

145958

**ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES**

**THE IMPACT OF AN INDUCTION PROGRAM ON
NOVICE TEACHERS' EFFICACY BELIEFS**

145958

Figen ŞAT YILMAZ

SUPERVISOR: Prof. Dr. F. Özden EKMEKCI

**A Ph. D. DISSERTATION
IN THE SUBJECT OF
ENGLISH LANGUAGE TEACHING**

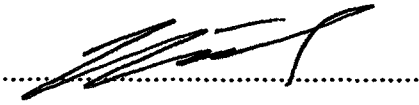
ADANA, 2004

We certify that this dissertation is satisfactory for the award of degree of Doctor of
Philosophy in the subject of English Language Teaching



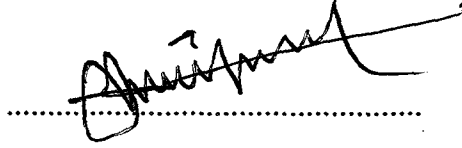
Prof. Dr. F. Özden EKMEKÇİ

(Supervisor)



Asst. Prof. Dr. Hülya YUMRU

(Member of Examining Committee)



Asst. Prof. Dr. Fehmi Can SENDAN

(Member of Examining Committee)



Asst. Prof. Dr. Ahmet DOĞANAY

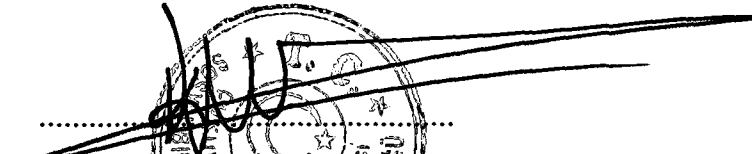
(Member of Examining Committee)



Prof. Dr. Audrey SISTLER

(Member of Examining Committee)

I certify that this dissertation conforms to the formal standards of the Institute of Social
Sciences.



Prof. Dr. Nihat KÜÇÜKSAYIŞ
(Director of Institute)

PS: The uncited usage of the reports, charts, figures, and photographs in this dissertation, whether original or quoted from other sources, is subject to the Law of Works of Art and Thought NO; 5846.

NOT: Bu tezde kullanılan özgün ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Kanunu'ndaki hükümlere tabidir.

ÖZET

BİR HAZIRLAYICI ÖĞRETMEN PROGRAMININ YENİ ÖĞRETMENLERİN ÖZYETKİNLİK İNANÇLARI ÜZERİNE ETKİSİ

Figen ŞAT YILMAZ

Doktora Tezi, İngiliz Dili Öğretimi Anabilim Dalı

Danışman: Prof. Dr. F. Özden EKMEKCİ

Haziran, 2004, 220 sayfa

Herhangi bir hizmet-içi eğitim programına katılsalar bile, göreve yeni başlayan öğretmenler için öğretim deneyiminin ilk yılı oldukça zor ve streslidir. Genellikle bu ilk yılda, öğretmenlerin, öğrencilerinin öğrenme potansiyeli ve kendi özyetkinlik ile ilgili inançlarında bir düşüş gözlenir. Bu yüzden öğretmenlik tecrübesindeki ilk yıl mesleki gelişim açısından büyük önem taşıyan bir süreçtir ve eğitim alanında başarılı öğretmenler yetiştirmek için yeni öğretmen destek programlarının önemi tartışılmaz bir gerçektir.

Bu çalışma, 2001-2002 eğitim-öğretim yılında Türkiye'deki ilköğretim okullarında görev yapan yeni öğretmenler için alternatif bir yeni öğretmen destek programının geliştirilmesini ve uygulanmasını anlatmaktadır. Çalışmanın katılımcıları, öğretmenlik tecrübesi olmayan dört yeni İngilizce öğretmenidir. Çalışmanın ilk aşamasında Türkiye'deki ilköğretim okullarında çalışan yeni İngilizce öğretmenlerinin yaşadığı problemler araştırılmıştır. İkinci aşamada ise araştırmaya katılan öğretmenlerin ihtiyaçlarına yönelik destek programı geliştirilmiş ve uygulanmıştır. Özyetkinlik inançlarının dört kaynağı geliştirilen ve uygulanan programın (Yeni Öğretmen Özyetkinlik Programı-YÖÖP) kuramsal çatısını oluşturmuştur.

Çalışmanın metod bölümü, program öncesi ve programın her bir oturumundan sonra toplanan eğitimsel dönüt raporlarını, katılımcılarla program sonundaki mülakatları, ve programın başında ve sonunda uygulanan, katılımcıların etkili öğretmen konusundaki düşüncelerini belirlemek üzere kullanılmış Repertory Grid tekniğini

içermektedir. Toplanan veriler geliştirilen programı değerlendirmek ve yeni öğretmenlerin “etkili öğretmen” anlayışlarında ve bir öğretmen olarak kendilerini değerlendirmelerindeki değişiklikleri ortaya çıkarmak için kullanılmıştır.

Bulgular yeni öğretmenlere destek sağlamak için birkaç önemli program esasını ortaya çıkarmıştır. Bu program esasları şunlardır: (1) yeni öğretmenlerin ihtiyaçlarını belirleme; (2) katılımcı öğretmenler için programın faydalarını tanımlamak; (3) katılımcı öğretmenler arasında işbirliğini desteklemek; (4) katılımcı öğretmenlerin kendilerini rahat hissedecekleri bir ortam sağlamak; (5) katılımcıların kendi öğrenimleri ve tecrübeleri üzerine düşünmelerini desteklemek; (6) yeni öğretmenlere, kendi tecrübe ve inançlarını meslektaşlarının tecrübe ve inançları ile kıyaslamaları için fırsatlar yaratmak; (7) yeni öğretmenleri profesyonel olarak görmek ve fikirlerini program içeriğine katmak; (8) yeni öğretmenlere aktarılacak konuyu (içerik bilgisini) reçete olarak sunmak yerine, onları karşılaştıkları problemleri kendi kendilerine aşabilmeleri için yeterli bilgi ve becerileri sağlamak; (9) mesleki gelişimin sürekliliği ilkesini yerleştirmek; (10) programı katılımcı öğretmenlerin öğretim ortamlarından uzak bir ortamda sunmak.

Araştırmadan elde edilen diğer bir bulguda, çalışmaya katılan yeni öğretmenlerin mesleklerindeki ilk yıllarında kendilerini desteklenmiş ve takdir edilmiş hissetmeleridir. Program sonunda katılımcı öğretmenlerin “etkili öğretmen” düşüncelerinde hem yapısal hem de içerik açısından önemli bir değişim gözlenmiştir. Özyetkinlik inançları ile ilgili olarak ise, katılımcı öğretmenlerin etkin bir öğretmen ile bağdaştırdıkları beceri ve aktiviteler üzerine olan özyetkinlik inançlarını yeniden gözden geçirdikleri görülmüştür. Yani, bazı katılımcı öğretmenler, program sonunda kendilerini etkin öğretmen inançlarına daha yakın görürken, bazı katılımcılar birkaç etkin öğretmen özellikleri ile ilgili değerlendirmede karasız olmuşlardır.

ANAHTAR KELİMELER

Yeni öğretmen

Hazırlayıcı öğretmen programı

Özyetkinlik kuramı

Öğretmen Özyetkinliği

Repertory-Grid tekniği

ABSTRACT

THE IMPACT OF AN INDUCTION PROGRAM ON NOVICE TEACHERS' EFFICACY BELIEFS

Figen ŞAT YILMAZ

Ph.D. Dissertation, English Language Teaching Department

Supervisor: Prof. Dr. F. Özden EKMEKÇİ

June 2004, 220 pages

The first year of teaching experience is overwhelming and stressful for all beginning teachers regardless of the teacher education program they attend, and that over the course of the year they usually experience a decreased strength of belief in their own efficacy and in the learning potential of their students. Therefore, the first year of teaching experience is a crucial period of learning and professional development. It is apparent that there is a considerable need for beginning teacher support programs in order to prepare competent and successful teachers in the field.

This qualitative study described the development and implementation of a support program for novice teachers in Turkish primary schools for the 2001-2002 school year. The study involved four beginning teachers with no teaching experience. The first phase of the study included seeking beginning teacher problems in public primary schools in Turkey. The second phase of the study included development and the delivery of the support program around participant teachers' needs. The four sources of efficacy beliefs (i.e. mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states) were used as a theoretical framework for the support program (NTEP-Novice Teacher Efficacy Program).

Methodology included a combination of reflection sheets collected prior to the program and after each session of the program, interviews conducted at the end of the NTEP, and Repertory Grids administered both at the beginning and end of the NTEP. The data gathered through these sources were used to evaluate the program and to

investigate changes taking place in beginning teachers' perception of an effective teacher and their assessment of "self" as teacher at the end of a support program.

The findings suggested that there are several key program essentials for providing support for the beginning teachers. The program essentials include: (1) determining beginner teacher needs; (2) identifying benefits to program participants; (3) encouraging collaborative work among participants; (4) creating a non-threatening atmosphere; (5) encouraging participants to reflect on their own experiences and learning; (6) providing beginning teachers with specific and constructive feedback; (7) creating opportunities for beginning teachers to compare and contrast their own teaching practices and beliefs to other teachers; (8) viewing beginning teachers as professionals and incorporating their ideas into the content of the program; (9) instead of loading content knowledge as a recipe, equipping beginning teachers to work on their own problems in their own teaching; (10) establishing the norm of on-going professional development; (11) conducting the program in a place which is not associated with participant teachers' teaching context.

The findings also indicated that the participant teachers felt supported and appreciated in their first year of teaching experience. Considering participants' constructs of an effective teacher, we observed a considerable change both in structure and content at the end of the NTEP. As regards their efficacy beliefs, we observed that the participant teachers reconsidered their efficacy beliefs on the skills and activities, which they ascribe to an effective teacher. That is, while some participant teachers viewed themselves more similar to their perception of an effective teacher, some became uncertain on some features of an effective teacher.

KEY WORDS

Novice teacher (Beginning Teacher)

Induction Program (Beginning Teacher Support Program)

Self-Efficacy Theory

Teacher Efficacy

Repertory Grids

Affectionately dedicated to my son, Hayati Onur

ACKNOWLEDGEMENTS

I would like to Express my gratitude to all those who gave me the possibility to complete this thesis. The first person I would like to thank is my supervisor, Prof. Dr. F. Özden Ekmekci whose help, stimulating suggestions and encouragement helped me all the time of research for and writing of this thesis.

I would also like to thank the members of my Ph.D. committee who monitored my work and took effort in providing me with valuable comments throughout the thesis period: Asst. Prof. Dr. Ahmet Doğanay, Asst. Prof. Dr. Fehmi Can Sendan, and Asst. Prof. Dr. Hülya Yumru. Special thanks are due to Asst. Prof. Dr. Turan Paker whose assistance was vital on the earlier versions of this thesis. I am also thankful to Asst. Prof. Dr. Ragıp Özyürek, who helped me in finding the necessary literature. I also wish to thank Prof. Dr. Audrey Sistler for her Professional advice and suggestions, which had a direct impact on the final form and quality of this thesis.

I feel a deep sense of gratitude for Canan Şahin, Fulya Basun, Mehmet Özkan Topgül, and Nur Teksöz, who voluntarily participated in the study. Their enthusiasm and eagerness were the main source of encouragement throughout the study.

Special thanks are extended to my friends, Ali Avşar, Dilek Yavuz, Ebru Şire, Emine Çakır Sürmeli, Gülin Kartum, Neşe Sonçağ Yazan, Nurlu Erkan, Seden Tuyan and Sema Özbay for their unfailing support and encouragement throughout my Ph.D. period. One person who deserves special thanks is Ebru Savaşçı, who played with my son eagerly while I had to write this thesis.

I also owe special thanks to Sibel Koçaş, the staff at Social Science Institution, for her understanding towards the completion of this thesis.

I would like to extend my sincere thanks to all my family members, especially my parents, who have trusted and encouraged me all through my life.

I am very grateful to my husband Mustafa, for his love and patience during the Ph.D. period. One of the best experiences that we lived through in this period was the birth of our son Hayati Onur, who enlightens our life with his big smiles.

Finally, I extend my thanks to everyone whose names I might have forgotten for their help throughout this tiring period.



TABLE OF CONTENTS

List of Tables.....	i
List of Figures.....	ii
List of Appendices.....	iii

CHAPTER 1 INTRODUCTION

1.1. Background to the Study.....	1
1.2. Statement of the Problem.....	4
1.3. Aim of the Study.....	5
1.4. Research Questions.....	5
1.5. Operational Definitions.....	6
1.6. Assumptions and Limitations.....	7

CHAPTER 2 REVIEW OF LITERATURE

2.1 First Year of Teaching Experience.....	9
2.1.1. How Novice Teachers Enter Teaching.....	9
2.1.2. Novice Teacher Concerns.....	10
2.1.3. Novice Teacher Problems.....	12
2.1.3.1. Problems Related to Classroom.....	12
2.1.3.2. Problems Related to "Reality Shock".....	13
2.1.3.3. Problems Related to Isolation.....	13
2.1.3.4. Problems Related to Socialization.....	14
2.1.3.4.1. Socializing Agents and Mechanisms.....	14
2.1.3.4.2. Social Strategies of Novice Teachers.....	15
2.1.4. Explanations for Novice Teacher Problems.....	17
2.2. Teacher Induction Programs.....	18
2.2.1. Usefulness Induction Programs.....	18

2.2.1.1. Easing the Transition.....	18
2.2.1.2. Reducing Attrition and Turnover.....	19
2.2.1.3. Establishing Professionalism.....	19
2.2.1.4. Improving Teaching Quality.....	20
2.2.2. Teacher Induction Models.....	20
2.2.2.1. Basic Induction Model.....	20
2.2.2.2. Beginning Teacher Development Model.....	21
2.2.2.3. Transformative Induction Model.....	21
2.2.3. Characteristics of Effective Teacher Induction Programs.....	22
2.3. Theoretical Framework of Study.....	24
2.3.1. Theoretical Foundation of Teacher Efficacy.....	24
2.3.1.1. Rotter's Social Learning Theory and Teacher Efficacy....	25
2.3.1.2. Bandura's Social Cognitive Theory and Teacher Efficacy.....	26
2.3.1.2.1. Influence of Self-Efficacy Beliefs on Human Functioning.....	27
2.3.1.3. Integrated Model of Teacher Efficacy.....	30
2.3.2. Correlates of Teacher Efficacy.....	32
2.3.3. Factors that Influence Teacher Efficacy Beliefs.....	34
2.3.3.1. Contextual Factors.....	34
2.3.3.2. Four Sources of Efficacy Information.....	36
2.3.3.2.1. Mastery Experiences.....	36
2.3.3.2.2. Vicarious Experiences.....	37
2.3.3.2.3. Social / Verbal Persuasion.....	38
2.3.3.2.4. Physiological and Emotional States.....	39
2.3.4. Measurement Dilemmas in Teacher Efficacy.....	41
2.4. Research Methodology: Repertory Grid Technique.....	46
2.4.1. Theoretical Foundation of Repertory Grid Technique: Personal Construct Psychology.....	46
2.4.2. Repertory Grid Technique as Research Instrument	49

CHAPTER 3

METHODOLOGY

3.0. Introduction.....	51
3.1. Researcher's Background and the Pilot study.....	52
3.1.1. Researcher's Background.....	52
3.1.2. Pilot Study: Induction and Orientation Program.....	52
3.1.2.1. Aims of the Induction and Orientation Program.....	52
3.1.2.2. Characteristics of the Induction and Orientation Program.....	53
3.1.2.3. Data Collection of the Pilot Study.....	55
3.1.2.4. Findings of Pilot Study.....	56
3.2. Participants.....	57
3.3. Procedure.....	58
3.3.1. Session of Novice Teacher Efficacy Program (NTEP).....	59
3.3.2. Activities use for Four the Sources of Efficacy Information.....	70
3.4. Data Collection.....	71
3.4.1. Participant Profile Checklist.....	72
3.4.2. Reflection Sheets.....	73
3.4.2.1. Reflection Sheets Collected Before the NTEP Started.....	73
3.4.2.2. Reflection Sheets Collected During NTEP.....	74
3.4.3. Repertory Grids.....	74
3.4.3.1. Element Elicitation.....	75
3.4.3.2. Construct Elicitation.....	76
3.4.3.3. Rating of Elements.....	77
3.4.3.4. Rating of Self and Ideal Teacher.....	78
3.4.3.5. Ranking of the Constructs.....	79
3.4.4. Interviews.....	79
3.5. Data Analysis.....	80
3.5.1. Analysis the Repertory Grids.....	80
3.5.1.1. Repertory Grid 2 Computer Program.....	80
3.5.1.2. Computer Analysis of Repertory Grid Data.....	81
3.5.2. Analysis of Interview Data.....	81
3.5.3. Analysis of Reflection Sheet.....	82

CHAPTER 4

RESULTS AND DISCUSSION

4.0. Introduction.....	83
4.1. Participant's Reflections on their First Year of Teaching Experience.....	83
4.1.1. Reflections from Participant 1.....	83
4.1.2. Reflections from Participant 2.....	87
4.1.3. Reflections from Participant 3.....	92
4.1.4. Reflections from Participant 4.....	95
4.1.5. Summary of the Participants Reflections.....	98
4.1.5.1. Problems Related to Atmosphere at School.....	100
4.1.5.2. Problems Related to Students.....	101
4.1.5.3. Problems Related to Parents.....	101
4.1.5.4. Problems Related to Issues.....	102
4.1.5.5. Problems Related to School and Conditions.....	103
4.1.5.5. Problems Related to Administrators.....	103
4.2. The Content and Structure of Personal Theories.....	104
4.2.1. Participant 1.....	104
4.2.1.1. The Content and Structure of Participant 1's Personal Theories at the Beginning of the NTEP.....	104
4.2.1.2. The Content and Structure of Participant 1's Personal Theories at the End of the NTEP.....	107
4.2.1.3. Changes Observed Between the Beginning and End of the NTEP.....	109
4.2.2. Participant 2.....	112
4.2.2.1. The Content and Structure of Participant 2's Personal Theories at the Beginning of the NTEP.....	112
4.2.2.2. The Content and Structure of Participant 2's Personal Theories at the End of the NTEP.....	115
4.2.2.3. Changes Observed Between the Beginning and End of the NTEP.....	117
4.2.3. Participant 3.....	120

4.2.3.1. The Content and Structure of Participant 3's Personal Theories at the Beginning of the NTEP.....	120
4.2.3.2. The Content and Structure of Participant 3's Personal Theories at the End of the NTEP.....	122
4.2.3.3. Changes Observed Between the Beginning and End of the NTEP.....	125
4.2.4. Participant 4.....	128
4.2.4.1. The Content and Structure of Participant 4's Personal Theories at the Beginning of the NTEP.....	128
4.2.4.2. The Content and Structure of Participant 4' Personal Theories at the End of the NTEP.....	130
4.2.4.3. Changes Observed Between the Beginning and End of the NTEP.....	133
4.2.5. Overall View of the Content of Personal Theories.....	136
4.2.6. Overall View of the Changes in Structure of Personal Theories.....	140
4.2.7. Changes Observed in Participants' Construction of Self.....	142
4.3. Evaluation of the Novice Teacher Efficacy Program.....	146
4.3.1. Participants' Expectations of an Induction Program.....	146
4.3.2. Activities Offered for Mastery Experiences.....	148
4.3.2.1. Participatory Teacher Research.....	148
4.3.2.2. Professional Lifeline Activity.....	153
4.3.3. Activities for Vicarious Experiences.....	154
4.3.4. Activities for Social / Verbal Persuasion.....	157
4.3.4.1. Encouraging for Continuing Professional Development.....	157
4.3.4.2. Discussion on Teacher Teaching Experiences.....	158
4.3.4.3. Encouraging for Professional Activities.....	159
4.3.4.4. Constructive Feedback on Observation.....	160
4.3.5. Activities for Physiological and Emotional State.....	162
4.3.6. Cognitive Processing of the Information.....	163
4.3.6.1. Developing the Skill of Cooperation.....	164
4.3.6.2. Developing the Skill of Reflection.....	166
4.3.7. General Contributions of the NTEP.....	170
4.3.7.1. Providing Personal and Emotional Support.....	171

4.3.7.2. Reinforcing Efficacy Beliefs.....	172
4.3.7.3. Establishing the Norm of Continuing Teacher Learning.....	174
4.3.7.4. Improving Teacher Practices	175

CHAPTER 5

CONCLUSION

5.0. Introduction.....	176
5.1. Results and Implications for Novice Teacher Problems (Research Question 1).....	177
5.2. Results and Implications for the Design and Implementation of an Induction Program (Research Question 2).....	180
5.3. Results and Implications for Teacher Change (Research Question 3 and 4)...	182
5.4. Results and Implications for Changes in Personal Teaching Efficacy (Research Question 5 and 6).....	184
5.5. Implication of the Study for Further Research.....	185
REFERENCES.....	186
APPENDICES.....	196
CURRICULUM VITAE.....	218

LIST OF TABLES

2.1. Efficacy Measures Growing out of Rotter's Concept of Generalized Expectancies of Reinforcement.....	42
2.2. Efficacy Measures Growing out of Bandura's Concept of Self-Efficacy.....	43
3.1. Activities for the Four Sources of Efficacy Information.....	71
4.1. Problems and Difficulties Faced by Novice Teachers in Public Primary School.....	99
4.2. The Content of the Participants' Construct Categories Regarding the Features of an Effective teacher.....	138
4.3. The Structural Changes in Personal Theories between the Beginning and end of the NTEP.....	141
4.4. Teachers Construction of Self as Teacher.....	145

LIST OF FIGURES

2.1. Reciprocity in the Relationship between Person Factors, Behavior, and the External Environment.....	26
2.2. The Cyclical Nature of Teacher Efficacy.....	31
4.1. Participant 1's FOCUSED Grid at the Beginning of the NEP.....	105
4.2. Participant 1's FOCUSED Grid at the End of the NTEP.....	107
4.3. The Exchange Analysis of Participant 1's Grids at the Beginning and End of the NTEP.....	110
4.4. Participant 2's FOCUSED Grid at the Beginning of the NTEP.....	113
4.5. Participant 2's FOCUSED Grid at the End of the NTP.....	115
4.6. The Exchange Analysis of Participant 2's FOCUSED 1 and FOCUSED 2 Grids.....	118
4.7. Participant 3's FOCUSED Grid at the Beginning of the NTEP.....	120
4.8. Participant 3's FOCUSED Grid at the End of the NTEP.....	123
4.9. The Exchange Analysis of Participant 3's Grids at the Beginning and End of the NTEP.....	125
4.10. Participant 4's FOCUSED Grid at the Beginning of the NTEP.....	129
4.11. Participant 4's FOCUSED Grid at the End of the NTEP.....	131
4.12. The Exchange Analysis of Participant 4's Grids at the Beginning and End of the NTEP.....	134

LIST OF APPENDICES

Appendix I.	Syllabus of the Induction and Orientation Program.....	196
Appendix II.	Official Permission from the Ministry of Education.....	201
Appendix III.	Syllabus of the Novice Teacher Efficacy Program.....	202
Appendix IV.	Stamp Activity.....	207
Appendix V.	An Activity to Practice the Skill of Attending.....	208
Appendix VI.	Material Provided by One of the Participant Teachers.....	209
Appendix VII.	An Activity to Practice the Skill of Reflecting.....	210
Appendix VIII.	Checklist for Observation (for watching lesson extracts).....	211
Appendix IX.	Participant Profile Checklist.....	212
Appendix X.	Reflection Sheets Collected before the NTEP started.....	213
Appendix XI.	Reflection Sheets Collected during the NTEP.....	214
Appendix XII.	Transcribed Version of One of the Interviews.....	215

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

During the first year of teaching in the difficult transition from pre-service education to actual classroom teaching, novice teachers encounter various problems. Some of these problems are related to the difficulty in fitting into the school's sociological system (Zeichner, 1983). Others are mainly about self-image, as novice teachers usually work in isolation from their colleagues, receive little guidance and mentoring and practically no useful feedback on their developing skills and abilities (Goodman, 1987). Still many other problems are associated with classroom routines, discipline, management issues, and dealing with the individual needs of students (Veenman, 1984).

Although some of these teachers go through some training, most of them are left in isolation since teaching, unlike many other professions, is considered to be the one, in which novices are usually expected to perform the same duties and responsibilities as the more advanced professional (Bartell, 1995). Whether they go through some training or not, it is generally agreed that novices everywhere feel overwhelmed by the challenge of their first year in charge of a class. This may be attributed to the lack of teaching experience during practicum. Novice teachers may not have survived a series of instructional failures, experienced class boredom, discovered a wall of class learning resistance, or felt the isolated entrapment of teaching "forever". Also, student teachers do not usually experience the non-teaching demands of meetings, paperwork or student-parent conference (www.in/inf/00-01/in/NF.01.rf.Induc-Paper.9/30/01).

In short, it is generally believed that the first year of teaching is a sobering experience for most new teachers and that over the course of one year teachers usually experience a decreased strength of belief in their own efficacy and in the learning potential of their students (Bartell, 1995). This can partly be explained with the self-

efficacy construct—people's beliefs in their capabilities to exercise control over their level of functioning and environmental demands—which, suggests that efficacy may be most malleable early in learning (Bandura, 1986).

Consistent with self-efficacy, Tschannen-Moran and Woolfolk-Hoy (2001) define teacher efficacy as a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning even among those students who may be difficult or unmotivated.

Many studies, conducted to reveal the correlates of teacher efficacy, show that teacher efficacy is too important to be ignored in education. However, there has only been little-long term intervention research in this area (Henson, 2001). Referring back to Bandura's theory of self-efficacy, which suggests that efficacy may be most malleable early in learning, efforts to impact changes in teacher development in the first year of teaching experience could be a determining factor for the long term-development of teacher efficacy among novice teachers. In this respect, induction programs should take on the responsibility for providing beginning teachers with the resources to improve efficacy beliefs.

In Turkey, novice teachers are involved in an induction program, offered by the Turkish Ministry of Education. All novice teachers attend almost the same teacher induction program regardless of their field of teaching, or educational background.

The program has mainly three components: primary training, preparatory training and practicum. The In-service training unit of the Turkish Ministry of Education usually appoints the instructional staff for the primary and the preparatory training. Primary and preparatory training are given before or as soon as the teachers start their teaching experience. They are given to large groups of teachers in some certain schools, assigned by the Turkish Ministry of Education.

Primary training covers 60 hours and has the following aims:

- 1- To understand the government system and the public services
- 2- To understand the laws regarding teachers
- 3- To understand Turkish grammar rules

- 4- To be able to use Turkish grammar appropriately
- 5- To be able to write formal documents
- 6- To understand the importance of public relations
- 7- To understand the importance of saving
- 8- To understand Atatürk's principles
- 9- To understand the importance of national security

The second component of the program, preparatory training covers 120 hours and is given before or as soon as teachers start their teaching experience. It has the following aims:

- 1. To understand the Turkish educational system
- 2. To understand the structure of the Turkish Ministry of Education
- 3. To understand laws regarding teachers' rights
- 4. To understand the principles and the methods of education

At the end of primary and preparatory training teachers are given an exam assessing how much they have learnt from primary and preparatory training.

The period for practicum ranges between two and five months and is supposed to cover at least 220 hours. It is usually carried out in schools where novice teachers work. It aims to help novice teachers put theory into practice. During practicum, novice teachers work with a mentor, assigned by the school administration. However, in informal interviews, teachers stated that mentor teachers are not always willing to help novice teachers, as they are not paid for this job. Furthermore, novice teachers sometimes work with mentor teachers from different fields. This is especially true for English language teachers, since there has always been a shortage of English language teachers in Turkey. In such cases, novice teachers maintain that this component of the induction program does not provide much insight into their teaching. At the end of practicum, teachers are assessed by the supervisors, assigned by the Turkish Ministry of Education. The ones who get 60 out of 100 points are considered to be successful and complete their internship (Turkish Ministry of Education Bulletin, 1995).

1.2 Statement of the Problem

It has long been known that however good teacher education is, the complexities of effective teaching are such that teachers are not thoroughly ready to teach when they enter their first classroom.

Those who enter the ranks of teachers do not know how to teach, although they may know everything that is in innumerable books telling them how to teach. [They] are ready to learn to teach, and they are ready, though they know it not, to be formed by teaching.

(Waller, 1935 cited in Barry, 2002 p.1)

Thus, the importance of supporting new teachers during the first few years of teaching experience is not a new phenomena in teacher education. Without such support novice teachers may resort to survival instructional strategies. Alternatively, they may struggle alone and leave the profession early in their careers (Colbert, 1992; Scott, 1995; Bartell, 1995).

Accordingly many teacher induction programs are currently being implemented in many countries in which novice teachers are both assessed and supported as they grow to be experienced teachers. The induction program offered by the Turkish Ministry of Education falls short of the requirements of a successful teacher induction program (see 2.2.3). For example, except its practicum component, the induction program offered by the Turkish Ministry of Education does not help novice teachers to develop skills specific to their teaching context since the program is not context sensitive. Also, the program does not let novice teachers reflect on their teaching practice as they usually attend the program in very large groups. Additionally, novice teachers do not have the opportunity for collaboration and reflection even during the practicum as neither mentor teachers nor novices are released from any of their workloads. Accordingly, informal interviews with the novice teachers who attend the induction program of the Turkish Ministry of Education show that teachers gain only little benefit from this program and that they perceive the program as a burden, rather than a support. The result is not teacher attrition as it is the case in other countries, (Colbert, 1992; Scott, 1995; Bartell, 1995) because teachers in Turkey, especially the

ones teaching in Turkish state schools, enjoy secure employment, with moderate status and a stable future. However, we believe the result is concerned with the quality of teaching; being isolated in the classroom, these teachers may experience a decreased strength of belief in their own efficacy and in the learning potential of students. This calls for new induction programs in order to grow competent and effective teachers.

1.3 Aim of the Study

Considering the need and importance of an induction program for novice teachers as discussed previously and the inadequacy of the current induction program implemented by the Turkish Ministry of Education, we first aim to prepare and implement a teacher induction program to support novice teachers in Turkish state schools. We utilize the four sources of efficacy beliefs (mastery experience, vicarious experience, social persuasion and physical and emotional states) as a framework for the program. We also aim to investigate the impact of our program on the development of novice teachers in Turkish state schools. The focus will be on teaching effectiveness and personal teaching efficacy beliefs in examining the development of these novice teachers.

1.4 Research Questions

1. What are some of the problems novice teachers are aware of in relation to their first year of teaching experience?
2. What program characteristics of teacher development could be implemented into the new program in order to eliminate the problems perceived by the novice teachers in Turkish state schools?
3. Would the novice teachers feel the positive effect of this new program in their constructs of effective teaching?
4. If so, what is the nature and content of these changes in novice teachers' constructs?
5. Would this new program impact the novice teachers' assessment of their competence (Personal Teaching Efficacy) on their own constructs of an effective teacher?

6. If so, what is the nature of this impact on the novice teachers' personal teaching efficacy beliefs?

1.5 Operational Definitions

Novice Teacher

In the literature novice teachers refer to teachers within their first two years of teaching experience (Veenman, 1984; Roberts, 1998). However, in our study novice teacher is regarded as teachers who are in their first year of teaching experience immediately after graduation from their Initial Teacher Education program. Novice teachers are also mentioned as “beginning teacher” (Zeichner & Tabachnick, 1985; Bartell, 1995) or “new teacher” (Clement, 2000; Richards, 1998; Moir & Stobbe, 1995; Bennet, 1993). Therefore in this study “novice teacher”, “beginning teacher” and “new teacher” will be used interchangeably.

Induction Program

There are several definitions for “induction program”:

“Induction implies a planned, organized orientation procedure”

(Bartell, 1995 p.6)

“...those practices used to help beginning teachers become competent and effective professionals in the classroom.”

(www.in/inf/00-01/in/NF.01.rf.Induc-Paper.9/30/01)

“Induction is planned staff development for new teachers and for those who are new to a district.”

(Clement, 2000 p.74)

In the literature “induction program” is also termed as “Entry Year Assistance Program”, “Beginning Teacher Assistance Program” or “Teacher Mentor program”. Our own definition for “teacher induction” program in this study is supporting novice teachers in order to help them become competent and effective teachers in their

profession and helping them gain the control of their own professional development in future.

Perceived (Personal) Teaching Efficacy

In most studies teachers' sense of efficacy has primarily two dimensions: Sense of personal teaching efficacy and sense of teaching efficacy (Gibson & Dembo, 1984; Ashton & Webb, 1986). Personal teaching efficacy dimension refers to individuals' assessment of their own teacher competence. It expresses the belief that he/ she has the ability and skill needed to create conditions that promote student learning. This includes the teacher's belief that he/she has mastered the techniques of teaching sufficiently to promote student's learning so they will be able to reach higher levels of achievement (Shachar & Shmuelewitz, 1997).

Repertory Grid

Repertory grid is a technique, based on the theory of personal construct psychology which claims that each person interprets and anticipates the occurrence of events in accordance with his own construction system of constructs (Kelly, 1955). It is used to explore an individual's personal construction systems (Corporaal, 1991). It is a structured interview combined with a ranking, or rating or scaling function.

Effective Teaching

In this study effective teaching will be used to describe teaching skills and abilities that can positively affect student achievement (the definition is what all the participants agreed prior to the study)

1.6 Assumptions and Limitations

It is assumed that an induction program which promotes on-going development by means of four sources of efficacy; mastery experience, vicarious experience, social persuasion and physical and emotional states may result in novice teachers' better understanding of their beliefs on effective teaching and their own capabilities as regards to those beliefs. However the study has some limitations. Firstly the limited number of participants may cause problems about generalization of results. Moreover since the study is limited to the period of our new program, it will not reflect changes that may

occur after some time. Therefore a follow-up study would be valuable to follow the changes into the second year of teaching experience.



CHAPTER 2

REVIEW OF LITERATURE

This chapter will review many areas of literature, which relate to the conduct and implementation of the present study. Firstly, it will review literature on the first year of teaching experience and novice teachers as the present study is mainly designed for novice teachers. Literature related to induction programs will also be reviewed in order to gain insight into the nature of designing and implementing an induction program. Self-efficacy theory and teacher efficacy will be reviewed, as they constitute the theoretical framework of the study. Lastly, for the research methodology, repertory-grid technique and its underlying theory will be surveyed.

2.1. First Year of Teaching Experience

Recently there has been a considerable interest in teachers engaged in their first year of employment, which is usually termed as the induction or transition phase. The induction period is recognized as a crucial phase of teacher's career as it is believed to have long term implications for teaching effectiveness, job satisfaction and career length (Lortie, 1975; Feiman-Nemser, 1983; Hebert & Worthy, 2001). The induction period is reported to be highly context specific in that it is related to the interactions of persons and school contexts that differ in the constraints and opportunities for action they present to the teacher (Hebert & Worthy, 2001). This specific part of this chapter will review literature related to the first year of teaching from the very beginning to the end.

2.1.1. How Novice Teachers Enter Teaching

As teachers enter the complex environment of teaching as novices, they have varying levels of skill, knowledge and experience (Bartell, 1995). In the literature, first year of teaching is usually equated with starting a never-ending journey: "Each new teacher enters the classroom more or less as a stranger in a strange land. The suitcases

he or she carries are filled with articles from the old country, the familiar land just left” (Copa, 1991 cited in Carre, 1993 p.191).

Aside from the understandings gleaned from Initial Teacher Education (ITE) which may cover book knowledge of subject matter, a few practiced teaching strategies, and limited planning skills (Carre, 1993), it is argued that novice teachers also have experiences of life in their ‘suitcases’ (Carre, 1993). These include the ‘apprenticeship of observation’ -experiences as students- (Lortie, 1975), which is supposed to have a powerful effect on the formation of beliefs and ideas related to teaching in the first year of teaching experience.

Looking from the psychological aspect of the continuum, novices are thought to have great enthusiasm for teaching at the beginning of their long teaching journey. They are aspired to like and help students, which is usually called ‘nurturing pedagogy’ (Hansen & Wenworth, 2002). In addition, novices are observed to have high expectations for themselves (personal teaching efficacy) and for their students. The majority of novices are virtually idealistic when they enter the complex world of teaching (Bartell, 1995).

2.1.2. Novice Teacher Concerns

Discussion of novice teacher concerns dates back to the studies of Fuller & Bown (1975), who developed three-part heuristics to discuss beginning teacher ‘survival concerns’, ‘teaching situation concerns’, and ‘pupil concerns’. These concerns imply developmental stages deriving from Piaget’s model of discrete sequential stages in children’s conceptual development. According to this model, it was necessary to resolve needs at the very stage they appear in order to be able to progress to the next (Farrel, 2003).

‘Survival concerns’ involve feelings of adequacy, control of the classroom, the opinions of the peers and students. ‘Teaching situation concerns’ are related to issues such as crowded classes, time management, and use of instructional and other non-instructional tasks. ‘Pupil concerns’ are geared to the social and emotional well being of students, and resolving student needs by means of individualized teaching (Fuller & Bown, 1975).

More recently Maynard & Furlong (1995) have presented a new model to illustrate the development of novice teacher concerns. According to this model, novice teachers undergo five stages: (1) early idealism, (2) survival, (3) recognizing difficulties, (4) reaching a plateau, and (5) moving on.

The first stage, early idealism, is where the novice teacher rejects the image of his/her older cynical teacher and strongly identifies himself/herself with the students. The first stage is sometimes called as 'fantasy stage', during which the prospective teacher visualizes what teaching will be like and how he will teach. For example, at this stage the prospective teacher dreams of having students who are willing to learn and participate. The new teacher enters the profession with these fantasies but can only attach to these fantasies for a few weeks of his/her profession (Maynard & Furlong, 1995).

Survival stage is when reality interrupts the fantasies and when beginning teacher fights for personal and professional existence. During this stage, most teachers feel stress, anxiety, and inadequacy (Farrel, 2003). These feelings may imply a decrease in personal teaching efficacy. At this stage, novice teachers struggle to develop classroom routines and to find ways of managing the complexity of their teaching contexts in order to achieve consistency in their lessons, their own behavior, and the behaviors of their students. Their desire to achieve stability may lead them to closure too soon- that is to stop experimenting too early and to stabilize their teaching prematurely (Richards & Lockhard, 1994). It is suggested to be the most crucial stage since it determines the eventual success or failure of the novice teacher (Farrel, 2003).

The next stage of development begins when the novice becomes aware of the difficulties of teaching and recognizes the limitations of a teacher within the existing system. This leads the novice teacher to become disappointed (Farrel, 2003), suggesting a decrease in general teaching efficacy.

After the novice teacher recognizes the difficulties and limitations within his/her teaching context, s/he enters to a stage where he/she starts using certain teaching strategies, adapted by himself/herself in order to cope successfully with routines of teaching. This stage is known as the stage of 'reaching the plateau'. It is maintained that

the novice teacher, at this stage, starts to feel secure in his/her role of being a teacher. However, it is pointed out that this security may inhibit them from trying new approaches and techniques in their classroom (Farrel, 2003).

Having resolved the issues related to their 'self' at previous stages, novice teachers try to influence individual student learning at 'moving on' or 'impact', as the final stage. Maynard & Furlang (1995) emphasize the importance of support at this stage since novice teachers may become burnout if they do not receive enough support.

However, not all researchers agree on the sequential nature of this stage model of teacher development. For example, Roberts (1998) argues that this model is not flexible enough to reflect the complexity of learning to teaching process in that teacher concerns may vary according to the priorities or tasks at hand. Thus, he suggests that teacher development is cumulative and multidimensional.

2.1.3. Novice Teacher Problems

Teachers in their first post after graduation find themselves in various circumstances. Some have to complete an assessed induction year while others are left alone. Whatever the circumstances are, the first year of teaching is usually described in a negative manner, using terms such as frustration, anxiety, and self-doubt (Hebert & Worthy, 2001). The problems that novice teachers encounter can be related to four broad areas: 1) problems related to the classroom, 2) problems related to 'reality shock', 3) problems related to isolation, and 4) Problems related to socialization.

2.1.3.1. Problems Related to Classroom

According to Veenman (1984), the eight problems perceived most often are: 1) classroom discipline, 2) motivating students, 3) dealing with individual differences, 4) assessing students' work, 5) relationship with parents, 6) organization of class work, 7) insufficient and / or inadequate teaching materials and supplies, and 8) dealing with problems of individual students. In addition, Lacey (1977 cited in Zeichner & Tabachnick, 1985) observed that novices become very tired since they over-plan in

reaction to feeling inadequate. Besides, they observed that handling time effectively was a common problem for novices.

As a result of the problems related to classroom, teachers tend to ignore or abandon many of the principles taught during ITE. In language teaching context, Richards (1994) observed novices moving away from the principles of communicative language teaching toward a conception of language as the learning of content, with a focus on lexis and grammar rules. In his study, Richards (1998) observed that strong emphasis on covering the material pressured the novices to stay close to their textbooks, and to adopt a teacher centered approach.

Carre (1993) argue that many of the problems related to classroom routines stem from the lack of application of information and skills, from a sound pedagogical knowledge base. Thus, as Shulman (1987 cited in Roberts, 1998) suggests, a particularly important area to be developed is Pedagogic Content Knowledge: the restructuring of subject knowledge to make it accessible to students.

2.1.3.2. Problems Related to “Reality Shock”

Novice teachers enter the teaching profession with high expectations for themselves and for their students. However, recent studies show that beginning teachers feel less efficacious as regards to their teaching and to the learning potential of their students (Bartell, 1995). This can partly be explained by ‘reality shock’, a problem frequently encountered by the novices. Veenman, (1984) describes ‘reality shock’ as the collapse of ideals formed during teacher training by the harsh and rude reality of the teaching such as heavy and difficult workloads and unmotivated students. Stallings (2000) has reported that causes such as inadequate professional training, problematic school situations, shortage of materials, and loneliness in the workplace contribute to the reality shock.

2.1.3.3. Problems Related to Isolation

Teaching, unlike other professions, is one, in which novices are expected to have the same job responsibilities that the 20-year veteran does, but on the first day of

employment (Bartell, 1995). Actually, the first year of teaching was observed to be largely 'sink or swim' covering a lack of gradual induction and isolation. There was a lack of peer support, and beginning teachers had limited time with other teachers to become aware of alternative perspectives or to tap into an existing professional vocabulary. As the result of "sink or swim" attitude, the first few months of work tend to be largely private ordeal, which may serve as an obstacle to novices' identification with a group culture in later career (Lortie, 1975). Additionally, Tschannen-Moran, Woolfolk-Hoy and Hoy (1998) maintain that 'sink or swim' attitude is likely to be detrimental to building a sense of teaching competence.

2.1.3.4. Problems Related to Socialization

In teacher education, socialization means a process by which an individual becomes a participating member of the society of teachers (Farrel, 2003). According to Veenman (1984), the socializing process of becoming a teacher focuses on the interplay between individuals' needs, capabilities, intentions and institutional constraints. In the following sub-sections, we will review the social strategies used by novices during the process of socialization and the agents and mechanisms influencing their socialization.

2.1.3.4.1. Socializing Agents and Mechanisms

Literature on teacher socializing has highlighted the potency of the personal, contextual and institutional variables on the process of teacher socialization. With personal variables, it is meant that teachers usually draw upon models of teaching, which are internalized during pupil hood (Lortie, 1975). Personal variables also include human tendencies to teach others. The potential abilities that novices bring to their teaching context and their personality are among the other personal variables that significantly affect beginning teacher's socialization (Zeichner & Tabachnick, 1985).

As for the contextual factors, the followings are reported to be affecting teacher socialization; more experienced colleagues, pupils, principals, and ecological characteristics of classrooms (Zeichner & Tabachnick, 1985). Research on teacher socialization indicates that one of the single most influential factors in teacher

socialization for beginning teachers is their relationships with their colleagues during the first years as teachers (Williams et al., 2001 cited in Farrel, 2003).

Regarding the influence of institutional control on teacher socialization, it is maintained that all institutions including schools employ mechanisms of control to get greater productivity from their workers and try to ensure that all members in the institution follow accepted procedures within an organization. Edward (1977 cited in Zeichner & Tabachnick, 1985) identifies three different forms of organizational control: personal or direct control, bureaucratic control and technical control. Personal or direct control in school context refers to principals' supervising the activities of workers and their ensuring that the teachers adhere to the organizational norms at school. Bureaucratic control refers to officially approved policies to which teachers are held responsible. Technical control, on the other hand, amounts to an organization's control over its members.

Zeichner and Tabachnick (1985) found that there was very little direct or close supervision of the first year teachers related to their principals. On the other hand, first year teachers were reported to have been able to ignore or even violate bureaucratic rules when they wanted to do so. Technical control was found to be the most powerful factor to determine such issues as the timing of instruction, the curriculum and the curricular materials. Technical control was observed to be a significant aspect of the way in which teachers are socialized into their work and of how institutional norms are maintained over time. However, Zeichner and Tabachnick (1985) emphasized that Edward's framework for institutional control was only the formal institutional culture. They argued about the informal institutional culture, which was communicated to the novice through teacher, pupil and school cultures.

2.1.3.4.2. Social Strategies of Novice Teachers

Being vulnerable and unformed, beginning teachers are usually expected to be unable to resist pressures to conform to institutional norms for teacher behavior (Zeichner & Tabachnick, 1985). However, Lacey (1977 cited in Zeichner & Tabachnick 1985) pointed out that this view was not adequate to explain beginning teacher socialization process. Actually, he maintained that 'situational adjustment' –the

individual turns himself into the kind of person the situation demands- is not the only outcome of the socialization process. He, further, maintained that even conformity to the school norms takes various forms and meanings.

Hence, Lacey (1977 cited in Zeichner & Tabachnick, 1985) proposed the construct of 'social strategy' in order to understand teacher socialization. According to him, 'social strategy is the purposeful selection of ideas and actions by prospective teachers and the working out of their interrelationships in specific situations. His framework to explain beginning teacher socialization process is based on the distinction between socialization in terms of value commitment and behavioral conformity. The framework includes three distinct strategies, which are employed by beginning teachers when there is a mismatch between beginning teachers' values about teaching and the institutional constraints. 'Strategic compliance' refers to a response when novices comply with the constraints posed by the institution but retain their values and play along with the school. In 'internalized adjustment', novices comply with the norms at school and believe these norms to be the best. Alternatively, some beginning teachers, although limited in number, may maintain their personal values in spite of the school, which is called 'strategic redefinition'. However, Zeichner and Tabachnick (1985) point out that 'strategic redefinition' requires a determined and self-confident teacher to persist in the face of resistance.

In their study, Zeichner & Tabachnick (1985) support an interactive view of teacher socialization. According to this view, individual intent and institutional constraints both play a role in affecting a beginning teacher's entry into the teaching role. Drawing on this view, they integrate the concept of contextual factor to the definition of Lacey's each social strategy. In addition, Zeichner & Tabachnick (1985) added a new dimension to "strategic redefinition". In Lacey's terms "strategic redefinition" meant only for successful attempts. However, Zeichner & Tabachnick (1985) used "strategic redefinition" both for successful and unsuccessful attempts. In this way, they claimed, the framework could explain all instances of overt deviance.

2.1.4. Explanations for Novice Teacher Problems

Explanations for the difficulties of the first year teaching experience center on five issues. Firstly, beginning teachers often have unrealistic expectations and beliefs about teaching, students, the workplace, and the difficulty of teaching in general. Roberts (1998), explains this difficulty with “utopianism”, which implies that initial teacher education courses endorse the ‘highest values’ and usually fail to confront the student teachers the resistances and tactical difficulties in implementing the techniques and approaches. A second hypothesized cause centers on inadequate practical preparation with limited field experiences, which fail to inform novices about the day-to-day duties of teaching, and the social and political context of schools (Osborne, 1991 cited in Hebert & Worthy, 2001).

The student teaching experience has also been offered as a potential cause of difficulties in the first year of teaching in that student teachers are provided merely a glimpse of teaching, while being protected from the political culture as a result of their visiting status in the school. Accordingly beginning teachers remain largely unaware of the organizational, administrative, and interpersonal forces likely to influence their lives in schools (Hebert & Worthy, 2001).

The school environment has been reported as a significant cause of difficulties for novices. Among the conditions, which constitute difficulties for novices are inadequate grading in teaching responsibilities, schedules providing little time for reflection, little if any formal socialization and ineffective mentoring (Feiman-Nemser, 1983; Hebert & Worthy, 2001).

Finally detailed accounts of individual teachers who struggle in their first year of teaching experience suggest that they have personal characteristics such as unassertiveness, compliance and shyness which inhibit them from succeeding as a teacher. For these teachers, developing interpersonal relationships with students is highly problematic which leads the novices to think that they may have chosen a career for which they were not well matched (Hebert & Worthy, 2001).

Considering the difficulty of the first year of teaching experience, it has been recognized that novice teachers need some kind of a support during this difficult transitory period. Thus, many induction programs have been created in different contexts. In the following section, we will review literature concerned with the usefulness of and different types of induction programs. Besides, we will review the characteristics of successful induction programs so that we can incorporate ideas into the design and implementation of our own induction program.

2. 2. Teacher Induction Programs

Teacher induction programs have continued to evolve since they were established in 1980s. Early programs were in the nature of supplementary-style aiming to familiarize teachers with the “nuts and bolts” of first teaching assignments. However, teacher induction programs are, now, a critical component to ensure teacher quality (Robinson, 1998).

Traditionally, induction programs were targeted exclusively for new teachers. Current induction programs, however, address to a wider audience including both novice and veteran teachers who are new to an assignment or school district. Other candidates for induction programs are those emergency credentialed teachers hired to ease teacher shortages (Robinson, 1998). Addressing to the different needs of novice teachers, induction programs have been found to be beneficial on a continuum ranging from easing the transition to the quality of teaching. We will discuss these benefits in the following section.

2.2.1. Usefulness of Induction Programs

2.2.1.1. Easing the Transition

Beginning teachers rarely make smooth transitions into teaching. For most novices, the first year of teaching is a true example of the ‘sink or swim’ attitude (Lortie, 1975). They are usually overwhelmed and discouraged by:

- 1- poor support, isolation, and lack of special training
- 2- poor information about established expectations, and lack of useful feedback

- 3- poor policies including outmoded views of teaching, and weak linkages to universities

(Scott, 1995)

Teacher induction programs, in this sense, are a way to introduce teachers to the profession humanely, and in ways that engender self-esteem, competence, collegiality and professionalism (Colbert, 1992).

2.2.1.2. Reducing Attrition and Turnover

Almost every study of retention in teaching profession identifies the early years, particularly the first year of teaching experience, as the riskiest on the job. That is, many beginning teachers tend to leave the profession, opting instead for jobs that appear less stressful, and offer more financial reward (Scott, 1995). However, increase in teacher retirements and student enrollments, and call for smaller class size make keeping the teachers in the profession even a greater challenge than hiring them (Scott, 1995). In this respect, most studies showed that teacher attrition and turnover could significantly be reduced by induction programs in which all new teachers receive orientation, support, and mentoring during their beginning years in the profession (Colbert, 1992; Bartell, 1995).

2.2.1.3. Establishing Professionalism

Professionalism is defined as “the quality of practice; and conduct within an occupation- how members integrate their obligations with their knowledge and skills in a context of collegiality and contractual and ethical relations with clients” (Goodlad, Soder & Sirotnik, 1990 p.226). It is claimed that professionalism cannot be achieved during pre-service teacher training (Scott, 1995). Instead, it is pointed out that professional norms and practices can be shaped for a career of lifelong practice and professional development during the entry period to teaching (Bartell, 1995). Hence, it is believed that good quality induction programs can be a way to provide novice teachers with professional development opportunities in order to help them think about professional, personal, and intellectual dimensions of teaching (Gustafson, Gilbert, & McDonald, 2002).

2.2.1.4. Improving Teaching Quality

According to the educational researchers, “What teachers know and can do is the most important influence on what students can learn (Hammond, 1995 p.10)”. This implies that teacher quality is central to student achievement. Yet, studies show that regardless of the type and content of initial professional preparation, beginning teachers are never fully prepared for classroom realities and the needs of the rapidly growing and increasingly diverse student population. Taking up the above line of argument, it is believed that teacher induction programs, which are established to foster success in novice teachers, have become a way to invest in quality teaching when professional norms and practices are formed.

2.2.2. Teacher Induction Models

The characteristics and organization of teacher induction programs vary in scope and duration. At one end of the continuum, there are school-level programs that occur at the beginning of the year and last only for a limited period. At the other end of the continuum, however, are multi-year programs offering an on-going orientation, mentoring, collaboration, and in-service workshops. However, considering the characteristics common among these induction programs, three models of teacher induction programs are mentioned (Robinson, 1998):

- 1 Basic Induction Model
- 2 Beginning Teacher Development Model
- 3 Transformative Induction Model

2.2.2.1. Basic Induction Model

This model aims at helping new teachers settle into their environment and understand their responsibilities. The content usually deals with issues such as classroom management, district policies, and school procedures. The program is usually structured in a series of workshops taking place on certain professional development days throughout the first year. The workshops focus on explaining school policies regarding issues such as parent conferences and holidays. However, little attention is given to the teachers’ instructional skills or professional development. In this model, a

mentor serves as a point of contact when only issues arise. This concept of mentoring is considered to be a serious inadequacy of this model (Robinson, 1998).

2.2.2.2. Beginning Teacher Development Model

The main purpose of this model is to increase teacher effectiveness by helping novice teachers bridge their knowledge of theory and practice. Mentors are crucial in providing the beginning teachers with opportunities to reflect upon their experiences and compare their own teaching practice to state teaching standards. Programs of this model are intense and three to five years in duration. In order to build in more social and professional support, this model encourages “cohorts” which is founded on the idea that teachers learn best by studying, doing, collaborating and reflecting together with teachers. In addition, Beginning Teacher Development model makes use of teacher research and other inquiry methods to help teachers better understand and improve their teaching practice (Lieberman, 1999).

2.2.2.3. Transformative Induction Model

This model, as the most forward thinking teacher induction program, aims to help new teachers become part of a school culture by involving the beginning teachers in school reform efforts. According to this model, teachers need not only knowledge and skills but also the ability to influence conditions in which they can teach well (Robinson, 1998).

Transformative induction model focuses on the development of teachers as a ‘community of learners’ by encouraging collegiality. The model aims to transform the school into a site for continuous teacher learning among all teachers, not just new teachers. According to the model, effective professional development approaches for new teachers are on-going, intensive, experiential, and collaborative. In this model, teachers are expected to take charge of their own learning in active ways (Robinson, 1998).

In the transformative induction model, mentoring takes place in the form of coaching relationship that is mutually beneficial. The interaction between new and

experienced teachers is facilitated by structural mechanisms such as group planning, grade-level team meetings, and curriculum group meetings, which also serve as a forum for new teachers to contribute to the school. Compared to the teacher induction models discussed previously, the transformative induction model is reported to have a greater positive impact on teacher retention and teacher quality (Robinson, 1998).

Considering the characteristics of the three models of induction programs discussed above, we can say that our program was mainly based on the characteristics of Beginning Teacher Development Model. That is, we encouraged cohorts throughout the program since we agreed upon the idea that teachers learn best when they collaborate and reflect together with other teachers. Furthermore, taking on the role of a mentor, we tried to provide as many opportunities as possible for the participant teachers to reflect upon their experiences, and compare their own teaching practice to those of other teachers. Most importantly, as Beginning Teacher Development Model suggests, we made use of teacher research in order to help the participant teachers better understand and improve their teaching practice. However, as regards to our expectation of the participant teachers to take charge of their own learning, we can say that our program also shared the characteristics of Transformative Induction Model.

2.2.3. Characteristics of Effective Teacher Induction Programs

Induction programs come in a variety of models and employ a variety of strategies since each induction program addresses the specific context of the school, and the particular needs of the students and teachers. Yet, studies have found several key elements in all successful induction programs, most of which are in close match with the characteristics of a high-quality professional development programs. The elements found in most successful teacher induction programs are as follows:

- 1 Successful induction programs are closely linked to student needs. They set clear and high standards for students, and help the beginning teachers make changes in practice that will enable students to reach the established standards (Robinson, 1998).
- 2 Successful induction programs are context sensitive implying that teachers develop skills specific to their teaching context (Robinson, 1998).

- 3 In successful induction programs, assessment of new teachers is of secondary importance. The primary aim is to support new teachers through the most difficult years (Robinson, 1998).
- 4 Successful induction programs are structured towards teachers' intellectual development, which leads to increased expertise and confidence. Expanding professional roles, successful induction programs enable teachers make larger contributions to students and to their colleagues (Robinson, 1998).
- 5 Successful induction programs foster subject matter knowledge, including cognitive development, learning styles and effective pedagogy in key areas (Robinson, 1998).
- 6 Successful induction programs are designed and directed by teachers by means of shared decisions in order to improve school. That is, these programs view novice teachers as professionals and make use of the expertise of not only veteran teachers but also novice teachers (Robinson, 1998).
- 7 Successful induction programs encourage continued learning by helping the novices see teacher learning as the norm rather than the exception. New teachers are encouraged to take responsibility for their own professional development (Moir & Stobbe, 1995).
- 8 In accordance with the latest research on teacher development, it is also claimed that successful induction programs provide teachers with opportunities to construct their own knowledge, share with their colleagues and directly apply new learning in their classrooms (Moir & Stobbe (1995).
- 9 Successful induction programs recognize that new teachers enter the profession at different developmental stages and with individual needs (Moir & Stobbe, 1995).
- 10 Successful induction programs help beginning teachers reflect critically on student work and on their own teaching practice. They aim to build in beginning teachers autonomous ability to prioritize the most challenging aspects of their teaching experience; consider alternative approaches to dealing with a given challenge; identify and analyze the evidence that provides the most information about a particular problem and consider alternative solutions that can quickly be implemented. Actually this element lies at the very heart of a successful induction programs (Zimmerman & Stansburry, 2002).

- 11 It is certain that the first year of teaching experience is highly stressful for new teachers as they face emotional challenges of adapting to a new workplace and new colleagues. Thus, as Veenman (1984) suggests novice teachers need psychological support, as well as pedagogical, at this emotionally challenging time. This is congruent with recommendations from developmental theorists who claim that a supportive atmosphere is necessary for learners attempting to master new and complex thought and action (Vygotsky 1978). Accordingly, good induction program maximize interaction between novice and veteran teachers so that veterans can support novices by assuring that their experience is normal, offering sympathy and perspective and providing advice to help reduce the inevitable stress (Zimmerman & Stansbury, 2002). This type of support not only improves teaching performance but also promotes teachers' personal and professional well-being. In addition, it helps novices transmit the culture of teaching.

The elements we have discussed so far were taken into consideration in the design and implementation of our own induction program. More specifically, in line with the above elements of successful induction programs, our primary aim was to assist the participant teachers not only in pedagogical but also in psychological terms so that they become competent and effective teachers. In the process of achieving this aim, we recognized that each participant teacher might differ in his/her needs and teaching context. Thus, we encouraged them to construct their own knowledge by reflecting critically on student work and on their own teaching practice. Additionally, we viewed participants as professionals and valued all their contributions to the program. We ultimately aimed to establish the norm of an on-going self-development without ignoring the importance of collaboration.

2.3. Theoretical Framework of the Study: Teacher Efficacy

2.3.1. Theoretical Foundation of Teacher Efficacy

Generally, teacher efficacy or teaching efficacy has been defined as “the extent to which the teacher believes he or she has the capacity to effect student performance” (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977 p.137) or as “teacher’s judgment

of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Armor et al., 1976; Bandura, 1977).

There are two dominant theoretical frames that have guided teacher efficacy research: Rotter's Social Learning Theory and Bandura's Social Cognitive Theory, each of which will be discussed in the following sections. Additionally, we will discuss a recent model of teacher efficacy (Tschannen-Moran et al., 1998), which integrates the Social Learning Theory and Social Cognitive Theory.

2.3.1.1. Rotter's Social Learning Theory and Teacher Efficacy

The first studies grew out of Rotter's social learning theory and were conducted by the RAND organization, inspired by an article written by Rotter (1966) entitled "Generalized Expectancies for Internal Versus External Control of Reinforcement". According to this view of teacher efficacy:

Teachers who concur that the influence of environment overwhelms a teacher's ability to have an impact on a student's learning exhibit a belief that reinforcement of their teaching efforts lies outside their control, or is *external* to them. Teachers who express confidence in their ability to teach difficult or unmotivated students evidence a belief that reinforcement of teaching activities lies within the teacher's control, or is *internal*.

(Tschannen-Moran, et al., 1998 p.204)

Based on Rotter's external versus internal locus of control, two types of teacher efficacy have been defined: general teaching efficacy (GTE) and personal teaching efficacy (PTE). Whereas GTE reflects a teacher's belief that reinforcement of his or her teaching effort is external to them, PTE reflects a teacher's belief that his or her reinforcement of teaching activities lies within the teacher's control, or is internal to them (Ashton, Olejnik, Cracker, & McAuliffe, 1982).

2.3.1.2. Bandura's Social Cognitive Theory and Teacher Efficacy

The second conceptual strand on teacher efficacy grew out of Bandura's Social Cognitive Theory, which suggests that individuals possess a self-system that contributes to their thoughts, feelings, motivation, and action. The self-system operates in a process called 'triadic reciprocal causation' involving three interrelated forces: (1) personal factors in the form of cognition, affect, and biological events, (2) behavior, and (3) environmental influences (see Figure 2.1). This view of human behavior suggests that individuals are both products and producers of their own environments and of their social systems (Allen, 1997).

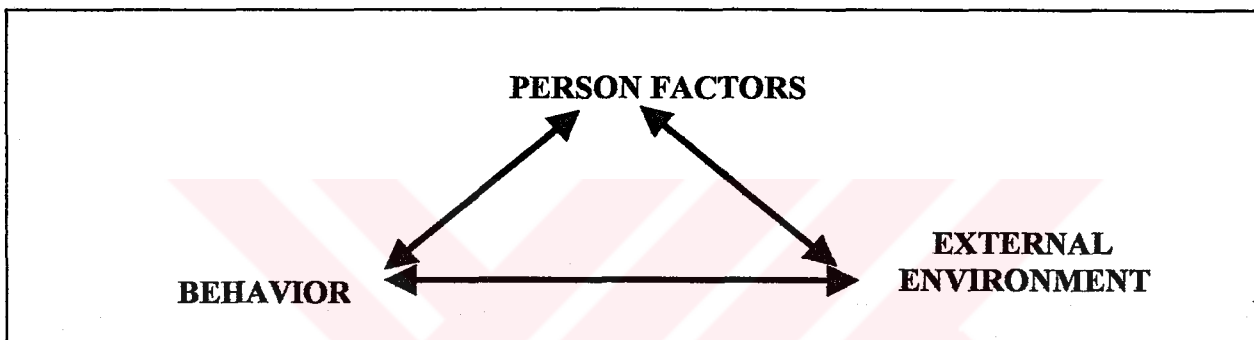


Figure 2.1: Reciprocity in the relationship between person factors, behavior, and the external environment taken from Allen, 1997 p.312)

Social Cognitive Theory proposes two kinds of expectations: efficacy expectations and outcome expectations. An efficacy expectation is defined as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1977 p.2). Outcome expectation, on the other hand, is the individual's estimate of the likely consequences in performing the task at the expected level of competence (Bandura, 1986).

Thus, using Bandura's approach, outcome expectancy parallels general teaching efficacy (GTE), and efficacy expectations reflects personal teaching efficacy (PTE) (Gibson & Dembo, 1984). Bandura (1997, p.243) states "teachers' instructional efforts are governed more by what they believe they can accomplish than by their view of other teacher's abilities to prevail over environmental obstacles by effective teaching". That is, even if an individual believes an outcome is internal and controllable, he may have little confidence in accomplishing the necessary actions. Thus, compared to Bandura's

self-efficacy construct Rotter's internal-external locus of control seems to be a weak predictor of behavior. Drawing on this argument, in our study, we were mainly interested in what teachers believed they could accomplish as a teacher or their personal teaching efficacy beliefs. Therefore, in the following section we will discuss how efficacy beliefs affect human functioning in order to better understand their influence and importance of these beliefs in teaching context.

2.3.1.2.1. Influence of Self-Efficacy Beliefs on Human Functioning

The research suggests that self-efficacy beliefs affect human functioning through four major psychological processes: cognitive processes, motivational processes, affective processes, and selection processes (Bandura, 1986). These effects might better explain the correlates of teacher efficacy beliefs, which will be discussed in 2.4.2.

Cognitive Processes

Self-efficacy beliefs affect cognitive processes in various ways. Firstly, people's beliefs about their capabilities affect their goal setting and the strength of goal commitments in that the stronger the perceived self-efficacy, the higher the goals people set for themselves, and the firmer their commitment to these goals. This may suggest that self-efficacy beliefs have a profound effect on personal development. That is, high level of efficacy beliefs contribute to the growth of competencies, fostering active engagement in activities whereas low level of efficacy beliefs retard personal development, leading people to avoid enriching environments and activities (Bandura, 1986).

Accurate appraisal of one's own capabilities is considerably important in successful functioning since large misjudgments of perceived self-efficacy in either direction can bring about undesired consequences. That is, people with an overestimation of capabilities engage in activities that are beyond their reach. As a result, these people find themselves in difficult situations, and, even experience failure, which can produce serious and irreparable harm to them. On the other hand, people who underestimate their capabilities, also bear costs since these people may cut themselves off from many rewarding experiences by creating internal obstacles to effective performance. In this sense, Bandura (1986) states that the most functional efficacy

judgments are those that slightly exceed one's capabilities. Such perceived self-efficacy encourages people to undertake realistically challenging tasks and provide motivation for progressive self-development of their capabilities (Bandura, 1986).

People's judgments of their capabilities also influence their thought patterns. People with a high sense of efficacy visualize success scenarios that positively affect successful performance. However, those who judge themselves as inefficacious visualize failure scenarios, which weakens motivation and undermines performance. In addition, Bandura (1986) maintains that people who judge themselves efficacious are more efficient in analytical thinking in complex decision-making situations (Collins, 1982).

Motivational Processes

Bandura (1986) points out that self-efficacy beliefs play a key role in the self-regulation of motivation. He, further, explains three different forms of cognitive motivators, each of which is based on different theories. One of these cognitive motivators, causal attribution, is built on the Attribution Theory, which suggests that people with a high sense of efficacy beliefs attribute their failures to insufficient effort whereas those with low efficacy beliefs attribute their failures to deficient ability. As for the other cognitive motivator, outcome expectancies, which is based on the Expectancy-Value Theory, motivation is regulated by the expectation that a given course of behavior will produce certain outcomes and the value of those outcomes. However, Bandura (1986) states that the motivating influence of outcome expectations is partly based on people's beliefs on their own capabilities as well as their beliefs about the possible outcomes of performance. Cognized goals, as another type of cognitive motivator, are based on the Goal Theory. According to this theory, explicit and challenging goals, which operate largely through self-influence processes, enhance and sustain motivation. Bandura (1986) points out that self-efficacy beliefs contribute to all the three cognitive motivators in several ways:

Initially self-efficacy beliefs determine the goals people set for themselves; how much effort they expend; how long they persevere in the face of difficulties; and their resilience to failures. When faced with obstacles and failures people who harbor self-doubts about their capabilities slacken their efforts or give up quickly. Those who have a strong belief in their capabilities exert great effort

when they fail to master the challenge. Strong perseverance contributes to performance accomplishments.

(Bandura, 1986 p.74)

Considering the importance of motivation in teacher development and the effects of efficacy beliefs on motivation, efforts to cultivate efficacy beliefs in teachers gains further meaning and importance.

Affective Processes

As well as the level of motivation, people's beliefs in their capabilities to exercise control over stressors also affect how much stress and depression they experience in threatening or difficult situations. People who believe that they are able to cope with potential stressors do not conjure up disturbing thoughts. However, those who believe that they cannot manage threats experience high anxiety arousal (Bandura, Reese & Adams, 1982). These people dwell on their coping deficiencies. They perceive the environment as fraught with danger. They magnify the severity of possible events and worry about things that only rarely happen. Consequently, they distress themselves, which in turn impairs their level of functioning. Self-efficacy beliefs also regulate avoidance behavior leading people to avoid engaging in a task where their efficacy is low, and generally take on tasks where their efficacy is high (Bandura, 1986).

Selection Processes

As was discussed earlier, self-efficacy beliefs influence the choices that people make since people tend to choose activities that they judge themselves capable of handling. It is widely believed that self-efficacy beliefs determine life paths and the direction of personal development. In this sense, career choice and development is profoundly affected by the power of self-efficacy beliefs (Bandura, 1986):

The higher the level of people's perceived self-efficacy the wider the range of career options they seriously consider, the greater their interest in them, and the better they prepare themselves educationally for the occupational pursuits they choose, and the greater is their success.

(Bandura, 1986 p.76)

In spite of the positive influences of efficacy beliefs on human functioning, which we have discussed so far, some limitations have been cited concerning this powerful construct. Firstly, it has been stated that self-efficacy mechanism has no clear boundaries since it tries to explain everything. Thus, it has been suggested that the borders of the theory should be constructed. Also, self-efficacy beliefs have been reported to be providing explanations mainly after observations of behavior are made although a scientific theory explains behavior before it occurs (Allen, 1997). It is claimed that efficacy beliefs could only be a predictor of behavior but not a cause of behavior (Hawkins, 1995).

Although the self-efficacy mechanism has been challenged because of the above-mentioned issues, it is believed that it makes powerful predictions about human functioning and might generate useful applications in a large number of arenas for human behavior (Allen, 1997). For example, the positive influences of these beliefs might inspire researchers to investigate the effects of these beliefs on teachers' functioning in the field of teacher education. Furthermore, we believe that the effects of efficacy beliefs might lead teacher educators to design interventions in order to raise teachers' personal efficacy beliefs.

2.3.1.3. Integrated Model of Teacher Efficacy

The two conceptual strands surrounding teacher efficacy research caused confusion in teacher efficacy research. Thus, in response to the confusion pertaining to the meaning of teacher efficacy, Tschannen-Moran, et al. (1998) have recently proposed an integrated model of teacher efficacy, weaving together both Rotter's internal versus external locus of control, and Bandura's efficacy and outcome expectancies (see Figure 2.2). According to this model, efficacy beliefs are mainly influenced by the attributional analysis and interpretation of the four sources of information about efficacy –mastery experience, physiological arousal, vicarious experience, and verbal persuasion. The model emphasizes the importance of teaching situations, as teacher efficacy is context specific:

Teachers feel efficacious for teaching particular subjects to certain students in specific settings, and they can be expected to feel more or less efficacious under different circumstances. (Tschannen-Moran, et al., 1998, p. 228)

Thus, Tschannen-Moran et al. (1998) emphasizes the importance of considering the teaching task and its context in making an efficacy judgment. Additionally, they suggest the necessity of assessing one's personal strengths and weaknesses in relation to the requirements of the task at hand

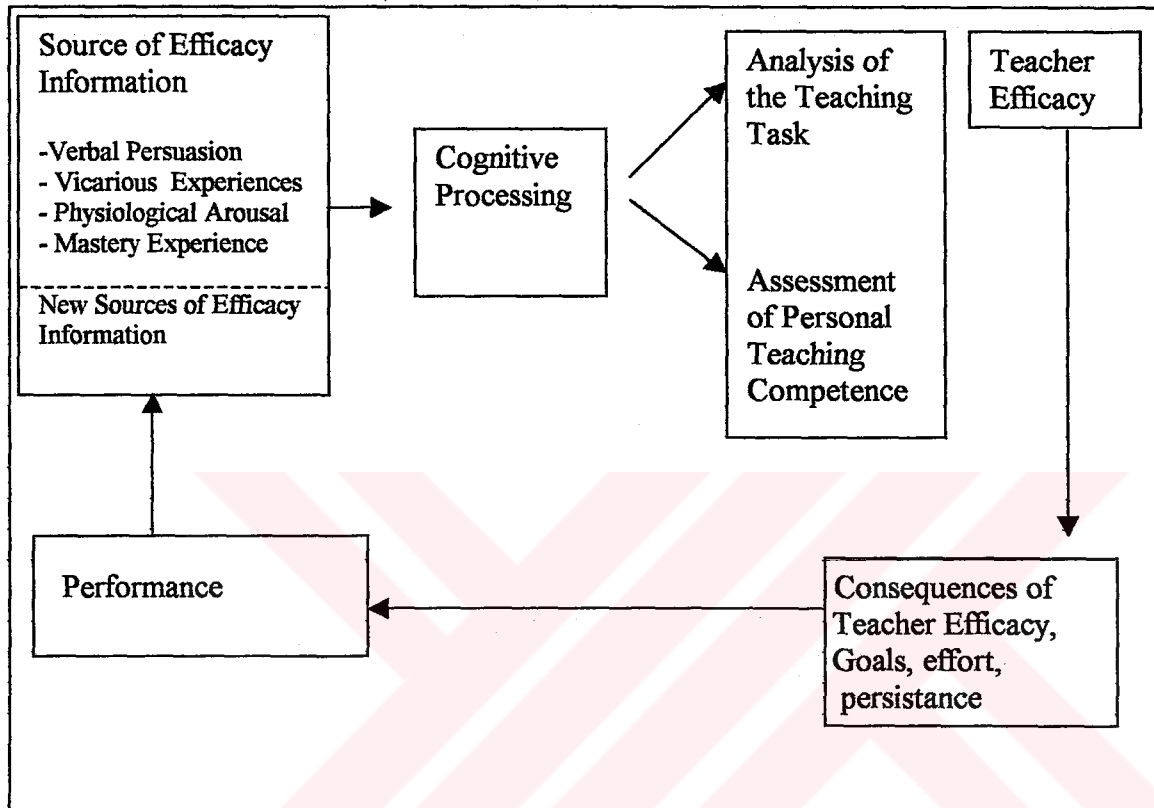


Figure 2.2: The cyclical nature of teacher efficacy taken from Tschannen-Moran et al., 1998 p.228

Two dimensions related to PTE and GTE also emerge in this model. In analyzing the teaching task and its context, the factors that make teaching difficult or act as constraints are considered and weighed against an assessment of the resources available. In assessing self-perceptions of teaching competence, personal capabilities such as skills, knowledge, strategies or personality traits are weighed against personal weaknesses or liabilities in this particular teaching context. According to Tschannen-Moran et al. (1998), judgments about self-efficacy for the teaching task at hand grow out of the interaction between these two components. Their model also emphasizes the cyclical nature of teacher efficacy in that the performance affected by efficacy beliefs, in turn, affects efficacy beliefs for future performances.

2.3.2. Correlates of Teacher-Efficacy

Consistent with the influence of efficacy beliefs on human functioning (2.3.1.2.1), teachers' beliefs in their instructional efficacy have been found to affect teachers' behaviors in the classroom. Gibson & Dembo (1984) found that high efficacious teachers devote more classroom time on academic activities, provide students who experience difficulties with the guidance they need to succeed, and praise students' academic accomplishments. In this way, teachers with a high sense of efficacy cultivate efficacy beliefs in their students since they create mastery experiences for their students. Accordingly, teachers' level of efficacy beliefs has been related to students' level of efficacy beliefs (Anderson, Greene, & Loewen 1988). Additionally, teachers who judge themselves efficacious tend to rely on persuasory means rather than authoritarian control. High efficacious teachers are also more likely to support development of their students' intrinsic interest and academic self-directedness (Bandura, 1997). In contrast, low efficacious teachers have been reported to favor custodial orientation which takes a pessimistic view of students, adopt strict regulations for classroom control, and tries to get students to study by means of extrinsic inducements and negative sanctions (Woolfolk & Hoy, 1990). It has also been found that low efficacious teachers focus more on the subject matter than on students' development. Related to teachers' behaviors, teachers' efficacy beliefs have also been related to teachers' willingness to try a variety of materials and approaches, and their desire to find and implement alternative ways of teaching (Berman et al., 1977; Stain & Wang, 1988).

Teachers' sense of efficacy has also been related to their attitudes towards their students. Gibson and Dembo (1984) found that high efficacious teachers were less likely to criticize a student following an incorrect response, and more likely to persist with a student in a failure situation. Similarly, it has been reported that teachers with a high sense of efficacy beliefs are more likely to rate regular education as the appropriate placement for students who are experiencing difficulties, rather than placing those students to special education as high efficacious teachers believe that difficult students are teachable through extra effort and appropriate techniques (Meijer & Foster, 1988; Podell & Soodak, 1993). Melby (1995) has observed that teachers with a low sense of efficacy are stressed and angered by their students' misbehavior; are pessimistic about

students' improvability; and if they were to do it all over again, they would not choose the teaching profession.

The level of teachers' efficacy beliefs influences students' level of achievement as well. That is, students learn much more from high efficacious teachers (Ashton & Webb, 1986). It has been maintained that teachers' beliefs in their instructional efficacy is particularly a strong predictor of the academic achievements of younger students as young children's beliefs about their capabilities are still relatively unstable, peer structures are relatively informal, and they make little use of social comparison information in evaluating their capabilities (Anderson, Greene & Loewen, 1988).

Teachers' sense of efficacy also affects the stress level of their experience. According to the total stress scores on the Wilson Stress Profile for teachers, it was found that improved teacher efficacy was related to reduced stress in the areas of students' behavior, teacher-administrator relations, and parent-teacher relations (Greenwood, Olejnik & Parkay, 1990). Regarding this, high efficacious teachers were found to be directing their efforts at resolving problems when faced with academic stressors rather than avoiding them and becoming burned out (Bandura, 1997), which has been defined as a syndrome of reactions to prolonged occupational stressors including physical and emotional exhaustion, depersonalization of the people one is serving, and lack of any personal accomplishments (Brouwers & Tomic, 2000). Thus, it can be suggested that self-efficacy beliefs must be taken into consideration when devising interventions to treat or prevent teacher burnout and teacher stress. Teachers' level of efficacy beliefs determine their level of commitment to teaching in that the more the teachers judge themselves efficacious, the more commitment they show to teaching (Evans & Tribble, 1986). As regards this, Glickman and Tamashiro (1982) found that teachers who left teaching were more likely to be low efficacious teachers.

In sum, teacher efficacy beliefs have been related to teachers' instructional behaviors, their openness to new ideas, and their attitudes towards students and teaching. Additionally, teacher efficacy seems to affect student achievement and affective growth. Drawing on these, it is agreed that teacher efficacy, which has borne much fruit in the field of education, is so important a construct that it cannot be ignored.

Hence, it is important to know the factors which influence teachers' efficacy beliefs and how these beliefs are cultivated.

2.3.3. Factors that Influence Teacher Efficacy Beliefs

2.3.3.1. Contextual Factors

Consistent with the Social Cognitive Theory, which self-efficacy construct grew out of, teacher efficacy beliefs are influenced by contextual factors. A number of studies have attempted to find out how contextual factors affect teacher's efficacy beliefs. At the class or student level, Raudenbush, Rowan and Cheong (1992) found out that class level affects teachers' efficacy beliefs in that teachers feel more efficacious for academic and honors classes than nonacademic track classes. It has been reported that teachers' efficacy beliefs are also affected by the socioeconomic status of students, as teachers may feel overwhelmed by external constraints and personally inadequate (Bandura, 1997). However, as regards the students and class level, the factor that affects teachers' efficacy beliefs most is students' academic achievements. Once academic achievement of students is improved, efficacy beliefs are enhanced regardless of the socioeconomic status of the students (Bandura, 1997).

At the school level, teachers' sense of efficacy is related to variables such as climate of the school, behavior of the principal, sense of school community, and decision making strategies. Greater efficacy beliefs have been found among teachers who perceive a positive school atmosphere (Moore & Esselman, 1992), and a press for academic achievement (Hoy & Woolfolk, 1993).

Teacher's efficacy beliefs have also been linked to the leadership of the principal. Greater teacher efficacy was created by principals who were adequately influential with their superiors, who used their leadership to provide resources for teachers, and to protect them from disruptive factors allowing teachers flexibility over classroom affairs; who inspired a common sense of purpose among teachers (Hoy & Woolfolk, 1993).

At the school level, teachers' participation in decisions on their work lives also affects teachers' sense of efficacy. For example, Moore and Esselman (1992) found out that the greater freedom teachers felt to make decisions, the greater were their efficacy beliefs. In another study, factors relevant to teachers' efficacy beliefs at the school level were found to be as follows: receiving positive feedback on teacher performance, collaboration with other teachers, parental involvement in the school, and school-wide coordination of student behavior (Rosenholtz & Rosenholtz, 1981). Another study was carried out by Ashton & Webb (1986), who investigated the effect of school structure on teachers' sense of efficacy. They found that teachers working in a school with middle school structure and philosophy had a higher sense of efficacy than those teaching in junior high school structure. The middle school teachers had higher expectations of academic success for their students and were more satisfied with teaching in spite of more difficulties with collegial relations. In another study, Ashton and Webb (1986) investigated school factors undermining teachers' sense of efficacy. The adverse factors, which may lower teacher efficacy beliefs, included excessive role demands, poor morale, inadequate salaries, low status, and lack of recognition. Additionally, professional isolation, uncertainty, and alienation tended to diminish teachers' efficacy beliefs.

In examining novice teachers' efficacy beliefs, collaboration with other teachers, and observations were found to be contributing to greater sense of efficacy. However, the availability and quality of resources did not have a positive effect on novice teachers' efficacy beliefs as a large number of resources without guidance and support may have a decision overload effect on the novices (Chester & Beaudin, 1996). At the school level, teachers are also affected by collective efficacy –the extent to which perceptions of efficacy, either high or low, are shared across teachers in a school building. Tschannen-Moran et al. (1998) explains this effect as follows:

Schools where teachers' conversations dwell on the insurmountable difficulties of educating their students are likely to undermine teachers' sense of efficacy. Schools where teachers work together to find ways to address the learning, motivation and behavior problems of their students are likely to enhance teachers' feelings of efficacy.

Novice teachers are most likely to be affected by collective efficacy as they are socialized into the profession (Tschannen-Moran, et al., 1998). However, it is usually reported that the first year of teaching experience is far from offering such collective efficacy (Lortie, 1975; Bartell, 1995).

2.3.3.2. Four Sources of Efficacy Information

Teachers' efficacy beliefs are also influenced by the four sources of efficacy information identified by Bandura (1977): *mastery experiences*, *vicarious experiences*, *verbal persuasion*, and *physiological and emotional states*.

2.3.3.2.1. Mastery Experiences

Mastery experiences, as the most influential source of efficacy information, suggest that successes raise efficacy appraisals; repeated failures lower them, especially if the failures occur early in the course of events and do not reflect lack of effort or adverse external circumstances. However, Bandura (1997) notes that not all successful experiences enhance efficacy beliefs. For example, efficacy beliefs may not improve if success is achieved through extensive external assistance, relatively late in learning, or on an easy and unimportant task.

Teacher efficacy beliefs are directly influenced by *mastery experiences* in that only in a situation of actual teaching can an individual assess the capabilities she or he brings to the task and experience the consequences of those capabilities. Thus, it is pointed out that the powerful influence of mastery experiences on efficacy beliefs should have important implications in teacher education; interventions should be designed in a way that incorporates the experiences gathered from actual teaching (Tschannen-Moran et al, 1998).

In this sense, it is maintained that impacting teachers' efficacy beliefs positively calls for long-term professional development that compels teachers to think critically about their classrooms and behave actively in instructional improvement. Participatory teacher research has been suggested as one approach to foster such meaningful

professional development for teachers (Henson, 2001). Participatory teacher research is a collaborative process by which teachers themselves critically examine their classrooms, develop and implement educational interventions, and evaluate the effectiveness of those interventions. These activities allow teachers to actively participate in the development of practical knowledge about teaching (Cohran-Smith & Lytle, 1999). Based on prior research (Knight & Boudah, 19968; Henson, 2001), it can be concluded that teachers' efficacy beliefs are facilitated via teacher research that create mastery experiences.

2.3.3.2.2 Vicarious Experiences

Vicarious experiences, as another source of self-efficacy information, suggest that seeing other similar people perform successfully can raise judgments of one's capabilities. In this way, the observers may persuade themselves that they too possess the capabilities to master comparable activities (Bandura, 1986). Perceived similarity to the models observed has a substantial impact on perceived self-efficacy. Bandura (1986 p.400) states "the greater the assumed similarity, the more persuasive are the models' successes and failures".

According to Bandura, not all people are equally sensitive to vicarious experience. Followings are the factors, which make people more sensitive to vicarious influence:

- 1 Uncertainty about ones' capabilities
- 2 Little prior experience
- 3 Criteria by which ability is evaluated – "Because most performances are evaluated in terms of social criteria, social comparative information figures prominently in self-efficacy appraisals". -

(Bandura, 1986 p.400)

As regards *vicarious experience* for teachers, Tschannen-Moran et al. (1998) indicate that watching others teach, teachers begin to decide who can learn and how much, who is responsible and whether teachers can really make a difference. Models of successful teachers, particularly the ones who are admired, credible and similar models,

lead to the belief that teaching task is manageable, and that situational and personal resources are adequate (Schunk, 1987).

2.3.3.2.3 Social / Verbal Persuasion

Social persuasion leads people into believing that they possess the capabilities to master given activities (Bandura, 1977). People who are persuaded about their capabilities exert greater effort into activities than those who harbor self-doubts, and attribute their failures to personal deficiencies. Accordingly, social persuasion promotes development of skills and sense of personal efficacy (Bandura, 1986).

However, the effect of verbal persuasion depends on the credibility, trustworthiness, and expertise of the persuader. Also, it has been noted that social persuasion should be done within realistic bounds as ‘unrealistic persuasive boosts’ may result in failures, discrediting the persuaders, and undermining the recipient’s perceived self-efficacy. On the other end of the continuum, people who have been persuaded that they lack capabilities tend to avoid challenging activities, and give up prematurely in the face of difficulties (Bandura, 1986). Thus, successful efficacy builders, according to Bandura (1986), are the ones who raise people’s beliefs about their capabilities; who structure situations for people in ways that bring success; who avoid placing people in situations prematurely where they are likely to fail; who measure success in terms of self-improvement rather than triumphs over others; and who leads a person to attempt new strategies, or to try hard enough to succeed.

As regards teachers, *verbal persuasion* provides information about the nature of teaching, gives strategies and encouragement for overcoming situational obstacles, and provides specific feedback about teacher’s performance (Tschannen-Moran et al., 1998). In the context of teacher development, verbal persuasion can take the form of coursework or professional development workshops, or specific performance feedback from supervisors, other teachers, and even students (Schunk, 1987). This type of specific performance feedback, which serves as verbal persuasion, provides information about how a teacher’s skills match the demands of a particular teaching task. It also provides social comparison information, by which teachers decide whether they are adequate as a teacher, or inferior or superior to other teachers. However, Tschannen-

Moran et al., (1998) note that specific performance feedback, which is overly harsh and global, rather than focused and constructive may lower efficacy beliefs. In the case of harsh and global feedback, teachers may adopt self-protective strategy of concluding that under the particular set of circumstances, achieving the hoped-for results was impossible. Therefore, teacher educators should provide focused and constructive feedback in order to enhance teachers' sense of efficacy.

2.3.3.2.4 Physiological and Emotional States

People are also influenced by their *physiological and emotional states* in judging their capabilities. Whereas feelings of relaxation and positive emotions signal self-assurance and anticipation of future success, stress reactions and tension are interpreted as signs of vulnerability to poor performance. The influence of physiological states on efficacy beliefs depends on the intensity of emotional and physical stress reactions, and the interpretations of these reactions. Accordingly, the fourth way of enhancing self-efficacy beliefs is to reduce people's stress reactions, and alter their negative mood and misinterpretations of their physical states (Bandura, 1986).

Teachers' efficacy beliefs are also affected by the level of *emotional and physiological arousal* a teacher experiences in a teaching situation. Although moderate levels of arousal can improve performance by means of focused attention and energy on the task, high levels of arousal can impair functioning. In this sense, it is important to reduce people's stress reactions and create an atmosphere for teachers, especially for novices, where their stress reactions are reduced by means of various techniques and where their negative mood and misinterpretations of their physical states are altered (Bandura, 1986).

As regards to the creation of such an atmosphere, Julian Edge's (1992) framework for cooperative development seems promising. The framework entails the role of a speaker and an understander whose interaction entails the qualities of respect, empathy, and honesty. Respect requires the understander to accept the speaker's decision on what should be talked about and worked on. Also, it requires the understander to be non-judgmental and non-evaluative towards the speaker's evaluations, opinions and intentions. Empathy means that the understander should try to

see things through the speaker's eyes. As for honesty, the understander is required to be genuine about his/her respect and attitude.

The framework also suggests some abilities that are central to cooperative development: attending, reflecting, and focusing. The skill of attending refers to non-linguistic communication, and enables us to let the speaker know that we are interested, and that we are not judgmental or evaluative, and that we are making every effort to understand the speaker. According to this framework, reflection functions in two dimensions on the basis of mutual relationship between a speaker and an understander. According to the first dimension, the understander is required to reflect back what the speaker says in a way the speaker can get a clear view of them. However, the understander is supposed to avoid implying that a speaker should reconsider or change something in his/her teaching, as the evaluation must come only from the speaker. The metaphor of a "mirror" is used to describe this kind of reflecting. However, the mirror in this context is not hard and cold. Rather, it is warm and friendly which enables the understander catch the attitude and emotion of the speaker. As for the second dimension, the speaker is required to talk carefully when s/he sees someone making every effort to understand his position. To conclude, we believe that this kind of a mutual relationship was particularly beneficial to develop the interpersonal skills required for reflection. Since the primary aim of this framework is to move towards action, the talk needs to be focused. The last ability suggested by this framework is focusing, which entails the understander to help the speaker to focus his/her attempts at expression. The framework does not only create a non-threatening atmosphere but also helps the teachers process the experience they gain in the activities.

Although the sources of efficacy information are relevant for judging personal capabilities, Bandura (1986) states that the information conveyed through these sources are not inherently enlightening. Rather, he proposes that the information becomes instructive only through cognitive appraisal. Hence, it is important to distinguish the information contained in environmental events from the information as processed and transformed by the individual. According to Bandura (1986) a number of factors, including personal, social, situational, and temporal circumstances under which events occur affect how personal experiences are cognitively appraised. This view and the four

sources of efficacy information have found significant implications for the cyclical model of teacher efficacy, which has been discussed in 2.3.1.3.

It has already been mentioned that the sources of self-efficacy information are not directly translated into judgments of competence. Instead, what affects the judgments of competence is the interpretation of the information conveyed through the sources of self-efficacy information (Bandura, 1977, 1986). Through self-reflection, people make sense of their experiences, explore their own self-beliefs, engage in self-evaluation and alter their thinking and behavior accordingly (Pajares, 1996). Thus, reflection is a key element to influence efficacy beliefs.

Considering all the theories behind the construct of teacher efficacy, in our induction program, we adopted the integrated model of teacher efficacy, which weaves together Rotter's Social Learning Theory and Bandura's Social Cognitive Theory (see 2.3.1.2). That is, in order to build efficacy beliefs in teachers, we generated and adapted activities in the light of the four sources of efficacy information (*mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states*). However, we did not rely solely on these four sources in line with the argument that teaching is context specific. Therefore, we encouraged and guided the participant teachers to analyze their teaching task and their teaching context in assessing their own teaching competence. We believe that encouraging the participant teachers build their efficacy beliefs on their own teaching tasks made our induction program grounded on real issues rather than the imaginary ones.

2.3.4. Measurement Dilemmas in Teacher Efficacy

As has been discussed in 2.4.2, teacher efficacy has born much fruit in the field of education. Researchers have tried to measure this fruitful construct mainly through teacher efficacy scales, which are presented in Table 2.1 and Table 2.2 according to the theories they are founded on (Tschannen-Moran et al., 1998)

Table 2.1: Efficacy Measures Growing out of Rotter's Concept of Generalized Expectancies of Reinforcement.

Instrument	Structure	Example Items
RAND measure (Armor et al., 1976)	2 items on a 5-point Likert scale from "strongly agree" to "strongly disagree" Scoring: Sum of the 2 item scores	When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment. If I really try hard, I can get through to even the most difficult or unmotivated students
Teacher Locus of Control (Rose & Medway, 1981)	28 items with a forced-choice format. Scoring: Half of the items describe situations of students success (I+), and half describe student failure (I-)	Suppose you are teaching a student a particular concept in arithmetic or math and the students has trouble learning it. Would this happen (a) because the student wasn't able to understand it, or (b) because you couldn't explain it very well? If the students in your class perform better than they usually do on a test, would this happen (a) the students studied a lot for the test, or (b) because you did a good job of teaching the subject area?
Responsibility for Student Achievement (Guskey, 1981)	Participants are asked to give a weight or percentage to each of the 2 choices. Scoring: a global measure of responsibility with 2 scales: responsibility for student success (R+) and responsibility for student failure (R-).	If a student does well in your class, would it probably be (a) because that student had the natural ability to do well, or (b) because of the encouragement you offered? When your students seem to have difficulty learning something, is it usually (a) because you are not really willing to work at it, or (b) you weren't able to make interesting for them?
Webb Efficacy Scale (Ashton, et al., 1982)	7 items, forced choice. Participants must determine if they agree most strongly with the 1st or the 2nd statement.	(A) A teacher should not be expected to reach every child: some students are not going to make academic progress. (B) Every child is reachable: it is a teacher's obligation to see to it that every child makes academic progress. (A) My skills are best suited for dealing with students who have low motivation and who have a history of misbehavior in school. (B) My skills are best suited for dealing with students who are academically motivated and generally well behaved

Taken from Tschannen-Moran et al., 1998 p. 208

Table 2.2: Efficacy Measures Growing out of Bandura's Concept of Self-efficacy.

Instrument	Structure	Example Items
Teacher Efficacy Scale (Gibson & Dembo, 1984)	30 items on a 6-point Likert scale from "strongly disagree" to "strongly agree". Scoring: a global measure of teacher efficacy derived from the sum of all items. Two subscales emerge from factor analysis: personal teaching efficacy and general teaching efficacy	When a student gets a better grade than he usually gets, it is usually because I found better ways of teaching. The hours in my class have little influence on students compared to the influence of their home environment. If a student masters a new math concept quickly, this might be because I knew the necessary steps in teaching that concept. Even a teacher with good teaching abilities may not reach many students
Science Teaching Efficacy Belief Instrument (Riggs & Enochs, 1990)	25 items on a 5-point likert scale from "strongly agree" to "strongly disagree."	I understand science concepts well enough to be effective in teaching elementary science. Effectiveness in science teaching has little influence on the achievement of students with low motivation.
Ashton Vignettes (Ashton et al., 1982)	50 items describing problem situations concerning various dimensions of teaching, including motivation, discipline, academic instruction, planning, evaluation, and work with parents. Self-referenced: "extremely ineffective" to "extremely effective." Norm referenced: "much less effective than most teachers" to "much more effective than other teachers."	Your school district has adopted a self-paced instructional program for remedial students in your area. How effective would you be in keeping a group of remedial students on task and engaged in meaningful learning while using these materials? A small group of students is constantly whispering, passing notes, and ignoring class activities. Their academic performance on tests and homework is adequate and sometimes even good. Their classroom performance, however, is irritating and disruptive. How effective would you be in eliminating their disruptive behavior?
Bandura's Teacher Efficacy Scale	30 items on a 9-point scale anchored at "nothing," "very little," "some influence," "quite a bit," "a great deal." 7 subscales: influence on decision making, influence on school resources, instructional efficacy, disciplinary efficacy, enlisting parental involvement, enlisting community involvement, and creating a positive school climate.	How much can you influence the decisions that are made in your school? How much can you do to overcome the influence of adverse community conditions on student learning? How much can you do to get children to follow classroom rules? How much can you assist parents in helping their children do well in school? How much can you do to get local colleges and universities involved in working with your school? How much can you do to make students enjoy coming to school? How much can you do to get students to believe they can do well in school-work?

Taken from Tschannen- Moran et al., 1998 p.209

However, several problems have arisen from the measures of teacher efficacy. One of those problems is related to the meaning of teacher efficacy construct. As can be seen in Table 2.1 and Table 2.2, two factors or dimensions usually emerge from the teacher efficacy scales: Personal Teaching Efficacy (PTE) and General Teaching Efficacy (GTE). There is a general agreement on the first factor, PTE, which indicates one's own feelings of competence as a teacher.

However, there is a considerable confusion and debate over the meaning of the second factor, GTE, which has also taken different labels in different measures. For example, Emmer and Hickman (1990) called the second factor "external influences", which is reminiscent of Rotter's external control. External influences indicate teachers' belief that environmental factors overwhelm any power that teachers can exert in school. However, in their Science Teaching Efficacy Belief Instrument, Riggs and Enochs (1990) called the second factor as "outcome expectancy", which corresponds to the second component of Bandura's Social Cognitive Theory. By outcome expectancy, Riggs and Enochs (1990) meant what teachers in general could be expected to accomplish was the outcome an individual teacher could expect from his/her own teaching. These different meanings attached to the second component of Teacher Efficacy construct have resulted in confusion and debate in teacher efficacy measures and studies.

Apart from the measurement problem related to the meaning of teacher efficacy construct, which has already been mentioned above, Bandura (1986) also stated that General Teaching Efficacy, which corresponds to his outcome expectancy adds little to the explanation of motivation. That is, the outcome a person expects stem from that person's assessment of his or her own capabilities and expected level of performance, not what it would be possible for others to accomplish under similar circumstances. Therefore, Bandura (1986) along with Tschannen-Moran (personal communication, 2003) state that it is the PTE that teacher efficacy measures should encompass.

The second problem regarding the measures of teacher efficacy is determining the level of specificity that is most helpful as teacher efficacy is both context and subject matter specific. Concerning the specificity issue, Bandura (1986) states that self-efficacy beliefs should be assessed at the optimal level of specificity. As regards student self-

efficacy, Pajares (1996) pointed out that global measures obscure what is being measured.

Omnibus tests that aim to assess general self-efficacy provide global scores that decontextualize the self-efficacy behavior correspondence and transform self-efficacy beliefs into a generalized personality trait rather than the context specific judgment Bandura suggests they are. The problem with such assessments is that students must generate judgments about their academic capabilities without a clear activity or task in mind. As a result, they generate the judgments by in some fashion mentally aggregating to related perceptions that they hope will be related to imagined tasks

(p.547)

However, Pajares (1996) also notes that measures that are too specific lose their predictive power. Thus, he states that either extreme of highly general or highly specific may cause problems for researchers. Thus, he states that a useful and a generalizable measure of teacher efficacy need to incorporate teachers' assessments of their competence across the wide range of activities and tasks they are asked to perform. In this sense, based on their cyclical model of teacher efficacy (see 2.3.1.3), Tschannen-Moran and Woolfolk Hoy (2001, p.240) have recently stated that "a valid measure of teacher efficacy must encompass both an assessment of personal competence and an analysis of the task in terms of the resources and constraints that exist in particular teaching contexts". However, they claim that most existing measures fail to assess both dimensions. For example, they state that the first RAND item and the measures of GTE tend to assess merely the external constraints faced by teachers, and the second RAND item and the measures of PTE assess only teaching strengths but not personal challenges. Accordingly, they claim that measurements should include both the assessment of PTE including personal challenges as well and the analysis of the teaching task including both constraints and resources. They also state that measures of teacher efficacy should reflect the importance of different aspects of the job. That is, if interacting with parents comprises about 10% of a teacher's responsibilities, then perhaps four items on a 40-item measure would assess teachers' level of assurance in this area.

Besides the controversial measurement issues, which we have discussed above, problems arise from the quantitative type of research employed in most teacher efficacy studies. It is suggested that interpretative case studies and qualitative investigations should be carried out in order to refine our understanding of how efficacy beliefs develop since quantitative measures contribute to our understanding only with a snapshot of the efficacy beliefs of a large number of teachers at a particular time (Tschannen-Moran et al., 1998). Related to quantitative type of research, it is also stated that teacher efficacy measures are limited by the researchers' conceptualization of this construct. However, teachers' sense of efficacy should be examined from the teachers' own perspectives for these beliefs and their development may vary according to different personal experiences, value systems and training milieu (Yeung & Watking, 2000). In this sense, Repertory Grid Technique, which will be reviewed in the following section, seems to be a promising tool to measure teacher efficacy. The technique may be a way to eliminate the measurement problems, which have been discussed so far.

2.4. Research Methodology: Repertory Grid Technique

2.4.1. Theoretical Foundation of Repertory Grid Technique: Personal Construct Psychology

Repertory-grid (Rep-grid) is based on Kelly's Personal Construct Psychology (PCP), which emphasizes an internal aspect of personality and cognition, while not neglecting the external world. Kelly's underlying philosophy, constructive alternativism, asserts that all our present interpretations of the universe are subject to revision or replacement. This suggests that nothing is fixed or final and that people perceive objective reality in different ways as a person's perception of reality is always subject to interpretation. Accordingly, it is pointed out that truth, like beauty, exists only in the mind of the beholder (Allen, 1997).

PCP places people in the position of scientists in that all persons formulate hypothesis, and follow the same psychological process to validate or invalidate them as those involved in a scientific enterprise. This view has led to some important consequences in Kelly's theory. Firstly, it suggested that people are basically oriented toward future rather than past or present events in their lives. The view also implied that

people's perception on life is transitory because of constant testing of people's view of reality. Another important consequences of person as scientist view is that people are able to actively represent their environment rather than merely passively respond to it. (Allen, 1997).

Kelly (1955) believed that people comprehend their world through transparent patterns or templates called constructs, and that each person has a unique construct system, which s/he uses to interpret experience. Kelly (1955) stated the following eleven corollaries in order to explain how a construction system functions, changes, and influences social interaction.

1. Construction Corollary: This corollary suggests that people can cope with their lives as they are capable of detecting and interpreting through time similarities, regularities and recurrences of events. They anticipate future events on the basis of their construction system (Monte, 1999).
2. Individuality Corollary: Each person construes events from a different perspective, which may account for differences between people (Allen, 1997).
3. Organization Corollary: Person's constructs are arranged hierarchically so as to minimize incompatibilities and inconsistencies. (Allen, 1997).
4. Dichotomy Corollary: According to this corollary, every personal construct is dichotomous, bipolar in structure. In order to derive meaning from a construct, or to establish identity of a thing, three elements are necessary: two similar and one contrasting element (Monte, 1999).
5. Choice Corollary: In view of PCP, people have alternatives to construe events in their lives. That is, people must choose which construct and which pole of construct to use if they are to make predictions about everyday events. This corollary describes how people make these choices: That is, people tend to choose the alternative that enhances their understanding of reality, or that clarifies their present construct system most (Monte, 1999).

6. Range Corollary: It is about the limits of the individuals' choices, which proposes that a construct is convenient for the anticipation of a finite range of events only (Monte, 1999).

7. Experience Corollary: This corollary proposes that a person's construct system changes in relation to its inability to predict events correctly. Those constructs, which are found to be useful to predict future events, are retained, whereas those that are not are revised or discarded (Monte, 1999).

8. Modulation Corollary: This corollary suggests that a person's construct system will change to the extent that he or she is capable of construing new events or reconstruing old events (Monte, 1999).

9. Fragmentation Corollary: A person may successfully employ a variety of construction subsystems, which are inferentially incompatible with each other (Allen, 1997).

10. Commonality Corollary: PCP emphasizes that different people may be similar in their construction of experience, and people are similar to one another to the extent that they interpret experiences in similar ways (Allen, 1997).

11. Sociality Corollary: According to this corollary, harmonious interpersonal relationships depend on people's mutual understanding of each other's construct system (Allen, 1997).

PCP had important implications in education. Firstly, in order for worthwhile learning, it is important for the activities to be personally meaningful. Secondly, people must find ways of reaching a common understanding together and live in a social world. Thirdly, all learning process becomes a shared enterprise in that teachers shape the curriculum on the basis of their belief systems, thoughts and feelings about the content of the lesson, their view of the students, and their view of the world in general, and that students interpret the curriculum in different ways (Williams & Burden, 1997).

2.4.2 Repertory Grid Technique as Research Instrument

Repertory grid technique, which Kelly created on the basis of his PCP is a method for exploring an individual's construction system. This method enables the researcher to examine the individual's world of meaning by analyzing the organization of constructs of the individual in any particular context (Pope & Keen, 1981). The important point is that with a repertory grid technique, it is possible to elicit individual's constructs and responses in response to an intended problem of inquiry without influencing him/her by means of predetermined questions as in the case of other instruments, such as interviews or questionnaires (Zuber-Skerritt, 1992). Repertory grid is best defined by Shaw (1984 cited in Zuber-Skerritt, 1992 p.59):

A repertory grid is a two-way classification of data in which events are interlaced with abstractions in such a way as to express part of a person's system of cross-references between his *personal observations* or experience of the world (elements), and his *personal classifications* or abstractions of that experience (constructs).

A repertory grid has three important concepts, including the purpose, the elements, and the constructs. To set up a grid, it is of great importance to define the purpose of the grid before construct elicitation since personal constructions on a topic cannot be elicited if the participants do not have a focus for the conversation (Pope & Denicolo, 2001). The elements, which can be either concrete or abstract entities, are used to define the area of topic. It is important that the elements should be of the same type and level of complexity, and should be relevant to the purpose of the grid. It is also important to ensure that each element is personally meaningful and significant to the people who will fill in the repertory grid form. On a repertory grid form, constructs refer to similarities and differences of elements. Each construct on the form has two poles, each of which has a meaning with respect to its opposite (Rep-Grid manual, 1993). In order to elicit personal constructs, the subject identifies a number of people in his/her life as elements and compares these elements in triads. The construct pair is formed as the subject says which of the two elements in a triad are different from the third in a constructing way (Zuber-Skerritt, 1992).

In conclusion, the findings of teacher efficacy research indicate that teacher efficacy is a very powerful construct in education. For example, teachers' efficacy beliefs have been found to affect their instructional activities (Gibson & Dembo, 1984; Hoy & Woolfolk; 1993; Bandura, 1997), their orientation and openness to try out innovations in their field (Berman et al., 1977; Stain & Wang, 1988), their attitudes towards students (Gibson & Dembo, 1984; Meijer & Foster, 1988; Melby, 1995; Poodel & Soodak, 1993), their stress level in teaching (Bandura, 1997; Brouwers & Tomic, 2000; Greenwood et al., 1990), and their commitment to teaching (Evans & Tribble, 1986; Glickman & Tamashiro, 1982). Teachers' efficacy beliefs have also been related to student achievement (Ashton & Webb, 1986; Anderson et al., 1988). Thus considering the current educational value of this powerful construct, efforts to impact changes in teacher efficacy seems necessary and valuable in moving teacher efficacy research beyond the interest of correlational designs. However, it is reported that there is very little experimental or long-term intervention design (Henson, 2001). In this respect, the primary purpose of this study is to design an intervention to improve novice teachers' efficacy beliefs since efficacy beliefs are more likely to be improved in the early years of teaching experience (Anderson et al., 1988; Tschannen-Moran et al., 1998). Furthermore, the study will employ an alternative tool, repertory grids (see 2.4.2.) to measure teacher efficacy, which has been difficult to assess (Pajares, 1996; Tschannen-Moran et al., 1998; Tschannen-Moran & Woolfolk-Hoy, 2001). In the following chapter, we will discuss our research design and methodology in detail.

CHAPTER 3

METHODOLOGY

3.0. Introduction

The aim of this study is two-fold. Firstly, it aims to prepare and implement a teacher induction program based on the four sources of efficacy information since high teacher efficacy has been related to many desired teacher characteristics and student achievement (see 2.3.2.). Secondly, the study aims to investigate the impact of this program on novice teachers' personal teaching efficacy beliefs as regards to their own constructs of effective teaching. More specifically, the study will address to the following research questions:

1. What are some of the problems that novice teachers are aware of in relation to their first year of teaching experience?
2. What program characteristics of teacher development could be implemented into the new program -Novice Teacher Efficacy Program (NTEP) in order to eliminate the problems perceived by the novice teachers in Turkish state schools?
3. Would the novice teachers' feel the positive effect of this new program in their constructs of effective teaching?
4. If so, what is the nature and content of these changes in novice teachers' constructs?
5. Would the NTEP impact the novice teachers' assessment of their own competence (Personal Teaching Efficacy)?
6. If so, what is the nature of this impact on novice teachers' personal teaching efficacy beliefs?

This study might be of value in two aspects. Firstly, it will serve as an intervention for teacher efficacy research, which has been reported as lacking in this field (Tschannen-Moran et. al., 1998; Henson, 2001). It is pointed out that most studies in teacher efficacy research, so far, have only attempted to measure efficacy beliefs of

large number of teachers at particular times in order to correlate teacher efficacy to some educational issues such as teacher characteristics and student achievement. In this sense, the study might also be of value as it will employ an alternative tool, Repertory Grids (see 2.4.2) to measure teacher efficacy in the midst of confusion to measure this powerful construct.

3.1. Researcher's Background and the Pilot Study

3.1.1. Researcher's Background

The researcher, at the time of the study, was the Staff Development Unit (SDU) coordinator at YADIM (The Foreign Languages Centre) of Çukurova University. In her first year of teaching experience at YADIM, she attended COTE (Certificate for Overseas Teachers of English), which is an early training course for practicing teachers who have relevant classroom experience with children or adults. The researcher acknowledges that she benefited a lot from COTE as a novice teacher. However, she maintains that she experienced many problems and difficulties related to classroom teaching, her own image as a teacher, and to the system at YADIM. Informal interviews with her colleagues at that time were consistent with her own concerns as a new teacher.

Drawing on her own experience as a novice teacher and her colleagues' comments, the researcher wanted to design a program specific for the novice teachers of YADIM when she was appointed as the SDU coordinator in 1998.

3.1.2. Pilot Study: Induction and Orientation Program

The researcher called the program "Induction and Orientation Program" (IOP) (see Appendix I for the syllabus of the IOP). The first year (1998) she started the program with two novice teachers, and in the following year, she applied the program to five other novice teachers with some modifications.

3.1.2.1. Aims of the Induction and Orientation Program

1. To help new teachers explore and improve their teaching by

- identifying their strengths, needs, expectations, and preferences
 - combining theory and practice
 - enabling new teachers to connect what they learn in the IOP with what they experience in their everyday teaching reality
 - raising their awareness for the need of an on-going professional development
2. To familiarize the participant teachers with the system at YADIM by introducing the responsibilities expected of them

3.1.2.2. Characteristics of the Induction and Orientation Program

1. Development-Oriented : It was ensured that the IOP was neither a prescriptive nor an evaluative program. The aim was to encourage teachers to share their personal theories and craft knowledge. The participants were valued for their contributions expressing what they have been going through and what they have attained so far. The purpose was to provide a concrete and shared basis for teachers to develop their understanding of terminology and to contrast their own perceptions and reactions with those of the other new teachers. It also enabled greater insight into teachers' classroom experience and provided concrete rather than abstract models of pedagogy.

2. Process- Oriented: The syllabus of the IOP was prepared tentatively based on the existing materials and equipment, taking into the institutional constraints. Necessary modifications were made as a result of an ongoing process evaluation of the participants. In-service teacher training courses are usually based on a transmission-based approach. However, we aimed to enrich the IOP with an alternative approach: process-oriented approach. The focus of this approach is on the process by which teacher learning takes place and the desire to enable teachers to develop their own awareness of this process, which will later influence their daily work, personal and professional development (Roberts, 1998). Process-oriented evaluation was preferred in the pilot study for the following reasons:

1. To involve participants directly in planning and shaping the course
2. To reveal participants' reactions to the activities undertaken in the course as they were experienced

3. To make participants' views explicit about how they learn.

3. Self-Directed: During the program, the participants were viewed as professionals, whose decisions were taken into consideration in the design and planning of the program. Accordingly, the program allowed the teachers to develop skills specific to their teaching context. For example, although video teaching was not included in the syllabus of the IOP, the researcher integrated it into the course components on request from the participants.

4. Collaborative: It has been acknowledged that although learning takes place within us, its validation depends on the responses from others (Roberts, 1998). Hence, we supported the program with the notion of "collaboration". Related to this notion, the researcher introduced the skills and the underlying principles of cooperative development suggested by Julian Edge (1992). Also, in order to create a non-threatening atmosphere for cooperative work, Fanselow's (1992)'s approach, contrasting conversations, was employed in the group and peer discussions. Contrasting conversations value the teachers' perspectives without being judgmental. Within such a conversation, there is an understander and a speaker. The understander tries to help the speaker clarify what s/he has in the mind by reflecting back the speaker's words in a friendly way, like a friendly mirror (Fanselow, 1992).

This type of cooperation through peer and group discussions worked well since all the participant teachers started using the same educational terminology while reflecting the realities of the profession. Besides, cooperation led each new teacher to feel that s/he was not alone by sharing the same feelings with his/her other colleagues. Finally, cooperation, by means of peer and group discussions helped the new teachers formulate their personal theories as a result of their exposure to their colleagues' perceptions and interpretations.

5. Awareness-Raising: Awareness-raising throughout IOP was promoted indirectly by encouraging the participants to exchange experiences and views with each other and by recording their course experiences in diaries. Their awareness raising was also encouraged directly by means of visualization and discussion tasks. Contrasting

perspectives of the teachers contributed to their reflection and development of thinking in spite of the possible discrepancy between their expectations and the reality.

6. Reflective : Reflection was the key concept of IOP. Reflection is defined as “making explicit some of the tacit knowledge embedded in action so that the agent (teacher) can figure out what to do differently” (Argyris, Putnam, & Smith, 1985, p.51). In this study, by means of various activities, the participants were encouraged to recall, consider, and evaluate an activity in relation to effective teaching.

The participants’ reflections were gathered both in oral (peer and whole class discussions) and written format (diaries, reflection sheets and assignments).

3.1.2.3 Data Collection Tools of the Pilot Study

At the Beginning of the IOP

- **Questionnaire:**
 1. To collect data about the educational background of the participants
 2. To elicit participants’ needs, expectations and preferences
- **Interviews:**

To help the participants clarify their comments in the questionnaire

During the IOP

- **Diary:**
 1. To encourage the participants to go over the sessions once more and to relate the content of the course to their personal theories
 2. To evaluate and make modifications before the IOP was over.
- **Written and Oral Observation Feedback**
 1. To raise teachers’ awareness of their own teaching by comparing and contrasting their own teaching with other teachers
 2. To raise their confidence in teaching

At the beginning of the academic year, observers were chosen among the teachers at YADIM on voluntary basis. Before each observation, the observers were given a

task, emphasizing such themes as the stages of a lesson, teacher talking time, error correction etc. After each observation, a reflection session was held as a whole group and at the end of the sessions the teachers were required to write reflection on their experience of observation.

At the End of the IOP

- **Rep-Grid: Repertory-Grid technique:**

1. To explore participants' constructs regarding effective teaching
2. To support the other data collection tools by relating the constructs to themes emerged from the reflection sheets

3.1.2.4. Findings of the Pilot Study

At the end of the IOP, the researcher reached to the following conclusions;

1. The importance of theory and practice was once more underlined. Even though the participants indicated that they learnt a lot about the theory of language teaching as student teachers, they agreed that learning theory as teachers was quite different.
2. Teachers developed a heightened understanding of themselves as teachers.
3. Since the key elements were sharing and exchanging ideas, group discussions and reflection sessions aroused in teachers an increased motivation towards their profession, self-confidence in themselves, and understanding attitude towards their colleagues' views.
4. Participants gained new perspectives and better understanding of their own teaching practice by being involved in reflective writing tasks.
5. Teachers learnt better when they were directly involved in the task in which they had to use their personal experience.

Drawing on the above conclusions, the researcher felt that it would be of great value if she could extend the scope of the study to the novice teachers in public schools, who comprise the majority of novice teachers in Turkey, and who have very little chance to develop themselves (Çakir, 1996).

The IOP piloted the actual program since both programs were new teacher support programs in nature. Drawing on her experience of the IOP, the researcher made the following modifications for the actual study:

1. She omitted the aim of introducing the system at YADIM since the participants in the actual study were all from different schools.
2. Drawing on the feedback by her supervisor, which implied that there was no specific theoretical framework of the IOP program, she designed the program based on self-efficacy theory (see 2.3) since the ultimate aim in the researcher's mind for an induction program was to cultivate efficacy beliefs in novice teachers. Therefore, the program in the actual study was called the Novice Teacher Efficacy Program (NTEP).
3. Although the researcher was able to evaluate the IOP program by means of diaries, and written and oral reflections during the IOP, and Rep-Grids at the end of IOP, she was unable to see the impact of the program on novice teachers. In order to do so, the researcher decided to employ Repertory Grid technique (see 2.4.2.) both at the beginning and end of the study, which could reveal the impact of the program on participant teachers

3.2. Participants

The participants of this study were four English language teachers, who were experiencing their first-post year after graduation. All the participants were from public primary schools in Adana, and its neighboring towns and villages. More information will be given about each participant teacher in Chapter 4 while presenting the results of the study.

The following procedure was in the selection of the participants for the study. Firstly, the researcher got an official permission from the Ministry of Education (Appendix II) so that she could carry out the study with the teachers in public primary schools. The permission was required both by the prospective participant teachers and their administrators because of some bureaucratic and political considerations. In addition to the official permission, the researcher obtained the full list of the newly appointed teachers who had been going through the induction program organized by the

Ministry of Education. The researcher visited the teachers involved in these induction programs. At the end of each induction session, the researcher got together with the novice English language teachers, and after giving a brief introduction of her study, she asked for volunteers.

Only seven novice teachers agreed to participate because they claimed to be overloaded at their work-place and that they had no time to participate in such a program. For about two months the researcher kept visiting these teachers in order to collect their reflection sheets. The week when our program started, three of these teachers had to drop out since they were unable to arrange their schedules to attend the sessions as required by our program. However, their comments on their experience of their first year teaching have been taken into consideration in the design of our program.

3.3. Procedure

The Novice Teacher Efficacy Program (NTEP) lasted for ten weeks in spring semester of 2001-2002 academic year. The researcher met with the participants weekly in two-hour sessions. The design and the implementation of the NTEP went through the following stages:

1. Eliciting participants' problems and difficulties in their first year of teaching experience in public primary schools by means of reflection sheets. In order to collect these reflection sheets, the researcher visited the participant in their schools every week.
2. Designing a tentative syllabus (Appendix III) to meet the needs of the participants by taking into account the findings of the recent research on novice teachers, teacher induction programs, and self-efficacy and teacher efficacy.
3. Preparing appropriate tasks and activities to accomplish the objectives of the tentative syllabus
4. Eliciting participant teachers' beliefs regarding the features of an effective teacher, and guiding the participants to rate themselves based on the elicited constructs.
5. Eliciting participants' expectations as regards to a support program for novice teachers in state schools.

6. Modifying the syllabus on basis of the participants' expectations and preparing session plans accordingly
7. Conducting the sessions adopting the characteristics of the IOP (see 3.1.2.2.), and of successful induction programs (see 2.2.3).
8. Re-eliciting participants' beliefs regarding effective teaching and guiding them to rate themselves again at the end of the NTEP in order to reveal the impact of the program on participant teachers.

In the design and implementation of the NTEP, the researcher employed four sources of efficacy information, while considering the characteristics of an effective induction program (see 2.2.3).

3.3.1. Sessions of the Novice Teacher Efficacy Program (NTEP)

The overall aim of the NTEP was to help participant teachers become more competent and effective teachers. Additionally, the program aimed at establishing the norm of professional development among the participant teachers. More specifically, the NTEP had the following aims;

1. To ease the participant teachers' transition into teaching by means of psychological support
2. To increase the participants teachers' effectiveness by helping them combine their knowledge of theory and practice
3. To help the participant teachers better understand their teaching by comparing and contrasting their own teaching to the others'
4. To establish the norm of continuous teacher learning
5. To encourage the participants take charge of their own learning
6. To establish the norm of collaboration
7. To encourage the participants to employ critical thinking in their teaching

In the following sub-sections, the aims and the procedure of each session have been explained in detail. Besides, each session has been explained from the perspective of self-efficacy theory, relating the activities and the objectives of each session to the four sources of efficacy information.

1st SESSION

Aims

1. To find out participant teachers' expectations of an induction program as novices in Turkish public primary schools
2. To find out the strategies applied by the participant teachers for their professional development and to elicit their opinion regarding the usefulness of those strategies
3. To encourage participant teachers to reflect on their successes in their own professional lifelines

Procedure

The session started with various definitions of an induction program (see 1.4), and the participants were asked to write their expectations of an induction program. The researcher avoided whole group discussion to elicit expectations as each participant might differ in terms of his/her expectations. Then, the researcher elicited the strategies currently used by the participants for their professional development. Each participant reflected on his/her own strategies individually and shared them with their colleagues. This activity provided the researcher with a general picture of the professional development opportunities in Turkish public schools. As the last activity in this session, the participants drew a professional lifeline and marked their perceived successes including their period of pre-service teacher education. Then, each participant reflected on his/her own successes within the group.

Self-Efficacy Perspective

Bandura (1986) points out that recalling past successes raises one's efficacy appraisals. Thus, marking their successes on their professional lifelines, participant teachers revealed their reflection of mastery experiences. Additionally, the activity was a source of vicarious experiences since the participants reflected on their professional successes within the group, which led them to become aware of successful performances of similar people.

2nd SESSION

Aims

1. To inform the participants about the characteristics and the requirements of the program (attending the program regularly and writing a reflection sheet after each session)
2. To clarify the meaning and importance of self-development
3. To establish and clarify the underlying principles of cooperative development: honesty, respect, and empathy (For more information on the underlying principles of cooperative development, the reader is referred to Julian Edge, 1992 Part 1 and 2)

Procedure

The session started with a brief description of the program including its requirements and characteristics, which were established taking also the participant teachers' expectations into consideration. For example, it was decided to conduct the sessions in English as was requested by the participant teachers. The session continued with Bob Marley's famous saying, "None but ourselves can free our minds". Having reflected on it in terms of teaching and self-development, we concluded the session with the following ideas:

Our development is in our own hands. As a teacher, only I can really understand what I am trying to do in class, how it works out for me, and what I learn from it. Every lesson can be a part of finding out more about teaching, about learning and about myself

(Edge, 1992 p.2)

However, the participant teachers were also reminded that self-development does not mean that teachers should work in isolation. On the contrary, it was emphasized that cooperation was the inevitable part of self-development (Edge, 1992). Following this emphasis on cooperation, the researcher employed the stamp activity (Appendix IV) in order to justify the attitudes (i.e. honesty, empathy, respect) in cooperative development. Then the whole session was spent on the underlying principles of cooperative development. The participants did not only read about these underlying principles but also applied them in activities. In all the activities, the researcher was an

active participant of the sessions, which fostered a close relationship with the participant teachers.

Self-Efficacy Perspective

The primary sources of self-efficacy information applied in this session were Verbal Persuasion, and Physiological and Emotional states. As self-development was emphasized, the participants were encouraged to overcome problems in their teaching, which can be considered as Verbal persuasion. As for Emotional and Physiological states, cooperating with other colleagues promoted positive emotions in the participants, which might, in turn, lead to self-assurance and anticipation of future success.

3rd SESSION

Aims

1. To practice the skill of attending in cooperative development (For more information, the reader is referred to Julian Edge, 1992 Part 2)
2. To encourage participants recall their successful past experiences in order to apply the skill of attending

Procedure

The session started with a quick review of the previous session; the underlying principles of cooperative development. It continued with the skill of attending in cooperative development. For this skill, it was emphasized that listening to a colleague is an active process, which requires making a colleague well-listened to without being judgmental. Then, the participants practiced the skill in an activity that encouraged them to recall their past experiences of success as novice teachers (Appendix V).

Self-Efficacy Perspective

The activities used for practicing the skill of attending can be considered as mastery experiences since it is pointed out that recalling past successes raises one's efficacy appraisals (Bandura, 1986). Additionally, the activity can be considered as vicarious experiences since seeing (listening to in our case) other similar people perform successfully can raise judgments of one's capabilities. The activity can also be considered as a source of emotional and physiological states in that cooperating with other colleagues promoted positive emotions in the participants. Although the NTEP

was formed on the basis of self-efficacy theory, we should note that self-efficacy in this program does not only refer to the individual only but to a group that decides upon goals, designs strategies, and evaluates progress collaboratively. As Vygotsky (1978) notes, learning to think occurs within a social context. Accordingly, attending, which is one of the cornerstones of collaborative work, was practiced in the program.

4th SESSION

Aims

1. To practice the skill of reflecting in cooperative development (For more information, the reader is referred to Julian Edge, 1992 Part 2)
2. To make participants aware of their own strengths in their own teaching
3. To help participants set goals for future
4. To discuss on some common tips for novice teachers

Procedure

The session started with a text (Appendix VI) on what it meant to be a teacher. The text was provided by one of the participant teachers, which can be considered as an active involvement of the participants in the design and implementation of the program. Having discussed the tips for novice teachers, the participants did an intensive reading on the skill of reflecting (Edge, 1992) in order to clarify the meaning, importance, process, and requirements of successful reflection. The participants were encouraged to practice the skill of reflecting in various activities adapted according to self-efficacy theory. In one of these activities, for example, the participants were encouraged to reflect on their teaching strengths. In another activity, they were encouraged to set professional goals for the following years and reflect on these goals (Appendix VII).

Self-Efficacy Perspective

The first activity, discussing on the meaning of being a teacher, can be considered as a source of Physiological and Emotional States. The discussion was supposed to reduce stress and tension on the participant teachers. For that reason, the participants were reminded that being a teacher is difficult and novice teachers all around the world experience stress and tension. This might also be a way to alter the interpretation of participants' stress reactions and tension (Bandura, 1986). Helping the participants set professional goals to practice the skill of reflection was a way to form a

basis for mastery experiences since it is reported that people tend to be more motivated and efficient when they work on the goals that they themselves have set (Hom & Murphy, 1983). Also, helping participants become aware of their own strengths would encourage them to take challenges in their professional life at the right level.

Reflection, one of the cornerstones of collaborative work and teacher development, was practiced in the program for the same reason as attending. Apart from that, it was practiced with the belief it is a tool to help the participants process their experiences cognitively since experiences gained through the four sources of efficacy information (mastery experiences, vicarious experiences, verbal persuasion, physiological and emotional states) cannot be inherently enlightening unless they are appraised cognitively (Bandura, 1986).

5th SESSION

Aims

1. To encourage participant teachers to share experiences as novice teachers and to reflect on the problems arising in their teaching context
2. To help participants decide on a puzzling situation to work on

Procedure

The session started with a discussion on the problems and difficulties that the participants encountered in their teaching. Because it had been quite a long time since the participants first met each other, it was thought that they would feel comfortable to talk about their problems in the group.

Following the discussion on the problems and difficulties encountered by the participant teachers in their schools, the researcher moved on to the main aim of the session. Drawing on the developmental perspective of the NTEP, the researcher explained that each participant would find a focus for possible development, then try out a new teaching activity, and thus start a new strategy in their profession. In order to help the participants find a starting point, the researcher utilized the following techniques:

- Brainstorming on the meaning and requirements of “being a teacher”
- Reflecting on interests, difficulties, or unclear situations in teaching. Related to these, the participants were asked the following questions;
 1. Is there any question that you have wanted to find an answer for a long time?
 2. What do you think some of your teaching strengths are? Which of these strengths would you like to develop?
 3. Is there any point in your teaching that puzzles you?
 4. Are you faced with any difficult situations while you are teaching? Would you like to cope with these difficulties more effectively?

After each participant teacher decided on what s/he puzzled with and uttered it in the group, his/her colleagues in the group helped the participant teacher become aware of the source of this puzzling situation. By the end of the session, the researcher collected each participant’s focus for development and his/her reason to decide in terms of these particular puzzling situations. In this session, the researcher also introduced the participants with some data collection tools, such as interviews, audio-taping, diary keeping etc. For the following session, the participants were required to observe their teaching in terms of their puzzling situations, and were asked to do mini literature review as regards to the puzzling situations.

Self-Efficacy Perspective

As was indicated before, people are influenced by their physiological and emotional states in judging their capabilities. Whereas positive emotions and feelings of relaxation signal self-assurance and anticipation of future success, stress reactions and tension are interpreted as signs of vulnerability to poor performance. It is suggested that the effects of physiological and emotional states depend on the intensity and interpretation of these feelings (Bandura, 1986). In this sense, sharing problems and difficulties as novices in state schools, it was possible for the participant teachers to reach to the conclusion that they were not the only novice experiencing these difficulties and problems, which might in turn reduce their stress reactions and tension.

Regarding the main source of efficacy information, mastery experience, (Bandura, 1986), it is widely accepted that a strong sense of self-efficacy requires experience in overcoming difficulties.

6th SESSION

Aims

1. To remind the participants the complexity of teaching and discuss the characteristics of an effective teacher
2. To reflect on their experiences related to the puzzling situations they started to work on
3. To share and exchange sources related to the puzzling situations

Procedure

The session started with a discussion on a reading text on the complexity of teaching and the characteristics of an effective teacher. In this way, it was intended to have the participants feel that teaching is a complex process requiring constant change. As the participants reflected on the experiences related to their puzzling situations, they had a better understanding of their puzzling situations, which in turn, reinforced their motivation to work on the puzzling situations. As the researcher thought that the participants might have difficulty finding relevant sources from literature, she herself brought some sources to the participants. Literature review related to the puzzling situations was particularly emphasized as the participants would draw on credible sources for changes in their teaching.

Self-Efficacy Perspective

As has already been reported, the extent to which people are affected by their emotional arousal depends much on how people interpret these feelings (Bandura, 1986). Thus, it was assumed that if the participants were reminded of the complexity of the teaching task, they would interpret the difficulties and problems as natural and inevitable consequences of teaching. Furthermore, the discussion on characteristics of an effective teacher would motivate participant teachers to undertake challenges towards mastery experiences.

7th SESSION

Aims

1. To present a report of findings and understandings derived from the puzzling situations and to exchange ideas

2. To share experiences and feelings specific to the immediate events as new teachers in public schools

Procedure

This week was critical for all the participant teachers since they were going to be assessed at their schools by the inspectors from the Ministry of Education. Thus, the session started with the participants' feelings and experiences as regards to this occurrence. Then, two of the participants, who were ready to do a mini presentation on the puzzling situations they worked on, presented a report of their findings and understandings related to their puzzles. They started the presentations with their prior knowledge on the puzzling situation, continued with the new insights they gained from literature review, and finished with their reflections on their latest experiences related to the puzzling situations. One of the participants made a presentation on vocabulary teaching and the other participant's presentation was on how to teach reading effectively. At the end of the session, the researcher informed the participants about a forthcoming seminar, and encouraged the participants to attend.

Self-Efficacy Perspective

When the participant teachers shared their experiences concerning the visits of the inspectors, they reported that the intensity of their anxiety and emotional arousal reduced. The researcher had to persuade one of the participants who had a very bad experience with the inspector that the inspector was quite unprofessional and destructive about his feedback. Thus, the researcher's reflection on the participant teachers' experiences can be considered as verbal persuasion. It should be noted that the researcher was perceived as a credible source of efficacy information since she was an experienced teacher and a teacher trainer at a higher education institution.

The presentations done by the participant teachers was supposed to have a positive impact on the presenters' self-efficacy beliefs since the findings of their own research provided feedback that could disrupt their pre-existing disbelief in their capabilities. This has been suggested as the primary way of impacting efficacy beliefs (Bandura, 1986). The presentations were thought to be a source of mastery experiences since it was possible for the presenters to believe that once they define a problem or a puzzling situation, they could overcome it working collaboratively. During the

presentations, the participant teachers compared and contrasted their successes with each other, which might possibly lead them to believe that they also have the capabilities to be successful under similar circumstances (vicarious experience).

8th SESSION

Aims

1. To present a report of findings and understandings derived from the puzzling situations and encourage the participants to exchange ideas
2. To encourage participant teachers reflect on the seminar they have attended

Procedure

At the beginning of the session, the participants reflected on the seminar they had attended. The seminar was organized by a publishing company and its aim was to enrich teachers' strategies to better activate students in the listening and speaking lessons. In their reflections at the beginning of the session, the participant teachers tried to relate the things they learned at the seminar to their teaching practice. They also reflected on their experience of attending such a professional activity.

In this session, two of the participant teachers performed their presentations. The first presentation was on using pictures in language teaching, and the second presentation was on teacher talking time. The participant teachers gave some useful ideas from literature about their puzzling situations, and reflected on how they had modified their teaching. At the end of the session, the researcher arranged a schedule to observe the participants in their classrooms. Before the observations, the researcher asked the participants if they would like to be observed on any aspects of their teaching. The participants wanted to be observed on their puzzling situations. Thus, with appropriate observation checklists, the researcher focused on the puzzling situations the participants worked on (teacher talking time, vocabulary teaching, and how to teach reading). However, one of the participants did not want to be observed as she thought it would be difficult to have students in the classroom due to the forthcoming summer holiday.

Self-Efficacy Perspective

The seminar announced in the previous session was thought to bring about positive affect on the participant teachers as they would enjoy the professional atmosphere at the seminar and would possibly view teaching more meaningful and important (physiological and emotional states). Tschannen-Moran et.al. (1998) report that professional development workshops give teachers information about the task of teaching, and provide strategies and methods that can contribute to a teacher's skills. Thus, the seminar also served as a source of verbal persuasion. The correspondence of presentations to the sources of efficacy information has already been dealt with in the discussion of the previous session.

9th SESSION

Aims

1. To raise awareness of personal theories, values and beliefs about teaching
2. To review and assess own action in class

Procedure

This session was carried out with the participants individually for the researcher thought that the participants would be more comfortable to reflect on their own action in class. The researcher described the lesson with the checklists used in the observations. As she described, she avoided being judgmental in any way. She asked the participants if they would change anything in their teaching if they were to teach the same lesson again. Although the researcher avoided giving any feedback, the participants did really want to hear the researcher's opinions about their lessons. In those cases, the researcher provided constructive feedback at the end of each individual session.

Self-Efficacy Perspective

Verbal persuasion became the primary source of efficacy information employed in this session. Specific performance feedback from the researcher was thought to be a potent source of information about how the participant teachers' skills and strategies match the demands of a particular teaching task. While giving feedback, the researcher tried to be as constructive and focused as possible, as has been suggested by Tschannen-Moran et.al. (1998). Being an experienced teacher and a teacher trainer, the researcher

was perceived as a trustworthy and credible source of efficacy information, which in turn increased the potency of the persuasion for efficacy information.

10th SESSION

Aims

1. To raise awareness of personal theories, values, and beliefs about teaching
2. To review and assess own action in class
3. To recall incidents from own teaching experiences and contrast them with those of other teachers'

Procedure

In this session, the participants watched some lesson extracts. The lesson extracts were of the novice teachers, who participated in the Induction and Orientation Program at YADIM, and whom the participant teachers perceived as successful teachers since YADIM, is a higher education institution. This was particularly important for self-efficacy theory as observing admired, credible, and similar models can have greater impact on the observer's personal teaching competence. Before the participant teachers watched lesson extract, they were given a checklist (Appendix VIII) to be used as they watch the lesson extracts. After the participants watched the extracts, they reflected on and compared it to their own teaching.

Self-Efficacy Perspective

Watching various lesson extracts was supposed to create vicarious experience for the participant teachers. When they compared themselves to the models of successful teachers, they would perceive the teaching task as manageable, and for some instances would make them believe that they also have the capabilities to be successful teachers under similar circumstances.

3.3.2. Activities used for the Four Sources of Efficacy Information

Teacher development activities utilized for the four sources of efficacy-information are shown in the table below.

Table 3.1: Activities for the Four Sources of Efficacy Information

TEACHER DEVELOPMENT ACTIVITIES USED FOR THE FOUR SOURCES OF EFFICACY INFORMATION			
MASTERY EXPERIENCES	VICARIOUS EXPERIENCES	VERBAL PERSUAUSION	PHYSIOLOGICAL AND EMOTIONAL STATES
Recalling past successes as a teacher (professional lifeline activity) Participatory teacher research	Listening to each other's past successes Listening to each other's presentation on the findings of their mini-research Watching various lesson extracts of similar and successful models, and comparing and contrasting themselves to those models	Encouraging participants for self-development (<i>Key idea: Our development is in our own hands and every lesson can be a part of finding out more about teaching, learning, and self as a teacher</i>) Making teachers aware of their own strengths by means of reflection and cooperation Researcher's comments on some experiences of the participants (<i>e.g. researcher's comments on the participant's experience with the inspectors from the Ministry of Education</i>) Attending to a seminar/workshop Constructive feedback on observations	Promoting positive emotions by means of cooperation Discussion on some common tips specific for novice teachers Sharing experiences (<i>difficulties, problems, challenges etc.</i>) as novices in public primary schools Making teachers become aware of effective teaching by means of various sources Attending a seminar /workshop

3.4. Data Collection

This study is a multiple case study, and is based on the following assumptions underlying qualitative research:

1. There are multiple realities in any given situation.
2. Interaction is required between the researcher and the participants.

3. The value-laden nature of research is explicitly recognized.
4. Research is context specific. Accordingly, the researcher tried to explore each participant teacher's context through reflection sheets.
5. Research is primarily based on inductive forms of logic, which includes categories of interest emerging from the participants.
6. The ultimate goal is to explore individual's patterns or theories, which would contribute to explain a phenomenon of interest.
7. Verifying the information with informants, or "triangulating" among different sources of information ensures accuracy.

(Mason, 1996)

3.4.1. Participant Profile Checklist

The participants were given a checklist (see Appendix IX) when they agreed to participate in the study. The checklist included questions regarding four main issues with the following underlying aims:

- | | |
|---------------------------------|--|
| <u>Personal information</u> | <ul style="list-style-type: none"> • To get to know the participants before the program started and to be able to get in touch when needed |
| <u>Educational background</u> | <ul style="list-style-type: none"> • To find out the type of schools the participants were familiar • To learn about the content and duration of the methodology courses that the participants studied as student teachers • To learn the nature, duration and intensity of the participants' practicum experience |
| <u>Current workplace</u> | <ul style="list-style-type: none"> • To find out the type of schools where the participants work • To learn participant teachers' work-load at their schools |
| <u>Their professional goals</u> | <ul style="list-style-type: none"> • To elicit participants' reasons for participating in the study • To gain some about participant's level of efficacy as it is reported that teachers with a high sense of efficacy beliefs set higher goals for themselves, and they are more committed to realize these goals (Bandura, 1986) |

3.4.2. Reflection Sheets

3.4.2.1. Reflection Sheets Collected Before the NTEP Started

The researcher collected two types of reflection sheets each serving for different aims. The first type of the reflection sheet was collected before the NTEP started. Every week, the participant teachers filled in a reflection sheet (Appendix X), asking about their perceived successes, failures and difficulties as regards to their teaching and other school-related experiences. These reflection sheets enabled the researcher to answer the first research question:

What are some of the problems that novice teachers are aware of in relation to their first year of teaching experience?

Although the researcher planned to collect these reflection sheets weekly for four months, some participant teachers did not fill them in weekly, claiming that they did not have any tangible experience to reflect on during that week. Thus, the number of reflection sheets varied for each participant teacher. In order to collect these reflection sheets, the researcher visited participants' schools weekly, which contributed to a positive relationship between the participant teachers and the researcher. Close relationship was particularly important for the present study, as it helped participant teachers feel secure to reflect on their problems and failures.

However, the researcher encountered some problems during her visits to some schools. The administrators at these schools did not feel secure as they thought the participant teachers would tell something negative about the school or the administrative staff. For example, the researcher had to meet one of the participant teachers in the administrative room. In another school, the headmaster of the school wanted to see the translation of the reflection sheet guidelines given to the participant teacher in addition to the official permission from the Ministry of Education. This might suggest that administrators at some state schools feel uncomfortable about their schools.

These reflection sheets were used to analyze beginning teacher problems and needs in public primary schools. Based on the findings, the researcher made necessary

modifications in the design of the NTEP. Also, they gave an idea about how novice teachers' efficacy beliefs could be affected by their first year of teaching in Turkish state schools since school context and the experiences as failures and successes are the factors which affect teachers' efficacy beliefs (Tschannen-Moran et.al., 1998).

3.4.2.2. Reflection Sheets Collected during the NTEP

The participants filled in a reflection sheet (Appendix XI) after each session of the NTEP. In these reflection sheets, the participant teachers reflected on the benefits of the sessions as regards to their teaching, school related issues, and efficacy beliefs. Thus, these reflection sheets served as a learning tool for the participant teachers, encouraging them to relate what they learn in the sessions with their current and previous experiences. Furthermore, they provided the researcher with the information for the process evaluation and modification of the program and gave the researcher some insights about how novice teachers' beliefs could be affected by the program. Accordingly, the data gathered through these reflection sheets were used to answer the second research question:

What program characteristics of teacher development could be implemented into the Novice Teacher Efficacy program in order to eliminate problems perceived by the novice teachers in Turkish state schools?

3.4.3. Repertory Grids

Repertory grids (see 2.4), which is an instrument based on Kelly's Personal Construct Psychology, constituted the main data of the present study. They were mainly used to answer the following research questions:

- Would the novice teachers' constructs of an effective teaching change when they participate in the NTEP? If so, what is the nature and content of these changes?
- Would the NTEP impact the novice teachers' assessment of self as regards to their own constructs of effective teaching, If so, what is the nature of this impact?

In order to answer these research questions, the researcher administered repertory grids on a personal basis both at the beginning and end of the NTEP. The researcher employed the following procedure for the use of repertory grids.

Before the elicitation sessions, the participant teachers were informed of the objective of the study, and the commitment expected from them since it is pointed out that personal constructions on a topic cannot be gathered if the participants do not know what the researcher is interested in, or do not have a focus for the conversation. (Pope & Denicolo, 2001).

Interactive conversational approach (Pope & Denicolo, 2001) was used to elicit the constructs and the elements since the aim was to gather information and to understand the views of another. Although Turkish was used during the elicitation, the repertory grids were filled in English. If the participant teachers had difficulty to express their construct in English, the researchers helped the participant teachers with the wording of the constructs. However, the researcher was very careful not to affect participant teachers in any way, taking up the following line of argument:

The art of conversational elicitation of elements and constructs is to help participants to focus their attention on those aspects of their thoughts and feelings which are relevant to the purpose, without hinting at, implying or suggesting what those ideas and feelings might be.

(Pope & Denincolo, 2001 p.69)

Although many forms and applications of repertory grids have been developed since Kelly (Pope & Denicolo, 2001), the procedure we followed in this study was based on Kelly's own approach, which requires personal elicitation of both elements and constructs.

3.4.3.1. Element Elicitation

It is maintained that each element should be representative of an individual's life experiences (Kelly, 1955). Thus, the elements in this study were the actual teachers of the participant teachers that embodied the role of an effective or less effective teacher. In order to have a shared meaning for an effective teacher, the researcher and the

participants agreed to attach the following meaning to an effective teacher, which was relevant to the theoretical framework of the NTEP: An effective teacher, in this study is a teacher who positively affects students achievement, and who believes that they can influence how well students learn, even those who may be difficult or unmotivated.

Both effective and less effective teachers were included in the element set in order to elicit participants' constructs by compare and contrast method. Regarding this it is pointed out that elements should reflect a range of possibilities, not only the discourse under consideration (Pope & Denicolo, 2001).

As we were only interested in participant teachers' constructs regarding an effective and less effective teachers, we did not want the participants to identify the elements by names. Instead, the participant teachers were asked to use metaphors or nicknames to refer to the elements coded as E1, E2 and E3 for effective teachers, T1, T2, and T3 for typical teachers and I1, I2 and I3 for ineffective teachers ranked in order of effectiveness.

3.4.3.2. Construct Elicitation

Having elicited the elements, the researcher started the process of construct elicitation. Firstly, the participants wrote each element on a separate card in order to sort through the elements for construct elicitation. Minimum Context Form or Triadic Method Approach was adopted for construct elicitation. Simply, this approach suggests a way in which two elements are similar and contrast with the third" (Kelly, 1955).

The constructs elicited in this study were observable important behaviors of the teachers included in the element set. The researcher transcribed what is said as a construct instead of having the participant teachers write down the constructs. There were mainly three reasons for this:

- To reduce the amount of tedious work on participant teachers
- To make sure that the procedure followed to fill in the grid form was accurate and appropriate
- To foster a close relationship with the participant teachers

A non-threatening atmosphere was created for construct elicitation in order to encourage the participant teachers to articulate the constructs for implicit pole. However, the researcher made every effort to refrain from offering a suitable pole, or imposing her own ideas to form new constructs.

The triad elicitation began with shuffling of the cards. Three cards, randomly selected at a time, were put in front of the interviewee, who was then asked the question “In what way two of the three teachers indicated on the cards are similar regarding the agreed meaning of an effective teacher when compared to the third?” The similarity was written at the left end pole of the scale, while the contrast was placed at the right. It was possible that the participant teachers expressed more than one construct in one triad elicitation. The triad form of elicitation continued until all the elements appeared in the elicitation, and thus all the relevant constructs were elicited.

3.4.3.3. Rating of the Elements

After construct elicitation was completed, all the elements were rated according to the extent they belonged to either pole for each construct. The elements were rated on a five-point scale, where 1 represented the closest match to the elicited pole, and 5 the closest match to the contrast pole. The rating scale allowed the participants to indicate the comparative degree to which elements match the description contained in each pole so that the poles represent boundaries on a continuum or spectrum. The researcher applied ratings after construct elicitation so as to make the process of Repertory Grid filling less complex for the participant teachers. In order to cope with the following problem encountered during ratings, the researcher utilized the following remedy:

Problem: Blanks were left while rating the elements (i.e. A construct offered by the participant teacher was not applicable to all the elements in the grids).

Remedy: The participant teachers were asked to remain the construct so that it was applicable to all the elements. If they were unable to do this, the particular construct was discarded.

(Sendan, 1995 p. 97)

3.4.3.4. Rating of Self and Ideal Teacher

Having completed construct and element elicitation, the participant teachers were asked to rate each elicited construct on their repertory grid form for self as a teacher and the ideal teacher. This was particularly important for the purpose of the study, which was to investigate the effects of the NTEP on novice teachers' efficacy beliefs.

The constructs elicited from the participant teachers served as items in teacher efficacy scales. We believed that we determined the right level of specificity by means of repertory grids, which gave the participants the opportunity to rate themselves on their own constructs of an effective teacher. The participants were not asked to rate themselves on teacher behaviors, which they did not perceive valuable, or which they were unaware of in their own teaching context. In this way, we believe that the problem of specificity emerged from many teacher efficacy scales has been eliminated.

In literature, it is suggested that the first step in developing a new instrument to measure teacher efficacy is the identification of different job skills within the teaching profession (Schwarzer, Gerdamarié, Schmitz, & Gary 1999). However, it is also maintained that teaching is context specific, which makes it difficult to create a teacher efficacy scale to be used in different contexts (Tschannen-Moran et.al., 1998). Regarding this issue, it can be said that repertory grids help the researcher identify different job skills specific to a particular teaching context by means of personal constructs.

In the use of repertory grids, participants ratings of "self as teacher" demonstrated participant teacher's Personal Teaching Efficacy (PTE) as each participant was asked to rate himself/herself with the question "How much can you do this (The teacher behavior expressed as constructs) in your teaching context?"

Tschannen-Moran et.al (1998) point out that teacher efficacy scales should reflect the importance of various teaching skills performed by an effective teacher. In this sense, we believe that repertory grids showed the importance of teaching skills as

the number of constructs varied for each teaching skill. For example, some participants created the most constructs about student-teacher relations, which may imply that a good relationship with students was perceived to be the most important teaching skill by those teachers.

Schwarzer et. al (1999) emphasize that the items in a teacher efficacy scale have to contain a barrier since there is no use in asking for self-efficacy expectancies for actions that are not difficult to perform or that might just be routine. In this study, the problems and the difficulties in the participant teachers' teaching context were considered as barriers hindering their teaching skills.

3.4.3.5. Ranking of the Constructs

Having completed their ratings for "self as teacher" and "ideal teacher", the participant teachers were asked to rank their five most important constructs: 1 standing for the most important, and 5 the least important. The data gathered from rankings demonstrated the most important teaching skills perceived by the participant teachers, which also reflects the importance of different job skills.

3.4.4. Interviews

Semi-structured interviews were conducted to investigate the participant teachers' views on the program. It specifically helped to answer the second research question to support the opinions expressed in the reflection sheets written after each session of the NTEP:

What program characteristics of teacher development could be implemented into the Novice Teacher Efficacy program in order to eliminate problems perceived by the novice teachers in Turkish state schools?

At the beginning of each interview, the researcher made a brief introduction, explaining the aim of the interview. The interviews were recorded. Also, the researcher took notes to supplement the recorded data. The interviews were conducted in Turkish, since the researcher thought that the participants would find it easier to express their

views about the NTEP in Turkish. The transcribed version of one of the interviews is given in Appendix XII.

3.5. Data Analysis

Data analysis technique of this study was mainly based on the analysis of the data obtained from the repertory grids, the reflection sheets collected before and during the NTEP, and the recordings of the interviews conducted at the end of the NTEP. The data obtained through Participant Profile Checklist was used to provide explanation for the participant teachers' experiences.

3.5.1. Analysis of the Repertory Grids

Repertory grid data gained from the participant teachers were analyzed using FOCUS and EXCHANGE analysis program of repertory grid computer program package (Rep-Grid manual, 1993). Repertory grid data were also subjected to content analysis.

3.5.1.1. Repertory Grid 2 Computer Program

Repertory grid data were analyzed by means of Rep Grid 2, an integrated set of program developed by the centre for Person-Computer Studies in Canada. As well as interactive elicitation, the program offers facilities for graphical analysis of conceptual structures in the repertory grid data by hierarchical cluster analysis using FOCUS analysis. Likewise, Rep Grid 2 program enables principal component analysis by means of PrinCom program. Another facility offered by RepGrid 2 program is EXCHANGE analysis, which displays the overlap of the agreement comparing the two grids. Thus, by means of EXCHANGE analysis, it is possible to explore the individuals' patterns of change. SOCIO analysis, another facility provided in the package, allows the researcher to compare grids, and identify some of the structural similarities between grids of various participants within the group.

3.5.1.2. Computer Analysis of the Repertory Grid Data

In the present study, FOCUS and EXCHANGE analysis were used to analyze the repertory grid data obtained from the participant teachers.

FOCUS Analysis

Each of the two repertory grid data obtained from the four participants were subjected to FOCUS analysis separately. FOCUS analysis produced clusters of similar constructs and elements. The cut-off point used in this study was 80%. Sendan (1995) explains the concept of cut-off point as the point which specifies the minimum level at which the element and construct links, that is trees should be plotted. FOCUS analysis enabled the researcher to identify the structure and content of the participants' personal constructs as well as the participants' perceptions of self in relation to their ideal teacher.

EXCHANGE Grid Analysis

The two grids obtained from the participants at the beginning and end of the NTEP were subjected to exchange analysis. Constructs and elements that fall below 80% were considered to be a structural change whereas those that have agreed upon over 80% were considered to be stable.

CONTENT Analysis

Each repertory grid data was also analyzed by content in order to explore themes that participant teachers have considered to be important in relation to effective teaching.

3.5.2. Analysis of the Interview Data

The interview data obtained from the four participant teachers at the end of the NTEP were used for the purpose of exploring participants' comments on the main characteristics and activities of the NTEP. Additionally, they were used to find out how participant teachers' personal teaching efficacy beliefs might be affected. The interview data were subjected to content analysis. One of the interviews was transcribed, and the remaining three were analyzed by listening to the recordings made and transcribing only

those parts striking for the theoretical framework of the NTEP. Different categories emerged from the content analysis of the interview data.

3.5.3. Analysis of the Reflection Sheets

The purpose of the reflection sheets collected from the participant teachers before the NTEP started was to understand participants' teaching context, and the successes, problems, and the difficulties they had. These were analyzed by content, from which different categories emerged. With the reflection sheets, which were filled in by the participant teachers after each session of the NTEP, the researcher aimed to explore participants' comments and suggestions for the NTEP, and their changing views regarding effective teaching and self as teacher. In relation to the sessions, the content of these reflection sheets was divided into categories and they were analyzed by content.



CHAPTER 4

RESULTS AND DISCUSSION

4.0. Introduction

This chapter presents the discussion of the results of the data obtained from the following:

- I. Repertory grids collected from the participant teachers
- II. Reflection sheets filled by the participant teachers before the NTEP started, and those filled by the participant teachers after each session of the NTEP
- III. Interviews conducted with the participant teachers at the end of the NTEP
- IV. Participant profile checklists

The findings have been discussed under the following three sub-sections:

- I. Participants' comments on their first year of teaching experience, including their successes, failures, problems and suggestions
- II. The effects of the NTEP on participant teachers' beliefs regarding effective teaching and personal teaching efficacy
- III. The evaluation of the program

4.1. Participants' Reflections on their First Year of Teaching Experience

4.1.1. Reflections from Participant 1

Participant 1 graduated from the English Language Department of Cukurova University in June 2001. He is a graduate of an Anatolian high school. He took methodology courses for four semesters. He did his practicum at an Anatolian high school for one semester, which was preceded by one semester of observation. During his practicum, he went to the school two days a week, and three hours a day. Currently,

he is working at a public primary school and has 30-hour teaching load weekly. Besides, for two days a week, he is on duty, which requires controlling and organizing the students during break times. In the future, he wants to do his masters degree and teach at a university. He thinks that he is obliged to fulfill this aim since he cannot imagine himself trapped in the routine and ritual of teaching in public primary schools. This clearly shows his current teaching situation is far from satisfying his expectations as a teacher.

Participant 1 provided five reflection sheets. The themes emerged from each reflection sheet have been discussed below.

Reflection Sheet 1

In his first reflection sheet, Participant 1 emphasized the considerable differences between the types of schools introduced at the university and his present school, implying a reality shock;

Before graduating from the university, people suppose that everything will be good and colorful. I also thought like this. But, unfortunately I had some problems when I started to teach in a public primary school. At the university, we were not introduced such schools and conditions as we did our practicum in an Anatolian high school. The conditions are not as our instructors showed us.

Thus, in order to prevent such a reality shock, he suggested that student teachers should be introduced to such schools at the university. In relation to this, he maintained that teacher preparation programs should take in consideration the reality of Turkish society and public primary schools. By society, the participant implied the society of his schools district, which is a suburb of Adana. This kind of society, as far as he experienced, does not consider English to be an important subject. His remarks considering the society he had to deal with also indicate a reality shock.

Reflection Sheet 2

In his second reflection sheet, participant 1 reflected mainly on the inadequate conditions at his school. As regards, he noted the following:

... in our school, there is a lack of audio-visual material. We can't have listening lessons, or we are unable to teach English with the help of visuals, such as pictures, posters, and televisions.

Another theme emerged from his second reflection sheet is related to the student profile in public primary schools, concerning their lack of motivation and inadequate educational background in language learning. As regards, he pointed out the following:

Some of the classes did not have an English language teacher before. So, students do not have an English background even they are in the eighth grade. Moreover, most of the students do not want to learn English as they do not perceive English as an important subject

He relates students' lack of motivation to their parents' low educational level:

Their parents are not educated. So, even their parents cannot see the importance of learning a foreign language

However, Participant 1 still perceives teaching as an honoring profession in spite of the adverse teaching conditions in a public school. Considering this, he noted the following:

To be useful for your country is a very honoring job. You feel very happy and important when you think from that point

Thus, despite encountering difficulties in instructional aspects, Participant 1 values his profession in a broader sense when he thinks from an educational perspective.

Reflection Sheet 3

Addressing to the very beginning of the year, Participant 1 started his third reflection sheet with the selection of the course books. He maintained that the course books were selected without taking his opinions into consideration. This may indicate that he suffers from not being respected as a professional.

Participant 1 continuous with the problems he encountered about the course book selected by the administrators:

The books are designed as if the students are ready and eager to learn English. But unfortunately, when I am teaching a tense, I also teach Turkish to the students. I especially have difficulty teaching the eighth grade students. I have not set up a plan for them yet. The book starts with the present perfect tense, and continues

with simple past, past continuous and if-clauses. But the students do not even know how to use “to be”, let alone the other tenses. So, I decided to devote the following two weeks for a quick revision. It seems really difficult to keep up with the curriculum in the time given for English lessons (4x40 min. per week)

Apart from the pace and design of the book, and the time allotted for English lessons, Participant 1 even encounters problems as regards to the lack of books:

It is also difficult to teach the book because of the fact that half of the students do not have the book. Thus, I often have to use the board or work sheets in the lessons

Reflection Sheet 4

The main theme emerged from the fourth reflection sheet was the discrepancy between the theory he studied at the university and the practice he has been experiencing at his school now. Related to this, he emphasized lesson planning,

We spent so much time preparing the lesson plans at the university, but real lessons are not so. The plans I prepare for my classes are not as I prepared them at the university. We tried to make our lesson plans as much student centered as possible by means of pair and group work activities. But in reality, student centered lessons are almost impossible. Neither the seating nor the number of students is suitable for student centered lessons

Related to the discrepancy between theory and practice, Participant 1 also discussed about maintaining discipline in the classroom, which may also indicate a collapse of his ideals:

Before I started teaching in this school, I had always thought that a teacher should be as friendly as possible with the students, and should not use punishments. But now, I think this age group (primary schools students) are not old enough to tolerate such flexibility

Reflection Sheet 5

In his last reflection sheet, Participant 1 emphasized the discrepancy between the theory and practice once more, which may indicate collapse of ideals in his teaching style as well:

When I was at the university, I used to think that I was going to teach English in the target language by means of audio-visual aids. But it is not that easy in reality. The students are not ready for such instruction due to their inadequate background not only in the target language but also in their native language. Then, how can we expect them to express themselves in the target language? Before I started teaching

in this school, I had also dreamed of having students acquire the language instead of having the students memorize it. But, once you start teaching in public primary schools, you get involved in the system so much that you give students rules and make them memorize those. This is because the students look so confused when you try to teach by means of the target language. After a while this makes you think that what you are trying to do is meaningless. Finally, you give up trying.

Another point that Participant 1 deals with in his last reflection sheet was the atmosphere at his school, including the lack of cooperation and support among teachers:

As a new teacher I sometimes feel the need to share experiences with colleagues. But, I hardly have that chance because of their heavy teaching load and lack of enthusiasm in teaching. ... I really do not know how I am doing as a teacher, but I think I am on the right way.

4.1.2. Reflections from Participant 2

Participant 2 is a graduate of a private college. In June 2001, she graduated from the English Language Teaching Department of Çukurova University. She experienced her practicum in a super high school where students study English intensively for a year as in Anatolian high schools. She visited her practicum school for ten weeks, and she taught 2-4 hours each week. The practicum was preceded by an observation period of one semester. Currently, she has about 30 hours of teaching load besides weekly duties. Within two years she wants to improve herself as an English language teacher and as a second language speaker. As for achieving these aims, she suggested the following:

I think I can be better in teaching English if I continue to be a teacher in a public primary school. But I do not think that I will have the chance to improve my English because each year and each class I will be teaching the same things. This will affect my command of English badly.

This implies that she believes teaching in state schools is a good practice and experience for English language teachers whereas it deteriorates their level of English. Participant 2 provided four reflection sheets. The themes emerged from each reflection sheet are discussed below.

Reflection Sheet 1

In her first reflection sheet, Participant 2 discussed mainly the administrative issues at school, which indicates that she was having difficulty fitting in the sociological system at school:

It is difficult for me to say that I am happy at my present school. Most of the problems I encounter are related to administrative issues rather than the educational or instructional ones. It is really very difficult for me to decide what I have to do or what I mustn't do.

She also expressed her concerns about the attitudes of other teachers at her school. As regards, she noted the following:

Since I started teaching in a state school, I have realized that strange relations are going around in a school. Other teachers' lack of motivation and enthusiasm really make me bored

Although she indicated that she felt happy teaching in the classroom, her remarks imply that she was concerned about her future in this profession. Considering this, she pointed out the following:

It is really difficult and boring to work in state schools. The only place where I laugh and feel comfortable is the classroom. In this sense, I feel myself happy. At present, I am happy to be in the classroom at this school. But, I don't know if I will feel the same at the end of this year. Teaching "What is your name?" and "How are you?" for years may make me burned-out, and I may forget what I know as a teacher.

Another theme emerged from her first reflection sheet concerns the student profile at her school:

When I think of my students and the environment they live in, trying to teach English to these students sounds really funny. They do not have any need or motivation

Considering the student profile she added that she sometimes felt hopeless about the students. However, she emphasized that she would never give up trying, which may imply a high sense of efficacy.

Sometimes, I really feel hopeless. But, of course this does not make me indifferent to the situation or the students. However, it is really very difficult to teach these students without making them bored. I really get exhausted in order to achieve this.

At the end of her first reflection sheet, Participant 2 addressed to another problem related to the lack of feedback. Regarding this, she maintained the following:

It is really difficult and exhausting to teach without any feedback on my strengths and weaknesses in teaching. Sometimes you feel yourself lost as a teacher. I hope I start to get some feedback about my teaching in the near future.

Reflection Sheet 2

The main theme that emerged from the second reflection sheet was related to the heavy workload. She emphasized that she was much heavier than she had expected:

This week, as all the other weeks, was very tiring for me. I find the lessons really tiring maybe because of the fact that I am a novice teacher. It is really difficult for me to teach in each classroom with the same performance. I am quite energetic in the morning lessons. But, I have very little energy left for the afternoon lessons. I should confess that I am much busier than I had thought to be in my first year of teaching.

In her second reflection sheet, Participant 2 also mentioned about the non-instructional matters, which she found rather boring and tiring:

During this week, I had to carry out some formal works, which I found very boring. There are a lot of documents and files, which I have to work on. All these non-instructional works are much boring and difficult than teaching and preparing lesson plans.

Apart from the difficulties and problems she encountered, Participant 2 discussed a classroom issue in which she perceived herself very successful as a teacher:

This week, we played games in some classrooms. My aim for doing this was to help the students express themselves while entertaining them during the lessons. I suppose I have achieved this.

Her statements above may indicate that she feels happy when she tries something new and observes that it works. Thus, we suggest that new teachers may be encouraged to try out new things in the classroom in order to keep their enthusiasm in teaching alive.

Reflection Sheet 3

Participant 2 started her third reflection sheet with a diagnosis related to students' needs and problems. That is, the students are not at the expected level in English. She described her way of tackling this problem as follows:

It is rather difficult to teach much grammar to these students, as they are not at the level, which they are supposed to be at. Therefore, I keep the presentation parts as short as possible and spend more time on practice and activities. In this way, the students are less bored during the lessons.

In this reflection sheet, Participant 2 also discussed about a piece of important news for the English lessons, which was about setting up a language classroom at the school. Regarding this issue, however, she maintained that she was disadvantaged as a novice teacher:

An important event that took place in this week was about setting up a language classroom at school. In spite of my insistent requests for another classroom, the headmaster allocated the smallest and the coldest room to the language classroom. This made me think that I was not adequately respected as a teacher, especially when compared to the more experienced teachers at school.

Elaborating on the inappropriate conditions of the room allocated to the language classroom, she expressed another concern, which was about producing materials for the new language classroom to be set up:

I have to prepare transparencies for the Over Head Projector myself as there are no such materials to be used at present. But, I have 28 hours teaching load, and I hardly have time to produce such materials. I really do not know what to do.

Following her concerns, she mentioned about the boring teaching routine in public primary schools once more. However, she also mentioned an issue, which she is currently happy with:

Lastly, I should say that teachers do not come across many important things while teaching in public primary schools. The things they experience are all formal and administrative, which are very tiring and boring as I have already maintained. However, I should say that I am really very happy to teach the sixth grade students. When I am with the sixth grade students, I have the chance to apply at least some of the things I have learnt in methodology courses as they start learning English with me.

Her remarks about the sixth grade students may suggest that a novice teacher prefers to teach students who have just started learning English to the ones who are supposed to have some background in English.

Reflection Sheet 4

As in her other reflection sheets, also in her fourth reflection sheet, Participant 2 emphasized the teaching routine which offers no challenges. This time she noted the following:

During this week, I didn't experience any different things. In my opinion, there is not much to experience in public primary schools. I have completed another routine week during which I had usual conversations.

She continued with a perceived success related to an individual student. Concerning this success, she stated the following:

The best thing during this week was about one of my students who was rather lazy and naughty. I tried to give him responsibilities during the lessons such as writing on the board, checking the homework. I can say that it really worked well. I feel that we are much closer with this student. When he felt himself important during the lessons, he consequently became more interested in the lessons. Handling with this student turned out to be much easier than I had anticipated.

This theme is striking in that she started addressing to individual student problems and became aware of the fact that some problems might not be as difficult to tackle as she assumed. However, her success on this issue overwhelmed her since she had many students who needed such special attention. Relatedly, she maintained the following:

I know that I have got a lot of students who need such special attention. Unfortunately, I have neither sufficient time nor sufficient energy to deal with all of them. And this makes me feel really bad.

In her fourth reflection sheet, Participant 2 emphasized her heavy teaching load once more, relating it to material production and adaptation:

This week I devoted some of my time to language games. I wish I had fewer classrooms so that I could prepare or adapt more games. Finding games relevant to the topic and structure or adapting the existing ones really takes a lot of time.

The last theme that emerged from this reflection sheet was related to the atmosphere and the other teachers at school. She was really disappointed about her colleagues who were unfriendly and unenthusiastic. Concerning this issue, she stated the following:

Everything is the same at school. The teachers are boring and unfriendly. I hope they change in time. The teachers' room, the teachers, the administrators ... they all make me bored. In order to cope with all these, I try to enjoy in the classrooms.

4.1.3. Reflections from Participant 3

Participant 3 is a graduate of a private college. She graduated from 9 Eylül University in June 2001. She studied methodology for four semesters and she did her practicum at an Anatolian high school for four semesters. At present, she is teaching in a public primary school in a village near Adana. She has about 30 hours of teaching to 11 classes in a week. In addition to her teaching load, she has weekly duties requiring the organization and control of the students during break times. Additionally, she has some responsibilities in some school activities such as important day celebrations and leisure activities for students. In the future, she wants to have an MA degree and work in a private college. She thinks she will be able to accomplish these goals, since these are her ideals in life. Her commitment to achieve her aims may indicate a high level of efficacy. Participant 3 provided four reflection sheets. Followings are the themes emerged from each reflection sheet.

Reflection Sheet 1

In her first reflection sheet, Participant 1 expressed a reality shock related to school conditions and student profile. Considering this reality shock, she maintained the following:

Throughout my university education I have been taught to teach English to students who are eager to learn it and I have been told that it would never be too difficult.

After graduating, I began to work at a government school in a village and in the first day of my professional life I was deeply disappointed. The first shock was the state of my school. It was so primitive that I couldn't even imagine myself there, but that was the truth, I was to work there.

I had studied at a private college before university, and up to the day I started working in this school, I had never seen the inside of a normal government school. I had no idea about how the students studied there. Things were easy for me before I started working in this school. I had always thought that all the students had the same chances, and life was not difficult. But, when I saw their poverty, and when I realized that they are unaware of the happenings in the world, I grew mature.

When I first stepped into the garden of the school, I saw students who did not have shoes, who did not have appropriate clothes for the school.

As can be understood from her comments, Participant 3 attributes her reality shock to the “utopianism” (Roberts, 1998) of her university education, and her own educational background. As for the effects of this reality shock she shows a sense of personal development, claiming that she has grown mature.

Reflection Sheet 2

The main theme emerged from the second reflection sheet was her unhappiness about the society and the student parents she had to deal with in the school district. As regards this issue, she stated the following:

Most of the problems at the beginning were psychological. I thought that it was unfair to live in better conditions than those people do. I was even ashamed of earning money. But when I realized that poverty was their own choice I felt better and quitted pitying them. The villagers were not poor in fact. They wanted to be regarded as poor in order not to spend money for their children's education

Following the profile of the society, she mentioned about how that society perceived education and educated people. Considering this perception, she maintained the following:

Getting educated is regarded as a shame in this society. They send their children to schools just for the sake of the laws. Most of the students do not want to have education, assuming it as a loss of time and money. If one intends to say them they are wrong, he/she is regarded as illogical. The villagers perceive us as sinners because of our knowing more than them. They do not respect us; rather they look down upon us. Such are the people in the village where I work.

As her comments above indicate, Participant 3 suffered from a lack of respect in terms of both personal and professional issues.

Reflection Sheet 3

In her second reflection sheet, having expressed a reality shock related to the conditions of the school and the society in the school district, Participant 3 moves on to classroom issues. She discussed a problem related to materials as in the following:

One of the biggest problems I felt this week was the lack of materials. There are no materials at the school, and most of the students do not even have pencils or notebooks, let alone the course books. When I realized this, I didn't know what to do and how to teach without the assistance of any materials. I bought most of them pencils and notebooks and I gave up the hope of making them buy English books. Now the only material in the class is me! All the students have to learn by my struggling to teach them another language.

Drawing on these problems, she admitted that she felt hopeless as a teacher. Concerning this, she pointed out the following:

... my struggling to teach is not the answer to the students' success. They do not want to learn so they do not study. Sometimes, I feel that I am trying in vain. I feel pity for the time I spend to teach a little bit of English to these students.

Still, she is aware that there are some students who are worth trying and this awareness makes her enthusiastic about teaching. Concerning this she stated the following:

... when I think thoroughly, I decide not to give up. I know that there are few students who do want to learn something and I will not give up trying just for their sake.

Reflection Sheet 4

The first theme emerged from her last reflection sheet is again related to the teaching routine in a state school, which she found rather boring and unchallenging. As regards, she maintained the following:

This week, as in many other weeks, I did not experience anything important. It was a usual routine week. Everything was the same. I think in public schools, it is unlikely to come across any challenges. I am still trying (struggling) to give something to these students.

A striking theme emerged from this reflection sheet is that Participant 3 shifted the emphasis in her teaching from instructional to educational aspects. In this way, she maintained that she felt herself more beneficial to her students. As regards, she stated that:

I have almost given up trying to teach them English. Instead, I am trying to motivate them to come to school and to learn new things. And I am trying to teach them to use Turkish appropriately. Most of my students still talk with their village accent, which is even difficult for me to understand it. They do not know how to address to a teacher. They call me "sen". So I try to teach them how to speak politely in their own language. They cannot express themselves even in their own language. I think this is because of the pressure they feel in their families. I try to create situations and I let them express their opinions freely, of course not in English but in their own language. In this way, I believe they will also become more motivated to learn English as well. I can say it has already started working well. I feel that we are much closer with the students.

Lastly, Participant 3 mentioned about the teacher profile at her school, whom she found rather burned-out. Concerning these teachers, she maintained that:

I am really bored. The conversation taking place in the teachers' room are almost the same and far from being professional. The situation in the teachers' room is more like an informal gathering of uneducated people. The most common things that they talk about are the magazine, meals, or the salaries. I have almost no chance to have a talk on teaching, let alone a conversation on language teaching

4.1.4. Reflections from Participant 4

Participant 4 is also a graduate of an Anatolian high school. She graduated from the English Language Department of Atatürk University in June 2001. She was given methodology courses for four semesters. She did her practicum for two semesters in a public primary school in Erzurum. During the first term of their practicum, she observed the teachers at school. Then, in the second term of her practicum she actively and frequently taught in the classrooms. At the time of the study, she was working in a public primary school in Payas, Hatay. She had 28 hours of teaching load to nine different classes, including 6th, 7th, and 8th grades. In the future she wants to do her MA and teach in a military school. When Participant 4 agreed to participate in the study, it had already been two and a half months since the researcher started collecting reflection sheets. Thus, Participant 4 could only provide three reflection sheets, in the first of which she reflected on her first three months of her teaching experience.

Reflection Sheet 1

In her first reflection sheet, Participant 4 addressed to many issues as she considered the first two and a half months of her teaching experience. The first of these issues was related to the image of a novice teacher perceived by the students. As regards, she stated the following:

Students know that this was the first year of my teaching experience, so that they (most of them) wanted to prepare some bad situations only to make me cry.

Following this issue, she explained the survival strategy that she used to tackle it:

I explained them this was not my first job; the first one was more difficult than they wanted to show me. Since then, they have been more sympathetic to me.

Another problem mentioned in her first reflection sheet was about her students' learning style, which she did not approve. In addition, she discussed about the strategy she utilized in order to handle the situation. Relatedly, she noted the following:

Students translate whatever they hear in English to Turkish. This is very difficult for me. Since I started, I have been trying to make them understand that English is different and Turkish is different. Then I ask them whether we are translators or not. When they say we are not, I tell them that that's why we do not have to translate. I also try to have dialogues in English whether they are about the lesson or not.

Lastly, participant 4 dealt with a problem she encountered about assessing the students, which might be linked to the discrepancy between her ideals and the established norms at the school. As regards she stated the following:

Students are used to get more points than they deserved. I only give what they get so they are a little bit surprised because of the bad marks they get.

However, Participant 4 still perceived all these problems unimportant and maintained that she was content with her present students and school:

In my opinion, these problems are not very important. In general I am happy with my school and students, and I am aware that every problem has its solution.

She emphasized that every problem has a solution, which may indicate her high level of efficacy.

Reflection Sheet 2

In the second reflection sheet, Participant 4 pointed out her future plans about the school she was working at, which may imply her enthusiasm in teaching:

I am planning to do some useful things for my students. For example, I want to prepare English plays with them. In this way, I believe they will have a chance to use and show their "English" to the others or I can give them some extra English courses so as to help them understand English better. I am going to motivate them to keep a diary in English, which will help them understand the importance of using a dictionary to make up their own sentences.

However, she was rather disappointed at the feedback she got from the other teachers at school. As regards that, she noted the following:

Although the administrators encourage me to take action steps for my future plans, some of the teachers at school tell me that the government will not pay extra money for these and that it is impossible to do something good with these students.

The feedback that Participant 4 got about her future plans implies that the other teachers have a low sense of general teaching efficacy.

Reflection Sheet 3

Although Participant 4 expressed a great sense of enthusiasm in her first two reflection sheets, she mainly discussed about the problems and difficulties in this reflection sheet. The first of these problems is related to maintaining discipline in the classroom;

I sometimes feel inadequate to maintain discipline in the classroom. Before I started teaching in this school, I had thought that I could get through even the most difficult students. However, it is not that easy in practice. I am also impatient with individual disruptive students. I cannot help yelling at them at times. Because of this, I sometimes think that I will not make a good teacher in the future.

Her comments on overcoming this difficulty are quite interesting in that she implied that she did not need any outsider help. As regards she maintained the following:

What I need about this problem is to expand my patience and tolerance. And I think this is not something to be studied or learnt. This is something that will come in time and by experience.

Another issue that Participant 4 dealt with in her last reflection sheet was concerned with the parents she had to deal with, and who came from different educational backgrounds. Relatedly, she noted the following:

Except for few parents, most parents are not interested in their children. Most of them hardly ever come to school to inquire about their children. They do not even attend to the regular teachers-parents meetings. Some of them come to school just before the holidays, which is I think too late to cooperate with them for their children's success. I think only few parents constitute good models for their children. And, this explains why children are unable to express themselves even in their native language.

At the end of her reflection sheet, Participant 4 expressed her concerns about the lack of support from other teachers at school, and teaching to these low-grade students:

The English that I teach to these students is basic English. It has been quite a long time since I last needed to use more advanced English. There are no such occasions. The school administrators really encourage me when I try to do something new. I am lucky in that sense. But, this is not enough. I need to exchange ideas with teachers in my field. But, there is only one other English language teacher at school and she is reluctant to collaborate.

4.1.5. Summary of the Participants' Reflections

In the reflection sheets, the participants were asked to reflect on the difficulties, problems and successes in their first year of teaching experience. However, they reflected mostly on their problems and difficulties. Table 4.1 presents the content and frequency of the main problems/difficulties emerged from the reflection sheets in the order from most frequent to the least frequent ones. In the following sub-sections, each theme will be discussed in detail.

Table 4.1: Problems and Difficulties Faced by Novice Teachers in Public Primary Schools

Problems / Difficulties	Participant 1	Participant 2	Participant 3	Participant 4
Problems related to the unprofessional atmosphere at school: - Teachers with no enthusiasm - Teachers reluctant to help and support each other - Lack of feedback on developing skills - Lack of challenges - Teachers with discouraging attitude - Lack of professional activities	X X X	X X X	X X X	X X X X
Problems related to students: - Lack of motivation and need - Inadequate level of English to learn English - Cultural background - Inaccurate approaches to learn English - Socio-economic status	X X X	X X	X X X	X
Problems related to parents: - Low educational and cultural background - Undervaluing English - Undervaluing Education - Lack of interest in their children	X X		X X X	X X
Problems related to classroom issues: - Maintaining discipline - Organization of class work according to the course book and the curriculum - Coping with individual student needs - Assessment strategies	X X	X X		X X
Problems related to school and teaching conditions: - Inappropriate physical conditions - Heavy teaching load - Inadequate teaching materials and supplies - Non-instructional work	X X	X X	X	
Problems related to administrators: - Not being perceived as professionals - Little or no support to fit into sociological system at school	X	X X		

4.1.5.1. Problems Related to the Atmosphere at School

The most common problem encountered by the novice teachers in public primary schools was related to the unprofessional atmosphere. The problem was particularly linked to the teacher profile at these schools. That is, all of the participant teachers were disappointed to see colleagues with no enthusiasm in teaching. Besides, three participants pointed out that the teachers at their own schools were reluctant to help and support each other. Let alone being helpful and encouraging, these teachers at these schools were even observed to be discouraging novices to try out new strategies.

In addition to the problems related to the unprofessional atmosphere resulting from the teacher profile at these schools, all participant teachers complained about the lack of feedback on their developing skills. This problem might also be linked to the teachers at these schools who have no enthusiasm and willingness to cooperate. As regards the lack of feedback, the participant teachers indicated that they did not know whether they were doing good or bad at teaching, and they were desperately in need of feedback from other teachers.

Another problem as regards to the unprofessional atmosphere in these schools was explained in terms of teaching routine. Although stated explicitly only by two of the participant teachers, their reflections on the first year of teaching experience all indicated that teaching at these schools was far from offering challenges, which was attributed to students' low level of educational background. Thus, all participant teachers were worried that they would forget the issues related to teaching since they were unable to apply virtually any of the skills they learnt at the university. They were particularly worried about their level of English for they have no opportunity to speak English in and out of the classroom.

Lack of professional activities like seminars or workshops was mentioned as the last issue related to the unprofessional atmosphere at public primary schools. In fact, by activities, it was also meant the ones taking place in their region that they might be unaware of.

Drawing on the above-mentioned problems, it can be concluded that there is a “sink-or-swim” (Lortie, 1975) attitude towards novice teachers in public primary schools. What is more, the colleagues with little or no enthusiasm, and the teaching routine with no challenges and professional activities were even pulling the teachers down into the whirlpool. Thus, we assume that our Novice Teacher Induction Program could form a platform for these novice teachers by providing the professional and cooperative atmosphere.

4.1.5.2. Problems Related to Students

In the literature, there are more studies related to inexperienced teachers who have difficulty adapting to students’ needs and abilities (Fox & Singletary, 1986). However, the situation is observed to be even worse and more difficult for the novice teachers in Turkish public primary schools. These teachers were disappointed to have students with no need and motivation to learn English. Furthermore, the students at these schools were not at the expected level of knowledge both in English and in other subjects, which made it even more difficult to teach English. The participant teachers indicated that they had to deal with issues such as the functions of Turkish grammar and how to speak to a teacher, which did not have any direct relation to teaching English. Let alone the adequate educational background, motivation and need to learn English, the students did not have books, notebooks, pens or even shoes. Actually, the participant teachers were overwhelmed by the socio-economic status of their students, which was also the most important cause of their reality shock.

4.1.5.3. Problems Related to Parents

The problem related to parents has also been reported in the literature concerning beginning teachers. For example, Veenman (1984), who did a comprehensive review of beginning teacher problems, indicated relationship with parents as one of the eight most frequently encountered problem perceived by new teachers. According to Veenman’s study, the problem was that the parents had high expectations of their children and that they were doubtful whether beginning teachers

were equipped with adequate knowledge and skills to live up to their expectations. Thus, the beginning teachers in those countries were overwhelmed to prove themselves as adequate in skills and knowledge.

However, the nature of this problem in Turkey is quite different, and might only be specific to our own country. According to the educational policy in Turkey, virtually all novice teachers are appointed to public primary schools in the less developed areas such as villages, suburbs, or towns. The people in these areas are from low educational and cultural background and usually perceive not only English but also education as unimportant. Consequently, the parents were observed to be undervaluing education and accordingly they were not interested in their children's education. Hence, the problem in Turkey is in fact the lack of relationship between parents and teachers. Growing up in such families, students' lack of interest in English and education can also be attributed to the parents' profile in these schools.

4.1.5.4. Problems Related to Classroom Issues

Problems related to classroom issues such as maintaining discipline, dealing with individual students, assessing students' work, and organization of class work are reported to be among the most common problems identified in literature on beginning teachers and the first year of teaching experience. (Veenman, 1984). Although these problems were consistent with the ones encountered by the participant teachers in this study, they seemed to be rather limited in their frequency and range. We assume that this would not mean that these teachers did not experience these problems. Rather, we believe that these teachers were so busy and concerned about other issues such as schools conditions, student profile and the atmosphere at school that they were unable to reach to the point of classroom issues and had to overlook them in their reflection sheets.

4.1.5.5. Problems Related to School and Teaching Conditions

It is argued that teaching is one of the few careers in which the least experienced members face the greatest challenges and most responsibilities (Zepeda & Mayers, 2001). However, it should be noted that the challenges faced by the beginning teachers in the present study were far from being related to teaching issues. That is, as has already been mentioned, most beginning teachers in Turkey start their teaching journeys in schools with the most undesired conditions ranging from the inadequacy of teaching materials to the lack of basic physical conditions such as classrooms with broken windows or schools in villages with no transportation. In addition to these undesired conditions, beginning teachers in Turkey, as in other countries, are given the same instructional and non-instructional responsibilities on the first day of teaching experience. Accordingly, it can be concluded that the job of beginning teachers in Turkish public primary schools are far more difficult than that of experienced teachers since these beginning teachers do not only deal with heavy instructional and non-instructional responsibilities without any guidance or support but also have to cope with schools conditions which might be difficult to imagine without visiting those schools.

4.1.5.6 Problems Related to Administrators

In the literature, it is pointed out that principals only rarely provide beginning teachers with direct or close supervision (Zeichner & Tabachnick, 1985). However, we cannot say that this problem has found a remarkable consistency in our study since not all participants mentioned much about the administrators. Only one out of four participants mentioned about this problem indicating that she got little or no support from her principals. Two of the participants, on the other hand, were disappointed not to have been perceived as professionals and one of the participants did not mention any issues related to their principals. One of the participants, on the other hand, indicated that she felt happy to have had principals who encouraged her for innovations. Thus, we think that the problems related to administrators depend, to a large extent, on the personality of the principals in these schools. However, we can infer that there is not an established system for the principals to supervise beginning teachers in Turkish public primary schools.

4.2. The Content and Structure of Personal Theories

In this section, we present each participant teacher's personal theories pertaining to the features of an effective teacher. In each case, we first demonstrate the content and structure of each participant teachers constructs. Then, we present the element links (i.e., teacher's categorization of Effective, Typical, and Ineffective teachers who are well known to the participant teachers). Finally, we demonstrate and interpret the significant changes observed in the content and structure of each participant teacher's personal constructs and element links after attending to the NTEP. Drawing on the theoretical framework of the study, we will put special emphasis on how the participant teachers' ratings of self changed when they participated in the NTEP. We will utilize the data obtained from the follow-up interviews in order to support our grid findings. While reporting the findings, we use *italics* to refer to participant teachers' exact wording of their own personal constructs.

4.2.1. Participant 1

4.2.1.1 . The Content and Structure of Participant 1's Personal Theories at the Beginning of the NTEP

Participant 1's grid data consists of 11 constructs and 11 elements. His FOCUSed grid shown in Figure 4.1 demonstrates the construct and element trees drawn at 80% cut-off point.

- **Construct Links**

The FOCUS analysis of Participant 1's grid produced two main clusters and two isolated constructs (see Figure 4.1). When we look at the top of the grid, we see that he associates *motivated respect* (C11) very highly (95.5% match level) with *relates the lesson to real life by exemplification* (C6). During the follow-up interview, Participant 1 commented on the meaning he attached to the construct "motivated respect" (6) as in the following:

I believe a teacher cannot make students respect to them by force or by threatening. Even if he does, that is not very effective and hinders learning and teaching. In my opinion, a teacher can only motivate his/her students to respect to him/her with his knowledge, effort and personality.

Thus, according to Participant 1, an effective teacher can motivate his/her students if s/he has the qualities he mentioned in the above extract and is able to relate the lesson to real life.

FOCUS: Participant 1. focus 1.

Elements:11, Constructs:11, Range:1 to 5, Context: effective teacher

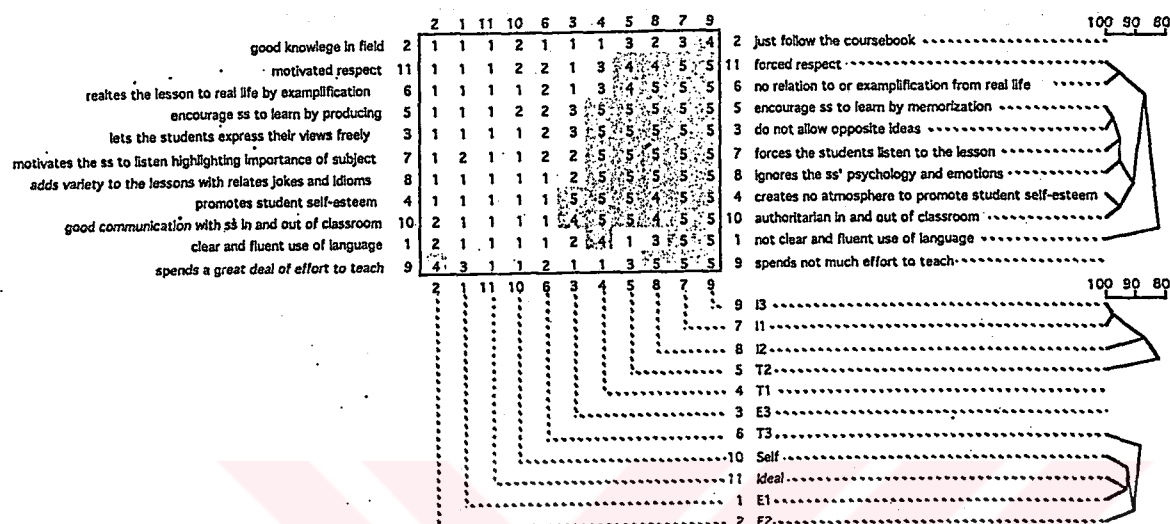


Figure 4.1 Participant 1's FOCUSED Grid at the Beginning of the NTEP.

In the larger cluster towards the bottom of the grid, we see two sub-clusters linked to each other at 90.9 percent match level. In the first sub-cluster, we see that the constructs *encourage students to learn by producing* (C5), *let the students express their views freely* (C3), *motivates the students to listen highlighting importance of subject* (C7), and *adds variety to the lesson with related jokes and idioms* (C8) form a very tight cluster at 95.5 percent match level. Construct 3 was also cited as the first most important construct in his grid. Participant 1 seems to construe that teachers who let their students express their views freely, and who adds variety to the lesson with related jokes and idioms may also motivate the students to listen and to learn by producing. Within the same cluster, the constructs *promotes students self esteem* (C4) and *good communication with students in and out of classroom* (C10) are associated at the level of 95.5%. Therefore, Participant 1 seems to think that if a teacher is authoritarian in and out of the classroom, he cannot create an atmosphere to promote student self-esteem. In fact, these two constructs were two of his most important five constructs. Regarding the

importance given to these constructs, Participant 1 expressed the following in his follow-up interview:

Actually, our primary aim in education should be rearing confident children because when children believe in themselves they are more likely to be successful. And, one of the best ways to promote self-esteem in the students is to have a close relationship with them. If the teachers always remind their students that they are the teacher, I mean the boss, the students may not feel confident to express themselves.

At 82.4% match level, these two clusters are subordinated by construct *clear and fluent use of language* (C1) (see Figure 4.1). Actually, having a clear and fluent use of language was rank ordered as the fourth most important feature of an effective teacher. Drawing on the above associations made, we may assume that Participant 1 thinks that having a clear and fluent use of language is a prerequisite for effective teacher characteristics.

▪ *Element Links*

The FOCUS analysis in Participant 1's grid at the beginning of the NTEP (see Figure 4.1) does not seem orderly since different types of teachers, particularly typical and effective teachers groups, do not form clearly separate clusters. In the first cluster at the top of the grid, we see that the elements I1 and I3 are associated at 97.7% match levels. I2 is also linked to I1 at the level of 86%. At a lower match level (81.8%), T2 is construed similarly with I2. Considering the fact that these teachers were supposed to be in order of effectiveness (i.e. from E1- the most effective teacher- to I3-the worst teacher-) we may suggest that Participant 1 does not have a clear cut-distinction between the groups of ineffective and typical teachers.

The second main element cluster at the bottom of the grid contains two effective teachers (E1 and E2), self as teacher, his ideal teacher, and a typical teacher (T1) (see Figure 4.1). The most related elements of this cluster are E1, self as teacher, and his ideal teacher at 93.2% match level. Thus, Participant 1 seems to think that he possesses most of the features of effective teachers and his ideal teacher. When we go through his rating scale, we see that he needs to be a little bit better only in encouraging students to learn by producing (C5), and motivated respect (C2), the latter being one of his most important constructs as regards to an effective teacher. Within the same cluster, E1 also has a direct link with E2 at the match level of 90.9%. Moreover, T2 is also construed

similarly with E1 and self as teacher (88.6 percent match level), her ideal teacher (86 percent level), and E2 (80 percent level). Drawing on these associations, we assume that Participant 1 thinks T2 also has some qualities of effective teachers and his ideal teacher, and thus similar to his self as teacher.

4.2.1.2. The Content and Structure of Participant 1's Personal Theories at the End of the NTEP

Participant 1's grid data at the end of the NTEP consists of 14 constructs and eleven elements. His FOCUSED grid shown in Figure 4.2 reveals the construct and element trees drawn at 80% cut-off point.

FOCUS: Participant 1, focus 2.

Elements:11, Constructs:13, Range:1 to 5, Context: effective teacher

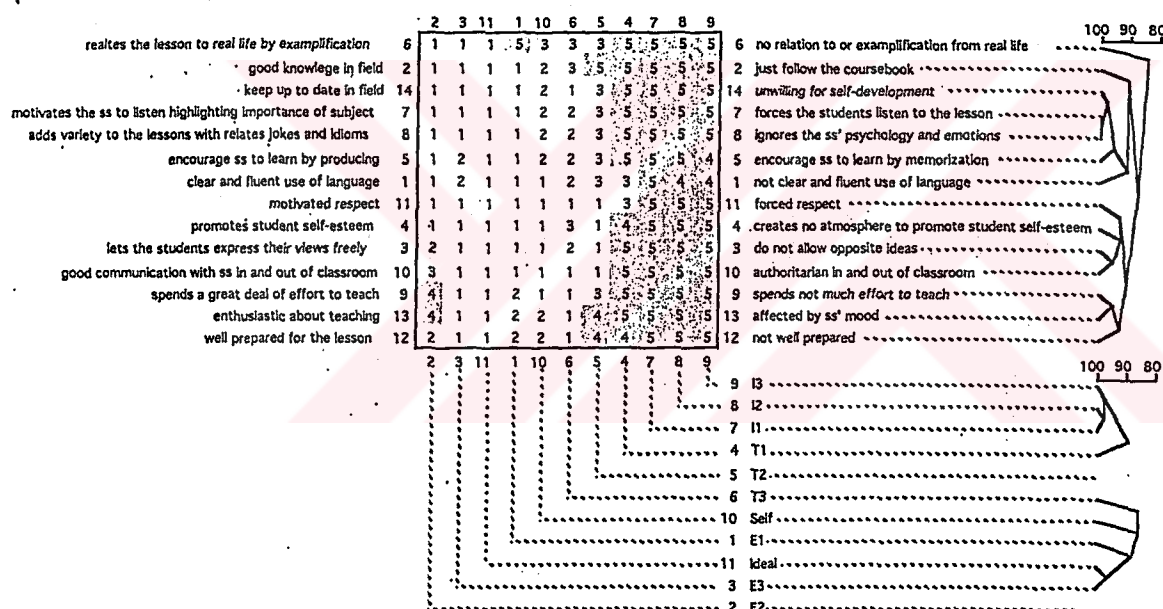


Figure 4.2 Participant 1's FOCUSED Grid at the End of the NTEP

Construct Links

The FOCUS analysis of Participant 1's grid produced three main clusters (see Figure 4.2). Within the first main cluster, we see that two of his constructs are linked to each other at 100 percent match level. Participant 1 associates the constructs *motivating students to listen by highlighting importance of subject* (C7) and *adds variety to the lessons with related jokes and idioms* (C8) very highly with effectiveness in teaching. To Participant 1, motivating students to listen by highlighting the importance of subject

is one of the most important characteristics of an effective teacher, and teachers with this characteristic also add variety to the lessons with related jokes and idioms. The constructs *keep up to date in the field* (C14), which is one of the new constructs, and *encourage students to learn by producing* (C5) are also construed within the same cluster, together with C7 and C8. In fact, *motivating students to listen by highlighting importance of subject* (C7) was rank ordered among her most important constructs. Constructs *good knowledge in the field* (C2) and *clear and fluent use of language* (C1) seem to be superordinate to C7, C8, C5, and C14. Thus, Participant 1 seems to construe that good content knowledge in the field and having clear and fluent use of language are prerequisites to be an effective teacher.

The second cluster towards the middle of the grid comprises four constructs, two of them being rather more closely associated with the features of an effective teacher. Constructs *lets the students express their views freely* (C3) and *good communication with students in and out of classroom* (C10) are highly linked to each other at 95.5 percent match level. Construct 3 was also one of his five most important constructs at the end of the NTEP. At a slightly lower level (93.2%) the constructs *promotes students self-esteem* (C4) and *motivated respect* (C11) are construed similarly with constructs C3 and C10. This seems to suggest that Participant 1 thinks that good communication with students play a crucial role in promoting students' self-esteem and gaining their respect. He pointed out the following to explain the meaning he attached to this cluster:

I believe having a good communication with students is very important because when you are on good terms with them, they respect you. So you don't have discipline problems. Also, they express themselves freely as they do not feel nervous when they talk to you. And as a result, you grow up a generation who believe in themselves.

In the last cluster at the bottom of the grid, we see that constructs *spends a great deal of effort to teach* (C9) and *enthusiastic about teaching* (C13) have a close link at 95.5 match level. At a slightly lower level (93.2%) construct 13 seem to be similar to construct *well prepared for the lesson* (C12). In fact, constructs 12 and 13, new constructs in Participant 1's repertoire of constructs regarding effectiveness in teaching, were also two of his five most important constructs at the end of the NTEP. Thus, it seems that being enthusiastic about teaching is the focus in this cluster and indicates

that if a teacher is enthusiastic about teaching, s/he is also more likely to be prepared for the lessons and to spend a great deal of effort to teach.

- ***Element Links***

Participant 1's element set consists of two main clusters (see Figure 4.2). The first cluster comprises one main cluster subordinated by one element. In the main cluster, the elements I1, I2 and I3 are associated at 98.2% match level. At a lower match level (89.3%) T1 is linked to these three elements (I1, I2, and I3). Therefore, we assume that although T1 holds some features of his ineffective teachers, he has a clearer view as to the features of ineffective teachers at the end of the NTEP.

In the second element cluster, E3 and his ideal teacher are associated at 96.4% match level. When we look at the rest of the elements within this cluster, we see that Participant 1 perceives himself as a teacher very close to E1 (85.7 percent) and his ideal teacher (87.5 percent). When we go through his ratings of self, we see that he particularly needs improvement on his new constructs as regards to effective teachers. Thus, it seems that he identified new dimensions to improve himself by the end of the NTEP. Participant 1 also associates himself as a teacher with the features of T3 (85.7 percent). Hence we assume that although Participant 1 believes that he has some of the qualities of his ideal and effective teachers, he has not achieved the features of her ideal teacher yet.

4.2.1.3. Changes Observed between the Beginning and End of the NTEP

Content

The changes in the content of Participant 1's two grids were noteworthy. He has incorporated three additional constructs in his repertoire between the beginning and end of the NTEP; *well prepared for the lesson* (C12), *enthusiastic about teaching* (C13), and *keep up to date* (C14). Another matter of interest is the fact that Participant 1 has cited constructs 12 and 13 as two of his five most important constructs at the end of the NTEP. As regards to these two new constructs, we think that they are the elaboration of the existing construct *spends a great deal of time to teach* (C9).

However, it seems that the NTEP has expanded Participant 1's repertoire of constructs as construct *keep up to date in field* (C14) is directly related to the primary concern of the NTEP (i.e. continuous teacher learning).

Structure

The exchange analysis of Participant 1's grids at the beginning and end of the NTEP reveals that both the element and construct consensus between the two grids is 63.6 percent (see Figure 4.3). In the exchange grid analysis, four out of Participant 1's 11 constructs showed patterns of significant change at 80% cut-off point.

Participant 1. focus 1. consensus with Participant 1. focus 2.

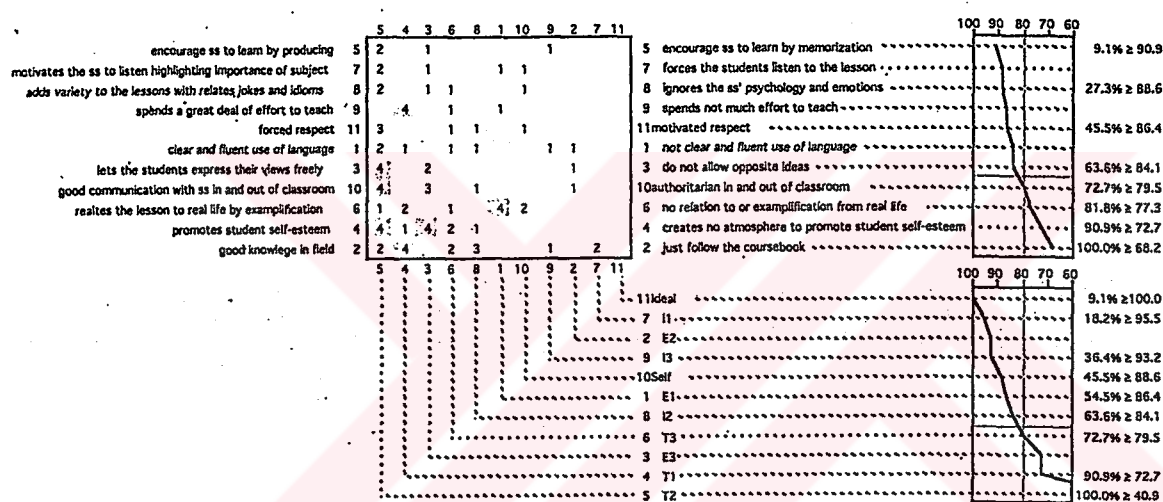


Figure 4.3 The Exchange Analysis of Participant 1's Grids at the Beginning and End of the NTEP

These results suggest that he seemed to have gone through a process of deconstruction and reconstruction of more than one third of the constructs in his initial grid. In order of level of difference from the least to the most, the constructs with structural change include *good communication with students in and out of classroom* (C10), *relates the lesson to real life by exemplification* (C6), *promotes students self-esteem* (C4), and *good knowledge in field* (C2).

As an example, while construct *good communication with students in and out of classroom* (C10) had the highest match (95.5 percent) with the construct *promotes*

As an example, while construct *good communication with students in and out of classroom* (C10) had the highest match (95.5 percent) with the construct *promotes students self-esteem* (C4) in his FOCUSED grid at the beginning of the NTEP, its highest link was (95.5 percent) with a cluster of three constructs (C3, C4, and C11), two of them being two of his most important constructs at the end of the NTEP. Therefore, construct *good communication with students in and out of classroom* (C10) was not only construed similarly with *promotes students self-esteem* (C4) but also with construct *lets the students express their views freely* (C3) and *motivated respect* (C11). Similarly, at the beginning of the NTEP, construct *relates the lesson to real life by exemplification* (C6) was associated highly with *motivated respect* (C11) rather than superordinating *promotes students self-esteem* (C4), *encourage students to learn by producing* (C5), *motivates the students to listen by highlighting importance of subject* (C7), and *adds variety to the lesson with related jokes and idioms* (C8). Thus, we assume that he perceived relating the lesson to real life less similar to creating motivated respect. Actually, Participant 1 seemed to construe C6 as a prerequisite to most of the desired characteristics such as promoting students' self-esteem, encouraging students to learn by producing, motivating the students to learn by producing or adding variety to the lesson with related jokes or idioms. Likewise, while the construct *promotes students self-esteem* (C4) was construed similarly only with construct *good communication with students in and out of classroom* (C10) at the beginning of the NTEP, it was associated closely with a cluster of three constructs (C11, C3, and C10) after the program. Therefore, Participant 1 seemed to construe C4 similar not only with C10 but also with C11 and C3, which are also two of his most five important constructs as regards to the features of effective teachers. Thus, we may assume that he attached an even greater importance to C4. Finally, while *good knowledge in field* (C2) was an isolate construct at the beginning of the NTEP, it seemed to be a superordinate construct to all three main construct clusters in the grid at the end of the NTEP. Hence, we assume that Participant 1 seemed to perceive good content knowledge in the field as a prerequisite to all effective teacher characteristics.

There have also been remarkable changes in Participant 1's five highest priority constructs. Only one of his construct –*lets the students express their views freely* (3) remained as one of his high priority construct in a different rank order changing from the first to the fourth. Constructs 4, 2, 1, and 10 were replaced by constructs 11, 12, 13,

relation between these two new constructs and the themes employed in the NTEP, it can be assumed that the NTEP had a significant effect on Participant 1's constructs of the features of an effective teacher.

As to the construction of elements in Participant 1's grids at the beginning and end of the NTEP, his classification of elements did not appear to be more consistent or more patterned in his grid at the end of the NTEP. That is, particularly typical and effective teachers seemed rather indiscriminate both at the beginning and end of the NTEP. Ineffective teachers group, however, seemed to form a more tightly separate cluster at the end of the NTEP.

When we compare his perception of self as a teacher at the beginning and end of the NTEP, we see that Participant 1 seemed to perceive himself less similar with the ideal teacher at the end of the NTEP. In other words, although he viewed himself similar with ideal teacher at 93.2% match level at the beginning of the NTEP, he associated himself at a lower match level of 84% by the end of the NTEP. When we go through his ratings of self as teacher at the beginning and end of the NTEP, we see that although he rated himself lower than ideal teacher only on three constructs at the beginning of the NTEP, the number of these constructs increased to six, including three most important constructs in his rank order. Thus, we assume that he felt more need to improve himself at the end of the NTEP.

4.2.2. Participant 2

4.2.2.1. The Content and Structure of Participant 2's Personal Theories at the Beginning of the NTEP

Participant 2's grid data consists of 12 constructs and 11 elements. Her FOCUSed grid shown in Figure 4.4 illustrates the construct and element trees drawn at 80% cut-off point.

FOCUS: Participant 2. focus 1.

Elements:11, Constructs:12, Range:1 to 5, Context: effective teacher

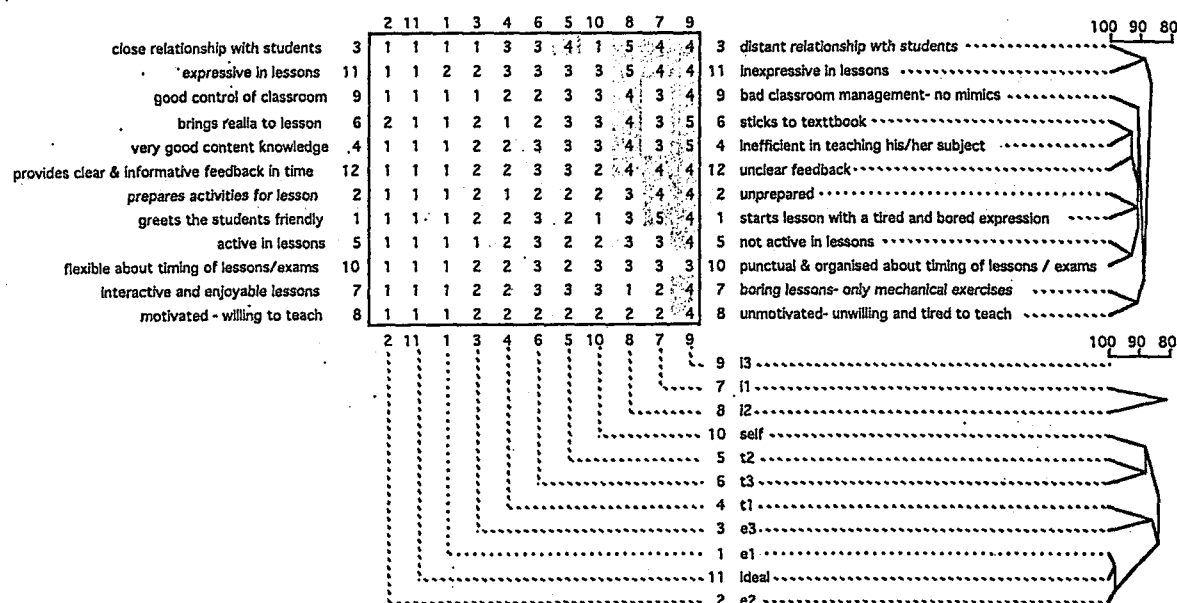


Figure 4.4 Participant 2's FOCUSED Grid at the Beginning of the NTEP

• Construct Links

The FOCUS analysis of Teacher 2's grid produced three main clusters, all linked to each other at 86.4% match level (see Figure 4.4). When we look at the first cluster at the top of the grid, we see that construct *close relationship with students* (C3) and *expressive in the lessons* (C11) are linked to each other at 88.6% match level. This means that if a teacher is expressive in the lessons, s/he has a close relationship with students as well. However, when we look at her ratings of Self, we observe that Teacher 2 thinks she has a very close relationship with students although she does not perceive herself very expressive in the lessons. Teacher 2 commented on her low ratings of Self on the construct of expressiveness as quoted below:

My students are small children. So I think they are not old enough to tolerate everything. For example, if I express my feelings of anxiety before an inspector's visit, they may interpret this as a sign of weakness.

The second and the largest cluster consists of three sub-clusters. In the first sub-cluster, constructs *brings realia to the lesson* (C6) and *very good content knowledge* (C4) are associated at 93.2% match level. At the same match level, C4 is also linked to the construct *provides clear and informative feedback* (C12). In the second sub-cluster, constructs *prepares activities for lesson* (C2) and *greet the students friendly* (C1) are

associated at 90.9% match level. In the third sub-cluster, constructs *active in the lesson* (C5) and *flexible about timing of the lessons and exams* (C10) are linked at 93.2% match level. In addition to these sub-clusters, construct *good control of the classroom* (C9) subordinates these three sub-clusters at 90.9% match level. Actually, all five most important constructs (C6, C2, C9, C12, and C4) as regards to the features of an effective teacher were chosen from this largest cluster. Drawing on Participant 2's construct links and her rankings, we assume that Participant 2 construes being prepared for the lesson with different activities and realia as the most important feature of an effective teacher, which is followed by teacher characteristics such as good control of the classroom, clear feedback and good content knowledge. During the follow-up interview, she explained the importance and meaning she attached to being prepared for the lessons as follows:

I think the most important feature to become a good, effective in our case, is to spend a good amount of time to prepare the lessons. It is even more important than having a good content knowledge. I mean methodological issues. That is because even if a teacher is equipped with good content knowledge, s/he may not be able to apply it in the lessons if s/he is not well prepared. What is more, I believe if a teacher is not well prepared, s/he becomes very strict in the lesson in order not to be realized by students.

In the small cluster at the bottom of the grid, constructs *interactive and enjoyable lessons* (C7) and *motivated and willing to teach* (C8) are linked at 90.9% match level. That is, if a teacher is motivated and willing to teach, his/her lessons are usually interactive and enjoyable.

• *Element Links*

Participant 2's FOCUSED grid at the beginning of the NTEP produced two element clusters (see Figure 4.4). In the first cluster, we observe that I1 and I2 are associated at 84.6 match level. At a lower level (79%), I3 is also linked to the elements I1 and I2, which indicates that Participant 2 has a clear view of ineffective teachers.

The second and the main element cluster consists of three sub-clusters. In the first sub-cluster, we see that T2, T3 and self as teacher are associated; self as teacher being the subordinate to T2 and T3 at 87.5% match level. In the second sub-cluster, T1 and E3 are also linked at 87.5% match level. The last sub-cluster consists of E1, E2, and ideal teacher, which are associated at the match level of 98 percent.

Drawing on the associations made, we assume that Participant 2 believes that she is not an effective teacher yet since she places herself in the typical teachers group. Moreover, it seems that she does not have a very clear view of an effective and typical teachers.

4.2.2.2. The Content and Structure of Participant 2's Personal Theories at the End of the NTEP

Participant 2's grid data consists of 13 constructs and 11 elements. Her FOCUSed grid shown in Figure 4.5 illustrates the construct and element trees drawn at 80% cut-off point

FOCUS: Participant 2. focus 2.

Elements:11, Constructs:13, Range:1 to 5, Context: effective teacher

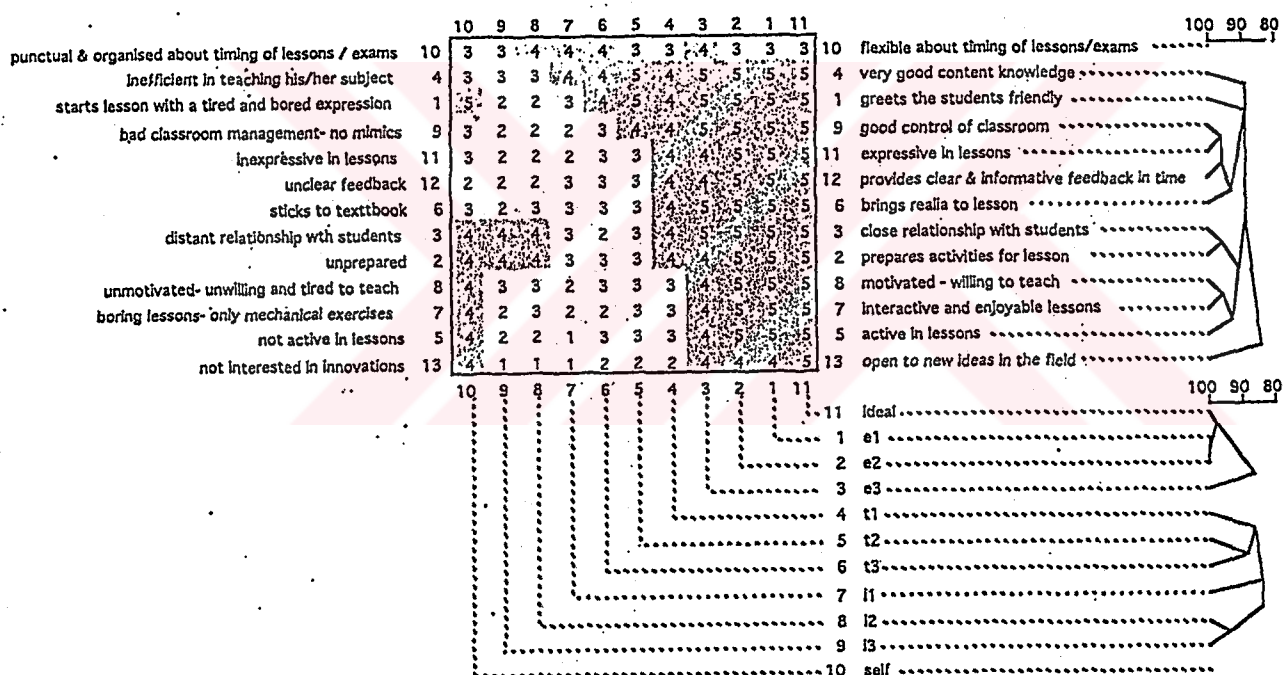


Figure 4.5. Participant 2's FOCUSed Grid at the End of the NTEP

- Construct Links**

The FOCUS analysis of Participant 2's grid produced two main construct clusters at the end of the NTEP. In the first cluster, construct *good control of the classroom* (C9) and *expressive in the lessons* (C11) are associated at 95.5% match level. At the same match level, these two constructs are linked to construct *provides clear and fluent feedback in time* (C12). In addition to these, *brings realia to the lessons* (C6)

subordinates this cluster (C9, C11, and C12) at 93.2% match level. At a slightly lower level (89%), the construct *brings realia to the lessons* (C6) is also linked to construct *very good content knowledge* (C4). Drawing on the above links established, Participant 2 seems to think that effective teachers are expressive in the lessons. Moreover, those teachers have good classroom control and provide clear and informative feedback when needed. She also seems to think that bringing realia to the lessons, which requires good content knowledge, is a prerequisite to achieve all these. In fact, *brings realia to the lessons* (C6) and *good control of the classroom* (C9) were ranked as the two of her five most important features of an effective teacher. Participant 2 explained her rational behind her choice as follows:

When I bring pictures or objects to my lessons, I mean something different from the book, I see that my students are much more interested in the lessons. And I find it easier to manage the classroom. But I believe selecting the most important realia requires experience and good content knowledge.

When we consider Participant 2's second cluster, we see that she relates the constructs *close relationship with students* (C3) and *prepares activities for the lessons* (C2) at 95% match level. Therefore, we assume that Participant 2 seems to think that if a teacher prepares activities for the lessons, she also has close relationship with students. Within the same cluster, we observe that construct *motivated and willing to teach* (C8) and *interactive and enjoyable lessons* (C7) are also linked at 95.5% match level. These two constructs (C8 and C7) are also linked to the construct *greet the students friendly* (C1) at 80% match level. Hence, in Participant 2's view, if a teacher is motivated and willing to teach, s/he greets the students friendly at the beginning of the lessons and usually has enjoyable and interactive lessons. At 84.1 match level, Participant 2 links the construct *open to new ideas in the field* (C13) and *active in the lessons* (C5). Therefore, according to Participant 2, teachers who are open to new ideas in the field are also active in the lessons. Actually, construct *open to new ideas in the field* (C13) is a new construct and has been ranked as the most important feature of an effective teacher.

- **Element Links**

Participant 2's element set consists of two main clusters (see Figure 4.5). When we look at the first element cluster, we see that Participant 2 perceives E1 and E2

identical at 100% match level. E1 and E2 are also perceived to be very similar to her ideal teacher at 98% match level. At a lower level (87%), E3 is viewed to be similar with E1 and E2. Hence, we assume that Participant 2 has a clear view of effective teachers, who are very close to her ideal teacher.

In the second element cluster, typical teachers form a separate sub-cluster. That is, T2 and T3 are associated at 88.5 percent level being subordinated by T1 at 87% match level. Thus, we assume that Participant 2 also has a clear view of a typical teacher. Within the same cluster, I2 and I3 are associated at 94.2% match level. Drawing on these associations, we can say that Participant 2's perception of ineffective teachers is not as clear as that of typical and effective teachers.

When we look at Participant 2's perception of self as teacher, we see that she places herself as a teacher in an isolated position. Although she does not perceive her self as teacher similar to any of the elements according to the 80% cut-off level, at lower levels, we see that she places herself between effective and typical teachers. Besides, she only views her self as teacher to her ideal teacher at 67% match level. Drawing on these associations she made, we assume that she feels the need for improvement in some certain areas.

4.2.2.3. Changes Observed between the Beginning and End of the NTEP

Content

Although there is little structural change in Participant 2's constructs, we see that she added a new construct *open to new ideas* (C13) as regards effective teaching. What is more, she ranked being open to new ideas as the most important feature of an effective teacher.

Drawing on the findings that efficacious teachers are more willing to a variety of materials and approaches, and their desire to find and implement alternative ways of teaching (Berman et. al., 1977; Stain & Wang, 1988), we assume that Participant 2 has gained higher levels of efficacy beliefs at the end of the NTEP.

Structure

The exchange analysis of Participant 2's two grids revealed little change. The overall construct consensus was 83.2% and the element consensus was 81.8% over 80% match level.

Participant 2. focus 1. consensus with Participant 2. focus 2.

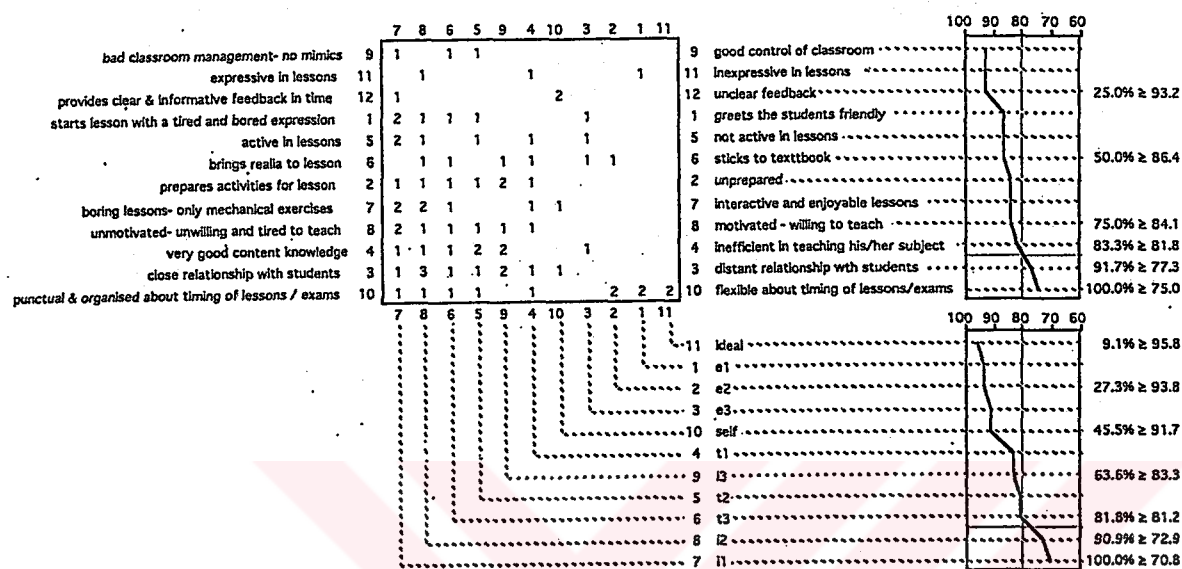


Figure 4.6 The Exchange Analysis of Participant 2's FOCUSED 1 and FOCUSED 2 Grids.

The exchange analysis of Participant 2's grids revealed that two of her constructs have gone through significant structural change between the beginning and end of the NTEP (see Figure 4.6). The constructs with remarkable structural change cover *close relationship with students* (C3) and *punctual and organized about timing of lessons/exams* (C10) at 77.3% and 75% match levels respectively. For example, at the beginning of the NTEP, while the construct *close relationship with students* (C3) had its highest match (89 percent level) with *expressive in the lessons* (C11), it was linked to the construct *prepares activities for lessons* (C2) at 95% match level after the program. Therefore, Participant 2 now seems to believe that teachers who prepare activities for lessons are those who have close relationship with students. During the follow-up interview, she rationalized her view as follows:

If a teacher prepares activities for the lesson, that means she cares about her students. In the lessons, I am sure the students can see that care. As they appreciate their teachers care and effort, they have close teacher-students relationship

Similarly, while the construct *punctual and organized about timing of lessons/exams* (C10) was associated with the construct *active in the lessons* (C5) at 88% percent level at the beginning of the NTEP, it became an isolated construct, only being associated at a very low level with construct *motivated and willing to teach* (C8) and *open to new ideas* (C13). Thus, we assume that Participant 2 is in the process of integrating this construct into her whole construction system.

Participant 2's elements, which showed structural change, include I2 (72.9%) and I1 (70.8%) at 80% cut-off point (see Figure 4.6). When we analyze the element clustering at the beginning of the NTEP (see Figure 4.4), we see that although I2 was viewed similar only with I1 at 81% match level, at the end of the NTEP I2 was viewed similar with both I1 and I3 at 85% and 94% match levels respectively. Thus, at the end of the NTEP, Participant 2 seems to have gained a clearer view regarding the features that distinguish the elements of ineffective teachers (see Figure 4 and 5 for details of the element links established).

As regards the perception of self as teacher, we see that her perception of self as teacher at the beginning and end of the NTEP were very similar (91.7 percent match level). However, when we go through her ratings of self as teacher in the grids at the beginning and end of the study, we see that she rated herself differently only on two constructs. On construct *interactive and enjoyable lessons* (C7), she perceived herself even more capable of creating interactive and enjoyable lessons. However, she rated herself lower as regards to her relationship with students. Moreover, we see that she rated herself quite high on the newly added and the most important construct *open to new ideas* (C13).

4.2.3. Participant 3

4.2.3.1. The Content and Structure of Participant 3's Personal Theories at the Beginning of the NTEP

Participant 3's grid data consists of 11 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.7 reveals the construct and element trees drawn at 80% cut-off point.

FOCUS: Participant 3. focus 1.

Elements:11, Constructs:11, Range:1 to 5, Context: effective teacher

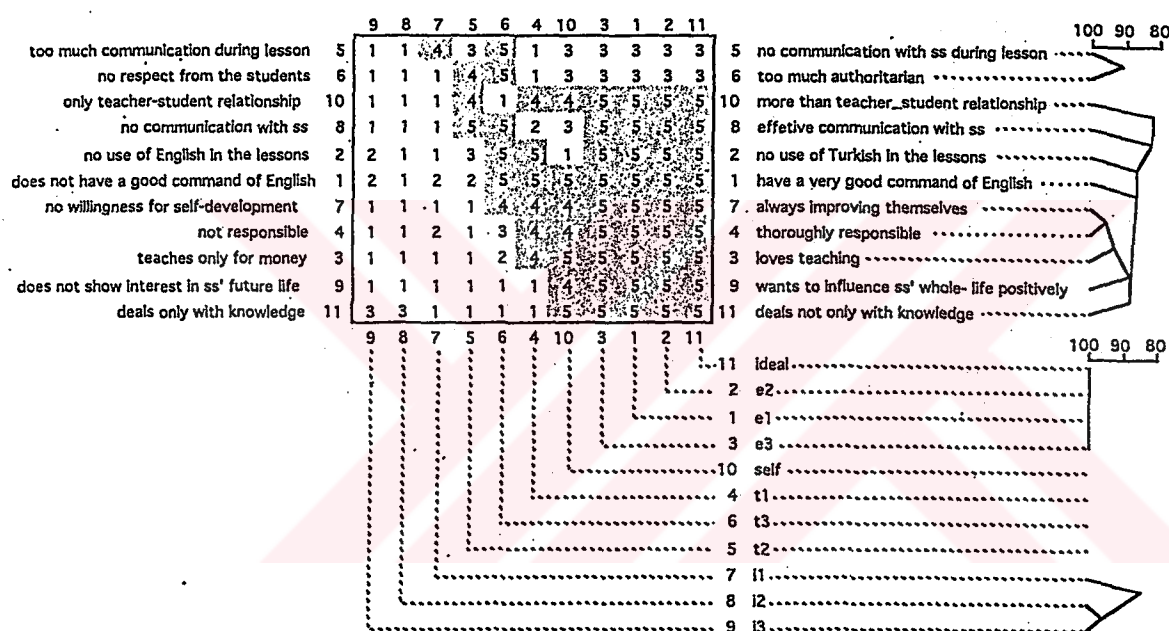


Figure 4.7 Participant 3's FOCUSED Grid at the Beginning of the NTEP

• Construct Links

Participant 3's FOCUS analysis generated two main clusters. When we look at the small cluster at the top of the grid, we see that she associates the construct *no communication with students during the lesson* (C5) and *too much authoritarian* (C6) at 90.9% match level. Thus, Participant 3 seems to think that either extreme of communication is an undesired teacher characteristic. That is, if a teacher has too much communication with students, she believes that students may abuse this and may not respect to the teacher. On the other hand, for her, if a teacher does not allow any communication with students during the lesson, s/he is also considered to be too much authoritarian. Accordingly, Participant 3 rated her ideal teacher as 3 on the five-point

scale. This indicates that she believes an effective teacher should have a moderate amount of communication with students.

In her second cluster, we see a high match (95.5%) between the constructs *always improving themselves* (C7) and *thoroughly responsible* (C4). Thus, Participant 3 seems to construe that a teacher's belief in the importance of self-development is an important feature of an effective teacher. To her, if a teacher believes in the importance of self-development, s/he is also a thoroughly responsible teacher. At 86 percent match level, Participant 3 also links the construct *improving themselves* (C7) to the construct *have a very good amount of English* (C1). Actually, construct 7 and 1 were ranked among her most important five constructs as regards the features of an effective teacher. She explains the rationale behind her choice and the associations she made as follows:

It is certain that if you do not use the language, I mean English, you are likely to forget it. So, a teacher should always be improving herself/himself. Actually, I believe these two characteristics certainly depend on each other. And, for an English teacher a good amount of language is the stock of his or her business. After all, we call ourselves as English language teachers.

Within this cluster, Participant 3 also associates the following three constructs at 88.6 percent match level: *loves teaching* (C3), *wants to influence students' whole life* (C9) and *deals not only with knowledge* (C11). In fact, constructs 3 and 11 were among her five most important constructs. Drawing on these associations made, we assume that she seems to think that teachers who love their students do not only deal with knowledge, as they want to affect their students' whole life. During the follow-up interview, she defined knowledge as follows:

What I mean with knowledge is the instructional matters in the course book. And I believe the students can forget those things easily. But if you give them the habit of studying or if you teach them to be good people, they are more likely to be good citizens.

Another noteworthy association is the cluster of the following constructs: *no use of Turkish in the lessons* (C2), *effective communication with students* (C8), and *more than teacher student relationship* (C10) at 81.8 percent match level. Of these constructs, *no use of English in the lessons* (C2) is also linked to *have a very good command of English* (C1). Thus, Participant 3 seems to believe that if an English language teacher has a good command of English, s/he is expected to avoid using Turkish in the lessons.

She also seems to think that those teachers have an effective communication with students, which exceeds the normal student-teacher relationship.

- ***Element Links***

Participant 3's element clustering shows a very clear pattern with particular reference to effective teachers group (see Figure 4.7). In the first cluster, we see that Participant 3 perceives effective teachers and her ideal teacher identical at 100 percent match level. In the second element cluster, I2 and I3 are linked to each other at 95.5% match level and I1 subordinates these two elements (I2 and I3) at 84.1% match level (see Figure 4.7). Thus, Participant 3 also has a clear view of the features that differentiate the ineffective teachers group.

Although the typical teachers group does not seem to have formed a separate group according to the 80% cut-off point, all typical teachers are placed in the same category between effective and ineffective teachers. Hence, we think that Participant 3 has a perception of typical teachers, but not as clear as those of effective and ineffective teachers. Another important point worth mentioning is her perception of self as teacher among the three different groups of teachers that she had identified. When we look at the top of the grid, we see that she places herself between E3 and T1. Therefore, we may state that she is ready for change, and that she believes that she has not achieved the features of her ideal teacher yet.

4.2.3.2. The Content and Structure of Participant 3's Personal Theories at the End of the NTEP

Participant 3's grid data at the end of the NTEP consists of 16 constructs and 11 elements. Her FOCUSed grid shown in Figure 4.8 reveals the construct and element trees drawn at 80% cut-off point.

FOCUS: Participant 3, focus 2.

Elements:11, Constructs:16, Range:1 to 5, Context: effective teacher

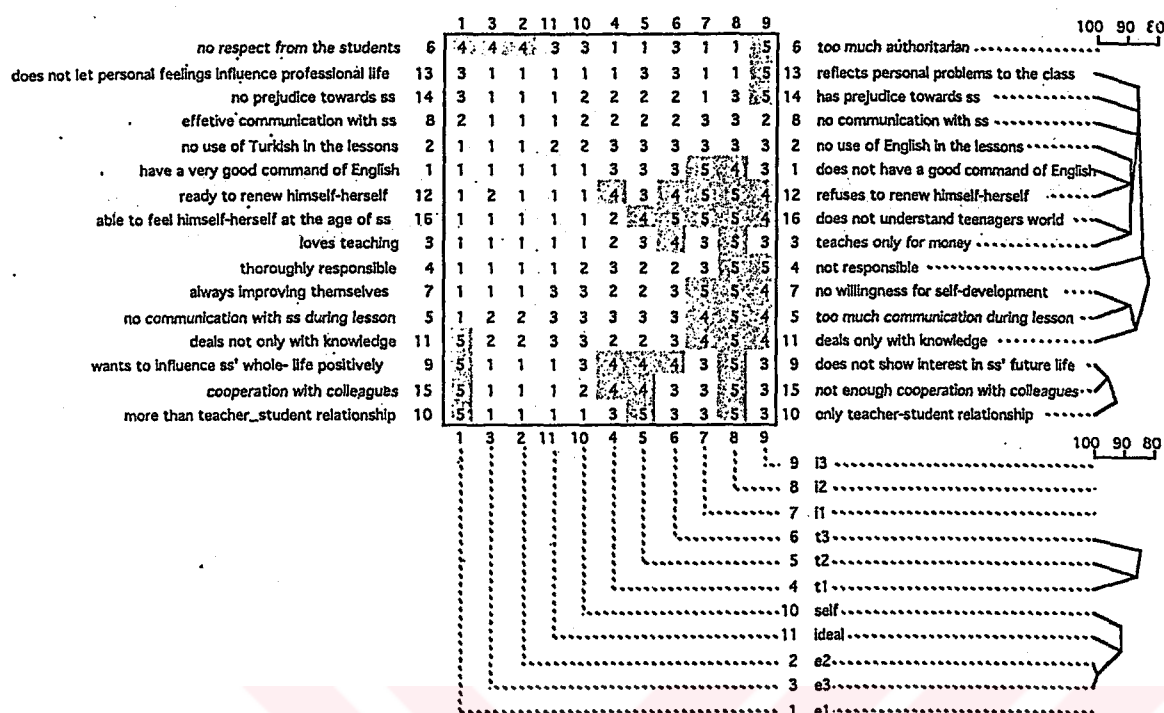


Figure 4.8 Participant 3's FOCUSED Grid at the End of the NTEP

• Construct Links

Participant 3's grid data at the end of the NTEP produced three main clusters. When we look at the top of the grid, we see that the constructs *have a very good command of English* (C1) and *ready to renew himself/herself* (C12) form a construct pair at 88.6% match level. This sub-cluster has a direct link with the construct *no use of Turkish in the lessons* (C2) as it was the case at the beginning of the NTEP. Also linked to this sub-cluster are the constructs *does not let personal feelings to influence professional life* (C13), *no prejudice against students* (C14) and *effective communication with students* (C8) at 86.4% match level. Actually, constructs 1 and 8 were rank ordered as two of her five most important constructs. Within the same cluster, we see another tight match (88.6 percent) between *able to feel himself/herself at the age of students* (C16) and *loves teaching* (C3). Therefore, we assume that Participant 3 seems to think that if a teacher loves teaching, s/he is also able to empathize with students.

Towards the middle of the grid, we see that three constructs make up one cluster. Among these are the constructs *always improving themselves* (C7) and *too much*

communication during the lesson (C5) are associated at 88.6 percent match level. Construct *deals not only with knowledge* (C11) subordinates construct 7 and 5 at a slightly lower level (86.4 percent). Thus, according to Participant 3, teachers who are willing to develop themselves deal not only with knowledge but also other values as well. Moreover, those teachers are able to adjust the right level of communication.

At the bottom of the grid, the constructs *wants to influence students' whole life positively* (C9) and *cooperation with colleagues* (C15) are linked at the match level of 95.5 percent. These two highly matched constructs (C9 and C15) are subordinated by construct *more than student teacher relationship* (C10) at 93.2 percent. Thus, Participant 3 seems to think that cooperation with colleagues is an important feature of an effective teacher. For her, if a teacher cooperates with colleagues, s/he also wants to influence students' whole life positively by means of a closer relationship than a normal teacher-student relationship. In fact, construct *cooperation with colleagues* (C15) is among her five most important constructs as regards to an effective teacher. Participant 3 explains the rationale behind her choice and the associations as follows:

I think we cannot separate relationships with students and colleagues. I mean, if a teacher has close relationship with students, we expect him/her to value cooperating with his/her colleagues too. After all, this is the human nature.

- ***Element Links***

Participant 3's element set consists of two main clusters (see Figure 4.8). In the first main cluster, typical teachers (T1, T2, and T3) formed a clear-cut group. This indicates that Participant 3 is more conscious about the features of typical teachers, which was not the case at the beginning of the NTEP (see Figure 4.7).

The second main cluster comprises two effective teachers, E2 and E3, associated at 98.4% match level. Also linked to E2 and E3 are the self as teacher and the ideal teacher. This may imply that Participant 3 has begun to construe self as teacher and effective teachers (E2 and E3) equally distant to her ideal teacher although she perceived effective teachers group, self as teacher and her ideal teacher identical at 100 percent at the beginning of the NTEP.

4.2.3.3. Changes Observed Between the Beginning and End of the NTEP

Content

The changes in the content of Participant 3's two grids were noteworthy. She has incorporated five additional construct in her repertoire after she participated in the NTEP; *ready to renew herself/himself* (C12), *does not let personal feelings to influence professional life* (C13), *no prejudice towards students* (C14), *cooperation with colleagues* (C15), and *able to feel himself/herself at the age of students* (C16). If we consider the themes employed in the NTEP such as empathy, self-development, and cooperation, it seems that the NTEP has expanded Participant 3's repertoire of constructs on effective teacher.

Structure

The exchange analysis of Participant 3's grids at the beginning and end of the NTEP reveals that both the element and construct consensus between the two grids is 36.4%.

Participant 3. focus 1. consensus with Participant 3. focus 2.

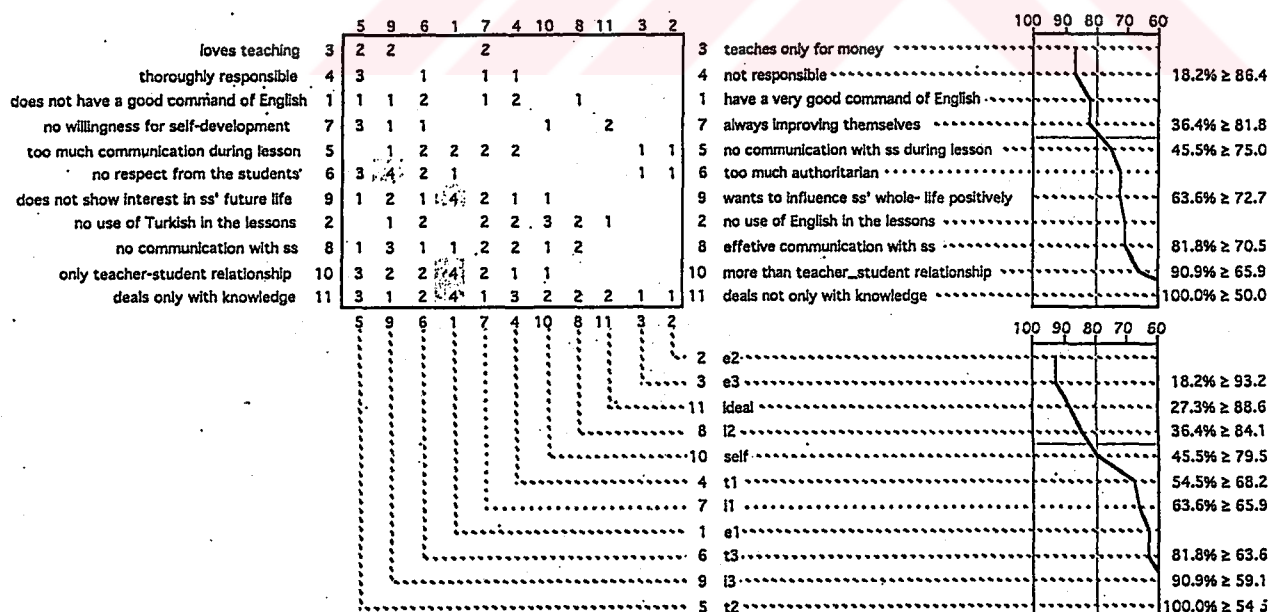


Figure 4.9 The Exchange Analysis of Participant 3's Grids at the Beginning and End of the NTEP

Seven out of Participant 3's 11 constructs showed patterns of significant change at 80% cut-off point (see Figure 4.9). The results suggest that Participant 3 seemed to have gone through a process of deconstruction and reconstruction of nearly two third of the constructs in her initial grid. In order of level of difference from the least to the most, the constructs with structural change include *too much communication with students* (C5), *too much authoritarian* (C6), *wants to influence students' whole life positively* (C9), *no use of Turkish in the lessons* (C2), *effective communication with students* (C8), *more than student-teacher relationship* (C10) and *deals not only with knowledge* (C11).

As an example, while, at the beginning of the NTEP, *too much communication with students* (C5) had the highest match (90.0%) with the construct *too much authoritarian* (C6), its highest link was with (85.9%) a cluster of two constructs (C7 and C11), in her FOCUSED grid at the end of the NTEP. In fact, construct 11 and 7 are among her five most important constructs. Construct *too much authoritarian* (C6), on the other hand, became isolated at the end of the NTEP. Therefore, construct *too much communication with students* (C5) was construed less similar with *too much authoritarian* (C6), and more similar with *always improving themselves* (C7) and *deals not only with knowledge* (C11).

Likewise, while construct *wants to influence students' whole life positively* (C9) was viewed most closely with construct *loves teaching* (C3) and *deals not only with knowledge* (C11) at 88.6% match level at the beginning of the NTEP, at the end of the program it was highly associated with C11 and C15, latter being her one of new constructs. Therefore, construct *wants to influence students' whole life positively* (C9) was construed less similar with C3 and C15. Similarly, construct *no use of Turkish in the lessons* (C2) had the highest match with construct *have a very good command of English* (C1) at 86.5% match level and *effective communication with students* (8) at a lower level (81.8 percent) at the beginning of the NTEP. However, after the program, this construct (C2) was construed similarly only with construct 1 at 88.6 percent. As for construct *effective communication with students* (C8), we see that while it had its highest match with *no use of Turkish in the lessons* (C2) and *more than student-teacher relationship* (C10) at 81.8 percent level in her FOCUSED grid at the beginning of the NTEP, it had its highest link with construct *no use of Turkish in the lessons* (C2) and *no*

prejudice towards students (C14) at 86.4 percent level, the latter being one of the new constructs. Thus, Participant 3 seemed to have perceived effective communication with students more closely associated with not being prejudiced against students than having a relationship with students exceeding the normal student-teacher relationship.

Likewise, Participant 3 associated construct *more than student-teacher relationship* (C10) with *cooperation with colleagues* (C15) at 95.5% level at the end of the program. Thus, Participant 3 seemed to have related closer student-teacher relationship and cooperation with colleagues. Finally, while construct *deals not only with knowledge* (C11) had its highest match with the construct *wants to influence students' whole life positively* (C9) in the grid at the beginning of the NTEP, it was construed most closely (86.4 percent) with construct *too much communication with students* (C5) at the end of the NTEP.

There have also been some changes in Participant 3's five highest priority constructs. While constructs *have a very good command of English* (C1), *always improving themselves* (C7), and *deals not only with knowledge* (C10) remained as her high priority constructs in the same rank order (2nd, 3rd, and 4th), the rank order of construct *deals not only with knowledge* (C11) changed from the most to the least important construct. Moreover, construct *loves teaching* (C3) was replaced by construct *effective communication with students* (C8), which was also rank ordered as the most important feature of an effective teacher. The patterns of changes in high priority constructs suggest an increasing concern with effective communication with students.

The exchange analysis of Participant 3's grids reveals that she has gone through a process of reorganization of more than half of her elements in her first grid (see Figure 4.9). In other words, 7 out of 11 of the elements present significant structural change at 80% cut-off point. The elements with structural change cover the following in order of level of difference from the least to the most; self, T1, I1, E1, T3, I3 and I2. When we analyze the changes, we see that in addition to self as teacher, the elements, which showed structural change belong to all groups of teachers. Thus, we assume that Participant 3 has further refined the features, which distinguish effective, typical and ineffective teachers.

Another point worth mentioning is her perception of self as teacher as illustrated in her exchange grid analysis (see Figure 4.9). While Participant 3 did not seem to relate her self as teacher to any of the teacher groups in the element set at the beginning of the NTEP, she viewed herself similar to the effective teachers group (particularly E2 at 90 percent level) at the end of the NTEP. When we go through her ratings of self as teacher at the beginning and end of NTEP, we see that although she rated herself lower than the ideal teacher on six out of eleven constructs (C2, C4, C7, C8, C9, and C10) at the beginning of the NTEP, she rated herself lower than the ideal teacher only on three of the 11 constructs (C4, C8, C9) at the end of the NTEP. Additionally, she did not feel herself as competent as her ideal teacher on two (C13, C14) of his five constructs. Thus, we may assume that although Participant 3 grew more efficacious on many features of an effective teacher, she still needs improvement in some areas since she rated herself lower than the ideal teacher on a total of five constructs.

4.2.4. Participant 4

4.2.4.1. The Content and Structure of Participant 4's Personal Theories at The Beginning of the NTEP

Participant 4's grid data at the beginning of the NTEP comprised 11 constructs and 11 elements (See Figure 4.10). FOCUS analysis of her grid revealed two main construct clusters.

- **Constructs**

The first cluster towards the top of the grid consists of 3 constructs (C3, C5, C6). The construct pair *all students are equal for him/her* (C3) and *makes students feel relaxed* (C5) had the highest level of link (93.2%) in Participant 4's grid. In fact, being equal to all students was one of the most important characteristics of an effective teacher. She appears to construe that teachers who perceive all students equal are also able to make students feel relaxed. At a slightly lower level of match (90.9%), construct *has a good sense of humor* (C6) is construed similarly with construct 5. Thus, Participant 4 seems to think that teachers with good sense of humor are more able to create a relaxing atmosphere in the classroom whereas those who are very strict also underestimate and discriminate against their students.

FOCUS: Participant 4. focus 1.

Elements:11, Constructs:11, Range:1 to 5, Context: effective teacher

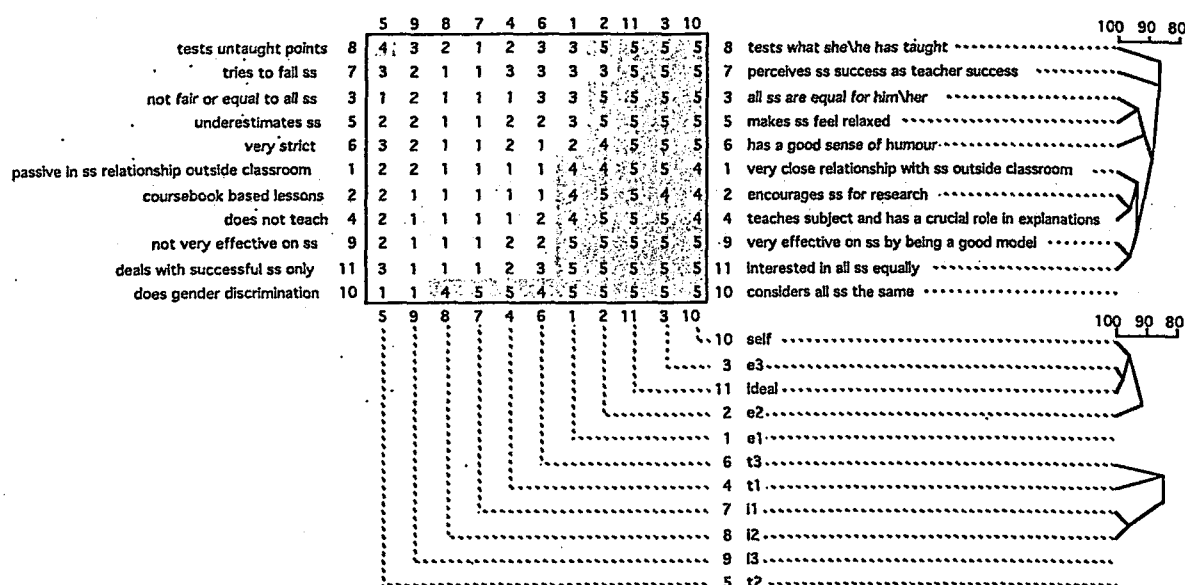


Figure 4.10 Participant 4's FOCUSED Grid at the Beginning of the NTEP

In the second cluster towards the middle of the grid, we see that three constructs make up one cluster. Among these, the constructs *encourages students for research* (C2) and *teaches subject and has a crucial role in explanations* (C4) are associated at 95.5% match level. The construct *very close relationship with students outside classroom* (C1) subordinates 2 and 4 at 93.2% match level. In fact the constructs in this cluster (C1, C2, C4) were rank ordered as three of her five most important constructs. Thus, according to Participant 4, teachers who have close relationship with students outside classroom also encourage students for research and have a crucial role in explanations. Regarding his construct, she stated the following:

If a teacher encourages students for research, she/he does not only guide them during lesson but also help them outside the classroom, which I believe fosters a close relationship. Also, if students do research, they may need further explanations to carry out their research. After all students can read the course book, and learn the things in it. So, the teacher should have a different function- which covers encouraging students for research.

At the bottom of the grid, we see another construct pair. According to this pair, Participant 4 seems to construe a direct link (95.5%) between the constructs *very effective on students by being a good model* (C9) and *interested in all students equally* (C11). She thinks that teachers who are interested in all students equally are also very

effective on students by being a good model, which she also construes as the most important feature of an effective teacher.

At 86.4%v match level, the construct *perceives students' success as teacher success* (C7) is associated with *tests what she/he has taught* (C8). The construct perceives students' success as teacher success also subordinates the first, the second and the third clusters at 89%, 82%, 86% match levels, respectively. Thus, she seems to think that effective teachers do not try to fail the students and that they do their best to enhance students' learning.

- **Element Links**

Participant 4's element set consists of two major clusters. The first main cluster comprises E2, E3, the self as teacher and her ideal teacher. Participant 4's ideal teacher is linked very highly with E3 (the third best teacher) at 97.7% match level. When we look at the rest of the elements within this cluster, we see that she perceives self as teacher very close to E3 (95.5% match level). She also associates herself as teacher with features of both her ideal teacher (93%) and E2 (89%). Drawing on these associations, we assume that she believes that she has most of the qualities of effective teachers. This may indicate that she does not have much initiative for development.

The second cluster consists of two cluster pairs. In the first pair, T3 and T1 are associated at 84.1% match level. In the second pair, I1 and I2 are associated at a higher match level of 95.5%. Also, these two sub-clusters are linked at 84.1% match level. Therefore, it seems that Participant 4 has somewhat a clear view of ineffective and typical teachers. Besides, Participant 4 seems to think that T3 and T1 hold some features of I1 and I2.

3.2.4.2. The Content and Structure of Participant 4's Personal Theories at the End of the NTEP

Participant 4's grid data consists of 13 constructs and 11 elements. Figure 4.11 below presents the construct and element trees drawn at 80% cut-off point.

FOCUS: Participant 4. focus 2.

Elements:11, Constructs:13, Range:1 to 5, Context: effective teacher

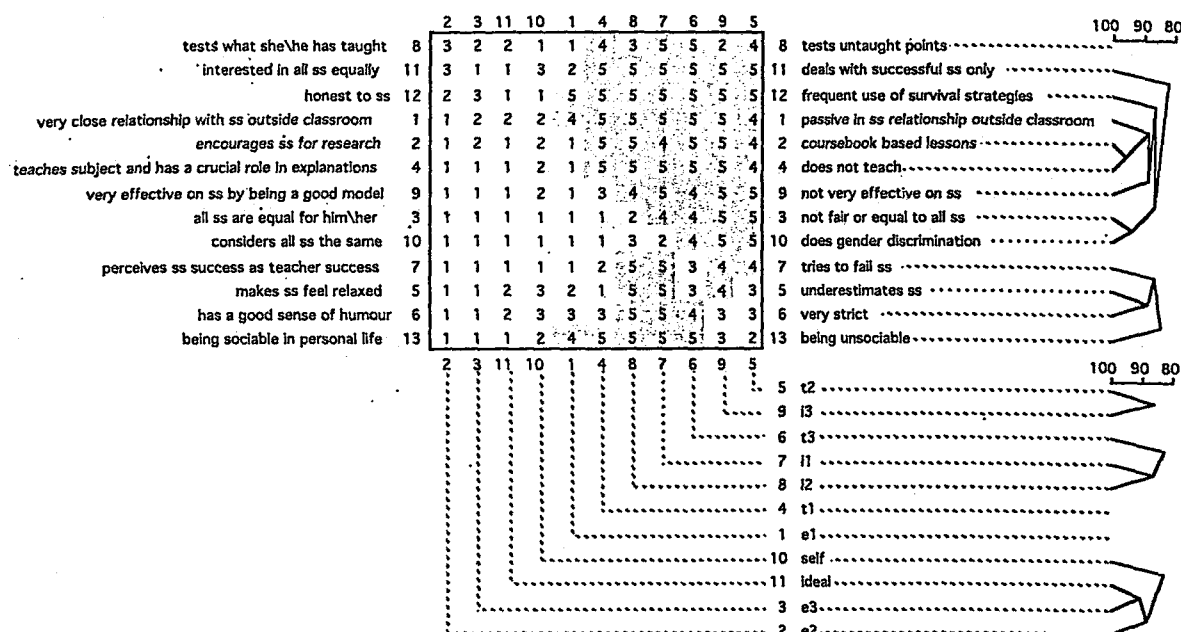


Figure 4.11 Participant 4's FOCUSED Grid at the End of the NTEP

• Construct Links

Participant 4's FOCUS analysis produced two main clusters and one isolated construct (see Figure 4.11). In the large cluster at the top of the grid, constructs *encourages students for research* (C2) and *teaches subject and has a crucial role in explanations* (C4) have the highest construct match (95.5%), as was the case in the first grid. Thus, Participant 4 seems to construe a direct link between encouraging students for research and teaching the subject and having a crucial role in explanations. In fact, construct *teaches subject and has a crucial role in explanations* (C4) was rank ordered as the most important feature of an effective teacher. Participant 4 commented on the meaning she attached to the word "teaching" in the follow-up interview as follows:

For me teaching is something beyond using the course book. I mean the teacher should add something from himself/herself to the book. In other words, the students should be aware of the fact that teacher makes it easier for them to understand the course book. Otherwise, why are teachers in the classroom, if the students could study and understand the course book themselves?

In the same cluster, the second very highly matched (93.2%) pair of constructs are *all students are equal for him/her* (C3) and *very effective on students by being a*

good model (C9). Hence, Participant 4 seems to believe that teachers perceiving all students as equal constitute a good model for the students. At a lower match level (88.6%), construct 3 and 11 are clustered with construct *very close relationship with students* (C1) and *very effective on students by being a good model* (C9). Therefore, Participant 4 seems to think that effective teachers are those who encourage students for research and have a crucial role in explanation are also those who generally have close relationship with students outside the classroom, and who are very effective on students by being a good model. In addition to these, construct *interested in all students equally* (C11) and *honest to students* (C12) are construed similarly at 81.8% match level. Construct *interested in all students equally* (C11) also subordinates the constructs 1, 2, 4 and 9 in the first sub-cluster at 82%, 84%, 89% and 82% match levels respectively. Thus, Participant 4 seems to associate these two constructs with effectiveness in teaching and believes that they are closely related to each other. In fact being honest to students is a new construct and one of the most important ones in her rank order.

In the smaller cluster towards the bottom of the grid, construct *makes the students feel relaxed* (C5) and *has a good sense of humor* (C6) have the highest construct match (88.6%). In fact, *makes the students feel relaxed* (C5) was also cited as one of her five most important constructs. Thus, Participant 4, seems to construe a direct link between making students feel relaxed and having a good sense of humor, both being her constructs very highly associated with effectiveness in teaching. At a lower level of match (86.4% and 84.1%), these two are clustered with construct *perceives students' success as teacher success* (C7) and *being sociable in personal life* (C13), the latter being among the five rank-ordered as most important. Thus, Participant 4 seems to characterize those having a good sense of humor and making students feel relaxed as effective teachers who are generally social, and who perceive students' success as teacher success. Particular importance of making students feel relaxed and its relation to having a good sense of humor and being sociable is expressed in the following interview account:

I believe if a teacher is social and humorous, this also reflects to his/her lessons. A person, in our case a teacher, cannot be humorous in one situation and strict in another. And, of course, when the students see the teacher very sociable with all the people outside, they do not feel nervous in the lessons.

Although construct *tests what s/he has taught* (C8) was associated with *perceives students success as teacher success* (C7) at 86.4 match level at the beginning of the NTEP, it was an isolate construct in the grid at the end of the NTEP. Thus, we assume that although she still perceives testing as one of the most important features of an effective teacher, she cannot relate it to any features of an effective teacher.

- ***Element Links***

The element clustering in Participant 4's grid does not indicate a clear pattern (see Figure 4.11). That is, each teacher group, particularly of ineffective and typical teachers, does not form a separate cluster.

When we look at her grid, we see three main clusters. In the first cluster at the top of the grid, T2 and I3 are linked at 86.5% match level. In the second element cluster towards the middle of the grid, I1 and I2 are construed similarly at 86.5 percent match level, where T3 is a subordinate at 83% and 81% match levels. In the larger element cluster at the bottom of the grid, we see an element cluster of E2, E3, ideal teacher, and self as teacher, which has a similar pattern of associations to the ones revealed at the beginning of the NTEP. That is, E3 and ideal teacher are construed similarly at 90.4% match level, where E3 is also linked to E2 at 88.5% match level. Within this cluster, self as teacher is associated with the ideal teacher at 83% match level. Drawing on the associations made, we can suggest the following: Participant 4 construes herself as a teacher holding the qualities of an ideal and effective teachers, as it was the case at the beginning of the NTEP

4.2.4.3. Changes Observed Between the Beginning and End of the NTEP

Content

Changes in the content of Participant 4's grid were minimal. The only change was in the form of two additional constructs. Having attended the NTEP, Participant 4 added the construct *being honest to the students* (C12) and *being sociable in personal life* (C13). This particular change may be of interest also because these two construct were cited as two of her five important constructs in her grid. Although construct *being sociable in personal life* (C13) may not have been added as a result of the NTEP, we

assume construct *honest to student* (C12) has a direct link to the content of the NTEP, as indicated in her following interview account:

To me being honest to students, instead of using survival strategies, encourages the students to be honest as well. If the students see that their teacher may not know something and may need to learn more, they will be interested to learn more. I believe, if we, the teachers, show them that learning never ends, they will be encouraged to learn more.

Structure

The structural changes reported below are based on exchange analysis of two grids obtained from Participant 4 at the beginning and end of the NTEP (see Figure 4.12). References will also be made to her FOCUSED grids discussed previously.

Participant 4. focus 1. consensus with Participant 4. focus 2.

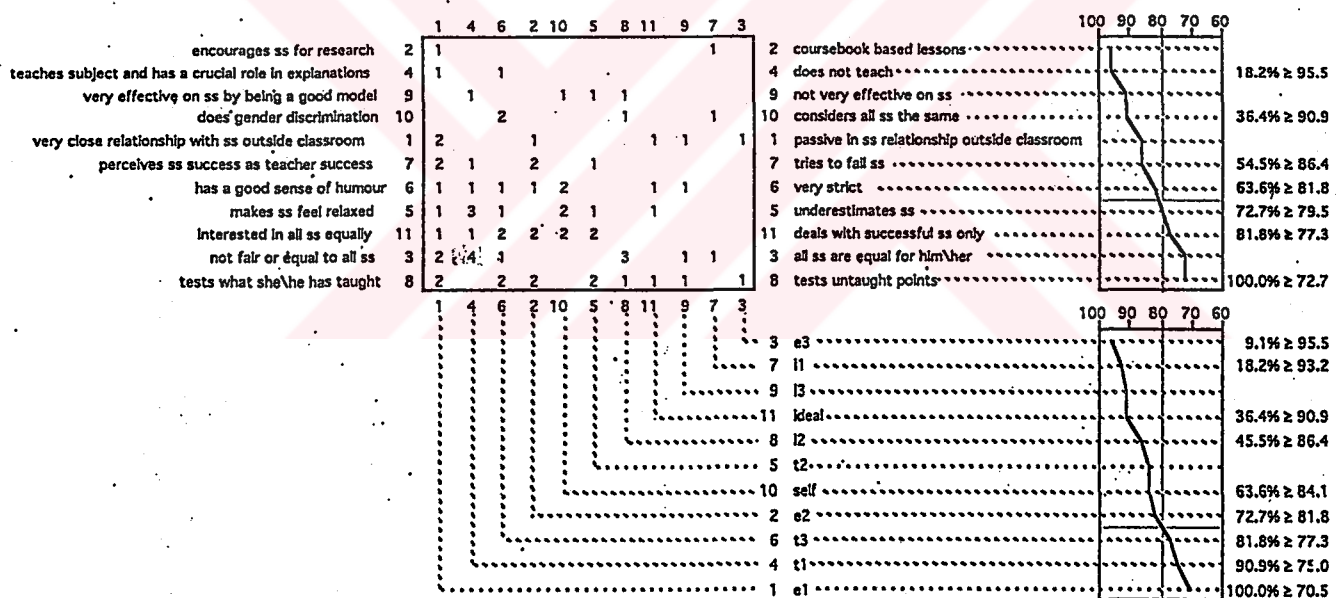


Figure 4.12 The Exchange Analysis of Participant 4's Grids at the Beginning and End of the NTEP

The exchange analysis of Participant 4's grids at the beginning and end of the NTEP reveals that construct consensus between the two grids is 63.6%, and element consensus is 72.7 percent (see Figure 4.12).

The constructs with remarkable structural change in order of difference from the least to the most cover; *makes students feel relaxed* (C5; 79.5), *interested in all students*

equally (C11; 77.3), *not fair or equal to all students* (C3; 72.7%), and *tests what s/he has taught* (C8; 72.5%). As an example, while, at the beginning of the NTEP, construct *makes students feel relaxed* (C5) was associated with the construct *all students are equal for him/her* (C3) at 93.2% match level and *has a good sense of humor* (C6) at 90.9% match level, it had its highest link only with construct *has a good sense of humor* (C6) after the program. Therefore, Participant 4 now seems to think that teachers who make students feel relaxed are not necessarily equal to all students. During the follow-up interview, Participant 4 explained the meaning she attached to the word “equal” as follows:

By ‘equal’, I mean the teacher should be objective to all students. I mean, if two of his/her students are equally successful, the teacher should be equal to both students. Otherwise, we cannot expect a teacher to be equal towards a student who never studies and who usually disturbs the lesson and to a student who is successful and respectful.

Similarly, while the construct, *interested in all students equally* (C11) was highly linked (95.5%) to the construct *very effective on students by being a good model* (C9), this link was slightly looser (82%) at the end of the NTEP, when it had a further link with one of the new constructs *honest to students* (C12) at 81.8% match level. Thus, at the end of the NTEP, Participant 4 construed being interested in all students equally less similar with being very effective on students constituting a model. Instead, she perceived a link between being interested in all students equally and being honest to all students. Similarly, while construct *all students are equal for him/her* (C3) was associated highly with construct *makes students feel relaxed* (C5; 93.2%) and *has a good sense of humor* (C6; 90.9%), at the end of the NTEP, it was tightly matched with construct *considers all students the same* (C10) at 93.2% match level. Although constructs 3 and 10 seem to have the same meaning at first glance, Participant 4 explains the difference between them as follows:

By construct 3, I mean the general attitude towards all the students. However, by construct 10, I mean the gender discrimination. You know, you should be equal to both boys and girls.

Thus, we may assume that Participant 4 has elaborated on construct *all students are equal for him/her* (C3) by adding the gender dimension. As regards to the construct, which went through the most significant change, we see that while construct *tests what s/he has done* (C8) was highly associated with *perceives students success as teacher*

success (C7) at the beginning of the NTEP, it was an isolate construct at the end of the NTEP.

There have also been changes in Participant 4's five highest priority constructs. While constructs *teaches subject and has a crucial role in explanations* (C4) and *very effective on students by being a good model* (C9) remained as her high priority constructs in different rank order (respectively from 2nd and 1st to 1st and 3rd), constructs *encourages students for research* (C2), *very close relationship with students outside classroom* (C1), and *all students are equal for him/her* (C3) were replaced by constructs *makes students feel relaxed* (C5), *honest to students* (C12), and *being sociable in personal life* (C13), the latter two being newly added constructs. The patterns of changes in high priority constructs suggest a shift of concern from relationship with students to instructional matters, such as avoiding survival strategies or creating a relaxed atmosphere in the classroom.

Participant 4's elements, which showed structural change include T3 (77.3%), T1 (75%), and E1 (70.5%) at 80% cut-off point (see Figure 4.12). This indicates that Participant 4 is in process of identifying the distinctive features that differentiate typical and effective group teachers. When we look at her perception of self as teacher, we cannot see a significant change. However, when we go through her ratings of self as teacher in the grids at the beginning and end of the NTEP, we see that although she rated herself lower than the ideal teacher only on 3 out of 11 constructs at the beginning of the NTEP, the number of these constructs increased to 7 out of 14 constructs. Another point worth mentioning is that Participant 4 rated herself lower than the ideal teacher on all five most important constructs. Thus, we assume that Participant 4 is also in the process of adjusting her efficacy beliefs to accurate levels. Accordingly, she seems to feel more need to improve herself.

4.2.5. Overall View of the Content of Personal Theories

The content analysis of the grid data produced a total of 45 constructs at the beginning of the study and 56 constructs at the end of the study (see Table 4.2). As observed in Table 4.2, the content of these constructs can be analyzed under the following four main categories:

1. Academic Qualities
2. Teaching Behaviors
3. Student-Teacher relationship
4. Personal qualities

In each category constructs added at the end of the NTEP are written in **bold**. In the table, we also present participants' rank order priorities at the beginning and end of the NTEP.

At the beginning of the study, 6 out of 46 constructs fall into the first category (i.e. academic qualities), similarly 18 fall under the second category (i.e. teaching behaviors), 12 under the third category (i.e. student-teacher relationship), and 9 under the fourth category (i.e. personal qualities). Thus, participant teachers' main constructs as regards to the features of an effective teacher at the beginning of the NTEP were concerned with teaching behaviors and student-teacher relationship. Moreover, most of the constructs cited under the category of teaching behaviors were related to how to make the lessons more enjoyable and more student-centered. This indicates that novice teachers still feel themselves very close to the student image, as suggested by Flores, (2001).

However, we can see a considerable increase in the number of participants' constructs as regards to the features of an effective teacher. In fact, participants added a total number of 11 constructs in their repertoire of constructs. four of these constructs belong to the category of academic qualities. As can be observed in Table 4.2, all of these four constructs are related to the concept of continuous self-development, which was the norm NTEP aimed at since professional norms are established during the first years of teaching. Accordingly, we assume that NTEP achieved its primary aim. As for the category of teaching behaviors, we see that only one construct was added to the sub-category lesson preparation. Moreover, the participants expanded their repertoire of constructs as regards to the personal qualities of an effective teacher at the end of the NTEP. Among these personal qualities, constructs *has prejudice towards students, able to feel himself at the age of students, and honest to students* might be added as a result

of the NTEP since “empathy”, “honesty”, and “being non-judgmental” were dealt with under the component of cooperation.

Table 4.2: The Content of the Participants’ Construct Categories Regarding the Features of an Effective teacher

CONSTRUCT CATEGORIES EMERGED	N1*	N2*
ACADEMIC QUALITIES		
Good knowledge in field (by two participants)	3rd	5th
Very good content knowledge	5th	
Clear and fluent use of language	4th	
Have a very good command of English	2nd	2nd
Always improving themselves	3rd	3rd
Cooperation with colleagues		
Ready to renew himself /herself		
Open to new ideas in field		1st
Keep up to date in field		3rd
TEACHING BEHAVIORS		
<i>Assessing Students’ Work</i>		
Tests what s/he has taught		
Perceives students’ success as teacher success		
Provides clear and informative feedback in time	4th	
<i>Lesson Preparation</i>		
Prepares activities for lesson	2nd	2nd
Well prepared for the lesson (by two participants)		2nd
<i>Classroom Discipline</i>		
Motivated respect (from students)		1st
Good control of classroom	3rd	5th
Lets the students express their views freely	1st	
Promotes student self-esteem	2nd	
<i>Instructional Techniques</i>		
Encourages students for research	3rd	
Deals not only with knowledge	1st	5th
Active in lessons		
Relates the lesson to real life by exemplification		
Teaches subject and has a crucial role in explanations	2nd	1st
Encourages student to learn by producing		5th
Interactive and enjoyable lessons		4th
Brings realia to the lessons	1st	3 rd
Adds variety to the lesson with related jokes and idioms		5 th
Motivates the students to listen highlighting importance of subject		
No use of Turkish in the lesson		

Table 5 continued

STUDENT TEACHER RELATIONSHIP		
Good communication with students in and out of classroom	5 th	
Close relationship with students		
All students are equal for him/her	5 th	4 th
Considers all students the same –no gender discrimination		
Interested in all students equally		
More than student teacher relationship	4 th	4 th
Too much communication during lesson		
Too much authoritarian		
Effective communication with students		1 st
Makes students feel relaxed		2 nd
Very close relationship with students outside classroom	4 th	
PERSONAL QUALITIES		
Very effective on students by being a good model		3rd
Spends a great deal of effort to teach		
Punctual & organized about timing of lessons /exams		
Greets the students friendly		
Expressive in lessons		
Motivated and willing to teach		
Wants to influence students' future life		
Loves teaching	5th	
Thoroughly responsible		
Has a good sense of humor		
Enthusiastic about teaching		3rd
Does not let personal problems influence professional life		
No prejudice towards students		
Able to feel himself at the age of students		
Honest to students		4th
Being sociable in personal life		5th

Note* N1=The rank order (1-5) priority at the beginning of the NTEP

N2=The rank order (1-5) priority at the end of the NTEP

When we look at the participants' rank ordering of the five most important constructs at the beginning of the study, we see that the category of teaching behaviors with nine constructs has been given the highest priority. Most of the constructs included in this category were related to the instructional techniques aimed at raising students' motivation by means of realia, jokes, idioms, and examples from personal experiences. The category of teaching behaviors is followed by the first (i.e. academic qualities) and the third category (i.e. teacher-student relationship), each with five constructs. Although the number of constructs pertaining to the personal qualities of an effective teacher was

quite high (9) when compared to that of student-teacher relationship and academic qualities, this category has been perceived to be the lowest in priority with only one construct by the participant teachers of the NTEP.

At the end of the NTEP, we do not see considerable changes in the number of high priority constructs for each category. However, when we look at the nature of high priority constructs, particularly the ones included in the category of academic qualities, we see that although content knowledge and language proficiency were rank ordered as the most important features of an effective teacher, these were replaced with constructs concerned with the concept of continuous self-development. We believe whatever content knowledge we may transfer to teachers in a training program that becomes inadequate after some time since teaching as any other profession is never stable. Therefore, the ultimate aim of successful training programs should be establishing continued learning as the norm rather than the exception (Moir & Stobbe, 1995). This is particularly important for induction programs since it is reported that professional norms such as continued self-development are established during the first years of teaching (Bartell, 1995; Scott, 1995). In this sense, participant teachers' new constructs as regards to continued teacher learning indicates that our program has been successful in achieving its ultimate aim. We believe our program is not the final destination for these teachers. Rather, we believe it will be a departure for these teachers to improve their teaching in the future.

4.2.6. Overall View of the Changes in the Structure of Personal Theories

The structure of the personal theories as identified through Exchange Grid Analysis indicates the nature of changes in the structure of personal theories held by the teachers in our study. Table 4.3 presents the number of personal construct held by each teacher both at the beginning and end of the study. Additionally, the table presents the constructs that have gone through significant structural changes.

Table 4.3 illustrates that 16 out of 45 constructs obtained from the participant teachers have gone through a significant change according to 80% cut-off point. As can be observed in the table, all four participant teachers' constructs show patterns of structural change. For example, while only 2 out of 12 constructs changed in one

individual teacher's grid (Participant 2), 7 out of 11 constructs changed in another's (Participant 3). In the table, we see that constructs with structural change are mostly from the area of student-teacher relationship. This may indicate that participant teachers, as young themselves, are trying to establish the right level of distance between the students.

Table 4.3: The Structural Changes in Personal Theories between the Beginning and end of the NTEP.

Teacher	Frequency of Constructs		Constructs with Significant Structural Change
	At the beginning of the NTEP	At the end of the NTEP	
Participant 1	11	14	- Good communication with students in and out of classroom (C10) - Relates the lesson to real life by exemplification (C6) - Promotes student self-esteem (C4) - Good knowledge in field (C2)
Participant 2	12	13	- Close relationship with students (C3) - Flexible about the timing of lessons / exams (C10)
Participant 3	11	16	- Too much communication during the lesson (C5) - Too authoritarian (C6) - Wants to influence students whole life positively (C9) - No use of Turkish in the lessons (C2) - Effective communication with students (C8) - More-than student teacher relationship (C10) - Deals not only with knowledge (C11)
Participant 4	11	13	- Makes students feel relaxed (C5) - Interested in all students equally (C11) - All students are equal for him or her (C3) - Tests what s/he has taught

4.2.7. Changes Observed in Participants' Construction of Self

Analysis of the element links in each participant teacher's FOCUSed grids at the beginning and end of the NTEP show us how each participant teacher construes her/his self as teacher regarding the features of an effective teacher. Moreover, the EXCHANGE analysis of the two grids provides us with information as regards to the changes in participants' construction of self as teacher. In Table 4.4 below, for each participant teacher, we present the highest element link of "self" in order to show which teacher group (i.e. effective, typical, or ineffective) the participant teacher associates himself/herself with. Additionally, we present the match level between the ideal teacher and the participant teachers' "self" as teacher in order to indicate how similar the participant teacher viewed himself/herself to the ideal teacher in their minds. In other words, the match level between the ideal teacher and self as teacher gives us a sense about each participant teacher's level of efficacy beliefs as regards to the features of an ideal teacher.

We present these match levels (i.e. highest element match with self and the match level between self as teacher and ideal teacher) both at the beginning and end of the study in order to see how these levels might have changed. If there is a significant change in the construction of self, we will indicate this with an asterisk (*) over the name of the participant teacher. Moreover, in the last columns of Table 4.4, we list the constructs on which the participant teachers rated themselves lower than the ideal teacher in order to give a more detailed view of the change in participants' construction of self as teacher whether significant or not. The asterisk (*) over the constructs indicate high priority constructs.

As illustrated in Table 4.4, both at the beginning and end of the NTEP, all participant teachers' highest element links of "self" as teacher were with effective or typical teachers group. When we look at the match levels between the participants' construction of self as teacher and the ideal teacher, we see that at the end of the NTEP two of the participants (Participant 3 and Participant 1) associated themselves more similar to ideal teacher; one participant teacher (Participant 4) associated at a lower level; and one participant teacher (Participant 2) seems to have remained unchanged. Although only one participant (Participant 3) seems to have gone through a change at a

significant level, we see that all four participant teachers' construction of self as regards to their efficacy beliefs changed to some extent, particularly when we refer to their ratings of self as teacher and ideal teacher at the beginning and end of the NTEP. We discuss the nature of these changes for each participant teacher in the following.

Participant 1 seemed to have associated his "self" as teacher with E1 (86%), E3 (84%), and T3 (86%) at the beginning of the NTEP. As can be seen in Table 4.4, similar match levels with typical and effective teachers were observed in his FOCUSED grid at the end of the NTEP. As for the link between his perception of "self" as teacher and ideal teacher, we see that he construed himself to be more similar to the ideal teacher, although this was not considered to be significant according to 80% cut-off point. However, when we refer to his ratings of self and ideal teacher at the beginning of the NTEP, we see that he rated himself lower than ideal teacher only on three constructs, one of which was a high priority construct. At the end of the NTEP, the number of these constructs increased to 8, four of which were his high priority constructs.

Although Participant 2 associated her "self" as teacher only with typical teachers (T2 and T3) at the beginning of the NTEP, she could not relate her "self" to any of the teachers group according to 80% cut-off point at the end of the NTEP. It seems that the match level between Participant 2's perception of self and ideal teacher remained unchanged. However, while at the beginning of the study Participant 2 rated herself lower than the ideal teacher on 10 constructs covering all five high priority constructs, she rated herself lower than the ideal teacher on 11 construct after the program. The construct, which was added to this list at the end of the NTEP was also a new constructs in Participant 2's repertoire of constructs as regards to an effective teacher. It might be worth mentioning that this construct regards being open to new ideas, which was in the heart of NTEP. Thus, we assume that she felt more need to follow the innovations in language teaching field at the end of the NTEP.

The only significant change in the construction of self occurred in Participant 3. Although she was isolate at the beginning of the NTEP, she associated her "self" as teacher close to E2 (81%) after the program. Also, there has been a considerable change in the match level between Participant 3's perception of self and ideal teacher. That is,

although she associated herself with ideal teacher at 77.3% match level at the beginning of the NTEP, she viewed herself very close to ideal teacher at the end of the study. When we refer to her ratings of self in order to understand the nature of this change, we see that although Participant 3 rated herself lower than the ideal teacher on 6 out of 11 constructs, she seems to have rated herself lower than the ideal teacher only on 5 out of 16 constructs. Thus, we assume that Participant 3 did not only become aware of the new features as regards to an effective teachers but she also felt more confident on some aspects of being an effective teacher.

As for Participant 4, we see that although her “self” as teacher had a high match with E3 (95.5%) and E2 (89%) at the beginning of the study, she could not relate herself to any teachers group at the end of the study. Moreover, at the end of the NTEP, she viewed herself less similar to ideal teacher. Her ratings of self at the beginning and end of the study illustrate the nature of this difference; while she rated herself lower than the ideal teacher only on three constructs, she began to view herself not as competent as ideal teacher on 8 out of 13 constructs. This might indicate that she began questioning her teaching on some aspects.

As shown in Table 4.4, all participant teachers’ construction of “self” as teacher went through some changes although they may not be at significant levels according to 80% cut off point. Drawing on the nature of these changes- sometimes higher and sometimes lower match levels with ideal teacher-, we cannot claim that NTEP boosted participants’ efficacy beliefs as regards to their own constructs of an effective teacher. The only conclusion that we can draw from these results is that participant teachers adjusted their efficacy belief to the accurate level. Moreover, the new constructs added at the end of the NTEP indicate that the participant teachers attached new qualifications to their perception of an ideal teacher like keeping up to date in the field. In fact, we particularly value this contribution since unlike the case in teacher efficacy scales, our first attempt was to raise the participant teachers’ awareness on some issues concerned with effective teaching. Only then did we ask these teachers to rate themselves on those features of an effective teacher.

Table 4.4: Teachers Construction of Self as Teacher

Highest Element Link			Match level with the "ideal" teacher		Constructs on which the participant teachers rated themselves lower than the ideal teacher					
A*	B*	A*	B*	A*	A*	Self	Self	Self	Self	Self
PARTICIPANT 1	E1 (86%)	E1 (86%)	84%	93%	- Encourages students to learn by producing - Motivated respect - Good knowledge in field *	2	2	2	2	1
	E3 (84%)	E3 (84%)				2	2	2	2	1
	E2 (82%)	E2 (82%)				2	2	2	2	1
	T3 (86%)	T3 (86%)				2	2	2	2	1
PARTICIPANT 2	T2 (87.5%)	T2 (87.5%)	67%	67%	- Motivated and willing to teach - Interactive and enjoyable lessons - Flexible about timing of lessons / exams - Active in lessons - Prepares activities for lesson* - Provides clear / informative feedback* - Very good content knowledge* - Brings realia to the lessons* - Good control of classroom* - Expressive in lessons	2	2	2	2	5
	T3 (83%)	T3 (83%)				3	3	3	3	5
						2	2	2	2	5
						2	2	2	2	5
PARTICIPANT 3*	Isolate	Isolate	77.3%	91%	- Wants to influence students' whole life - Thoroughly responsible - Always improving themselves* - No use of Turkish in the lessons - Effective communication with students - More than student teacher relationship*	4	4	4	4	1
						4	4	4	4	1
						1	1	1	1	1
						3	3	3	3	1
PARTICIPANT 4	E3 (95.5%)	E3 (95.5%)	93%	83%	- Encourages students for research* - Teaches the subject and has a crucial role in explanations* - Very close relationship with students outside classroom*	4	4	4	4	2
	E2 (89%)	E2 (89%)				4	4	4	4	2
						4	4	4	4	2
						4	4	4	4	2

Note* A= At the beginning program, B= End the program

4.3. Evaluation of the Novice Teacher Efficacy Program

In this section, we present the analysis of the reflection sheets collected after each session of the Novice Teacher Efficacy Program (NTEP) and the interviews conducted with the participant teachers at the end of the NTEP. We utilized the four sources of efficacy information as a framework for the analysis of the program components. In our analysis, we presented the opinions expressed in the reflection sheets and the follow-up interviews about the activities employed for each source of efficacy information. In this section, we also present the analysis of the information regarding participants' expectations of an induction program. Thus, our analysis in this section comprises the following sub-sections:

1. Participants' Expectations of an Induction Program
2. Activities Offered for Mastery Experiences
3. Activities Offered for Vicarious Experiences
4. Activities Offered for Verbal Persuasion
5. Activities Offered for Physiological and Emotional States
6. Cognitive Processing of the Information Gained from the Sources of Efficacy Information: Collaboration and Reflection
7. The General contributions of the NTEP

4.3.1. Participants' Expectations of an Induction Program

The NTEP viewed participants as professionals and attempted to take their needs and opinions into consideration in the design of the program. Accordingly, the participants were allowed to express their expectations of an induction program in the first session of the NTEP. The participants' expectations, which were similar in content and order, fall into three categories. The first and the most important thing the participants expected from the NTEP was to speak and hear English during the sessions since they indicated that they did not have such chances at their schools. Regarding this expectation the participants noted the following:

The first thing I expect to see in the program is to hear and speak English.

First of all, I will be able to speak English here in this program.

I expect to practice my foreign language here with the other English teachers because I have

no chance outside even at school.

Working at a government school, I face many problems. The biggest problem I face is not being able to talk in English. So by attending to this program, I hope to refresh and keep alive my knowledge of English.

Drawing on the participants' expectations, all the sessions were conducted in English. Besides, the researcher tried to give the participants as many chances as possible to speak English during the sessions. For example, instead of writing reports of their research, they presented their projects orally.

Another common expectation maintained by the participants was to share experiences related to the instructional and non-instructional-matters. Relatedly, the participants pointed out:

Since it is my first year of teaching experience, I expect to share the difficulties I have about teaching and the school administrative (!!!!).

We can share our experiences. Being a novice teacher, I think I will sometimes need to discuss something about the school life, which is not similar to university years.

Since I will be in contact with other new teachers who most probably face the problems I face, I will learn to cope with my problems, which the environment creates.

In order to meet their expectation of sharing experiences, we spent some time in each session on discussing the recent experiences related to the school or classroom teaching. Additionally, the activities employed in the sessions let the participants focus on their own experiences of instructional and non-instructional matters.

Although mentioned as the last expectation, the participants were aware of the fact that they should improve themselves by learning more in the field of language teaching. Thus, all the participants indicated that they expected the program to give them a chance for self-development. Regarding this, the participants noted the following:

As an English language teacher, I still do not like the "teaching role" because I still need to learn more and more. This is another reason why I am here; to see something new; to hear something new that I haven't known before.

We can learn new things about the language we teach.

I am aware that my knowledge in language teaching has been decreasing since I started teaching in a state school. Therefore, I hope the program will help me gain new information about being a teacher

Due to the expectations to learn new things, the researcher put a special emphasis on encouraging the participants to read the literature related to their puzzling situations. Also, she supported all the activities employed in the sessions with the relevant literature.

4.3.2. Activities Offered for Mastery Experiences

4.3.2.1. Participatory Teacher Research

Mastery experiences are considered the most powerful influence on efficacy beliefs since they provide direct feedback regarding capabilities. According to mastery experiences, the perception that a performance has been successful fosters efficacy beliefs, which contributes to the expectation that performance will be successful in the future as well. Similarly, the perception that one's performance has been a failure lowers efficacy beliefs, contributing to the expectation that future performances will also be incompetent (Bandura, 1986).

Participants' comments on their first year of teaching experience, however, revealed that they did not have any chances to experience success although they were enthusiastic about teaching. Accordingly, the researcher attempted to create mastery experiences by encouraging the participants to undertake research in their own teaching context. Before starting to undertake their research, the participants were asked to discuss on the various definitions of teacher research, explaining the usefulness and purposes of it. The discussion increased participants' interest, and motivated them for carrying out a research. Actually, the success of any teacher research is thought to be lying in the will to improve the quality of teaching and learning as well as the conditions under which teachers and students work in schools (Altrichter et.al., 1998).

Participants' research journey started with brainstorming on instructional challenges that are relevant to them in their instruction and/or behavioral management

of their students. Their initial points to start their research and their rationales for those starting points were as follows:

- Participant 1 decided to work on vocabulary teaching, which grew out of his interest. He thinks vocabulary teaching is the most important part of language teaching. Besides, he links vocabulary teaching to sociolinguistics, which relates to his long-term future goal.
- Participant 2 wanted to work on how to teach reading effectively since she believed that not enough emphasis was given to teaching skills in the methodology courses she studied at the university. She indicated that she did not feel competent enough to deal with the reading texts in the course books she is supposed to use with her students.
- The puzzling situation that Participant 3 decided to work on stemmed from a perceived problem in her teaching. She thought that there was too much teacher talking time in her lessons. Thus, she aimed to work on teacher talking time.
- Participant 4's puzzling situation, on the other hand, stemmed neither from an interest nor from a problem. She indicated that her students got more motivated when she used pictures in the classroom. Hence, she aimed to explore ways to improve herself on this issue.

Having reached to a starting point for research, the participants were supposed to explore their current way of handling these situations. In order to do this, they were asked to collect data by means of various tools. However, owing to the shortage of time and participants' lack of experience in designing tools to collect data, the researcher suggested ways to collect data. Following tools were emphasized in the session:

- Keeping a journal
- Self-observation using checklists
- Student diaries / interviews
- Audio-taping the lesson
- Video-taping the lesson

- Peer Observation using checklist

In order to equip the participants with the essential information on these tools, the researcher provided the participants with a text explaining each tool with its advantages and the disadvantages. Then, the participants were asked to collect data for the following week so that they could explore their teaching as regards to their puzzling situations.

Participant 1 decided on self-observation and the researcher provided him a checklist on vocabulary teaching. Participant 2 preferred to collect data by keeping a journal after each lesson she had to deal with a reading text. In the journal, she was supposed to describe the lesson and reflect on her feelings about it. Audio-taping was the data collection tool that Participant 3 decided to employ in her research. She decided to record a few of her lessons in order to compare the total amount of teacher talking time to student talking time. Participant 4 decided to conduct informal interviews with the students in order to investigate why students particularly like her use of pictures in the lessons.

In the following week, the participants, with the data they collected, reflected on their teaching as regards to their puzzling situations individually. As each participant with the role of a 'speaker' was reflecting on his/her puzzling situation, the other participants and the researcher reflected back the 'speaker's' words and asked questions in order to help the speaker narrow down his/her puzzling situation so that s/he could take action steps for it. As a result of these reflections, Participant 1 became aware that his strategies to teach vocabulary were limited. As an action step in his research he decided to enrich his strategies of vocabulary teaching. The initial data that Participant 2 collected made her recognize that she was teaching the skill of reading rather instinctively. Thus, she concluded that she needed some theory on how to teach reading so as to feel confident. Participant 3 indicated that there was too much teacher talking time in her lessons, which stemmed mostly from her being impatient for students' responses. Thus, in her research, she aimed to find ways to reduce her teacher talking

time. Drawing on the data she gathered through student interviews, Participant 4 realized that her students found it easier to remember things if she used pictures in the lessons. Accordingly, she aimed to improve her drawing and enrich her strategies on the use of pictures.

Having narrowed down their puzzling situations, the participant teachers were asked to do literature review on their point of inquiries in order to gain new insights. In the following session, the participant teachers were supposed to present their research orally as their first expectation from the NTEP was to speak and hear English.

Data obtained from the reflection sheets and the interviews reveal that all the participants benefited a lot from the experience of carrying out a research, although it was a very small one. They found the experience of carrying out a research in the NTEP very useful mainly in two aspects. One of the aspects was related to its positive impact on their teaching. Regarding the usefulness of this experience on their teaching, the participants noted the following:

As I presented my research orally to my colleagues, they reflected on the strategies suggested in the literature. Their comments really encouraged me try out the techniques given in literature, such as miming, using pictures, giving antonyms/synonym, giving examples etc. I observed that my students got really interested in the lessons and remembered better when I used different techniques, and pay attention to vocabulary teaching in my lessons. For example, they really liked guessing the words in context. They thought it was like a game.

Honestly, I cannot say that I have achieved a great deal by the end of this research. I have only managed to reduce it (teacher talking time) slightly. For example I could not use many of the strategies offered in literature. But, I believe I will get better in the future. Still, I have started to involve students more in the lessons. At least, I have been trying to wait for students' responses patiently. And as far as I observe they are very happy with it.

Similar remarks emerged from the interviews:

After I worked on reading, I started to use different strategies to deal with the reading texts, which, I think, worked well. For example, I divided the reading text into three and gave each part to a group of students to work in detail including its vocabulary and content.

Although one of the participants indicated that he did not have many chances to apply the strategies he learnt on vocabulary teaching due to the forthcoming summer holiday, he nevertheless identified strategies to be used in the following years. As regards he stated the following:

You know, I worked on vocabulary teaching. Firstly, I have realized the importance of using equipments such as over-head-projector and pictures. Also, I have started to use different techniques to teach vocabulary instead of just giving the meaning of unknown words. Actually, I did not have much time to apply them because of the coming summer holiday. So I am going to apply them next year too.

In relation to the influence of carrying out a research on efficacy beliefs, participants' remarks in their reflection sheets and the interviews indicate that this experience really fostered their efficacy beliefs, which was the primary aim of this study. Regarding this, the participants pointed out the following:

As a teacher I have learnt that I am on the right way. Although I taught reading on the basis of my instincts, I have seen that similar things were suggested in literature. Therefore I feel much more confident about my own ideas in teaching.

Before working on it I always taught that I wasn't gifted for drawing in the lessons. But when I worked on it with the help of the books, I saw that it was not so difficult. If I work on it, I am sure I will get much better in the future.

At first, I thought that nothing could be done with the students in state schools as I considered the problems too big to be handled. But, since I observed positive things in my teaching after my mini research, I started to believe that we could improve these students and the schools. I think once we start thinking about small problems, one day we will realize that we have solved the big problems.

Lastly, encouraging teachers to undertake a research helped them gain the insight for on-going professional development, which is in the heart of teacher research. The participants recognized that teaching is complex, and there is always opportunity for improvement. Also, the program stimulated the participants to professionalize their work, particularly by taking control of their own development. Related to these the participants noted the following in their reflection sheets:

I have realized that unless we observe ourselves, it is difficult to understand our weaknesses and strengths. So, I believe we should always observe ourselves to continue our development.

This was what I was looking for: working on something scientifically. It broke up the boring teaching routine in my school.

I have understood that teaching is very complex and needs continuous development since

we are always with different students, and each lesson is different from another. So we can never say that we have learnt enough.

This contribution of the NTEP was particularly valuable since it is suggested that professional norms are established early in teaching. Accordingly, we assume that the participants will go on improving themselves.

On the whole, we may come to the conclusion that the NTEP was successful achieving the aims of teacher research. All the participant teachers experienced a sense of success at the end of their research, which also raised their personal and general teaching efficacy beliefs. Also, the experience of carrying out a research contributed to their teaching and fostered the sense of on-going professional development.

4.3.2.2. Professional Lifeline Activity

Another activity employed for the purposes of creating mastery experiences was the professional lifeline activity. In this activity, the participants were asked to draw a line and mark the key events in their professional life in which they perceived themselves very successful. Their professional life included their student teacher and novice teacher period. The purpose of this activity was to cultivate efficacy beliefs in the participants by encouraging them to recall their past successes and recognize their strengths.

Although the number of key events varied from one participant to another, they were similar in nature as most of their successful experiences dated back to their student teacher period. Participant 1 marked seven events on his line, three of which were related to his first year of teaching experience. Participant 2 marked nine events on her professional lifeline. Only the last event on her line was related to her first year of teaching experience. Although she was able identify the successes of her student-teacher period, she could not express such a clear success for her first year of teaching experience. On her professional line, she just wrote “teaching in a public primary school

in a village”. When the researcher asked for clarification of the last event in her lifeline, Participant two responded as I’ve been surviving in a state school, isn’t it already a great success?” This may indicate how sobering her first year of teaching was in a state school. The events that Participant 3 and Participant 4 marked on their lifelines were all from their student-teacher period.

The events marked on the professional lifelines indicate that the participant teachers have experienced only few or no successes during their first year of teaching experience. This provided a good justification for the teacher research included in the NTEP since it would aim to help participant teachers experience a sense of success by working on a specific problem. However, all the participant teachers liked the activity since it arose positive feelings in them and motivated them for the challenges in the future. As regards to these issues, the participants wrote the following in their reflection sheets:

We usually tend to speak negative sides and problems. But in this activity we talked about our successes. I really liked it because I became more optimistic about my profession.

For the first time in my life I have the chance to discuss my successes in a formal setting. You know, people usually avoid this so as not to be considered as boastful. But, I should say I enjoyed it.

Looking back, I have realized that I have accomplished a lot, which made me believe that I can gain further successes in the future

4.3.3. Activities for Vicarious Experiences

Vicarious experiences are another source of efficacy information in which someone else models the skill in question. The effects of these experiences on the observers’ efficacy beliefs depend on the degree to which the observer identifies himself / herself with the model (Bandura, 1986). In order to create vicarious experiences for the participants, the researcher employed the following activities:

1. Listening to each other’s successes
2. Oral presentations related to the point of inquiries
3. Watching lesson extracts of similar but successful teachers

Although the participants stated that they liked all the above activities, their remarks in their reflection sheets indicate that watching various lesson extracts, and comparing and contrasting themselves with those teachers has been the most effective on their efficacy beliefs.

Before the participants watched the lesson extracts, they were given an observation checklist (Appendix VIII), asking them to note down several things that they would like to steal from that teacher and the lesson in order to make them part of their own teaching. This might include personal qualities, teaching skills and techniques, activities, classroom atmosphere etc. They were also going to note down their reason for choosing those things. In return for their many thefts, the participants would choose something from their teaching and give it to that teacher. In order to perform this task, the participants compared and contrasted themselves to the teachers they watched. The remarks in their reflection sheets indicate that they really liked the activity, and they gained a lot from the activity. Regarding this, the participant teachers noted the following in their reflection sheets:

Since I started teaching in a public primary school, I haven't had a chance to observe a colleague. So I should say that it was really enjoyable to observe a teacher in the classroom even if it was on TV. It was also very useful for providing us various ways of doing things. For example, in the video-extract the teacher arranged the pairs with a vocabulary activity. I found it really very enjoyable and useful. I will certainly try it in my lessons.

Watching lesson extracts was one of the most enjoyable and useful activities in the program. Every one of us noticed different things about the lesson extracts. And our suggestions for those teachers were also very useful for all of us. It was a great activity to motivate us to try out new strategies.

When I was watching the lesson extract, I was asking myself how I would teach if I were the teacher. Actually, through the lesson extracts I could see myself. With the help of this activity, I noticed that I am also a good teacher. I could do most of the things myself as well

The participants emphasized the importance and benefits of watching various lesson extracts for their teaching during the interviews as well. As regards, one of the participants pointed out that observing other teachers made her feel well and confident as a teacher:

While I was watching, I thought how I would behave and teach in that situation. Of course I have realized the weaknesses in my teaching. But, I have also realized my

strengths in teaching, which really made me feel well and confident

Participants reflections on watching successful teachers are in line with the claim that comparison to other successful teachers lead teachers, particularly novice teachers, believe that they also have the capabilities to be successful teachers under similar circumstances (Tschannen-Moran et.al., 1998)

Another participant pointed out that she started to look at her teaching more analytically after observing lesson extracts:

It helped me see and assess my lessons from an outsider perspective. I started to think about communication in the lesson or my way of using the blackboard. Watching various lesson extracts, I became aware of the importance of self-observation. Before the lessons I get the habit of finding a focus to consider during the lesson. Actually watching lesson extracts helped me see my teaching better and gave me the full control of it.

Similarly another participant indicated that watching lesson extracts made him more careful during the lessons. As regards, he stated the following:

Every classroom is a different atmosphere, and every student is a different personality. Therefore, I will always be observing myself and applying different strategies instead of using the same things.

He particularly liked to become aware of his weaknesses in teaching through watching lesson extracts. As regards, he pointed out the following:

I liked seeing various teachers since I started to consider whether I could apply them in my teaching or not instead of judging them as right or wrong. This is particularly important since I believe that a teacher keeps on doing the same things even if we tell them s/he is doing wrong. But if we only tell how we handle it ourselves, s/he inevitably begins to question his/her teaching and intends to try out alternatives.

Thus, we may suggest that awareness-raising activities may be perceived more affective than an outsider's feedback while evaluating teaching as good or bad.

4.3.4. Activities for Verbal / Social Persuasion

Verbal persuasion is a kind of suggestion, which attempts to influence human behavior. Through this kind of suggestion, people are led into believing that they can cope successfully with overwhelming situations (Bandura, 1986). In terms of teacher efficacy, Tschannen-Moran et.al. (1998) suggest that verbal persuasion in teaching context can be in the form of specific performance feedback from a supervisor or a colleague. Alternatively, it may be in the form of general chatter in the teachers' lounge or in the media about the ability of teachers to influence students. It is admitted that verbal persuasion is limited in its power to create enduring increases in self-efficacy beliefs. However, it is stated that it can contribute to successful experiences to the extent that persuasive boost in self-efficacy leads a person to initiate a task, attempt new strategies, or try hard enough to succeed (Bandura, 1986). In the study, we employed various activities for verbal/social persuasion.

4.3.4.1. Encouraging for Continuing Professional Development

The long-term benefit we expected from the NTEP was to establish a sense of continuing professional development. Therefore, at the earlier stages of the NTEP, the researcher attempted to instill the meaning and importance of self-development by means of various quotations (see Session 2).

By eliciting participants' reflections on the ideas regarding continuing self-development, we aimed to encourage participant teachers to try hard enough to succeed in the following days. Participants' remarks in their reflection sheets suggest that they liked the idea of self-development. Regarding this, they pointed out the following out that:

It is great to feel the freedom in my class.

Before I started to this program, I had thought that you would suggest ways about teaching like the methodology courses we studied at the university. But, now within this philosophy, I understand that we will be involved in the program actively. So I really feel excited about it.

How nice! I will guide my own development

However, one of the participants was not hopeful about the things she could apply in her teaching. Relatedly, she noted the following in her reflection sheet:

The idea of this kind of self-development is very interesting. But I am not sure how much of it I can apply it in my teaching context. Still, I am happy because I am learning new things.

Participants' positive remarks may suggest that they got motivated to try out new things and to try hard enough to succeed. In this sense, verbal/social persuasion through reflection on the philosophy of self-development had a positive impact on the participants, who got motivated for future challenges.

However, immediately after the meaning and importance of self-development idea, the participants were reminded that self-development in our context would not mean that they should work in isolation. Instead, the participants were encouraged to cooperate with colleagues and students throughout the program. Participants' reflection on cooperating with colleagues will be discussed in the following sections.

4.3.4.2. Discussion on Teaching Experiences

Throughout the program, approximately 15 minutes in each session was spent on latest teaching experiences, including successes, difficulties, failures, feelings etc. The participants were free to guide this time. During this period, the researcher provided the participants with feedback on the issues arose in the sessions. In her feedback, the researcher tried to be as focused and constructive as possible. She only commented on the issues, which the participants asked for. All four participants indicated that they found the researcher's feedback very valuable and beneficial. Their justification relied on two reasons: Firstly, the participants were really in need for such feedback because of the undesired conditions in public primary schools. Secondly, they could rely on the researcher's feedback since they perceived the researcher as a credible and trustworthy source of feedback because of the researcher's status and educational background.

Before this program, I did not know how I was doing as a teacher because there is no one at my school to talk about my experiences. But now I am able to get feedback from a university teacher, which, I believe, is very valuable. Her feedback makes me realize my strengths and weaknesses.

I have been trying out things instinctively. The way I used to teach “to be” verb is an example to this. Although I saw that the strategy worked well in my class, I wasn’t feeling comfortable about it. But after I got feedback on it from you and my colleagues, I felt much more confident.

I am very happy attending to this program. I have someone to talk to without feeling threatened and I have someone to get feedback on my skills. You can’t imagine the importance of this for a beginning teacher in a state school.

However, for one of the participants, researcher’s feedback was of great importance. It was like a ‘turning point’ as she puts it:

It was an invaluable chance for all of us to get feedback from you. But, I believe it is the most important for me. You saw how upset I was after being observed by the inspector, who did everything to depress me as a teacher, and whose feedback was totally destructive for me. When I came to the session, I was so disappointed that I could only cry. But you were so nice and understanding. You and my colleagues built my self-confidence and motivation in teaching again. I will always remember this as a “turning point” in my professional life.

The extract above is also striking for reflecting the reality of some inspectors of the Minister of Teacher Education, who can be destructive in their feedback, especially for the beginning teachers who have not been given such feedback before.

4.3.4.3. Encouraging for Professional Activities

Because the reflection sheets collected before the NTEP started indicated that these teachers felt stuck in the teaching routine, and that they did not have any opportunities to be in professional atmosphere, the researcher informed the participants about the professional development activities taking place in the region, and encouraged the participants to attend those activities. Related to the importance of these kinds of activities, Tschannen-Moran et.al. (1998) emphasize that when teachers are involved in professional activities, they gain new strategies and methods, which can contribute to their skills.

All the participants indicated that they benefited a lot from attending the seminar, which was organized by a publishing company. Two of participants were particularly expressive of an increase in their self-efficacy beliefs. Their reflections on this experience were as follows:

It was nice to meet a lot of colleagues at a seminar. We were able to talk about our problems and the things that we could transfer to each other. Additionally, it was nice to listen to a native speaker live. Finally, I felt that I know English, and English is important. I have seen that I haven't forgotten English in spite of the fact that I work in a state school.

Once more I have believed that no subject is impossible to teach if we know how to teach it. I myself decided to enrich my material using in teaching. Although I have limited equipment, I can still do more than I do now. Lastly, I will not be a typical teacher who just gives information. I will try to teach my students how to learn, and how to enjoy learning. I mean the limitation is not the facilities of the school, but we, ourselves.

Another participant was especially appreciative of the atmosphere there. She maintained that she was really affected by the atmosphere:

Working in a state school, teaching basic English to unmotivated students, I sometimes feel like a worker, doing the same things again and again. But, the things we discuss in the program, especially attending to this seminar made me feel like a professional.

Drawing on the participants' comments, we may conclude that the participants liked being together with other colleagues. When teachers participated in a professional activity outside their school with many teachers in the region, they grow more efficacious since they became aware of their strengths and power as a teacher, and they experience the professional atmosphere.

4.3.4.4. Constructive Feedback on Observations

Constructive and specific feedback from supervisors, other teachers and students is particularly emphasized to create social persuasion since they make teachers aware of how their skills and strategies match the demands of a particular task. Accordingly, the participants were asked if they would like to be observed by the researcher. Three of the participants volunteered for observations while one of them was reluctant, claiming that it would be difficult to have a normal lesson because of the forthcoming summer holiday. Thus, the researcher observed only three of the participants focusing only on the issues raised by the participants. Before the observation, the participant to be observed explained to the researcher the aims of the lesson and the characteristics of the

students. The researcher observed the lessons on the issue agreed with the participants before the observation. She described the lesson regarding the issue arranged previously. In the post-observation session, the researcher met the participants individually and described the lesson from the agreed point of view. At first rather than giving feedback, the researcher elicited the participants' own evaluation and feelings about the lesson in order to make the participants realize their own strengths and weaknesses. Then, the researcher provided feedback trying to be as constructive and focused as possible. In order to achieve this, she avoided commenting on the issues, which were not agreed upon with the participants. Also, while giving her feedback, she provided suggestions instead of making criticisms. For example, she never used "should have" in her feedback. Rather, she suggested ways by using "could have" in her feedback.

The comments taken from both the reflection sheets and the interviews indicate that they gained a lot from the experience of being observed. They found the experience beneficial for the following reasons:

- The observation broke up the boring teaching routine in state schools
- The participants felt as professionals in a field
- The participants became aware of their own strengths and weaknesses in teaching
- The observation introduced the participants with the observation process for self-development.

Regarding these benefits, the participants maintain in their reflection sheets and interviews that:

When my students learnt that they were going to be observed by a teacher at the university, they got really excited. I suppose they became aware of the world outside their school, just as did I. After I started to in a state school, the other teachers' attitude made me more like a worker than a professional. I was really worried that I would repeat things over and over again. But the observation really brought about a change in my life, and made me feel that I have an important job.

I should say that my students were more hard working and attentive to the lesson than they normally are. So, it may not have been my normal lessons. But, I got happy when I saw my students so helpful during the observation. They wouldn't have behaved so if they didn't like me.

I was surprised to find out that I was good at teacher talking time. I used to think that my students were not able to produce any English. But with the help of your feedback on your observation notes, I realized that they could produce a good amount of English for their level, which made me feel good as a teacher.

My teachers observed me when I was at the university. But it was not like this. We didn't know the students well, we didn't know what teachers were focusing on, so we really felt nervous about the observations. But now, it is quite fair. I know what you are observing. I can say the observations at the university led to regrets whereas this kind of an observation leads to hopes and plans about the future.

4.3.5. Activities for Physiological and Emotional States

It is maintained that physiological arousal a person experiences in teaching situation could affect teachers' efficacy beliefs. Arousal such as increased heart and respiratory rate, increased perspiration and trembling hands can be interpreted either positively as excitement or negatively as stress and anxiety. The interpretation of this arousal depends on the circumstances, the person's history, and the overall level of arousal (Bandura, 1986). In literature numerous studies point out that novice teachers are characterized by this kind of arousal (Tschannen-Moran et al., 1998; Woolfolk & Hoy, 1990). However, the participants in this study did not indicate any physiological arousal in their reflection sheets. This might be due to the fact that the conditions and the student profiles at public primary schools fall short of offering challenges.

As for the emotional states, it has been reported that despondency can lower self-percepts of efficacy that give rise to ineffectual performance, which leads to even deeper despondency (Bandura, 1986). As regards this issue, the extracts particularly in the reflection sheets collected before the NTEP started indicate that these teachers are hopeful for improving neither the school and students nor themselves. Accordingly, the researcher spent sometime in every session to alter participants' despondent attitude towards teaching, emphasizing the rewarding aspect of teaching. In order to achieve this, she encouraged the participants to talk about their satisfying experiences as teachers. She also encouraged the participants to contribute the program with various sources such as anecdotes, stories or poems which all deal with the importance and meaning of being a teacher. Besides, the researcher opened up discussions on the problems of other teachers' all around the world in order to help the participants regard

experiencing those problems as a common transitory experience of every novice teacher.

Although the participants indicated that all the activities contributed to positive mood among them, their reflections demonstrate that they particularly found the discussions on the issues mentioned above influential in altering their negative mood to positive mood. Some of their discussions were as follows:

In the sessions I experience the joy of being a teacher.

When we read and discussed about the problems of other teachers, I understood that I am not the only teacher having these kinds of problems.

I was affected by the text, "How god created the teacher". It made me feel more understanding and helpful towards my friends.

We came up with similar remarks concerning the benefits of these discussions in the interviews as well. Their reflections indicate that they have lost their despondent attitude towards problems in teaching.

I was relaxed to realize that I was not alone with these problems. Having realized this, I started to think about how to solve them. At the beginning of the year, I used to get panic when I came across a problem. But now, I think about the problem and look for ways to cope with it. For example, I noticed that when I prepared lesson plans, the lessons became much better.

There have always been problems. Before attending to this program, I sometimes blamed only students or the educational system. However, I now see that if a teacher focuses on a problem confidently, s/he can really achieve a great deal.

4.3.6. Cognitive Processing of the Information

We are aware of the fact that although all four sources efficacy information play roles in the creation of efficacy beliefs, it is the interpretation of this information that is critical. Regarding this, Tschannen-Moran et.al. (1998) emphasize that the importance of cognitive processing since it determines how the sources of information will be weighed and how will they influence the analysis of the teaching task and the assessment of personal teaching competence. Accordingly, in order to help participants with cognitive processing, the researcher encouraged cooperation and reflection throughout the program.

4.3.6.1 Developing the Skill of Cooperation

We employed the cooperative development framework, suggested by Edge (1992). For this framework, the participants first read about the attitudes required for this kind of a cooperative development, which are honesty, respect and empathy. The participant teachers, they were also involved in an activity (stamp activity), which provided a rationale for these attitudes. Regarding the attitudes suggested by this framework and the stamp activity, the participants noted the following:

Stamps were interesting. By this way, we recognized that we have different ways to describe and separate things. Everybody has his/her own style.

The stamp activity helped us to see the same thing from different points of views and appreciate others' opinions.

Reading about these attitudes helped me to respect others' thoughts without prejudice; it helped me to think about the effectiveness of different points of views; it made me try to understand reasons why some certain teachers use some certain methods.

During the interviews, the participants gave more concrete examples on how they adopted these attitudes, particularly the attitude of empathy in their classrooms. One participant, for example, indicated that empathized with the students and tried to understand their difficulties in learning a language. As regards, she stated the following:

Looking back to the days when I first started learning English, considering the students' level and conditions, supposing how I would feel if I started learning French under these conditions, I tried to understand my students and accept them as they are, without getting worried and annoyed much. But, this does not mean have I have given up trying. The only think is I have modified my expectations according to the reality.

The extract above suggests that learning and practicing the attitude of attending; the participant teacher adjusted her expectations to the level and conditions of students, which reduced her feelings of worry and anger towards students. Another participant

gave an example on how he utilized these attitudes in order to deal with a disruptive student. He stated the following:

...For a moment, I empathized with him and I got really sad because violence was something that he was used to. I asked him questions about the class, his friends, and I tried to make him talk as much as possible. After a while, Kadir began to cry saying that nobody loved him and that his mother was not interested in him. I would never imagine him crying.

From that time on, I had a more understanding attitude towards him and he was a much better student in my lessons.

The skills that were suggested for cooperative development were attending, reflecting and focusing. Firstly, they learnt about attending and applied the skill in various activities. In order to practice this skill, taking the role of a speaker, the participant teachers talked about their perceived successes in their teaching. Meanwhile, the understander tried to make the speaker feel well listened to. All four participant teachers found engagement in these activities beneficial. Firstly, the participants stated that they realized the importance of non-linguistic signals used in conversations. As regards, they note the following in their reflection sheets:

The activity helped me to realize how effective our eye contact, body language and non-judgmental approach may be while we are listening to someone. Our body language may indicate that we are not listening even though we think that we are.

I have realized that most of the time an understander is more active in a conversation. The signals that the understander send affect the speaker very much.

One of the participants was happy to see the scientific ground for her usual approach in the conversations. As regards, she wrote:

All the things are very familiar for me because in daily life I also watch those clues while talking to someone. Your gestures, your hands, your facial expression are as important as your words or sentences, may be more important than the words. But, I should admit that it was nice to support all these with scientific terms.

Another participant related the skill of attending directly to her classroom teaching. As regards she wrote:

In the classroom, we usually take the role of a speaker as a teacher. But, I have started to think that we should be understanders as well. I will try to listen to my students (although rarely) in a non-threatening and non-judgmental attitude.

The interview data found great consistency with the remarks in their reflection sheets. One of the participant teachers, for example discussed the positive impact of the skill of attending on his classroom behavior. As regards, she stated that she started to make better use of eye contact in the classroom, and that he observed his students more carefully in order to understand their feelings. She stated:

Having emphasized the importance of non-verbal communication by means of the skill of

attending, I have started to put more emphasis on eye contact in the classroom. For example, when I let a student to talk, I try to encourage him through eye contact. In this way, I believe the student becomes more self-confident, and I feel more in control of the classroom. Also, I have started to observe students and my own behaviors more carefully. I particularly observe students when I am talking. Considering their way of sitting, and the expression on their face, I try to understand whether they are interested, confused or bored.

Considering the framework we employed in the program, we believe that the participant teachers became more aware of the importance of these attitudes and skills in their personal and professional lives. As regards, one of the participants stated:

I consider all these principles as important components of a successful communication and collaboration. I think we have to apply these with everyone we communicate and collaborate.

However, the participant teachers were still not able to apply these skills and attitudes with their colleagues at schools due to time constraints and their heavy teaching load. Regarding this issue, one of the participants stated:

I cannot say I have applied these skills and attitudes in cooperating with my colleagues since we do not have an atmosphere to cooperate. We cannot go further than greeting each other.

4.3.6.2 Developing the Skill of Reflection

Reflection has long been an indispensable part of any teacher education program. However, reflection is observed to be a vague term since it covers a great variety of activities in teacher education programs depending on providers' different conceptualizations (Munby & Russel in Roberts, 1998). Roberts (1998) made a comprehensible review of different concepts of reflection in terms of its purpose, context, sample activities and "parent theory". However, we will not include all those different concepts of reflection since it is beyond the scope of our study. We will just explain how we utilized reflection in the NTEP (Novice Teacher Efficacy Program).

In this study, we conceptualized reflection, as the process of thinking about the nature of one's performance, and determining the elements of instruction that should be modified and retained. In addition, our conceptualization of reflection involved identification of strengths and weaknesses in one's own performance. Some of the activities that we used for reflection were as follows:

- Professional lifeline activity (see 3.4.1) in order to reveal participant teachers significant successes in the profession
- Repertory grid as a means of uncovering beliefs in one's teaching
- Comparing and contrasting one's own teaching to others' (either to that of colleagues in the group or other teacher models e.g. watching lesson extracts)
- Conducting participatory teacher research
- Conducting structured observations and allow participants to explore patterns of their own teaching behavior
- Making a detailed record of one's recent learning and teaching experience following the action steps they took for their point of inquiries
- Self-assessment according to the goals and personal theories in teaching (particularly before and after they took action steps for the puzzling situations)
- Structured recall and discussion activities
- Structured presentations in which the participants reflected on the application of a theory in their classroom events including their assessment as regards to the relevance and truthfulness of the theory

Our conceptualization of reflection can be related to a number of theories.

However, the main theory was constructivism due to the following assumptions in the study:

1. Awareness of implicit theories is prerequisite for personal change (Argyris & Schön, 1974; Griffiths & Tann, 1992 cited in Roberts, 1998).
2. Awareness of unconsciousness patterns enables development (Thomas & Hari-Augsten, 1985 cited in Roberts, 1998)
3. Developing the ability to reframe situations leads to professional development (Roberts, 1998).

Kolb's experiential learning theory was another "parent theory" for our conceptualization of reflection since we employed activities to encourage the participant teachers to analyze their experiences in order to develop their theories in teaching. As regards this theory, the participant teachers were also encouraged to comprehend

theoretical input through direct personal experience. Although limited to only few activities, the following theories were also taken into consideration in the NTEP:

- Critical theory which indicates that a teacher's development should include an awareness of the impact of social forces and interests on one's work (Carr & Kemis, 1986)
- Social constructivist view, which requires the awareness of one's own socialization into teaching to be released from it (Griffiths & Tann, 1992 cited in Roberts, 1998).
- Dewey's view that teachers are capable of self-evaluation and that this is developed by improving awareness of one's practice and of criteria for self-evaluation (Roberts, 1998)

In the NTEP, reflection had two important functions. Firstly, we recognized that reflection is an important tool for teachers' growth. We also recognized it as an important tool to enable the participants to process the experiences conveyed through the activities, which were based on the four sources of efficacy information.

We were aware of the fact that it is not easy to develop the skill of reflection, especially in novice teachers. In order to achieve this, the researcher modeled reflection in the initial stages of the NTEP as suggested by Zimmerman and Stansbury (2002). As the participants began to develop self-confidence and efficacy, the researcher just prompted the participants for reflection. Over time, the researcher reduced the amount of guidance offered and engaged more as an interested and sympathetic colleague. Besides, the researcher provided the following conditions to help the participants develop their skill of reflection:

1. Shared conceptions of teaching: As the participants had been teaching for six months when the program started, we assume that they had already built up personal ways of working and personal theories of teaching.
2. Common beliefs about students as all the participants were teaching in the same conditions and with similar student profile.
3. Available time to think and work together. As regards this condition, it is emphasized that growth through reflection is unlikely without social or collective dimensions to reflection. That is, a trusted and interested listener is required in order to create the appropriate conditions for rethinking and self-

assessment (Lewin, 1946 in Kemmis & McTaggart, 1982; Cline et.al., 1990 in Roberts, 1998).

4. Shared personal and professional respect. Considering this issue, it is pointed out that considerable interpersonal skills are required to give teachers the impetus to reflect on their practices in order to help them uncover their tacit beliefs. The skills include emotional empathy, attending skills, and tactful probing skills (Denicolo & Pope, 1990). Drawing on this line of argument, we employed Edge's cooperative development framework, which includes relevant components such as attending, reflecting, focusing, honesty, respect, and empathy.

The participants' comments taken from the reflection sheets indicate that they realized the importance of the role of an understander in a conversation, and that they found this role very beneficial. The following comments taken from participants' reflection sheets illustrate why they found the role of an understander useful for reflection:

I think reflecting is an important part of conversations. Most of the time, we do not listen to each other. We only think about what we are going to say next. So we cannot reflect on what the other says and cannot be helpful for them. By practicing the role of an understander, we become very helpful for the speakers to clarify what they have in their minds.

I saw that reflecting is very important for the speaker because if someone reflects back what you say, you can understand your problem, your ideas and your feelings better.

Reflection is crucial to become active listeners or understanders

One of the participant teachers, however, stated that she found it difficult to take on the role of an understander at first, which is also cited as a possible shortcoming by Edge (1992). As regards this difficulty, the participant teacher wrote:

In the session, we talked to each other and tried to reflect back each other's opinions. At first, we had difficulty in doing so but later on it became more natural.

One of the participant teachers also extended the importance of the role of an understander to better teacher-student relationship in the classroom. This is particularly important since the primary aim of any teacher education program is to improve

teaching practices or related issues, such as teacher-student relationship. Concerning this, the participant stated:

As teachers, we have to make our students feel that we do listen and understand them and this will be easier by reflecting back what we hear.

As for the speaker's role, which we believe the real sense of reflection in teacher education, all four participants became aware of the importance of reflecting for their growth. They explained the importance of reflection as follows:

I think effective reflecting forces you to think in detail and categorize the things in your mind. In this way you become more aware of your teaching style.

As you reflect your ideas and beliefs to someone, you are able to hear them, which may otherwise be unconscious. For example, a problem in teaching may remain a problem forever.

It is said that the best way to learn something is to teach it. So, after we practiced reflection, I came up with the conclusion that we understand our ideas, beliefs or problems better when we try to explain those to someone.

Participants' comments discussed above are all taken from the reflection sheets written just after the sessions devoted to introduce Edge's framework for cooperative development. However, the participants were prompted to reflect on their teaching practices and beliefs throughout the program in order to build participant teachers' autonomous ability to reflect on their own experiences. Their comments have already been discussed after related activities in the previous sections of program evaluation part.

4.3.7. General Contributions of the NTEP

With the last question in the interviews, we aimed to elicit participants' opinions about the contributions of the NTEP in general and their suggestions for further development. Before commenting on the contributions, almost all the participants indicated that they were rather concerned about the requirements and the responsibilities of the program at first. The participants pointed out that they were worried that they

would have to spend a lot of time and energy since they had already been overloaded at their workplaces. However, the remarks in the interviews demonstrated that all four participants agreed that the program contributed to the participants' personal and professional well-being. The contributions of the NTEP fall into four categories:

1. Providing personal and emotional support
2. Reinforcing efficacy beliefs
3. Establishing the norm of continuous teacher learning
4. Improving teaching practices

4.3.7.1. Providing Personal and Emotional Support

All four participants in the interviews indicated that the most important contribution of the NTEP was the personal and emotional support. This kind of support was particularly valuable for the participant teachers since they were stressed with the problems concerning the school conditions and the society profile, which they had hardly imagined before they started working in a public primary school. Moreover, the participants had hardly any chance to collaborate with their colleagues at their schools.

Zimmerman and Stansbury (2002) state that more experienced colleagues play an important role for this type of support by assuring beginners that their experience is normal, offering sympathy and perspective, and providing advice to help reduce the inevitable stress. In the present study, however, the beginning teachers provided this type of support to each other through collaboration since it was not possible to get support from more experienced colleagues. We assume that the beginning teachers' providing each other with the personal and emotional support was particularly valuable since all four participants were made to think that they were on the same boat and their stress was normal. Participants' remarks in the interview indicate that the emotional and personal support ensured higher morale both in their personal and professional lives:

The most important thing that motivated me to attend the sessions was the good relationship between us. We never thought that we were there to help you (the researcher) to carry out your study. We really enjoyed being there together. The sessions made me get rid of the tiredness of the previous week and motivated me for the following week. In a way the sessions were like a therapy for me. They were like a therapy not only in my professional but also in my personal life.

When we got together with other beginning teachers who had similar problems, looked

together for solutions, and suggested alternative solutions, we were made to believe that we have the potential to solve our problems, which of course gave us a higher morale.

Another issue, which enhanced participants' morale in the program was to be at the university and to see that they were still remembered by their university teachers. Considering this, one of the participants stated:

When I first came to the university at the beginning of this year, I really felt bad since I did not feel to be belonged to the university. But when we started to attend the program at YADIM, I had the feeling of a university student again. And, of course, I have seen that our teachers at the university have not forgotten us, which was very nice for us

Hence, we believe that universities should certainly be involved in planning and implementation of the induction programs, which are currently being offered solely by the Ministry of Education in Turkey. This type of collaboration would not only provide experts' perspectives and experiences but also help the novice teachers escape from the stress of the workplace and would give them a feeling of belonging to the university.

One of the participant teachers stated the seminar, which the researcher had informed them of in the program was a great source of morale. In this respect, he appreciated the program and stated the following:

The program was just a window for us to which let us see the things going around in our region. For example, we would not have learnt about the seminar, if we had not attended to this program. When I went to the seminar, I met with very eligible teachers and a native speaker. So attending to the seminar really satisfied me as a teacher.

Accordingly, we assume attending to a seminar enhanced participants' morale and satisfaction as a teacher since they are desperately in need for such teacher development activities in public primary schools.

4.3.7.2. Reinforcing Efficacy Beliefs

According to the participants' remarks in the interviews, another important contribution of the NTEP was on participants' efficacy beliefs. As regards, all four participants indicated that by the end of the NTEP, they began to think that they can really do well if they work hard enough:

Now, at the end of the program, I have come to realize that the most important factor for

learning is the teacher. In other words, I believe, we as teachers can do something good even with a problematic student or a classroom.

When we got together in the sessions; when we talked about our problems; when we looked for solutions together; and when we looked at the problems from different perspectives, we came up with the conclusion that we can solve every problem if we are really determined to solve it.

Although almost all participants stated that there is not much to be done for the students in public primary schools before participating in the study, they began to think that they could influence their students' learning by the end of the NTEP. Hence, we can interpret this contribution as an increase in participant teachers' efficacy beliefs.

We attribute the increase in participants' efficacy beliefs directly to the alteration in their perception of problems. That is, after working on a specific puzzling situation in their own teaching, the participants began to interpret problems as challenges for development rather than obstacles which create stress. Concerning this, the participants stated:

In the first term, when I came across a problem, I used to be panicked since I am already a panicky person. So, being panicked and nervous, I did not use to know what to do. I sometimes even used to ignore the problems. But, now I am aware that I will come across problems wherever I work or whoever I teach. And, when I have a problem, I focus on the problem and think about possible ways to solve it.

For example, I gained a lot of knowledge and experience when I tried to solve my problem –teacher talking time. I wouldn't have got that knowledge and experience if I had not encountered that problem. So I believe problems will make us better teachers if we work on them collaboratively.

As regards to the contribution of the NTEP, the participants also mentioned some certain tasks or skills in which they gained higher levels of efficacy beliefs by means of the activities employed in the NTEP. For example, one of the participants indicated that she became more efficacious talking in front of her colleagues and other people. Another participant became more confident as regards to his command of English as all the sessions were carried out in English:

I did not use to like talking in front of other people, especially my colleagues since I did not feel comfortable. Actually, I had not even tried it. I believe I have come over it through discussions with my colleagues, and particularly after my oral presentation. And, I believe once you try, it does not matter once, twice or three times. I think my presentation was quite successful. In this aspect, the program did not only contribute to my professional but also to my personal well being.

I have tried various methods to maintain discipline in the classroom. At the beginning of the year, I was very tolerant. Then, I became stricter when I noticed that the students began to grow spoiled. I even began to threaten them. But, when we all discussed the discipline problem in the sessions; when I looked for ways to maintain discipline; and when we offered solutions, I became more confident since I learnt a lot of strategies.

I became more confident about my level of English while expressing myself in English to my colleagues.

4.3.7.3. Establishing the Norm of Continuing Teacher Learning

The participants' remarks demonstrated that the third and final area of contribution was related to the concept of on-going development. All four participant teachers stated that they enjoyed researching something and relatedly became aware of the need for an on-going development due to the ever-changing context of teaching. Regarding this, the participant teachers stated the following:

I liked research and learning new things when I was at the university. But, when I started teaching in public primary school, I was disappointed because I thought that the conditions and the students were so bad that there would be nothing to be done to improve them. After doing a research in the NTEP, even a very little one, and after observing its positive influence on me and on my students, I got motivated for further research. And, I have realized that I will not be a typical public primary school who feels no need for development.

Every year, I will have different classes and different students who will have different needs, problems and personalities. So I can never say I have learnt everything. Instead, I can only say I will have problems but I am able to cope if I work on them.

If the aim is to teach better, I know that we should always try to realize our mistakes or problems in order to cope with them.

You know I have some ideals in the profession. I have realized that nothing can be reached easily. We should really work hard for it if we want it to be realized.

This contribution of the NTEP is particularly valuable since the NTEP did not aim to be a destination but a departure point for further development. Moreover, the program tried to establish the norm of on-going teacher development among beginning teachers which is recognized as the most appropriate time that once the teachers become experienced it is difficult to change their perceptions

4.3.7.4. Improving Teaching Practices

Actually, we assume that all three areas of contribution we discussed above must have improved the participants' teaching practices. However, as the final area of contribution, two participants mentioned specific areas in their teaching, which they thought the NTEP contributed. One of those was related to planning the lessons considering the reality of the students and the schools:

I have realized that I become disappointed when I set up very big aims requiring a long time and expertise. Now, I establish smaller aims about teaching. For example, I enter the classroom with an aim to teach just five words, or just to count up to twenty instead of a long-term aim to make my students engage in conversations in English. So, I always try to prepare lesson plans before the lessons. I believe I will realize bigger aims by building upon smaller ones.

Another participant stated that she became more concerned about students' psychology at the end of the program. Regarding this, the participant stated the following:

After we studied the issues on successful communication such as being non-judgmental, honesty and respect, I started to consider students' psychology more.

As for the suggestions for further programs, the participants only pointed out that they really liked to have participated in the program and wished that the number of these types of programs could be increased in the following years. The participants' not suggesting anything might be because of two reasons. Firstly, since these teachers were novices and since the NTEP was their first experience about this kind of a support, they may not have had a repertoire of strategies to give suggestions.

CHAPTER 5

CONCLUSION

5.0. Introduction

In this study, we argued that the first year of teaching experience is overwhelming and stressful for all beginning teachers regardless of the teacher education program they attend, and that they usually experience a decreased strength of their belief in their own efficacy and in the learning potentials of their students during this difficult transitory period. We also argued that the first year of teaching experience is a crucial period of learning and professional development. Therefore, we recognized the importance and the need for beginning teacher support programs in order to prepare competent and successful teachers in the field.

In the light of the arguments made above, we pursued two primary aims:

- To prepare and implement a support program for the beginning teachers in Turkish public primary schools in order to ease their transition into teaching
- To investigate the impact of this support program on novice teachers as regards to their teaching effectiveness and personal teaching efficacy beliefs

Hence, we sought to answer the following research questions:

1. What are some of the problems novice teachers are aware of in relation to their first year of teaching experience?
2. What program characteristics of teacher development could be implemented into the new program in order to eliminate the problems perceived by the novice teachers in Turkish state schools? -
3. Would the novice teachers feel the positive effect of this new program in their constructs of effective teaching?
4. If so, what is the nature and content of these changes in novice teachers' constructs?
5. Would this new program impact the novice teachers' assessment of their competence (Personal Teaching Efficacy) on their own constructs of an effective teacher?

6. If so, what is the nature of this impact on the novice teachers' personal teaching efficacy beliefs?

In order to achieve these aims, and to answer the research questions, we first sought to investigate the problems that beginning teachers face in public primary schools in order to better understand their needs in their own teaching context. Moreover, we reviewed the literature on beginning teachers and the first year of teaching experience since we thought that there might be predictable set of problems faced by all new teachers. By reviewing relevant literature and seeking into the participant teachers' teaching situations, we attempted to build the program around the participants' needs and problems. In addition, we reviewed literature pertaining to the considerations in the design and implementation of successful induction programs in order to explore strategies to be implemented in our own support program.

Drawing on the theoretical framework of our support program, we made a comprehensible review on self-efficacy theory in order to understand how it develops and how it influences human functioning. Consistent with the context of the program, we also reviewed literature on teacher efficacy. Due to the measurement dilemmas in the field of teacher efficacy, and the qualitative nature of our study, we employed repertory grid method for the research methodology. Thus, we also reviewed literature on repertory grid method and its underlying theory.

5.1.Results and Implications For Novice Teacher Problems (Research Question 1)

With regards to our first research question, we came up with the following findings:

- The number-one-ranked problem that novice teachers face in public primary schools in Turkey is the "sink-or-swim attitude" (Lortie, 1975). However, even worse than that, colleagues who no longer have enthusiasm in teaching are pulling down the beginning teachers into the whirlpool.

- Novice teachers in state schools are discouraged by the same routine and ritual of teaching in schools where they have no challenges to improve themselves.
- As other novice teachers elsewhere, novice teachers in Turkish public primary schools are struggling to motivate students (Veenman, 1984; Fox & Singletary, 1986) since students do not feel any need to learn English.
- Unlike beginning teachers elsewhere who have difficulty in adapting to students needs and abilities (Fox & Singletary, 1986), novice teachers in Turkish public primary schools have to deal with students who have neither need nor the ability to learn English.
- In addition to the problem about the insufficient and / or inadequate teaching materials and supplies (Veenman, 1984), novice teachers in public primary schools in Turkey try hard to cope with conditions that they hardly imagine until they start to teach in these schools. They have to teach at schools where students do not have shoes, or where there are classrooms with broken windows in winter. Moreover, they have students with no books, pencils or notebooks. Having to teach in these conditions, teachers question the meaning and importance of their job.
- We can say that beginning teachers in Turkey face the greatest challenges and most responsibilities (Zepeda & Mayer, 2001) when we consider the fact that almost all beginning teachers start working in public primary schools with such adverse conditions, and that they have the same instructional and non-instructional duties as their more experienced colleagues.
- Parents who come from low educational and cultural background and who have no interest in their children's work discourage novice teachers in public primary schools in Turkey.
- Beginning teachers have expectations about teaching, students and schools that conflicted with the real world of schooling. And, the result is a "reality shock" (Veenman, 1984; Hebert & Worthy, 2001)

- Too many non-instructional duties (Katz, 1972) such as school duties and compiling a candidate file is another problem faced by beginning teachers in public primary schools. We attribute this problem to their having relatively little knowledge about these tasks. Put another way, beginning teachers are usually equipped with knowledge about instructional issues in teacher preparation programs. And as they start working in a school they are left alone to do all these non-instructional duties in addition to their heavy teaching load. Accordingly, they become frustrated in their first year of teaching experience.

The findings concerning the problems encountered by beginning teachers in public primary schools in Turkey led us to conclude that in general beginning teaching problems do not change very much. However, we found out that the nature of the beginning teacher problems in our country is different from those in other countries.

As for the explanation of these problems, we think that our school conditions, educational system and the socio-economic status of the society play a role for these problems. Particularly, the school environment has been reported as the most important cause of difficulties for the beginning teachers in public primary schools (Feiman-Nemser, 1983; Deal & Chatman, 1989 cited in Hebert & Worthy, 1001). Among the conditions causing problems for the novice teachers in public primary schools in Turkey are inadequate grading in instructional and non-instructional responsibilities, unsupportive professional atmosphere, low achieving students, and the routine of teaching with no challenges for self-development. The problems can also partly be explained by 'utopianism' (Roberts, 1998). That is, placing student teachers in colleges or anatolian schools with high achieving students and desired ecological characteristics for the limited experience of practicum endorses student teachers unrealistic expectations and beliefs about teaching, students, the workplace, and the difficulty of teaching in general. Therefore, we believe initial teacher education programs fail to confront the student teachers the reality in public primary schools in the villages or suburbs. Thus, the findings of this study may lead teacher educators to reconsider some of their practices not only in induction programs but also in Initial

Teacher Education Programs (ITE), although it was not the intent of our study to make suggestions for ITE.

5.2. Results and Implications for the Design and Implementation of an Induction program (Research Question 2)

Considering the link between teacher efficacy and many desired teacher characteristics, and the call for interventions to develop teacher efficacy beliefs, we based our program (NTEP), on the four developmental sources of efficacy beliefs (mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states). These four sources inspired us to prepare and adapt activities to be employed in the NTEP. However, the participants were also guided to analyze their teaching task and situation in their judgments of self-competence. Comments gathered throughout the program showed that they benefited a lot from the program. Thus, we came up with the following considerations regarding the activities to be employed and the environment created when establishing an induction program for novice teachers:

- As regards participatory teacher research, which aimed to create mastery experiences, the findings of this research suggest that in addition to its positive impact on teaching, undertaking a research to cope with a challenging but an attainable problem fosters novice teachers' efficacy beliefs as they experience a feeling of success at the end of their research. Moreover, participatory teacher research contributes to the establishment of the norm of on-going professional development (Zimmerman and Stansbury, 2002) (see Section 4.3.2.1.). We also observed that encouraging novice teachers undertake a research in their own context helps them develop skills specific to their teaching context. This makes the program context sensitive and linked to the participants' needs, which is suggested as one of the key elements of successful induction programs (Robinson, 1998). Furthermore, when novice teachers are allowed to work on a problem, difficulty or a puzzling situation which they determine in their own teaching, they feel more committed to the task. As for the professional life-line activity which aimed to create mastery experiences, the participants' reflections revealed that recognizing and understanding past successes gives novice

teachers a higher morale and enthusiasm to attain further successes (see Section 4.3.2.2.)

- Our experience with participant teachers reveal that through vicarious experiences by means of watching other beginning teachers, novice teachers develop both their professional knowledge and confidence in their own teaching practice. As they watch or listen to other beginning teachers, they may be led to believe that they can become successful under similar circumstances. Alternatively, they evaluate their current practice and decide whether or not to reconstruct aspects of that (Gustafson et.al., 2002; Tschannen-Moran et.al., 1998) (see Section in 4.3.3)
- The results of this program reveal that when beginning teachers come together with other beginning teachers and reflect upon their teaching practice, they feel less despondent as they become aware that others face similar problems (Ryan, 1970).
- As for the activities employed to create verbal persuasion, participants' comments on the researcher's feedback reveal that when beginning teachers are observed and given specific and constructive feedback on the areas, which they themselves determine, they become aware of their strengths and weaknesses in their teaching. Furthermore, we observed that they feel less threatened about being observed and getting feedback when they know what the observer is going to observe. This kind of feedback also makes the beginning teachers become aware of their own weaknesses and strengths (Tschannen-Moran et al., 1998) (see Section 4.3.3.). Additionally, opening up a discussion on the meaning and importance of self-development in the first sessions of an induction program increases novice teachers' motivation and commitment to attend the program (see Section 4.3.4.1.). As for participating in professional activities such as seminars, participants' remarks suggest that they feel more involved in the community of teachers and become more efficacious as a teacher (Tschannen-Moran et al., 1998) (see Section 4.3.4.3.).

- Related to the four sources of efficacy information, the findings of this study suggest that reflection helps the participants digest (process) the information gathered through activities in the program, which makes their experiences became more meaningful to teachers (Pajares, 1997) (see Section 4.3.6.2). In this sense, collaboration with other novice teachers helps them master the skill of reflecting besides ensuring higher morale both in their professional and personal lives.
- As for the atmosphere created for an induction program, we recognized that novice teachers, as experienced ones, learn best when they are given opportunities to construct their own knowledge, share with their colleagues, and directly apply new learning in their classrooms. Furthermore, when novice teachers are viewed as professionals, and when the support programs aim to assist rather than assess, beginning teachers feel more involved in the program. We also recognize that conducting the program in English and creating as many opportunities as possible for the novice teachers to use English contributes to their command of English. This contribution is valued by novice teachers, particularly the ones who teach to low-achieving students at beginner levels. Finally, as regards to the atmosphere created, we recognized that working with a provider who is not associated with their district, beginning teachers feel more “safe” to reflect on their experience related to instructional and non-instructional issues (Zimmerman &, Stansbury, 2002). Also attending an induction program at a university breaks through the routine and ritual of teaching in public primary schools. Thus, we believe that teacher preparation programs at universities can actively play a role in the design and implementation of beginning teacher support programs.

5.3.Results and Implications for Teacher Change (Research Questions 3 and 4)

Drawing on the theoretical framework of the study, we aimed at investigating the changes in the participant teachers’ assessment of their competence across a wide range of activities and skills in teaching after they attend to the NTEP (Novice Teacher Efficacy program). In this respect, we argued that teachers’ sense of efficacy should be examined from the teachers’ own perspectives of these beliefs and their development

may vary according to different experiences, value systems and educational background (Yeung & Watking, 2000). Taking up the above line of argument, we employed Repertory Grid Technique to explore the changes in participant teachers' assessment of their own competence across a wide range of activities and skills, which they ascribe to an effective teacher. The Repertory Grid Technique also led us to explore changes in the nature and content of participant teachers' constructs pertaining to the features of an effective teacher.

With regards to the changes in participant teachers' constructs of an effective teacher, we came up with the following conclusions:

- Teachers filter the information conveyed through an intervention according to their expectations and existing knowledge of the world so that it fits in with their framework of thinking about teaching.
- Change occurs as people accommodate new information, as confirmed or challenged by their own interactions with other people.
- Personal theories are organized both thematically and hierarchically.
- The content of personal theories change as teachers attach new meanings to their already existing beliefs.
- The structure of constructs change as teachers reorganize and re-associate their constructs which leads to changes in a teacher's perception of situations, other teachers, and self.

The findings discussed above are consistent with Kelly's Personal Construct Theory, particularly in reference to the corollaries of individuality, construction, organization, choice, modulation and range. The findings also corroborate previous studies that focused on the change in individual's personal theories (Sendan, 1995; Yumru, 2000). However, unlike in other studies, we observed a considerable change in the content of participants' constructs of an effective teacher. That is, all four participant teachers added constructs to their repertoire of constructs regarding the features of an effective teacher. The total number of added constructs was 11. We suggest two explanations for this difference. Firstly, because the majority of the experiences were novel for these beginning teachers, they were more likely to expand their repertoire of constructs as a result of these experiences. Secondly, since the NTEP was the

participant teachers' first exposure to a development program, they might have been more receptive to new knowledge.

Considering these findings, we can suggest that when designing a support program for beginning teachers, the providers should not perceive beginning teachers as "empty vehicles" and should not expect the same change in every participant teacher. Rather, providers should explore participant teachers' personal constructs by means of awareness raising activities in order to start where teachers are.

5.4. Results and Implications for Changes in Personal Teaching Efficacy (Research Questions 5 and 6)

As regards participant teachers' assessment of their own competence according to their perception of an ideal teacher, we came up with the following results:

- Each teacher has a different repertoire of job skills and activities in relation to an effective teacher. Besides the level of importance and the meaning attached to these skills and activities are unique for each teacher. Thus, it seems very difficult to adjust the right level of specificity in standard teacher efficacy scales. These standard teacher efficacy scales may include items requiring teachers, particularly novice teachers, to assess themselves on skills or activities that they are unaware of or that they have not experienced yet. Alternatively, teachers may not be sure whether the skills and activities expressed in these items would lead to students' success. In these cases, it would be unfair to ask the teacher assess himself/herself on activities and skills, which s/he does not value in teaching. We believe these results justify the qualitative studies in teacher efficacy research.
- The findings of our study reveal that the participant teachers reconsider their efficacy beliefs when they engage in new tasks, when existing tasks change, or when they engage in tasks important to their future (Bandura, 1986; Gist & Mitchell, 1992), which is particularly important since large misjudgments of personal efficacy in either direction can have consequences (Bandura, 1986). The findings also reveal that novice teachers add new constructs to assess their competence as regards to the

features of an effective teacher when they are involved in new tasks (see Table 4.4).

In addition to reconsidering their efficacy beliefs, we observed that novice teachers gained the following dimensions, which are cited for the development of teacher efficacy (Ashton, 1984):

- Teachers began to view the work as meaningful and important
- Teachers began to plan for student learning, set of goals for themselves, and identify strategies to achieve them.
- Teachers felt better about teaching, about self and about students
- Teachers began to believe more in their ability to influence students learning

Drawing on the findings above, we suggest successful induction programs help novice teachers gain accurate appraisals of their own competence and encourage to instill new dimensions to the development of their teaching efficacy beliefs.

5.5. Implications of the Study for Further Research

In this study, we aimed to explain beginning teacher problems in public primary schools, and the changes in their beliefs as regards effective teaching and personal teaching efficacy at the end of a support program. The conclusions we have drawn are grounded on the data generated by only four teachers in four different public primary schools. Therefore, it is difficult to generalize the findings and their validity may apply only to this situation. Accordingly, other researchers may investigate whether these findings are valid in other contexts.

The findings of the study also leave several questions open for future research. For example, it would be interesting to discover the most influential source of efficacy information on novice teachers' efficacy beliefs and whether these would change according to context and person. Also, during the NTEP, our main concern was not classroom applications of the participant teachers'. So in the following years, studies can be conducted to investigate the correlates between these beliefs and teachers' classroom applications. Lastly, we do not know how durable these beliefs are and follow-up studies may trace these beliefs over a course of period.

REFERENCES

- Allen, B. P. (1997). *Personality theories: Development, growth and diversity (2nd Ed.)*. USA: Allyn & Bacon
- Altrichter, H., Posch, P., & Somekn, B. (1998). *Teachers investigate their work: An introduction to the methods of action research*. London: Routledge
- Anderson, R., Greene, M., & Loewen, P. (1988). Relationships among teachers' and students' thinking skills, sense of efficacy, and student achievement. *Alberta Journal of Educational Research*, 34(2), 148-165
- Argyris, C., Putnam, R., & Smith, D.M. (1985). *Action science*. London: Jassey-Bass
- Armor, D., Conroy-Osequera, P., Cox, M., King, N., McDonald, L., Pascal, A., Pauly, E., & Zellman, G. (1976). Analysis of the school preferred reading programs in selected Los Angeles minority schools. Report No. R-2007-LAUDS. Santa Monica, CA: Rand Corporation (ERIC Document Reproduction Service)
- Ashton, P. T., Olejnik, S., Cracker, L., & McAuliffe, M. (1982). Measurement problems in the study of teachers' sense of efficacy. Paper presented at the annual meeting of the American Educational Research Association, New York
- Ashton, P.T. (1984). Teacher efficacy: A motivational paradigm for effective teacher education. *Journal of Teacher Education*, 35, 28-32
- Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teacher's sense of efficacy and student achievement*. New York: Longman
- Bandura, A. (1977). Self-Efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. New Jersey: Prentice Hall
- Bandura, A., Reese, L., & Adams, N.E. (1982). Microanalysis of action and fear arousal as a function of differential levels of perceived-self-efficacy. *Journal of Personality and Social Psychology*, 43, 5-21
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: H. Freeman Company
- Bartell, C. A. (1995). Teacher induction. *Teacher Education Quarterly*, 23, 5-9
- Barry, B. (2002). Solving the teacher shortage: Improving support for new teachers. *Teaching Quality in the South East: Best Practices and Policies*. 2, 1-2
- Berman, P., McLaughlin, M., Bass, G., Pauly, E., & Zellman, G. (1977). Federal programs supporting educational Change. Vol. VII: Factors affecting implementation and continuation (Report No. R1589 / 7-HEW) Santa Monica, CA: The Rand Corporation (ERIC Document Reproduction Service No.140 432)
- Brouwers, A. & Tomic, W. (2000). A longitudinal study of burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education*, 16, 239-253
- Cakir, E. (1996). Investigating the feasibility of school/university collaboration for teacher development of secondary school teachers of English in Adana. Bilkent University: Unpublished Dissertation
- Carr, W. and Kemmis, S. (1986). *Becoming critical: education, knowledge and action research*. Lewels: Falmer Press
- Carre, C. (1993). The first year of teaching. In Bennet, N & Carre, C. (Eds). *Learning to teach*. NewYork: Routledge

- Chester, M. & Beaudin, B.Q. (1996). Efficacy beliefs of newly hired teachers in urban schools. *American Educational Research*, 33, 233-257
- Clement, C. M. (2000). *Making time for teacher induction: A lesson from the New Zealand model*. Washington: The Clearing House
- Cohran-Smith, M & Lytle, S. (1999). The teacher research movement: A decade later. *Educational Researcher*, 28, 15-25
- Colbert, A. (1992). Surviving in urban schools: a collaborative model for a beginner teacher support system. *Journal of Teacher Education*. 43
- Collins, J. L. (1982). Self-efficacy and ability in achievement behavior. Paper presented at the meeting of the American Educational Research Association, New York
- Corporaal, A. H. (1991). Repertory grid research into cognitions of prospective primary school teachers. *Teaching and Teacher Education*, 7, 315-329
- Creating a Teacher Induction Program. (N. D.). (On-Line) Retrieved from: <http://www./in/inf/00-01/in/NF.01.rf.Induc-Paper.9/30/01>
- Denicolo, P.M., & Pope, M.L. (1990). Adults learning teachers thinking. In Day, C., Pope, M.L., & Denicolo, P.M. (Eds), *Insight into teachers' thinking and practice*. London: Falmer Press
- Edge, J. (1992). *Cooperative development*. England: Longman
- Emmer, E., & Hickman, J. (1990). Teacher decision making as a function of efficacy, attribution, and reasoned action. Paper presented at the Annual Meeting of the American Educational Research Association, Boston
- Evans, E. D. and Tribble, M. (1986). Perceived teaching problems, self-efficacy and commitment to teaching among preservice teachers. *Journal of Educational Research*, 80(2), 81-85

- Fanselow, J. F. (1992). *Contrasting conversations*. London: Longman
- Farrel, T. S. C. (2003). Learning to teach English language during the first year: Personal influences and challenges. *Teaching and Teacher Education*, 19(1), 95-111
- Feiman-Nemser, S. (1983). Learning to teach. In Shulman, C. & Sykes, G. (Eds.) *Handbook of teaching and policy*. New York: Longman
- Flores, M.A. (2001). Person and context in becoming a new teacher. *Journal of Education Teaching*, 27
- Fox, S.M., & Singletary, T.J. (1986). Deductions about supportive induction. *Journal of Teacher Education*, 37, 12-15
- Fuller, F. & Bown, O. H. (1975). Becoming a teacher. In K. Ryan (Ed.) *Teacher education: The seventy-fourth yearbook of the national society for the study of education*. Chicago: Chicago University of Press
- Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational psychology*, 76, 569-582
- Gist, M.E., & Mitchell, T.R. (1992). Self-efficacy: A theoretical analysis of its determinants and alleability. *Academy of Management Review*, 17, 183-211
- Glickman, C. and Tamashiro, R. (1982). A comparison of first-year, fifth-year and former teachers on efficacy, ego development and problem solving. *Psychology in Schools*, 19, 558-562
- Goodlad, J., Soder, R., & Sirotnik, K. (1990). *Places where teachers are taught*. SanFrancisco, CA: Jossey-Bass
- Goodman, J. (1987). Factors in becoming a proactive elementary school teacher: A

preliminary study of selected novices. *Journal of Education for Teaching*. 13, 207-229

Greenwood, G. E., Olejnik, S. F., & Parkay, F.W. (1990). Relationship between four teacher efficacy belief patterns and selected teacher characteristics. *Journal of Research and Development in Education*, 23 (2), 102-106

Guskey, T. R. (1981). Measurement of responsibility teachers assume for academic successes and failures in the classroom. *Journal of Teacher Education*, 32, 44-51

Gustafson, B., Gilbert, S., & MacDonald, D. (2002). Beginning elementary science teachers: Developing professional knowledge during a limited mentoring period. *Research in Science Education*, 32, 281-302

Hammond, L. (1995). Changing conceptions of teaching and teacher development. *Teacher Education Quarterly*, 23, 9-25

Hansen, J. M., Wenworth, N. (2002) Rediscovering ourselves and why we teach. *The High School Journal*. 85 (4), 16-22

Hawkins, R. M. F. (1995). Self-Efficacy: A cause of debate. *Journal of Behavioral Therapy*, 26 (3), 235-240

Hebert & Worthy (2001). Does the first year of teaching have to be a bad one? A case study of success. *Teaching and Teacher Education*, 17 (8), 897-911

Henson, R. K. (2001). The effects of participation in teacher research on teacher efficacy. *Teaching and Teacher Education*, 17 (7), 819-836

Hoy, W. K., and Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*, 93, 356-372

- Katz, L.G. (1972). Developmental stages of preschool teachers. *Elementary School Journal*, 73, 50-54
- Kelly, G. A. (1955). *The psychology of personal constructs*, Vol 1 & 2. New York: Norton and Co. Inc.
- Knight, S. & Boudah, D. J. (1998). Participatory research and development. Paper presented at the annual meeting of the American Educational Research Association, San Diego
- Liberman, A. (1999). *Teachers-transforming their world and their work*. New York: Teachers College Press
- Lortie, D. C. (1975). *School teacher: A sociological study*. Chicago: University of Chicago Press.
- Mason, J. (1996). *Qualitative Researching*. London: Sage
- Maynard, T., & Furlong, J. (1995). Learning to teach and models of mentoring. In: Kelly, T., Mayes, A. (Eds.). *Issues in mentoring*. London: Routledge
- Meijer, C., & Foster, S. (1988). The effect of self-efficacy on referral chance. *Journal of Special Education*, 22, 378-38
- Melby, L. C. (1995). Teacher efficacy and classroom management: A study of teacher cognition, emotion, and strategy usage associated with externalizing student behavior. The University of California: Unpublished doctoral dissertation
- Moir, E. & Stobbe, C. (1995). Professional growth for new teachers: Support and assessment through collegial partnerships. *Teacher Education Quarterly*, 23 (4), 83-91
- Monte, C. (1999). *Beneath the mask: An introduction to theories of personality* (6th

Edition). Forth Worth: Harcourt Brace College

- Moore, W., Esselman, M. (1992). Teacher efficacy, power, school climate and achievement: A desegregating district's experience. Paper presented at the annual meeting of the American Research Association, San Francisco
- Pajares, F. (1975). Current direction in self-efficacy research. In Maehr, M.L., & Pintrich, P.R. (Eds). *Advance in motivation and achievement*. Greenwich: JAI Press
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66, 533-578
- Podell, D. & Soodak, L. (1993). Teacher efficacy and bias in special education referrals. *Journal of Educational Research*, 86, 247-253
- Pope, M. & Denicolo, P. M. (2001). *Transformative Education*. USA: Whurr Publishers
- Pope, M.L., & Keen, T. (1981). *Personal construct psychology and education*. London: Academic Press
- Raudenbush, S. W., Rowan, B., Cheong, Y. F. (1992). Contextual effects on the self-perceived efficacy of high school teachers. *Sociology of Education*, 65, 150-167
- Rep-Grid Manual. (1993). Canada: Center for Person-Computer Studies
- Richards, J., Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press
- Richards, J. C. (1998). (Ed.) *Beyond Training: Perspectives on language teacher education*. Cambridge: Cambridge University Press
- Riggs, I. & Enochs, L. (1990). Toward the development of an elementary teachers' science teaching efficacy belief instrument. *Science Education*, 74, 625-638

- Roberts, J. (1998). *Language teacher education*. New York: St Martin's Press
- Robinson, G. (1998). New teacher induction: a study of selected new teacher models and common practices. Paper presented at the Annual Meeting of the Mid-Western Educational Research Association
- Rose, J. S. and Medway, F. J. (1981). Measurement of teachers' beliefs in their control over student outcome. *Journal of Educational Research*, 74, 185-190
- Rosenholtz, S. J. and Rosenholtz, S. H. (1981). Classroom organization and perception of ability. *Sociology of Education*, 54, 132-140
- Rotter, J. B. (1966). Generalized expectations for internal versus external control of reinforcement. *Psychological Monographs*, 80, 1-28
- Ryan, K. (1970). *Don't smile until Christmas: Accounts of the first year of teaching*. Chicago: University of Chicago Press)
- Sendan, F.C. (1995). *Patterns of development in EFL student teachers' personal theories: A constructivist Approach*. The University of Reading: Unpublished doctoral dissertation
- Schunk, D. H. (1987). Peer models and children's behavioral change. *Review of Educational Research*, 57, 149-174
- Schwarzer, R., Gerdamarie, S., & Schmitz, N., Gary, T.,D. (1999). *Self-efficacy-thought control of action*. Wachington, D.C.: Hemisphere
- Scott, D. L. (1995). Successful beginning teachers: A developmental model of support and assessment. *Teacher Education Quarterly*, 23 (4), 93-95
- Shachar, H. & Shmuelewitz, H. (1997). Implementing cooperative learning, teacher collaboration and teachers' sense of efficacy in heterogeneous junior high

schools. *Contemporary Educational Psychology*, 22, 53-72

secondary schools. *School effectiveness and School Improvement*. 6, 47-66

Stallings, M. A. (2000). Building a professional community for the beginning teacher. Unpublished dissertation

Stain, M. K. and Wang, M. C. (1988). Teacher development and school improvement: The process of teacher change. *Teaching and Teacher Education*, 4, 171-187

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68 (2), 202-248

Tschanne-Moran, M., Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805

Turkish Ministry of Education Bulletin, (January 1995). Ankara: Turkish Ministry of Education Press

Williams, M., Burden, R. L. (1997). *Psychology for language teachers : A social constructivist approach*. Cambridge: Cambridge University Press

Woolfolk, A. E. & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology*, 82, 81-91

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*. 54, 143-178

Vygotsky, L. (1978). *Mind in society*. Cambridge: Cambridge University Press

Yeung, K. W. & Watkins, D. (2000). Hong Kong student teachers' personal construction of teaching efficacy. *Educational Psychology*, 20, 213-235

Yumru-Toros, H. (2000). *An ownership approach to teacher development: A*

costructivist view. Çukurova University: Unpublished Doctoral Dissertation

- Zeichner, K. M. (1983). Individual and institutional factors related to socialization of beginning teachers. In Griffin, G. & Hukill, H. (Eds.), *First years of teaching: What are the pertinent issues?* Austin: University of Texas Research and Development Center for Education
- Zeichner, K. M. & Tabachnick, R.B. (1985). The development of teacher perspectives: Social strategies and institutional control in the socialization of beginning teachers. *Journal of Education*, 11, 1-25
- Zepeda, S.J. & Mayers, S. R. (2001). New kids on the block schedule: beginning teachers face challenges. *The High School Journal*, 84, 1-11
- Zimmerman, J. & Stansburry, K. (2002). Smart induction programs become lifelines for beginning teacher. *Journal of Staff Development*, 23, 4
- Zuber-Skeritt, O. (1992). *Action research in higher education*. Kagan Page: London

Appendix I
Syllabus of the Induction and Orientation Program

I. BLOCK	Performance Objectives	Activity and Material
1 st Week	1. To inform the participants about the aim, content and requirements (diary keeping ¹ , assignment, attendance, punctuality) of IOP 2. To introduce common terms and abbreviations specific for YADIM 3. To introduce the syllabus used at YADIM	1. Discussion 2. Giving the list of terms and abbreviations 3. Giving and explaining the syllabus with special emphasis on the objectives Method: Whole group discussions and answering individual questions
2 nd Week	1. To introduce one aspect of the assessment system: PSS 2. To introduce the units at YADIM (Material Production Unit and Testing office)	1. Several examples of PSS calculation and its requirements Method: Individual and whole class 2. Visit to MPU Tasks: Function of MPU Rules to use the MPU Indexing system of MPU 3. Visit to Testing office TO Tasks: Teachers' responsibility to TO Coordination with the TO Types of exams given by TO Types of questions for each kind of exam Method: Whole group visit to get information from the coordinators
3 rd Week	1. To introduce the units at YADIM (CALL-Lab and Self-Access Centre)	1. Visit to CALL-Lab Tasks: Physical set-up Information about software Observing a lesson 2. Visit to Self-Access Tasks: Function and Aim of the centre Activities available How it operates Method: Whole group visit to get information from the coordinators

1. We have two aims concerning the diary keeping. Firstly we believe the participants go over the sessions once more and relate it to their personal theories in order to write in their diaries. Secondly, diaries help us (course tutors) to evaluate IOP before the course is over, and makes the course more useful to the teachers currently participating.

Week	1. To help them explore and improve their own classroom skills	Basic Classroom Skills *Use of the white-board *Board drawing *Visual aids *Using cassette recorders Materials: COTE file Method: Building on their prior knowledge through elicitation, reflection and collaboration (pair work). Assignment: Preparing an activity using visual aids and presenting it with their own justification.
Week	To help them see different visual aids and share experiences with colleagues	Assignment Reflection *Presenting the materials *Reflecting on the experience *Exchanging ideas related to the materials and reflection Material: Original materials with authentic visual aids. Method: Asking questions to provoke reflection and exchanging of ideas in a friendly approach².
Week	To help them with classroom management (1)	*group work and pair work (ways of organising, problems, advantages) *giving instructions Material: COTE file, Penny Ur Method: Building on their prior knowledge through elicitation, reflection and collaboration (pair work).
Week	To help them with classroom management (2)	*Stages of a lesson (PPP) and various activities for each stage. *Features of effective classroom management. Material: COTE file, Penny Ur Method: Building on their prior knowledge through elicitation, reflection and collaboration (pair work). Group work for problem solving activities.
Week	To inform the participants about the use of video in language classrooms	Different Video activities as an example to the techniques of the use of video Material: Cote File, Penny Ur, Jeremy Harmer, various ELT cassettes available at MPU Assignment: 10-minute micro-teaching video task

2. It is important not to follow a prescriptive and judgemental approach as this may cause de-motivation. Instead we follow the constructivist approach as we believe everyone constructs their own beliefs and values. In order to achieve this, we use contrasting conversations, which gives way to act as a mirror for the participants.

II. BLOCK	Performance Objectives	Activity and Material
1 st Week	To help them see different video activities of colleagues and share experiences with colleagues ¹	Assignment Reflection *Presenting the video-activity *Reflecting on the experience *Exchanging ideas related to the materials and reflection Material: various video cassettes available at MPU Method: Asking questions to provoke reflection and exchanging of ideas in a friendly approach.
2 nd Week	1. To give general information about an effective reading lesson. 2. To inform them about the schedule and task of the 1 st OBSERVATION they will carry out.	Reading; • Types of reading • Purposes of reading • Reading Skills • Reading activities • Stages of a reading lesson Observation; Task: Stages of a lesson (See Appendix III) Materials: COTE File and At the Chalkface Method: Building on their prior knowledge through elicitation, reflection and collaboration (pair work). Assignment: A lesson plan with an authentic text and exercises providing rationale for their choices
3 rd Week	REFLECTION SESSION (written & oral) 1. To develop the ability to analyse different teaching situations and models 2. To review and assess own action in class 3. To raise awareness of one's personal theories, values and beliefs 4. To reflect on one's language teaching cycle 4. To test the consistency between classroom events and educational theories 5. To become aware of real classroom situations and certain survival skills related to the situations.	*Structured observation and description *Recall incidents from the observation *Range of uncovering activities. Structured conversations and writings, exploration of metaphors and images *Recall incidents from their own teaching experiences and contrast them with those of fellow teachers

4 th Week	1. To give general information about an effective writing lesson. 2. To inform them about the schedule and task of the 2nd OBSERVATION they will carry out.	Writing: • Types of writing • Essential components of clear, fluent and effective writing • Different activities for writing <u>Observation:</u> Task: Indicating the new and shared aspects of the lesson observed (See Appendix IV) Materials: COTE File and At the Chalkface Method: Building on their prior knowledge through elicitation, reflection and collaboration (pair work). * Reading Assignments back
5 th Week	REFLECTION SESSION (As in 3rd Week)	
6 th Week	1. To give general information about an effective listening lesson. 2. To inform them about the schedule and task of the 3rd OBSERVATION they will carry out.	Listening: • Stages of a listening lesson • Listening activity types • Sequencing an listening lesson for each stage • Listening skills • Reading and reflecting on the articles about listening skill <u>Observation:</u> Task: Providing them the following tasks and let them choose one of them (see Appendix V) *teacher talking time *teacher attending strategies *vocabulary teaching *error correction *use of L1 *interaction types Materials: COTE File and At the Chalkface Method: Building on their prior knowledge through elicitation, reflection and collaboration (pair work).
7 th Week	REFLECTION SESSION (As in 3rd and 5th week)	

8th Week	1. To give general information about an effective speaking lesson. 2. To introduce the Oral Proficiency Exam given at YADIM.	Speaking: • Task focused communicative work • Principles underlying communicative work • Learners' difficulties with fluency work • Various speaking activities • Reading and reflecting on various articles on speaking * Listening Assignments back
--------------------------------	---	---

Appendix II
Official Permission from the Ministry of Education

T.C.
ADANA VALİLİĞİ
MİLLÎ EĞİTİM MÜDÜRLÜĞÜ

SAYI :B.08.4.MEM.4.01.00.05.050/
KONU:Tez

28.09.2001* 37823

VALİLİK MAKAMINA
ADANA

Çukurova Üniversitesi Yabancı Diller Öğretimi, Uygulama ve Araştırma Merkezi
Müdürlüğünün 24.09.2001 tarih ve 666-2001 sayılı yazılarında;

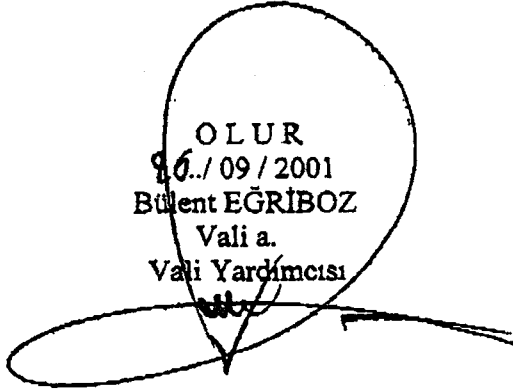
Çukurova Üniversitesi Yabancı Diller Eğitim Merkezi (YADİM) okutmanlarından
Figen Şat YILMAZ, İlimiz Okullarında Çukurova Üniversitesi Eğitim Fakültesi İngilizce
Öğretmenliği bölümünden yeni mezun olan İngilizce Öğretmenlerine yönelik doktora
çalışması ile ilgili izin talep edilmekte olup ilişikte sunulmuştur.

Çukurova Üniversitesi Yabancı Diller Eğitim Merkezi (YADİM) okutmanlarından
Figen Şat YILMAZ, İlimiz Okullarında Çukurova Üniversitesi Eğitim Fakültesi İngilizce
Öğretmenliği bölümünden yeni mezun olan İngilizce Öğretmenlerine yönelik doktora
çalışmasını, eğitim-öğretimi aksatmadan uygulanması Müdürlüğümüzce uygun
görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.


Duran TETİK
İl Milli Eğitim Müdür V.

OLUR
26./09/2001
Bülent EĞRİBOZ
Vali a.
Vali Yardımcısı



Appendix III
Syllabus of the Novice Teacher Efficacy Program (NTEP)

WEEK	PERFORMANCE OBJECTIVES	ACTIVITY & MATERIAL	PROVIDER'S ROLE	PARTICIPANT'S ROLE
1	1. To find out participants' expectations from an induction program as a teacher in their first year of teaching experience 2. To have the participants reflect on their own professional lifelines: their successes and failures since they decided to be a teacher 3. To find out the strategies that participants have used for their professional development so far and their opinions regarding the usefulness of those strategies	Professional lifeline activity METHOD: Whole group discussions and written feedback	1. To lead the discussions	2. To carry out the tasks introduced by the provider, i.e. to reflect on the given prompts
RELATED EFFICACY SOURCE: Mastery experience and Vicarious Experience ASSIGNMENT: The participants who could not complete their written feedback during the session will be asked to complete them at home.				
2 nd Week	1. To inform the participants about the characteristics and requirements of the program 2. To clarify the meaning and importance of Self-development 3. To establish / clarify the underlying principles of cooperative development • non-judgmental • honesty • respect • empathy	Fanselow's Stamp Activity Ways of Interacting (Julian Edge, 1992) METHOD: Elicitation, whole group discussion, collaboration (Pair work)	To lead the discussion To monitor the participant during pair work To provide content knowledge	To reflect on the given prompts To carry out tasks To participate in pair work
RELATED EFFICACY SOURCE: Verbal Persuasion and Physiological and Emotional states ASSIGNMENT: Participants are required to reflect on the session and relate it to their teaching context				

3 rd Week	1. To practice some skills of cooperative development (ATTENDING) 2. To have the participants recall their past experiences of success	Julian Edge, Cooperative Development Method: Demonstration & Collaboration (Pair work), and whole group discussion	To lead the discussion To monitor the participants during pair work To provide content knowledge	To reflect on the given prompts To carry out tasks To participate in pair work
	ASSIGNMENT: Participants are required to reflect on the session and relate it to their teaching context. RELATED EFFICACY SOURCE: Mastery experience, Vicarious experience, Physiological and Emotional States			
4 th Week	1. To practice some skills of cooperative development REFLECTING 2. To make the participants aware of their strengths in their teaching 3. To help the participants set goals for future 4. To discuss on some common tips for novices	1. Julian Edge, Cooperative Development METHOD: Collaboration (Pair work), demonstration and whole group discussion	To lead the discussion To monitor the participants during pair work To provide content knowledge	To reflect on the given prompts To carry out tasks To participate in pair work
	ASSIGNMENT: Participants are required to reflect on the session and relate it to their teaching context. RELATED EFFICACY SOURCE: Physiological and Emotional States, Mastery Experience			
5 th Week	1. To help the participants reflect on their own experience of teaching and the problems they may encounter in their teaching 2. To help the participants decide on a puzzle. The puzzle might stem from an interest, a difficulty or an unclear situation in their teaching	METHOD: Collaboration ((pair work) and whole group discussion	To lead the discussion To monitor the participants during pair work To provide content knowledge	To reflect on the given prompts To carry out tasks To participate in pair work
	ASSIGNMENT: Participants are required to reflect on the session and relate it to their teaching context. In addition the participants were asked to look for sources related to their puzzle.			

RELATED EFFICACY SOURCE: Physiological and Emotional States				
6 th Week	1. To remind the participants the complexity of teaching and discuss the characteristics of an effective teacher 2. To share and exchange sources related to the puzzles and reflect	The sources exchanged: The Practice of ELT by Jeremy Harmer Related Chapters from COTE file New ways in teaching vocabulary by Paul Nation Using pictures by Andrew Wright Method: Whole Group Discussion	To lead the discussion To provide sources for the puzzles	To share and exchange information Participate in the discussion
	ASSIGNMENT: The participants would do a little literature review related to their puzzle in order to draw on credible sources for changes in their teaching			
7 th Week	RELATED EFFICACY SOURCE: Physiological and Emotional States, Mastery Experiences 1. To present a report of the findings and understandings derived from the puzzles and to exchange ideas with each other 2. To share their experiences as regards to the inspectors from the national Ministry of education	Literature related to vocabulary teaching and teaching reading METHOD: Building on their prior knowledge by means of lecturing, elicitation, reflection and collaboration	To lead the discussion To participate in the discussion	To present a report of their puzzle (Two participants) To participate in the discussion
	ASSIGNMENT: Participants are required to reflect on the session and relate it to their teaching context. I started to do the observations			

RELATED EFFICACY SOURCE: Verbal Persuasion, Mastery Experience, Vicarious Experience				
8 th Week	1. To present a report of the findings and understandings derived from the puzzles and to exchange ideas with each other 2. To raise	Literature related to vocabulary teaching and teaching reading METHOD: Building on their prior knowledge by means of lecturing, elicitation, reflection and collaboration	To lead he discussion To participate in the discussion	To present a report of their puzzle (Two participants) To participate in the discussion
ASSIGNMENT: Participants are required to reflect on the session and relate it to their teaching context. I continued to do the observations RELATED EFFICACY SOURCE: Verbal Persuasion, Mastery Experience, Vicarious Experience				
9 th Week	1. To raise awareness of personal theories, values and beliefs about teaching 2. To reflect on their own language teaching 3. To review and assess own action in class 4. To recall incidents from own teaching experiences and contrast them with those of fellow teachers	Observation notes	Leading and participating in the discussion	Participating in the discussions with their own teaching experience
ASSIGNMENT: Participants are required to reflect on the session and relate it to their teaching context. I continued to do the observations RELATED EFFICACY SOURCE: Verbal Persuasion				
10 th Week	1. To raise awareness of personal theories, values and beliefs about teaching	Various Lesson Extracts from CEELT	Leading and participating in the	Participating in the discussions

	2. To reflect on their own language teaching 3. To review and assess own action in class 4. To recall incidents from own teaching experiences and contrast them with those of fellow teachers		discussion	with their own teaching experience
	RELATED EFFICACY SOURCE: Vicarious experience			

Appendix IV Stamp Activity

- In the envelopes, you see 13 postage stamps of different sizes and formats. We would like you to group those stamps into six contrasting pairs. At this stage, we would like you to work individually. In your grouping of stamps, we ask you to decide upon specific basis of comparison / contrast, such as odd numbers versus even numbers, or stamps with dates versus stamps without dates. Please note that there are not right or wrong answers.

- As you have grouped the stamps individually, we would like you to compare your contrasting pairs to those of your colleagues

- Have you noticed the differences in your groupings? These differences rationalize the non-judgmental approach in our cooperative development: **WE ALL SEE THINGS DIFFERENTLY. THEREFORE, WE SHOULD RESPECT TO THE PERSPECTIVES OF THE OTHERS.**

(Adapted from J.F. FANSELOW, (1992) Contrasting Conversations:

Activities for Exploring our Beliefs and Teaching Practices Longman: New York

Appendix V
An Activity to Practice the Skill of Attending

Activity 1: Work in pairs, and choose one of the following topics for when you are Speaker. The speaker talks for a couple of minutes on:

**One occasion in class when I felt really
Successful, pleased, surprised, relieved**

Now decide on the initial roles of Speaker and Understander. The Speaker tries to communicate the experience as well as he or she can. The understander tries to make the Speaker feel well listened to but does not say anything. Then exchange the roles of the speaker and understander



Appendix VI A Material Provided by the Participant Teachers

MY FIRST TEACHER

On the 6th day, the Creator created men and women. On the 7th day, he rested. Not so much to recuperate, but rather to prepare himself for the work he was going to do on the next day. For it was on that day- the 8th day- that the Creator created the **FIRST TEACHER**.

This **TEACHER**, though taken from among men and women, had several significant modifications. In general, the Creator made the **TEACHER** more durable than other men and women. The **TEACHER** was made to arise at a very early hour and go to bed no earlier than 11:30 p.m. - with no rest in between. The **TEACHER** had to be able to withstand being locked up in an air-tight classroom for six hours with thirty-five "monsters" on a rainy Monday. And the **TEACHER** had to be fit to correct 103 term papers over Easter vacation.

Yes, the Creator made the **TEACHER** tough...but gentle too. The **TEACHER** was equipped with soft hands to wipe away the tears of the neglected and lonely student...of those of the sixteen year old girl who was not asked to the prom.

And into the **TEACHER**, the Creator poured a generous amount of patience. Patience when a student asks to repeat the directions the **TEACHER** has just repeated for someone else. Patience when the kids forget their lunch money for the fourth day in a row. Patience when one-third of the class fails the check. Patience when the textbooks haven't arrived yet, and the semester starts tomorrow.

And the Creator gave the **TEACHER** a heart slightly bigger than the average human heart. For the **TEACHER's** heart had to be big enough to love the kid who screams, "I hate this class- it's boring!" and to love the kid who runs out of the classroom at the end of the period without so much "goodbye", let alone a "thank you".

And lastly, the Creator gave the **TEACHER** an abundant supply of **HOPE**. For the Creator knew that the **TEACHER** would always be hoping. Hoping that the kids would someday learn how to spell...hoping not to have lunchroom duty...hoping that Friday would come...hoping for a free day...hoping for deliverance.

When the Creator finished creating the **TEACHER**, he stepped back and admired the work of his hand. And the Creator saw that the **TEACHER** was good. Very Good!!! And the Creator smiled, for when he looked at the **TEACHER**, he saw into the future. He knew that the future is in the hands of the **TEACHERS**.

And because the Creator loves the **TEACHERS** so much, on the 9th day, the Creator created "school holidays".

Author Unknown

Appendix VII
An Activity to Practice the skill of Reflecting

ACTIVITY 3

- Choose one of the following ways and try to expand them from your own experiences as a teacher:
 - The best part of my lesson is always when
 - I am looking forward to the start of next year
 - What I am going to try next year is that

* Take the understander and the speaker role and reflect each other's statements

1. How did you feel as an understander?
2. How did you feel as a speaker?



Appendix VIII

Checklist for Observation (For watching lesson extracts)

OBSERVATION TASK 10 Stolen goods

As you observe the lesson, note down several things that you would like to 'steal' from this teacher and the lesson in order to make them part of your own teaching. This may include personal qualities, teaching skills and techniques, activities, classroom atmosphere, etc. Include notes to help you remember any important details. You may also want to record why you felt good about the stolen goods. Finally, choose something you feel you would like to give this teacher in return for your many thefts.

Stolen item 1:

Description of item:

I stole this because:

Stolen item 2:

Description of item:

I stole this because:

Stolen item 3:

Description of item:

I stole this because:

Stolen item 4:

Description of item:

I stole this because:

Stolen item 5:

Description of item:

I stole this because:

I'd like to give you:

I think you'd like this because:

Appendix IX
PARTICIPANT PROFILE CHECKLIST

NAME: _____
STARTING DATE OF YOUR TEACHING EXPERIENCE: _____
THE NAME OF THE SCHOOL WHERE YOU WORK: _____
TEL.: _____

1. Which high school did you graduate from?
2. Which university did you graduate from?
3. Which methodology courses did you take at the university?
4. How many semesters did you take methodology courses?
5. What is the name of the school where you did your practicum?
6. How long did the practicum take?
7. How many times did you actively teach during your practicum?
8. What are your main responsibilities and duties at the school where you work?
9. How many hours do you teach a week?
10. What are your goals (related to your profession) within two years?
11. Do you think you will be able to accomplish these goals? Why / Why not?

Appendix X
Reflection Sheets Collected before the NTEP started

PLEASE CONSIDER PREVIOUS TWO WEEKS AND REFLECT ON THE FOLLOWING QUESTIONS

1. What are the two occasions that you have personally found yourself very successful as an English language teacher?
2. What are the two occasions that you have personally found yourself unprepared or unsuccessful as an English language teacher?
3. In that respect, what are your suggestions that teacher preparation programs could use in improving their education programs? (If you cannot answer these questions considering the previous two weeks, consider the whole period you have spent in your first year of teaching)

CONSIDER THE WHOLE PERIOD YOU HAVE SPENT IN YOUR SCHOOL SO FAR AND REFLECT ON THE FOLLOWING ISSUES?

1. Did you get any support in your first year of teaching?
2. If Yes, did it meet your expectations? How?
3. If No, What kind of a support do you expect in your first year of teaching?

**THANKS A LOT FOR YOUR INVALUABLE EFFORTS
IN ADVANCE**

Appendix XI
Reflection Sheets Collected during the NTEP

AIM: To review and reflect on our own experiences of the Action Research Cycle for the purposes of self-development and process-evaluation of the course.

CONTENT:

1. Our comments on the personal usefulness of any experience during the sessions.
2. Any questions or doubts we may have

On the whole, the focus is on selecting and reflecting on what we thought we had learned from what we were doing.

POSSIBLE WAYS OF ACHIEVING OUR AIM:

1. Think about the session and highlight any point that you have personally found significant.
2. Why have you found it significant?
3. How might that experience have helped you gain new insights and perspectives for your own teaching?

Appendix XII

Transcribed Version of one of the Interviews

Figen: Özkan, biliyorsun programda pek çok aktiviteler yaptık. Şöyle bir hatırlamak için istersen programın ana hatlarını anlatan şu syllabus'a bir bak.

Birkaç dakika sonra

Figen: Şimdi, öncelikle şunu sormak istiyorum. Programda yaptığımız çalışmaların senin sınıf öğretimine ne gibi etkileri oldu? Ne gibi şeyleri kattın, çıkardın, veya değiştirdin?

Özkan: Şimdi ilk olarak programın ilkeleri olan cooperation açısından bahsetmek istiyorum. Özellikle honesty, respect, empathy ve non-judgmental olma açısından düşünce olursam öğrencilerle ilişkilerimde bayağı bir değişiklik olduğu kanısındayım. Her gün öğrencilerle 6 saat bir aradayım, ve sonuçta öğrencilerle çok uzun bir süre iletişim içerisindeyim. Bu tür prensipleri uygulamadan onları psikolojik durumlarını gözlemlemek, ve classroom management ile ilgili bir problem çıktığında onları ber taraf edemeyiz. Hatırladığım kadarı ile cooperation içerisinde non-verbal bir iletişimde var olduğunu çalışmış ve uygulamıştık. Bu konuda da şunu söyleyeyim, non-verbal iletişimi vurguladıktan sonra özellikle sınıf içerisinde eye-contact'e çok önem verir hale geldim. Örneğin bir öğrenciye söz hakkı verdiğimde ona bakışlarımla cesaret veriyorum. Böylelikle öğrencinin kendine olan güveninin arttığını düşünüyorum. Kendimi de sınıfa daha hakim hissediyorum. Yine non-verbal iletişim ile ilgili olarak kendimin ve öğrencilerin hareketlerini daha iyi gözlemler oldum. Özellikle, konuşurken öğrencileri gözlemliyorum ve onların isteyerek mi, sıkılarak mı dinlediklerini veya anlayıp anlamadıklarını onların oturuş şekillerini, bakışlarını izleyerek anlamaya çalışıyorum. Daha önceden de bunları yapıyordum belki ama, şimdi bu tür şeylerin daha bir akademik olay olduğunun farkına vardım ve daha fazla önem vermeye başladım. Yani zaten burada yaptığımız, non-judgmental olma veya işte attending, reflecting gibi şeyleri ayrı düşünmek veya sadece iş arkadaşlarımız ile uygulamak yanlış olur. Bütün bu prensipleri başarılı bir iletişim ve yardımlaşmanın parçası olarak görüyorum ve bu prensipleri iletişim içerisinde olacağımız ve yardımlaşacağımız herkes ile birlikte uygulamamız gerektiğini düşünüyorum.

Örneğin bu yardımlaşma ilkelerini uyguladığım bir durumu anlatmak istiyorum. Okulda çok haylaz, bütün öğretmenlerin sık sık dışarı attığı bir öğrencimiz var, adı Kadir. Gerçekten inanılmaz haylaz, derse ilgisiz, yani nasıl anlatayım, herkesin dersimden çıksın da nasıl çıkarsa çıksın dediği bir öğrenci. Önceleri, ben Kadire, sorumluluklar vermeye çalıştım. Örneğin tahtaya bir şey yazılacak ise ona veriyordum veya sınıfta arkadaşlarının ödevlerini kontrol ettiriyordum. Biraz işe yaradı ancak bir gün Kadir beni de çileden çıkardı ve dışarı attım. Sonra düşündüm, ve teneffüste Kadir ile konuşmaya karar verdim. Bütün yargılarımı bir kenara bırakıp, kendimi onun yerine koymaya çalıştım. Her öğretmenin yaptığı gibi, "Kadir neden akıllı olmuyorsun?, Kadir neden çalışmıyorsun gibi soruları bir kenara bıraktım ve yanıma çağırdım. Hemen "öğretmenim dövecek misiniz?" diye sordu. Bir an kendimi onun yerine koydum ve çok üzüldüm çünkü dayak aldığı bir şeydi. Sonra hayır dedim gel seninle konuşalım dedim. Sınıf ile ilgili, arkadaşları ile ilgili sorular sordum ve mümkün olduğunca onu konuşturmaya çalıştım. Kadir bir süre sonra kimse beni sevmiyor zaten annem de benimle hiç ilgilenmiyor deyip ağlamaya başladı. İşte bence öğrendiğimiz bu tip şeyler bizleri diğer öğretmenlerden farklı kılıyor.

TEACHER RESEARCH

Sunumlarla ilgili olarak önce kendimden başlayayım. Biliyorsunuz “vocabulary teaching” üzerine çalışmıştım. Bir kere equipment sağlamanın gerekliliğinin farkına vardım. Yani ne kadar çok materyal o kadar çok öğrenme. Kelime öğretiminde bir kere özellikle şu şudur, bu budur demektense, mümkün olduğu kadar değişik teknikler kullanmaya başladım. Gerçi bunları çok fazla uygulama fırsatım olmadı, sene sonunun gelmesinden dolayı ama gelecek yıl bunları yapmaya devam edeceğim. Örneğin, bazı derslerimi tümünden kelime öğretimine ayıracam. Böyle yapmasam bile resimlerle göstereceğim, cümle içerisinde kullanılmasına önem vereceğim, bulmacalarla onu anlatmaya çalışacağım. Yani genellikle yaptığım gibi tahtaya kelimeleri ve anlamlarını yazıp, öğrencilerin de bu kelimeleri 3 kez, beş kez yazmalarını istemiyorum ve gelecek yıllarda da öyle yapmayacağım.

WATCHING LESSON EXTRACTS / OBSERVATION

Kendimi ve başka öğretmenleri izlemek, derslerde beni daha dikkatli olmaya zorladı. Gelecek yıl ders sırasında kendimi gözlemleyeceğim, sınıfı gözlemleyeceğim. Örneğin ben genellikle sınıfa girer girmez sınıf defterini imzalarım. O da öğrencilere, bakın artık derse başlıyorum mesajı vermek için. Ama, şimdi bazen bunun yerine öğrencilere bir task verip ben de o sırada sınıf defterimi imzalayacağım. Çünkü değişik ders izlemelerimiz sırasında, arkadaşlarla yaptığımız fikir alışverişlerinde bazen öğrencilerin bu sırada konuşabileceğini, bunu da onlara bir iş vererek çözümleyebileceğimizi anladım. Zaten her sınıf ayrı bir atmosfer ve her öğrenci de ayrı bir birey. Bu yüzden sürekli gözlem içinde olacağım ve uygun stratejiler belirleyeceğim, her zaman aynı şeyler yapmak yerine. Değişik dersleri gözlemlerken orada gözlemlediğim şeyleri doğru mu, yanlış mı diye değil ben uygulayabilir miyim diye düşünüyorum. Bir de bir öğretmene yanlış yaptığımı söylesek bile o yine yapmaya devam edecektir. Ama onun yanlış yaptığını söylemek yerine biz nasıl yaptığınızı söyler isek, programda yaptığımız gibi, o öğretmen de ister istemez kendini sorgulayacak ve alternatifleri deneyecektir.

DISCUSSION ON PROBLEMS

Her şeyin en doğrusunu ben bilirim, ben sınıfta kralım demektense, benim yanlış yapabileceğim şeyler de olabilir diye düşünmeye başladım. Böyle bir durum olduğunda arkadaşlarımla (programa katılan) konuşacağım, kendimi ifade etmeye çalışarak, yaptığım yanlışların sebeplerine ve çözüm alternatiflerine ulaşacağım.

Programda yaptığımız aktivitelerin inançlarınız üzerine etkisi oldu mu? Eğer öyle ise ne gibi etkileri oldu?

- Bu kadar şeyleri çalıştıktan sonra, öğrenci psikolojisine daha önem vermemiz gerektiğini, ve bu noktada da okuldaki diğer öğretmenlerden farklı olmam gerektiğini düşünmeye başladım.
- Araştırmalarımız sayesinde belki çok fazla bir şey değişmedi öğretimimizde, yada belki arkadaşlara çok fazla şey veremedim Ama araştırma yaptığımda duyduğum haz bana, benim Milli Eğitim tarzı bir öğretmen olmadığımı ve olmayacağım gösterdi. Yani bu benim için çok önemliydi.

Milli Eğitim tarzı öğretmen der iken neyi kastediyorsun?

- Şunu kastediyorum; normalde hevesli olmayıp, sadece orda bulunması gerektiği için derse giren öğretme ile ilgili hevesi bitmiş öğretmenler. Milli Eğitimde olay şu, genellikle müfettiş döneminde muammalı bir çalıma başlar, geçer notlar alınır ve müfettiş de bunun farkındadır. Bu bir çark, müfettişler razı biz razı olay böyle devam edip gidiyor. Kesinlikle bunlarda bir araştırmacı öğretmen kimliği yok. Her öğretmen böyle mi? Hayır, ama iyi olanlar bile, öğrenci ancak bu kadar alıyor diyip geçiyor. Yani öğretmenlik tipik memurluğa dönüştürülmüş durumda.
- Kendime güven açısından çok büyük bir etkisi olduğu kanaatindeyim. Mesela mesleğe ilk başladığımda çok ılımlı bir öğretmendim. Baktım biraz kötüye

gidiyor çocukların hali, yani şıarmaya başlayacaklar biraz daha sertleştim. Hatta sopa ile dolaşmaya başladım. Ancak ikinci dönem sizlerle bir araya gelmeye başladıktan sonra, bu tip öğrenciler ile nasıl baş edebileceğim ve nasıl baş etmem gerektiği konusunda neler yapabileceğim daha çok netleşti. Örneğin, kendimi öğrencinin yerine koyabilirim, ön yargısız onları dinleyebilirim, bir arkadaşım ile konuşup ondan öneri alabilirim. Tabi, bunları bilmem sınıf içerisinde bu tip öğrencilerle baş etme konusunda kendime olan güvenimi arttırdı. Ayrıca, programda sürekli İngilizce konuşmamız bana su dile hakim oluşum hissini verdi.

- Her şeyden önce, bizim üniversitedeki öğretmenlerimizin bizi mezun ettikten sonra unutmadıklarını gördük. Bu anlamda da çok güzel yani. Çünkü sene başında üniversiteye ilk geldiğimde, çok kötü olmuştum çünkü artık üniversitenin dışında kalmıştım ve buraya ait değildim. Ama YADIM' e gelip bu programa katılmak bana öğrencilik duygularımı tekrar yaşatmaya başladı. Belki katılmasa idik, Milli Eğitim tipi bir öğretmen olmanın normal olacağını düşünmeye başlayacaktık.

Genel olarak sence programın yararları neler oldu?

Sene başında açıkçası, biraz zamanım gidecek diye ürkmüştüm ama şimdi iyi ki girmişim diyorum. Çünkü pek çok yararları oldu.

* Öncelikle “collaboration” açısından düşünecek olursam, bu programın bana sağladığı en büyük yarar aynı mesleği paylaştığım insanlarla, ki hepimiz yeni göreve başladığımız için ortak sorunlar yaşıyorduk, beraber çözümler aramaktı.

* Araştırma yapmak üniversite yıllarında da çok hoşuma giderdi.. Bir şeyleri çok bilimsel araştırmasam dahi o araştırma dürtüsü içinde olmak benim hoşuma gitti. Bu tekrar bende uyandı. Yani neredeyse artık o gücümü kaybetmek üzere iken program bu yönden bana taze kan sağladı.

* Program sırasında teoride öğrendiğimiz şeyleri direk sınıfımızda uygulama fırsatımız oldu. Yani şunu demek istiyorum; belki üniversitede iken de bize bir takım teorik bilgiler verildi. Ama, bunları uygulama fırsatımız olmadı. Yani ben bunu şeye benzetiyorum. Üniversite eğitiminde bizlere olası problemleri nasıl çözeceğimiz konusunda teorik bilgiler veriliyordu. Ama bu işte birazdan karşınıza üç tane kurt gelecek, şöyle davranın, ama kurtlar gelince yanınızda biz yokuz demek gibi bir şey. Oysa programda olası problemler üzerine değil gerçek problemler üzerine çalışma fırsatımız oldu ve problemler yaşanırken yardımlar aldık ve uyguladık.

* Observation yapmıştık. Ben kendi adıma observe edilmekten çok hoşlandım ve her öğretmen de bunu yapmasını isterim. Kendi kendimizi göremiyoruz, öğrencinin bize getirdiği eleştiriyi dikkate almıyoruz “siz ne bileceksiniz?” diyoruz. Bir öğrencinin bizi başka bir öğretmene şikayet etmesi üzerine, o öğretmen bize geldiği zaman “ya bunlar çocuk işte, öğrenci milleti işte, bunlar seni ipe de götürürler” gibi şeyler söylüyorlar. Bunların hepsinin eleştiriye açık olmamaktan kaynaklandığını düşünüyorum, bir de izlenmekten korkmak, çünkü yanlışlarımız çıkabilir, bırakalım çıkmasını diyorlar. Ben amaç daha iyi öğretmek ise yanlışlarımızın farkına varıp, bunları düzeltmemiz gerektiğini biliyorum. Bu noktada, observationların doğrularımı pekiştirdiği, yanlışlarımın da ortadan kalkmasına yardımcı olduğu kanısındayım.

* Bir de en son olarak şunu söylemek istiyorum. Program bizim dışarıya açılan pencereimiz oldu. Örneğin konferansı sizin sayenizde öğrendim, ve orada bir native speaker ile konuşma fırsatım oldu, ki bu bu günlerde oldukça zor. Ayrıca, orada elit öğretmenler ile bir arada olmak bana güven duygusu verdi.

CURRICULUM VITAE**Name & Surname:** Figen Şat Yılmaz**Date of Birth:** June 28, 1971**Place of Birth:** Adana, Turkey**Address: (Work)** Çukurova University YADI 01330 Balcalı / Adana – Turkey**Institution:** Foreign Languages Center, Çukurova University, Turkey**Telephone:** + 90 (322) 3386084 –2921**E-mail:** fyilmazs@yahoo.com**Title:** English Language Instructor**ACADEMIC STUDIES**

Date	Institute	Degree
June, 2004	Çukurova University The Institute of Social Sciences	PhD
1997	Cambridge University	CEELT (Cambridge Examination in English for Language Teachers)
June, 1996	Bilkent University MA TEFL (Masters of Arts in Teaching English as a Foreign Language)	M.A
June, 1997	Bilkent University	MA TEFL Reunion
1995	Cambridge University	COTE (Cambridge University, Certificate for Overseas Teachers of English)
July, 1995	British Council	Classroom Methodology
July, 1994	Bilkent University & USIS (United States Information Service)	Oral Communication

WORK EXPERIENCE (1993 to Present, at Foreign Languages Center (YADIM) of Çukurova University)

1993-1996	Instructor taught various skills (Reading, Writing, Listening, Speaking, Core Language, TOEFL, KPDS)
1996-1998	Testing Assistant Coordinator
1998-2003	Staff Development Unit Coordinator (Teacher Trainer – Responsible for CEELT, Induction and Orientation Program, Action Research, and Academic Writing)
2003-2004	Staff Development Unit Member
2004-	Instructor at YADIM
	Çukurova University International Office Member
	Assistant Coordinator of Gruntvig and Minerva (European Union Education Programs) at Çukurova University

PAPER PRESENTATIONS

Date	Paper	Institution
May, 1998	Who has got the power in the classroom?	Adana College, Turkey
February, 1999	Developing English Teaching Practices for the next millennium (International Conference)	Eastern Mediterranean University, Northern Cyprus
October, 2000	An attempt to ease the sobering experience of new teachers (IV. International INGED-ÇU ELT Conference) Published	Çukurova University, Turkey
May, 2001	Exploring the journey on action research conducted at YADIM of Çukurova University (Second	Çanakkale Onsekiz Mart University, Turkey

International ELT Research
Conference)

- | | | |
|-----------------|---|--|
| March, 2001 | Designing and implementing an induction and Orientation program (Second International Conference on Contrastive Rhetoric) | The American University, Cairo, Egypt |
| September, 2001 | Mission Impossible: Uncovering trainees' and trainers' expectations regarding an effective teacher trainer (IATEFL Teachers Develop Teachers Research Conference) Published | Middle East Technical University, Ankara, Turkey |
| October, 2002 | Trendy activities for teacher development (IATEFL International Conference) | Vesprem, Hungary |