Citing Freese (2006), Oppenheimer and Dvir (2014) also noted the importance of the contribution of sharing stories of novices will make in teaching community and stated that:

> Reading teachers' stories is one way to increase awareness among the professional community regarding the personal and professional processes that teachers experience. These stories may also promote the professional body of knowledge in this community. Publishing the stories facilitates the translation of personal experiences into the realm of public knowledge, allowing these experiences to be studied and re-conceptualized for the benefit of all those in teaching and teacher education(p. 148).

Therefore, the findings of this study might be essential in developing and reconstructing any programme or approach that may ease the difficulties of the novice EFL teachers. All these reasons require more research in the field regarding this issue.

1.4.Purpose of the Study

The main purpose of this qualitative case study is to explore the factors that affect the professional development and identity formation of four Turkish novice EFL teachers who work atpublic primary and secondary schools as well as to document their voices. The goal of this study, of course, is not to generate generalizable data, rather to produce rich and subtle insight into novices' identity formation. The main question guiding this study is to identify the major factors and challenges that affect Turkish novice ELTs' professional development and identity formation. More specifically my study will focus on the following research questions, which will help me to answer the main guiding question:

1. How do novice English language teachers perceive their professional identity?
    a) What is it to be like a novice language teacher in a primary and secondary public school?
    b) How do novice teachers view themselves professionals in their work?
2. What concerns or/ and professional challenges affect Turkish novice English teachers' professional identity development?
    a) What strategies do novice teachers use to deal with these challenges?
    b) What sort of support do they receive and need?
    c) What is the role of these concerns and challenges faced in their professional identity development?
3. What factors, if any, influence the perceptions of their professional identity?

1.5.Limitations of the Study

Although the study was carefully designed, there are some limitations to this study. First of all, the study will be limited to a certain amount of time. It will be a small scale study and the data collection will last about two months. Identity is a broad term and this study only put a mirror to the perceptions of novice teachers.

1.6.Definition of Terms

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

Novice teachers: The term refers to teachers with less than three years of teaching experience (Wallace & Irons, 2010).

Professional identity: The terms refers to how an individual portraits him or herself within their profession through the lenses of their personal and social identity by mirroring their experiences. It is "how teachers define themselves to themselves and to others" (Lasky, 2005, p.901). It is the way we make sense of ourselves to ourselves and the image of ourselves that we present to others (Day &Kington, 2008, p. 9).

Professional development: The term is defined as"an ongoing learning process in which teachers engage voluntarily to improve their performance and learn how best to adjust their teaching to the needs of their students" (Diaz-Maggioli, 2003, p.1).

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

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

Induction Program: The term refers to a "more or less formalized program that is aimed to support beginning teachers in their firstyears of teaching after their pre-service education" (Kessels, 2010,p.10).

This chapter has laid the groundwork regarding the journey one must take to become a teacher and the possible hardships that follows it when they manage to become a novice teacher in Turkey. It has emphasized how significant teacher education and development is in guiding novice teacher to their professional path and helping them cope with the struggles more effectively. It also has presented the significance and purpose of the study along with the definition of key terms and limitations of the study.

CHAPTER II

LITERATURE REVIEW

"Many of us, much of the time, are able to take identity for granted. We seem to know who we are, we have a good enough working sense of who others in our lives are, and they appear to relate to us in the same way. There are occasions, however, when identity becomes an issue…"

(Jenkins, 2008, p. 1)

The purpose of this chapter is to inform the reader with conceptual review of literature which contains the main concepts and key terms related to the current study. To achieve this goal, previous studies regarding the topic are presented. To situate the current study, the studies will be presented in three main stages: the concept of identity, professional development and research on novices. Concept of identity will focus on the concept in general, define its related components and further investigate its relation with the teaching profession. The next part will introduce the studies regarding the professional development of teachers. The final chapter will be presented with four subtitles: the professional identity of novices, the professional development of novices, and a review of factors that are assumed to more or less influence teachers' professional identity and development and support provided to novices.

2.1. Concept of Identity and Teacher Profession

Identity is a broad and complex concept. It has numerous interpretations depending on the way it is being addressed. In time, it has acquired sub branches such as *personal identity, social identity, professional identity, cultural identity*. Since the focus of this study is on professional identity, the rest will not be discussed further. However, it is vital to acknowledge that the identity of an individual is constituted by several identities. Therefore, each of these branches needs others to work effectively and efficiently since each influence others and cannot work on its own. Although it seems like under some particular circumstances some identities are more visible and prominent than others, they all still affect each other constantly behind the scenes. Henceforth, it would be safe to say that identity is a concept that is common to many disciplines and therefore,

each frames the concept a bit differently in the literature. However, what these different meanings have in common is that identity cannot be considered as a stable trait rather it is a proximate part of one's nature (Oruç, 2013).

As stated above, defining identity from a single perspective or identifying all aspects of it is difficult considering its complexity and yet, it still has some features that require attention to provide a basis for the current study.

The impact of time and history on the formation of identity is inevitable, cannot be disregarded and it somehow presents itself (Vesanto, 2011). Regarding the matter, Citing Block, Vesanto (2011) further claimed that:

> *...they construct identities which are neither the sum of the new and the old, nor half of what they were and half of what they are; rather their stories seem more result of the negotiation of difference cited above, as their past and present interact and transform each other (p. 28,39).*

The importance of time can also be seen in Norton's (2013) definition of identity. She defines identity as *"how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future"* (p. 4).

Another significant issue worth mentioning in constructing identity is self-image. A person's self-image is based only on how they see themselves. It is projected in the ways people shape and conduct their lives and behave in front of others. Identity formation can be considered as a major condition of growing and maturing as a human being and claiming one's position in society. It is not something one's born with but rather an ongoing, dynamic process that continues to construct and to alter as they interact and engage with the socio-cultural contexts they have been involved in relation to the roles and places they possess (Varghese et al., 2005; Nguyen, 2016; Pennington & Richards, 2016). So long as the social networks, conditions, situations and contexts of people change, the identity will keep modifying and forming itself since the new roles they acquire in their new contexts and the relations they have with new individuals and groups whom they communicate will also change (Lave and Wenger, 1991;Wenger, 1998, cited in Pennington & Richards, 2016). Therefore, people are capable of developing, adjusting and even radically altering their identities to cope with such changes. There is no evidence to assume otherwise that teachers are exceptions to this rule.

In line with the emergence of identity in several studies of many fields, identity has also become a focus of attention for research in education. Teachers' professional identity has recently been considered as a separate research area by Beijaard, Meijer, and Verloop (2004). A big portion of the current research on teacher identity concentrates on the development and construction of their professional identity, their perceptions regarding their roles, self-image and stories (e.g., Atay & Ece, 2009; Beijaard et al., 2000, 2004; Karatas, 2015; Lasky, 2005; Oppenheimer& Dvir, 2014; Woods & Jeffrey, 2002).

In line with the complicated, multidimensional nature of identity in social science research, no consensus has been reached on what is meant by teacher identity in general and language teacher identity in particular. From a socio-cultural view, Lasky (2005) defines teacher identity as ''how teachers define themselves to themselves and to others'' (p. 901). From a more practical view, teacher identity is also understood as the roles performed by teachers; that is, "the concept of identity reflects how individuals see themselves and how they enact their roles within different settings" (Burns & Richards, 2009, p. 5). Cooper and Olson (1996) highlighted that the professional identity is multifaceted and to their view, identity is a multidimensional, multi-layered, and dynamic process. It possesses historical, sociological, psychological, and cultural influences that shape the development of teacher identity. Thus, it is more likely to be accepted as flexible, disintegrated and prone to change rather than being fixed and unitary. As Zembylas (2003) emphasized "Identity is not a pre-existing, stable element that becomes disciplined through discourses and practices of emotion". Therefore, professional identity is described as an unclear concept in the sense of what, and to what extent, things are integrated in such an identity (Knowles, 1992).

Beijaard et al. (2004) came to the same conclusion with Knowles (1992) and argue that professional identity in educational research is an unclear concept in the sense that "researchers conceptualize professional identity differently, investigate varying topics within the framework of teachers' professional identity, and pursue a diversity of goals" (p. 108). In their review paper, they set three categories for the research regarding professional identity: "teachers' professional identity formation; identification of characteristics of teachers' professional identity as perceived by the teachers themselves or as identified by the researchers from the data they collected and lastly; teacher professional identity represented in stories told or written by teachers" (p. 109).

The result of their systematic analysis of literature about teacher professional identity enabled them to categorize and structure four features of teacher identity as follows:

1. Professional identity is an ongoing process of interpretation and re-interpretation of experiences, a notion that corresponds with the idea that implies that it is dynamic, not stable or fixed. From a professional development perspective, therefore, it answers not only to the question of ‘‘who am I at this moment?’’, but also ‘‘who do I want to become?’’.
2. Professional identity implies both person and context. A teacher’s professional identity is not entirely unique.
3. A teacher’s professional identity consists of sub identities that more or less harmonize. The notion of sub-identities relates to teachers’ different contexts and relationships. Some of these sub-identities may be broadly linked and can be seen as the core of teachers’ professional identity. It is essential for these sub identities to establish balance and solve any sort of contradictions.
4. Agency is an important element of professional identity, meaning that teachers have to be active in the process of professional development (p. 122).

There are also other studies investigating teachers’ perceptions of their professional roles in the classroom which is accepted as a subtheme of professional identity and the relationship between these perceptions and their self-image. Ben-Peretz et al. (2003) conducted a study to explore the connections between teachers’ professional selves and their teaching contexts by using metaphoric pictures. They found that teachers’ professional self-image is context-related and is shaped not only by their unique practical experiences in classes but also through their view in regards to their interactions with students, colleagues, parents and principals. Another meaningful conclusion that can be drawn from these findings is the different views of experienced and novice teachers in the sense of their professional selves (Ben-Peretz et al., 2003). Apart from the effect of teaching context on professional selves, Day and Kington’s longitudinal study (2008) regarding teacher identity indicated that although technical and emotional aspects of teaching have a part in teacher identity construction, it is also the result of the interaction between personal experiences and the social, cultural, and institutional environment. They have discovered that identities can be stable or fragmented depending on one’s

capacity to handle their identities in many diverse settings. According to their definition, professional identity “should not be confused with role. Identity is the way we make sense of ourselves to ourselves and the image of ourselves that we present to others. It is culturally embedded. There is an unavoidable interrelationship, also, between the professional and the personal” (Day & Kington, 2008, p. 9).

Varghese et al. (2005)used three different frameworksto emphasize how each focuses on different aspects of the language teacher identity.They further encouraged openness to multiple approaches by claiming that the complexity of language teacher identity cannot sufficiently be apprehended by single framework. In particular, the authors marked the need for the embodiment of what they call "identity-in-discourse" – and “identity in practice”. Varghese et al (2005) noted that in order to build a more holistic view of teacher identity in the field of language teaching, its characteristic features should be analyzed. Three predominant themes outlined by the authors are as follows:

1. Identity as multiple, shifting and in conflict
2. Identity as crucially related to social, cultural and political contexts
3. Identity as being constructed maintained and negotiated primarily through discourse (p. 35).

As these three themes suggests, there are various complex and altering factors (social, professional, personal, cultural and historical) involved in the construction of language teacher identity. It is not something innate. Instead, it is the result of the constant interaction they have with the sociocultural context in which they have taken part. Therefore, understanding language teaching and learning can only be achieved through understanding the teachers; and to understand the teachers, there needs to be a clear perception of who they are.

Research on teacher identity; both in language teaching and in general, is centered on the aspects of professional identity and the perceptions of teachers regarding their role as professionals. As indicated above, there are numerous definitions and concepts of teacher identity in literature depending on researchers’ approach. On the one hand; it can be viewed as a “multifaceted, multi-dimensional and multi-layered” (Cooper & Olson, 1996), as a useful “research frame” and a “pedagogical tool” for professional development (Olsen, 2008) and as being a “continuing site of struggle” and a “continuing site of contestation, struggle and reworking” (Maclure, 1993; Maguire, 2008). On the

other hand, from a more specific point of view identifying teachers as being a "subject matter, pedagogical and didactical expert" can be regarded as another way to look at the perceptions of teachers in understanding their self-image and the way they reflect themselves as teachers. (Beijaard et al., 2000).

The professional identity, in the present study, concentrates on teachers' knowledge on professional identity, their perceptions about themselves and the factors that influence the continuous process of their identity construction. It subsumes the growth of a novice teacher's professional identity starting from their career choice to education and their journey of becoming a teacher. It entails their satisfaction, commitment and preparedness to teaching. Therefore, the study will also explore some of the personal and professional interconnections that form their identity. For the sake of this study, professional identity is therefore described as *how an individual portraits him or herself within their profession through the lenses of their personal and social identity by mirroring their experiences.*

2.2. Professional Development

Professional development is a puzzling term in education. The extent to which the concept of teacher development is scrutinized in the literature differs. Yet, as a starting point, the features or characteristics of professional development should be defined. Evan (2002) argues that considering contextual and biographical differences, teacher development is an individualized process. To some, the term means workshops and in-service. For others, it is the time teachers spend under supervision to develop their skills. In the case of this study, it is considered as an *evolving process of self reflection and growth in which teachers act voluntarily to attain the skills and requirements to meet the needs of the students*. As Diaz-Maggioli (2003) indicates,

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

Professional development provides teachers with significant tools to uncover many aspects of their teacher identity. Beijaard et al. (2000) demonstrates the connection

between the perception of one's professional identity and professional development and asserts that teacher's beliefs about their roles and identity in education field has a huge impact on their efficiency and development. The authors state that "*teachers' perceptions of their own professional identity affect their efficacy and professional development as well as their ability and willingness to cope with educational change and to implement innovations in their own teaching practice*" (p. 750).

Jonas (2004) also reflected on the relation between professional development and identity and reveals that:

> Issues of teacher identity are deep rooted and can be seen to influence the way teachers respond to professional developments, be it with other teachers, the school setting or the pupils themselves. This challenges the process of affecting change through policy development and suggests the need for in-depth professional development that acknowledged the role and impact of teacher identity (p. 167).

Mok (2002) also argued that professional identity not only indicates the attainment of principles of skills, knowledge and beliefs that shape their professional behavior but also shows the psychosocial side of the process which reveals the internal endeavors of teachers' growth. Therefore, self agency has an important effect on accelerating the process of teacher's self growth. According to Mok (2002), "a person has to be in congruence with the personality and the psychological feelings of wellbeing of the person's self; moreover, the person has to have an awareness of his or her self" (p. 116). As both of these studies have emphasized, it is important to explore the professional selves of teachers as an essential part of on-going professional development. Mok's (2002) interpretation seems to center on teacher reflectivity, self-analysis and inquiry.

In the case of second language teachers, professional development is required to ensure that students get the help they need to develop proficiency in the target language and grasp the associated cultures (Diaz-Maggioli, 2003). In second language education, the link between professional development and teacher identity has been analyzed by exploring teachers' personal experiences. Bailey et al. (2001) offered valuable insights into the significance of teachers' experiences in their pursuit of professional development. The authors use many approaches and techniques (e.g. reflective teaching, case studies, language learning, teaching journals, videotaping, action research, peer observation, team teaching, mentoring and coaching, and teaching portfolios) to uncover the professional

developments of teachers. The authors consider self-awareness, self-observation, and reflective teaching as the keystones of professional development. Hence, knowing more about teachers' reflections on self has more potential to gain deeper understanding of the factors that influence a teacher's decisions and attitudes in teaching. Avest (2012) marks that when people tell others who they are, they are also telling themselves who they are. They disclose their professional identity and see the needs and pathways that 'critical incidents' and 'critical persons' opened for their professional development. On that account, it is of utmost importance to first discover the self as teachers by taking an active role in the process to gain better understanding and reexamine concepts about education, themselves, colleagues, students, administrators, subject matter and the larger environment they belong.

In order to meet diverse needs, skills and knowledge of teachers, Diaz-Maggioli (2003) lists professional development strategies as peer coaching, study groups, dialogue journals, professional development portfolios, mentoring and action research. In peer coaching, pairs of teachers give each other advice, feedbacks and reflect on each other's needs. Study groups discuss their work in the classes by reviewing the literature and student's work. The need of feedback, not losing tie with the academic world and having a chance to establish a better ground by analyzing recent research is inevitably useful not just for all but especially for novices since they are in an error-trial stage of their career. Notwithstanding the benefits, due to time constraints and for other possible reasons, having a regular meeting may cause problems. As a way of solution for this problem, there are other strategies like dialogue journals and portfolios that can be preferred.

As for the role mentoring in professional development, transitioning from pre-service to full time teaching can be quite challenging. The burden of additional responsibilities and the stress of handling the new students, full schedule in a new context can be paralyzing. Therefore, mentoring programs are designed mostly to provide support to novices from a more experienced member of the community. The goal of these programs, if they work well, is to make the life and transition of novices easier and better, which in return, will advocate not just the teachers' development but the students' development as well. Likewise, Diaz-Maggioli (2003) noted that mentoring is "particularly suited to beginning teachers, who need to understand issues such as school culture and climate and their impact on student learning. Mentors can be instrumental in helping novice teachers enhance their proficiency in the language as well as their cultural knowledge and pedagogical competence. Mentors also help novices reflect on the

efficacy of their language use and the pedagogical strategies they use in class by modeling the thinking processes and communication processes required of professionals in the field" (p. 2). Vygotsky's (1962) Zone of Proximal Development is also suited in here since both the mentor and the mentee have an effect on each other's thinking process through mediation. The role of mentors in the period is mostly considered as scaffolding learning in a way that the experienced teacher (a more capable peer) has a share in guiding the novice teacher (the child in need) and in fostering their comprehension of a specific concept or increasing their participation (cited in Scheiern, 2011).

Novice teachers need to develop a professional identity and construct professional practice. Yet, this kind of growth is seldom easy and smooth. Therefore, induction programmes have been an effective strategy both in supporting and preparing novices for the field and also, as a way of providing a foundation for professional development. The teacher induction period referred as "a process of initiating new teachers into their new roles, both as teachers and as members of the school organization" (Kessels, 2010, p. 9). One of the most important aims of these programmes is to reduce new teacher attrition and contribute to novices' wellbeing and professional development. Induction programmes should include three features in supporting beginning teachers (Beijaard & Papanaoum, 2002; Gold, 1996; McNally, 2002; Tickle, 2000).

First, it should help novices in socializing to their school culture. They need to be informed about many aspects of the school from rules to curriculum, goals and mission of the school. Second, it helps them further develop their skills and knowledge required for good teaching so that they can develop a teaching style which is not only in line with the goals and missions of the school but also personal and reflective of their self. And lastly, it should offer a room for personal development and care novices psychologically to help them develop a positive self image, self confidence. Therefore, an indication program enables novices not only to survive but also to motivate and support their search for continuous improvement (Kessels, 2010).

2.3. Research on Novices

This section presents different studies carried out on novice language teachers. It is divided into four parts as research on factors affecting and the support they get, research on professional development and research on professional identity.

2.3.1. Novice Teachers' Professional Identity

The term "novice" has been used in studies regarding beginning teachers. Farrell (2012) pointed out that what is meant by *novice teacher* is not certain in the literature. It can be considered as anyone who has been new in a cultural context or who is teaching for the first time. In this sense, there is no way of knowing for certain how many years will be considered enough to leave the novice stage behind. Kim and Roth (2011) described novices as teachers who have been teaching less than five years. Haynes (2011); on the other hand, indicated that two years of experience or less is sufficient. For the purpose of this research, novice teachers are beginning teachers who have been teaching for three years or less.

Each novice teacher views their first years of teaching differently; yet, their work related concerns and experiences meet on a common ground. They are confused and puzzled by the demands, the added responsibilities and stresses of managing full time teaching schedule. Ultimately, they are filled with negative emotions and this negative well- being lead to feelings of low self-efficacy, insecurity, disorientation and sometimes even burnout (Kessels, 2010). Their idealized images of teaching formed during their pre-service years are shuttered by unwelcoming colleagues, adaptation problems to the professional culture, unmotivated and indifferent students' attitudes.

ELT departments provide their students with an opportunity to experience real classrooms and actual teaching in which they are regarded as student teachers or teacher trainees. However, this experience is not the same as being a real teacher in a classroom since student teachers don't have control of the entire class alone. Therefore, student teachers' experiences differ from novices' in that they feel a sense of alienation rather than belonging and they still carry student titles. Ryan (1986) referred to this practicum period as "a reality test, but it is a sheltered reality" (p.12). There is a pre-established structure formed by the real owner of the classroom and student teachers simply follow them. This is the reason why it is sheltered and considered as the first step of the self-pyramid since the struggles of constructing a professional self or a sense of identity emerge. (Cited in Karatas, 2015).When all of these are considered, transitioning from pre-service to being a full time teacher can cause a reality shock due to unpredictable and dynamic structure of educational contexts (Vennman, 1984; cited in Xu, 2013). It is clear that student teachers go through a change in identity when they started their in service years due to newly added and on-going experiences they acquire. Morrison (2013) argues

that “aspects of novices’ teacher identities develop, change and subside due to their contexts, roles, and professional networks. As a result, teacher identity cannot be thought of as a universal understanding of oneself as a teacher, as being a teacher means so many different things within the various workplaces, schools and communities where teachers work. Rather, teacher identity represents the attempts to explain oneself within the various contexts and through a multitude of experiences of teaching” (p. 94). Similarly, Oruç (2013) claimed that the pre-service education and preparedness, in service professional development, the interactions with colleagues and teaching context, the students they teach and even the teaching itself have a significant impact on their identity.

There are several matters that affect the professional identity of novice teachers. Apart from teaching context, interaction with colleagues, principals or their skills, attitudes and knowledge, their professional identity is also influenced by teachers’ history, prior experiences, beliefs and personal characteristics (Beauchamp & Thomas, 2009; Flores & Day, 2006; Cooper & Olson, 1996; Beijaard et al., 2004). In other words, it is the process of “integrating one's personal knowledge, beliefs, attitudes, norms, and values on the one hand, and professional demands from teacher education institutes and schools, including broadly accepted values and standards about teaching, on the other” (Beijaard et al., 2013; p. 86). It is the continual adjusting and unifying of the personal and professional side of being. Therefore, the effects of both sides should be taken into account.

There are studies examining the long term development of novice teachers. Tsui (2007) conducted a study focusing on the changes in novice language teachers’ identities by using narrative inquiry. An EFL teacher’s identity formation process in China was retroactively monitored over 6 years. The results indicated a rather complex negotiation of teacher identity in terms of the teacher’s interaction with mentors and colleagues, the never ending and resolving tension he had due to the local educational policy mandating the use of communicative language teaching (CLT). The study also revealed that legitimacy of access to practice, which is providing opportunities to develop professional competence and the recognition of this competence in EFL teaching were major sources of identity formation. Likewise, Liu and Fisher (2006) investigated three foreign language student teachers’ conception of self in a nine-month teacher certification programme in Britain. They found that even though student teachers didn’t quite feel like real teachers at first, this feeling was gone in the end and not only their performance but also their relationship with students gradually improved over three terms. The study revealed that

these changes and improvements were the product of the support from the school/ mentor, increased time spent in school and the accumulation of teaching experience. This result indicates that learning how to teach as teachers and finding your voice in a classroom, considering the dynamic nature of educational context and demands of the ever-changing world, takes time and this specific time period requires a particular form of attention. As Alsup (2008) put it "Similar to learning concepts or mastering ideas, identity construction not only affects experience, it also depends on experience—or the bodily enactment of ideological positions—in order to come to fruition" (p. 78). For the reason of being long running studies investigating the identity development of language teachers, these two studies are of high value.

There are other studies which investigates the perceptional changes of novice teachers in terms of their professional identity and its development. In his four-year longitudinal study, Xu (2013) investigated the last year of pre-service and the first three years of in service teaching of four Chinese EFL teachers to examine their transformation of professional identities. Xu (2013) stated that in the pre-service stage, student teachers form their identity based on their limited experiences and they create unlimited images of the world and themselves. Their identity contains not only who they are in reality but also how they see themselves in these images which is pointed out as "an imagined identity" by Norton (2001) and Anderson (1991) (cited in Xu, 2013). According to him, novice teachers start their teaching with this imagined identity they constructed previously. As they start to create a practiced identity which depends on real practices people have, the former changes into the latter and this in turn leaves definite marks on their identities. Xu (2013) further explored the differences between these two identities and how one turns into another from teachers' perspectives to grasp the reality shock they go through.

To exemplify, one of the participants, Sun formed an exemplar based imagined identity as she starts her career and believed that being a spiritual guide to her students and to show them the better paths of life and future was the definition of being a teacher. Later, she realized that this ambition was impossible to achieve. In her second year of teaching she reports that "I can't live in my imagination forever. Before I become the "spiritual guide," I'll first have to perform endless routines, so endless that you'll never ever find the opportunity to guide any spirits." The pressure she had forced her exemplar based imagined identity to transform into rule based identity. Like Sun, Li, another participant, also experienced a change in her imagined identity. However, this change was more of an evolution rather than a replacement according to the findings. Her imagined

identity as a learning facilitator has changed into a more responsible educator who looks for progress no matter the circumstances. She stated that "Whenever I feel besieged by the endless paperwork, meetings, etc., I always remind myself that I am an educator. I always remind myself that if I keep making progress, even though just a little each semester, then little by little, I'll be able to see my growth in the long run, and I'll be able to be responsible for my students as an educator" (Xu, 2013). Therefore, as the findings suggested, institutional pressure seems to have a negative impact on identity construction and their imagined identities was being systematically eroded and consumed by these pressures. The positive evolution of imagined identities can be achieved through teachers' courage and perseverance in seeking chances of professional development.

Mann and Tang (2012) investigated the concerns and difficulties novice teachers face in their new socio-cultural context and their perspectives on the nature of support needed. In this qualitative case study, the data collected from four novice teachers and their mentors pointed out the role of the principal in identity construction process. Not only the presence but also the comments of the principal in gatherings were found to affect novice teachers' perception of themselves. Yet but not surprisingly, the absence of the principal made it easier for novices to share their problems and failures. According to findings, even the experienced teachers felt awkward and tense whenever the principal was present. Therefore, considering the fact that novice teachers already feel less power and competence, the effect of negative comments and judgments of the principal may be catastrophic. Hence, as suggested by Mann and Tang (2012) the sensitivity of novices' situation shouldn't be ignored and principals need to be more aware of their effect on their delicate professional status.

More experienced colleagues within the teaching profession can also offer powerful insights into the identity development process of novices. As revealed in Mann and Tang (2012) and Morrison (2013), novices benefit more from those who are more caring and have a more positive image of themselves as teachers. This support is regarded as "an emotional support that is important for survival and identity-building mechanism" of novices (p. 487).

In their study investigating the self-efficacy of novice teachers and its relationship with school climate, Meristo and Eisenschmidt (2014) collected data from 112 novice teachers from Estonia by using questionnaires. Results indicated that small sized schools provide the greatest possibilities both for academic and social growth of novices. The teachers reported that creating a relationship based on trust and mutual understanding is

easier in small schools and this positive and more trusting environment also affects their self-efficacy positively. Hence, as the study demonstrated the development of more engaged and effective teachers depends on a more supportive and positive atmosphere.

Likewise, concerning the effects of school environment on novice teachers, Morrison (2013) explored the teacher identity formation of 14 novice teachers from Australia by employing observations, field notes and interviews. The findings revealed that novice teachers' perception of who they are and who they are going to become both as a teacher and an individual are intertwined with the interaction they form with colleagues, students and their school communities. Three distinct trajectories of teacher identity emerged from the findings: *emergent*, *tenuous* and *distressed* (p. 102).Thus, achieving greater strength and capacity is highly connected to the context in which they worked and the quality of support provided to them both professionally and personally.

2.3.2. Professional Development of Novices

Research has also been carried out to explore the opportunities provided for the professional development of novice teachers. Citing Rodríguez and McKay (2010), Özkan and Mahmoudi (2015) stated that considering the differences between novice teachers and experienced teachers in terms of their knowledge, skills, values, it would be safe to deduce that their professional development needs and wishes also vary. To them, professional development "provides opportunities for teachers to discover new roles, develop new instructional techniques and methods of teaching, refine their practice and develop themselves both professionally and personally" (p.63).

Likewise, in his study, Fraser (2011) asserted that professional development is often considered as a product that fosters the teaching practices and skills of novice teachers not just by providing them a series of activities, also by fulfilling the stakeholders' expectations. However, the findings of his study demonstrated that the professional identities are highly affected by routine activities and practices instead of explicit participation in professional development activities. He further states that even though most of the tasks and responsibilities fall on administration and management when it comes to professional development, the key to satisfy professional and personal desires of the individual can only be controlled and actualized by the individual. According to him, professional development also provides support when fighting with the feelings of isolation and alienation. If there aren't enough opportunities for novices to meet with

other teachers and share their experiences and problems, their effectiveness and confidence will decrease.

In her study, Baecher (2012) also discovered the need for extra time and space to share and interact with experienced teachers. Teachers in her study reported that the expectations and demands were too high and overwhelming most of the time considering the little "building-level support such as physical space, materials, or administrator-allocated time for collaboration" (p. 584). In her study investigating the factors effecting novice teachers' socialization in South Korea, Shin (2012) also discovered that teachers are in need of sharing their unique experiences, their plans and discussing the good and bad sides of their methods. She stated that "one way to effectively reduce the alienation of novice teachers is to assign mentors able to serve as protective windbreaks" (p.559).

Investigating 115 novice teachers' perceptions about their preparedness and self-efficacy and their role on their development as language teachers, Faez and Valeo (2012) found that novices' perception of self-efficacy should be taken into account when it comes to their development since it indicates their commitment to work and success which are significant units to their development.

Similarly, if the struggle is to get the best result out of the development of novices, all the participants need to show eagerness and be enthusiastic. Or else, it can only be perceived as a burden both for the mentor and the novice teacher and also for the stakeholders. However, the four mentors in Mann and Tang's study (2012) reported that none of them were formally invited or briefed on performing the mentoring role. Since the mentoring wasn't rested on voluntary engagement, the mentors chosen by the administrator perceived their role as another obligation. Therefore, some of the relationships could only build a *procedural* bond rather than a more *reflective* one. They also indicated that induction programs are not mandatory and mentoring system is not always put into action in several schools. There was one official document noted in the study, the *Induction Tool Kit.* However, its effectiveness and implementation are mostly based on the policy of the schools. This is why not every novice teacher is supported and assisted by a mentor.

Özdemir et al. (2017) conducted a study in Turkey investigating the mentorship needs of early career teachers working in rural regions. They noted that after graduating from university, teachers are expected not only to adapt to their profession as educators and foster their students' desired qualities and behaviors but also to carry out official tasks and responsibilities. Novice teachers mostly encounter problems in classroom

management, in tolerating unwelcoming behaviors and in choosing suitable instructional methods and techniques. Therefore, they highlighted the importance of assisting novice teachers to advocate their professional development. By implementing interviews to 11 novice teachers, the authors found that the problems novices face can be resolved more efficiently and quickly if they receive assistance from more experienced teachers which in return will prevent organizational goals from deviating. And therefore, the effectiveness of the school can promote life and job satisfaction for novices. The authors claimed that "Each aid that is offered to them in overcoming these difficulties will not only increase the quality of educational systems but will also play a key role in benefitting from individuals that are trained" (p. 31).

In his study investigating the effectiveness of mentor programs in Turkey by looking into 16 novice teachers' perceptions, Bayar (2014) discovered that notwithstanding the evidence suggesting the significance and effect of mentoring in novices' development, there seems to be serious barriers in the implementation of mentoring in Turkish education system. One of the participants in the study reported the informality of the mentoring activities and another participant supported this view by stating the lack of professionalism in the education system. The findings also indicated that novice teachers also face problems regarding the quality of their mentors. Similar to Mann and Tang's findings (2012), mentors are selected by the years of their experiences and without having any training in mentoring. However, as stated earlier, in order to have the best results from these programs, both parties should be willing. Researcher also found an interesting result regarding the novices' perception concerning mentoring. Some novice teachers in the study held negative biases and considered it only as a waste of time.

Concerning the role of lesson observations in the development of beginner teachers, Mann and Tang (2012) discovered that there was lack of negotiation between school management and teachers. Although the main goal of these observations is to provide opportunities for novices to reflect and develop, in some schools, they were used to assess novices' performance. Yet, As Mann and Tang (2012) proposed that the aim should be "developmental and reflective in nature rather than mechanistic and evaluative" (p. 489). Furthermore, the findings indicated that timetabling was not novice-friendly in schools which decrease the amount of time novices spent observing more experiences teachers' classes and reflect upon them. One of the participants in the study was able to her mentor only once in an entire year. Therefore, as suggested by Mann and Tang (2012) novices should be given priority in timetabling since " mentors make the most positive

impact on the novice's first year of experience when they have opportunities to collaborate, to work on things together" (p. 488). In his study, Bayar (2014) also found that lack of time to meet is an important inhibitor in mentoring programs. He also suggested that novices need institutional support in providing extra time considering the extra responsibilities assigned to them over the past decade.

Another study conducted in Turkey examined the nature of induction process of English as a foreign language (EFL) teachers teaching at a tertiary level. By collecting data from 15 novice teachers through interviews, Ozturk and Yıldırım (2012) identified four themes from the data: nature of induction process, common concerns of novice teachers, possible adaptation challenges and practices to overcome difficulties. All the participants have a unique way of describing their feelings; however, the demanding nature of the first year was one thing in common. They had problems regarding planning, classroom management and teaching. The participants reported that they experienced feelings of disappointment due to the misleading idealization they constructed in their pre-service years. One of the participants even referred to this process as *practice shock*. Apart from the struggles inside the class, there were also problems occurring outside of the class like curriculum planning, testing and evaluation, the partnership system and social challenges like the interaction with students, colleagues, administrators and teacher trainees. The findings of this study also emphasized the need for more formal programs regarding their adaptation process. They reported that instead of *on-site* learning and adapting, a more detailed orientation program explaining the schools' processing and organization would be more practical and effective. Finally, concerning the practices to overcome these challenges, many of the participants talked about their frustration about pre-service training and most of the time they resolve their problems with their own effort by exchanging ideas with more experienced teachers and by attending seminars and conferences. This stresses the necessity of more effective teacher induction and teacher education programs which will provide "a broad network of opportunities for growth, socio-economic support, collegial interaction, appropriate assignments and adequate sources" (p.12).

Several studies have also emphasized the importance of story- telling in professional development of novices. Farrell (2012) pointed out that novice teacher should be encouraged to share their stories regarding the challenges they encounter in their first years of teaching and these stories should be available to pre-service teachers in their undergraduate programs so that they can reflect on their own experiences.

Regarding the matter, Oppenheimer and Dvir (2014) argued that "Exposure to these stories and analysis of professional identity construction arising from them might allow novice teachers to glean personal meaning from their professional world, to realistically observe educational and external realities, and to comprehend their own internal realities. Thus, they are able to examine the professional identity that is developing even before entering the realm of teaching" (p. 147). Shin's study (2012) also supported this view and underlined the part sharing stories played in novices' development considering the fact that "it cannot be done alone" (p. 562).

2.3.3. Factors Effecting Novice Teachers' Professional Identity

In spite of having many years of experience as a student and having at least 2 years of university instruction particularly focusing on teaching, after starting their professional live assuming they know enough, pre-service teachers realize that they have taken many things for granted and they, in fact, don't know as much as they have assumed (Alsup, 2008). Tarone and Allwright (2005)have also stated that the differences between the real conditions and the academic course content in language education programs "set up a gap that cannot be bridged by beginner teacher learners"(p.12). The dimensions of these gaps are mostly shaped and determined by each novice teachers' prior perceptions and the unique experiences they have encountered. These unique experiences of teachers can be controlled by variety of factors and these factors can either 'support' or put extra 'pressure' on teachers. It is important to acknowledge the extent to which these factors influence their professional identity since the way they handle these factors both in their professional and personal lives plays a critical role on their professional identity.

Each novice teacher views their first years of teaching differently; yet, their work related concerns and experiences meet on a common ground. Although there are some common issues investigated by many different researchers, each research has explored these factors from their own angle. To illustrate, while the study carried out by Flores and Day (2006) identified the milieu of schools and the individual occurrences of pre service years as vital factors and should be accounted for when evaluating the experiences of novices, the study conducted by Farrell (2006) categorized the factors effecting the identity and development of novices into three categories which were in the matter of teaching approach, course content and collegial relationships. Other factors like self-efficacy and school climate (Meristo&Eisenschmidt, 2014; Faez&Valeo,2012), the

quality of mentoring programs (Mann&Tang, 2012; Özdemir et. al., 2017; Bayar, 2014), lack of high quality in induction programs (Ozturk and Yıldırım, 2012), the quality of pre-service teacher education programs (Baecher, 2012; Farrell, 2006, 2016; Akcan, 2016), commitment, job satisfaction, motivation and self-efficacy (Beijaard,2012; Oruç,2013), emotional labor from within the profession (Hargreaves, 2005; Lasky, 2005; Loh&Liew,2016), the biography and the experiences of the teacher (Beijaard, 2000) were also identified and investigated.

Regarding teaching context, Beijaard et al. (2000) stated that it encompasses the ecology of the classroom and the school culture. The ecology of the classroom indicates the unpredictable nature of the classroom, the routine functions performed and the spontaneous and situation based responses given by the teacher. The school culture, on the other hand, refers to the "conceptions, norms, and values shared by the participants involved, which lead to a specific way of working" (citing Nias, 1989; p. 753). On the effect of school culture on identity, the authors noted that "Teaching cultures and school cultures determine (probably to a large extent) the stories of individual teachers, i.e., the way they perceive their professional identity" (p. 753). When novices start their teaching career, they are filled with this need of adjustment to the organizational norms of the school and the parties they are in contact with like the local authorities, colleagues, parents, the community and the school culture in general. This kind of an adjustment can be very difficult to manage since there is no gradual transition to taking full responsibility of their work. Once the novices complete their internship and graduate, they are left on their own. Therefore, the complexity of finding your own place and yourself as teacher can be understood considering the many unknowns of a new context. As Sabar (2004) put it, "the beginning teacher is a stranger who is often not familiar with the accepted norms and symbols in the school or with the hidden internal codes which exist among teachers and students" (p. 147).

In his study, Farrell (2003) pointed out two different school cultures: individualistic and collaborative school culture. The context of his study exhibited a culture of individualism which alienated and isolated his participant and limited his participants' opportunities of support and sharing. This lack of interaction causes a problem especially for novices, since "without easy access to one another, teachers may feel reluctant to share problems or ask for help, believing that good teachers figure things out on their own" (Feiman-Nemser, 2003; p. 29). This misperception and the lack of support can also make novices feel detached and lonely which will in return weaken their

sense of belonging to the profession. As pointed out by Kardos et al. (2001) the success and failure of a novice teacher may rely not only on her skills and knowledge but also the quality of interaction the novice has with her colleagues. The desire to be successful causes novice teachers to look for cues on how to interact with students, colleagues and administrators or what issues would be appropriate to bring up in meetings, whose expertise to rely on and what kind of instructional techniques to advocate or suppress. It is, hence, vital not to mix these signals since "ultimately, teachers' early experiences determine not only their long-term performance in the classroom but also their decisions about whether to stay in teaching" (p. 251). This emphasizes how great the impact of professional culture is on novices' identity formation and development.

According to Kardos et al. (2001), the success of novice teachers' introduction to their new professional culture depends on many factors. The first of these is the group of colleagues with whom novice teachers work and whether the nature of their interaction is welcoming or not. Second, whether the schools in which novices work are a well-established or a new school influences their experiences with professional culture. In an established school, novices' opinions and views and their needs may be disregarded. However, working in a new school allows them to be a part of the process. Lastly, the presence or absence of opportunities for interaction, reflection and exchanging ideas plays a great role in aiding novices' adaptation process so that they can understand their roles and responsibilities in the most effective way possible. Likewise, another study conducted by Hebert and Worthy (2001) also categorized the elements that may lead to the right path to success in the first years of teaching. They reported that "(i) a match between expectations, personality and workplace realities; (ii) evidence of impact; and (iii) using successful strategies to manage student behavior and enter the social and political culture of the school" were the elements that had major effects on the perceptions of novices. (Cited in Flores& Day, 2006).

Joiner and Edwards (2008) also stressed on the importance of school culture and socialization practices. They emphasized that if the induction programs can not address the true needs of novice teachers and planned without careful considerations, the worst scenario is that they will leave the profession due to internal struggles. Even if the worst won't happen and they manage to survive the first year somehow, it will lead them to a vicious, corrupted cycle known as "sink" or "swim" mentality. Without guidance and support, they will also create the same type of environment for incoming teachers and continue to implement ineffective practices. This process of imitating the practices of

more experienced teachers is known as “teacher socialization” (Akcan, 2016, p. 56). For the sake of being recognized as being a part of the team, they try to learn and perform already existing practices in their schools. In a study investigating factors influencing the socialization of new language teachers, Shin (2012) discovered that novice teachers replace their pre- established teaching methods acquired during university education with the methods currently applied in their schools. In other words, novice teachers observe and simply copy or replicate what they have seen around them. Citing Maslow (1970), the Joiner and Edwards (2008) argued that the basic needs of a novice teacher like security, affiliation and self esteem should be met first in order for higher order needs like self fulfillment to be reached. Therefore, the impact of institutional constraints, school culture and the beliefs or practices of pre-existing teachers on novices should not be overlooked by administrators and they should create a more positive atmosphere and school culture to ease the induction process of novices.

On the effect of colleagues, Kardos et. al. (2001) examined how comfortable novices feel when talking with other teachers at their schools. The data collected from participants led researchers to identify three different types of professional culture: *veteran-oriented, novice oriented, integrated professional cultures.* In veteran-oriented professional cultures, professional interaction is shaped by the habits and needs of experienced teachers. These types of schools are mostly dominated by many experienced teachers who prefer to function independently without affecting each other’s teaching. The participants of the study reported that most of these experienced teachers limit the amount of interaction with novices to minimum which leave novice teacher all alone with no or little organizational support. The lack of support from colleagues forces novice teachers to stand alone while performing their duties. Ultimately, they feel desperate and frustrated most of the time considering the importance of collegial support not only on their teaching practices but also on their professional development as previous research has put forward. Farrell (2006) also emphasized collegial relationship as a critical factor to assess. In the study, his participant failed to resolve the conflicts he had encountered with his colleagues. Farrell considered it as a significant problem since research in this field pointed out support from colleagues and principals in initial years of teaching is essential for survival. Furthermore, he stated that even though a complete resolution cannot be succeeded, an attempt to understand the root of these complications to a certain level is crucial.

In their study, Meristo and Eisenschmidt (2014) use the term ‘school climate’ and defined it as a “school’s psychological ambience and its physical features” (p.2). Their study asserts that establishing a more positive school climate advocates the sense of belonging and provides ongoing opportunities for academic and social growth. Positive atmosphere is also associated with increased job satisfaction and higher teacher commitment. Therefore, the conditions of the schools have a huge impact on teachers’ well being. Apart from the needs and expectations of novices from their professional community, including parties also expects different things from novices. Students expect them to open new horizons, to deal with misbehavior in a humanitarian way and to have a warm relationship with them. Colleagues, on the other hand, anticipate loyalty and collaboration in handling everyday problems. School principal wants loyalty, trust, respect and availability. Parents want them to be a good role model and to dedicate themselves to their work and to their students and fulfill the ideals of a good teacher. Therefore, novice teachers structure their identity in the light of other’s expectations from them and the way these expectations shapes their view of their future relationships with their partners (colleagues, parents, students, principals and the like). As Gavish and Friedman (2011) has put it, “the novice teacher sees the school as a place where one can develop one’s professional identity in a collegial, supportive environment” (p.463).

Citing Shulman (1987), Shreff (2008) noted that “many difficulties that novice teachers encounter stem mainly from their need—or inability—to adjust to the organizational norms of the school and to its stakeholders (parents, students, community etc.)” (p. 1318). As argued in her study, some schools have a positive atmosphere in which collaboration and cooperation is reinforced. There are others; however, that exhibit a negative culture with toxic customs and values hindering both teaching and learning. In these schools, this toxic atmosphere can go to extremes and get so distorted that hostile behaviors among the staff become normal. Toxic school culture is also referred in Kaplan and Owings (2013) and is described as the type of a place where the people who work there have no worth or value and even added that they “are considered only as valuable as their production, much as cogs in machinery” (as cited in Karats, 2015, p. 21). Jeffrey and Woods (2002) explained this deprofessionalization as a ‘‘move from professional to technician status’’ (p. 328).

Regarding the fragile status of novices in this process, Beijaard et al (2013) asserts that “This is a period that heavily influences their perceptions of who they are as teachers and the teachers they wish to become” (p. 87). Therefore, as pointed out, the challenges

related to the professional identity can be considered as one of the difficulties that many novice teachers need to deal with. In their study investigating the tensions beginner teachers had and the extent to which these tensions had changed over time, it was revealed that the negative emotions and being more aware of their own flaws had serious consequences on their professional development. Although novice teachers are being prepared for becoming a teacher, the things they are held responsible for like being in charge of lesson content, the students and knowing how to react towards colleagues, students, the administrators or parents still can take them by surprise. Similarly, citing Izadinia (2014), Olsen and Buchanan (2017) pointed out that teachers encounter some difficulties in developing a professional identity due to lack of high quality in induction programs and combination of tensions from within the profession. However, these tensions do not always hinder the development of professional identity. As emphasized by Smagorinsky et al. (2004), stimulating novice teacher with these tensions can provide them an opportunity of challenging their identities by questioning their beliefs and values. Regarding the issue, Olsen (2010) also noted that "tensions may open 'new kinds of hope and new challenges' for beginning teachers" (cited in Piller, 2012; p. 17). Similarly, Pitton (2006) argued that "the success of new teachers is critically linked to their first teaching experiences and the opportunities they are given to talk through issues they face in the classroom" (p. 2).

Farrell (2006) also emphasizes the importance of exploring the challenges and difficulties a first year language teacher faces. He utilized a study with an interpretative approach in which he seeks to understand the phenomenon from an individual teacher's perspective and tried to demonstrate the unique components of his first year journey. The study points out that how the complications between the ideals formed by beginner teachers during their training and the realities they encountered in a real classroom causes a reality shock and hampers their development if they are not resolved. To minimize the adverse effects of these overwhelming surprises, Farrell (2006) suggests that language education programs need to abandon stressing how to teach and instead, should encourage activities that will promote "anticipatory reflection" in language education programs which will provide better tools for managing their future teaching (p. 218). The findings of this study also showed the inadequacy of teacher preparation course content and the connection it has with the real world knowledge. In this regard, Farrell (2006) suggested that "The stories of novices and their results can be fed back into the language teacher education programme curriculum so that language teacher educators can think more

carefully about the consequences of the curriculum they have in place and if this curriculum is really preparing teachers for their first year as a teacher (p. 219).

Likewise, regarding the effectiveness of pre-service education, Baecher (2012) pointed out that some novice teachers who participated in the study feel incompetent in class regardless of having prior teacher preparation. Participants also complained about the redundancy and the ineffectiveness of the information presented to them during pre-service teacher education and how huge the gap between theoretical knowledge and practice is. The findings indicated that they have difficulty evaluating, adapting and developing material. The study conducted by Akcan (2016) also reported similar complaints regarding the little practice provided to teacher candidates during their pre-service years. She referred to the significance of putting more emphasis on practice and collecting more data on the teaching experiences of graduates from teaching education programmes in general.

Another significant variable, the emotional labor of teaching, has gained acceptance as an important theme in the exploration of teacher profession. “Good teaching is charged with positive emotion. It is not just a matter of knowing one’s subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy” (Hargreaves, 1998; p.835). As Hargreaves’ remarks (1998) on the emotional side of teaching suggested, understanding teacher’s emotions can be used as a means of capturing the complex practices and processes of teacher identity development (Darby, 2008). In her study examining the effects of emotions on teachers’ professional self-understanding, Darby (2008) found that the discomfort stemming from the decrease in teachers’ self-esteem and performance and the need for a better performance and boosted self-esteem trigger the reconstruction of teachers’ professional self-understanding. Lasky (2005) also supported the idea by stating that taking emotions into account can provide a deeper perspective into the ways teachers see themselves as professionals and its effects on professional development and self-understanding.

Citing Ryan (1984), Gonzalez et al. (2016) pointed out the four emotional stages teachers go through: *fantasy, survival, mastery and impact.* The first two stages are associated with novices. In the fantasy stage, novices are dreaming about what it would be like being a teacher so they are not in the classroom yet. This stage, therefore, refers to the pre-service education. In the survival stage, when management and discipline

problems arise, novice teachers fight for their professional selves, question their sense of worth and even may take it as a personal failure. The mastery stage occurs when there is a growth in teachers' self- confidence and hope. Teachers in this stage begin to learn the art of teaching. When they enter the last phase 'impact', they become experts in teaching. Therefore, to able to take the third and last step, novices require help from their institutions, colleagues and other including parties since as Shin (2012) put it before, "it cannot be done alone"(p. 562).

Likewise, Zembylas (2005) also highlighted the value of understanding the role of emotions in the formation of a teacher's professional self. Positive and negative emotions shape and sometimes determine the way a teacher views themselves and their professional image while also aiding their development and identity construction process (Hargreaves, 1998). Novice teachers often force themselves to conceal their discomfort by suppressing their fears and anxieties to meet the organizational demands and to be a part of the system structured by experienced teachers who are free from these emotional impacts. This phenomenon is known as "emotional labor" (Oppenheimer&Dvir, 2014, p. 141;Bullough & Draper, 2004). Hargreaves (2005) also found that in the early stages of their career, teachers are inclined to be more energetic, enthusiastic and passionate. In need of an educational change, as opposed to experienced teachers, novice teachers are more adaptable and flexible and yet, they don't feel as comfortable and secure as experienced teachers in terms of their role as a teacher which ultimately make them question their future in the profession. This insecurity and emotional threat may erode their professionalism systematically. Although each teachers' coping mechanism with these emotions and challenges differ, in essence, they all seek signals and reflect on their professional identity with a desire to survive through these challenges (Oppenheimer&Dvir, 2014).

Loh and Liew (2016) also suggested that by the nature of their profession, teachers need to be sensitive to the emotional needs of their learners and manage, mask or manipulate their emotions when dealing with school directors, students, parents and colleagues. This can be accounted for much of the emotional side of teaching along with the intellectual demands of the profession. In the study, it has been assuredly pointed out that younger teachers interviewed in the study had to give up their values and felt a sense of loss as well as "frustration at not being able to implement what they have believed in because of the structural constraints within their schools" (p. 276).

In light of becoming a teacher, citing Carter and Doyle (1996), Beijaard et al. (2000) indicated that the biography of a teacher involves the adjustments of personal beliefs, values to organizational realities and the reconstruction of identity while deciding how to represent it in a class. Therefore, the type of family one is raised in, the image of self as a learner, having positive or negative previous encounters with teachers or tragic, striking incidents happening in one's personal life may affect their perception of self. Reflecting on these may open new paths on understanding a teacher's view about themselves and hence, should not be overlooked.

A sense of professional identity is also in conjunction with teachers' self-efficacy, motivation, commitment and job satisfaction (Beijaard et al., 2012) and therefore, these can be considered as the key factors in the journey of becoming an effective teacher. As suggested by Beijaard et al. (2012), the relation among these constructs and the amount of weight attributed to each depend on teachers. However, one thing that is clear is that they all are subject to change and in relation with each other. The term self-efficacy is defined as "personal and subjective belief about one's ability to achieve desired goals" by Meristo and Eisenschmidt (2014, p. 1). According to the authors, the quality of school atmosphere has a huge impact on novices' self-efficacy beliefs. Support from colleagues, administrators not only fosters novice teachers' self-efficacy beliefs and personal well being but also has a positive effect on student learning in the long run. Therefore, teachers with higher self-efficacy beliefs tend to feel more enthusiasm and passion towards their profession and better meet the needs of their students which in return affect their commitment to the profession and increase their job satisfaction and motivation. Similarly, another study conducted by Cakmak (2013) also emphasized student achievement and positive colleague interaction as two key motivating factors in early years of teaching.

Another study conducted by Ozder (2011) investigating the self-efficacy beliefs of novice teachers in the classroom revealed that novice teachers' self-efficacy beliefs in instructional strategies were higher than their beliefs on student engagement. These findings indicate that novice teachers' pre-service education needs to be reconsidered and they require the expertise of more experienced teachers during this process. Kardos et al. (2005) examined the effect of professional culture on novices' job satisfaction and found that a more positive and integrated school culture promotes teachers' job satisfaction. Therefore, there is a strong correlation between job satisfaction and teachers' perception of school context. In view of all these, as Beijaard et al. (2012) reflected "the extent to

which teachers are satisfied with their colleagues, the support they receive and the extent to which they feel competent in dealing with school administrators influence teachers' ratings of the other" (p. 127). Thus, the strength of teachers' commitment, motivation, job satisfaction and self-efficacy can be mediated through their positive interaction with their teaching context.

To conclude, the development of novices' professional identity rests on teachers' perception of self and the place they work in their early career. It is the mixture of their past, which entails their experiences in school and in pre-service education programs, and their present enclosing their journey of finding themselves as teachers. As Flores and Day (2006) depicted:

> Teachers' personal and professional histories and pre-service training, alongside issues of school culture and leadership, emerge as stronger mediating influences (than previous literature suggests) in determining the kinds and relative stability and instability of professional identities which teachers develop in the early years of teaching and thus the kinds of teachers they become and their effectiveness (p. 219).

2.3.4. Research on the Support for the Novice Teachers

In their book, Feimen-Nemser et al. (1999) saw support as an "omnibus term used to describe the materials, resources, advice and hand-holding that mentors offer to new teachers" (p.4). It is a recognized need to provide support for novice teachers. However, it is also a documented fact that some of the schools are not structurally coordinated to provide the support required (Mann & Tang, 2012). As a result, some novice teachers encounter difficulties during their first years of teaching. Farrell (2006) illustrated the personal, social, and psychological claims confronted by novice ESL teachers resulting from their struggle to adapt to the realities of their work and suggested more use of their feedback in teacher education programs. Dishena and Mokoena (2016) indicated that "It is often the type of support that teachers receive that is indicative of whether the teacher moves forward and develops his/her teaching career or chooses to leave the profession" (p. 337). As suggested by Hudson (2012), novice teachers' views regarding the kind of support they need and they already received must be taken into account in the process of understanding how to support novice teachers. Therefore, the question to ask is how schools and other including parties can support novices. His findings showed that novices require more support particularly regarding the issues like the school context, networking,

managing people and work-life balances. The study emphasized the need for qualified, competent and eager mentors who can reflect on novice teachers' practice and provide feedback to ease the induction process.

In their study investigating the perceptions of novices concerning social support networks, Brannan and Bleistein (2012) highlighted three categories of support identified by their participants: mentors, coworkers and family. To the results, participants determined coworkers and mentors as the most significant support providers. Support provided by families, on the other hand, was highly associated with teachers' self-efficacy beliefs. The type of support offered by coworker was examined under two sections: pragmatic and affective. In the former, the support is more about teaching, classroom management, schools policies and sharing resources. In the latter, it is about listening to one another, sharing experiences and ideas and offering friendship and encouragement. This 'emotional support' provided by colleagues is highly needed by novice teachers as they reported and they called for more interaction with colleagues especially in the process of gaining their position as teachers and in seeking professional development. The findings also indicated that problem solving regarding issues like lesson planning, cultural misunderstandings can be a bridge that these two overlapped. Lastly, novice teachers also reported that family members offered their help when it comes to purchasing supplies and stapling papers. The ones who are married appreciated the support offered in areas like childcare and time.

This chapter has provided some basic concepts regarding the professional identity of novices, the professional development of novices, and the factors that are assumed to more or less influence teachers' professional identity and development and support provided to novices. It has also introduced the main concepts and key terms related to the current study. Finally, previous studies in relation with the topic which are conducted both abroad and in Turkey have presented.

CHAPTER III

METHODS

The previous chapter, Review of the Literature and Background Information, has positioned this research in the contextual framework of the available literature. This chapter sets out the methodology used in the research. This qualitative inquiry was designed to explore the factors affecting the Professional development and identity formation of Turkish Novice ELT's who work in K-8 settings. First, it will start with the background and the positioning of the researcher. Then, the research questions will be restated and the research design employed will be presented followed by the rationale for choosing it. Later, it will give information about the setting of the study and participants will be introduced. Lastly, the methods of data collection and data analysis will be presented. The following section will describe the ethical consideration. Finally, the summary of the methodology section will be presented.

3.1. The Background and Positioning of the Researcher

Why does one's view of knowledge and social reality relate to educational research? One view is that the researcher's intentions, aims and philosophical assumptions are inseparably linked with the research they do. According to Kerstetter (2012),the identification of the researcher with the participant population has an impact on the research process and its outcomes. Therefore, I need to position myself in regard to this research topic. As a novice English language teacher who has been in this field for 4 years and is still experiencing the challenges of being a novice teacher, I will start with an analysis of my own experiences.

I am from Kırşehir which is a small city of Turkey. My father is a teacher who has a huge impact on my choice of profession. I got my high school diploma from Kırşehir Teacher Training High School and continued my education at Boğaziçi University (BOUN) in Istanbul, which is ranked fourth among the world's best 100 universities in the Times Higher Education BRICS and Emerging Economies Rankings 2018. After graduating from BOUN, I took the examination to work as a teacher in a public school. Then, I was assigned to a high school in Gaziantep. I remember how self-confident and motivated I was when it all began since I had a chance to receive a high quality of education. However, what I experienced was completely the opposite. I have dealt with

many student and many schools in these four years. In my first year, one of the headmasters from one of those schools said to me “you may have gotten a degree from Boğaziçi University; this place doesn’t work like that. Don’t count on it. ” I was quite disappointed since all the work that I had done so far seemed like nothing. He even taught me a lesson on how to be a teacher by coming to my class. This wasn’t the only event that affected the way I look at my job. The workload and the negative comments and unexpected reactions not only changed the way I perceive my profession but also how I perceive myself as a teacher and even make me consider quitting my job. What makes this background so significant is that it helped to shape my study.

My interest in the topic started when I was engaged in self reflection as an English teacher. The time that I have spent both as a learner and a teacher of English has contributed to shaping and reshaping my professional development and identity. On this reflective analysis, I realized that the transformation of my professional identity was the product of my experiences that I consider a significant aspect of my professional development and identity formation.

On a further and deeper level, my attention to the topic was also stimulated when I realized that building your professional identity and internalizing this process is empowering. All the challenges and success are still helping me in finding my place in this field. As a learner, my struggles began with learning the linguistic and pedagogical aspects and obtaining the necessary skills for teaching. Then, when I became a teacher, the struggles and difficulties I faced only brought new dimensions to the process. Finding and claiming your place is never easy and I am at the very beginning of my journey like many other novice teachers. I was intrigued by the power of all the shared experiences and finding what other factors might have affected their identity development or the support they get and was simply curious to hear their voices as well. As Fay (1996) stated “There is no self understanding without other-understanding” (cited in Dwyer& Buckle, 2009).

Regarding the issue of researcher membership in the group, it requires attention due to the direct and intimate role of the researcher in data collection and analysis.According to Kanuha (2000), insider researchrefers to researchers who conduct research with populations which they also have membership (cited in Dwyer & Buckle, 2009). Outsider researcher; on the other hand, means studying a group to which researchers are not a member of, as the term itself indicates.

Previous studies indicate that being an insider or outsider researcher has their own drawbacks and benefits. The insider role makes the acceptance process smoother and allows participants to be more open with the researcher. Thus, the data gathered may gain depth and breadth. Dwyer and Buckle (2009) indicates that "The benefit to being a member of the group one is studying is acceptance. One's membership automatically provides a level of trust and openness in your participants that would likely not have been present otherwise" (p. 58). However, it raises the issue of objectivity and the effect of our personal biases on the research. Outsider researchers are mostly valued for being objective, biased and emotion free yet, gaining access to participants becomes a problem for them.

Therefore, a number of researchers reconsider the fixed positions of these two entities and argue that the researchers are somewhere in between. Arthur (2010) argues that there is no distinct role for a researcher as an insider or outsider when social, political and cultural factors of the settings and their effects on the researcher's identity are considered (cited in Milligan, 2016). Dwyer and Buckle (2009) also claims that "We may be closer to the insider position or closer to the outsider position, but because our perspective is shaped by our position as a researcher (which includes having read much literature on the research topic), we cannot fully occupy one or the other of those positions" (p. 61). These researchers suggest that an honest, open approach and a profound interest in the experiences of the participants and the desire to reflect their experiences as accurately and adequately as possible are far more important than being an insider or outsider.

Unlike quantitative research, in a qualitative research, the direct and constant role of the researcher indicates that they cannot be considered as separate entities. On the contrary, they are the core ingredient of the research process. Dwyer& Buckle (2009) states that:

> The stories of participants are immediate and real to us; individual voices are not lost in a pool of numbers. We carry these individuals with us as we work with the transcripts. We cannot retreat to a distant "researcher" role. Just as our personhood affects the analysis, so, too, the analysis affects our personhood. Within this circle of impact is the space between. The intimacy of qualitative research no longer allows us to remain true outsiders to the experience under study and, because of our role as researchers; it does not qualify us as complete insiders. We now occupy the space between; with the costs and benefits this status affords (p. 61).

In this research, my position as a researcher is to be with my participants while collecting my data to make them feel more comfortable in sharing their experiences. I am in the same community with my participants as a teacher. However, as Asselin (2003) noted, even though the researcher is a part of the culture under study, there might still be a need to understand the subculture. It is significant to pave the way for participants so that they can share their thoughts on the matter rather than what they thought I wanted to hear. The authentic portrayal of their perceptions can only be achieved by mutual respect and trust.

3.2. Research Design

According to Dornyei (2007), there has been an increase in the tendency of using qualitative research in all disciplines of social sciences (cited in Karatas, 2015). If researchers want to investigate a topic in detail, they utilize a qualitative research design. However, before carrying out the study, the grounds that the research based on must be decided. Citing Grix (2004), Mack (2010) notes that if people want to carry out clear and precise research, they need to make sure that they know the "philosophical underpinnings that inform their choice of research questions, methodology, methods and intentions" (p.6).

The main topic of this study is teacher professional development and identity constructions which is a significant aspect of teacher education. An accurate investigation of this topic demands a context in which teachers teach. Mack (2010) states that "uniform causal links that can be established in the study of natural science cannot be made in the world of the classroom where teachers and learners construct meaning" (p. 8). For this specific reason, a qualitative research design was chosen.

The purpose of this study is to explain and describe the phenomenon from the participants' point of view to explore the factors that have an impact on them in terms of their professional identity and development rather than making generalizations with other groups and findings. Conducting a qualitative research has enabled me to go in depth and make a comprehensive analysis of the data in hand. Since the intention of the research is to interpret the participants' perceptions and experiences, an interpretative approach was chosen. In interpretative approach, Citing Patton (2002), Overton (2006) explains that the researcher is "attaching significance to what was found, making sense of the findings, offering explanations, drawing conclusions, extrapolating lessons, making inferences,

considering meanings and otherwise imposing order on an unruly but surely patterned world" (p. 480). In this sense this is considered an interpretative research. Citing Merriam (2009), Hartono (2016) also explained that the aim of qualitative research is to understand "how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 14). Furthermore, Cohan et al (2007) indicates that "social scientists understand, explain and demystify social reality through the eyes of different participants; the participants themselves define the social reality" (p. 19). He also states generalized rules, regulations and universal laws cannot be used to define human beings. Social reality consists of multiple perspectives of an event constructed by multiple people who perceive these incidents differently. Mack (2010) also points out that "interpretivism's main tenet is that research can never be objectively observed from the outside rather it must be observed from inside through the direct experience of the people" (p.8).Therefore, in order to understand the social world under investigation, the standpoint of the participants who are parts of the ongoing action need to be examined. In this study, the experiences and perceptions of four novice EFL teachers teaching in K-8 level state schools in Gaziantep were examined.

In order to study participants' perceptions and experiences densely and in depth, case study research was employed. Gall et al. (2003) defined case study research as "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon" (p. 545). Case study research focuses on specific incidents that are relevant to the research. Cohan et al (2007) stated that case studies provide "a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles" (p. 253). Citing Nisbet and Watt (1984), Cohan et al (2007) also notes "case studies recognize the complexity and 'embeddedness' of social truths" (p. 256). Moreover, the topic of this research requires a research design which emphasizes quality and intensity rather than seeking frequency of occurrences. Cohan, Manion and Morrison (2007) mark the importance of separating the significant few from many other instances of behavior. They express that "Significance rather than frequency is a hallmark of case studies, offering the researcher an insight into the real dynamics of situations and people" (p. 258). In this regard, case studies, short stories and narratives can be used as valuable teacher training resources for beginning teachers in order to foster reflective thinking and facilitate learning (Karatas & Cendel, 2013). Therefore, this current study utilized a multiple case design.

3.3. Setting

It is crucial to establish the research setting from which the data are collected since research setting has played an important part in the study and discovery of new matters and understandings has always been the goal. The study was conducted in four different state schools located in İslahiye, a district of Gaziantep, Turkey. Although my initial goal was to obtain participants from any level of state schools available, in order to make it more manageable, the focus was on these four primary and secondary state schools which I had access to.

The selection of these schools was based on two reasons. First, all these four schools provide a new aspect to this study in terms of different qualities they have. While two of the schools are located in a small village, the rest of them are in the district center. One in the centre is a primary school and the other is a secondary school. The same pattern also goes for the schools in the village. Second, as the aim of the study is to explore the perceptions of novice language teachers, choosing schools in which novice teachers are working was crucial. The high schools were excluded from the study since the dynamics and requirements of these schools are different and therefore considered exclusive.

Furthermore, Gaziantep is home to many schools and due to its location and history; it offers diversity in education. This changes the student profile that in return influences the teacher's job and addressing all students in the class becomes very difficult. Even though this diversity has an impact on the performances of all teachers, dealing with this problem may require extra support for novice teachers who are already experiencing management problems. Since the purpose of this study is to discover the factors effecting the professional development and identity of novice teachers, lack of research carried out in this region makes this research relevant to this context.

3.4. Participants

In order to gather the intended data, criterion sampling was applied. Patton (2001) defines criterion sampling as "involves selecting cases that meet some predetermined criterion of importance" (p. 238).The participants of the study will be selected on a basis of two criteria. First, they should have less than three years of experience and second, they should be teaching in primary and secondarypublic schools. Therefore, the selection was based on the representativeness of the participants. Age was not a determining criterion for sampling. There were also no restrictions in regards to gender; however,

among all other teachers I contacted and informed for the study, only one male participant agreed to be a part of this research. Also, out of six female participants, only three of them were willing to share and participate in the study voluntarily.

As a result, there were four participants who met the criteria and agreed to participate in the study voluntarily. Two of these participants were obtained by using snowball sampling. In other words, two participants were recruited by using other two participants who already agreed to be in the study. This small number of participants provides the means for obtaining an in depth and rich analysis of participants' experiences and views. Citing Merriam (2009), Hartono (2016) claimed that "the crucial factor is not the number of respondents but the potential of each person to contribute to the development of insight and understanding of the phenomenon" (p 105). They were all novice teachers who work in primary and secondary level public schools in Gaziantep. The term "novice" has been used in studies regarding beginning teachers. Farrell (2012) pointed out that what is meant by *novice teacher* is not certain in the literature. It can be considered as anyone who has been new in a cultural context or who is teaching for the first time. In this sense, there is no way of knowing for certain how many years will be considered enough to leave the novice stage behind. Kim and Roth (2011) described novices as teachers who have been teaching less than five years. Haynes (2011); on the other hand, indicated that two years of experience or less is sufficient. For the purpose of this study, anyone who has three years of teaching experience or less will be considered as novice teachers. Thus, only teachers who have just started their profession and the ones in their second and third years were selected to gain deeper insight and provide meaningful data to apprehend the topic under investigation.

In order to respect the privacy of the participants, pseudonyms were used. For the reader's benefit, the following table (See Table 1) provides further information regarding the participants and guides them to better comprehend the findings.

Table 1.

Demographic data of the Participants

	PSEUDONYM	SEX	AGE	EXPERIENCE	DEGREE
1	NOV1	Female	26	6 months (0-1 year)	ELT
2	NOV2	Male	32	15 months (1-2 years)	ELT
3	NOV3	Female	24	6 months (0-1 year)	ELT
4	NOV4	Female	25	6 months (0-1 year)	ELT

ELT: English Language Teaching

Two of the participants (NOV3 and NOV4) also have private school experience for a short period of time; yet, those experience durations are excluded from the table since the aim of the study is in relation with public schools. NOV3 has a teaching experience in a private school for about two months right before switching to public schools. NOV4, on the other hand, worked in private sector for about one year.

3.4.1. NOV1

NOV1 is a 26 year old female and she graduated from ELT department. Her interest in English started when she was in primary school thanks to her teacher in that school. She was not interested in English at first and was not an attentive student in the class. But when her teacher realized this situation and the fact that her mother was also a teacher helped her in making a change in her attitudes. She stated:

> *I didn't like English. But my teachers efforts and her positive behavior towards me even though me being such a sloppy student and instead of pushing me away, her efforts of pulling me in help me a lot. I can say that I owe her most of what I have now.*

Being an English teacher was not first in her list of professions. She realized and made her choice when she was in high school. But her interest in English as a kid guided her and made English department a choice for her. She also indicated the role of his father when it comes to English by stating:

> *My father is an Engineer so he knew English. He loved listening to music in English. He had these tapes and we listened to them together all the time. It has*

quite an impact on me. I tried to mimic him and talk to him by making up words in my mind. He was also a role model for me.

3.4.2. NOV2

NOV2 is a 32 year old male and he also graduated from ELT department. He has been teaching English for 2 years. His interest in English started when he was in high school when he met his high school teacher. His primary and secondary education did not help him achieve anything. He states:

I didn't have any teacher who had an effect on me because I was in a village. Our teachers changed a lot and we only had one teacher in the school and there were three classes. Out of six classes in a day only two of them were with the teacher. To make you visualize the situation better, after secondary school, there was an examination that we took. I found out what was it for after I took the test. It was for high school selection and I failed again.

Before high school, his contact with English was very little. However, his teacher in high school helped him and guided him. He was different from other participants in the sense of her family background and his late attendance to university life. His choice of profession was also based on pure luck according to him. He is the only one in his family who has a university background and after high school he decided to be a trader and got married. Only after his son was born and a break down in his work, he decided to attend university and took the exam when he was 25 year old. He stated: *"It was like a dream for me. I never imagined this to happen. It was very difficult to cope with the financial problems since I also had a family, but I had the luck on my side".*

3.4.3. NOV3

NOV3 is a twenty four years old female who has been teaching English her interest in English started when she was in primary school when she had her first class in English. However, she stated:

I always knew I wanted to be an English teacher but after my first English class I was pretty sure. However, I was a child back then. The exact time that I was certain about my choice was when I was in high school.

The reason that motivated her more towards English was her English teacher in high school. According to her, this English teacher was special to her not in an academic sense but rather with the way he helped them psychologically and emotionally whenever they had a problem. This attitude of her teacher shaped her understanding of being a teacher and had a huge impact on her teacher identity according to her statements. She even stated: *"I don't think I would be where I am now if it hadn't been for my teacher in high school".*

She also indicated that her family also played a role in her choice of profession. Her father was an imam therefore his tendency of Arabic and knowing a language made him appreciate the benefits of knowing a language. She stated that*: "For my father, learning English was not a luxury but rather a necessity. He always supported and encouraged me in my endeavors and since I already wanted to be one, I just did".*

3.4.4. NOV4

NOV4 is a 25 year old female and she also graduated from ELT department. This is her second year of teaching. Her interest in English language started in the fourth grade when she first started to take classes in English. However, being an English teacher wasn't something that she thought about until high school. With no guidance from her English or any other teachers, she decided to select her major as English taken her interest and aptness into account. She stated:

> *I wasn't an outstanding student back in high school. But when it comes to English, I was the best. Even in fourth grade, you could see my hands up all class long. My relationship with English was different and I could see that I had a talent and I was aware of it. This situation guided me during this selection process.*

She also indicated that certain behavior of her teachers throughout her education shaped her beliefs and attitudes. She stated that:

> *My teachers mostly showed an interest in hardworking and clever ones in the class. I wasn't one of them. They pay all their attention to them and loved only them or I felt like that and made me quite angry all these years. I feel like if they*

guided me and pay more attention to me, I knew that I could be in a different place now. Therefore, as a teacher, I try not to make the same mistake.

3.5. Data Collection

The data collection period covered three months in total from mid March to mid June in 2018. I employed the following methods for data collection: reflexive autobiographical journaling, interviews and observation. Interviews and observations with the novice teachers were the primary sources of data. Reflexive journaling was used to triangulate the data to verify the validity of the interpretations. Participants were provided with two sets of *"homework assignments"* prior to the interviews except for the first interview. The rationale behind these *"homework assignments"* was that each set including autobiographical journaling activities were preparation tools for the participants for the interviews. In other words, these specific activities were guided by the researcher so that the sharing process in the interviews would be efficient and help them focus on the topics and themes easier (see Figure 1).

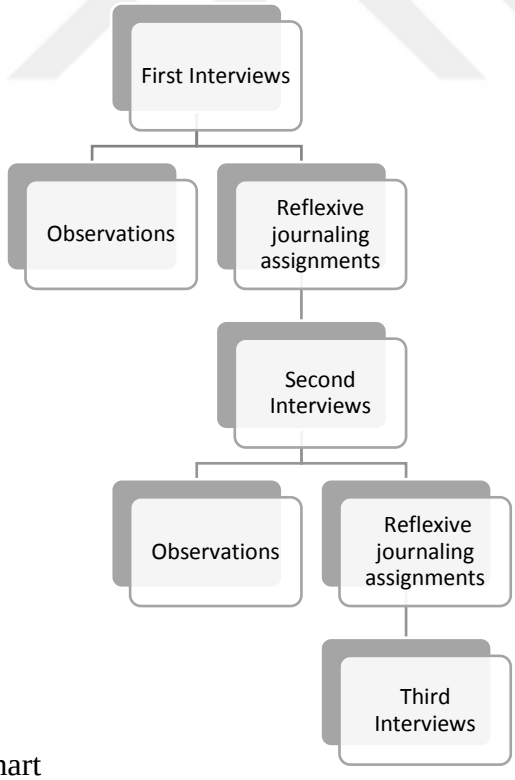


Figure 1. Data collection chart

3.5.1. Data Collection Tools

3.5.1.1. Interviews

Since the main goal of this qualitative study is to explain and describe the phenomenon from the participants' point of view and experiences, interviews were used as a data collection source to observe how participants express and verbalize their perceptions and experiences. Cohan, Manion and Morrison (2007) indicated that "Interviews enable participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view". (p. 349). Interviews are not everyday conversations rather they are constructed and they require pre-set questions and have specific purposes. Citing Hartono (2016), Merriam (2009) states "interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them" (p. 89).

This study used an interpretative approach therefore using interview as a tool was significant to construct meaning and gain understanding from their experiences. In his book, Seidman (2006) noted that even though they are not always sufficient enough, interviews are necessary approaches if the aim is to make sense of the meaning in experiences of people who are in education field.

Interviews are other people's stories and stories can be considered a way of knowing. It was crucial to see participants' way of telling their story to ensure an effective meaning making process. As Seidman (2006) stated in his book:

> Every word that people use in telling their stories is a microcosm of their consciousness (Vygotsky, 1987, pp. 236–237). Individuals' consciousness gives access to the most complicated social and educational issues, because social and educational issues are abstractions based on the concrete experience of people (p. 7).

Storytelling is also emphasized by Schatz-Oppenheimer and Dvir (2014). Their study claimed that storytelling reveals the storyteller's identity in several ways. Thus, talking about professional stories is a means of reflecting on novice teacher's professional identity.

In this study, the interviews let participants to delve further into the themes and topics that they had reflected before in their reflective journal assignments. After talking

with some of the school principles, the contact information of several participants was reached. Out of 10 participants, four of them initially agreed to participate in the study. However, two of them decided to leave. Two more participants also joined the study. After this initial contact, a meeting was arranged to get their consent and give further information regarding the study. Prior to meeting, the consent form and an information sheet were written in a simple and understandable language to make sure that the participants would capture the nature of the study. In the consent form, it was also explained that the study was voluntary and their identity would be kept confidential. If they agreed to participate, they would be asked to sign the informed consent form. After the consent forms were collected, arrangement of the first interview was made with each participant.

The length of the interviews ranged from one to two hours. All interviews were recorded digitally and later transcribed. The interviews were conducted face-to-face. Face to face individual interviews were adopted since interacting with the participant would be more natural this way. Interviews facilitated the process of obtaining participants' ideas, views and thoughts. The participants were informed that the interview is voluntary and reassurance of their confidentiality was provided.

3.5.1.2. Interview Setting

The meeting time and place were prearranged with each participant. Each of the participants was seen individually. Most of the interviews took place after work hours in a quiet park where participants would be comfortable and relaxed. Only one participant was interviewed in her house due to her request. The participants were very busy, so most interviews had to be rescheduled due to unexpected events.

3.5.1.3. Interview Language

Both English and Turkish were accessible for the researcher and the participants. The interviews were conducted in a language depending on the participants' choices in order to minimize their stress level and make them feel more comfortable so that they don't feel pressured due to the imposition of a specific language which in this context is English. All of the participants decided to use Turkish.

3.5.1.4. Interview Structure

The type of interviews employed for this study was semi-structured interviews. Before conducting the interviews, an interview guideline was designed. The questions were handled with sensitivity and respect. When the questions were prepared, they were reviewed by the research supervisor to eliminate ambiguity and bias. Corrections and modification were made if necessary. A detailed list of the interview questions can be found in Appendix A, B, C.

The rationale behind the interview structure was based on Seidman (2006). He noted that "The first interview establishes the context of the participants' experience. The second allows participants to reconstruct the details of their experience within the context in which it occurs. And the third encourages the participants to reflect on the meaning their experience holds for them" (p. 17). Therefore, the focus of the first interview was to learn about the life story of the participants and the contexts and events leading up to their current status as much as possible. The interview was shaped by following topics:

- Educational experiences before becoming a teacher
- The reasons behind in their choice of profession
- Professional experiences as a teacher
- Their perceptions and beliefs about teaching before and after they have become a teacher

The most significant aspect of the first interview was to develop an appropriate rapport with the participants. Rest of the questions was based on the grounds given above. The participants were asked to give specific examples about their work life, family, colleagues if possible to establish a deeper and meaningful base both for the next two interviews and reflexive journaling.

The second interview centered on the inspirations and meanings participants draw from their experiences. Some of questions asked in the first interview were restated to gain additional data. Apart from fixed questions addressed to each participant, given responses also give directions to emerge new questions. The interview focused on the following:

- Analyzing teacher identity at present
- Exploring the effects of work environment, colleagues and administrators, student profile
- Expectations from their occupation
- The place of good teaching and being a good teacher in their professional belief

The third and final interview's aim was to revise their initial comments they made in the previous interviews about their professional selves and identity, discover if there were any differences or changes in participant's perceptions or beliefs since the earlier interviews and finally to divulge beliefs and perceptions that may have been overlooked. The main focus was on the following issues:

- The relationship between personal and professional experiences
- Perceptions about self and its effect on professional self
- Overview of the beliefs, assumptions and views before and after study and before and after teaching
- Uncovering the emotional self and its needs and effects on other selves

Below, a detailed figure demonstrating the dates of each interview conducted with the novices can be found (See Figure 2).

PARTICIPANTS' NAME	INTERVIEWS	DATES
NOV1	**Interview #1**	**March 27, 2018**
	Interview# 2	**April 26, 2018**
	Interview#3	**June 1, 2018**
NOV2	**Interview #1**	**April 4, 2018**
	Interview# 2	**May 3, 2018**
	Interview#3	**June 2, 2018**
NOV3	**Interview #1**	**March 23, 2018**
	Interview# 2	**April 26 , 2018**
	Interview#3	**May 31, 2018**
NOV4	**Interview #1**	**March 22, 2018**
	Interview# 2	**April 27, 2018**
	Interview#3	**June 5, 2018**

Figure 2. Interview schedule

3.5.2. Observation

Cohan, Manion and Morrison (2007) marked that observation "offers an investigator the opportunity to gather 'live' data from naturally occurring social situations." Observation used as a research tool in three distinctive ways which are structured, semi structured and unstructured observations. Structured observation is used when the researcher knows what to look for and goes into action with a prepared observation schedule. Semi structured observation has predetermined issues but gather them in a less systematic way. Unstructured Observation, on the other hand; "let the elements speak for themselves" (Cohan et al, 2007, p.398). Here the situations determine what to select rather than allowing the key issues selected in beforehand decide. Citing Patton (2002), Cohan et al (2007) proposes that the data gathered by observation enable researcher to have an access to the participants' world and realize the situation that is being portrayed.

In his book, Creswell (2014) provided a guideline explaining the procedure on conducting a qualitative observation. Throughout the observation, the researcher takes field notes describing the behaviors and activities of the participants either in an unstructured or semi structured way depending on what the researcher needs to know.

For the purpose of this study, all four participants were observed for six hours each. The aim of the observation was to see the participants in their natural setting and observe their behavior and practices in the classroom and at school in regards to what they stated in the interview earlier. Mulhall (2003) indicated that "through observation it is possible to ascertain whether what people say they do and what they do in reality" (p. 308).

Since the aim in this qualitative study is to discover factors and explore novice's experiences, observation provided a further data not only to verify but also to explore taken-for-granted beliefs, assumptions that went unnoticed. The researchers were informed not to make any changes or special adjustments since it will negate all the efforts made. Cohan et al (2007) noted that "The qualitative researcher aims to catch the dynamic nature of events, to see intentionality, to seek trends and patterns over time" (p. 397).

The researcher's role during observation process differs depending on the nature of the study. Among the four types of role, which are complete participant, complete observer, observer as a participant and participant as observer, indicated by Creswell (2014) complete observer role were chosen for this current study since the purpose was

to reflect the experiences instead of making a change to better the situation. Being a complete observer requires the researcher not to participate and disturb the dynamic nature of events simply to observe and gather data. There was no interaction with the students or the participant. During the observation, the researcher only monitored the events that took place, remarked outstanding and exceptional ones and described the reactions of the teacher to these events. After the observations, the participants expressed their views on the lessons.

3.5.3. Reflective Autobiographical Journaling

Citing Dewey (1933), Jay and Johnson (2002) defined reflection as ‘‘active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends’’ (p. 74). Based on this description, reflection can be interpreted as revealing what the teachers have in their mind regarding their profession.

For this particular study, participants were asked to keep reflexive autobiographical journals during the time covering the first and the third interviews. In other words, participants were provided with two sets ofactivities in total prior to the second and the third interviews (See Appendix E, F).The most significant aspect of this research tool was to prepare the participants mentally for the next interviews. To exemplify, they were given the first set of activities on the day of the first interview which gave them about a month to finish the activities until the second interview was took place. The second set of activities was delivered to them right after the second interview and once more they had about a month to complete the activities. The activities were adopted from the outline provided by Bukor (2011). Some of the activities that were in line with the purpose of my research were directly adopted and changes and corrections were also made when necessary.

The reflexive autobiographical method stimulates professional growth, increase self awareness and provide a means of exploring the tacit network between one’s personal beliefs and the effect it has on the professional practice (Francis, 1995; Jay & Johnson, 2002; Korthangen, 2005). Furthermore, these journals give participants the chance to recall what they might have missed during the interviews and help them uncover things they haven’t realized before. Bukor (2011) stated that “The journaling was designed to engage participants’ conscious, rational, analytic way of knowing as they explored their

personal and professional experiences" (p. 145). These reflexive journals were also a coping mechanism for minimizing the negative effects of abstention in expressing partly formed ideas, thoughts and lack of understanding that may have happened during the interviews.

The first set of activities consists of three separate exercises (A1, A2 and A3) each focused on a different side of their professional beliefs and assumptions. The first exercise (A1) was designed to uncover the preoccupations of the participants regarding their professional life. The second one (A2) helped researcher to discover the possible effects of participants' personal judgments and beliefs on their professional perceptions and beliefs as teachers. The aim of last exercise (A3) was to unlock the door of their past experiences and bring out as many as possible to examine their effect on their identity formation process and professional growth.

Consistent with the first set above, the same pattern was also applied in the second set with only one more additional exercise. The exercises in the second set (B1, B2, B3 and B4) were broader in perspective which made it possible for participants to express their life experiences and their effects on their teacher identity with no pressure. Their personal life experiences and emotions were also taken into considerations in some part of the activities in a sense since according to the Erikson's (1959) theory of personality, there is continuity between who you have been in the past, who you are now and who you are likely to be in the future. The problems that an individual faced persistently might have been caused by their early life experiences (Ewen, 2003). Therefore, the intent was to let participants analyze and rearrange both their personal and professional life so that the connections and the relations can be made to explore their perceptions about their own professional identity.

The journals were a significant supplementary tool for this study since some of the answers in the interview were partly developed and sometimes vague to analyze. In other words, they were effective not only in gaining new insights but also in clarifying some issues stated in the interviews.

3.5.4. Reliability and Validity

Gibb (2007) defined qualitative validity as checking the accuracy of the findings by using certain steps while qualitative reliability described as the consistency of the findings across studies and researchers.

The validity of the qualitative research has been a much discussed topic. There are strategies used to check the accuracy of the findings. One of them is triangulation which is combining different data sources. By using the findings gathered by these different resources, a coherent justification for themes can be built by crosschecking the evidences. According to Creswell (2014) this process provides the validity of the study the kind of boost it requires. As for the current study, employing three different tools, namely interviews, observation and reflexive journals, enabled the researcher to cross-reference the findings to reinforce the accuracy of the findings.

Although there has been a debate about the validity and reliability issues regarding the data collected through interviews, Seidman (2006) stated that "The three-interview structure incorporates features that enhance the accomplishment of validity. It places participants' comments in context. It encourages interviewing participants over the course of 1 to 3 weeks to account for idiosyncratic days and to check for the internal consistency of what they say" (p. 24). Since the purpose is to make meaning out of participants' experiences and perceptions, if the interview structure enables them to make sense both themselves and the researcher, this should be considered enough for the validity.

Building a rapport with the participants is also crucial for an effective interview process. Establishing a close and respectful rapport with the participants empowers the mutual relationship that the researcher needs for the data collection period. Otherwise, the lack of rapport inevitably shapes the type of questions the researcher would ask and the answers participants would provide. Therefore, participants were informed that the researcher plays a part in this study only as a facilitator and observer whose attempt is to reflect upon their experiences, perceptions, beliefs and interpretations of the events. Self reflection and gaining awareness about the issues regarding both your personal and professional life requires space. Therefore, they had enough space to make connections regarding their beliefs and identity as teachers and to ponder upon their own interpretations of events (e.g. reflexive journals).

Another strategy suggested by Creswell (2014) is member checking in which participants were given a draft during data analysis process to analyze and evaluate their accuracy. The participants were asked to read and reflect on the documents provided to them in order to ensure validity, comprehensiveness and confidentiality. Their comments and suggestions were also taken into account and necessary modifications were made.

As for the reliability, citing Brock-Utne (1996), Cohan et al (2007) noted that the nature of qualitative research and its holistic approach seeks to report multiple

interpretations, intentions and meanings given to the events and situations. The concept of reliability; thus, is inferred as dependability. They further argue that dependability is concerned with member checks, triangulation, persistent observations conducted in the setting, reflexive journals to assure the consistency of data and results.

Yin (2009) also recommended documenting and reporting all the steps taken with the case studies and documents to insure the consistency of the results. There are also other measures that can be taken suggested by Gibbs (2007). According to him, the accuracy of the transcripts is significant; thus, an after check to avoid possible mistakes that may have occurred should be employed. Cross-checking the findings combined with constant comparison of the data with the codes are crucial since it will minimize the drifts in the definition of the codes. As suggested in his book, the transcriptions were double checked and after their accuracy was confirmed the researcher analyzed them. The findings were cross-checked and every step was taken into account to avoid overlapping and drifting. Furthermore, direct quotes were provided while presenting the results to help the reader delve into the teachers' stories and empower trustworthiness.

Concerning generalization, this research takes the stand of Denzin andLincoln (1998b, p. xiv) when they state that "to study the particular is to study thegeneral‖ and that any case will necessarily bear the traces of the universal‖" (cited in Bukor, 2011).

3.5.5. Data Analysis

Qualitative data analysis involves organizing and preparing data for analysis, conducting an analysis, making sense of the data according to participants' situation and noting themes and categories (Cohen et al., 2007). As Creswell (2009) noted, it is not something that can be completed quickly since it requires working back and forth between the themes and the database through reflective and inductive thinking skills.

For this current study, qualitative data analysis was conducted after data collection finished. After the participants were interviewed and transcription process was completed as soon as possible, the coding process started. The first step which encompasses organizing and preparing the data for analysis provided more opportunities for researcher to make a general sense of information and reflect on its overall meaning (Creswell, 2009).

During the initial coding process, a description of the setting or people as well as themes was generated. The major categories of information were identified and a list of

common topics was made. The data was analyzed by resorting to the list. The topics, then, were turned into codes. Creswell (2009) emphasizes three ways of coming up with the codes. The codes can be developed only on the basis of the emerging information collected from participants, by using predetermined codes and fit the data to them or by using a combination of both. For this study, the research developed both emerging and predetermined codes.

More specifically, the researcher coded one participant's data first, and then moved on to the second participant's data. Data, therefore, were analyzed by means of constant comparison method (Glaser & Strauss, 1967.) In this method, each interpretation and finding is compared with the existing findings as it emerges from the data analysis, i.e., a simultaneous comparison of all events and themes were made. The second set of coding was naturally under the influence of first coding process and vice versa. Therefore, overall, two different levels of analysis were thus applied: within-case analysis and cross-case analysis. First, themes and sub-themes in each individual case were classified. Then, they were compared within each other. After within-case analyses were completed, all emerged themes and sub-themes were compared and grouped into larger themes. Thus, it was a cyclical process in which researcher continuously refined and recoded to discover new elements and relationships within data and to gain a deeper understanding (Saldana, 2013).

In this present study, there were thirteen categories emerged at the beginning of the coding process. However, in later steps, after some adaptations and omissions, eleven categories were left: Ideals versus reality, career choice, challenges, identity, professional development, pedagogy, teaching context, biography, job satisfaction, motivation, commitment and self-efficacy.

This chapter introduced the background and the positioning of the researcher, the setting and the participants were presented. It also provided information regarding the data collection tools (interviews, observations and Reflexive Autobiographical Journaling) and data analysis process. Lastly, the validity and reliability of the study was discussed.

CHAPTER IV

THE RESULTS

In this current study, data was obtained through 12 interviews with participants, observations and reflective journals assignments. The quotations were selected on the basis of their relevance to the themes. The dots (…) indicate the irrelevant information that has been excluded.

This section is structured in line with the research questions mentioned in the introduction. It will first describe teachers' perception of their professional identity, their views on support and their professional development, as well as factors that may influence the way teachers perceive their professional self.

4.1. Teachers' Perception of Their Professional Identity

The first research question aims to investigate teachers' perception regarding their professional identity and further examine what it is to be like a novice teacher in a K-8 setting in Gaziantep and how they consider themselves as professionals in their work. To provide a basis for their perception of identity, it is vital to explore the motives and reasons of choosing teaching as a career path considering its influence on professional identity formation. The participants were asked to talk about their prior experiences as students and student teachers, their role models that changed or helped to form their self image. They were also asked to portray how they perceived and wanted to be perceived in their professional lives as teachers.

4.1.1. Teaching as A Career Path: It Is Not Something I Chose, Rather Something I Fell Into

The reasons of young people to pursue a career in teaching are directly related with their motivation. The motivating factors in pursuing teaching as a career alter from individual to individual. However, as Yuce et al. (2013) stated, the teacher education literature divides it into three categories. These are stated first as extrinsic motives like job guarantee, money, holidays and social security; secondly as intrinsic motives: interest, personal satisfaction and love of profession and lastly; altruistic motives: being in the service of people, society and country in general. In this current study, the reports of four

novice teachers indicated that only one of the novices, NOV4, decided to be a teacher long time ago and chose this career consciously and voluntarily as a first option. The rest of the teachers' career choice was rather coincidental and they ended up teaching.

Their interest in language to some extent cannot be disregarded; yet, teaching is a profession that demands more in that it requires a high degree of responsibility, altruism and devotion. Most of teachers in this study started to think teaching as a profession due to extrinsic reasons or being uncertain about other career paths. Out of four participants, only NOV4 reported that teaching English was her dream job from the beginning.

Regarding the issue NOV1 reports that:

> *I never considered choosing Language Department at first and I didn't even know anything about its existence. When I was in high school, there was this system that allowed you to choose departments in terms of your grade point average (GPA). I had four poor marks in four lessons therefore, if you want to select Math and Science Department, you need an average of 2.5. English was out of the lessons that I succeeded. I was always very good at English classes even as a kid in primary school. I wasn't the most successful student in the class may be but, when it comes to English, I never lowered my finger. I had a special interest and talent in English. In high school, when the matter is English I could say I was the best. Then one day, my friends asked me why I wouldn't choose Language Department. I was even surprised and said "Is there a Language department?" I couldn't select Math and Science anyway due to my GPA. I thought why not? I have the talent and interest, I can do it.*

She further states that it was more like God's will and noted that:

> *None of my English teachers guided me through this selection. It was more like destiny and I had the talent and I chose Language department. One year after this selection we moved from Istanbul to Tekirdağ. It was also a difficult time for me because there wasn't a language department near us and I had to travel 45 minutes to go the school that had one. I didn't consider changing my department to Turkish and Social studies because I wanted to be an English teacher not a Turkish or history. I do not regret my decision. I am glad I chose it…But, you know people ask "What do you want to become in the future?" The other day, my*

students asked me, I realized I never actually thought about it before. I never had a profession in my mind.

When asked about her motives and reasons to become an English teacher, she claimed that:

Whatever I have done, I have done it on my own. My parents never guided me. They both have low level of education and education wasn't their best suit. I don't recall a time my parents asked me about my classes or school works. It might have been different if they had asked now what I think about it. But, after the first year in high school, I asked to myself which path I can choose as a career in Turkey? Being a teacher is an average profession, you earn your money and you work for the government. Working for a government is like having a security blanket. You know there is this conception saying that if you get your feet in this door, the rest will be fine. Therefore, I thought I can be a teacher. You have two options I think if you select this field in high school. You either become a translator or be a teacher. Being a translator is not a stable job; therefore, I directly preferred teaching since it is a more guaranteed and secure job. Teaching is a popular, loved profession and it is an ideal profession for women. There is also the issue of holidays, being a public officer etc.

As can be seen, NOV1's motives are mostly extrinsic in that she talked about all kinds of external factors including job security, money, holidays and social security. She referred to her poor school performance in the first year of high school and reported how this shaped her career path. Due to the failure in certain courses, her decision to select Language Department was more like mandatory and out of luck since her low grades didn't let her choose the other option she had and she ended up being a teacher after that.

NOV2, the only male participant of this study, is also rather different in terms of choosing teaching as a career later in his life after working as a tradesman for five years. When asked about this journey, he replied:

I became a teacher when I was thirty years old. Before I went to university, I got married and then joined the army to perform the military service and then, I had a child. After all these, I took the exam and went to the university.

When asked about his reasons for giving up being a tradesman and decided to be a teacher, he noted:

> *I had a conflict with the partners that I was working with. This was one of the reasons. Apart from that, I considered enrolling in distant education programs to have a college degree so that my son would be able to say my dad graduated from university. As for reasons to become an English teacher, I already selected Language Department as a field during high school and it was a general high school and back then, to be able to go to university in this field, you had to be in a teacher training high school because they were given extra points. Therefore, I couldn't even make a selection with 94 score out of 100 questions. You had to answer all the questions correctly or made 2 errors maximum in total to be able to enter the university.*

He also emphasizes another issue in his reflective journaling assignment that not being able to go to university damaged his self esteem because all his close friends are bachelors so he usually felt being looked down on. He states *"due to this feeling, I always felt regretful about not attending a university…and if I graduated from a university, I would no longer think I was at underclass among my friends."* When asked about the motives behind this selection, he replied:

> *When I was in ninth grade, I failed my English exams in both terms and I could barely pass my make up examinations. I was planning to select Social Studies but I couldn't because there weren't enough students. It was more like a mere luck. Some of my relatives who graduated from Teacher Training High Schools warned me not to choose this field because the chances of me entering were rather low. Luckily, I had a fantastic teacher and we are still in contact after 15 years and he made me like English. I owe those 94 correct answers in university entrance exam to him. I gave up after that exam and became a tradesman. But, the second time I took the exam in 2011, I could get enough points to enter the university all thanks to him because during those 5 years, I was nowhere near English. I got lucky because it was a dream for me to get accepted to a university. Now I think about all those years, I had the responsibility of my family and needed to support them financially and at the same time, I had responsibilities as a student. It was a*

difficult time both for me and my family. When I was making selections, I didn't take the exam necessarily to become a teacher. But now that I have become one, I can say that I enjoy it may be due to working with young children. However, I cannot say that it was my dream job as a kid.

He also emphasizes that he sees this profession as a way of income. When asked about his reasons to stay in the job he emphasizes that *"it might not be an ethical reason but of course it is the salary. Money is really important for me because my university years were rather difficult as I stated. The financial freedom provided by this profession is totally a different matter. But also getting feedback and seeing students experiencing the language gives you another joy especially the young children."*

NOV3 was rather different that NOV1 and NOV2 in that there were some implications on her reports that showed the effect of her family and prior experiences on her professional choice. When asked about her schooling experiences as a student, she said:

I started the first grade in a private school and I didn't do any of my English homework during that time. But, my teacher showed an interest in me and since my mom is a teacher as well, I was caught between two fires. I didn't like English. But, thanks to my teachers' positive attitude and her help, her positive approach of pulling me in instead of pushing me out is really one of the reasons explaining the state I am now. Then, I changed my school and went to a state school; I was already ahead of everyone so I lost my will and didn't need to study actually.

Regarding the matter of the influence of her family, she notes that:

My father was really good at English since he is an engineer. He listens to music in English and he had tapes. We listened to them together sometimes. It really had an influence on me. I couldn't know the lyrics or sing along but, I tried to speak with my dad by making up words in my mind. He was like a role model.

When asked about her motives to choose English as a field in high school, she states that:

I wasn't actually planning on choosing English as a field in high school but, I had some family problems. My parents couldn't pay too much attention to me because my brother needed them the most. During my primary and secondary school years, they had to take care of him more. I was kind of lost at that time and I couldn't focus on my exams and failed to enter Anatolian high schools in high school selection exam. I went to general high school…Then out of nowhere, after I selected the Social Studies as a field, a relative of ours told us that her daughter selected the Language Department. Then, we thought should I choose it as well? I had the talent and interest and then this idea hit me and I was like I had an option like this and yeah, why not? It created a domino effect and the rest acted like in the manner of dominoes. I always liked going to school with my mom since she is a teacher but I was considering other professions and never thought of teaching but I was also surrounded by teachers back then.

When asked about her reasons behind being an English teacher, she states that:

Frankly, to me, being a teacher was the only option in this field. Being a translator was something that I didn't want. Therefore, I chose teaching as a career. Did I do it intentionally and voluntarily? No! It was the most suitable option in this field. I don't regret it; I think this profession is perfect for me. As I said, I didn't even consider being a translator as an option. My mom also had a part in this idea of me being a teacher as well of course. I liked my mom as a teacher, I admired her teaching. But, I never knew I would feel this way or it would be like this now that I am this profession. It happened by chance but, I am happy that it did.

As can be seen, NOV3 is highly influenced by her family background and her prior English teachers. Although she chose teaching English as a fallback career and considered other options at first, interestingly, she enjoys and keeps being a teacher because the effect of her role model who is also her family member. It could also be said for both NOV1 and NOV3 that self perceptions of their own abilities helped them pursue teaching as a career even though it was an accidental and coincidental decision.

Finally, NOV4 states that even at the age of 10, she knew she wanted to be a teacher different than all the other participants. She emphasizes how her English classes affect her career choice:

> *I always had a peculiar interest and enthusiasm towards English since the moment I entered my first English class in fourth grade. It was different than my other lessons and always came first in line. It might be the effect of my teacher. She wasn't doing different, interesting activities like we do today. She would go with the old system and started the lesson by writing simple present tense on the board. Something about her made me admire her, I remember and that's the time I knew I wanted to be an English teacher. My English teacher in high school also had probably an impact on my decision of choosing Language Department. His effect on me was not due to his teaching style or educational reasons rather it was his psychological and emotional support whenever we had a family problem or something else. He supported us in every possible way that he can. He would bring us mandarins during winter and told us health comes first. These types of experiences touch you in the heart. Witnessing these types of self devotion and sacrifice shaped my view in this profession.*

In addition to the effect of her English teacher, NOV4 also emphasizes the effect of her family on this journey. She further states that:

> *Both my mom and my dad supported my pursuit in education. I cannot deny the effect of their support and control when it comes to education in this journey. But, it was my father that had also an influence on my profession choice. He wanted my elder sister to select this field, but she didn't have any interest and aptness and thus, she didn't. He is an imam and he knows Arabic. This desire of his might be due to knowing a language himself and also, he always considered knowing English more as a necessity rather than a luxury; thus, he encouraged me and guided me as well. Since it was already in me, I followed his lead.*

This shows that her prior schooling experiences as a student and the relationship she has with her teachers affected her career choice deeply. She also emphasized the impact and support of her father in her decision. She points out how she was affected by her teachers' social contributions to her life and revealed her true desire to teach and how she wanted to touch other's lives. Therefore, she was both intrinsically and altruistically motivated.

In line with these results, during the second interview, when the novice teachers were asked about whether they would continue to be a teacher if they were given a second chance, NOV 1 and NOV4 stated that every profession has its ups and downs and that; despite the drawbacks and dissatisfactions of teaching in certain matters, it's one of the most suitable professions a woman could choose to their view. However, NOV2 and NOV3 claimed the opposite.

NOV2 reports that he wanted to be an engineer or maybe a farmer. His whole life up until he became a teacher was all about nature and trading so he likes to be with people. He states that "*to me, teaching was like a stroke of luck, an afterthought. I do the best I can now that I am one but if I had a chance; I would change my profession in a heartbeat because it doesn't satisfy my needs and desires fully. I cannot make a connection between my old life and this one."* He further expresses thathe was stuck with this choice because of his high school education background. He chooses teaching as a last resort or a fallback career because he couldn't make his other choices. He stated that "*I didn't even try other options because that would require me to put extra effort considering our education system*."

NOV3's reply was rather conflicting and she had inner struggles answering this question. She reports that she loves his job on the one hand, but she is always considering other options as well. She compares herself and her profession with others and in result; she states that "*Actually, I would change it I think even though I like it because it doesn't satisfy me. When I look at some of my friends' life, I say if this is what life is all about, and then I am inadequate to have it. On the other hand, I love teaching. I think I should also take pleasure in what I do but why can't I?"*

In summary, out of 4 teachers interviewed, only one of them dreamed of becoming a teacher at a very early age. One teacher chose teaching later in his life as a second thought after trying another profession. Some of them view teaching as a source of income and a way to contribute to other's lives. Some emphasizes the impact of their families, role models and friends' on their choice. However, there was one thing in common in all three teachers' statements who didn't dream of teaching and that is even though their decision were coincidental and can be seen as a mere luck, they were all happy about their decision in the end. Although NOV2 states that he would change his profession instantly when he had the chance, he emphasizes that he still does whatever he can do to deserve what he has been given.

4.1.2. Pedagogical and Instructional Decisions

In order to define and analyze professional identity of novice teachers further, novices were also asked questions about their pedagogical decisions in their classes, how they wanted to be perceived by their colleagues and students, and what attributes they wished to change. Two of the teachers would like to appear more dominant and strong in the class; therefore, their choices and decisions were mostly shaped by this view. All of the teachers report that both the proficiency level of English and readiness and backgrounds of the students are very poor. Students get bored easily and quickly due to their short attention span. Even though they make use of visual aids, games and posters to draw more attention and keep them on the task longer, they have troubles in overcoming students' preconceived opinions. This causes them to question their abilities and competence as teachers. Regarding the matter NOV4 notes that:

> *I think I am working very hard to be useful and helpful to my students. I am not of course implying that I will give up on being like this. But, the reactions and feedbacks I am getting from students I think is not enough. The students in the village where I work are very biased towards English. I always try different activities like games, videos etc. I never force them rather I try to encourage them in the best way I can. But, whenever I ask something, they all go like I don't know, I can't do anything. This preconceived opinion of theirs really demotivates me and I got very upset.*

NOV1 is describing how inadequate she feels about certain things in her teaching and she reflects on her weaknesses and the reasons behind these. She notes:

> *I cannot implement certain things I learned during my university years. I feel inefficient and guilty about it. Our instructors told us to make daily planning at least for 2 -3 years to be prepared but I cannot do that. I am too busy that I cannot find the time. I plan certain things in my mind but comparing the first weeks when I made written plan, certain things are overlooked or forgotten. When you have a written plan, I felt like my classes had much higher quality and gave me more satisfaction.*

NOV3 is complaining about the atmosphere in her classes and she reveals about her pedagogic decisions in the class and how she would like to change that. When asked about this issue, she replied:

> *I am the one who is being active a lot of the time in the class and this bothers me. I need to lecture about certain topics but even then; I wish I let my students engage more. I try sometimes but cannot do it all the time unfortunately. I feel like when students are left behind the scene and are passive too much, we all get bored in the class. When I prepare a material, I put my effort in it and suppose they find it enjoyable too, but this even changes from class to class. And seeing their negative reactions really upsets me. I directly think oh no! Did I need to prepare something else or tr y complete different approach, did I do it wrong? I really need to work on this but; hopefully I think it all will work out eventually over time…I know my student profile now and this year was like a practice period. "*

As can be seen, disheartening attitudes of students really affect teachers' perception of themselves deeply. They question their abilities and competence in this job and reflect on their weaknesses to find out what went wrong during their first year as novices. NOV3 states in her reflective journaling activity that *"I believe that negative experiences redesign one's beliefs, prejudices and what one knows over and over again. I also believe that where there is a will, there is a way even though it might be hard to find it."* She claims that her strongest side in this profession is her relentless self criticism because it forces her to be highly innovative and creative.

When asked about the last time they feel successful in the class, NOV3 and NOV4 emphasize that student's involvement and production during the lessons make them feel successful. They believe that, feeling successful is directly related with students' enthusiasm and interest toward the lesson, seeing them use the things they are taught and their willingness to participate in the activities. The views of the students also shape their self-efficacy.

NOV3 stresses the importance of students' reaction on her:

> *I feel success at the utmost level after I see the reactions of the students. When I see the sparkle in their eyes or see more hands than I have ever seen before, when*

I feel they understand a topic which is rather difficult to comprehend, that is the time I feel it the most.

NOV2 adds a rather different dimension and feels incompetent about his speaking skills and claims that

The real aim of my job I think is to let students experience and enjoy how English is used in natural settings. I wish I could create an atmosphere where they can experience this; however, it is impossible when you have 31 kids in the class. And as an English teacher, even I never had a conversation with a native speaker of English. It's a big flaw on my part if I need to evaluate my efficacy beliefs. I can teach grammar easily but, when it comes to speaking I, as a teacher, experience difficulties in terms of fluency and pronunciation. When you look at it professionally, it is a shame on my part. I do fine in this village school but if I would be in a high profile high school, I don't think I would be competent enough.

Regarding speaking skills, NOV3 and NOV1 also complained about the amount of English they use in the classroom. NOV3 states she used more English during her 2 months Private school experience. But, in a state school, after a point when she loses the students she is being forced to give up as well. She feels this causes her abilities to become rusty. She reports that

During the first couple of months, I was insistently speaking in English, explaining things both verbally and physically. But, now things have come to a pretty pass when as a teacher, I, use Turkish in the class as if this is how things are supposed to be. I feel bad because they get used to this and I am the cause of it.

In line with NOV3's complaints, NOV1 also identifies the moments where she feels successful in the class as the times she uses English the most. She further reports that being able to use English in the class gives her the satisfaction she needs, otherwise she feels really demotivated.

Whenever I use English without feeling the need of resorting to Turkish, I declare that day my most successful day. Whenever I resort to Turkish, I feel less interested and enthusiastic about my work like something was missing.

NOV1, on the other hand is the only teacher who focuses on her performance in the class. She reports that not falling behind the curriculum is very important for her and not being able to do damages her image:

I have a serious problem in catching up with the curriculum…Since I am falling behind it, when there is a general examination in the school testing the abilities of the students including English, my students have to deal with the questions we haven't covered yet since it is designed according to the curriculum. Naturally, the results come lower than what is expected and this bothers me because other teachers may question my abilities as a teacher. Even if they don't, I have this thought lingering somewhere in the back of my head…I can become very obsessive about my own image in their eyes. You want to be a good teacher and want to be perceived that way…you want to see a concrete, physical result that can be seen as your success.

NOV1 stressed in her reports that she will not be as flexible as she was next year for the sake of finishing everything on time or even ahead of time. She also expresses that the idea of damaging her image forces her to cover topics superficially. She is very concerned about her image and states *"when they look at you, all they see is the results of the general exams. They don't care about the way you teach, it is all about the exams."* However, interestingly enough, this is what she was avoiding from the very beginning. During her first interview, she underscores that she insistently covers the same topic over and over again with visually enriched materials and games so that as many students as possible can comprehend it and that she doesn't want any student leave behind. Regarding the issue, Richards and Pennington (2016) stated that "Under extreme pressure to cover content or prepare for upcoming examinations, a teacher may need to emphasize the formal teacher identity and de-emphasize her/his authentic or personal identity and those of the students for a time or in most classroom interactions" (p.8).

The same problem also affected NOV4 in that she indicates that catching up with the curriculum and not falling behind it created a lot of pressure on her especially when she first started the profession. She expresses that:

> *You cannot even imagine how frustrated and shocked I was when I first entered the 5th graders. I was supposed to teach them how to tell the time, they don't know anything about numbers for instance. They asked me about the alphabet when I am trying to teach something more complex. I always have to compensate what they should have learned and teach what I am supposed to teach at the same time. But it is a very hard thing to do considering the curriculum factor. Trying not to fall behind it put me under a lot of pressure. Because you don't want to cover a topic and move on to another one without making sure they comprehend the former otherwise, their biases toward my classes get bigger and bigger.*

As can be seen, covering the essential materials thoroughly is very significant for NOV4 and she is describing how tiring it is to achieve this and emphasizes the mismatch between curriculum and the assumed academic background of the students. She even marks her frustration with the words of Einstein *"It is harder to crack prejudice than an atom".*

Regarding the functions of the text book, all the teachers without any exceptions state that the textbooks are not enough to achieve what is expected in the curriculum. In fact, it has a very little effect on their classes and they are left on their own to compensate what is missing or needs to be reinforced. While NOV3 states *"I can put my views regarding textbooks on one side, but even students find the activities very boring and go through the motions",* NOV4 notes that *"If you look at it very carefully, no one actually wants to use the course books or even if they do, they do it just for the sake of doing it not because they believe its efficiency or find it fruitful."*

In her third interview, NOV3 talks about the preconceived opinions of parents and students regarding the issue of homework. She is forced to give homework by parents because of the teacher that worked before her gave homework all the time. She gives the types of homework that she believes nothing is learnt and it will eventually disengage students from the learning process. She states *"Although I find it nonsense, I ask students to write the same words for like 10 times because the teacher before me gave these type of homework for nine years. In the eyes of the parents, the idea of their children studying*

is the student is holding a pen and writing things. I got so many feedbacks about this, I had to give in and this was something that I thought I would never do."

Thus, as Richards and Pennington (1998) claimed "potential areas of mismatch are many, such as the differences in expectations about the role of grammar, the importance of examinations, the function of textbooks, the value of homework and so on" (p. 13).

4.1.3. Perception of Self as Teacher

To shed more light on the issue, the participants also asked questions regarding how they position teaching in their lives and how they consider themselves as teachers. Their reports are mostly centered on their shortcomings or changes they made or want to make in their professional identity.

Historically, teaching has been associated with "women" in Turkey and is recognized as a "woman's work". NOV1 seems to be affected by this view because after 7 months of her teaching journey, she connected her role as a teacher with motherhood and highlighted how this connection affected the way she perceived her teacher identity and her profession. When asked "what does it mean to be a teacher for you?" she replied:

> *I just realized that being a teacher means everything. When you enter the classroom you have to do pretty much everything because there are occasions that require you to be more like a mother, sometimes an elder sister or even a father. I think teaching is like being on a stage. I sometimes dance, sing or act like a mother who meets every possible need of their child. Teaching is not just teaching because when the times come you cater to all kinds of needs whether it be an emotional support like comforting them when they need support or a physical need like tying up their hair or supply food or water. Therefore I feel like my job is not just teaching English, it is beyond that*.

Different from others, NOV2 is the only male participant of this study. His perception towards his job is mostly shaped by his prior experiences as a student. He views teaching as:

> *I believe a teacher is the person who has the means and capacity to change a person's life. I grew up in a village; therefore, I could see this neither in primary nor in secondary school. I believe I owe the position I have today to my high school teacher. I have seen many bad examples of teachers, but the good ones are the ones who stay with you. That's why teaching has a different place in my life. I try to touch as many lives as possible just like my high school teacher touched mine…Therefore being a teacher means changing lives. To able to do this, I believe one needs to be honest first. A teacher shouldn't be insensitive unlike many of teachers now. The village I work now as a teacher is famous with its bad news and impression. On the very first day I started working, the teachers in the school told me you don't need to make too much effort. The capacity of the students is very well known and there is no need to beat yourself up…My colleagues are a bit insensitive and to me, that is not how a teacher should be. We need to take responsibility and do whatever we can do to make a change. We should have that kind of capacity.*

However, interestingly enough his strong views on this issue change when talking about his perception regarding the time he has worked as a teacher, he is describing how he gave up on this:

> *At first, this was what I thought was to make a change in every child. But then, I realized, it doesn't work all the time. But in reality, the capacity you have become limited to very few of the students and you cannot change most of them. This may be due to physical conditions or other procedural limitations.*

When asked about the important educational, professional and personal experiences including their language learning experiences that affected the development of their teacher identity, NOV2 identified the most significant aspect of his life shaping his professional identity has been the difficulties he had to endure during the primary and secondary school in the village where he grew up. He states in his second reflective journaling assignment that "*Since I had so many difficulties and challenges as I grew up in the village, I made a promise with myself that I am going to save and guide as many students as possible when I became a real teacher. I realized now; however, it is not as*

easy as it sounds as I become involved in the field. I still strive for the best, no matter what though."

NOV3's perception of teaching was based on three key elements. She indicated that one without the other is not enough. According to her, teaching is:

> *I think being a teacher means being patient. I believe patience is really important in our line of job. Before I started working as a teacher, everyone would say the same thing; however, it didn't mean that much back then and was easy to ignore. But, I acknowledge this now. There are times even trivial and simple things become a huge matter. You try to hide your confusion, and answer their question as properly as possible because you are there to provide answers for them. If you show overreaction, you may lose contact with the students once and for all…Therefore, I think teaching is the combination of three key concepts: patience, self devotion and tolerance. I realized the significance of these, after I started working as a teacher.*

Similar to NOV2 and NOV3, NOV4 described teaching as:

> *I think teaching requires self sacrifice and devotion. One of the key elements in this job is patience I believe. When I enter the class, I try not to be too angry. I really try to be cheerful until I reach my limits. I try to understand them and empathize and step into their shoes. But, everyone has their own limits and we can get angry …I even wonder and ask what and how others do this. They don't laugh or have fun; I mean what is the secret? The minute you laugh and lose a bit, next thing you know they become impossible to manage.*

When NOV1 was asked about herself as a teacher and how she wanted to be perceived as a teacher in the classroom, she replied:

> *I think me being inconsistent in my reactions confuses the students and this leads to lack of discipline. But I am not sure if I want such a disciplined class. What I want is a relaxed, comfortable learning environment. I want them to be comfortable enough to share and see me as a friend. I don't want to be someone whom they are afraid of. I don't agree with this common knowledge that says if a*

student is afraid of you; it means you are a good teacher. What I want is a love based relationship with students. I don't want them to respect me out of fear.

This self image that she tries to establish as a teacher sometimes created problems for her as well. The perceptions of her students and their views seemed to have considerable impact on her and reconsider her self-image.

My personality affects my professional life. I am a warm, friendly person. Therefore my students can come and hug me easily. I do not set boundaries with my students. I feel like I should have in terms of classroom management because that's what most of the teachers do. My students sometimes show exaggerated attitudes especially in primary schools and sometimes don't even talk to me in weeks for trivial matters which makes me feel very sad…I am very emotional and students' attitude affects me very deeply. I don't know if it is a good thing or a bad thing. For instance, the other day I came home and started crying. This also affects my other classes because we are emotional beings and it predominates my logic.

In her first reflective journaling assignment, she also expresses that on certain occasions, she remains unsettled and feeling emotional dilemmas disturbs her and absorbs her energy and her mind.

NOV2 considers his profession has many layers and English is only one of them. He feels more responsible when it comes to moral issues and training students in other areas of life. When NOV2 was asked about how he wants to be perceived as a teacher, he replied:

I just don't want to be the person who teaches English. Teaching English is my job and I try my best in this area. But, I believe most of my students won't even use English in their life. Two or three years later, if these students won't find the means to practice what they have learned, it will eventually be forgotten…That's why, apart from English, I want to present them other kinds of opportunities as well. This may be because of my background as a tradesman; I believe we need to encourage these students to other professional areas like being a farmer instead

of working in jobs with low salary. Therefore, I think education is as important as learning. This is our moral obligation.

NOV3; on the other hand, like NOV1, feels the effects of her personality on her profession. She stresses how she represents herself in the class is in relation with her personal identity. When NOV3 was asked about her perceptions of herself as a teacher, she noted that:

I think I am a dynamic teacher. I am not trying to speak highly of myself but I am very energetic. I feel like I can do this job. Although it is definitely arguable whether I can or not, I feel enthusiastic toward my profession but there comes a time when I want to do many things and I lose myself to the point I cannot do anything. I may become a perfectionist. ……I also didn't know I have this much tolerance in me and this surprises me especially when I compare my reactions with other teachers. I feel like my reactions are less disheartening. I try to find other means to solve the problem. I like diversity in my personal life that is why I try to be different as much as possible in everything I do.

NOV4 seemed to be affected by experienced teachers' attitude and take them as role models. She considers them as the representatives of good teachers since they don't face problems in managing the class. When NOV4 was asked about her perceptions of herself as a teacher, she noted that:

Respect is very important for me. I don't just mean respect towards me but also among students. I warn them a lot regarding this issue. I show my respect by trying not to bring my personal issues into the classroom or by putting aside my personal judgments about certain students although it may become impossible to do sometimes. I also don't think I can play the authoritarian teacher card as much as I want. I feel like I need to change this feature of mine. Because it can get really chaotic I honestly don't know how. I think they sense that I am inexperienced and new in my job. I wanted to change this perception a lot. Because when I observe certain teachers, you can even see that authoritarian look on their face. I feel like I need to be like that.

All four of the novices' self-efficacy increased as their teaching experiences accumulated according to their evaluation and the observation notes. When asked to compare their first months and now, NOV1 stated that:

> *When I compare myself in my first and last class, I see a huge difference. If I evaluate the first times I started teaching and actually this whole time between now and then, it has been almost a year now, I trust and believe in myself more. I am more committed to my profession and show improvements in terms of classroom management issues.*

NOV2 evaluates his time as a teacher from beginning to the end, he noted that:

> *Having a prior experience as a student teacher, even if it was a part time job, helped. It was different than now considering the fact that one of them was a private sector. But, pre-school teaching was different; the kids were so innocent that it directly motivated me. But when I came here and met with students from secondary school, I realized I am in big trouble especially the 8th graders. There are students who don't accept any help no matter what you do. I always thought of it like pre-school teaching, but I realize now how wrong I was.*

Likewise, on the same matter NOV3 reported that:

> *During the first couple of months, everything was up in the air. There was this huge question mark inside my head and I couldn't find my place at first. It was all blurry and meaningless; my job, the place I live, the position I have, all of it. But as the time goes on, it all works out fine.*

NOV4 stresses how she questioned her abilities as a teacher at first and with the help of time, although she has problems in certain areas, she gets used to her job. She replied when asked:

> *At the beginning I really asked myself if I am the problem or I am suitable for this profession. But, as the time goes on, I realized that my relationship with my students is getting better each day and we get used to each other I think. Because*

your students need a reason to like you, if they don't, then, you can't expect them to show respect…But I still have issues regarding classroom management. I feel like I need to stress that I am their teacher and make this fact more obvious to my students. I try every kind of method we learned in university and keep testing them to see which one works. This whole time from beginning till now made me sure of one thing though. You need to set clear teacher-student boundaries not just on a classroom level. Yet, putting all the troubles aside, I can still say I am glad that I am a teacher.

NOV4 believes that starting in a very difficult school in a rural area is an advantage for her but it became harder for her to appreciate these advantages due to her preconceived expectations and says:

Starting in a village, in a way is better actually. However, if I hadn't built expectations due to my previous teaching experience in private sector, it probably wouldn't have been this hard to adapt. It was like falling from top to deep down. If I hadn't had any prior experience in private sector, I wouldn't have had this much trouble since I wouldn't be able to know what to expect.

NOV3 also confirms what NOV4 said in terms of its effect on the way she perceives her profession and says:

I believe leaving the novice teachers in the middle of troubles and problems and expect them to tackle challenges really decreases their performances. Putting this aside, there is also the fact that teachers who have more experience and get more grounds can go to really nice places and I have to go to the most isolated, remoted parts of the country and work under harsh conditions. This really demotivates me.

When NOV4 reflects on her experiences, she confesses that this profession caused her to push limits and changed some of her characteristic features:

My threshold for tolerance certainly has decreased and considering the first couple of months, I am definitely getting more patient I think. Because at the beginning the atmosphere in the class was so chaotic after some point I just

wanted to leave the classroom. I reached that level. Classroom management problems, students' reaction towards you, everything overlaps and become so much that you just want to leave all behind. If I were in another place and the same thing happened, I would definitely take off and I felt this way a lot. Therefore, not leaving this place when I felt the need the most is I think the end point of endurance. I am also normally very sensitive personally and empathize a lot. I cannot do this with my students and I lost my sensitivity because my experiences taught me a lesson. I have seen that they take advantage of you. The balance between a teacher and a student fades away. I try not to show that side of mine to my students although normally I am.

As can be seen, when teachers are given to the chance to reflect on their professional selves, their strengths and weaknesses come to more light. This gives them a chance to improve themselves. As Turner (2014) claimed one needs to activate projections from the former self to make a new blend for our present self.

4.2. Challenges of Novices Inside and Outside of the Classroom

The results indicate that teaching is more complex and challenging than expected for the novices. They experience problems with the attitudes of the administration; they are not pleased with disheartening and detached student attitudes or sometimes disturbed by other teacher's perception of themselves. Including the unforeseen challenges and struggles in the school culture, they also experience anticipated difficulties inside their classes.

4.2.1. Struggles in the Teaching Context

In this section, the challenges novice teachers face both inside and outside of the class will be presented to better situate what it is like to be a novice teacher in a K-8 level state school in Gaziantep and uncover different layers and dimensions of their professional identity. One major aspect that has an impact on their professional identity construction is classroom management. As a novice teacher who did not perform any teaching before, one of the areas that NOV1 focused more is classroom discipline and management issues. When asked about the classroom management problems encountered in the class, she replied:

I have this problem when it comes to classroom management. I want everyone without any exceptions to pay attention to me. I got distracted very easily even if it is only one student who loses attention …I don't know may be this is because I am a novice teacher. I observed some of the teachers in my school to fulfill the requirements of the induction program; this problem that I have faced did not seem to bother them. They don't get distracted or annoyed by these disrupted behaviors of certain students. I cannot do this. It feels like a great loss on my part compared to them.

In their first reflective journaling assignment, teachers were asked to talk about their most important preoccupations and their effects on their professional lives. NOV1 stated that she liked to be in control of everything she does and the same thing is valid for her professional life as well. The extract above confirms her need of control in the classroom and how this affects her. Needless to say, according to her, the success of a teacher is highly dependent on one's classroom management abilities.

Regarding classroom management, NOV2 reports the same types of problem with NOV1. He developed an obsession that he didn't even realize how and when exactly. According to him, it has a deep impact on his classes even to the point where his motivation towards his job get affected. He indicates that:

I have this obsession which really distracts me when I am teaching, I can tolerate everything but I cannot tolerate eating any sort of things whether it be gums or other kind during the class hours. Before I start teaching, I didn't realize this would affect me on this level, but it really became an obsession and bothers me. It is bothering because instead of getting annoyed by their talks and indifferent attitudes, eating really demotivates me I don't know why… Other than that, when I encounter with troubled students, I try to benefit from the counseling service although it doesn't change much. I try to be friends with them and interact with them but it becomes impossible to achieve sometimes. Then, I come up with temporary solutions and try to save the day. But I observe other teachers who are dragging their feet before entering the classroom. But I am not feeling the same things just yet.

NOV 3 states that her student profile is average and there are not many troublesome students. She thinks this is a fortune for her and therefore, she doesn't experience that much of a problem when communicating with students. However, she experiences problems on individual level according to her report. Certain students in certain classes create problems for her to the level that she would rather deal with an entire class than that student. When asked about the classroom management problems she encountered, she noted:

> *There is this one student for example that disrespects me individually. It really tires me on an individual level. I visited his home to manage this problem. The family experiences the same problem apparently. His own mother complained about him…He is like a potential criminal and it really bothers me. I tried to talk to him; however, it feels like there are certain behaviors of his that are specific to me as far as I observed. I am sometimes over friendly. I guess that students take advantage of it and actually most of the time they do. As if they are testing my limits, as if I have no influence over student. This may be due to me being a novice teacher. I don't know really. Our assistant manager, for instance, and actually all male teachers are very strict and when students don't see the same manners from me, it encourages them a lot I think.*

As can be seen, she relates her problem to the attitudes of other teachers. The teacher image other teachers build in students' mind creates a problem for her. Apart from this, she states that her prior job experience that lasted about two months in a private school also affected the dimension of the interaction she wanted to build with her students. She states that:

> *Being in a private sector for two months also helped me a lot because you want to be loved and this may become a huge mistake. For instance, they think you are too kind to refuse them or too easy to convince and they take advantage of you. I have tried to do the exact opposite when I started working here. I am not too strict but I have a balanced relationship and set my limits and I am happy that I did.*

NOV4 also experienced problems regarding classroom management. Her concerns about classroom management made her question her abilities as a teacher. Classroom management is a real matter to her. When asked about, she replied:

> *I was really concerned about classroom management especially during first couple of months. I felt desperate, inadequate and to be honest, I sometimes left the classroom when these feelings reached to a certain level. I believe and realized that without classroom management, there is no room for education. I think we need to acknowledge that. When you cannot manage the class, you are just kind of losing even the students who pay attention after some point. I always considered myself patient, but when certain things happen and you reach your limits, it feels like the only thing you can do is to leave the classroom. However, that is not an option because this is your job and you have to deal with it.*

As can be seen, all four of the novice teachers experience problems regarding classroom management. The extent to which these problems shape their professional identity is very subjective and depends on one's perception and understanding of successful teaching.

NOV1 also indicates that she has difficulty in engaging students in the activities and the lesson, and this tires her the most. She reports:

> *The most tiring thing I experience in the class is indifferent, inactive students. They really demoralize me and tire me. I don't want to teach a lesson with two or three students, I never did even before I became a teacher this was something I was afraid of. I think about my own teachers and now, I understand them better. Back then, they had to cover the content with only two or three active students. Although there were only two or three fingers in the air, they always looked for more because others also need to learn and be active. This is a real problem I realize now. I know that many of them have potential despite their low level of English or inadequate academic skills. I want them to be a part of the lesson, when I can't, it really tires me. I don't want to shout or warn them when they don't pay attention because it does more harm than good. I don't know what to do.*

As a novice teacher who is in her initial years of teaching, NOV1 is not satisfied with the way she handles the problems she faced inside the problems. Regarding the issue, she states:

> *I believe there is a huge difference between a novice teacher and an experienced one since obviously they better know how to approach students or how to handle the situation, what to say and to do when unexpected and negative things happen.*

NOV4's reports also confirm and she experiences the same problems with NOV1. She states she cannot draw the students' attention throughout the lesson. The observations also confirm that it is very difficult for NOV4 to engage students in the activities. Although there are few students that are enthusiastic at the beginning of the lesson, the attitudes of students who are reluctant to participate in the activities deeply affect both the teacher and the rest of the students. NOV4 tries her best to be supportive and encouraging by forcing herself not to get disheartened with these negative behaviors. NOV4 describes the attitudes of her students by sharing a story:

> *About two weeks ago, there was a general examination at the school and the results were worse than I expected.Needless to say, it really upsets a teacher because you immediately question yourself and say is it me; I really couldn't teach them anything all this time. Then, I complained about it in the class and asked them about the reason…One of the students got up and said I think you should question yourself; why is it only your lesson that we fail and not the others…I hit rock bottom and suddenly started to question myself if I am doing anything wrong or missing something. I cannot say I am perfect. There are surely things that I need to work on; yet, I believe at least I am trying every possible way.*

The way students respond to the teacher and their negative reactions causes a real challenge for her. The observation notes also confirm that the students are uninterested and reluctant no matter what the teacher does. During the observation, most of the students were paying attention to other things and reacted to the instructions indifferently. She was struggling to make it easier for them by explaining every step of the activity and even explain it to them individually. However, at the end, she continues with the few ones who are interested and get really upset and sometimes angry. During the observation,

couple of students say, “teacher, I don’t know anything, I can’t do this.” Even though, she gets frustrated after giving so many examples, she doesn’t show any reactions and tries to be calm and patient, In the post observation meeting, she admits that the prejudices students have toward English really demotivates her and yet, tries her best to control her emotions (See Appendix D).

NOV2 points out another problem he faced and reports that the negligence of parents is his biggest problem especially with the primary school students. He states that the socio-economic backgrounds of the families are above average according to the village standards. But, most of them are illiterate. When he needs to discuss a problem with the parents, instead of finding way together, the parents mostly blame others. He further reports*: “Families have a huge influence on their kids and on certain occasions, you have nothing left to do deal with it. You want to get help from the parents or from the counseling service and nothing works.”*

NOV4 also expresses that her students do not consciously think about their actions and this is mostly due to their parents. She states that *“these students are too young to be concerned about their future in depth. When I look at my students, I can see that they do not worry about their future and this is where families come into play”.* What is interesting here is the fact that both of these teachers are working in rural areas.

In addition to this, NOV4 also admits that there are certain occasions that she feels desperate and require help; however, asking the principal for help isn’t something she prefers to do and mentions the reason why she does so:

> *Of course, there were occasions that I got very angry and reached my limits. When it happened, I try to figure it out on my own. I try to convince myself to the idea that it is you that needs to deal with this situation from now on. How long can I ask for principals help? To what extent? This is a part of your job. I try to include the problematic students into the activities; I change their seats and try to encourage them.*

NOV3; on the other hand, deals with the problems by simply ignoring certain students. She reports:

Frankly, after certain amount of time, I realize I sometimes give up trying. There are students, no matter what we do as teachers including me try to do, we couldn't find any solutions. Apart from these students, I try to reach as many as I can.

As can be seen, each teacher in this study has their own strategies to deal with the problems they have faced. Some change the seats of problematic students, some try to be friendly and supportive, some avoid misbehaviors and give up trying. However, most of the time, they realize that these strategies do not work. They also report that they need help from others to make things better.

4.2.2. Support

The teachers were also asked about the support they received in dealing with the problems they faced. The teachers were asked to reflect on their perceptions in terms of support provided. They report they need more help considering how difficult it is to deal with problems alone.

When they are asked to rate the support they receive from their administrators and colleagues, most participants report that they appreciate the assistance and help provided by their colleagues; however, the support provided by administrators are underrated and they express their disappointment. NOV3, for instance, says that although the administrators don't pressure her too much, she cannot feel their support and, in fact she cannot even feel their existence because they are too loose. Regarding the matter, NOV4 also expresses that even though the administration never dismiss their request for help, she complains that they never help her voluntarily and always wait for her to ask to explain things. She reports that:

They always wait for me to ask things and I do not want to bother them with my problems, I do not feel comfortable asking them anytime I have a problem. I thought I had to deal with it on my own. Our headmaster, for instance is quite meticulous and whenever I need to go to his room to get his signature for documents, I always feel the pressure of making a mistake or wonder if he is going to find anything missing again.

Regarding the support from administrators, NOV2 and NOV1 stated differently. Both of them admit that it is the administrators that provide the initial support and help them adapt the process. However, NOV1's opinions have changed after the first interview. During the third interview, she reports that:

> *All the teachers were complaining about the administrators but I was always like they are good people. However, after what I have experienced all this time, I started to agree with my colleagues. They always say that we are a family. If we are indeed a family, why there is such a hierarchy. If they want to use their authority, we are not a family or at least not trying to be one. Their inconsistent behavior and tone really bother you; therefore, we do not initiate contact with them too much.*

As can be seen, novices are not pleased with the support offered by their administrators and they often complain about the way they use their power. The role of the principal in identity construction process is already pointed out by Mann and Tang (2012). They claim that not only the presence but also the comments of the principal in gatherings were found to affect novice teachers' perception of themselves. The lack of support from administrators forces novice teachers to stand alone while performing their duties.

Mainly, the teachers report that their family is a great support for them in dealing with the problems they encounter by providing moral support.

Three of the teachers in this study; NOV3, NOV2 and NOV4, report that they share their problems with their families. The comfort and psychological support provided by their families help them stay in the job and endure the difficulties more easily. NOV3, for instance, expresses that whenever she needs help, she talks to her mother and sharing relieves her stress. Of the three types of support provided in Brannan and Bleistein (2012), emotional support provided by families help novices handle with stress more easily.

The 'emotional support' provided by colleagues is highly needed by novice teachers as they reported and they called for more interaction with colleagues especially in the process of gaining their position as teachers and in seeking professional development. NOV4, for example, states:

At first, I needed support so often in so many things like with the paper works. I really experienced difficulties or when I need advice in terms of skills and strategies related to lesson planning. So many times, I wished there would be someone around me anytime I need assistance. In the simplest terms, I wanted to talk about the activities I choose or the type of additional sources I can use. As a human being, you want to discuss or talk to someone about these simple, basic things. After a while, you realize you are on your own and have to deal with everything alone because there is no help on the way. Although it has been almost a year now and these feelings have diminished a bit; however, I definitely still seek for help.

NOV3 also admits that she often feels the need of someone she can talk to and reports that:

Academically, there are so many things I would like to discuss and receive advice on. The reason is that there are so many things that are up in the air for me, sometimes I overthink certain things. When this happens, I feel the need of someone so much. If I had someone, ninety percent of the time I would ask whatever I had in mind. But, if there is no one, what can you do apart from accepting the fact that you have to deal with it on your own. But, I feel the need so much. Since talking about this need out loud really demotivates me, I try not to think about it too much because there is no help and I am on my own and I can only go as far as it goes. If I expect perfectionism, I get suffocated.

As can be seen, the assistance provided to the novices is not sufficient and they call for more interaction. They often need someone to talk to, share their concerns and shortcomings with someone. Although all novices in this study indicate that they get support from their colleagues, the extracts above show that it is not enough. They report that there are only few teachers they can talk to. NOV1, for instance, reports that:

I don't think other teachers can help me. There is only one teacher that I feel comfortable sharing my problems with because he always helps me. I trust his judgments and his perspective. I do not feel close to share anything with others and cannot count on them that much.

Another interesting statement of NOV1 is that she admits that she consciously doesn't share her problems with her colleagues because she was told not to. She reports:

> *I don't know if it is due to their ranks but, I was told not to share my problems with them and I am intimidated by this warning. People warned us that since we are novices, experienced teachers or teachers in general don't want you to be good in your job. There is this rivalry among teachers. Besides, there are also all sorts of teachers and some are sneaky. Therefore, I don't prefer sharing my problems with my colleagues at school. I would rather talk to my novice friends who work at other schools…I never hear other teachers sharing their individual problems in the staffroom either.*

As can be seen, novices want to be on the safe side by sharing their problems only with the ones they truly trust. Novice teachers need to get feedback about their skills and strategies to assure themselves that they are on the right track and they really appreciate the person or people who offer their help. In this case, it is not the administration or experienced teachers but the other novice teachers. In this regard, novices are both support providers and receivers. They are curious about other teachers and wish to learn more about their experiences. NOV1 further states:

> *I talk to other teachers. I have a friend who is also a novice and we started teaching together in different schools. We exchange ideas and she reminds me what I miss or teaches me what I don't know…It helps you get back on the track when you feel lost. It is like a mutual support. I feel relieved to have someone when I need it and it is also the other way around.*

Another reason why novices feel more comfortable sharing problems with other novices is that apart from NOV3, the rest of the schools consist mainly of novice teachers and the number of experienced teacher are limited. NOV2 also reports that the main problem in his school stems from the preexisting experienced teachers. He complains about the way they behave towards the students and reports that *"the more we act sensitively and affectionately towards the students, the more they react badly. Naturally, we feel like what we try to achieve goes down the drain and they even behave like this in our presence".* Ultimately, he feels desperate and frustrated most of the time considering

the importance of collegial support not only on their teaching practices but also on their professional development.

NOV4 states that the reason she cannot take advice from her colleagues is simply because they are not English teachers and therefore, cannot help her even if they want. She states:

> *Exchanging ideas is very crucial. In my school, for instance, I am the only English teacher. I feel the lack of this quite often because being alone means you have to take every decision on your own. When I need advice, I can always ask other teachers of course but, it is nothing like having someone to discuss it in detail since it is specifically about my subject area. I am really in need of someone like this. I would really want to interact with a person who is working in the same conditions, dealing with the same student profile.*

As can be seen, novices not only require anyone to talk to but also need someone who is in the same line of subject area. They call for more instruction related support. Three of the four teachers in this study are the only English teachers at their school and they often mention the need of having someone. The surprising thing is that although NOV2 is not alone at his school, he often complains about his partner and states:

> *There is another English teacher in our school and I came here believing he would be the one who could help me the most. But, unfortunately, I got help from him neither academically or professionally… It is so obvious that he became an English teacher by chance and unwillingly. I know I didn't become a teacher so consciously but, at least after I become one, I accepted it and try to do my best. But, he doesn't like his job; therefore, he doesn't like the students…Unavoidably, these types of things affect you as well since you share the same working place. These types of people, they, first, torture themselves and then, the students and finally, they torture the education system.*

Novices are also asked to make sense of the process they have gone through and what they have done to adopt the context and their profession. In her report, NOV1 expresses her disappointment regarding the support she received and how difficult it is

for her to adapt and how this situation forces her to cope with the challenges alone and she states:

> *I am actually a very easygoing person. But, in any case, you suffer the difficulties of being a stranger. It is only normal for a person to expect people to treat you nicer, I would do that so, I expect the same thing. You are new and inexperienced and clueless of what to do and you may refrain from asking questions. I n this situation, you want people to support you and try to make you feel comfortable. It wasn't like that. They all keep it to themselves. I try to initiate a talk and blend in but, I feel hesitated. It was very difficult to adapt but I accepted it, I thought I have dealt with many things alone, why not this.*

Regarding the same question NOV3 also admits that she try not to stand out and do whatever she is told to and states that *"I couldn't implement things I had in my mind. I mean I don't think I add something from myself. I simply follow the plan and curriculum and surely this bothers me".* Keeping herself at the background is also triggered by the negative experiences she encounters. She also accepts that the problems other teachers face with the administrators intimidate her and therefore, the only thing that she tries to achieve during this process is to simply blend in and prepare herself mentally to the process and she reports that *"I try not to step out of line and not to burn myself out, I just try to get used to everything".*

In brief, the thing novices need the most is an opportunity to share their struggles, experiences and successes. They require an additional voice that can provide positive affirmation that what they experience is normal. According to most of the novices' reports, contrary to expectations, the support providers are neither the administrators nor the colleagues but it is the other novices who offer their help.

4.2.3. Perceptions Regarding Professional Development

Another important aspect of support is professional development opportunities provided for novices. Novices are also asked to reflect on the views regarding their professional development to uncover more about their professional identity and to gain a new perspective. The results indicate that there isn't an efficient induction period for the novice teachers in this study. There is an induction program currently applied by the

Ministry of Education for beginning teachers which aims to train new teachers and ease their adaptation process by assigning mentors within their school. The program demands teachers to make peer observations in their school and attend seminars, which implies a lot of paperwork since all of these tasks will be monitored by visiting officers at the end of one year after taking a written examination. Most teachers express their frustration towards the program and claim that the way the induction program is implemented is not as effective as it is in theory. They are not satisfied with the content of the workshops provided and they asked for more effective lecturers with more profound speech skills. All of the novice teachers in this study express that they don't benefit from the assigned mentors and on top of it, they have to fill out the forms they need to do which means more paperwork. They often talk about their self improvement efforts and convince themselves that routine teaching practice will make it better in time. They also argue that the observations in their schools are not sufficient and they sometimes cannot find appropriate time to do it properly. Although observing an experienced teacher teaches them a lot, the limited amount of observations makes no contribution to their development. They further assert that since they are the only English teachers in their schools (except for NOV2), observing teachers from other subject areas doesn't make any sense or has little effect on their development.

When teachers are asked about their views regarding the induction programs and reflect on its effectiveness, without any exceptions they all state that what is written on the paper sounds perfect but the implementation has its shortcomings which add more to their struggles. They express that the program is very comprehensive, very complex and it is so hard to follow as NOV4 says:

> *I believe I will be speaking for every beginning teacher when I say this; the induction program is merely a burthen for us.* No *one exactly knows what to do and its content apparently. I read the instructions a lot and it took so long like 2 months for me to figure things out I mean the 7 different forms we need to fill out weekly. There was supposed to be a workshop explaining it but that is the actual problem. It exists on the paper; yet, they do not follow it. Let's say the content of the workshop is classroom management but they talk about something completely different. When we talk to each other, we often wish they actually talk about the real issue and we can understand it. But no one did and everyone was asking each other at first and it was very difficult at first really.*

As can be seen, NOV4 points out another shortcoming of the program and how she was dazzled by the uncertainties and confusion. She feels all alone and uptight during the first couple of months. NOV3 also admits that she experiences the same and the adverse effects of induction program causes lack of motivation and satisfaction. She reports:

> *I don't think we need to fill out 7 different types of form on a weekly base because it is really hard to prepare them, creates extra difficulties and puts a lot of stress on you, takes a lot of your time; the time that I can easily use to get ready for class and prepare materials for my students. You have to make sacrifices from your personal life as well. Honestly, it took so long for me to figure out what these forms were all about and yet, certain things are still up in the air. When they come to evaluate, I will simply show what I have understood just for the sake of doing it and just because I have to.*

NOV2 also emphasizes that although many of the things simply stay on the paper and cannot be applied properly, he thinks the program is actually very comprehensive and if it is implemented appropriately, it can help them a lot:

> *Many of the things that are done in this profession stay only on paper…. As teachers when we hear paperwork, we fall back. I wasn't so worried about them since I knew I had to do them. But I see no point in the workshops frankly. After 7 hours of teaching at school, without even having a break, you need to attend workshops that last about 2 hours. That leaves you no time to do anything else. At the end, we gain nothing. I can only remember one of the speakers. The rest was so shallow and loose. One of them supposedly giving a lecture about classroom management but I doubt he can manage his own class. Overall, they simply showed some slides and read them like many of our university instructors.*

The extract above justifies the views of NOV3 and NOV4 and also points out the need for more qualified speakers and workshops that will actually help them during this journey.

Regarding the effectiveness of the program, NOV1 also emphasizes that the work load is enormous and has no benefit for the novice teachers. She says:

The program holds me back from doing my job more effectively. For instance, I could easily use my extra time for lesson planning and material preparation. I also do not think it has neither affects me nor benefits me. I mean like no effect really. Why? Because people do it for the sake of doing it and they do not give it too much thought to. I try to do the tasks properly; yet, I do not do many of the peer observations honestly…. This program tires me so much that it influences all my school life, teaching practice. The first term was all about the workshops, I couldn't do much. I believe it would have been a lot more different if I could spare this extra time for my students.

As can be seen in the extracts above, the program does not facilitate the adaptation period for novices instead it hinders it according to their reports. Considering the fact that they are new to the rules, syllabus, school context, regulations, they view the tasks within the program as another paperwork they have to do instead of seeing them as explicit engagement in professional development activities. They claim that this is mainly due to the fact that everything merely stays on the paper and other parties who have responsibilities in the program like the assigned mentors or the speakers don't do their job as effectively as they should be.

Another adverse effect is the amount of time required for novices to complete their obligatory service which is six years in the same school. NOV3 is highly affected by this and states that:

I wish everything is done the way it is supposed to be done. It says on the schedule that the workshop will end at ten for instance it shouldn't say that because it won't work and doesn't work. That is the troubling part. If no one will stick to the schedule, why do we need one? Either follow it or don't write things that cannot be done. This causes many teachers to consider these actions only as a formality and this view affects other teachers like a domino effect because I mean so many regulations have changed so fast in the Ministry of Education. The teachers think that this is just another thinks that will change anyways. Now, they expect us to stay put for 6 whole years... This demotivates me so much that I wonder how long I could stay in this job a lot lately. This really affects me negatively.

As can be seen, the mechanical problems of the Induction Program and the durability and persistency of the decision made causes teachers to question their effectiveness. This situation also influences the devotion she has to the profession and even may cause novices to lose faith and leave the profession permanently. She thinks the system should be changed and comes up with some suggestions to ease the adaptation process. She says:

> *If the teachers feel satisfied, this will bring to a more successful conclusion I think. As teachers, we do what? We mentally and physically prepare students for the lesson, we tailor the learning environment to best suit it to our needs. We motivate students. I believe the same thing is valid for teachers as well…. We need motivation in every line of job we do. We need to feel at peace and relaxed. The teaching profession loses its value. The value given to the teacher decreases so hard that I think this should really change immediately. This really upsets me and their value needs to be restored.*

Regarding the effectiveness of the assigned mentors, NOV3 makes a rather interesting comment and states:

> *My mentor is a very close friend of mine who started profession three or four years before I did. This is I think very humiliating. She still carries the novice teacher title and yet they assign her as my mentor, this was hard for me to accept. Another thing is that we do not share the same field with my mentor. I don't think it is appropriate for the aim of the program. It directly affected me adversely. She was assigned to me simply to fulfill the requirement.*

NOV2, NOV4 and also NOV1 also admit that they don't get any support from their mentors regarding instructional matters since none of the mentors shares the same subject field with the novices. They report that having a mentor from the same field and someone who can offer assistance whenever they want and need not only would help them get through this adaptation process more easily but also provide professional development opportunities.

The teachers are also asked to talk about what they do for their professional development and how they would like to go further in their field and what they want to accomplish. NOV2 says:

> *Have I accomplished the things I would like to accomplish; I would say not so much. When I fist graduated from university, I would have plans like getting a master degree. However, now I realize it has been two years since I started this teaching and I have done nothing about it. My personal life mostly interferes. Being married and having kids affects my decisions a lot. Besides, it becomes harder to go back to studying and being a student again. I cannot follow workshops or magazines. I really want to make it happen but the responsibilities on your shoulder makes it difficult especially when you are married.*

As can be seen, making a decision in professional matters is also highly related with the personal life of novices. But, he believes that his learning progress has stopped and if he continues teaching especially to students with low proficiency, since he doesn't need to do anything personally, he will eventually ends up losing his abilities in English. NOV2, for instance, thinks that his biggest fear is to get rusty as he keeps teaching in this school and reports:

> *I fear losing what I know and the skills I have so much and it has started to happen already. I experience an inconceivable rustiness really. Everything starts to get monotonous and becomes normal for you. No matter how much you try to fight and prevent it, it just settles more. I try to be innovative and try new things but, after certain amount of time, inevitably you fall into repetition.*

NOV3 is another teacher who finds it hard to pursue her dreams regarding professional development. She reports that she would like to monitor the academic world, keep up with the latest articles and news, and follow journals more often than she does just like she did in university. She says she lost contact with the academic world after she graduated and wants to be more up to date. She says that she started doing her master degree; however, due to working conditions, she couldn't pursue it. She also indicates that fulfilling the requirements of the Induction program takes up all of her time let alone doing her master degree. NOV1 also admits that she experiences the same and says:

> *I completely gave up reading articles and lost contact. I used to do lots of reading and researching. I think we should keep having these habits to be innovative. You have to keep you brain active and push your limits. But there is nothing pushing you in this context. I sometimes try to do things and feel the need but it lasts very short.*

The other point made by NOV1 and NOV2 is about the effect of working in two separate schools at the same time on their professional development. Sometimes, when there is a need in other state schools, available teachers from other schools can be assigned to work more than one school. When asked to reflect on the issue, NOV1 reports that:

> *I feel like it has contributed and matured me a lot. I deal with a different student profile and work with different administrators. It all gives you new insights. I think this is also important for my development because I learn how to handle different students and how to behave or what to do in a different context. It also inevitably comes with a disadvantage. You experience adaptation problems. You are here in your school and then, you go there. Yet, I believe the advantages outweigh the disadvantages and I would like to do it more. I met with many colleagues and become socially more active and plus, there is another English teacher in this school unlike mine and I can get his help. I think it contributes to my professional development a lot.*

NOV2 also agrees and reports that he worked in another school in his first year and gained many experiences. He also thinks it contributes to his professional development and got support from the other English teacher since he cannot gain any help from the teacher in his school. He also admits that seeing different student profile and teaching to different level of students is very significant for his development and says*: "Going there after my school was like going to a totally different place because the level of the students was higher than what I have seen. I can say that what I experienced was satisfaction".*

When asked about the opportunities provided by the Ministry of Education, NOV3 expresses her disappointment and her expectations. She says:

Their absence is already obvious I think. The ministry puts everything on teachers' shoulders because the books and the materials are insufficient. The whole work load is on teachers. We may not be successful in all range of things. Since I also work in a private school, I can easily see the difference. The private sector provides more opportunities to the teacher. There, you are like a guide or a tool to apply and use the materials in hand. Here, you have to do everything. I mean there is no integrity only an outline.

As can be seen, the teachers are not content with the activities provided. Although they do not have high expectations, they still have less than expected. They believe that their learning and development stopped after they started working and this situation fears and bothers them. They would like to observe other English teachers especially experienced ones and learn more through their experiences in terms of teaching skills, instructional strategies and classroom management. They expressed their disappointment regarding the currently applied Induction program and how it hinders their development and consume their energy. They express their views in terms of the drawbacks of the program in matters like peer observation, workshops and excessive amount of paperwork. They report that they do not see the point of completing the tasks, since the process does not contribute to their development. NOV3 expressed several times that since the implementation of the program and the process contradicts with its purpose and does not contribute to their development, it feels like its only aim is to "torment" beginning teachers. Teachers only complete the process and the tasks due to procedural reasons rather than considering it as a reflective process which will promote their development. The participants point out that the time they spent in this program could be a better use if it was spent for the student development. They want to be informed of ELT related activities outside of their teaching context and encouraged to attend them or follow them. They are not satisfied with the mentors assigned to them and do not see the point of having a mentor from different fields since the sharing will be limited from the start. However, they feel like this is how things are and nobody hears them which NOV3 chalks up to the fact that *"the decision making authority do not actually understand what people in lower positions experience, how and what problems they have to deal with".*

4.3. Factors Influencing the Professional Identity Perceptions of Novices

The results gained through the interviews, observations and reflective journals indicate that the factors affecting the professional identity formation of novices can be divided into seven major categories. The results suggest that teachers' teaching context, their prior and current experiences and biography, their perceptions of job satisfaction, motivation, commitment and self-efficacy are often in interaction with each other and influence the way teachers think and react. In this study, these elements are deduced as factors that might influence teachers' perceptions of identity (See Figure 3).

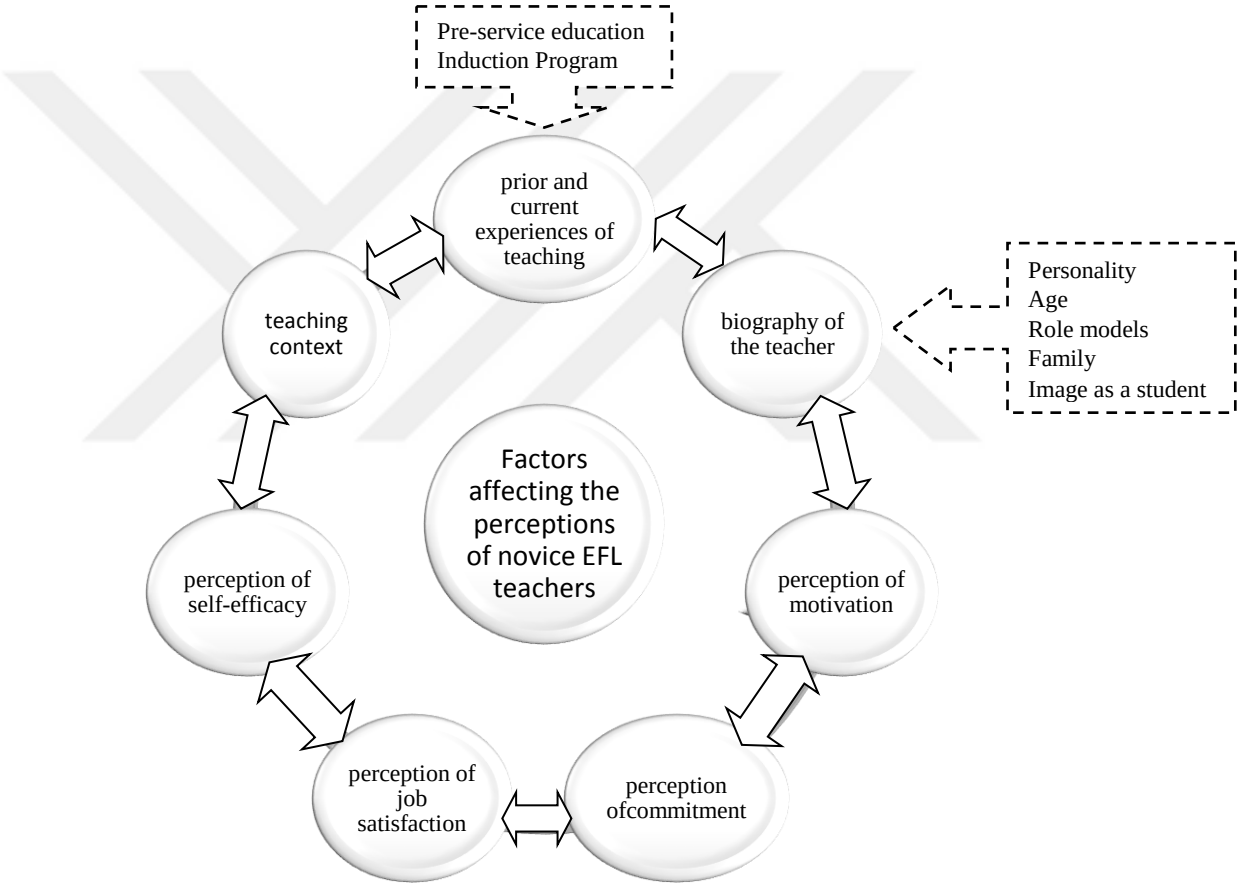


*Figure 3.*Factors affecting professional development of novice EFL teachers

4.3.1. Ideals Versus Reality: Prior and Current Experiences of Novices

The results indicated that there are conflicts between teachers' ideals and the reality they experience. Teachers report that they are frustrated and baffled by the realities. Some of the teachers express that they did not know what to expect since neither their practicum nor the academic course content in language teacher preparation programs

prepare them for dealing with the real challenges. The gap between the pre-service programs and in-service programs causes novices to question their beliefs and values which, in return, affect their perception of identity. Apart from the quality and effectiveness of the pre-service education and in-service programs, three of the novices also express that having a teaching experience in a private school before working in state schools influences their perception. NOV3, who worked in a private school for two months, for instance, states that:

> *I think when you work in a private school, self-improvement becomes an inevitable fact of your life and you feel like you are on a knife edge all the time. You need to stand out and make the best of yourself. It is very demanding, tiring and yet, also very satisfying because you get to see results of your hard work, you are appreciated, and most importantly they know how to flatter you for your work in private sector. However, you need to make incredible amount of effort to get there. But, here in a state school, when you want to organize an event or simply make a change in the teaching context, you are precluded by the administrators. I haven't experienced it but my friend has. They do not offer their assistance and hold the teacher responsible for everything.*

In the extract above, NOV3 makes a comparison between a state and a private school and expresses her disappointment regarding the opportunities and support provided in state schools. The negative experiences that she hears from the novices around her make a negative impression and scare her.

The effect of private sector on NOV4 is also very similar to NOV3. She reports that switching from private to state school makes her adaptation process much harder. In her words, it was like "*crashing to the floor*". The experiences she gained in private sector lead to an expectation. When that expectation is not met, she felt frustrated and stressed according to her remarks.

NOV2 worked in the private sector as a student teacher during his university years. Yet, he reports that due to having such an experience, he created an expectation in terms of student profile. In his reflexive journal assignment, he identifies having an experience is one of the most important events in his life and says:

> *I can say that working as a student really affected me. I started to work in a private preschool in my first year of university and I continued to work there till my school finished. I also work in a language academy for two years. I cannot express my gratitude for the experience I have gained. Especially, in the preschool, I loved teaching English to kids so much that I now work in a primary school.*

However, he expresses that he feels quite frustrated due to the student profile in his school. He further indicates that although he was very positive and hopeful believing that he could make a change, the situation that he is in forces him to change his beliefs. He states *"I realize now that you can only help those who want help. Otherwise, even if you move heaven and earth, nothing that you do changes that".*

Another important point NOV3 makes is that she thinks private sectors provide more opportunities for professional development. She reports:

> *Private sectors are a whole another world. You have everything you need like worksheets, additional resources, exams etc. You don't need to worry about them. Group leader decides the resources for you. Surely, there is a lot of pressure on you during the selection process but good thing is you don't need to worry about the paperwork. In the simplest term, you only focus on your lesson and have easy access to lots of materials which means less stress. Therefore, it is a lot easier to develop yourself professionally.*

As can be seen in the extract, NOV3 experiences problems regarding the materials provided for her. Worrying about material preparation all the time makes her feel stressed and uptight. She finds the books provided by the Ministry of Education inadequate and expresses her constant need for additional sources. She is not the only participant in this who feels this way. Without any exception, all four novices participated in this study report the same. NOV2, for instance, states that "*the number and type of activities in the books are insufficient*". He indicates that the activities in the book are not enough to help students acquire the desired objectives. NOV4 also admits that one of the major problems she faced is due to the fact that inadequate number of activities lowers the possibility of students' acquiring necessary objectives which are prerequisite for upcoming objectives.

In addition to the frustration of novices regarding the gap between state and private sectors, the gap between the pre-service and in-service programs becomes another

challenge for teachers. Lack of alignment between these programs prevents teachers from effectively functioning.

4.3.1.1. The Quality and Effectiveness of Practicum Period

The reports of the novices in this study indicate that second language teacher education programmes are of high importance for preparing teacher candidates for the real conditions they will face when they get a job in teaching. Having a prior knowledge of actual working conditions and challenges is very essential in order to meet the needs of novice teachers when they get a teaching job. However, novices indicate that their pre-service preparation doesn't prepare them enough for the challenges and for the current workplace demands. As NOV2 indicates in his reflexive journal assignment that *"the real school environment is not related to education we got at the university. They are completely different worlds from each other. Especially classroom management is something that a teacher can't learn until s/he is in a real classroom."*

Regarding the issue, NOV4 expresses that she doesn't feel satisfied with the education she got and if she had a second chance, she would change her university and further states that *"when I talk to my friends from other universities, I realize now that what we did in university wasn't sufficient. I regret those times and wish to go to a different university".* NOV1 also admits that she cannot put a lot of the things she learned in university into practice and this makes her feel unsuccessful. She is overwhelmed by the formalities she had to perform. She reports *that "I wasn't expecting this much of paperwork and formalities. I mean everything stays on the paper but you don't prepare the content yourself, simply take it from somewhere else and sometimes you don't even understand it".* The frustrations novices have regarding the procedural side of the job make the mismatch between preparation program and current workplace demands more obvious.

NOV3 points out that the pre-existing perception in her head regarding teaching has changed a lot since she started teaching. She reports that:

> *At first, everything was all in theory in my head and felt very alienated…I thought the key to teaching is to know, to know and to know. I thought it would be simple, shallow and very easy. You do what you have to do and leave. But, when you become a part of this teaching community and as you dive deeper, I realize it is*

more than just teaching things. Back in university, I was looking at things from such a limited angle that you only realize the reality after being a part of it.

As can be seen, the teacher preparation programs fail to connect with the real-world conditions which damage their perception of self and may create identity issues. It is assumed by novices that once they graduate, all they need is to simply apply what they have learned. Yet, as Farrell (2016) claimed, the actual working conditions demands what they have demanded from more experienced teachers and novices are held responsible for all the same type of activities without having a chance to accumulate necessary skills. In the mean time, they also try to develop their professional identity and understand more about the notion of self-as-teacher in an established school culture.

When asked to reflect on the practice teaching experiences they had to attend during their senior year, NOV3 emphasizes the importance of these experiences on her development. However, she complains that teacher education programmes include too much theory and too little practice in general. She expresses that:

I criticize the practicum period a lot actually. It was very short and we had limited time to observe. We felt under pressure since the real teachers of the classes were always present. We were like shadows during that period who were not allowed to perform independently. I think it would have been more different if we had the chance of acting independently. We could get to realize the realities more easily. We would go and just sit there most of the time. I believe it is crucial for teacher candidates to be active in the field more often to understand the nature of teaching. We refer to this period as training but it remains unfulfilled. I realize the importance of being in the field after I started teaching actually. The information load is excessive. Instead, we should be in the field, make a lot of practice, gain some experience and see the real world conditions without leaving them in the shadows.

As suggested by NOV3, teacher candidates need to be more active in the field to discover and build their professional identity on solid ground. She thinks pre-service education should provide more opportunities which will reflect the actual working conditions and the challenges they might face.

NOV2 also emphasizes the limited and inefficient sides of his pre-service education. He states that he was very disturbed by the actions of his instructors and blamed them for not feeling too competent in his field and says *"they would come and simply read some slides and then leave. They were like read this and do that and that was it".* He states that apart from a couple of teachers whom he considers competent, the rest was insufficient. NOV4 also admits that most of the academic course content is full of theory and they are inefficient and useless in real teaching. However, just like NOV3, she points out the importance of practice in the journey of being a teacher and reports:

> *When I compare, the ones that we had the chance to practice in a real context with real conditions are very distinctive. For instance, in one of our courses about teaching young children, our instructor came to terms with a school in which we could make observations and practice. We discuss what works or not afterwards. Obviously, it was more effective.*

As can be seen in the extracts above, teacher education plays a powerful role in shaping and transforming teachers' perception and cognition regarding teaching practice. Without building a solid foundation and reducing the gap between their ideals and reality, novice teachers might leave the profession and may become reluctant to teach. The participants in this study express their frustration. The shortcomings of pre-service programs become more obvious to them once they realize the lack of coherence between the university courses and the reality of teaching.

4.3.1.2. The Quality and Effectiveness of Induction Programs

The first years of teaching is often considered as a critical time for professional development. It is during this time that novice teachers either strengthen their beliefs regarding their competence or leave the profession (Akcan, 2016). Considering the shock they experience during the transition from pre-service to classroom environment, the needs and interests of novices are different from their more experienced colleagues. All the participants in this study agree that the induction program currently applied by the Ministry of Education becomes a burden for them instead of providing support and guidance. The findings indicate that the effect of these programs on teachers' identity stems from the fact that it affects the way teachers perceive their profession; it lowers

their motivation and hinders their adaptation process. Rather than considering it as a reflective process which will contribute to their development, teachers only complete the process and the tasks due to procedural reasons.

NOV4 points out one of the drawbacks of the program regarding workshops and states that *"I don't find the workshops effective at all because neither the speakers nor the content of the program addresses us as the way it should be".* NOV2 and NOV4 also complain about lack of coherence and alignment between what is written on the schedule and its implementation. They report that being forced to participate in the activities in which they see no point demotivates them a lot. They state that they often ask themselves what is the point of doing this if it is not going to offer new insights or help me grow professionally.

In her reflexive journal assignment, NOV3 reveals that the formalities of the profession demotivates her a lot and says:

> *With the excessive amount of paperwork in school context, I really just go through the motions. Especially the ones we are forced to complete just for the sake of formalities but we gain nothing in return no feedback or anything. I do them involuntarily and see no point. Our job is already hard and yet, to complete these tasks, I had to make sacrifices from my personal life.*

NOV2 also admits that he has the same reluctance and reports in his reflexive journal assignment that:

> *Up until now, I believe I have never done anything just for the sake of doing it. However, there have been many tasks I have been forced to complete, useless activities I have been compelled to attend but gain nothing in return. The workshops we are forced to attend during our initial year in this profession are just the kind of activity I am talking about. Attending those workshops right after a long and tiring day at school and listening or pretending to listen to people who don't even have a solid grasp of the issue was really unnecessary.*

NOV1 points out another aspect of Induction Programs that she finds ineffective and unreasonable. To her, peer observation can be a great tool in providing new insights and support to beginner teachers. However, she states that:

> *My mentor is a primary school teacher. Having a mentor from different field is whole another issue. But, what I want to talk about is about peer observation. According to the program, our mentor should observe us two times a week. The only available time for him to that is while I am in his class teaching. Yet, the school opened a course and the only available times are now gone. How can he help me or support me? Besides, we don't even share the same subject field. I also need to observe his classes but how can I when I have 30 hours of lesson in a week? I mean there are many systematic errors in the program.*

As can be seen, although the current Induction program seems perfect on the paper, there are many systematic imperfections and implementation problems. Although novices accept and find the idea behind it quite helpful and supportive, there is a mismatch between realities and the purpose of the program. Instead of providing guidance and support, novices express that they feel like scapegoat whose only fault is to become a teacher now.

4.3.2. Teaching Context

Teaching context includes the classroom environment and the culture of school. Novices report that teaching in a real classroom is more challenging and demanding than they have expected. As well as the problems they face inside the classroom, they have also reported that school culture has an impact on their motivation and satisfaction. Relevant parts of a school culture consist of students, parents, administrators and colleagues. Apart from novices who report to work in a positive atmosphere, the results also demonstrate some altered attitudes towards both the administration and colleagues.

NOV1 is one of those teachers whose attitudes towards the administration have changed. In the third interview, she states that she has started to agree with his colleagues and that; the administrators make them feel uncomfortable and she says:

> *At first, I always thought that they are nice people. But, since then I have seen many things and they made me look at things differently. The inconsistent behaviors of the administrator really make you question things and there are so many warning signs that you cannot ignore. The things I hear from other teachers and my own deductions an understandings of events made me think like if all of these people are concerned and bothered by the behavior, why shouldn't I be.*

As the socialization process of novices into their school culture grows, novices transform and reshape their perceptions and may get affected by the norms and values shared by their colleagues. NOV3 also states that she is disturbed by the attitudes of administrators and states *"I don't like to be perceived as an easy option. The administrators think that just because you are new, it is easier to ask things from you especially the things they cannot easily ask to other teachers. This bothers me."*

NOV4 is another teacher who is satisfied neither by the administrator's nor by the colleagues' attitude and assistance and reports that:

> *It is only natural to make mistakes and feel incompetent because you are new to everything. No matter where you look, you are the one who has the most deficiencies. But, it happens to everyone and you somehow find a way to develop. Therefore, I believe especially during this process, all the including parties like administrators or colleagues and even family should support and motivate beginner teachers. I expect this kind of guidance and assistance. My family supports me but I want to feel the same in my school context more. Instead of being perceived like you already know everything, you expect to hear encouraging words and motivating attitudes. You want and need to hear that you are competent and can do it from other people.*

Teaching context has a strong influence in novices' perception of self especially the personal influences stemming from other people the teacher interacts with. Instead of pushing novices to the edges, both the administrators and the colleagues should offer their guidance so that novices can find the motivation to remain in the profession and effectively function.

In the first reflexive journal assignment, novices are asked to reflect on their most important preoccupations regarding their professional life. NOV2 indicates that he would

like to have more *"collaborative and responsive colleagues"* and he also would like to change his students' attitudes toward English. Regarding his colleagues, he reports:

> *In the first weeks, some of the teachers who are more experienced than me in my school discouraged me by saying "no matter how much effort you spend it is very difficult to change students 'attitudes towards courses." But I never give up trying what I can do to change. I think I managed mostly. Nearly, I didn't get any guidance or assist from experienced teachers. Generally, I try to cope with the problem I face on my own.*

Another significant finding of the study is that two of the teachers who work in rural areas share the same concern regarding their teaching context and that is the indifferent behaviors of parents. Both NOV2 and NOV4 emphasize that lack of parental support causes problems and these problems redound to classroom environment. According to novices, students become less interested in learning, they misbehave due to lack of discipline and they show negative attitudes towards the learning of English. Therefore, the location of the school unavoidably affects the education which in return influences all the including participants and their perception. As Beijaard et al. (2000) states, "Teaching cultures and school cultures determine (probably to a large extent) the stories of individual teachers, i.e., the way they perceive their professional identity" (p. 753). It affects the way they think and do.

4.3.3. Biography of the Teacher

The results of this study also indicates that the biographical perspective of novice teachers have an influence on their beliefs, assumptions, perceptions and interpretations about their identity as teachers. In the journey of becoming a teacher, personal understandings and ideals are adapted into institutional realities which not only stresses the effect of biography on the formation of professional identity but also the way teachers choose to express themselves in the classroom (Beijaard et al., 2000). Research emphasizing teacher biographies and autobiographies center on critical incidents or relevant events which presumably affect and shape their work life. In the case of this study, the results indicate that teachers' professional identity is not only affected by

teachers' prior experiences as a student, the image of self as a learner and taking a previous teacher as a role model but also by their family life and personality.

Regarding the effect of the family, NOV4 indicates that her father's encouragement and support is one of the reasons that she chooses this profession. Similar to NOV4, in her reflexive journal assignment, NOV3 also indicates that as a kid, she was highly affected by her father's interest in English. She identifies those times as critical stages and says *that "my father's interest in English really guided me. It is a very significant period in my life; learning new words, singing songs in English and playing games in a different language".* She further reports that apart from her father, the fact that her mother is also a teacher shaped her view towards the teaching profession. She expresses the impact of those times when she went to school with her mother and observes the environment. She states that those times help her get accustomed to teaching and balance her expectations.

In the second reflexive journaling assignment, teachers are asked to reflect on the most important events in their life. He identified the times his high school English teacher came into his life as one of the most important event in his life. He further states that he is still under the influence of his English teacher and he wants his students to feel the same way about him as he did. To him, another significant event in his life is to work as a merchant for five years before teaching. He reports that his previous job taught him a lot about human interaction and how to handle communication problems.

Regarding the effect of teachers' prior experiences as a student, the image of self as a learner, NOV1 reports that:

> *When I was a kid, my teachers always care about the hardworking students and always give them a chance to speak and answer questions. I always felt like they love them more than they love me. I was a midlevel student. I now think if they would take my hand and guide me more back then, I could be in a very different place right now. But they never did. Now, as a teacher this becomes one of the things I care about the most. I attend to those who need my help the most and try to include them into my classes more. To me, they need our guidance the most. The rest already have the motivation and skill to learn.*

As can be seen, her prior experiences as a student shape and form her professional identity. At the core of her decisions, there is her image of self as a learner and her

expectations as a student. On the other hand, NOV4 emphasizes the impact of her previous teachers and how she takes them as role models. She reports that:

> *Now and even before I became a teacher, the key elements of my identity are mostly shaped by my high school and secondary school teachers. These two teachers really encouraged me and I had an emotional bond with them. Their attitudes toward their students and the sacrifices they made for us shaped and affected the way I look at the profession.*

As can be seen, our biography influences our beliefs and perceptions deeply. Teachers resort to their previous experiences and the most significant events and people in their life when deciding how to express themselves and the way they want to be perceived as teachers.

4.3.3.1. Age

The findings indicate that age might have an effect on teachers' perception of self. NOV2 started his university education six years after he graduated from high school. He was in a different line of job for five years. Therefore, he was in his thirties when he started the teaching profession. When he was asked would whether it would be different for him if he was in his twenties and not in his thirties when he started his profession and he reflects on the effect of his age on his perception; and he reports that:

> *Of course there would be. When you are in your twenties, you have pretty much no life experience to rely on. You graduate from college and directly start your profession afterwards. Academically, we may not be so different; however, I think there is a huge difference in the way we think and react. When I decided to go to university, I was married and had responsibilities of others on my shoulder. When you have that kind of a responsibility you look at things differently. I think young teachers do not appreciate what they are given to themselves as much as they should. I am sure they experience difficulties and have internal struggles. However, I hear people complain about the money they get and the working conditions. Since they directly come here without experiencing or seeing anything else, they expect more. When I was working in University, my salary was so low*

that now I am very thankful for what I get in return. But, young teachers, they have nothing to compare. Therefore, my personal experiences before I became teacher at this age really have an impact on me.

4.3.4. Job Satisfaction

The role of job satisfaction can't be overlooked to make a long term progress in the education system. To bring out the best of teachers and increase their productivity, both intrinsic and extrinsic factor should meet with the expectations of the teachers. The study reveals that extrinsic factors affecting novices' job satisfaction encompass salary, the level of support provided and job security. The intrinsic factors include professional and personal growth, the feelings of success in the classroom, positive relations with students, colleagues and administrators. According to the reports of the novices, being a public servant increases their job security. Regarding the issue, NOV1 reports that "*You either become a translator or be a teacher. Being a translator is not a stable job; therefore, I directly preferred teaching since it is a more guaranteed and secure job*".

NOV2 points out the importance of salary for him and the day that he gets his salary reminds him of the financial freedom this job provides. He also indicates that since he has a job experience in university, he finds his salary more satisfactory which is what ties him to teaching profession. Regarding intrinsic factors, he indicates that although he is surrounded by students who consume his energy, the small number of students who show progress and seeing them experience a sense of accomplishment also very crucial for him to remain in this profession.

When asked to reflect on how satisfied they are in their working environment, NOV3 indicates that:

I am not content with what I get in return. Financially, there is nothing I can so since it is standard. I mean if I evaluate and think about it, I believe as teachers we put so much effort in this profession. We not only educate students academically but also educate them socially. The responsibility and burden of this job is very heavy. How successful we are in doing this debatable definitely. But, to me, what I receive in exchange meets my needs neither financially nor emotionally. Frankly, when I was working in private school, at least I had a sense of accomplishment.

As can be seen, lack of motivating extrinsic and intrinsic urges negatively affect the way NOV3 perceive her profession. NOV4, on the other hand, states that her dissatisfaction mainly stems from her low self-efficacy. She reports that she doesn't feel ready and competent enough to this profession just yet. She also emphasizes the effect of working environment on her dissatisfaction and says:

> *May be this dissatisfaction comes from being a novice and new to many things like the students or school in general. I am in a completely different culture and people's way of living is different in rural areas. If I had been in a place where I am accustomed, things could have been different. The way you think and speak is so different that most of the time it baffles you. And these disagreements and differences are not the only things you deal with. While trying to overcome them, you also need to perform your duty as a teacher.*

NOV1 is another teacher who is not satisfied with her working environment. She reports that working in a primary school had a negative effect on her professional growth since the level of students is very low. She states that:

> *I am not in a school where I need to push myself to get better. What I have is enough and there is nothing that triggers me to push my limits. The existence of internal motivation is undeniable of course. The real question is how long I can keep it at an optimum level. The external factors become the real issue here I believe. Without the presence of external compelling elements, you can easily disregard the internal force sometimes since it is only you who are accountable.*

As can be seen, teachers' level of satisfaction depends on many factors. To enhance the level of job satisfaction during the first years of teaching may increase teacher retention. Building a level of support and trying to prevent the factors causing dissatisfaction is crucial during this process to help novices build their identity on a solid ground.

4.3.5. Self-efficacy

The sense of self-efficacy is a significant factor in attaining the desired outcomes in education setting and it is also one of the most effective ways. Self-efficacy is highly associated with a person's self reflection and assessment regarding their capabilities to perform a given task. Beginner teachers have to handle many challenges and deal with many influences. When they face problems and feel lost, they tend to blame themselves and question their competence and skills. Low level of self-efficacy changes people's ideologies and philosophies which requires a transformation in their professional identity as well. The findings indicates that different level of expertise between experienced and novice teachers has a very strong influence on teacher self-efficacy. NOV4, for instance, expresses her reflection regarding her efficacy and reports that:

> *I don't think I am competent enough and this really demotivates me. Students' lack of interest in learning English or any problems I face in the classroom make feel incompetent and insufficient. As if I am doing something wrong. I ask myself if I should try different things, I mean I question myself all the time. After certain amount of time, I start to think if I am not suitable for this job and there is no sign of self-efficacy after that.*

NOV1 indicates that she feels inadequate due to lack of experience and compares herself with more experienced teacher in her school. When she sees what she fails is achievable by more experienced teachers, she questions her abilities and feels incompetent. She is not the only teacher who feels this way. NOV4 also admits that she makes this comparison as well and seeing others' success in matters in which she fails makes her question her skills and often forces her to believe that more experience will make everything better.

Another significant factor influencing teachers' self-efficacy is the feedback they get from their students. When asked about their most successful experiences, all of the participants identify the time in which they get positive feedback from their students. As the participation level of students increases, so does their self-efficacy. They regain their confidence and trust their abilities and face with challenges more easily. NOV3 reports that *"when I see the sparkle in their eyes and get positive, encouraging reaction from them that is when I feel a sense of accomplishment".* NOV1 also emphasizes that

whenever she completes a lesson without resorting to Turkish, she reaches to nirvana and regains her trust.

The emotional breakdowns novices also experience another element that plays a role in their self-efficacy. NOV4 experiences these types of challenges very often and she reports that:

> *Sometimes, it comes to the point where it becomes so unbearable that I want to leave the classroom or get out of the classroom very depressed. Getting out of one class very sad and unhappy affects my other classes as well. The disheartening attitudes of students really disappoint me. I ask myself why I get treated this way or if this is what I deserve.*

As can be seen, these findings emphasize that if we deeply look into the complex structure of teacher identity; the effect of self-efficacy is very high and unavoidably leaves its mark on novices' identity in a way that can't be disregarded.

4.3.6. Motivation

Motivation is another factor that affects the way teachers perceive their job and the way they perform their tasks. Teacher motivation not only influences teacher behavior but also affects learning outcomes and personal growth of teachers which may help teacher retention increase. Motivation has a close relation with other factors like commitment and self-efficacy. Findings show that low level of motivation caused by external factors shatters the ideals of novices and creates a deep hole in their mind. And that hole feeds on their internal will and power. When asked to reflect on their motivation level, NOV1 expresses that *"I feel like my dedication to my job is decreased eighty percent. Although I expect an increase in my dedication, I guess the factors that hinder it are much more. I try to protect and balance it with my internal motivation; yet, I don't know how long I can do that".*

Although NOV1 holds on to her internal motivation, NOV3 reports that the constant change in education system in Turkey destroys her internal power and she doesn't feel independent and also, bothered by the interference of administration and she says:

> *We hear many different things regarding our education system. Making a change has become a daily matter issue in our country especially in education. I wonder if I can see myself being retired one day, if I can endure that long. I hate uncertainty and future anxiety. It directly affects my motivation and it is tiring to always face obstacles. I can't even decide the grade I will give to my students*.

According to the findings, one of the most important reasons that teachers stay in the job in spite of all the things demotivates them is the effort they put into becoming a teacher. NOV4 reports that:

> *This is what I have strived for all this time. I make an effort to become a teacher and now, I am. If I give up in the face of difficulties, I ask why I put so much effort and why I am here now. When I look back and remember all the challenges I deal with, I think why all should go down the drain just because of this one year. I guess, I should have left when I reached my climax. If I manage to stay even after that, I lose my ticket to go. I want to believe that this feeling of incompetence will get better. Therefore I still have hope. I keep saying if you manage to stay after this year, you won't anymore.*

Emotional attachment novices built with their students is also very crucial in enhancing their motivation. Students' English achievements and seeing their progress give novices the most joy. NOV3 points out that *"being with students and my strong relationship with them gives me my motivation and makes me very happy"*. NOV4 also admits that although she doesn't feel any job satisfaction academically, the emotional bond she forms with her students keeps her motivated. NOV2 looks at this from a different angle and states that *"if the teacher is motivated, students actively participate in the activities and feel more motivated. However, if you lose your faith, students immediately sense that. Therefore, student involvement is very important"*.

On the other hand, the changing perception of teachers in the eyes of other people and their lack of respect towards the profession also lowers novices' motivation and satisfaction as well as creating security issues. All of the novices report that teaching profession has lost its value and respectability and this affects their perception a lot. They report that one bad example costs to all teachers and media has a huge impact on this. Teachers have become the ones society always blame and hold accountable for all the

failures in the education system. In his reflexive journal, NOV2 states that it is important to "*understand not all failures stems from teachers*" and that every including parties should be held responsible.

As can be seen, there are many changing variables that may either represent important barriers to effective teaching or become their sources of teacher motivation.

4.3.7. Commitment

Commitment is the last factor associated with the Novice ESL teacher professional identity. Findings of the study demonstrate that commitment is highly associated with all the other identified factors above. Teachers who work in a positive school environment and have effective relationship with their students and colleagues have high level of job satisfaction, motivation and self-efficacy which in return affects novice teachers' attachment to the institution and profession in general. Since lack of effectiveness and quality of Induction Programs influence their job satisfaction and motivation in a negative way, it also decreases their commitment and connection to the profession.

When asked to reflect on their commitment to their organization and their profession, NOV3 states that lack of durability and persistency of changes made in the education system worry her and lower her job performance and commitment. She reports:

> *Frankly speaking, I do not have any commitment. I still want to stay in teaching profession but I think maybe I should go back to private sector. I think what if things get changed again in a bad way for me or what if in these six years that I have to stay here it becomes unbearable, if it does will I go back to private sector. These are not easy decisions. Leaving civil service and going back to private schools would be a risky move because private schools do not offer job stability all the time. It really depends on how things go. When push comes to shove, I guess I will leave. I actually love my profession and my relationship with the students. But there are so many variables I can't control.*

As can be seen, even though she has the will power and internal motivation to stay, the external elements make her think otherwise. Due to constant changes in the system, she feels insecure, uptight and bothered by these uncertainties. NOV1 also admits

that her commitment to the profession has decreased a lot in spite of all the efforts she made to reverse it. She thinks her intrinsic motivation overrides all the problems for now since she is new in the profession but she is worried for the upcoming years. NOV2 agrees with NOV1 and emphasizes the importance of teaching context:

> *I can't say I am completely committed but I try my best. I don't know how long this will last; however, I think there will be a slight decrease during the first couple of years. Yet, teaching context is of utmost importance to preserve it. I believe if I were in a school where I need to push my limits, develop myself professionally and be surrounded by students who are more active and eager to learn English, it would be different. When you are surrounded by detached and indifferent students, inevitably you lose you motivation.*

NOV4 points out that even though she is completely committed to her profession and this is what she has been striving for all along, she is not sure how long it will last. She associates her commitment with job satisfaction and indicates:

> *I guess commitment is really about job satisfaction. The less job satisfaction you experience, the less commitment you have. Even now when I look back and evaluate this whole year, the emotional attachment I form with my students doesn't feel enough. Even that doesn't satisfy me. If I lost that completely, I guess going to school will simply become a routine for me. I don't know really. I am not in that routine place yet. Maybe one or two years to go. I still feel like I am the most struggling teacher as if I am in a war zone. Who knows may be in a year I will even lose this reaction.*

The results indicate that almost all teacher experience challenges, feel lost, need guidance and have concerns. The voices of NOV1, NOV2, NOV3 and NOV4 emphasize the great struggle novices put up to perform their duties and to feel valued in their teaching context. They are bothered by the seemingly effective changes made in the education system and worried about their future.

This chapter has presented the findings of the study under the research questions. First, teachers' perceptions of their professional identity were examined considering the reasons behind their career path, their pedagogical and instructional decisions and what

it is like to be a teacher in a primary and secondary state school in Gaziantep and their views of self. Then, struggles they face inside and outside of the classroom were investigated in light of their views on support and their professional development. Finally, factors that may influence the way teachers perceive their professional self were identified and presented. The results suggest that teachers' teaching context, their prior and current experiences and their biography, their perceptions of job satisfaction, motivation, commitment and self-efficacy are the factors that influence teachers' perceptions of identity.

CHAPTER V

DISCUSSION

In this chapter, the results of the study presented in the previous chapter will be summarized and discussed further.

5.1. Discussion of the findings

The present study focused on novice EFL teachers' perception of professional identity and the factors that may affect them and employed a qualitative research methodology. Data obtained through different sources to enrich the findings; however, the present study focalized on small number of novice EFL teachers who work in primary and secondary public schools in Gaziantep. Thus, it might be claimed that more diverse insight into topic could have been obtained through larger sample of participants. Yet, the aim of this study was not to produce generalizable data, rather gather more nuanced and deeper understanding of novice EFL teachers' identity formation.

This qualitative case study was implemented to enlighten three main research questions. The first research question aspired to reflect teacher's perceptions and views of their professional identities. The second research question aimed to examine challenges of novice EFL teachers who work in public schools and their perceptions of support and professional development opportunities. The goal of last research question is to identify the factors affecting their perceptions of professional identity. There were four participants in the study who work in four different primary and secondary public schools in Gaziantep. Data was collected through interviews, observations and reflexive autobiographical journals. The researcher intended to shed light on their experiences and explore the possible factors that affect their perceptions of identity.

Regarding the perceptions of novice teachers, the first emerging theme was the motives for choosing teaching as a career path. Only one teacher in the study dream of being a teacher long time ago and follow its path voluntarily and consciously. The other three teachers; however, choose teaching out of convenience and because conditions require. Those who do poorly in science courses like maths, physics and chemistry end up electing language department to ensure their future. Given the chance, two of the participants admit their desire to change their professions.

Later; however, although it wasn't the only reason, rest of the three teachers get accustomed to the idea of teaching and being with students as a result of their experiences in a real classroom and like teaching. Extrinsic motives like money, job guarantee, holidays and ease were also very affective in determining the reasons behind their career choice motivation. Yet, they are motivated to teach not by only extrinsic motives but many other reasons like being in service to people, guide students for better future or love of profession and desire to teach. Therefore, it can then, be said that novice teachers' decision to enter the teaching profession is influenced by intrinsic, extrinsic and altruistic motives.

The second theme was associated with the elements and relations that influence the instructional and pedagogical decisions of novices. The reflections of novices suggest that they have to deal with an array of problems in relation to foreign language pedagogy. Consistent with the findings of Ozturk and Yıldırım (2013) and Sali and Kecik (2018), some of the teachers face challenges in lesson planning, managing class time and catching up with the curriculum or drawing the students' attention and interest. Others encounter difficulties in regard to maintaining classroom discipline or their desire to keep everything under control which unearth some other problems like lack of learner-centered and communicative classroom activities.

Learner's low level of English proficiency and their preconceived opinions toward English is another struggle that consumes novices' energy and enthusiasm which are two crucial component of successful language learning. Consistent with the findings of Mann and Tang (2012), the findings revealed that novice teachers are particularly anxious about classroom dynamics and students' negative reactions. Most of the time they were confused and disappointed by the huge discrepancy between what they have expected and the actual level students work. They feel incapable of providing an appropriate learning environment even though they put a lot of effort into preparation. These views also confirm the findings of Gatbonton (2008) that novice teachers' most dominant concern is student behavior and reaction rather than pedagogical procedures and learning outcomes. Novices in this study were worried about the flow of their lesson and students' negative responses. They feel agitated when things don't go as they have planned; therefore, due to the feelings of insecurity, they tend to blame themselves for every failure and question their efficacy and competence as a teacher. As Gatbonton (2008) stated, "*The tendency for the novice teachers to focus on these less positive features can be explained by the*

fact that they still feel less secure about themselves as teachers and so were more attuned to negative signals from the students" (p.174).

Consistent with the findings of Sari and Kecik (2018), inadequacy of course books is another important thing emphasized by the novices. All of the novices without any exceptions admit that they find course books very insufficient and problematic. Lack of material makes them worry a lot since without them teachers are bearing the responsibilities of designing and compensating what is missing or needs to be reinforced.

The third theme emerged from the first research question is perception of self-as-teacher. It was found that all the teachers in this study perceived changes and shifts in their professional identity. Their identity was mostly shaped around their images as learners, their prior teachers they take as role models, the ideas they construct during their pre-service years and also by their personality traits. However, once they spend more time in the field as a real teacher, they have started to realize and become more aware of the shifts in their attitudes and perceptions. At the beginning, they were more hopeful, optimistic, and full of motivation, also had high expectations. Yet, the challenges they have experienced caused them to reevaluate everything they hoped to accomplish and shattered their idealism and motivation. They started to look for new ways and images to deal with their problems. The ones who experience classroom management problems had confusions on how to cope with troublesome students and negative atmosphere in the class. Some wanted to establish love-based relationship emphasizing a more informal, personal identity and refrained from forming a relationship based on fear; yet, still had confusions regarding its effectiveness and reflect on this side of them very often because, as Pennington and Richards (2016) have claimed, building such a teacher identity *"may be less effective for new teachers, who have not yet mastered instructional content and pedagogical skills, and may be more or less effective for other teachers depending on the age of the students. With young students, an informal teacher identity may not be recognized as appropriate or leaderly adult behavior; without augmentation by specific structuring acts, the class may degenerate into (near-) chaos"* (p.8). They become more overwhelmed by the challenges, disheartening attitudes of students. Others tried to be stricter in order to look strong in the class. They even looked up to the effect their more authoritarian and experienced colleagues have on students and wanted to be perceived that way. However, impersonating such a strict formal teacher role prevents establishing a healthy relationship with students. Therefore, as Pennington and Richards (2016) has suggested *"the age and the expectations of the students for appropriate teacher behavior*

and teacher-student relationship, based on their cultural and educational backgrounds, will be important considerations in developing a balance of formal and informal interaction when negotiating an effective teacher identity under different circumstances" (p.8). Some, on the other hand, experienced the positive reflections of their personality on their profession and these sides of their identity made them feel strong in tackling with the problems.

Needless to say, now, they are at ease and comfortable sharing their strengths and weaknesses fearlessly and reflect on them for their own professional development. They embrace their mistakes and endeavor for more supportive and positive rapport especially with their students. They have also become more aware of the fact that teachers have their own limits and their willpower is only accessible to those who are eager to allow them. They realize that the time that a person guides and assists someone is not decided by the person who is offering, but rather the person who is receiving them. When they are asked to compare their first months and now, their reflections indicated that their accumulated experiences guide them in their journey and they learn from their mistakes no matter how bitter and stressful the journey is. As noted in Cakmak(2013), *"as time goes by, teachers gain a firmer understanding of the students' needs, which provides them with enhanced awareness of how best to implement their teaching strategies in a way that makes for effective learning" (p.64).* Therefore, all these suggest that their identity is not only determined by the conditions novices encounter but also how they choose to react.

Regarding the second research question, the concerns and challenges of the novice teachers both inside and outside of the classroom, three themes (struggles in teaching context, support and perceptions regarding professional development) emerged and each of them was highly intercorrelated constructs. Veenman's (1984) international perspective identified the main challenges of beginner teachers as classroom discipline, motivating students, and assessing students' work, dealing with individual student differences, organization of class work, dealing with insufficient or inadequate teaching materials, and dealing with parents. The present study also has confirmed that these same problems are still considered as the most challenging problems by novice teachers. The findings also suggest some additional challenges like low self-efficacy in language teaching skills especially in the area of speaking due to being a non-native English speaker.

Findings suggest that novice teachers are very enthusiastic and passionate about their profession in their initial years and their foremost aim is to assist their students and

develop their knowledge and skills. However, their portrayals of their first years of teaching highlighted the mismatch between their original beliefs, expectations about teaching and the roles that the dynamics of reality depicted for them.

Most novice teachers feel ready and competent enough after a four-year pre-service education which covers theory-based pedagogical courses and the inclusion of teaching practice in the final year. After graduation, they expect a teaching context which is full of students who are eager to learn, opportunities that offer professional development. They also anticipate a working place in which there are mentors whom they can consult whenever they need since they were surrounded with supervisors and advisers during their pre-service education and constantly in contact with them when they need guidance. Sudden loss of contact with teacher educators just when they need the most develops a chasm "that cannot be bridged by beginning teacher learners" (Tarone & Allwright, 2005, p. 12). Therefore, they expect to fill this vacancy by the assistance and guidance of fellow teachers and administrators, which was rarely forthcoming in the contexts of this study.

The results of the present study uncover that novice EFL teachers' find themselves in the middle of chaos. When the shock they experience during transition from pre-service education to real teaching is further combined with the complexities and unknowns of the new teaching context, their lives become very hectic and daunting. Low learner proficiency and their disheartening attitudes towards English, inadequacy of course books, indifferent parents along with classroom management issues are just the tip of the iceberg. There are more serious problems and elements influencing their identities like lack of support and professional development opportunities.

Findings revealed that novices got moral support from their friends and families; however, they were expecting support from their "professional families" as well (Sabar, 2004, p.158). Yet, they were not satisfied by the help they got both from their administrators and colleagues. Unfriendly approaches of their colleagues and their demotivating statements and actions upset most of the novices and their reflections also showed that more experienced colleagues do not provide assistance and guidance as much as they have expected. Administrators were also either too passive or too active in their reactions in that they either were too indifferent or too authoritarian to provide guidance and assistance. Consistent with the findings of Cakmak (2013) and Karatas (2015), novices get the most help from their fellow novice teachers. However, they still yearn for more interaction with their most experienced colleagues especially from their own field.

Regarding the professional development opportunities provided, findings suggest that they were also not satisfied with the currently applied induction program. The program is full of drawbacks and mechanical impossibilities according to novices' view. First of all, they were assigned with mentors who are from different subject fields which to them, has almost no effective and logical meaning. The findings emphasized their desire to share experiences and approaches, to have the opportunity of hearing different perspectives with other teachers who share the same subject field. Citing Ingersoll and Smith (2004), Mann and Tang (2012) claimed that *"the most effective induction elements are having a mentor from the same field, common planning time with other teachers teaching the same subject, and regularly scheduled collaboration with other teachers"(p.488).*However, mentoring was not the only way of providing support and professional development; yet, other requirements of the program (observations, all the paperwork and workshops) were not novice-friendly either. Novices complained about the extra pressure the program put on their shoulder and the fact that it consumes not just their time but their motivation as well. The content of the program were found inadequate and unsystematic, the trainers were incompetent and unprepared, and there were conflicts with the work schedules and violation of personal responsibilities according to the findings. Therefore, it can be inferred from the findings that novices' professional development was mostly the results of their self-evaluation and reflection. The core of the current induction program was far away from guiding them and shaping their experiences.

Under the final research question which aimed to identify the factors that affects the perceptions of novice teachers' professional identity, there were seven major factors identified (teaching context, their prior and current experiences and biography, their perceptions of job satisfaction, motivation, commitment and self-efficacy); all of which were highly interrelated. The first emerging theme was related to the discrepancy between ideals and reality which presents their prior (practicum period) and current (induction program) experiences. Consistent with the findings of Farrell (2016) and Flores and Day (2006), the evaluation of novices regarding the quality and effectiveness of their pre-service education and practicum experiences in particular suggest that novices' pre-service preparation didn't prepare them enough for the challenges and for the current workplace demands. The main criticism of teacher education programs focused on putting too much emphasis on theory rather than providing real classroom experiences for teacher candidates. Novices find one year of practicum quite inadequate and demanded more time

in the field to be able to transfer the theory into practice more smoothly. Akcan (2016) also claimed that *"invariably, beginning teachers must reconcile the pedagogy espoused in their university courses with the reality of teaching" (p.57).*They complained that they are not equipped with necessary skills and strategies to deal with the current problems they experience. They also complained about not having a room to discover their own professional identity under the constant supervision of mentor teachers at the schools they were assigned. They felt like shadows and worry too much about pleasing their supervisors and mentors rather than experiencing the real issues that will help them in the future. Therefore, as suggested by Akcan (2016), *"it is a paramount responsibility of teacher educators to connect generalized theory with the specifics of practice. This should be the goal of the practicum; the preparation of teacher candidates for classroom realities" (p.61).*

The quality and effectiveness of induction program was identified as another factor affecting their perceptions of identity since the aim of induction programs is to guide novices "adapt to and learn about their roles as teachers" (J. Schwille, Dembele, & Schubert, 2007, p. 89). It also had an impact on other factors identified; therefore, considered as a very important element in their perception. The ineffectiveness of induction program was already discussed above when evaluating the novices' views regarding professional development activities. However, there are still issues to further discuss in order to understand its effect on novices more comprehensively.

Since novices are held accountable for all the same responsibilities as their more experienced colleagues, they are subjected to a testing period. Citing Portner (2005), Pitton (2006) indicated that "many states have enacted a probationary status for 1st-year teachers, along with testing and provisions for support. These programs and licensing requirements ensure that beginning teachers continue to learn and grow as they interact with students and the school community" (p.3). In Turkey, along with the changes made in teacher recruitment (interviewing teachers after taking a nation-wide exam), there are also alterations in the status of beginner teachers and the steps they take. Since 2016, according to the regulations, beginner teachers have to stay in the same school for six years. This was one of the most important reasons that lower their motivation and commitment. They feel like scapegoats who are too unlucky to become a teacher before this change made. Not being able to make a change in their teaching context for a long period of time make them question their commitment to the profession.

Another drawback is related to the feedback novices get on what, how and why they do things. In the absence of such feedback, they didn't see any point in doing things they considered ineffective. They repeatedly emphasized how everything stays on the paper and never seem to accomplish its goals and respond the actual needs of novices. Findings revealed that there is a huge gap between what is written on the official documents and its real life practices and implementation. Therefore, it can be claimed that even though the goals and outcomes of the program are explicitly determined in written documents, the degree to which they are fully integrated into real life is open to discussion. Therefore, as suggested by Joiner and Edwards (2008), induction programs should be planned with careful considerations to eliminate or minimize any possible problems that may occur during implementation.

Teaching context was identified as another significant factor as other researches has suggested. (Beijaard et al., 2000; Meristo and Eisenschmidt 2014; Morrison, 2013; Joiner and Edwards, 2008). Findings revealed that achieving greater strength and capacity is highly connected to the context in which they worked and the quality of support provided to them professionally. Addressing true needs of novice teachers will help them overcome their internal struggles and therefore, guide and help incoming teachers to prevent ineffective practices. Both daily practices of novices in the classroom and their school cultures revealed that novices were mostly alone in their struggles and the strategies they use mostly help them save the day. They were in constant search of more permanent and effective solutions to their problems but left alone by the very people whom they can get the most help. Novices' views also confirmed Meristo and Eisenschmidt's (2014) findings that self-efficacy and school climate is very interrelated. Novices' level of self-efficacy in this study was very low since neither the reactions of students nor the attitudes of their colleagues and administrators were collaborative enough to work through the issues together. Teaching context also influenced their level of job satisfaction and commitment adversely due to their negative school climate.

Another interesting finding that worth discussing is the similarity of the views between two teachers who work in rural areas. They both complained about the indifferent attitudes of parents and adverse effect of their attitudes on students and quite naturally on classroom environment. Lack of scaffolding and guidance outside of the school context, uneducated parents are identified as the underlying reasons behind students' disruptive behavior and low achievement and make the job of novices harder and sometimes impossible to manage. Without the parental involvement and lack of

support from school counselor, novices are left on their own to tackle with this problem. There were also some changing attitudes in one of the participants' view towards the administrators which can be explained with the term "teacher socialization". Since all the other teachers at her school have problems with the administrators, she started to get affected by their views and this changed her interpretation of events rapidly. Therefore, it can be said that to be a part of the team, she may have created biased opinions and shaped her perception of events accordingly. As Shin (2012) discovered, novice teachers tend to observe and simply copy or replicate what they have seen around them.

Another significant factor shaping novices professional identity was their biography which encompasses their personality, prior teacher whom they consider as role models, family, their images as students and age. Novices' daily practices in classroom were highly affected by their personality. If they consider themselves dominant, they tend to control everything in the class as well; if they have obsessions in their personal lives, they tend to reflect the same obsession on classroom atmosphere. Their perception of what teacher means have also seemed shaped by their prior teachers and self-as-students. The actions and attitudes of the prior teachers they looked up to created a baseline for their understanding of teaching. What they experienced as students, their preconceived opinions regarding what a good teacher should do or not do also influenced the way they want to be perceived as teachers. They resort to their prior experiences when shaping their identity. One significant finding of this study was the effect of age. One of the teachers in this study was rather old compared to other participants and the remarks he made suggest that the age of novices in which they start to work can be a significant factor in their perception of identity. Because, along with the life experiences come naturally with age, having prior job experiences that allow you to compare what you have now seemed to affect the way this participant perceive his profession. This is very important since it slightly increases his commitment to profession and also provides the internal motivation he needs.

The rest of the factors; motivation, self-efficacy, commitment and job satisfaction are closely related with each other. Since all influence each other either negatively or positively like a chain reaction. Findings revealed that teachers' perception of these notions have a powerful impact on their identity construction. Findings showed that due to negative effects of teaching context and lack of professional support and guidance, novices find themselves inadequate, they rarely get satisfaction from what they do and hold on to their intrinsic motivation. They are worried about their future in this profession

and have security issues due to constant changes made in the education system. They feel agitated and anxious due to the negative perceptions regarding teaching and its status in eyes of the society. They complained that teaching profession has lost its value and respectability and this affects their perception a lot. One bad example costs to all teachers and media has a huge impact on this. Teachers have become the ones society and other stakeholders tend to blame and hold accountable for all the failures in the education system.

The findings also suggest that although the idea of leaving lingers at the back of their heads, novices in the present study try to stay determined since being assigned as a teacher by Ministry of National Education to state schools is not an easy road to take. The following table demonstrates the numbers linked to the appointment of English Teachers in Turkey in the last 4 years (TEDMEM, 2015-2018).

Table 2.

The Appointment of English Teachers in Turkey in the Last 4 Years

Year	**The number of applicants**	**The number of appointed teachers**	**%**
2018	4.288	2.002	47
2017	4.877	2.193	45
2016	6.643	3.098	47
2015	4.963	1.423	29

This table is of vital importance since only half of the candidates have the opportunity of finding a job which is why it is very difficult for novices to ignore this fact and leave the profession after completing all the phases and dealing with the hardships of this process considering the time, effort and money they put into their training. This situation forces them to stay in the job even though they lose their enthusiasm and belief in the system. Thus, this internal motivation, which forces them to stay till it becomes impossible to continue, is one of the most important factors affecting their perceptions regarding their professional identity.

All in all, in recognition of the struggles that novice EFL teachers inescapably encounter, along with the shock they experience due to the transition from pre-service to real teaching, novice teacher will need some kind of support and more carefully

considerate plans and programs that will ease the transition process. Because otherwise, leaving them alone creates a void that is fed by their failures, difficulties and identity issues that are left unresolved. The danger of this void may not be imminent; but eventually it will either change their perception toward teaching by shattering their beliefs and ideals and becoming a part of this vicious, ineffective cycle or force them to leave the profession at all cost. This group of novice teachers, all somehow managed to survive their first years no matter how difficult it was to satisfy the demands of students, parents, administrators and education system in general. The size and depth of their void is unknown, whether they can manage to keep that void under control is also another question that should linger at the back of each stakeholder's head.

CHAPTER VI

CONCLUSION

In this chapter, the conclusion will be drawn. The researcher will also make some comments on the implications of this current research as well as the recommendations for future research.

6.1. Conclusion and Implementations

This research has highlighted the powerful interaction among the contextual elements of teaching, novices' personal backgrounds and their perception of self-efficacy, motivation, job satisfaction and commitment and how these constructs influence their professional identity. The professional identities of novice teachers in this study had been strongly affected by the negative school contexts in which they worked and lack of support provided by their colleagues and fellow teachers. The pre-teaching identity they created, the teaching role they situated in their head, the values and ideals of teaching were challenged. In recognition of these challenges, they blame themselves for every failed attempt in their daily practices which completely change the way they perceive their compatibility with teaching profession and weakened their self-efficacy, motivation and commitment and lowered their job satisfaction. When their fantasy of ideal teaching shattered, their premature professional identity also has started to crumble and forced to change. Novices were disappointed and frustrated most of the time and teaching became a dull, routine and rule governed profession.

The influence of teaching context (mostly negative), the imbalances in the education system and the discrepancy between what is written on official documents and the way it is being implemented played a key role in reshaping the meaning of teaching, in reconstructing their professional identities and in hampering their professional development. As claimed by Flores and Day (2006), although novices started their profession with a stable sense of identity which was mainly based on their personal biography and teacher training practices, the context in which they worked with all its components intervened and changed the course of their history.

For these new teachers, then, the key influencing factors (biography, their present and past experiences, teaching context and their perception of motivation, commitment,

self-efficacy and job satisfaction) deconstructed and reconstructed their professional identity in accordance with the lapse of time.

Under the light of the results this study revealed, certain practical implications could be presented for different stakeholders since "newly beginning teachers are not the only responsible body for current situation and further professional development. Teacher organizations, teacher educators, state and local officials, inspectors, school principals, students, their parents, researchers and educational specialists all are to be included in the team for their welfare" (Ozturk & Yıldırım,2013, p.304).

First of all, findings suggest that Turkish ELTE programs found ineffective and too theory-based and the students were nothing like how they were described in the courses and the books. Therefore, there was a huge gap between their expectations and reality. As argued by Tezgiden-Cakcak (2015), ELTE programs seem to educate teachers to become passive technicians rather than reflective practitioners who are supposed to take active roles in education system. This shows that there seems to be a need to raise EFL teachers' awareness that it is highly likely that they will face challenges and disappointments on their journey of teaching and may need to deal with them on their own. Case studies on novice teachers could be a great source for the enlightenment and development of teacher candidates. Since, as Baecher (2012) has suggested, one of the most important ways of easing novices' transition from pre-service education to real teaching and raising their awareness is clear identification of the possible challenges they might encounter. Examining these problems and describing possible solutions during teacher education programs can help future teachers predict the potential difficulties they may encounter and provide a list of pre-discussed possible solutions that may alleviate those issues.

Gatbonton (2008) also advocated that "teacher training may accelerate the speed with which teachers can acquire the knowledge and skills needed for active teaching rather than have to wait for long term accumulation of this knowledge and skills through experience" (p.178). Novices' desire for more opportunities for practice is also another issue that shouldn't be disregarded. However, more opportunities for practice should be mediated with a variety of teaching contexts (schools with poor and good conditions) since as Akcan (2016) has noted, "the teacher candidates, as a rule, do not know exactly where they will get a teaching job, it is important that they develop the ability to adapt their generalized knowledge and skills to classrooms at different levels" (p. 61). Thus, the

findings of this study could be tool in determining the necessary actions that should be taken by pre-service training institutions.

Secondly, as suggested by Joiner and Edwards (2008) and Ozturk and Yıldırım (2013), a more carefully designed and considered induction programs can be a solution to the problems of novice teachers. Both school administrators and policy makers should provide a more rejuvenating, efficient and well-organized induction practices for novice teachers as also suggested by Sali and Kecik (2016). Evidence from this study suggests that more attention needs to be given to the recent revisions made in the induction processes of newly beginning teachers so that the programs do not deviate from their aims and truly address novices' needs and interests. As suggested by Mann and Tang (2012), "induction can refer to a variety of different types of support for novice teachers, including orientation sessions, subject-related collaboration, developmental workshops, reduced workloads, and extra classroom assistance" (p.476). The demands and reflections of novice teachers in this study like having a mentor from the same subject field, more novice friendly scheduled workshops and observations, fewer contradictions between formality and application along with common meetings with other teachers in the field could also be taken into consideration. School administrators should also become more aware of their impact on novice teachers and show more willingness to take steps to make their transition smoother instead of relying solely on their university education to work out the problems they face on their own.

Evidence from the findings of this study has also indicated that colleagues do not well understand the importance of their interactions and influences for the development of novice teachers. As unfolded in the current study, the novice teachers are very fragile, naïve and more vulnerable and experience an extreme level of stress and emotional breakdowns and instability. Therefore, along with the support from colleagues in the skills of teaching, they also need affective scaffolding that will help them regain their morale, increase their commitment and motivation and develop their self-efficacy and professional identity. As also argued in Farrell (2012), "professional development that encourages teachers and helps them develop the tools to engage in classroom research is one way to cultivate an identity as a professional educator within their individual educational contexts"(p.602). Consistent with the suggestions of Kumazawa (2013), the findings also emphasize the adverse effects of assigning novice teachers at a school with serious academic and disciplinary problems especially considering the major

demotivating impact of the reality shock they experience due to the discrepancy between their overly unrealistic ideals, self images and the harsh conditions of reality.

As already put forward by Karatas (2015), the present study also has some implication by the society since the perceptions of society have a crucial influence not only on people's career choices but also on their perceptions of that profession. In Turkey, teaching is perceived as a women's work and a gendered activity and mostly associated with motherhood which creates misleading stereotypes that will not just affect their career path but also influence the way they shape their professional identity. The current status of teaching in the eyes of society also negatively affects novice teachers' development of motivation, commitment and identity. The perceptions and reactions of society like putting all the blames on teachers for every problem, asking for more actions that forces policy makers to restrict teachers even further and seeing teaching profession only as an easy job with lots of holidays seems to be one of the major underlying reason behind novices' lowered motivation and commitment.

In this present study, a significant step was taken to identify the factors affecting novice EFL teachers' perception of professional identity. School administrators, colleagues, mentor teachers, policy makers and instructors at universities are appear to be the key agents in guiding, guarding and supporting novice teachers to become more effective, confident teachers who constantly seek ways for further professional development and reflect on their cycle of professional identity.

6.2. Recommendations for further research

More research investigating the factors affecting their identity in different contexts with different range of participants may hold the key for recovery if we want novices to stay in the profession and not to lose their best and brightest qualities. A more specific study investigating the effect of age on novice teacher's identity perception and a more comprehensive study taking administrators, teacher trainers, mentors' opinions into account could also enhance our understanding in the issue and lead us to a better path for recovery and adjustments. In order to gain a different and diverse perspective, more research using another set of instruments and tools can be implemented. Finally, a longitudinal study comparing pre-service and in-service teacher identities can also be carried out.

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APPENDICES

Appendix A: First Interview Questions

1. Can you tell me about your family background?
2. Could you tell me the story of your childhood education? What kind of teachers have influenced you? What do you feel about your childhood education? If you have specific stories that you think have influenced your adult life (your career, your aspiration and your life perspectives), could you please tell the story?
3. Where did you go for college education? What was your college life like?
4. What are the main reasons behind your decision of becoming an English teacher? Have you always wanted to be teacher? When did you decide this? Do you have any stories related to your family that you think have influenced you to become an English teacher?
5. How were you imagining teaching would be like before you became a teacher?
6. How long have you been working as a teacher? Could you please tell me about your relationship with your students, colleagues and the administrators?
7. Can you describe your average working day from the moment you woke up to the moment you fell asleep?
8. How did you feel during the first few months of your teaching?
9. What striking/ unexpected/ surprising events have you encountered till now? (the practices, decisions that bother you, the things that pleased you regarding your work environment?)
10. When is the last time that you feel successful in class? What made that time different from others?
11. What kind of difficulties do you experience inside and outside classroom?
12. How do you cope with those problems?
13. Do you get support while dealing with your problems? If yes, what kind of support do you get from your institution, colleagues and your family?
14. Considering what you have said about your life before you became an English teacher and your life as a teacher now, how do you place teaching in your life? How do you define it? Did your "What a teacher is" perception change? If so, how?
15. What are some examples that you can think of where what you did as a teacherreflected who you are?
    a) Can you tell me of any specific events that helped to shape your identity?

b) How would you describe yourself as a teacher now?

16. What are your goals in life? What do you want to do in the future with your degree?

Appendix B: Second Interview Questions

1. Do you feel valued in your working environment?
2. What do you complain the most about your working environment? (About you students, colleagues, administrator)
3. What tires you the most?
4. If you give points to the support you get when you have a problem from 1 to 10, what would it be? (from family, colleagues, administrators)
5. Any complaints about the people you work with?
6. What are the differences between being a novice teacher and an experienced one?
7. Would it be different if you were a teacher in a university?
8. Does the negative relationship between other teachers affect you or change your perspective?
9. Do you feel excluded among your colleagues? (any gossips that bother you?)
10. How do you describe the atmosphere in your class?
11. Do you feel comfortable talking to experienced teachers? Do you feel like they look down upon you?
12. Would you change your job if you were given a chance? Would you still be a teacher if you had a second chance?
13. Do you feel any pressure before you go to your administrator's office for any kind of problem?
14. What links you to being a teacher?
15. Is there a difference between being a teacher 10 years ago and being a teacher now? If yes, what is it?
16. What would you change if you had the chance?
17. What are your strengths as an English teacher?
18. What are your weaknesses as an English teacher?
19. How do you think these experiences influenced your views about teaching and learning?

    How have your strengths and weaknesses changed over time?
20. Could you please describe how well the entire school staff work together?
21. Can you please describe the student profile here?
22. What would you say to other teachers interested in working your school? What advice would you give to the novice teachers that could come to this school?

23. Tell me about a positive and a negative experience in your language learning. How do
you think your language learning has influenced your teaching?

24. What was the “best” lesson or activity that you taught? What was the “worst” lesson or activity that you had? What factors played a role in success or lack of success?

Appendix C: Third Interview Questions

1. What are the missing elements in your life in terms of your profession?
2. What "things" would you like to change about yourself as a teacher at the moment?
3. What are the factors affecting your professional growth? Why do they affect it?
4. What connections do you see between the way you saw your parents as a child and the way you see your values, beliefs, aspirations, personal and professional relationships at present?
5. What connections can you notice between your life experiences (personal and professional) and who you are as a teacher? How are your beliefs, assumptions and perceptions of yourself reflected in your teaching practice?
6. What issues, characteristics or patterns do you notice both in your personal and professional life?
7. Can you briefly summarize your teaching philosophy? (What are your golden rules as a teacher?)
8. In what way do you think significant people in your personal and professional life have contributed to the way you see yourself as a teacher (development of your teacher identity)?
9. Can you characterize ***the way you usually think*** of yourself/ ***the way you usually feel*** about yourself/***the way you usually perceive yourself as you act/express*** who you are in social situations?
10. How can you make sense of the process you have gone through? What have you done to adopt the context and your profession?
11. Do you see any change in your beliefs, perceptions, and perspectives in how you perceiveyourself as an individual and as a teacher now as opposed to the beginning of your teachingprocess? Can you give me an example from your professional or personal life that represents any of these (subtle) changes? (Which personal traits of yours have changed or reshaped by your teaching experience?)
12. What characteristics do you think a good language teacher has? What makes languageteaching efficient and successful in your opinion?
13. How do you think the above-mentioned factors and/or experiences affected thedevelopment of your teaching philosophy and your beliefs about a good teacher /teaching?

14. Do you feel insecure about your future? If yes, how does this affect your job as a teacher?

15. Do your job and the context you work satisfy your needs?

16. Does your profession motivate you to go forward in your profession? How do you feel about your self-efficacy? What is the place of intellectual accomplishment in your life?

17. Do you have any fears regarding your profession? What are they and why do they affect you? (Becoming blunt, insecurity, doing the job without pleasure, becoming more indifferent and reckless etc.)

18. Do you feel dedicated to your job? How long do you think this dedication will last?

19. What do you think about the respectability of your job? Does this affect the way you perceive your profession?

20. How independent do you feel? How much of it will be enough for you to feel comfortable in doing your job?

21. When do you feel guilty? What do you do to cope with it when you do?

22. How often do you feel like you need guidance?

Appendix D: Sample Observational Protocol

SAMPLE OBSERVATIONAL PROTOCOL

Grade: 6th Name of the Instructor: NOV4 Topic: Detectives at work/ Unit 8

Number of Students: 21

Teachers' and students' original words are written in bold.

The researcher's notes & English equivalents of their statements are written in parenthesis.

Min	TEACHER	STUDENTS
7'	**Good Morning, friends! Sit Down.** (The teacher is getting ready for the lesson and starts to shout right after she greets them to warn and silence them.) **Hazır mısınız artık? Defterlerinizi çıkarın. (She says are you ready now? Open your notebooks.)** **Ramazan sen öne geliyorsun. (She says Ramazan, you come to the front desk.)** (While monitoring the class, she warns a couple of students. When her warnings make no change and she decides to change one of the student's seat.) **GRAMMAR**	**Good Morning, teacher.** (Ss are fighting over empty seats and want to change their seats but they don't ask for her permission which makes her very angry.) **Ramazan sen de otur artık yerine.(One of the students says Ramazan you need to sit down)** (Even some of the students gets annoyed by the actions of their certain friends and give them warning. It takes about 7 minutes for whole class to get ready.)

5’	**Evet, daha önceki derste şimdiki zamanda olumlu ve olumsuz cümleleri görmüştük. Şimdi nasıl soru sorarız onu yazacağım. Sizde beni dinleyip defterinize yazacaksınız. (She says OK, during last lesson; we talked about the negative and positive forms of present continuous tense. Now, we are going to learn how to form sentences. I am going to explain it on the board. First listen and then, write them on your notebooks.)** (She lectures about 5 minutes, but during her lecture, she is interrupted a lot due to misbehaving students and she shouts and warn students very often.When her frustration reaches to top due to all the complaints and noises, she angrily shouts at students.)	(Certain students are always talking and never pay attention to anything she does. Ss seem to be afraid and are baffled by her shouting for a very short time.)

Min	TEACHER	STUDENTS
	Evet, tahtayı yazıyoruz. (She says; OK now, write the board.)	
5’	(She is mainly speaks in Turkish while lecturing and giving instructions. While kids are writing and talking at the same time, she fills out the classbook and takes the attendance but she still continues to warn them and become very frustrated no matter how hard she tries to endure.)	(Ss are complaining about each other and talk a lot; therefore, writing takes more time than usual.)
3’	**SPEAKING** **Şimdi ben size bir cümle söyleyeceğim sizde onu cümle yapmaya çalışacaksınız biraz önce tahtada gösterdiğim gibi, tamam mı? (She says; OK now, I will say a sentence in Turkish and you will try to restate it in English by using present continuous tense just like I did on the board.)** (She is tells a very simple sentence in Turkish and try to encourage students to engage in the lesson and reform it in English.)	(As she writes the examples on the board, they take advantage and blow mimics and faces at each other. Certain students do not follow her instructions and talks all the time.)

20’	**Ramazan ben burada başkasına anlatmıyorum ki bu dersi. Efe sana dam ı aynısını tekrar edeyim. Evet, Osman seni dinliyorum. Nasıl söylerim? (She says, Ramazan, you need to listen. Efe should I repeat the same warning for you as well. Yes, Osman I am listening. How do I say it?)** **Kafanızı karıştıracak bir şey yok. Sadece tahtadaki örneğe bakın. Devran sen yap bakalım.(It is very easy. You are just going say copy what I did on the board. Devran, you try)** (She is trying to help him and encourages him to get the answer by showing other examples but it doesn’t work.) (She give up on the activity. She seems to have a plan in her head, but the dynamics of the class is not totally compatible with it which makes her really frustrated and angry.) **Evet, tamam bitti. Şimdi defterlerinizi çantanıza koyun. Oyun oynayacağız ama konuşmadan.** **(She says; OK, Put you notebooks and everything in your bags. We are going to play a game but no talking!)**	**Hocam, ben bilmiyorum. (He says, teacher I don’t know.)** (While she is explaining there are noises and chaos in the background.)

	(She is making group of students and explains the game. In the game, they try to reorder given pieces to make sentences.) **Önünüzdeki karışık verilmiş parçaları birleştirip anlamlı bir cümle yapacaksınız. (She says; You are going to reorder the pieces in front of you to make a meaningful sentence.)** **Evet, sırayla okuyalım şimdi. (She says yes Lets read them one by one.)** (As kids read their sentences, she keeps warning others to listen to them. She is talking to the kids and warns them by lecturing them about how bad it is that they do.) **Şimdi herkes elindekini diğer gruplarla değiştirsin ve yeni cümleyi kursun. (She says; now, exchange your pieces with other groups and form the new sentence.)** (She walks around and checks while the groups are working on the formation. But the ring bells as the game continues. Students' indifferent attitudes change the course of the lesson a lot and cause her to lose track of time.)	**Hocam anlamadım. (Ss say Teacher, I don't understand.)** (Some students seem excited and try to form the sentences while others continue to misbehave. It doesn't take too much of their time because there are only three to five pieces.) **ocam ben okumayı bilmiyorum ki. (One of the students says, Teacher I don't know how to read.)** (Other kids are making fun of him.) (There are very few students on the task and the rest has no idea what is going on.)

Appendix E: First Reflexive Autobiographical Journaling Assignment

Activity A/1 My Preoccupations

In the list below circle your most important preoccupations and write a paragraph about their effect in your life? How have these preoccupations contributed to your life or how have they hindered your life? Reflect on how you see these themes related to your problems and issues in your professional life?

Preoccupations:

Independence Self-Sacrifice Other(s)
Intellectual accomplishment Self-criticism
Perfectionism
Gender Dedication Conformity Self-efficacy
Security Job satisfaction
Respectability Resistance to authority
Preparedness Emotional dilemmas
Teaching context Fear
Physical image Control
Guilt Gaining Approval

Activity A/2: Going Deeper - More Preoccupying Ideas

Complete the seven unfinished sentences (regarding your professional life) below.

I would like to change

1. _____
2. _____
3. _____

I would like more

1. _____
2. _____
3. _____

I keep thinking

1. _____

2. _____

3. _____

I am concerned about

1. _____

2. _____

3. _____

The most important things in my life right now are

1. _____

2. _____

3. _____

The most of important components of being a teacher are

1. _____

2. _____

3. _____

I would be delighted if my life included

1.

_____

2. _____

3. _____

If I were an administrator in my school, I would change

1.

_____

2._____

3._____

The ministry of education should

1.

_____

2._____

3._____

Activity A.3: Teaching experiences

In this activity, you were expected to share your teaching experiences. You can use the following questions as guidance.

- How did you feel during the first few months of teaching?
- How was your adaptation process to your colleagues, working environment and to teaching?
- What kind of problems you have encountered regarding your students, administrators, colleagues, parents?
- How did you cope with them?
- How do you think your college education prepared you for your first year?
- Please explain any other issue or topic you remember.

Adapted from Exploring teacher identity: Teachers' transformative experiences of re-constructing and re-connecting personal and professional selves (p. 359) by E. Bukor, (2011).

Appendix F: Second Reflexive Autobiographical Journaling Assignment

Activity B/1: Where in My Life am I Going through the Motions?

Could you please reflect on the parts of your life where you feel stuck or as if you are "just going through the motions"? Describe your feelings in detail. The more you can bring these feelings into awareness, the more you will open the doors for answers, opportunities and insights.

Activity B/2: Creating Your Life Line

Note down the most important events in your life from birth up to the present. Make sure that you

provide every possible event on the Life Line that comes to your mind as significant in a positive or negative sense. Include even those memories or events that seem to have no obvious connection to your professional life as a teacher at the moment.

Birth_____

_____

_____

_____

_____Now

Activity B/3: Synthesis of Your Life Line (approximately half an hour)

Looking at the various events of your life in activity B/2, simplify the events with a short title or phrase that describes the main activity or process you felt occurred in certain periods of your life. Decide how you want to break down your life in smaller periods that are meaningful to you.

Example for assigning vignettes to a period of life:

If you find that you moved several times with your parents between the ages of 5-10, you might sum up that period with a phrase "several moves" or "learned to be flexible". Or you may say: Age 18-24: "turned to academic achievement. Made good grades in school in x subject".

Activity B/4: Putting It All Together

Answer the following questions as detailed as possible.

- How do you interpret the relationships between 'seemingly' negative experiences and your beliefs and perceptions as a teacher? In other words, how do you think your 'seemingly' negative life experiences have influenced the development of your teacher identity?

- What connections can you notice between the way you think about yourself and others (i.e., your thoughts, beliefs assumptions, perceptions), the way you feel about yourself and others (i.e., your feelings, emotions, sense of self in relation to yourself and to others), and the way you act and express yourself (i.e., your actions) in social situations with others?
    - How do you perceive the relationships among these three factors (i.e., thinking, feeling and acting/expressing yourself) with one another?
    - Are they all usually in sync, some of them in sync, or are they usually (or sometimes) out of sync?
    - What does your sense of being in balance/in sync depend on? Can you give examples of being in sync (or in "flow" / in balance) and out of sync for each factor (i.e., thinking, feeling and expressing yourself)?
- What connections can you notice between your life experiences (personal and professional) and your beliefs, assumptions and perceptions reflected both in your identity as a teacher and in your teaching practice?

Adapted from Exploring teacher identity: Teachers' transformative experiences of re-constructing and re-connecting personal and professional selves (p. 359) by E. Bukor, (2011).

CURRICULUM VITAE

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Master of Arts: ÇUKUROVA UNIVERSITY, English Language Teaching, 2016-2019

EXPERIENCE

EDUC Language Academy, Istanbul, worked as an EFL/ESL teacher, 2014-2015
Mavi Horizon Education and Consultancy, worked as a teaching assistant, 2012-2014
Ministry of National Education, working as an EFL/ ESL teacher, 2015-

CERTIFICATES

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