DEVELOPING AN INDUCTION PROGRAM FOR EFL INSTRUCTORS IN SCHOOLS OF FOREIGN LANGUAGES IN TÜRKİYE

PhD DISSERTATION

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Eskişehir 2025

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PhD DISSERTATION

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December 2025

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FINAL APPROVAL FOR THESIS

This thesis, titled **"Developing an Induction Program for EFL Instructors in Schools of Foreign Languages"** which has been prepared and submitted by Merve Nur BOLDAN in partial fulfillment of the requirements in **"Anadolu University Directive on Graduate Education and Examination"** for the PhD. in **Department of Foreign Language Education, English Language Teaching** has been examined and approved on 19.11.2025.

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ABSTRACT

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This study aims to develop an induction program for EFL instructors working in Schools of Foreign Languages (SFLs) in Türkiye. A mixed-methods approach was used during the needs analysis phase. All data were collected voluntarily. The needs analysis questionnaire was administered to 208 EFL instructors and administrators in various state university SFLs, and 20 of these participants also took part in semi-structured interviews.

The data were gathered through a convergent mixed-methods design, in which quantitative and qualitative data were collected simultaneously. For the quantitative strand, a 3-point Likert scale ("not important", "important", "very important") was used to determine instructors' priorities regarding an induction program. The Needs Analysis form included demographic information, items related to six components of an induction program (orientation, support, mentoring, classroom observation, pedagogical practices, and professional development), sustainability-related items, open-ended questions, and narrative frame sentences, thus providing both quantitative and qualitative data. Semi-structured interviews were also conducted to obtain deeper insights.

The findings indicated that EFL instructors, regardless of their experience, expressed a need for an induction program when they begin working in a new institution. Quantitative and qualitative results, together with studies on teacher induction between 2000 and 2025 and adult learning principles, guided the development of the first draft of the program. After expert feedback and revisions, the final version of the program became a feasible, adaptable, open to modification, and sustainable pack.

In conclusion, this study aims to provide an induction program that guides and supports newly appointed EFL instructors in Turkish SFLs, thereby contributing to teachers' professional development, well-being, and student achievement.

Keywords: Induction program, EFL instructors, Schools of Foreign Languages, Professional development.

ÖZET

TÜRKİYE' DEKİ YABANCI DİLLER YÜKSEKOKULLARINDA ÇALIŞAN İNGİLİZCE ÖĞRETİM GÖREVLİLERİ İÇİN BİR GÖREVE BAŞLATMA PROGRAMI GELİŞTİRME

Merve Nur BOLDAN

Yabancı Diller Eğitimi Ana Bilim Dalı

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Anadolu Üniversitesi, Lisansüstü Eğitim Enstitüsü, Aralık 2025

Danışman: Prof. Dr. Özgür YILDIRIM

Bu çalışma, İngilizce öğretim görevlilerinin yeni bir Yabancı Diller Yüksekokulunda (YDYO) göreve başladıklarında ihtiyaç duydukları desteği karşılamak amacıyla bir göreve başlatma programı tasarlamayı amaçlamaktadır. Programı oluşturmak için ihtiyaç analizi aşamasında karma yöntem kullanılmıştır. Tüm veri toplama süreci gönüllülük esasına dayanmıştır. İhtiyaç analizi, Türkiye'nin farklı bölgelerindeki YDYO'larda çalışan İngilizce öğretim görevlileri ve yöneticilerine uygulanmış, bu katılımcıların yirmisiyle ayrıca yarı-yapılandırılmış görüşmeler yapılmıştır.

Veriler, yakınsak karma yöntem deseni kapsamında nicel ve nitel olarak eş zamanlı toplanmıştır. Nicel veri için, göreve başlatma programındaki unsurların önem düzeyini belirlemek amacıyla 3'lü Likert ölçeği kullanılmış; katılımcılar bu unsurları "önemsiz", "önemli" ve "çok önemli" olarak değerlendirmiştir. İhtiyaç analizi formu; demografik bilgiler, oryantasyon, destek, mentorluk, ders gözlemi, pedagojik uygulamalar, mesleki gelişim ve programın sürdürülebilirliği ile ilgili maddeler, açık uçlu sorular ve anlatı çerçevelerinden oluşmuştur. Bu nedenle hem nicel hem de nitel veri sağlamıştır. Ayrıca, derinlemesine bilgi edinmek için yarı-yapılandırılmış görüşmeler yapılmıştır.

Bulgular, öğretim görevlilerinin deneyimlerinden bağımsız olarak yeni bir kurumda göreve başladıklarında bir göreve başlatma programına ihtiyaç duyduklarını göstermiştir. Nicel ve nitel bulgular, 2000–2025 yılları arasındaki ilgili çalışmalar ve yetişkin öğrenme ilkeleriyle birlikte değerlendirilerek programın ilk taslağı oluşturulmuştur. Uzman görüşleri doğrultusunda yapılan düzenlemelerle programın son hali elde edilmiş ve uygulanabilir, uyarlanabilir, değişikliklere açık ve sürdürülebilir bir paket haline gelmiştir.

Sonuç olarak bu çalışma, YDYO'larda göreve yeni başlayan İngilizce öğretim görevlilerine rehberlik ve destek sunmayı, ayrıca öğretim elemanlarının mesleki gelişimlerine, iyi oluşlarına ve öğrenci başarısına katkıda bulunmayı amaçlamaktadır.

Anahtar Sözcükler: Görev başlatma programı, İngilizce öğretim görevlileri, YDYO, Mesleki gelişim.

ACKNOWLEDGEMENTS

My journey as a PhD candidate has taught me many things, but perhaps the most valuable lesson was learning how to embrace the difficulty and enjoy the process. While I cannot say that the path was easy, my esteemed supervisor, Prof. Dr. Özgür YILDIRIM, made it as smooth as possible. He provided constant guidance and support, and his enduring belief in me was truly foundational to this thesis.

I extend my deepest appreciation to my dear jury members, Prof. Dr. Ali MERÇ and Asst. Prof. Dr. Mustafa SARIOĞLU. Every thesis monitoring meeting served as a crucial step forward. I sincerely appreciate their dedication and patience throughout this long process; their guidance means the world to me. Additionally, I would like to thank Assoc. Prof. Dr. Semahat AYSU and Asst. Prof. Dr. Hülya İPEK for their insightful comments and recommendations, which significantly strengthened the final manuscript. Thank them all for their invaluable time and support.

Beyond the academic rigors, I must acknowledge the personal forces that sustained me. I thank my parents for their unconditional love and care, which have supported me throughout my entire life and education. They always believed in me. It was a heartfelt desire to schedule my thesis defense in November, the month of my birth, making it a special gift to them and myself. From this day forward, every November holds two celebrations for me: my birthday and my doctoral achievement.

I feel profoundly blessed and loved thanks to my dearest friends: Aysel GÜLER AKCAN, Merve CENGİZHAN KÖSE, Sinem BİLBEN AKGÜL, and Şükran TÜRKMEN ÇİÇEK. Their unwavering friendship and love were the anchors that prevented me from yielding to the temptation to quit. I also wish to thank Dr. Meriç AKKAYA ÖNAL for serving as my PhD companion and emotional mentor throughout this demanding process. Thank you all, my besties.

Finally, I dedicate my deepest gratitude to my partner, Melih ERGİNBAŞ, for his endless love and the profound joy he brings to my life. He has truly been my "partner in crime" and my indispensable “yol arkadaşım”; his support made me stronger through every phase of this work. Thank you for everything, my love.

And finally, I would like to thank myself for never giving up and successfully finishing this thesis.

I close by presenting my sincere acknowledgment to TÜBİTAK for their crucial financial support via the 2211-A National PhD scholarship during my doctoral education.

Merve Nur BOLDAN, November 2025

03/12/2025

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this dissertation is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “Scientific Plagiarism Detection Program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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Merve Nur BOLDAN

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

MoNE: Ministry of National Education

NAQ: The Needs Analysis Questionnaire

PD: Professional Development

PDU: Professional Development Unit

SFL: School of Foreign Languages

1 INTRODUCTION

Due to the modern era of globalization and international academic mobility, English has become the lingua franca of professional communication, research, and education. Therefore, universities concentrate on developing their academic competitiveness and international visibility, and being proficient in the English language has become an essential necessity for not only students but also academics. In other words, English language teaching has become a vital component of higher education, particularly in non-English speaking countries such as Türkiye. As a result, the Schools of Foreign Languages (SFLs) in Turkish universities are responsible for the basis of university students' academic and linguistic readiness, as they offer intensive language programs to prepare students to participate successfully in their future departments. The efficiency of these programs is closely related to the readiness and quality of the English language instructors who are in charge.

In addition to instructors' language proficiency and teaching experience, professional adaptation, systematic institutional support, and ongoing professional development are required for the effectiveness of instruction in SFLs. Even though they have previous experience, EFL instructors who start teaching in a new institution often have challenges in adapting to a new environment, classroom dynamics, and administrative differences. The induction phase, the transition period, plays a crucial role in teachers' professional lives. Moreover, the effect of teachers' early career experiences, collegial relationships, and institutional culture on their motivation, self-efficacy, and professional identity is present in numerous studies (Feiman-Nemser, 2001; Ingersoll & Strong, 2011). The lack of induction may lead to stress, confusion, demotivation, and feeling isolated, and it can lead to decreased job motivation and teaching quality.

There are numerous well-known examples of teacher induction programs worldwide, such as the Beginning Teacher Support and Assessment (BTSA) in the USA, the TEAM model in Australia, and the New Teacher Project in the UK. The induction programs, which include orientation, mentoring, observation, and professional development (Britton, et al., 2003; Wong et al., 2013). Mentoring, collegial support, and reflective practices are the highlighted components in effective induction programs for a smoother transition.

Similarly, universities in Türkiye and the Council of Higher Education (Yükseköğretim Kurulu – YÖK) have concentrated on the significance of institutional accountability and instructional quality in recent years. Accreditation processes, academic development programs, and institutional evaluation systems are some of the initiatives that display the vitality of encouraging instructors' professional development. However, there is still no structured induction program tailored to SFLs. Therefore, there is a gap that can be filled with a comprehensive, research-based, and sustainable induction program based on institutional needs, expectations, and instructors' needs.

As a result, this doctoral study aims to develop a comprehensive induction program for EFL instructors who work in SFLs at Turkish state universities. The program includes seven components: orientation, support, mentoring, observation, pedagogical practices, and sustainability and follow-up. It is based on mixed method needs analysis, including a needs analysis questionnaire and interviews, related literature in the last twenty-five years, and supported by adult learning theories, namely andragogy (Knowles, 1980), experiential learning (Kolb, 1984), and transformative learning (Mezirow, 1991). Rather than one-dimensional approaches, a holistic view of instructor induction is adopted in this program to ensure professional growth, and it is designed as an ongoing process rather than a short-term program.

In the end, the study aims to contribute to both the theoretical and practical features of English language in-service training in Türkiye. Since it is a data-driven and contextually grounded program, it aims to integrate empirical research and institutional practice by providing systematic guidance and support to newly appointed instructors in SFLs for a smoother transition. Moreover, it is a pack that is open to revision and contextualization in accordance with institutions' resources and instructors' needs. By doing so, the program is supposed to promote reflection, collaboration, and continuous professional development, and it is expected to increase the overall quality of English language education in higher education.

1.1 Background of the Study

In Türkiye, SFLs within state universities play a vital role in the preparation of students for English-medium instruction and communication in English. The competence, preparedness,

and professional development of English language instructors in these SFLs are the key determiners of the quality of instruction provided. Although teacher candidates prepare through pre-service training in English Language Teaching programs, teacher education in these programs primarily concentrates on child and adolescent learners. Moreover, the practicum experiences are limited to primary, secondary, or high school, and the dynamics of adult learning or higher education pedagogy are generally neglected. As a result, newly graduated English teachers face the challenges of teaching adult learners without having prior readiness in this area when they start working in SFLs.

On the other hand, it must be noted that graduates originating from programs such as English Language and Literature, American Language and Literature, and Translation and Interpreting are also eligible to become English teachers or instructors, provided they successfully receive a Certificate of Pedagogical Formation (Pedagojik Formasyon). Consequently, these educators enter the profession lacking the systematic pedagogical knowledge and the extended teaching practice experience inherent to pre-service ELT graduates. Therefore, this group requires special and tailored consideration regarding support and guidance when commencing employment as EFL instructors in an SFL, highlighting the need for an induction program that addresses significant disparities in foundational pedagogical expertise.

Moreover, in Turkish Ministry of National Education (MoNE) schools, teachers receive structured and standardized in-service training programs during their first year of employment. With the help of these programs, newly started teachers are supported for professional adaptation and pedagogical growth. Nevertheless, there is no equivalent standardized induction program for English instructors at SFLs in Turkish state universities. Each SFL may adopt its own practices of induction for orientation and support; however, they are often unsystematic, limited, or inconsistent in scope. The lack of a structured and standardized induction program leaves both novice and experienced teachers without sufficient guidance in their initial period of employment in SFLs.

High attrition rate among teachers is one of the major challenges in education, as many teachers leave their profession within one to three years of starting. Therefore, teacher induction has become an essential area of research globally. Related studies highlight the

importance of providing structured support to teachers during their initial teaching years, since with this support, they are more likely to remain in the profession and enhance classroom expertise. Comprehensive induction programs have a significant influence on developing teaching practices, increasing teacher retention, fostering student outcomes, and meeting the specific needs of novice teachers. Although the positive effects of induction programs are present in many studies, most teachers receive little to no formal assistance and guidance during the induction period. When they enter a new teaching context, teachers need to gather information on areas: institutional culture, community expectations, students, curriculum, colleagues, etc., by themselves or with informal collegial support (Feiman-Nemser, Schwille, Carver, and Yusko, 1999). As Feiman-Nemser et al. (1999) note, novice teachers require "learning opportunities that are connected to their daily work with students, related to teaching and learning of subject matter, organized around real problems of practice, sustained over time by conversation and coaching" (p. 12). The Alliance for Excellent Education (2004) defines a comprehensive induction program with decreased teaching load, assigning a mentor, seminars for fresh starters, reliable administrative communication, allowing time for lesson planning, and opportunities for working together (Wayne et al., 2005). However, teachers generally deal with excessive workloads and difficult assignments, being assigned to challenging classes, preparing for multiple courses, and extracurricular responsibilities (Howe, 2006; Weiss, 1999). Although they are not familiar with institutional procedures, teaching learning systems, and students, institutions have high expectations of them. In some institutions, a brief orientation on school rules, procedures, and logistics are accepted as an induction program. However, orientation is only one component of an induction program. Short-term training would not be sufficient to address the needs of teachers, the expectations of institutions, and the professional identity development practices.

On the other hand, induction is also essential for teachers who are non-novice teachers but start in a new institution. In spite of their previous experience, teachers might face problems in a new institution due to several reasons: the unique structure of each institution, institutional rules and policies, a diverse student profile, different teaching and assessment techniques, expectations, and collegial environment. Although the term induction program is generally used for beginning teachers, this study intends to develop an induction program

who start to work in a School of Foreign Languages to provide them with assistance and guidance.

1.2 Statement of the Problem

The English language teaching (ELT) department might be one of the most preferred departments in the Faculty of Education since the graduates of this department have diverse business opportunities from kindergartens to tertiary levels. This is possible since the courses given throughout the pre-service education include how to teach from very young learners to adult learners. Therefore, kindergartens, primary schools, secondary schools, high schools, and universities are workplaces for English language teachers.

In Türkiye, pre-service ELT teachers must take a course called "Practicum" in their senior (final) year for two semesters. In this course, they observe their mentor teacher in the schools of the Ministry of National Education, and they also teach in these schools as an intern. They get feedback both from their mentors in these schools and their supervisor in the department. Practicum provides opportunities for teaching practice in different education levels; however, these levels are mostly in primary schools, secondary schools, and high schools. On the other hand, there are a great number of English teachers who continue their career as English instructors in universities. These instructors can work in the SFLs for preparation courses, and they can also teach courses such as English for Specific Purposes (ESP), English for Academic Purposes (EAP), Business English (BE), and English Language Skills (ELS) in different departments. The current number of English instructors who work in an SFL in a state university is 4351 in 2024 (YÖK, 2025). This number of people deserves to be considered in terms of receiving an induction program. Nonetheless, the teachers who start to work in the schools of the Ministry of Education receive an induction program or an in-service teacher training program compulsorily; there is no compulsory training or program for English instructors in the universities in Türkiye. As a result, the state, private, or foundation universities decide by themselves whether to conduct an induction program for newly started English instructors or not. This implementation may cause problems for the teachers who do not receive an induction program during their first year at a new university. The lack of a standardized induction program in SFLs in Turkish state universities causes numerous problems. Newly started instructors may face challenges of adapting to

institutional culture, comprehending curricular expectations, and performing the academic, administrative, and extracurricular roles in their workplaces. Since each institution is unique, even experienced instructors may face problems with adaptation, understanding institutional policies, course structures, and student profiles as they differ across universities.

On the other hand, the situation is more complicated for novice instructors as they must deal with limited teaching experience, heavy teaching loads, and unfamiliarity with adult learners.

Because of that, there is a need for a comprehensive induction program for these newly started English instructors to supply guidance and support throughout (at least) their first year in their new institution.

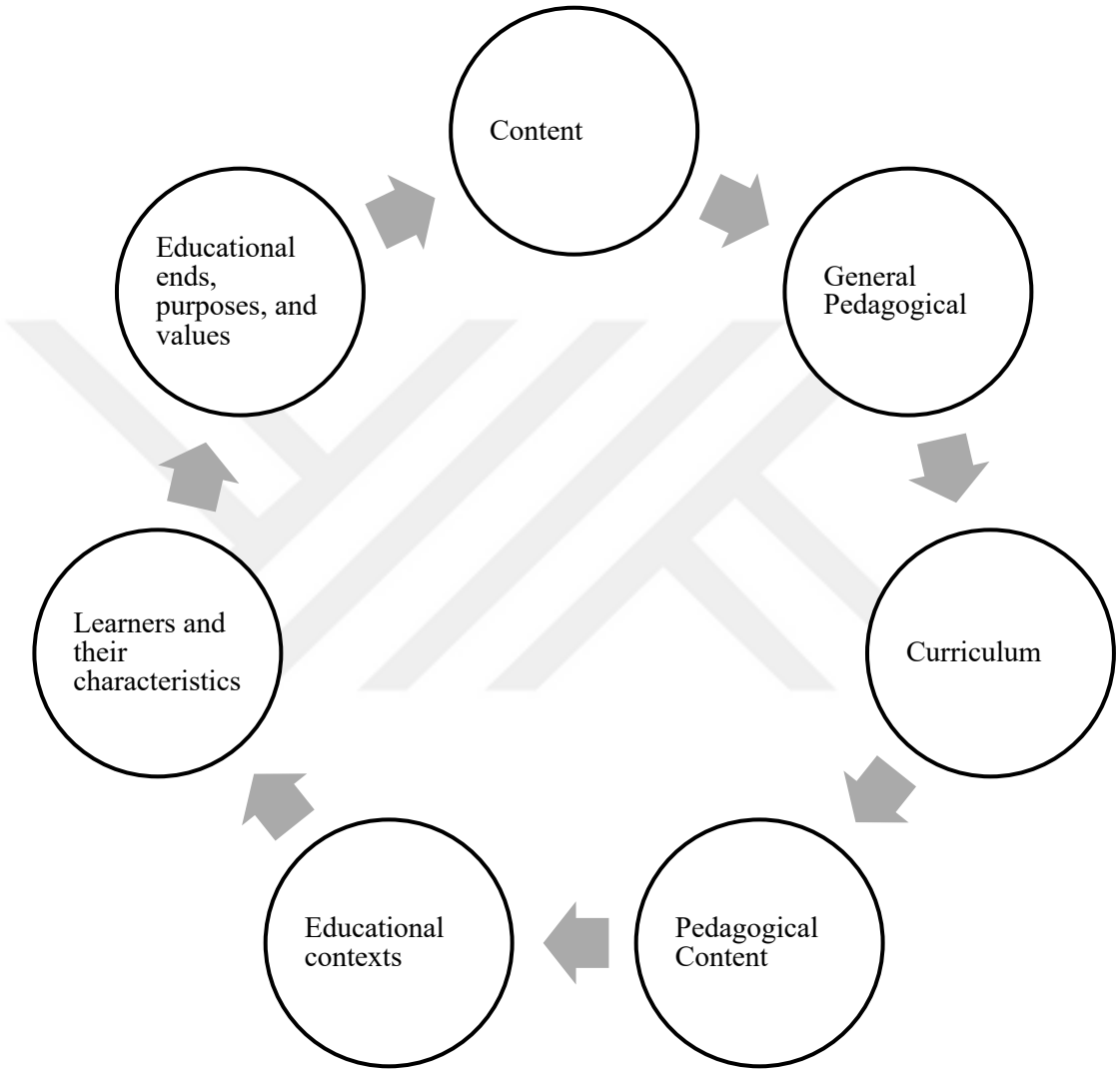
Although becoming an English teacher is popular all around the world, there has been an increase in teacher attrition over recent decades (Shakrani, 2008). There are few reasons for this increase in attrition: "sink" or "swim" mentality (Maciejewski, 2007), inadequate socialization structures for teachers (Joiner & Edwards, 2008), structural influences (related to classroom and school environment) and personal influences (related to students, colleagues, and administrators) (Farrell, 2003), professional isolation (Joiner & Edwards, 2008), insufficient support from other teachers (Joiner & Edwards, 2008), and using energy for survival in the new school culture (Farrell, 2006). Numerous studies highlight that teachers who are provided with structured support in their early years are more likely to stay in their profession, enhance teaching skills, and promote student learning outcomes. On the contrary, the lack of systematic induction, teachers generally depend on personal endurance, informal collegial support, or trial-and-error approaches to cope with challenges. As a result, the absence of an induction program increases teacher turnover, reduces institutional effectiveness, and quality. As a result of these reasons, English instructors need orientation, support, and guidance through an induction program. There are numerous positive effects of induction programs, such as professional development, having more positive attitudes, increasing teacher retention, decreasing feelings of isolation, and gaining a sense of community and belonging (Fantilli & McDougall, 2009; Ingersoll & Smith, 2004; Murray, 2010). Although teacher attrition in Türkiye is not as prevalent as it is in many European countries or in the U.S.A., Gökten Bayrak's (2023) PhD thesis identified several significant factors driving instructor departure. Her research concluded that pre-service education

deficits, challenging work life experiences, career dissatisfaction, and the availability of alternative opportunities constituted the main reasons for teacher attrition within the study's sample. Moreover, her study displayed a critical finding: the majority of these teachers leave the profession within the first three years of their career, and this rate decreases significantly as teachers' teaching experience increases. This specific temporal finding strongly reinforces the critical need for a structured and extended induction program designed to stabilize and support instructors during their initial three years in the SFL context.

Pre-service education is the initial part of becoming a teacher; however, it must be noted that professional development of a teacher continues until retirement since there is no end for learning, and the success of learners is highly dependent on the continuous development of their teachers' competence, performance, and skills (Davis & Higdon, 2008). Moreover, the learning process of teachers should not be confined to pre-service education (Klasen & Clutterbuck, 2007) since newly graduated novice teachers require different types of knowledge even after they complete their bachelor's degree. Shulman (1987) lists seven types of knowledge necessary for teachers mentioned in Figure 1.1.

Figure 1.1

Seven Types of Knowledge Necessary for Teachers



Reference: Shulman, 1987

As it can be seen in Figure 1.1, seven different types of knowledge are essential and crucial for teachers. In detail, the first type is the knowledge of the subject, whilst the second type is concerned with classroom management and control. The third type is the knowledge of materials used by the teachers, whilst the fourth type is how the target subject can be taught and learnt in the best way. On the other hand, the fifth type is related to institutional and sociocultural influences on teaching and learning, and the sixth type involves learner

autonomy, motivation, and learners' needs. And finally, the seventh type is about historical, sociological, and philosophical knowledge for a specific subject.

Particularly, English instructors in SFLs in Turkish state universities are expected to not only teach language skills but also prepare students for higher education, intercultural competence, and develop their academic skills and learner autonomy. Therefore, a comprehensive induction program is essential for these specific demands to meet institutional and learner expectations.

In the light of these seven types of knowledge necessary for teachers, it can be inferred that teachers need to modify and upgrade themselves during their careers in different contexts (DeBolt, 1992) since transitioning to new settings requires improvement of these knowledge types even for "new experienced teachers" (Edgar & Warren, 1969, p. 392) who are non-novice teachers that start teaching in a new institution; although it is assumed that the number of years in the teaching profession automatically enhances the competence and performance of teachers.

As a result of the reasons mentioned above, a comprehensive induction program for English instructors who have started to work in an SFL will aid with orientation, mentoring, observation, guidance, support, and professional development. Moreover, this program can help teachers' professional development and emotional well-being.

1.3 Significance of the Study

This study is significant due to addressing an apparent gap in Turkish higher education by developing a comprehensive induction program for English instructors in SFLs in Turkish state universities. One of the most vital periods for English instructors is their first year in a new institution. Although there is a compulsory in-service training program for English teachers in the primary, secondary, and high schools of the Ministry of National Education, there is not compulsory and standard induction program for English instructors who work in the SFLs. Therefore, this study aims to design a comprehensive induction program for both novice and non-novice instructors for their first year in a new institution. As the program was designed with both quantitative and qualitative needs analysis, this study assures that the proposed induction model represents the real problems and expectations of instructors in the

field. This model is intended to become a source for Professional Development Units, administrators, and policymakers who look to enhance the quality and sustainability of English language teaching in these universities. The induction program is crucial since the professional development and emotional well-being of teachers are closely dependent on this program. This program should include systemic, institutional, and methodological competencies for the instructors. Systemic competence should include laws and regulations of civil rights, duties as an instructor, and the educational system. Institutional competence should involve information about the organizational system of the school. And finally, methodological competence involves the methodology used in the lessons, classroom management, and teaching competence and performance. For the socialization and orientation of newly started English instructors, these competences must be included in the induction program in detail.

Moreover, constant support and guidance are also essential components of induction. To avoid teacher attrition, burnout, and isolation, teachers need a comprehensive induction program during their initial periods in the new institution. For that reason, the final product of this study, a comprehension induction program, will contribute to the professional development and well-being of English instructors. Furthermore, these teacher contributions will lead to student achievement as the support and guidance provided to instructors will have a positive influence on their teaching competence and performance, as well as their psychological well-being. To sum up, this induction program has the potential to comply with higher education practices with international standards of teacher induction, to supply structured support for both novice and experienced instructors for adapting to new institutions, to develop professional development thanks to mentoring, observation, and collaborative exercises in early stages of employment, to increase job satisfaction and retention of instructors, to decrease turnover rates, to improve teaching consistency and quality across institutions by presenting a standardized framework feasible to diverse contexts, and to contribute to broader professionalization of English instructors.

1.4 Purpose of the Study

The main purpose of this study is to develop a comprehensive induction program to be implemented in SFLs in Turkish state universities to support newly started English

instructors. Due to diverse contexts, this program is intended to be flexible to appeal to the needs and expectations of instructors from different backgrounds, and it aims to be feasible to enable PDUs and administrators to implement it across diverse institutional contexts.

The first year in a new institution is a crucial period for an English instructor in an SFL as each school has diverse and unique features. As a result of that, even experienced instructors need a comprehensive induction program that must include orientation, mentoring, observations, support, and guidance related to teaching and learning procedures (curriculum, syllabus, methodology, classroom environments, learner profiles) as well as the professional development unit, curriculum unit, material development unit, and testing unit. Moreover, novice teachers who have started to work in this new institution will also need support for problems about being inexperienced. Unfortunately, there is not standard induction program for English instructors in the SFLs in Turkish state universities; therefore, this study aims to develop a comprehensive induction program with the valuable data collected from English instructors, administrators from different SFLs. In other words, this study has the purpose of designing an induction program that is both useful for novice and non-novice teachers.

To conclude, this study aims to answer the research question below. To answer this question, data were collected to describe the challenges and needs of English instructors in their early adaptation period, find out institutional and professional development trainings presently existing, develop an induction program that includes orientation, mentoring, observation, support, and professional development opportunities, and propose a structured program to be adapted at the national level to standardize induction practices in Turkish state universities.

Research Question: What are the major components of a comprehensive induction program for EFL instructors in the Schools of Foreign Languages?

1.5 Definitions of Key Terms

Induction: It is an umbrella term for orientation, mentorship, and support of teachers who can be both new to the profession and/or new in schools (Wong, 2004). It is also defined as "a systemic process embedded in a healthy school climate that meets new teachers' personal and professional needs" (Bickmore and Bickmore, 2010, p. 1006).

Comprehensive induction programs: According to Krasnoff (2014), "a well-researched approach—comprehensive induction—is a combination of mentoring, professional development, support, and formal assessments for new teachers during at least their first two years of teaching." (p.6)

Beginning teachers: They are the teachers who are at the beginning of their career or who have taught for 1 to 3 years (Telfer, 1981).

Experienced teachers: The definition of experienced teachers generally has time-related criteria, which can range from 2 years or 3 years to 9 years or more; however, teachers with 5 years or more of classroom experience are mostly accepted as experienced (Rodríguez & McKay, 2010, p. 1).

Orientation: It is an introduction phase for a newly started teacher, and it has four stages: recruiting and contracting, after contracting/before arrival, after arrival, and follow-up (Zilber, 2009).

Mentoring: It is the process of pedagogical and academic support provided by a mentor teacher or the administrator to a new teacher in the institution (English, 2021).

Mentor: A Mentor is defined as "someone, other than your manager or immediate coworkers, who provides you with technical or career advice, coaching, or information on an informal basis" (Seibert, 1999, p. 493). A mentor can be an insider or an outsider of an institution.

Mentee: A person who is advised and helped by a more experienced person over a period, especially within a formal mentoring programme in a company, a university, etc. (Oxford learners dictionary)

Professional Development: Kennedy (1998) identified four substantive foci for professional development: generic teaching practices, subject-specific teaching practices, curriculum and pedagogy, and how students learn. (cited in Kennedy, 2016, p.2)

Teacher Observation and Evaluation: They are the procedures for the growth and development of teachers, which should involve four steps: "pre-observation discussion, observation, post-lesson discussion, and follow-up" (Nunan & Lamb, 2000, p.240).

School of Foreign Languages: It provides intensive preparatory language programs mostly in English, with essential language skills and strategies, to prepare learners to cope with their studies in their future departments and follow the international and scientific literature.

K-12: K-12 education refers to the educational journey from kindergarten (typically ages 5-6) through 12th grade (ages 17-18) in the United States educational system.

2 LITERATURE REVIEW

In this chapter, language teacher education, pre-service English language teacher education in Türkiye, in-service English language teacher education in Türkiye, induction programs, why induction matters, and elements of successful induction programs will be presented.

2.1 Foundations of Foreign Language Teacher Education

Language teacher education programs have the same similarities with general teacher education; however, they have a unique nature because of their subject matter. Language teacher education programs are generally housed in fields such as applied linguistics, an interdisciplinary field mediating between the theory and practice of language and language use, which also includes second language acquisition, psycholinguistics, education (language teaching/learning), linguistics, and sociolinguistics (Crandall, 2000).

There have been shifts in language teacher education perspectives. The first shift was the transmission from product-oriented theories to process-oriented theories of teaching, learning, and teacher learning; in other words, the roles of teachers as passive recipients of transmitted knowledge have altered to active participants who construct and reconstruct the meaning and reflect on their own development (Crandall, 2000; Richards, 2008). This shift has contributed to the activeness of teachers in their lessons in terms of reconstruction of present meaning and reflecting on their improvement. The second shift is related to the gap between theory and practice since what is taught in preservice education as “best practices”, assumed as one-size-fits-all, cannot be applied in a multidimensional and unpredictable classroom environment due to decontextualized theory (Bailey & Nunan, 1996). This second shift can still be defined as one of the current problems in preservice education, since the experiences in Practicum may not fully fulfill what teachers need in their professional lives after graduation. The third shift is about “the apprenticeship of observation” (Lortie, 1975), which highlights the significance of self-observation and reflection on practice for better teaching. This shift is also significant for professional development and well-being since teachers need to observe themselves and reflect on these observations to improve their teaching practices. The fourth and last shift is perceiving teaching as a profession that involves professional development through research and inquiry of teaching, collaborative

observation, and consistent in-service training (Crandall, 1993, 2000). Due to this reason, teachers need to think pedagogically, do more than carry out special techniques, examine problems, think about dilemmas, and work on student learning to enhance a suitable curriculum for different types of learners (Darling-Hammond & Hammerness, 2005). This shift highlights the fact that preservice education is only a starting point for the teaching profession since it is a never-ending process for teachers. Teachers need support, guidance, and assistance throughout their careers to be better in their profession since it is a job that requires the aid of other people, such as colleagues, administrators, and parents (at levels before higher education).

On the other hand, teacher education has the goal of preparing effective educators, but there are some challenges to be dealt with. Hammerness (2005) points out three main issues in teacher preparation. The first challenge is the difference between how they have learned and how the present students learn; that is to say, teachers need to adapt their way of teaching according to their learners. The second problem is that thinking like a teacher may not be adequate for learning to teach; as a result, they need to put numerous things into action to teach better. The last one is the necessity of having continued attention for students who have various academic and social goals. Therefore, the education provided cannot solve all problems teachers encounter; they should improve metacognitive habits to make the right decisions and reflect on their practices. To address students' multiple needs, predetermined strategies or routines implemented in the class cannot be sufficient, so teachers need diagnostic and instructional skills to act immediately (Hammerness, 2005).

To sum up, teaching is the combination of appropriate theory with the improvement of cautious instructional strategies and design; therefore, it is not a predictable process, but it is what happens in the classroom. Therefore, teachers will always need the necessary help from colleagues and administrators to address the drawbacks of pre-service education.

2.1.1 Pre-service English Language Teaching (ELT) education in Türkiye

The initial phase of ELT education in Türkiye, as is common globally, is delivered through tertiary institutions, with Turkish ELT education departments offering four-year training within university faculties of education. The syllabus design is mandated by the Higher

Education Council (HEC) in Türkiye, and consequently, every ELT education department must adhere to the prescribed curriculum.

A significant reform was enacted in 1997 when the HEC revised the ELT program to align with 21st-century skills. These alterations involved not only the addition of more methodological courses to the program but also an increase in the amount of time dedicated to teaching practice in schools (Kırkgöz, 2005). Furthermore, the course titled *Teaching English to Young Learners* was introduced to the curriculum, with the expectation that it would equip pre-service ELT teachers with the necessary instructional skills prior to the practicum.

Another reform was subsequently implemented by the HEC in 2006, resulting in a new program that featured different compulsory and elective courses (Karakaş, 2012). This program incorporated courses focusing on teacher education, general knowledge, and English language, with methodology and teaching practices being particularly highlighted (Seferoğlu, 2006). This emphasis provided pre-service ELT teachers with opportunities to develop skills in the four basic language modalities, as well as in grammar and lexis.

More recently, the HEC introduced a revised program for all teacher education fields, including the ELT program. This revision was explicitly based on the teacher competencies established by the Ministry of National Education (MoNE, 2017). These competencies encompass three domains: professional knowledge, professional skills, and attitudes and values. Specifically, professional knowledge includes pedagogical content knowledge, subject matter knowledge, and knowledge of applicable legislations, while professional skills involve competencies in planning and managing instruction, assessment and evaluation, and developing appropriate learning environments. Moreover, attitudes and values incorporate national, moral, and universal values, communication, cooperation, personal and professional development, and attitude towards students (MoNE, 2017; Rocha-Erkaya &Ergünay, 2021).

In a more dynamic shift, the HEC (2020) announced a decision to promote a dynamic and ongoing tendency for reviewing and revising the pre-service teacher education curricula. This latest decision grants each university in Türkiye the autonomy to redesign its curriculum in accordance with its specific needs and contextual requirements.

The initial phase of ELT education in Türkiye involves a four-year training within the faculty of education at universities. Student placement in various departments is determined by the nationwide university entrance exam, administered by the Student Selection and Placement Centre (ÖSYM in Türkiye), based on their scores (ÖSYM 2024). Candidates take two separate examinations: the YKS and the YDT. The former comprises multiple-choice questions assessing general talent and culture, while the latter evaluates proficiency in the target field. Furthermore, upon entry, students undertake an English proficiency test, which includes eighty multiple-choice questions assessing reading comprehension, vocabulary, and grammar. The reliance on two-stage multiple-choice tests means that students generally lack experience in oral examinations or interviews.

Across the four-year program, ELT curricula are generally structured to progress from foundational language and pedagogical knowledge to specialized practices and field experience. The initial phase of the program focuses on developing basic and academic language skills and introducing foundational pedagogical concepts. Courses at this level typically include reading, listening, and writing skills, academic writing, academic reading, introduction to educational sciences, and educational psychology. As suggested by these course titles, these lessons are designed both to develop the language proficiency of freshmen and to familiarize them with pedagogical concepts and educational sciences. The curriculum then transitions into more specialized subject-matter courses. These typically include Teaching Principles and Methods, Approaches and Methods in ELT, Introduction to English Literature, and Introduction to Linguistics. These courses provide deeper engagement with the field by equipping students with more detailed knowledge pertinent to their future roles as educators. Subsequently, the focus shifts toward pedagogical practices, with a strong emphasis on teaching English to various age groups, particularly young learners. Unfortunately, adult learners are not typically the primary focus of these courses, possibly because most English language teachers in Türkiye work with students aged six to eighteen. The final phase of the program is dedicated to practical teaching experience through courses such as Practice Teaching and Reflective Teaching. During this year, pre-service teachers are expected to observe lessons conducted by their mentor teachers in internship schools, which are generally primary, secondary, and high schools under the Ministry of National Education.

They are required to create and implement lesson plans, progressing methodically from micro-teaching to macro-teaching. At the end of this year, teacher candidates gain hands-on teaching experience in real classroom settings under the supervision and guidance of their mentors from both their department and their internship schools. However, it is crucial to note that this internship does not provide teaching experience at the university level, which may lead to challenges for graduates who aspire to academic careers in higher education. Although the practicum plays a pivotal role in equipping pre-service teachers with essential classroom experience, certain aspects still require careful consideration.

To sum up, ELT teacher candidates undertake substantial demands both in the university entrance examination processes and throughout their four-year pre-service education. They must successfully meet the stringent academic and skill expectations set by ÖSYM (2024) and the universities they enroll in. However, the comprehensive learning necessary to become a proficient language teacher is not a process that can be fully achieved within pre-service education alone. One of the main reasons for this is that being a language teacher requires a commitment to lifelong learning concerning students, subject matter, and the world lived in. As a direct consequence, teachers require sustained support and systematic guidance immediately following graduation, and this crucial guidance can only be adequately provided through robust, structured in-service education programs.

2.1.2 In-service ELT education in Türkiye

After completing the four-year undergraduate programs, graduates of ELT department are required to take the nationwide exam known as KPSS (ÖSYM, 2025) to work in schools under the Ministry of National Education. This exam includes multiple-choice questions covering topics in pedagogical knowledge, social sciences, subject matter knowledge, and language proficiency (Öztürk & Aydın, 2019). Candidates who achieve a certain ranking level gain the right to participate in interviews conducted by Ministry of National Education officials since 2016. These ten-minute interviews comprise open-ended questions related to pedagogy, psychology, and technology in general rather than subject-specific. The scores of interviews determine the assignment of candidates in different state schools across the country, mostly to schools in Central Anatolia, Southeastern Anatolia, and Eastern Anatolia. After being appointed as teachers in mainstream state schools, the Ministry of National

Education provides in-service teacher education for the teachers. In their first year at a state school, teachers are accepted as trainees, and they must attend an in-service training which is operated centrally for a year (MEB ÖYGM, 2025). This program serves as an opportunity to gain information about their rights and duties as teachers as well as laws in terms of civil servants; moreover, it includes information about the structure of the Ministry of National Education and laws and regulations for teachers, as well as teaching methodology and techniques, classroom management strategies, and learner evaluation (MEB ÖYGM, 2025). These new teachers also have the assistance of an experienced mentor for professional support. When they complete this training, an inspector, a school principal, and a mentor teacher evaluate them in terms of the performance evaluation system. If they successfully meet the necessary requirements, they become a professional teacher. After this training, two-week sessions are held at the beginning and end of each academic year, and they include various topics. On the contrary, private schools conduct these trainings with the help of experts, and they encourage their teachers to attend workshops and conferences by different organizations.

In terms of higher education, there is no standardized induction program or in-service training in state, private, or foundation universities, but some of them conduct short-term or long-term training. Therefore, English language teachers who lack teaching experience in higher education during their internships need a comprehensive induction program in state universities since they do not have teaching experience in this level, and they might have challenges due to a lack of experience.

To conclude, the practicum course during the last year of pre-service education provides an actual teaching environment for teacher candidates; however, teachers may still feel overwhelmed in the real implementation of theory and knowledge in their lessons. Moreover, the in-service training, which is compulsory in the schools of the Ministry of National Education, is not compulsory for state universities. As a result of that, English teachers who work in SFLs will need an induction program that includes orientation, observation, and support for their challenges and professional development.

2.2 Induction Programs

The journey of an English language teacher begins in pre-service education and continues until the last day in his/her school before retirement. The very beginning of this period is undoubtedly pre-service education; however, it will not be adequate forever. Therefore, every English language teacher needs assistance and guidance in their new institution to get information about the school and community, students, colleagues, and curriculum. This assistance and guidance are directly related to induction programs implemented in schools and universities.

Teacher induction, especially beginning teacher induction, originated in the 1950s and 1960s in the United States, since mandatory education and professional standards for teaching were analyzed during the post-war period (Serpell, 2000). However, induction has become an umbrella term for support and mentoring of teachers and their orientation process, not only new to the profession but also to new schools (Wong, 2004). In other words, the history of induction can be dated back to the 1950s; however, it started to gain attention in the 1980s-1990s in research. The initial studies in those years started with questioning the traumatic transition from being a preservice teacher to becoming a real teacher (Veenman, 1984), and these kinds of studies have led to understanding the need for induction programs for support and guidance to beginning teachers (Huling-Austin, 1992). The initial examples of induction programs were designed to aid beginning teachers in coping with challenges and problems in classroom management and instruction (Gold, 1996). However, it transformed into a continuum of teachers' professional development from the mid-1990s. In other words, the shift of the teacher induction program from a deficit model, perceiving teachers as passive consumers of knowledge, to a growth model, perceiving teachers as active participants of their own professional improvement (Kessels, 2010). Therefore, it has become a supporter of professional development and the well-being of teachers.

The definition of teacher induction that comes to mind is probably the transitional period between preservice education and continual professional development in the initial years of teaching (Huling-Austin et al., 1989). However, it must be noted that experienced teachers who start to work in a new institution can also need an induction program to receive support and guidance. Although teachers who have graduated from English Language Teaching

departments in Türkiye have the knowledge of how to teach English, they still experience "practice shock" (Gold, 1996) when they start their career. Although graduates have the theoretical knowledge of how to teach, they still encounter situations in which they have to adapt themselves to different types of classrooms. Moreover, they also face difficulties that may lead to low self-efficacy, stress, and burnout (Gold,1996). However, teachers can deal with these challenges with the help of an induction program since it helps teachers' well-being and professional development (Kessel, 2010).

Induction is a structured and ongoing process that is designed to assist teachers both personally and professionally in their new roles. It must be noted that induction is not only for teachers who are new to teaching, but it is also for experienced teachers who are new in an institution. Whether it is for a novice teacher or for an experienced teacher, there are some key elements for an induction program: structured support, collaboration, professional learning, and mentoring, all of which enhance teachers' growth and integration (Britton et al., 2003; Howe, 2006; Jensen, 2010; Kearney, 2017; Mangione & Pettenati, 2018). These elements help teachers adapt their roles both personally and professionally. Castetter and Young (2000) define induction as a systematic organizational effort to achieve both organizational and personal satisfaction via assisting teachers' effective transition into new roles. It is not only for novice teachers, but it also includes the teachers who undertake a new assignment or task for personal and professional growth.

2.2.1 Definitions of induction program

The definition of an induction program may differ, and there are no induction programs in every country despite its potential benefits (Paine & Schwille, 2010). However, there are numerous descriptions of a teacher induction. Veenman (1984) defines induction as the introduction and support teachers receive during their early years in the profession. Greenlee and Dedeugd (2002) define induction of the assistance process for a beginning teacher, while Wood and Waarich-Fishman (2006) explain it as a stage of professional development that aids survival and discovery for newly started teachers.

Wong et al. (2005) define induction as a highly organized form of staff development which incorporates mentoring and can be extended to the first two to five years of teachers' careers.

Bickmore and Bickmore (2010) explain an effective induction program as a systemic process in which new teachers' personal, social, and professional needs are met in a healthy school climate. Induction can also be seen as a process of learning to teach (Feiman-Nemser, 2010). Similarly, in a more recent study, Kearney (2017) describes induction as a fundamental stage in an ongoing professional development that empowers teachers for full integration into professional communities as well as improves their continuous learning throughout their career. Induction can be explained as a comprehensive framework to support the long-term professional journey of teachers; therefore, it starts from orientation and moves to professional learning with the help of structured support, collaboration, and mentoring (English, 2021). Within an extended timeline, induction promotes both immediate adaptation in a new role and constant career development for teachers.

Although induction program is generally defined as a support process mostly provided to teachers in their early career, it must be noted that experienced teachers may also need induction program in a new and unknown institution. Moreover, each school has a unique environment in which there are many things to discover and deal with. As a result, since pre-service education do not supply teaching practice in higher education, English teachers who will start to work in a SFL need an induction program.

2.2.2 Integrated Perspectives on Teacher Induction: Characteristics, Importance, and Rationale

Beginning teacher induction programs function as the critical bridge between pre-service training and in-service professional development. However, the scope of a teacher induction program is not necessarily limited to beginning educators, as teachers transitioning to a new institution also require a comprehensive program for a smoother assimilation process. Within the context of this study, the English instructors who commence employment in a new SFL constitute the target audience. Consequently, this research is designed to propose a comprehensive induction program specifically for them, incorporating essential components such as orientation, support, mentoring, observation, pedagogical practices, professional development, and sustainability & follow-up. In alignment with this comprehensive approach, Wood and Stanulis (2009, p. 5) identified nine key components of a quality induction program during the fourth wave of induction studies (1997-2006):

(1) Educative mentors' preparation and mentoring of novice teachers,

(2) Reflective inquiry and teaching practices,

(3) Systematic and structured observations,

(4) Developmentally appropriate professional development,

(5) Formative teacher assessment,

(6) Administrators' involvement in induction,

(7) A school culture supportive of novice teachers,

(8) Program evaluation and/or research on induction, and

(9) A shared vision of knowledge, teaching, and learning.

As these components indicate, fourth-wave induction studies primarily aim to increase teacher retention, develop teacher competence, and enhance students' achievements via improved teacher performance, simultaneously fostering teachers' personal and professional well-being (Wood and Stanulis, 2009).

The necessity of induction programs stems from persistent professional challenges reported by educators. Teachers have consistently reported problems related to classroom methodology, motivating students, discipline, and workload dating back to the 1960s (Dinham, 1992; Dropkin and Taylor, 1963; Veenman, 1984).

More recent studies, such as those by Hudson (2012) and McCormack et al. (2006), confirm that new teachers continue to struggle with heavy workloads, insufficient mentoring and supervision, classroom management issues, and a lack of recognition and appropriate professional development. Furthermore, the Organization for Economic Cooperation and Development (OECD, 2011) reports that beginning teachers still lack adequate support for classroom management and teaching difficulties. These challenges can be broadly categorized into four primary areas (Cihan, 2016): Teaching and Learning Challenges (difficulties in instructional and pedagogical aspects, lack of subject matter knowledge, and an overwhelming workload); School-related topics (factors such as the safety and order of the school, the degree of support from administrators, relationships between colleagues and

students, and the availability and quality of school facilities and resources); Societal Challenges (related to adaptation to the school environment and differences in culture and lifestyle); and Professional Support Deficiencies (novice teachers may face insufficient guidance regarding the curriculum content and instructional methods).

Induction programs are thus essential for teachers in their early careers or when transitioning to a new school. As a structured transition process, induction can effectively improve novice teachers' knowledge and skills, extend their instructional repertoire, enhance job commitment and satisfaction, and significantly lessen teacher attrition, particularly during the early years. Moreover, they contribute substantially to the well-being and professional development of teachers. Therefore, induction programs should be perceived as a strategic investment capable of yielding high returns for both teachers and students.

A quality induction program must be conceptualized as a multi-faceted, multi-year system that facilitates novice teachers' ongoing learning and improvement throughout their first and third years of their career (Britton et al., 2003; Ingersoll $\&$ Smith, 2004; Wood & Stanulis, 2009). Induction programs must maintain a crucial balance in the support they provide across three distinct areas (Gold, 1996; Kessels, 2010, McNally, 2002; Tickle, 2000): socialization within the school environment (including mission, school rules, curriculum, and goals), additional support for enhanced teaching (extending the action repertoire), and assistance with personal development (building self-confidence, acquiring strategies to cope with stress, etc.). Crucially, Wang and Odell (2002) emphasize that induction programs should not be limited solely to technical and emotional support. Teachers possess both professional and personal needs; meeting these needs leads to job satisfaction. Content knowledge, pedagogical skills, and strategies are necessary for professional development, while developing self-reliance, coping with stress, and improving self-esteem are related to personal needs (Gold, 1996). However, induction programs must pay attention to both the professional and personal needs of teachers (Wiebke & Bardin, 2009).

Britton et al. (2003) list specific characteristics defining a comprehensive induction program, including: a close connection between beginning teachers and more experienced teachers, where a mentor provides support for "educative practice" (Feiman-Nemser, 2003) and considers long-term goals; supportive collegial relationships, where novice teachers help

each other, allowing for interaction, cooperation, and solutions for current problems alongside support from experienced teachers and mentors (Portner, 2001); personal and professional reflection and inquiry, which strengthens teaching identity and assists in constructing knowledge; observation, including observing experienced teachers and being observed by them, with mentors offering formative feedback to highlight strengths and areas for improvement; and finally, sequence and timing of opportunities, where careful organization and sequencing of topics are vital. The successful implementation of an induction program hinges upon a healthy school climate, which is considered one of the most important prerequisites (Brock & Grady, 2006). Such a climate is shaped by collegial relations, a positive working environment, support from administrators, adequate teaching resources, cooperative actions toward shared goals, and opportunities for teachers to give opinions and suggestions for decision-making (Brock & Grady, 2006; Darling-Hammond, 2003). Schools fostering a healthy climate and culture are more likely to conduct successful induction programs that effectively meet the professional and personal needs of their teachers (Bickmore & Bickmore, 2010). Administrators bear the vital responsibility of promoting this positive culture, enhancing useful orientations, assigning mentors, creating a supportive environment for teacher satisfaction, and engaging in direct interactions to enhance teachers' professional development (Youngs, 2007). Conversely, the lack of personal interaction between administrators and new teachers can lead to the teachers questioning their competence and value in the institution (Tillman, 2005).

The overall goals of induction programs can generally be reduced to two primary objectives: sustaining the professional development of teachers and supporting their well-being. As previously noted, being in a classroom with real students differs significantly from Practicum and pre-service education. Teachers must handle classroom management, student problems and motivation, and the application of theory into practice, making a comprehensive induction program necessary for effective teacher education (Cole, 1994). On the other hand, teachers' sense of well-being is closely related to feelings of burnout, low self-esteem, and stress (Gold, 1996), as teachers have psychological needs that must be met (Gold & Roth, 1993). Since having adequate teaching and management skills does not automatically guarantee self-confidence, lack of experience or being in a new institution may result in low

self-confidence (Ward, 1987). Moreover, teachers may quit their jobs if they do not receive sufficient support from colleagues and administrators; hence, induction programs aim to contribute simultaneously to their professional development and well-being. Induction models should be highly structured and built upon collaboration, structured support, and professional learning, and they should ideally extend for at least the duration of the first year of teaching. Throughout this period, teachers require support from mentors and colleagues, along with lesson observations for professional development (English, 2021). Despite diverse approaches, vital characteristics of a successful induction program involve concentrating on the professional learning of teachers via collaboration, support from peers and mentors, and lesson observations during the initial year or more of teaching (Wong et al., 2005).

Mentoring is one of the most crucial components of an effective induction program (Kearney, 2017), as the provision of support by the mentor represents the most beneficial and critical feature. Ideally, both mentors and new teachers should have reduced teaching time to facilitate regular meetings and reflection on the new teachers' practices. Furthermore, they should evaluate the program to monitor the continuous adaptation of new teachers. In addition to these reflections and evaluations, they are expected to observe other teachers' lessons, discussing and reflecting on them for their professional learning. Finally, they should also meet with administrators several times each year. Since orientation is an initial consideration of induction programs, mentors are expected to assist new teachers in assimilating into the new institution and its colleagues (Guajardo et al., 2016). It is vital for new teachers to grasp the procedures and processes of the new institution, and veteran teachers can and should support them as co-learners (Howe, 2006; Moir, 2009). Co-learning between new and veteran teachers is associated with positive consequences such as enhanced collegial dialogue and reflective practice (Goldstein, 2015). In other words, teachers and students benefit most when novice and veteran teachers support each other throughout the induction process (Moir, 2009).

To optimize the effectiveness of a high-quality induction program, The New Teacher Center (2007) outlines a framework for mentoring: a long-term program lasting at least the first two years, matching new teachers with mentors based on their subject areas and grade levels, meticulous selection criteria for mentors, adequate time for new teachers and mentors to

meet, initial training, continuing professional enhancement and support, and archiving the new teacher's growth. The strong connection and collaboration between teachers result in a strong teaching culture and improvement, as well as enhanced student achievement (Baker-Gardner, 2015; Moir, 2009). Practical models, such as California's Beginning Teacher Support and Assessment (BTSA) and Connecticut's Teacher Education and Mentoring (TEAM), exemplify teacher induction programs that assist novice teachers through mentoring, planning, and professional development. The BTSA model, developed by the UC Santa Cruz New Teacher Center (NTC), is a two-year program focusing on mentoring and formative evaluation to improve teaching practices rather than for administrative goals (Howe, 2006). Moreover, an Individualized Induction Plan (IIP) is designed to allow the individual teacher to set goals, achieve them, and provide evidence of progress and accomplishment (New Teacher Center, 2007, 2018). The TEAM model proposes five modules: planning, instruction, assessment, learning environment, and teacher responsibility, with teachers spending ten weeks on each module, to be accomplished over the first three years of teaching (Ellis, 2016). This multi-step process in each module can be completed with the support of a mentor teacher, as new teachers require assistance during the planning, implementing, and reflecting stages of each module. These models demonstrate an attention to collaborative learning environments and ongoing support for professional development (Ellis, 2016; English, 2021; Moir, 2009). Since every teacher has a unique personal and professional background, these models aim to suggest personalized guidance and support through reflection, one-to-one discussion, and classroom observations (Kearney, 2017). It must be noted that well-structured induction programs advance both the professional growth of novice and veteran teachers, as well as student achievement (Moir, 2009).

Perceiving induction as an enculturation process is vital for providing ongoing support to new teachers for the recognition of working conditions and the institutional culture that significantly affects novice teachers' performance and quality (Flores et al., 2011; Howe, 2006). The essential element for this process is the mentor-mentee relationship, since mentors—who may be an outsider, an experienced teacher, or an administrator in the new institution, have the responsibility of providing support and guidance. Preferably, each new teacher should be matched with a personal and regular mentor to support, observe, and

evaluate their process and development (Moir, 2009). In other words, a mentoring relationship should incorporate both support and orientation activities. Kearney (2017) suggests class visits and observations, writing reflective journals, and discussions for supportive activities, while workshops, conferences, courses, and opportunities for collaborative networking can be listed for orientation activities (English, 2021). Finally, new teachers should be evaluated at diverse stages to assess the success of the overall induction program.

The induction process is a critical part of effective professional learning for new teachers; therefore, it should facilitate a continuous acculturation into the school environment rather than abandoning these teachers in a "sink or swim" situation (Britton et al., 2000; Howe, 2006; Kearney, 2017). Furthermore, regular meetings for reflection and feedback are vital (Kearney, 2017; Moir, 2009). Additionally, mentors are responsible for providing formative feedback on instructional practices and engaging in meaningful conversations with new teachers (Paryani, 2019). Professional learning itself comprises two key elements: orientation and teacher evaluation (English, 2021). Although orientation and induction programs may be viewed as similar processes, orientation is merely the beginning point of teacher learning and does not encompass the totality of the induction process. Administrators play an essential role in facilitating collegial relationships that enhance the professional learning of teachers (Hord, 2009). More comprehensively, orientation has four distinct stages (Zilber, 2009): recruiting and contracting, after contracting/before arrival, after arrival, and follow-up. The initial stage concentrates on presenting the school to prospective teachers, while the second stage, after contracting but before arrival, serves to share employment-related information and resources. During this time, principals may communicate with teachers and pair them with "buddy teachers" for additional support. In the third stage, upon arrival, teachers gain access to their classrooms and instructional materials, familiarizing themselves with the school's daily operations and processes (NTC, 2018). This phase can span from a few hours to several weeks. The final stage, follow-up, encourages teachers to engage in self-reflection, analyze their professional practices, and receive ongoing guidance from principals or mentor teachers. Professional learning opportunities should continue throughout the school year to ensure sustained support and development.

The impact of induction programs has been searched in different studies and they show that induction programs have a huge effect on teachers' well-being, feeling of being supported, as well as reducing stress and emotions of isolation, and increasing enthusiasm for work (Molner Kelley, 2004, Scott, 1999; Smith & Ingersoll, 2004). Numerous working conditions influence teachers' attitudes toward an institution including teaching resources, interactions with colleagues, a positive school environment, opportunities for professional development, being a part of decision-making, and autonomy (Bickmore & Bickmore, 2010, Darling-Hammond, 2003). Australian Institute for Teaching and School Leadership (2016) proposes four focus points of induction: professional practices, professional identity, wellbeing, and orientation. Professional practices involve the knowledge and skills for effective teaching and transitioning from pre-service education to an early teaching career.

On the other hand, the well-being of teachers is closely related to colleagues' alertness to their necessities and the effect of the highs and lows of teaching. With a supportive environment, newcomers can cope with challenges more easily and feel better both professionally and personally. Finally, the orientation part includes formal and informal institutional contexts such as school policies, procedures, practices, as well as cultural and administrative relations. Moreover, an effective induction program should be based on an ongoing evaluation to find out efficient and insufficient parts; as a result, this evaluation process should start from the beginning and have formative and advancing functions. Furthermore, the outcomes should also be evaluated in terms of novice teachers' practices, job satisfaction, learners' success, and teacher retention.

2.2.3 Teachers' well-being

Well-being is commonly accepted as a multidimensional construct. Diener (1984) initially introduced two central components: cognitive factors and affective elements. Similarly, Capone and Petrillo (2018) describe well-being in terms of mental health. More recently, Viac and Fraser (2020) provided a definition specific to the profession, describing teacher well-being as "teachers' responses to the cognitive, emotional, health, and social conditions pertaining to their work and their profession" (p. 18). Consequently, social and health conditions are viewed as essential for teacher well-being, alongside cognitive and emotional aspects. Further elaborating on the subject, Acton and Glasgow (2015) propose three

fundamental themes: contextual factors, collegial relationships, and emotional work. Another perspective from Hasher et al. (2021) defines well-being as "an individual's multi-layered and subjective evaluation of their life that results in a positive judgment" (p. 418). This definition indicates that teacher well-being is closely related to professional meaningfulness, demands and conflicts in the workplace, and interactions with students and parents. Furthermore, well-being is often identified by the presence of positive emotions and the absence of negative feelings, such as worries, concerns related to work, and complaints.

Contributing to this understanding are the positive psychology pillars, known as the PERMA model: positive emotion, engagement, relationships, meaning, and accomplishment (Seligman, 2002). While the PERMA model primarily offers suggestions for individual well-being, Falecki and Mann (2021) provide practical interventions applicable to teacher well-being. These include: mindfulness activities and identifying success areas for positive emotion; setting meaningful goals and having character strengths conversations with colleagues for engagement; participating in mentoring programs and encouraging positive social events for relationships; writing about our best self at work for meaning; and utilizing peer observations to track progress and celebrating positive impacts for accomplishment. The outcomes of teacher well-being, as illustrated by Dreer (2023) in a systematic literature review, exist on a spectrum from individual to systemic. These outcomes include: "health and sleep quality, job and life satisfaction, motivation to quit, job engagement, self-efficacy, teacher-student relationship, teacher teamwork, choice of teaching methods, teaching behavior, quality of instruction, student experience, student outcomes, school outcomes, and system outcomes" (p. 3).

As noted in the previous section, teacher induction programs bear a direct relationship to teacher well-being for several reasons. Since teacher's well-being is generally affected by their cognitive and emotional condition, induction programs contribute to this by providing orientation, mentoring, and structured support. Moreover, the inclusion of professional development opportunities ensures that teachers feel content about their professional career. Ultimately, teacher induction programs are capable of increasing teacher well-being by meeting teachers' needs, solving their problems, and providing the required support.

2.3 Program Design

In the previous section, second language teacher education, pre-service ELT education, in-service ELT education, induction program, and adult learning theories were explained thoroughly. This chapter concentrates on the induction program for EFL instructors in Turkish state universities. It starts with the explanation of the theoretical approach to the design with reference to teacher learning and teacher education models, and the second section continues with a detailed description of each module in the intended induction program.

Considering their earlier education during bachelor's and master's degrees, EFL instructors in state universities went through numerous theoretical and practical procedures. Therefore, the intended induction program will be designed as a teacher development rather than a teacher training course. Teacher training and teacher development tendencies and associations are quite different from each other (Woodward, 1991). In detail, teacher training is generally compulsory while teacher development is voluntary; the former is competency-based while the latter is holistic; teacher training is short-term and on-off while teacher development is long-term and ongoing; the former is top-down while the latter is bottom-up; teacher training is done with experts while teacher development is done with peers; the former is skill, technique or knowledge-based while the latter is awareness-based and focuses on personal development of insights and attitudes (Woodward, 1991).

Social constructivist theory, community of practice, social cognitive theory (self-efficacy, observational learning), and adult learning theories will be explained in detail to explain the influences of these theories on developing the induction program.

2.3.1 Social constructivist theory

Similar to Piaget's cognitive theory, Vygotsky's sociocultural theory is also constructivist; however, the latter focuses more on the social environment and its facilitating effect on learning and development (Scrimsher & Tudge, 2003). In Vygotsky's theory, social interactions are vital since knowledge is co-constructed via the communication between people. The two well-known concepts in his theory are the Zone of Proximal Development and scaffolding. These are generally used for the learning of a child; however, they can be

applied to adult learning since adults can benefit from social interactions to learn as children. To better explain, apprenticeships (Radziszewska & Rogoff, 1991; Rogoff, 1990) can be a social guide for novices, and they can work with experts. One example of an apprenticeship is the Practicum during the last year of ELT departments, since teacher candidates work with supervisors both in their department and in a school, they observe lessons, and they also teach in these schools before they graduate. After graduation, novice teachers can also get help from experienced teachers in their institutions. As a result, constructivism is a highly appropriate theory for developing an induction program. In other words, instructional scaffolding, peer learning, and reflective practice can be beneficial for teacher development (Schunk, 2012). In instructional scaffolding, teachers can support each other with tasks in their institution. With observational learning and modeling techniques, new instructors can learn from experienced ones. Moreover, novice or new instructors can work closely with the experts in terms of peer learning or tutoring. As another constructivist approach, instructors can experience reflective practices for thoughtful decision-making and problem-solving.

Since the intended induction program aims to create a collaborative environment in which every member of the SFL can benefit from it and get help, when necessary, Vygotsky's social constructivism will shed light on its design. To sum up, the intended induction program will include real-world, hands-on application opportunities via micro-teaching, observational learning and modeling with reflection opportunities, and other collaborative activities (Schunk, 2012).

2.3.2 Community of practice

Wenger (1999) defines community of practice (CoP) as groups of individuals with shared concerns, a set of problems, or a passion about a topic who amplify their knowledge and expertise in the related area via interacting continuously. These group forms might vary: small or large, local or global, face-to-face or online, formal or informal, and they have numerous peripheral members (Wenger, 2011). Since it creates a foundation for collaboration, meaningful engagement around a shared problem, and reduces stress, establishing CoP can be a practical path to the development of academic staff in their early careers (Cox, 2013; Patton & Parker, 2017).

In their study, Patton and Parker (2017) found that CoP enhances the self-efficacy of teachers and encourages them to discover new practices and develop personally and professionally; therefore, teachers feel more supported emotionally and feel less isolated. Additionally, Cox (2013) defines a specialized version of community of practice as a faculty of learning community (FLC). It is defined as "a special type of CoP in higher education that is structured, multidisciplinary, yearlong, voluntary, and of size 8–12, meeting tri-weekly with a focus on building community and developing a scholarly product, usually Scholarship of Teaching and Learning (SoTL)" (Cox, 2013, p. 18). FLCs are locally-driven communities in which members decide what is important and how to share what they learn at the wider levels of their institution and in their disciplines. FLCs are generally for early-year academics to learn from FLC members and get their support; moreover, members can organize meetings, learning activities, presentations, and reports to share particular knowledge and outcomes of the community (Cox, 2013). Cox (2013) explains he objectives of the Alumni Teaching Scholars Community as involvement in opportunities to observe and practice innovative teaching, incorporate technology, and have time and financial support for teaching-related projects. Moreover, improving syllabi with clear learning objectives, developing core teaching skills, fostering communication with students, and planning courses and assessments of learning are other goals of the community. Finally, this community should involve diversity to amplify teaching, making use of diverse evaluation methods, mentor-peer engagement, and expertise sharing with other academics through outreach. With all these implementations, the early-year academics can feel connected and belong to their institution's mission, objectives, and challenges, and they can cope with isolation and loneliness. As the intended induction program is for EFL instructors in a new SFL, the findings of CoP and FLC studies will contribute to its design.

2.3.3 Social cognitive theory

Social cognitive theory is the active involvement of individuals in shaping their own development and environment rather than being only shaped by external forces (Bandura, 2001). Human agency is the central concept in this theory, and it includes four main properties: intentionality, forethought, self-reactiveness, and self-reflectiveness.

Self-efficacy is one of the key concepts in social cognitive theory, as it is one's belief in the ability to achieve desired outcomes, affecting motivation and performance. According to Bandura (2001), both direct experience and observational learning (modeling others) are key elements for learning. As a result, social cognitive theory provides a comprehensive insight into comprehending how individuals regulate their actions and adapt to changing contexts with the help of personal mastery, social modeling, and socio-structural effects. On the other hand, teacher self-efficacy influences their goal setting, determination, teaching activities, investments in teaching, patience with low-achieving learners, and their level of willingness (Tschannen-Moran & Hoy, 2001). On the other hand, collective teacher efficacy is the cooperation and collaboration of teachers for learning and implementing alterations, getting support from professional development units and administrators to come through challenges and make contributions to student achievement and development of the organization (Goddard et al., 2000).

2.3.4 Adult learning

Learning is closely related to formal settings such as schools or formal classes; however, adults continue to learn throughout their lives, but they often do not acknowledge or recognize this situation. Until the 20th century, adult learning was not studied thoroughly and systematically; however, since then, the impact of age has become a concern of behavioral and cognitive scientists as they work on information processing, memory, and intelligence. Jarvis states that "the essence of everyday living and of conscious experience; it is the process of transforming that experience into knowledge, skills, attitudes, values, and beliefs" (1992, p. 11). In the mid-60s, some scholars began to separate childhood education and adult education. After this separation, three foundational adult learning theories emerged: andragogy, self-directed learning, and transformational learning.

According to behavioral psychology, learning is defined as observable behavior, and it is still present in diverse training programs. However, in the mid-twentieth century, humanistic psychologists concentrated on personal growth and improvement of adults instead of observable behavior changes, and they aimed to distinguish adult learning from childhood learning. During this time, three foundational theories mentioned above emerged. These theories are based on the characteristics of adults compared to children.

Malcolm Knowles is the pioneer of the term "andragogy," and he defines it as "a new label and new technology" differentiating adult learning from children's education or learning (1968, p. 351). Knowles (1968, 1980) proposes numerous assumptions about adult learners:

1. With maturity, adults move from dependent personalities to self-directing individuals.
2. With the accumulation of experience, they have a rich resource for learning.
3. With the developmental tasks in social roles, their readiness appears.
4. With maturity, time perspective alters from how to use knowledge in the future to how to apply it immediately.
5. In contrast to young learners, adults are generally driven by internal motivation.
6. To learn something, adults need to know the reason for it.

These assumptions are closely related to the features of adult learners; therefore, Knowles prefers to define andragogy as a continuum between teacher-directed learning and learner-directed learning (andragogy).

On the other hand, self-directed learning is the second crucial theory of adult learning since people become more self-directed as they mature. However, it must be noted that self-directed learning is not learning something alone, but it is taking control of your own learning (Merriam, 2018). In other words, how adults set their goals, find suitable sources, decide on learning methods to utilize and evaluate their own progress are essential components of self-learning. However, use of social networks and peer support groups for emotional assistance and educational guidance should also be considered since they affect the self-learning process.

Finally, transformative is the third and last theory of adult learning as it concentrates on cognitive meaning-making processes. In transformational learning, the process generally starts with a "disorienting dilemma" (Mezirow, 2000), and adults are expected to go over their beliefs and assumptions of past experiences, which are inadequate now. With the examination of present beliefs, they start to explore new directions for handling the dilemma.

Therefore, this investigation may end with an alteration of perspective, attitude, and beliefs. As a result, Mezirow (2000) perceives transformational learning as a personal and individualistic process. Similarly, Jurgen Habermas (Mezirow, 1991, p. xii) proposes that transformative learning takes place when learners find their assumptions are dysfunctional and need to be changed through modifying meanings.

Furthermore, critical reflection has three interrelated processes:

1. The alteration of uncritically accepted assumption by questioning it and then replacing or reframing this assumption
2. The alteration of taken for granted ideas, ideologies, reasonings, and actions with alternative perspectives
3. The recognition of the dominant and hegemonic values and comprehension of natural self-evident renderings and their effect on the power and personal gain of unrepresentative minorities.

2.3.4.1 Experiential learning

When learning at earlier stages in the lifespan and adult learning are compared, the experiences adults have are one of the key elements. Experience can be defined as "an adult learner's living textbook" (Lindeman, 1926, p. 7); therefore, adult education is based on an ongoing process of the evaluation of these experiences. As experiences are perceived as the basis of adult learning, experiential methods such as simulations, games, role plays, internships, etc., are found in most of the textbooks on adult education.

Nevertheless, there are two main pitfalls of relying on accumulated experiences as the characteristics of adult learning. Since experiences are shaped and framed culturally, and they change according to ideological, moral, and cultural perspectives, they cannot be thought of as objective and neutral phenomena. The way individuals sense and interpret what happens to them is culturally embedded in the perceptual filters, and most individuals are not aware of their existence. Therefore, experiences are influenced by cultural contradictions, and they are not innocent.

2.3.4.2 Learning to learn

Meta-cognition can be a sister term of learning how to learn, as it is about all attempts by adults to comprehend the habitual ways of their learning and develop insights about it. Kitchener and King (1990) state that learning how to learn is more than knowing one's preferred or typical learning; it is having a self-conscious awareness of assumptions, justifications, and reasoning that create our beliefs that something is true. Therefore, learning to learn should be perceived as a lifelong process without academic boundaries.

2.3.4.3 Critical social science perspectives

Each of these foundational theories focuses on how individual adults learns; however, they all lack concentration on the political and social context in which learning happens. Therefore, adult learning theories have some criticism. For instance, Brookfield and Holst (2014) criticize the individual orientation of each theory, and they believe that an individual cannot stand outside the social, cultural, and political realities in their environment. On the other hand, self-directed learning may lead to selfishness and separateness from others, and it might end with a narcissistic chase of individual ends regardless of the impact of this chase on others. In other words, their individual projects might be against the collective benefit.

Moreover, Brookfield (2005, p. 42-56) proposes seven learning tasks in a critical learning theory which display the impact of context where learning happens matters:

1. Challenging ideology
2. Contesting hegemony
3. Unmasking power
4. Overcoming alienation
5. Learning liberation
6. Reclaiming reason
7. Practicing democracy

2.3.4.4 Contextual learning/ situated cognition

Situated cognition or contextual learning is another theory coming from educational psychology which proposes three main factors in the context where learning takes places: the

context, the tools available, and the activity itself (Merriam, 2017). Lave (1988) is considered as one of the pioneers of situated cognition, and in her studies, she showed the importance of context.

2.3.4.5 Recent adult learning theory building

Merriam (2017) states that, in addition to andragogy, self-directed learning, and transformational learning, critical social science perspectives, and contextual learning, we also need to consider our body, emotions, and spirit as they are significant ways for knowledge construction. If our body, emotions, and spirit are considered, we can work holistically on learning.

2.3.4.6 Embodied or somatic knowing

One example of learning through the body is embodied or somatic knowing (Merriam, 2017). In this perspective, it is not wise to separate the brain as a physical organ from other parts of the body since the signals processed by the brain are coming through our body. Moreover, Mulvihill (2003) states that all our thoughts, memories, or knowledge are related to our personal experiences of knowing, so none of them are objective or detached from our experiences. Similarly, Merriam and Bierema (2014) define embodied learning as intuitive since it is closely related to the experiences we have, not our thoughts about them. In other words, in embodied learning, our body is an instrument for learning, as tacit or intuitive knowing, or emotional connections to the learning.

2.3.4.7 Spirituality and learning

Another example is spirituality and learning as a holistic approach to learning (Merriam, 2018). For some people, spirituality can be associated with religious beliefs and practices; however, many people perceive spirituality as "an awareness of something greater than ourselves" (English, 2005, p. 1171). The spirit connects people to other people, planets, or a life force. Therefore, spirituality contributes to meaning making for adult learning as it is one of the ways for constructing knowledge and meaning. Spirituality works with cognitive, affective, and unconscious domains. Therefore, if spirituality is ignored, the vitality of human experience and meaning making are also ignored due to the close relation between spirituality and teaching for personal and social transformation (Tisdell, 2001).

2.3.4.8 Non-Western perspectives on learning and knowledge

The final perspective can be named as non-Western perspectives on learning and knowledge. Western and non-Western perspectives can be differentiated in terms of local or community knowledge, such as traditions and practices passed down through generations, and other systems (religious, philosophical, and spiritual). Although there are differences between these two perspectives, perceiving learning as communal, lifelong, informal, and holistic are themes in common (Merriam & Kim, 2011). The first theme as the communal aspect of learning, is about prioritizing benefit to the community over individual gains and improvement; as a result, all members of the community are responsible for the benefits of their community, not their personal benefits. For the second theme, non-Western systems highlight lifelong and informal learning, which is embedded in everyday life, in contrast to Western societies in which formal and institutionally based learning is prioritized. The last and third theme is about holistic learning. Whilst Western societies focus on cognitive processes in the brain, non-Western societies, in addition to the mind, the feelings, the spirit, and the body are also inseparable parts of learning (Merriam & Kim, 2011).

2.3.4.9 Practical theorizing

Although adult learning is generally connected with self-directed learning, adults need to compare their emerging informal theories with their colleagues. The idea of practical theorizing was proposed by Usher and Bryant (1989). This might be via informal conversation or reflection groups. Serving as reflective mirrors, colleagues can help practitioners reframe, refine, and broaden their own theories. Moreover, formal theories can be utilized to view adults' assumptions. Both colleagues' experiences and formal theory can help adults to learn and use practical theorizing.

With the revision of all the theory building in adult learning, it is crystal clear that there is no one theory that involves every aspect of adult learning. Andragogy, self-directed learning, and transformational learning concentrate more on individualism and self-improvement. On the other hand, situated cognition or context-based learning focuses on the abundance of the context, the tools, and other people in the context, and the activity itself for learning. Finally, recent studies and non-Western views advocate that our emotions, body, and spirit are all

vital components for adult learning. To sum up, while considering adult learning, all these components must be taken into consideration as each of them contributes to the learning process from a different perspective.

Moreover, learning needs definitional clarity, whether it is used as a noun or verb, and whether it is about behavioral change or cognitive improvement (Brookfield, 1986). Additionally, the connection between cognition and feelings must also be considered for adult learning since emotional dimensions are essential in adult learning, and adult learning is a socially embedded and constructed phenomenon (Jarvis, 1987). On the other hand, self-directed learning is not a disconnected and totally autonomous process, as learning is a collective process that includes cultural formation and meaning perspectives. Furthermore, gender, personality, learning styles, life experiences, class, and culture are other components of adult learning, and they might be more crucial than the age difference. Finally, to comprehend adult learning, all the concepts above need to be considered, and learning and formation at other stages in the lifespan (childhood and adolescence) also need to be considered.

2.3.4.10 Critically reflective teacher

Critical reflection in terms of teaching can be defined as identifying and checking the accuracy and validity of teachers' teaching assumptions consistently and intentionally. Understanding what an assumption is is the starting point to change them; therefore, assumptions can be defined as the taken-for-granted beliefs about the environment we live, and they control individuals' actions. Our essence is our assumptions since they provide the meaning and goal to who we are and what we do. As a result, realizing our own assumptions is generally perceived as a fearful and puzzling intellectual activity.

Paradigmatic assumptions cannot be changed easily, and they require numerous contrary evidence and disconfirming experiences to examine and challenge them, as they are the assumptions we use to sort the environment into fundamental categories.

Prescriptive assumptions are about the way things should be done by teachers in a particular situation. Brookfield (2017) gives examples of prescriptive assumptions as "organizational mission statements and professional codes of practice" as they provide the obligations.

There are four lenses of critical reflection: students' eyes, colleagues' perceptions, personal experience, and theory (Brookfield, 2017). To become aware of one's assumptions, s/he needs to question these assumptions via other perspectives. To become a critically reflective teacher, teachers have to challenge their assumptions via the lenses mentioned above. The most important lens is the students' eyes, since understanding what the students are experiencing while learning is an essential part of student-centered teaching. However, getting accurate information from students might be challenging since students might feel anxious and stressed about giving feedback. That's why feedback must be anonymous. And teachers should respond to this feedback non-defensively and perceive it as a criticism for a new perspective. With the help of students' eyes, teachers can understand what is happening in the class according to students, and they can reflect on their comments. The second important lens is colleagues' perceptions. If a colleague behaves like a critical friend to another teacher, s/he can assist this teacher to check his/her assumptions and be there when they are in trouble. Although teaching is a solo activity, teachers can support each other via staff meetings or informal meetings in corridors or cafeterias. Teachers can share their problems in their lessons and get different interpretations and solutions for their problems. The institution can create teacher-reflection groups to gather teachers together for experience sharing. Thanks to this experience sharing, teachers will realize that their problems are not idiosyncratic but are shared dilemmas. Typically, critical reflection is referred to as a solo action; however, with the help of colleagues' multiple viewpoints and perspectives, it can become a collective enterprise. Therefore, having a conversation with a colleague leads to learning their comments and reactions to a problem of another colleague, and it is key to new ways of thinking and acting. The third lens is personal experience for critical reflection. Although personal experiences are criticized due to being idiosyncratic, unique, and ungeneralizable, they are closely connected to teaching practices. The last lens is theory for critical reflection. It is common for teachers to have something they struggle to express. Still, it is alleviating to find a theorist who explains publicly and explicitly what you are unable to define. To conclude, teachers need to use critical reflection themselves to be a model for their students, and Brookfield (2017) lists four lenses of critical reflection mentioned above. Each of these lenses contributes to understanding and solving a problem via different viewpoints; as a result, teachers are recommended to make use of each of them.

To sum up, language teacher education programs, which share similarities with general teacher education, have a unique nature due to their subject matter, often being housed in applied linguistics (Crandall, 2000). Shifts in perspective have moved the roles of teachers from passive recipients to active participants who construct and reconstruct meaning and reflect on their own development (Richards, 2008). A main issue is the gap between theory and practice, since "best practices" taught in preservice education cannot be applied in a multidimensional and unpredictable classroom environment (Bailey & Nunan, 1996). This shift highlights that preservice education is only a starting point for the teaching profession, requiring a commitment to lifelong learning concerning students, subject matter, and the world lived in. Teachers need support, guidance, and assistance throughout their careers to be better in their profession (Crandall, 1993, 2000). Teaching is the combination of appropriate theory with the improvement of cautious instructional strategies and design; therefore, teachers will always need necessary help from colleagues and administrators to address the drawbacks of pre-service education.

The initial phase of ELT education in Türkiye is delivered through four-year university programs, where the syllabus design is mandated by the Higher Education Council (HEC), which has implemented reforms to align curricula with 21st-century skills and teacher competencies (MoNE, 2017). Student placement is determined by the nationwide university entrance exam administered by ÖSYM (2024). Across the four-year curriculum, courses progress from basic and academic language skills to more specialized subject-matter courses and final-year practical teaching experience. However, the comprehensive learning necessary to become a proficient language teacher is not fully achieved within pre-service education alone. After graduation, candidates must take the nationwide exam (KPSS) to work in MoNE schools, where they receive centrally operated in-service training. In contrast, higher education lacks standardized induction or in-service training, meaning English teachers who will start to work in an SFL require an induction program that includes orientation, observation, and support.

Teacher induction originated in the 1950s and 1960s, gaining attention in the 1980s-1990s as a response to the traumatic transition into teaching (Veenman, 1984; Serpell, 2000). Induction has since become an umbrella term for support and mentoring, not only for those

new to the profession but also to new schools (Wong, 2004). This shift moved the program from a deficit model to a growth model, supporting professional development and the well-being of teachers (Kessels, 2010). Induction is a structured and ongoing process designed to assist teachers both personally and professionally, with key elements including structured support, collaboration, professional learning, and mentoring (Britton et al., 2003; Kearney, 2017). Fourth-wave induction studies aim to increase teacher retention and foster well-being (Wood and Stanulis, 2009). The program is essential for improving novice teachers' knowledge and skills, enhancing job commitment, and significantly lessening teacher attrition.

The program design for this research is conceived as teacher development rather than a teacher training course (Woodward, 1991). The theoretical approach is grounded in several key areas. Social constructivist theory is highly appropriate, emphasizing that knowledge is co-constructed via social interactions (Scrimsher & Tudge, 2003), and advocating for instructional scaffolding and peer learning (Schunk, 2012). Community of practice (CoP), defined as groups of individuals who amplify their knowledge and expertise via continuous interaction (Wenger, 1999), enhances self-efficacy and encourages professional development (Patton & Parker, 2017). Social cognitive theory centers on human agency and self-efficacy, influencing motivation and performance through direct experience and observational learning (Bandura, 2001; Tschannen-Moran & Hoy, 2001).

Finally, the program design recognizes adult learning theories, as learning to be a language teacher is a commitment to lifelong learning. Andragogy proposes that adults are self-directing and draw on rich resources for learning (Knowles, 1968, 1980). Transformational learning concentrates on cognitive meaning-making processes and critical reflection to examine and challenge assumptions (Mezirow, 2000). Critical reflection requires checking assumptions via four lenses: students' eyes, colleagues' perceptions, personal experience, and theory (Brookfield, 2017). Recent studies advocate that our emotions, body, and spirit are all vital components for adult learning, reflecting non-Western perspectives which highlight learning as communal, lifelong, informal, and holistic (Merriam & Kim, 2011). Ultimately, teacher induction programs are capable of increasing teacher well-being by meeting teachers' needs, solving their problems, and providing the required support.

3 METHODOLOGY

This chapter outlines the philosophical stance and methodological framework that underpin the study. It begins by presenting Creswell's (2014) four worldviews and discussing the rationale for adopting a constructivist perspective, which emphasizes contextual interpretation and the co-construction of meaning. This worldview provides a suitable foundation for exploring the experiences and needs of instructors in depth.

The chapter then explains the stages of program development, beginning with the needs analysis and extending to the design of the induction program. These stages are described systematically to show how empirical findings were translated into program components. Following this, the sections on research design, setting, participants, data collection instruments, and analytic procedures present each step of the methodology in detail. In doing so, the chapter ensures both transparency and coherence, demonstrating how the chosen methods align with the study's aims and contribute to the reliability and validity of the findings.

3.1 Philosophical Worldview

Knowledge is not the absolute truth to be found; therefore, evidence formed in research may always be fallible and imperfect. However, collected data and evidence can help shape knowledge (Phillips & Burbules, 2000). To achieve this, researchers collect information via data instruments based on literature and completed by the participants or by the observations conducted by the researchers.

The initial step to conduct research is determining the philosophical worldview since it provides the reason for choosing the method of the research. The term worldview can be defined as a fundamental set of beliefs that direct actions (Guba, 1990). As a result, the worldview in research is a general philosophical adaptation about the world and what the researcher brings to a study. Creswell (2014) proposes four worldviews: postpositivism, constructivism, transformative, and pragmatism. The postpositivist worldview represents a traditional philosophy often underlying quantitative research, as it posits that causes probabilistically determine effects or outcomes. Researchers adopting this stance typically begin with an established theory or hypothesis and subsequently collect data designed either

to support or to refute that existing theory. In contrast, the transformative worldview explicitly concentrates on the needs of marginalized individuals and groups within society. This philosophy mandates that the research inquiry should be intrinsically intertwined with politics and driven by a strong commitment to advocacy, aiming for social justice and institutional change. Finally, the pragmatic worldview is most frequently associated with mixed methods studies. It prioritizes actions, situations, and observable consequences over a focus on strict antecedent conditions. Pragmatists utilize all available and suitable approaches whether quantitative, qualitative, or both, to thoroughly understand and address the specific research problem at hand.

This study has been designed to understand the necessities, wants, and challenges of English Instructors in the SFLs; therefore, constructivism (or social constructivism) is the perspective chosen for this study. The main justification is due to the point of view in social constructivism, which is understanding the world of individuals in which they live and work. In other words, data relies on participants' subjective meanings of their experiences in the constructivist view. The research focuses on the specific contexts in which participants work. The researcher of this thesis brings her background, which affects her interpretation of data as well as their position in the study. Therefore, the researcher intends to interpret data collected from the view of participants, not by predetermined theories as in post positivism.

In this study, a Needs Analysis questionnaire, containing four parts, and interview questions (containing open-ended questions) were the data collection tools to gather data from English Instructors in different SFLs. These data instruments provided the perspective of participants in terms of their necessities, requirements, and challenges in their workplace. This data was utilized to design a comprehensive induction program for them.

To sum up, this study opted for constructivism to understand and interpret the context and setting through the lens of participants as well as the researcher's own background and perspective in an inductive way. Therefore, the comprehensive induction program was generated with meaning from data collected via the data instruments.

3.2 Research Design

The primary aim of this study is to develop an induction program for EFL instructors in Turkish state universities. The program was designed by following the established stages of the action plan for program development (Berg, 2001). Therefore, the research started with identifying the research question(s) and continued with gathering information to answer the research question. To inform the program design, a convergent mixed-methods approach was adopted in the Needs Assessment Phase, enabling the simultaneous collection and analysis of both quantitative and qualitative data (Dörnyei, 2007).

In this design, both data sets were merged and compared to identify correspondences and divergences in the findings. These differences were then interpreted to provide deeper insights into the needs of newly appointed instructors. Equal priority was assigned to both data types, ensuring a balanced and comprehensive interpretation of the results. This methodological integration allowed each method to complement the other's limitations, thereby increasing the validity, credibility, and depth of the findings (Şahin & Öztürk, 2019).

3.3 Research Setting

As the aim of the study is to develop an induction program for EFL instructors in Turkish state universities, 111 state universities, involving an SFL, were regarded as the setting for the data collection. Each of them has a unique structure in terms of institutional policies, rules, goals, student profile, teacher profile, exam procedures, proficiency criteria, etc. Therefore, the participation of instructors from different universities contributed to the representativeness of the findings.

3.4 Participants

The participants of this study are English instructors who are working in different SFLs in Turkish state universities in Türkiye. Since the goal of the study is to develop an induction program for EFL Instructors in SFLs in Türkiye, data have been gathered from 208 English instructors in seven regions of Türkiye for needs analysis. Moreover, 20 of these participants also attended the interviews. Table 3.1 illustrate the distribution of EFL instructors in Turkish state universities. The reason why English instructors who are working in private or foundation universities were not included in this study is that these universities have diverse

policies for implementing induction programs. Moreover, the scope of this study aims to provide a comprehensive induction program for English instructors in state universities. The following chart illustrates the distribution of English instructors in SFLs in seven regions of Türkiye.

Table 3.1

The Number and Percentage of English Instructors in Turkish State Universities

Regions in Türkiye	**Numbers**	**Percentage**
Central Anatolia	1313	30.17
Marmara	1189	27.32
Aegean	665	15.28
Black Sea	358	9.81
Mediterranean	183	8.22
Eastern Anatolia	427	4.96
Southern Anatolia	216	4.20
Total	4351	100

The table above provides the exact number and percentage of English instructors in SFLs in Turkish state universities. This table provides the population of the target group, and the sample of the Needs Analysis Questionnaire and interviews were aligned with these percentages. Creswell and Creswell (2018) define stratification as the representation of the population in the sample as the reflection of the true proportion in the population with certain characteristics. The participants were chosen through stratified sampling since stratified sampling is the division of the population into homogenous groups, and each group should contain participants with similar characteristics (Cohen, Manion, and Morrison, 2007). To obtain a representative sample, in terms of the region of the SFLs, the exact proportion of regions in the whole population was considered during data collection. For a stratified sampling, the wider population was determined as the English instructors in Turkish state universities, then these instructors were divided into homogenous and discrete groups (strata) as seven regions in Türkiye. These discrete groups were considered for both data collection of the Needs Analysis Questionnaire and interviews.

The quantitative data were collected through a Needs Analysis Questionnaire developed by the researcher, informed by relevant literature and expert opinions. The questionnaire was distributed via email to all EFL instructors working in Turkish state universities on two separate occasions during the Fall term of 2024-2025. A total of 208 instructors responded. Participants represented a diverse range of regions, educational backgrounds, and years of professional experience, with some also having held administrative positions in Schools of Foreign Languages (SFLs). To enhance representativeness of the population (N = 4,351) and ensure balanced regional coverage, the researcher monitored the response distribution periodically and made additional efforts to reach instructors in underrepresented regions. As a result, the demographic distribution of the sample closely reflected that of the population. Following the quantitative phase, qualitative data were gathered through interviews conducted in the Spring term of 2024-2025. The Table 3.2 present the number of participants involved in each phase of data collection and the demographic characteristics of instructors who completed the Needs Analysis Questionnaire.

Table 3.2

Number of Participants during Data Collection

	Quantitative	**Qualitative**
	Needs Analysis Questionnaire	Interview
Instructors' number	208	20

The demographic profile of the participants is presented in the table below. Most of the instructors were female (n = 151), while 57 were male. In terms of educational background, 160 participants had completed a bachelor's degree in English Language Teaching (ELT), and 144 also held a master's degree in the same field. Concerning doctoral qualifications, 89 instructors had either completed or were pursuing a PhD in ELT. The distribution of participants across regions was largely consistent with the distribution of the overall population (Central Anatolia: 30.17%, Marmara: 27.32%, Aegean: 15.28%, Black Sea: 9.81%, Mediterranean: 8.22%, Eastern Anatolia: 4.96%, and Southeastern Anatolia: 4.20%). A substantial proportion of the participants (69.7%) reported having more than 11 years of teaching experience, suggesting that the sample was predominantly composed of experienced

instructors. Only 11 participants had recently started working at their current university, while 88 had been employed in the same institution for 11 years or more.

Table 3.3

Instructors' Demographic Information (Needs Analysis Questionnaire)

Demographic items	Sub-categories	Frequency	Valid Percentage
Gender	Female	151	72.6
	Male	57	27.4
	Total	**208**	**100**
Bachelor's degree	ELT	160	76.9
	Literature	34	16.3
	Translation	5	2.4
	Other	9	4.3
	Total	**208**	**100**
Master's Degree	ELT	144	69.2
	Literature	18	8.7
	Translation	3	1.4
	Other	43	20.7
	Total	**208**	**100**
PhD Degree	ELT	89	43.2
	Literature	7	3.4
	Translation	4	1.9
	Other	106	51.5
	Total	**206**	**100**
Current University	Central Anatolia	82	39.4
	Marmara	65	31.3
	Aegean	21	10.1
	Black Sea	14	6.7
	Mediterranean	16	7.7
	Eastern Anatolia	3	1.4
	Southern Anatolia	7	3.4
	Total	**208**	**100**
Years of Experience in total	Less than a year	2	1
	1-4 years	9	4.3
	5-10 years	52	25
	11 and more	145	69.7
	Total	**208**	**100**
Years of Experience in the current university	Less than a year	11	5.3
	1-4 years	66	31.7
	5-10 years	43	20.7
	11 and more	88	42.3
	Total	**208**	**100**

For the qualitative phase, 20 instructors were selected using convenience sampling, as they were accessible and willing to participate (Creswell & Guetterman, 2019). To enhance representativeness, efforts were made to ensure alignment with the regional distribution of

the population. Data collection was conducted in the Spring term of 2024–2025, following the completion of the Needs Analysis Questionnaire. Participation was voluntary, with interviews primarily conducted via Zoom; only two participants opted for a face-to-face format. As shown in Table 3.4, the interviewees varied in demographic backgrounds and prior induction program experiences. Participants who had current or previous administrative responsibilities are marked with "(A)" in the first column. The sample comprised 13 female and 7 male instructors, all of whom had more than five years of teaching experience and were employed in state universities across different regions. While 7 participants had previously received an induction program, half of the sample reported no such experience. Those indicating partial exposure to induction programs had only attended brief orientation sessions lasting a few hours.

Table 3.4

Instructors' Demographic Information (Interviews)

	Gender	**Age**	**Year of Experience**	**Current Institution**	**Experience of Induction program**
1	Female	30 +	8	Central Anatolia	Partial
2	Female	30 +	10	Central Anatolia	Partial
3	Female	30 +	8	Marmara	Partial
4	Female	30 +	8	Aegean	No
5	Female	30 +	12	Aegean	Yes
6 (A)	Male	40 +	15 +	Marmara	Yes
7 (A)	Male	40 +	15 +	Marmara	Yes
8	Female	30 +	10 +	Southeastern	No
9	Female	30 +	10 +	Central Anatolia	No
10 (A)	Male	30 +	10 +	Central Anatolia	Yes
11	Female	50 +	20 +	Marmara	No
12	Female	30 +	15 +	Black Sea	Yes
13	Male	30 +	10 +	Black Sea	No
14	Male	30 +	10 +	Mediterranean	No
15	Female	30 +	5 +	Central Anatolia	No
16 (A)	Female	30 +	10 +	Southeastern	No
17	Female	30 +	10 +	Black Sea	No
18	Male	29	5 +	Central Anatolia	Yes
19 (A)	Female	30 +	10 +	Central Anatolia	No
20 (A)	Male	30 +	5 +	Central Anatolia	Yes

3.5. Data Collection

In this study, a Needs Analysis questionnaire, containing four parts, and interview questions (containing open-ended questions) were the data collection tools to gather data from English Instructors in different SFLs. Both the questionnaire and interview questions were evaluated by the experts, explained in the following sections, before they were utilized in the pilot study and the actual study.

3.5.1 Program development stages

The methodology for developing the induction program was structured using two distinct yet complementary frameworks: Action Research to define the overall iterative process and its cyclical nature, and Posner's Reflective Eclecticism to guide the specific curriculum design and implementation steps.

The present study was methodologically grounded in action research, following the four fundamental stages—planning, action, observation, and reflection—identified by Berg (2001). This methodology was selected to facilitate a cyclical and participatory inquiry process, which emphasizes continuous refinement and responsiveness to the target context. The process began with the identification of research questions, which subsequently guided the data collection phase to address the study's aims. Once collected, the data were systematically analyzed and interpreted.

The adoption of this approach inherently aligns with the principles of a constructivist worldview (Creswell, 2014) by emphasizing the importance of multiple perspectives and the co-construction of meaning, ensuring the program's foundation was rooted in contextual realities. Furthermore, the findings were subsequently shared with participants to ensure transparency and accuracy. This iterative process not only reinforced the validity of the study but also reflected the necessary cyclical and participatory nature integral to developing effective and sustainable programs (Berg, 2001). The action research model provides a framework for future research, as the current design phase sets the foundation for subsequent implementation and evaluation cycles.

For the structure and content development of the induction program, Posner's (1995) reflective eclecticism approach was adopted as the guiding curricular framework. Posner

(1995) explicitly emphasizes that "different situations require different practices" (p. 4), strongly highlighting the necessity for flexibility and contextual adaptation in curriculum and program design. The core of this model, reflective eclecticism, provided the crucial rationale for tailoring the program to the unique institutional and cultural context of EFL instructors in Turkish state SFLs, rather than applying a generic, one-size-fits-all model.

According to Posner's comprehensive model, program development typically involves four key, sequential stages:

Needs Assessment (Phase I),

Program Design (Phase II),

Program Implementation and Verification (Phase III),

Summative Evaluation (Phase IV).

The selection of Posner's (1995) reflective eclecticism over solely rational models, such as that proposed by Tyler (1949), was both essential and deliberate. Rational models typically focus on a strict and linear progression, a structure often unsuitable for the ELT context, where research generally highlights the need for dynamic and context-based programs. Conversely, Posner's model, being similar to Wheeler's (1967) cyclical framework, is highly suitable for the commitment of this research to iterative development. This approach ensures the program design is actively informed by the needs assessment phase and does not lock the process into a sequential and rigid structure. Furthermore, like Taba's model (1962), reflective eclecticism prioritizes a bottom-up approach by beginning with the specific instructional needs of the EFL instructors.

Due to the inherent constraints of conducting a PhD dissertation, the current research was limited to the Needs Assessment (Phase I) and Program Design (Phase II) stages. Nevertheless, a preliminary draft of the induction program was produced and reviewed by external experts, and their feedback was systematically incorporated into refining the final design. Although implementation and evaluation (Phases III and IV) could not be undertaken within the scope of this dissertation, these stages remain essential to the overall cyclical process and are explicitly planned for future studies, such as post-doctoral projects or related research endeavors.

3.5.1.1 The Needs Assessment

The first and foundational step in program development is the needs assessment phase, which is defined as a systematic process for determining essential and beneficial requirements necessary to achieve a stated purpose (Stufflebeam et al., 1984). The methodological adoption of a needs assessment aligns the program design with empirical evidence, ensuring the resulting program addresses verified, rather than assumed, needs.

In order to maximize rigor, the process of needs assessment was carried out in alignment with the five key activities defined by Stufflebeam et al. (1984): preparation for conducting the assessment; systematic gathering of desired information; methodical analysis of that information; comprehensive reporting of findings; and finally, the application of needs assessment information toward program design. It must be noted that these steps do not have to be linear or in strict sequence, but rather occur in a recycling way, consistent with the flexibility of reflective eclecticism.

The present study executed this phase with the following four explicit aims:

1. To figure out the specific professional needs of English instructors in the SFLs, particularly during their first years in a new institution.
2. To find out the specific challenges encountered by English instructors in the SFLs, particularly during their first years in a new institution.
3. To explore the perceived importance of different core components in an induction program (namely orientation, support, mentoring, teaching-learning, observation, and professional development).
4. To determine the most important common issues to consider for the effective design of a contextually appropriate induction program.

3.5.1.1.1 Mixed methods research design

There are three main research designs commonly used to conduct a study: quantitative, qualitative, and mixed methods approach (Creswell, 2014). Mixed methods design is particularly suitable when a study seeks to integrate qualitative and quantitative data to provide a more comprehensive understanding of a research problem. Typically, quantitative

data consists of numerical, closed-ended responses, while qualitative data captures open-ended responses, providing depth and context. The primary purpose of using mixed methods is to gain a more nuanced understanding than either approach could offer independently. Originally viewed as a strategy for triangulation—to cross-validate findings and mitigate the weaknesses of each data type—mixed methods have evolved into a framework for systematically integrating quantitative and qualitative data (Creswell, 2014).

Creswell and Guetterman (2019) define mixed methods research design as a systematic process of collecting, analyzing, and merging both types of data in a single study or across multiple studies to address complex research problems. Similarly, Saldaña (2011) highlights its complementary nature, noting that combining qualitative and quantitative data allows researchers to explore findings in greater depth than either method alone. Johnson and Onwuegbuzie (2004) emphasize that mixed methods enrich studies by providing multiple perspectives, enabling the triangulation of findings, and offering comprehensive explanations. Creswell & Guetterman (2019) further note that mixed methods research is especially appropriate when one approach alone cannot adequately address the research questions or fully capture a phenomenon.

Johnson and Onwuegbuzie (2004) identified nine variations of mixed methods designs, distinguishing them by the timing of implementation and the dominance of data type. Both Johnson and Onwuegbuzie (2004) and Creswell (2012) emphasize that researchers should carefully consider several questions when selecting a mixed methods design. The first question concerns the intentions for integrating quantitative and qualitative data—for example, to compare two databases, validate one data source, or achieve a more comprehensive understanding of the research problem (Creswell & Guetterman, 2019). The second question relates to the sequence of data collection, or the timing of quantitative and qualitative phases. The third focuses on priority or emphasis—deciding which type of data (quantitative or qualitative) will take precedence.

Using these guiding questions, Creswell and Guetterman (2019) outline three widely used mixed methods designs in educational research: the convergent design, explanatory sequential design, and exploratory sequential design. In a convergent design, both quantitative and qualitative data are collected simultaneously, analyzed separately, and then

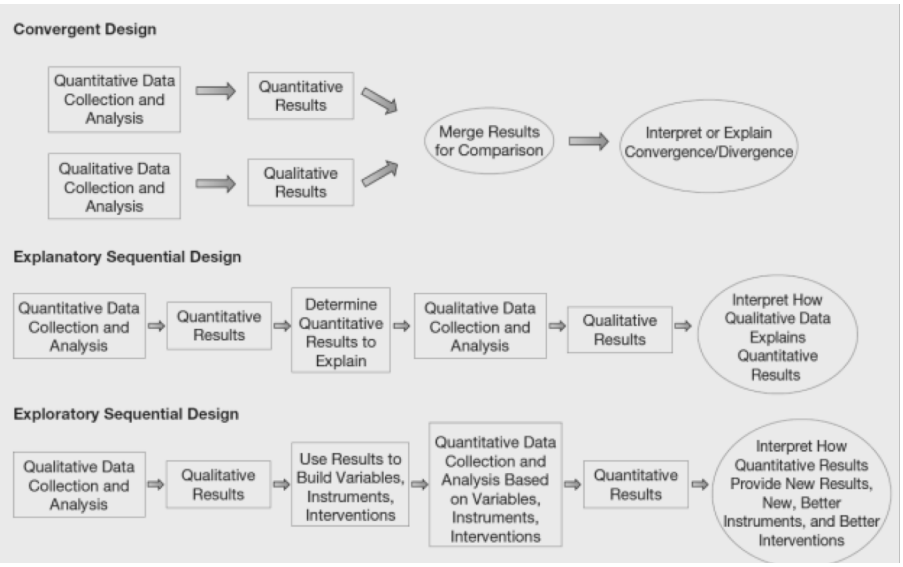
merged for interpretation. The goal is to identify areas of convergence or divergence, with each data type compensating for the limitations of the other.

The explanatory sequential design begins with the collection of quantitative data, followed by qualitative data to provide deeper insight into the quantitative findings. This design is particularly useful when researchers prioritize quantitative data to present a general overview of a research problem, supplemented by a smaller qualitative phase that explains or elaborates on statistical patterns (Creswell & Guetterman, 2019).

In contrast, the exploratory sequential design begins with qualitative data collection and analysis to explore a phenomenon in depth, identify themes, and develop hypotheses or instruments for testing in a subsequent quantitative phase (Creswell & Guetterman, 2019). This approach prioritizes qualitative exploration and is especially valuable in contexts where variables are not yet well defined.

Figure 3.1

Three Widely Used Mixed Methods Designs



Reference: Creswell & Guetterman, 2019, p. 552.

This study employs a convergent mixed methods design for the Needs Assessment Phase of the program development process. This approach was selected because combining

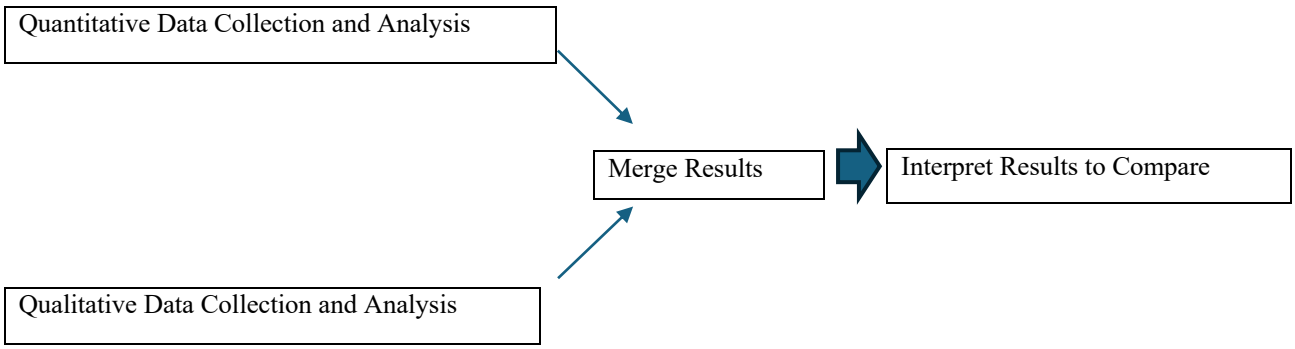
quantitative and qualitative findings was essential to thoroughly analyze the research problem and answer the research questions. In convergent mixed methods, data are collected simultaneously, analyzed separately, and then compared to identify areas of convergence or divergence. This design allows the strengths of one method to offset the limitations of the other, ensuring a more robust analysis.

The complementary nature of the two data types is central to this approach: quantitative data from a larger sample offers statistical generalizability, while qualitative data from a smaller sample provides rich, contextualized insights. In this study, the unequal sample sizes are intentional, reflecting this dual purpose. According to Creswell (2014), this integration strengthens research reliability and depth by combining statistical analysis with narrative exploration, thereby enhancing validity through triangulation.

In summary, the convergent mixed methods design is a suitable and rigorous choice for this study because it leverages both breadth and depth of data: quantitative data reveal general trends, while qualitative data provide a detailed understanding of participant experiences and institutional contexts. This holistic approach ensures that the findings of the needs analysis are both statistically reliable and contextually meaningful.

Figure 3.2

Research Design: Convergent (parallel) mixed methods



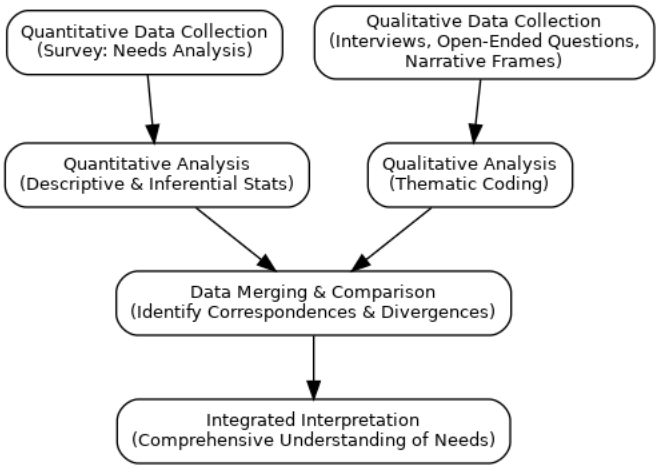
Reference: Creswell & Guetterman (2019, p. 552)

The Needs Analysis Questionnaire comprised four sections: (1) demographic information, (2) Likert-scale items designed to determine the perceived importance of various components of an induction program, (3) open-ended questions, and (4) narrative frame sentences. As

illustrated in the accompanying diagram, the quantitative dataset consisted of the demographic information and Likert-scale items, whereas the qualitative dataset included responses to the open-ended questions and narrative frames, along with interview transcripts. Quantitative data were analyzed using SPSS to conduct both descriptive and inferential statistical procedures. Qualitative data were analyzed through thematic coding by the researcher, with over 25% of the dataset also independently coded by a co-rater possessing relevant expertise in the field and in SFLs. Subsequently, the quantitative and qualitative findings were merged and compared to identify both correspondences and divergences. This process enabled the formulation of an integrated interpretation aimed at comprehensively understanding the needs of EFL instructors in SFLs with respect to an induction program.

Figure 3.3

Data Collection and Analysis Process



3.5.1.2 Program design phase

Following the meticulous Needs Assessment phase, the next step in Posner's model, and the focus of this study, was the Program Design phase. This phase involved transforming the diagnostic findings ("what it is") into a comprehensive program blueprint ("what should be") for the induction program for EFL instructors in SFLs. The empirical data were translated into an actionable program structure as the core contribution of the study.

The findings from the needs analysis provided crucial pedagogical and contextual information to the researcher, and it enabled the design of a comprehensive induction program for EFL instructors in Turkish state universities. This program particularly addresses both novice teachers and experienced instructors new to the institution.

The overall purpose of the Program design phase was to develop a framework that is both data-driven, theoretically sound, and contextually responsive. As a result, this phase aimed to achieve the following features:

1. To present the structural framework of the induction program: the sequence, duration, and frequency of all activities, aligned with a multi-year development continuum.
2. To include the findings gathered via the needs analysis questionnaire (i.e., finding out the high-priority needs) directly into the components of the program.
3. To design six distinct and theoretically justified core components of the induction program, ensuring each component addresses a validated challenge (e.g., lack of institutional support, feeling isolated).
4. To ensure the pedagogical design of the activities in the program, with the help of adult learning theories (andragogy, self-directed learning, transformative learning) and collaboration (social constructivism, community of practice).
5. To determine clear objectives for each of the program components, defining the measurable skills, attitudes, and knowledge which should be acquired by newly appointed instructors upon module completion.
6. To show the necessary resource requirements and administrative mechanism essential for the sustainability of the implementation of the induction program within the SFL context.

Orientation, support, mentoring, observation, pedagogical practices, and professional development were the core components of the resulting program design along with the sustainability & follow-up component. The program aims to ensure holistic professional and personal growth across all experience levels.

3.5.1.3 Formative evaluation of the program

After the completion of the program design, the researcher asked the participants to evaluate the first draft. With invaluable comments and recommendations, the final version is designed. The reason for formative evaluation was to specify weak and/or improvable parts in components of the program and to deal with making the program more productive and influential (Herman, Morris & Fitz-Gibbon, 1987). This phase contributed to detecting problems and finding solutions before designing the final version; therefore, it aimed to achieve the following purposes:

1. to gather feedback from participants

2. to detect the weak and/or improvable parts in the first draft of the induction program

3. to define and conduct alterations to remove the weaknesses of the program designed throughout the study

4. to determine the efficiency of the alterations to the program designed throughout the study

3.5.1.4 Summative evaluation phase

The summative evaluation focuses on the impact of the program and seeing the total picture of the quality of the program (Ornstein & Hunkins, 1988); however, this study only includes the first and final draft of the program. Due to time limitations, implementation and summative evaluation of the program can be conducted in further studies to determine whether the program attains its targets, to decide whether the program needs to be changed or not, and to consider the improvement of the program.

3.6 Data Collection Tools

As stated earlier, the quantitative data were obtained through the Needs Analysis Questionnaire developed by the researcher for EFL instructors in Turkish state universities. The instrument aimed to determine the perceived importance of six key induction program components—orientation, support, mentoring, teaching-learning, observation, and professional development—as well as to identify instructors' challenges, needs, and perceived gaps within SFLs. It also sought to capture participants' professional and personal experiences during their initial years in a new SFL.

In parallel, the qualitative data were gathered through interview protocols prepared separately for instructors and administrators. Prior to each interview, participants were informed about the purpose of the study and asked for their consent to record the sessions. All participants confirmed both their willingness to participate and their permission for audio recording.

3.6.1 The needs analysis questionnaire

The researcher designed this questionnaire by related literature; therefore, it required an expert opinion procedure before it was administered to the participants. As a method, expert opinion has been recognized as a valuable approach to gather, analyze, and evaluate information across diverse fields such as the social sciences, psychology, and education (Bogner et al., 2009; Muskat et al., 2012; Rieger, 1986; Lewthwaite & Nind, 2016). The seminal work of Kendall (1948) was one of the most significant studies for its theoretical foundations on the application of correlation ranges in analyzing expert judgments. The essence of this method focuses on the competence and experience of selected experts, possessing deep knowledge of their professional field, recognized decision-making patterns, and familiarity with the organizational and social context of the domain. Iriste and Katane (2018) emphasize that subject-specific expertise is not the only professional skill experts have, but they also display creativity, intuition, and cognitive flexibility. Likewise, experts are described as highly qualified individuals with specialized knowledge that goes beyond that of an average participant. Expert opinion provides a multi-faceted evaluation of the research problem or data collection tool by drawing on the heuristic abilities and various viewpoints of experts from different areas of practice. Moreover, the informed recommendations and constructive feedback provided by the experts refine the research instrument or product before its application in academic or pedagogical contexts.

Six experts' opinions were gathered for validity. These experts have been selected according to their expertise and backgrounds in the field. Table 3.5 provides information about the experts.

Expert 1 is a professor and Head of the ELT Department in a state university, with over 20 years of experience in the field. He has served on numerous master’s and doctoral dissertation juries and is a member of the thesis monitoring committee for the present study. His

familiarity with the research aims, questions, and methodology enabled him to provide highly valuable and contextually relevant insights. Expert 2 is a professor and Head of the ELT Department in a private university, with over 25 years of experience in the field. She has held long-term administrative roles in various Schools of Foreign Languages (SFLs) and possesses comprehensive knowledge of both the structural dynamics of education faculties and SFLs. Her combined expertise in academic leadership and administrative functions allowed her to contribute invaluable perspectives to the study. (SFLs). Expert 3 is an Associate Professor in a state university, with extensive teaching experience in SFLs and prior administrative roles in these institutions. Her dual background as an administrator and educator enriched the study through informed and practical insights. Expert 4 is an Assistant Professor in the SFL at a state university, with experience in both teaching and administrative roles. He is well-acquainted with its research aims, questions, and methodology. His contributions were informed, relevant, and highly valuable. Expert 5 is an English Instructor and Head of the SFL in a state university, with extensive teaching experience across various SFLs. Her combined instructional and administrative background allowed her to provide nuanced and practical insights for the study. Expert 6 is an English Instructor in the SFL in a state university, with 10 years of prior teaching experience in a Ministry of National Education school. Having recently joined an SFL, she offered unique perspectives on the challenges and experiences of newly appointed instructors.

With extensive expertise in ELT pedagogy, SFL structures, and induction practices, all experts are highly relevant to the goals of the present study. Thanks to their academic qualifications, diverse academic ranks and professional roles, leadership roles, and scholarly contributions in the field of ELT, all experts provide a balanced evaluation with strong professional credibility for assessing the validity and appropriateness of the questionnaire items as they integrated both pedagogical theory and on-the-ground teaching experience. Moreover, multiple experts have supervised numerous postgraduate research, served on thesis committees, and reviewed scholarly work, so they are equipped with the skills to contribute as experts to evaluate research instruments for clarity, relevance, and content validity. As they have first-hand experience within the cultural and institutional context of Turkish SFLs, they can provide practical and grounded recommendations.

The final version of the needs analysis questionnaire, revised in line with expert feedback, comprised four sections. The first section included demographic questions on variables such as gender, age, academic department of graduation, and current workplace. The second section contained Likert-scale items measuring the perceived importance of six induction program components: orientation, support, mentoring, teaching-learning, observation, and professional development. In the third section, eight open-ended questions were provided to explore instructors' challenges, needs, and perceived gaps in Schools of Foreign Languages (SFLs). The final section incorporated three narrative frame questions to obtain in-depth qualitative accounts of participants' professional experiences.

All items incorporated within the Needs Analysis Questionnaire were formulated and administered exclusively in English. This decision was methodologically justified by the high proficiency level of the target population, as all participants were English as a Foreign Language (EFL) instructors possessing advanced proficiency in the target language. Utilizing the target language ensured direct comprehension of the specialized pedagogical terminology and maximized the instrument's content validity among the study's subjects.

Table 3.5

Information on Experts Attending Expert Opinion

Expert	Current Position & Institution	Relevant Experience	Special Contributions to the Study
1	Professor & Head of ELT Department, in a state university	20+ years in ELT; jury member for numerous MA & PhD theses	Provided insights aligned with research aims, methodology, and context
2	Professor & Head of ELT Department, in private university	25+ years in ELT; extensive administrative roles in SFLs; knowledge of both education faculty & SFL structures	Offered guidance integrating pedagogical and institutional perspectives
3	Assoc. Prof. Dr. in a state university	Administrative leadership in SFLs; long-term teaching experience in SFL	Shared experience-based recommendations for program alignment
4	Asst. Prof. Dr. in a state university	Teaching and administrative experience in SFL;	Provided methodological and practical feedback
5	Head of SFL & English Instructor, in a state university	Long-term teaching experience in multiple SFLs	Contributed dual insights as both instructor and administrator
6	English Instructor, SFL, in a state university	10 years in Ministry of National Education schools; recent start in SFL	Offered perspective on transition challenges into SFL environment

3.6.1.1 Pilot study

The pilot study was conducted to test the feasibility of the data collection protocol and to verify the reliability and clarity of the Needs Analysis questionnaire prior to the main study. The pilot involved 25 EFL instructors recruited from various SFLs across Turkish state universities. Given the high internal consistency (α = .951), and the subsequent determination that no items required revision, the instrument's reliability was confirmed by the pilot study. As a result, to maximize the statistical power and efficiency of the research, the pilot data were gathered into the main study sample. Since the needs analysis instrument was non-sensitizing and participants responses were not contaminated by the pilot study process; therefore, this procedure was justified. Moreover, the pilot data collection procedure was the same as the main study: informed consent was secured, followed by the administration opf the needs analysis questionnaire.

The Needs Analysis Questionnaire showed strong internal consistency across its 53 items. The reliability analysis of the pilot study is presented in Table 3.6.

Table 3.6

The reliability score of the pilot study

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.951	.950	53

The obtained Cronbach's alpha coefficient (α = .951) was higher than the generally accepted threshold of .70 for social science research; therefore, the instrument was confirmed to be highly reliable and suitable for measuring the intended constructs. Thus, the needs analysis found statistically sound, and the same version was utilized for the main data collection phase.

3.6.2 Interview questions

The term "interview" can be defined as the exchange of perspectives between at least two people on a shared topic of interest (Kvale, 1996, p. 14). This definition underscores the vital role of human interaction in generating knowledge and highlights the socially constructed nature of research data. Therefore, interviews can be classified as "intersubjective" rather

than purely subjective or objective (Laing, 1967, p.66). During the interviews, both interviewers and interviewees get the chance to articulate their world perspective and to explain their viewpoints on the target subject and diverse situations. As a result, an interview is not solely a data collection tool, but it is an inseparable part of human experience that is embedded in social life. Interviews enable the use of multiple sensory channels to collect data, and they provide flexibility; nonetheless, there can be some challenges due to respondent fatigue and problems in maintaining anonymity.

Different from casual conversations, interviews include a specific research purpose, and they follow a structured question-based format (Dyer, 1995); therefore, the respondents are expected to be clear and explicit. Although the interview process might be organized by a predetermined structure and questions, it still allows spontaneity as the respondents can express their unique thoughts and emotions comprehensively. Thanks to these features, interviews are powerful data collection tools; however, researchers need to be aware of the required time and resources, as well as interviewer bias.

If the interviewer establishes rapport, poses appropriate questions, and the respondent is candid and motivated, the interviews can yield accurate data. Since interviews are open to bias, this process must be under control and acknowledged. The subjectivity of each participant needs to be underlined since they explain the situation in their own way (Kitwood, 1977); to alleviate this subjectivity, a diverse range of interviewers with varying biases. Therefore, a complicated interplay of cognitive and emotional factors involving interpersonal influences and unconscious needs shapes the interviews. Cicourel (1964) proposes five unavoidable aspects of the interview process that can be problematic. These aspects involve social distance, the discomfort of avoidance of the respondents, the inevitable conscious or unconscious withholding of certain information by both interviewers and respondents, and variations in mutual trust. It must be noted that all these features influence the nature of the data collected. With the help of developing an explicit theoretical framework accounting for the multiple factors affecting the process, these complexities can be addressed and solved (Kitwood, 1977). This explicit framework will guide the analysis part of the interviews and as a result, interviews will not be perceived as social encounters. Since there might be some parts remaining obscure to the respondents, communication within interviews is imperfect.

Consequently, these limitations should be recognized and accounted for by conducting rigorous and reflective qualitative research.

Tuckman (1994) states that interview allows researchers to assess respondents' values, knowledge, attitudes, beliefs, and preferences as they facilitate direct access to their internal thoughts. Interviews are complementary to other research methods within a study as they test and generate hypotheses and identify key variables and relationships. Moreover, Cannell and Kahn (1968) explain the research interview as a structured conversation initiated by the interviewer to describe, explain, and predict via systematic data gathering.

When compared to interviews, questionnaires have certain advantages such as cost-effectiveness, reliability, reduced social desirability bias, and anonymity. However, response rates tend to be low, and participants may misinterpret the questions, which may lead to inconsistencies. While closed-ended questions restrict flexibility, open-ended questions allow for room to deter participants from providing detailed answers. In contrast, interviews offer in-depth and richer data by allowing for real-time clarification of questions and responses (Borg, 1963). Nevertheless, interviewer bias and subjectivity are potential limitations of interviews, but interviews tend to yield higher response rates than questionnaires because of enhanced participant engagement (Oppenheim, 1992). Furthermore, researchers can find more context about the study in interviews than in a typical questionnaire, and interviews are beneficial for the exploration of complex or open-ended questions.

Scholars have categorized interviews into different forms: Patton (1980) suggests open-ended standardized interviews, closed quantitative interviews, and informal conversational interviews; LeCompte and Preissle (1993) offer six forms: focus groups, ethnographic, standardized, in-depth, life history, and elite interviews. Moreover, structured interviews (Lincoln & Guba, 1985) and semi-structured and group interviews (Bogdan and Biklen, 1992) are also different forms of interviews. If the researcher is familiar with the subject matter and the nature of the data, s/he can decide on using structured or unstructured interviews, as structured interviews are more appropriate if the researcher has clearly defined the needs and can design questions for the target information. However, if the research focus

is exploratory and is less defined, unstructured interviews will allow participants to guide the conversation, and they will reveal unanticipated insights.

As a result, the appropriateness of the interview type is based on the principle of fitness for purpose. More structured and quantitatively oriented formats are more suitable when the aim is to generate comparable data across numerous participants, whilst unstructured and open-ended interviews will offer flexibility to explore individual experiences or subjective perspectives. Structured formats may limit the ability of interviewers to adapt during the conversation due to predetermined content and format. Therefore, this study utilizes semi-structured interview questions to both guide the participants and allow them to be flexible and free.

The interview questions were also designed by the researcher in accordance with related literature; therefore, they required an expert opinion procedure before they were asked to the participants. The same six experts provided their opinions, and the required alterations were made, and final version includes fourteen open-ended questions for English instructors and six open-ended questions for administrators who work in SFLs. The following table displays the research aims and research methods used for the data collection procedure.

Table 3.7

Research aims, research methods, and data collection tools of the study

Research Aims	**Research Methods**	**Data collection tools**
To investigate the needs of English instructors in an induction program	Quantitative data Qualitative data	The Needs Analysis questionnaire The open-ended questions, narrative frame sentences, and interviews
To investigate the kind of supports needed for English instructors	Qualitative data	Interviews
To investigate the feelings of English instructors	Qualitative data	Interviews

Table 3.7 (Continued) *Research aims, research methods, and data collection tools of the study*

To investigate the challenges of English instructors	Qualitative data	The open-ended questions, narrative frame sentences, and interviews
To investigate the solutions for these challenges of English instructors	Qualitative data	Interviews
To investigate lack of English instructors	Qualitative data	Interviews
To investigate the wants of English instructors	Qualitative data	Interviews
To investigate the suggestions of administrators	Qualitative data	Interviews

During the 2024–2025 Fall semester, the Needs Analysis Questionnaire was distributed via email to all English instructors employed in SFLs at Turkish state universities (N = 4,351). Participation was voluntary, with 208 instructors completing the questionnaire; 20 of these also agreed to participate in follow-up interviews.

Interviews were conducted primarily via Zoom during the 2024–2025 Spring semester to facilitate access to participants from diverse regions. Two participants opted for face-to-face interviews. Each interview lasted between 25 and 60 minutes, depending on the extent of participants' responses, generating approximately 800 minutes of audio recordings.

Consistent with the Needs Analysis Questionnaire, the interviews were also conducted entirely in English. This decision was methodologically grounded in two factors: firstly, it contributed to the overall content validity of the qualitative data by maintaining consistency across the research instruments; and secondly, it was fully justified by the high proficiency level of the target population, as all participants were EFL instructors. Utilizing the target language ensured direct comprehension of specialized pedagogical and institutional terminology during the interview process.

Before commencing the data analysis, it is essential to establish the researcher's positionality in conducting the interviews and its potential influence on data interpretation. The researcher of this study, a current PhD candidate, is also an EFL instructor who has been working in an

SFL context for nearly three years. This professional background necessarily entails prior personal experiences and assumptions regarding the induction process and the challenges faced in a new institution.

In order to mitigate the risk of researcher bias (or confirmation bias) and maintain the trustworthiness of the qualitative data, specific procedures were implemented during the interviews:

- Non-Guidance Protocol: The researcher maintained strict neutrality during the interviews, refraining from guiding, directing, or interrupting participants' statements. Personal ideas, opinions, or affective responses related to the research questions were strictly withheld.
- Member Checking: The crucial technique of member checking was conducted by asking participants to verify the accuracy of the final interpretations and thematic summaries derived from their transcripts. This process ensured that the findings were congruent with the participants' intended meaning.
- Audit Trail and Verification: To ensure the data's dependability, the interviews were video-recorded. This established a comprehensive audit trail that allows for the verification of the transcription and coding process against the raw data.
- Instrument Consistency: Finally, the interviews strictly adhered to the predetermined semi-structured interview protocol, ensuring all participants addressed the core themes consistently without the introduction of extraneous or ad-hoc questioning.

These systematic measures were implemented to ensure the highest degree of transparency and rigor throughout the qualitative data collection process.

3.7 Data Analysis

The population of this study comprised 4,351 EFL instructors working at Turkish state universities. From this population, a sample of 208 instructors was drawn. The questionnaire was distributed via email to all EFL instructors employed in Turkish state universities on two separate occasions during the Fall term of the 2024–2025 academic year. A total of 208 instructors completed the questionnaire. The participants represented a wide range of regions,

educational backgrounds, and professional experience levels, with some having also served in administrative roles within SFLs.

To enhance the representativeness of the population (N = 4,351) and ensure balanced regional coverage, the researcher periodically monitored the response distribution and made additional efforts to reach instructors in underrepresented regions. As a result, the demographic composition of the sample closely reflected that of the overall population. Following the quantitative phase, qualitative data were collected through interviews during the Spring term of 2024–2025.

To comprehensively address the research question and enable an in-depth analysis of the phenomenon, both quantitative and qualitative methods were employed. Quantitative data from the questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS) (Field, 2018). The Needs Analysis Questionnaire consisted primarily of 3-point Likert-scale items, which measured the perceived importance of six induction program components: orientation, support, mentoring, teaching–learning, observation, and professional development. Descriptive statistics were calculated for each item in the Needs Analysis Questionnaire. As the questionnaire included 3-point Likert-scale items as 'not important, important, and very important', the percentage of participants who rated each item as 'very important' was reported to highlight the significance of these items (Creswell & Creswell, 2018).

In addition to the Likert-scale items, the questionnaire included eight open-ended questions aimed at exploring instructors' challenges, needs, and perceived gaps in SFLs, as well as three narrative frame questions designed to elicit in-depth accounts of professional experiences. Qualitative responses were analyzed thematically following Creswell's (2012) content analysis approach, using his model of the coding process. Responses were exported from Google Forms to a Word document, after which the researcher engaged in repeated readings to gain familiarity with the data. Similar segments were then coded, and recurring codes were identified and organized through color-coding techniques to generate themes (Nowell et al., 2017).

Interviews were conducted primarily via Zoom to ensure accessibility for participants across various regions, with two participants opting for face-to-face interviews. Interviews lasted between 25 and 60 minutes, depending on the depth of participants' responses, generating approximately 800 minutes of audio data. These were transcribed verbatim, and member-checking was conducted with each participant to verify the completeness and accuracy of the transcripts (Lincoln & Guba, 1985). The thematic analysis process mirrored that used for the questionnaire's open-ended responses.

To ensure interrater reliability, a co-rater independently analyzed and coded over 25% of the randomly selected interview transcripts. The co-rater, who had 20 years of experience in SFLs and a recently completed PhD in English Language Teaching, brought both practical and academic expertise to the analysis. The coding results showed substantial alignment between the researcher's and co-rater's analyses, with both identifying the same main thematic categories, as presented in Table 3.8.

Table 3.8

Main categories and example codes in the interviews by the researcher and the co-rater

Main Categories	**Codes**
Challenges	lack of induction/orientation, unclear procedures, heavy workload, classroom management, adaptation to a new city, no feedback
Overcoming strategies	mentoring, peer support, orientation programs, regular meetings, administrative support, familiarization with systems
Needs	institutional culture/policies, curriculum, testing procedures, administrative clarity, student profile, mentoring, observation, professional development
Orientation	institutional info, mission/vision, curriculum, student profile, technical systems, campus tour, meeting colleagues, ongoing process
Support	administrative, peer, emotional, technical, feedback, mentoring, designated units
Mentoring	assigned mentor, qualifications, observation/feedback, regular meetings, emotional/practical support, multiple mentors
Teaching-learning	curriculum, syllabus, assessment, teaching methods, classroom tech, lesson planning, collaboration
Observation	observing experienced teachers, mentor observation, feedback/reflection, non-evaluative approach, ongoing observation
Professional development	continuous training, workshops, technology/AI integration, peer collaboration, flexible offerings, psychological support

The comparison revealed strong consistency between the two sets of codes, with some differences in focus. The co-rater identified additional items such as *avoiding irrelevant or unnecessary workshops*, *bank options in orientation*, *rapid changes in the education system (e.g., hybrid or face-to-face)*, *head of department from a different field*, and *journal subscriptions or publishing research*. In contrast, the researcher's coding emphasized *psychological preparation and creating a welcoming environment in orientation*, *separating mission and vision alignment as a distinct need*, and *greater elaboration on collaboration and peer sharing in professional development*.

While the researcher's codes tended to synthesize related items into broader categories and the co-rater's codes were more detailed in certain areas, the overall agreement supports the credibility and dependability of the qualitative findings (Miles et al., 2014).

Moreover, 25% of the randomly selected responses to the eight open-ended questions and three narrative frame questions in the needs analysis questionnaire were independently analyzed and coded by a co-rater. The coding results indicated substantial agreement between the researcher's and the co-rater's analyses, with both identifying the same main thematic categories. Following the discussion, several adjustments were made, including clearer explanations of certain themes and subcodes as well as minor revisions to wording.

3.8 Expert Validation of the Induction Program

After the completion of data analysis, the findings from both the quantitative and qualitative phases were combined with the related literature to develop the first draft of the induction program. Once the draft was finalized, expert validation was conducted to ensure the validity, practicality, and contextual relevance of the program. The expert validation part was deliberately conducted after data analysis, since it aimed to evaluate the integrity of empirical findings, theoretical foundations, and the components in the first draft. Before producing the final version, the experts' feedback allowed for refinement of the content, structure, and feasibility of the program. Thanks to this post-analysis validation, the final version of the program was not only research-based but also pedagogically feasible to the institutional contexts of SFLs in Türkiye.

Although one of the main limitations of this doctoral study was the lack of implementation and evaluation of the newly designed induction program, this limitation was addressed by incorporating an expert validation process. The researcher collected expert opinions to refine the first draft of the program and redesign the final version based on informed recommendations. The experts, illustrated in Figure 3.4, provided their evaluations and suggestions through individual Zoom meetings and written feedback forms. During these sessions, the researcher presented each component of the induction program, including the orientation, support, mentoring, observation, pedagogical practices, professional development, and sustainability and follow-up sections, along with the corresponding ready-to-use materials and forms. The experts offered both oral and written feedback, ensuring that each component and instrument was reviewed comprehensively in terms of clarity, practicality, and relevance to SFL contexts in Türkiye. Their oral and written comments were systematically analyzed and integrated into the final version. With the inclusion of expert perspectives, the final version of the program has become aligned with real-world institutional needs and implementation dynamics.

Revisions included some simplifications of the overly detailed descriptions for implementers, focusing on flexibility for institutional adaptation, incorporating technology across formats, and providing asynchronous PD resources for newly started instructors.

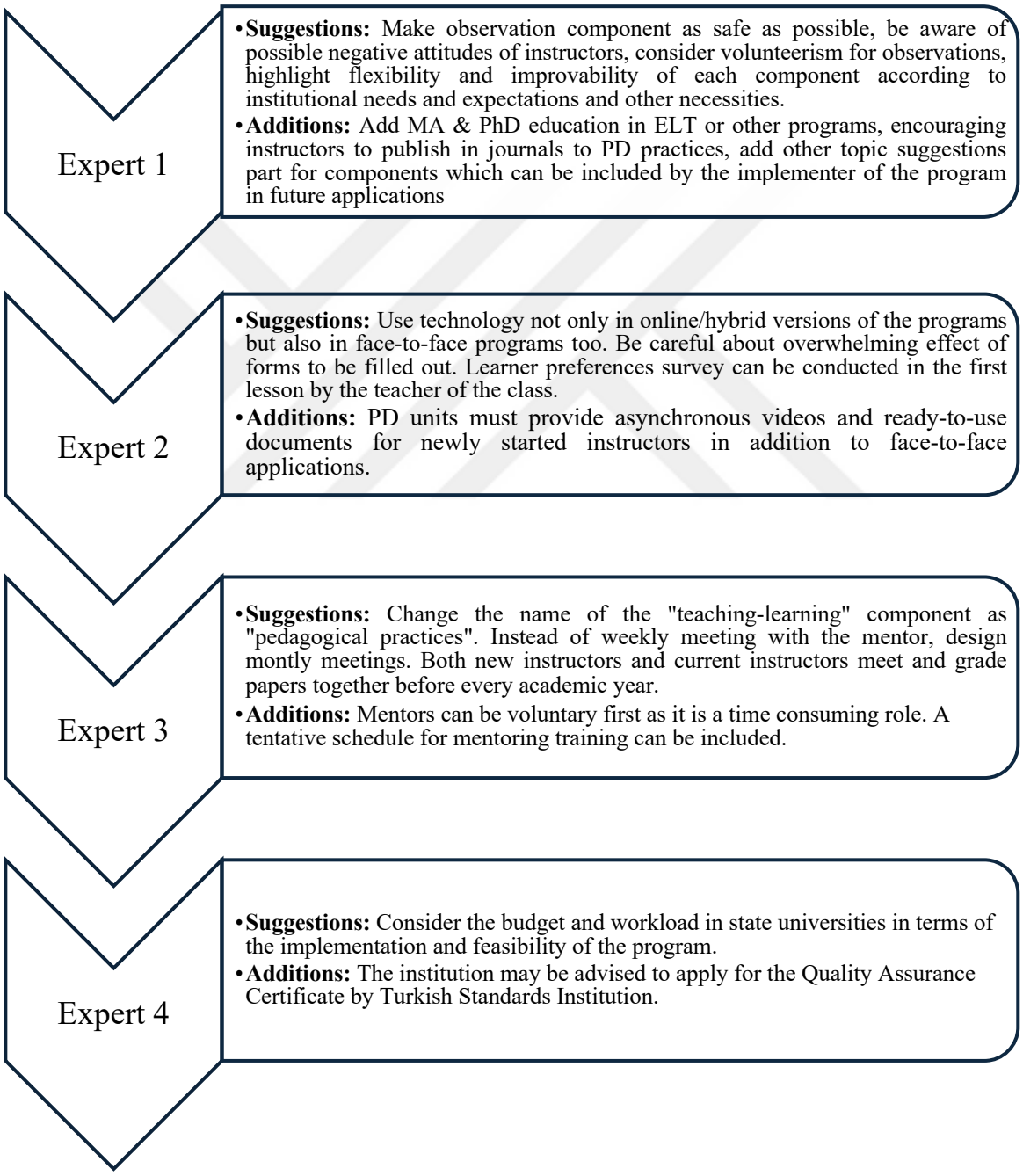
Table 3.9

Expert Opinions for the Induction Program

Expert	Current Position & Institution	Relevant Experience
Expert 1	Asst. Prof. Dr. in a state university	Teaching and administrative experience in SFL
Expert 2	English Instructor in a state university	Teaching and administrative experience in SFL, teaching experience in an SFL, in a private university
Expert 3	English Instructor in a state university	Teaching and administrative experience in SFL, teaching experience in the schools of Ministry of National Education
Expert 4	Assoc. Prof. Dr. in a state university	Administrative leadership in SFLs; long-term teaching experience in SFL

Figure 3.4

Experts' Suggestions



4 FINDINGS

4.1 Quantitative Findings

In the quantitative phase of the study, data were collected via a researcher-developed needs analysis questionnaire. The first section included demographic questions on variables such as gender, age, academic department of graduation, and current workplace. The second section contained Likert-scale items measuring the perceived importance of six induction program components: orientation, support, mentoring, teaching-learning, observation, and professional development. In the third section, eight open-ended questions were provided to explore instructors' challenges, needs, and perceived gaps in Schools of Foreign Languages (SFLs). The final section incorporated three narrative frame questions to obtain in-depth qualitative accounts of participants' professional experiences. The following sections present the results of the questionnaire responses provided by instructors.

4.1.1 The needs analysis questionnaire results

Table 4.1 displays the sections and content of each section in the NAQ. The following sections are dedicated to showing the items of the components of an induction program that are found 'very important' by the participants.

Table 4.1

The Needs Analysis Questionnaire

The Needs Analysis Questionnaire	Content
Section 1: Demographic Questions	Gender, age, academic department of graduation, current workplace, years of experience, the length of experience in the current institution
Section 2: Likert-scale items	Orientation (7 items), Support (6 items), Mentoring (8 items), Teaching-learning (21 items), Observation (6 items), Professional development (6 items): total (54 items)
Section 3: Open-ended Questions	Eight questions related to challenges, needs, previous induction program experiences
Section 4: Narrative Frame Questions	Three questions related to feelings, difficulties, and needs

4.1.1.1 Demographic Information of Participants

The distribution of participants across regions was largely consistent with the distribution of the overall population (Central Anatolia: 30.17%, Marmara: 27.32%, Aegean: 15.28%, Black Sea: 9.81%, Mediterranean: 8.22%, Eastern Anatolia: 4.96%, and Southeastern Anatolia: 4.20%).

Table 4.2

The regional distribution of participants of the Needs Analysis Questionnaire

Current University	Central Anatolia	82	39.4
	Marmara	65	31.3
	Aegean	21	10.1
	Black Sea	14	6.7
	Mediterranean	16	7.7
	Eastern Anatolia	3	1.4
	Southern Anatolia	7	3.4
	Total	**208**	**100**

4.1.1.2 Needs analysis: items that are mostly found to be very important

To discern the perceived importance of each item in an induction program, the tables below illustrate the items that are mostly found to be very important by the participant. These items will be used for the intended induction program as they are found very essential by the participants. Each table is dedicated for one module of induction: orientation, support, mentoring, teaching-learning, observation, and professional development.

Table 4.3

The percentages of the participants who scored the given items of the orientation part as 'very important'

In an induction program, for 'Orientation' part of the program, participants should be provided information about ...	**Percentage**
duties and responsibilities	91.3
rules and regulations	86.5
school policies	85
faculty and staff Members	68.8
facilities (library, dining hall, etc.)	58.7
school environment (location, transportation)	55.3

The item related to student profile (hometown, high school type, etc.) was the only content area that received lower prioritization among the participants. However, a significant majority of instructors endorsed the inclusion of this item: while 43.3% of participants deemed it "very important," an additional 42.8% rated it as "important." Given that 86.1% of the participants collectively rated this item as important or very important, its necessity for comprehensive contextual planning was affirmed. Consequently, all items within the orientation section of the questionnaire will be included in the intended induction program, ensuring the coverage of administrative, logistical, and contextual factors necessary for initial institutional assimilation.

Table 4.4

The percentages of the participants who scored the given items of the support part as 'very important'

In an induction program, for 'Support' part of the program, participants should be provided ...	**Percentage**
professional support	82.7
support from SFL administration	75.5
support from mentors	63
follow-up and ongoing support after induction	61.5
support from colleagues	60.1

Analysis of the Support Module items demonstrated a clear prioritization of instrumental support mechanisms among the participants. The findings show a high endorsement of professional support (82.7%) and support from the SFL administration (75.5%), indicating that instructors primarily highlight formal and functional assistance related to instructional duties, institutional clarity, and resources.

Conversely, emotional support (item 1) was the only item that did not achieve majority consensus for being rated as "very important" (38.0%). However, its necessity cannot be discounted, as the combined endorsement of participants rating it as either "very important" or "important" reached a substantial 91.4%. This data presents a crucial point for program design: while professional support is overwhelmingly deemed "very important," the necessity of emotional support is affirmed by a significant majority of instructors when combined with the "important" rating. The final decision regarding the mandatory inclusion

of Item 1 in the core curriculum will be determined based on the program's overall affective objectives.

Table 4.5

The percentages of the participants who scored the given items of the mentoring part as 'very important'

In an induction program, for 'Mentoring' part of the program, an experienced instructor should be a/an ...	Percentage
counselor (provide information and materials)	56.3

Table 4.6

The percentages of the participants who scored the given items of the mentoring part as 'important'

In an induction program, for 'Mentoring' part of the program, an experienced instructor should be a/an ...	Percentage
supervisor (carry-out work-based advice and guidance on a one-to- one basis)	48.6
facilitator (provide workplace induction)	48.6
supporter for information technologies (e.g. online platforms)	46.1
coach (facilitating opportunities for learning for individual groups)	45.9
supporter for designing and managing learning	45.9
role model	42. 7

While several items in the Mentoring Module did not achieve a majority rating of "very important" (i.e., over 50% of participants), they were consistently prioritized by a significant proportion of the instructors, receiving endorsement as "very important" from 42.7% to 48.6% of the participants. This narrow distribution of highly important ratings supports the inclusion of these components to ensure the program's comprehensiveness and relevance across diverse individual needs.

However, the item related to the mentor's role as an assessor (supervise work placement performance) was the sole item that received notably low prioritization, with only 26% of participants deeming it "very important." Consequently, this item will be excluded from the core Mentoring Module content. Given the overall strong support for the remaining items, which collectively represent the essential framework of the mentoring relationship, these highly prioritized components will be integrated into the intended induction program.

Table 4.7

The percentages of the participants who scored the given items of the teaching-learning part as 'very important'

In an induction program, for 'Teaching-Learning' part of the program, participants should be provided information about ...	Percentage
assessment, grading, and evaluation	76.9
goals and objectives	74.5
syllabus	65.9
coursebooks	64.9
understanding and implementing curriculum	64.3
assignments	58.9
supportive materials	58.2
testing unit	58.2
material development unit	57
teaching hours	56.7
professional development unit	56.5
curriculum unit	56.3
prep school courses	51.7

The findings reveal an overwhelming consensus among participants regarding the necessity of support in functional and institutional processes, confirming that all 13 listed items achieved majority consensus for inclusion in the core module (with percentages ranging from 76.9% down to 51.7%).

The highest prioritized items focus on the practical, outcome-driven mechanisms of teaching: assessment, grading, and evaluation (76.9%) and goals and objectives (74.5%). This prioritization demonstrates that instructors are primarily concerned with ensuring the effectiveness and accountability of their teaching practices.

The second tier of priorities, encompassing items like syllabus (65.9%), coursebooks (64.9%), and understanding and implementing curriculum (64.3%), highlights the strong need for institutional clarity and specific guidance on using mandated resources and documents.

Furthermore, the need for information about institutional support structures—such as the testing unit (58.2%), material development unit (57.0%), and professional development unit (56.5%)—was affirmed by over half the participants. This widespread endorsement strongly validates the necessity of designing a comprehensive module that addresses both pedagogical application and SFL administrative processes.

Consequently, all 13 items listed in Table 4.7 were deemed essential components and will be fully integrated into the intended Teaching-Learning Module of the induction program, as they represent the consensus priority areas defined by the instructors.

Table 4.8

The percentages of the participants who scored the given items of the observation part as 'very important'

In an induction program, for 'Observation' (an experienced instructor observing the newly hired instructor) part of the program, how important is each one of the following items?	**Percentage**
Post-observation discussion	68.3
Specific aims of the observation	61.8
The type of observation (training, developmental, assessment, data collection, peer)	55.1
All logistic details (time and length of the observation)	51.4

Analysis of the Observation Module items revealed a consistent prioritization of two specific procedural components, although neither achieved a majority rating of "very important" (i.e., over 50% of participants). The items related to pre-observation discussion (Item 1) and who sets the agenda and decides the specific aims (Item 5) were rated as "very important" by a substantial portion of the instructors, receiving endorsement of 48.6% and 48.1%, respectively.

Given that these high percentages demonstrate strong consensus among nearly half of the participants for the necessity of structured dialogue and transparent goal-setting, these two procedural items were deemed critical for the integrity and fairness of the observation process. Therefore, these items, along with others found to be highly important in the Observation section of the questionnaire, will be integrated into the intended induction program. This ensures the design prioritizes collaborative, reflective observation over purely evaluative processes, aligning with contemporary best practices in teacher development.

Table 4.9

The percentages of the participants who scored the given items of the professional development part as 'very important'

In an induction program, for 'Professional Development' part of the program, how important is each one of the following items?	Percentage
Preventing burn-out	74.5
Promoting job satisfaction	71
Promoting well-being (emotional, mental, etc.)	70.2
Improving technological, pedagogical, and content knowledge	64.4
Having a professional development unit in your department	62.5
Attending seminars, workshops, in-service trainings	55.8

Analysis of the Professional Development Module items revealed a robust, uniform consensus among participants. All items within this module were considered "very important" by a significant majority of instructors, with endorsement percentages ranging from 55.8% to 74.5%. This widespread prioritization confirms that instructors view all proposed professional development topics as essential for continuous career growth and competence. Consequently, every item detailed in the Professional Development section of the questionnaire will be fully integrated into the intended induction program, ensuring the module meets the validated need for comprehensive, strategic, and high-impact long-term learning opportunities.

4.2 Qualitative Findings

The qualitative findings of this study are based on the analysis of data from both the needs analysis questionnaire and the interviews. In the following section, the themes and sub-codes derived from the eight open-ended items and three narrative frame questions are presented, followed by the results of the interviews with instructors and administrators. Presenting them separately allows for a clearer account of how each data source contributes to understanding instructors' needs and experiences.

4.2.1 The qualitative data findings of the needs analysis questionnaire

The qualitative part of the needs analysis questionnaire contained eight open-ended questions and three narrative frame sentences. The following part is dedicated to displaying the answers for each question and themes, subcodes, and frequencies (number) in them.

Table 4.10

Q1: What are the challenges for a newly hired English instructor in an SFL?

No.	Category (Theme)	Sub-Codes (Examples)	Frequency (N)
1	Institutional Adaptation	School culture, belonging, workplace norms	66
2	Orientation and System Clarity	Rules, responsibilities, expectations, procedures	58
3	Emotional and Collegial Support	Feel of isolation, attitudes of colleagues, peer support	42
4	Mentorship and Guidance	Lack of mentoring, unclear mentorship roles	33
5	Curriculum and Assessment	Syllabus, materials, lesson planning, assessment	28
6	Classroom Management	Time management, classroom discipline, lesson pacing	25
7	Administrative and Teaching Load	Heavy workload, unclear tasks, paperwork	20
8	Technology and Tools	Smartboards, platforms, technical guidance	18
9	Understanding Student Profile	Language levels, diverse motivations, needs	16

Answers to the first open-ended question in the needs analysis questionnaire display that the most frequent challenge mentioned by the participants are related to institutional adaptation and orientation and system clarity; because of that, the intended induction program will prioritize these two categories. Moreover, participants also mentioned their challenges due to lack of emotional and collegial support as well as mentorship and guidance. Therefore, support system and mentorship will also one of the main concerns in the program. On the other hand, the problems related to teaching and learning, classroom management, heavy responsibilities given, and technology and tools also require attention.

Table 4.11

Q2: What can be done to overcome these challenges?

No.	Category (Theme)	Sub-codes (Examples)	Frequency (N)
1	Orientation and Induction	Structured orientation, handbooks, initial briefings	47
2	Mentorship	Experienced mentors, peer mentoring	38
3	Administrative & Peer Support	Supportive leadership, team communication	33
4	PD & Workshops	PD coordinator, demo lessons	31
5	Access to Resources	Classroom tools, online sources	27

To overcome the challenges mentioned in the first question, many participants recommend orientation and induction programs as well as mentorship and support from administrators and colleagues. These overcoming strategies are closely congruent with the problems mentioned. Therefore, intended induction program will concentrate on orientation, support system, and mentorship comprehensively.

Table 4.12

Q3: What are the needs for a newly hired English instructor in an SFL?

No.	Category (Theme)	Sub-Codes (Examples)	Frequency (N)
1	Knowledge of school's operations	Rules, roles, expectations	50
2	Emotional & Professional Support	Feeling safe, receiving guidance	43
3	Mentoring	Ongoing, responsive mentorship	36
4	Orientation	Coursebook, curriculum, testing process	31
5	Materials and Technology	Syllabus, classroom tools	28

The answers to the third question are again quite consistent with the answers to first and second questions. One more time, the most frequent categories and themes are related to system knowledge, both emotional and professional support, and mentoring. In short, participants' challenges, overcoming strategies, and needs are mainly due to the themes mentioned above, thus, the top prioritized concepts in the induction program must be related to them.

Table 4.13

Q4: What can be done to meet these needs?

No.	Category (Theme)	Sub-Codes (Examples)	Frequency (N)
1	Professional Development Units & Workshops	PDU staff, clear roles, practical and interactive PD activities	60
2	Social and Peer Support	Collegial support, open discussions	34
3	Institutional Strategy	Booklets, meetings, recorded sessions	28

In accordance with the needs, participant recommend assistance of professional development units as well as collegial support. Moreover, administrators can also contribute to institutional strategy via meetings or booklets, and finally practical and interactive professional

development workshops can also meet instructors' needs. Consequently, professional development module in the intended program will focus on these areas to meet the needs of instructors in SFLs.

Table 4.14

Q5: What are the benefits of an induction program for a newly hired instructor in a SFL?

No.	Category (Theme)	Sub-Codes (Examples)	Frequency (N)
1	Eases Adaptation	Familiarity with system and culture	40
2	Increases Confidence	Knowing expectations, reducing stress	37
3	Builds Sense of Belonging	Integration and collaboration	33
4	Improves Teaching Practice	Techniques, classroom strategies	29

The most frequent benefit of an induction program is unsurprisingly about easy adaptation to the new institution. With the ease of adaptation, instructors have increased confidence and build sense of belonging naturally. In addition, induction program assists instructors with teaching practice. To sum up, a well-designed and implemented induction program make the transition to a new institution smoother, and instructors feel safe in their new workplace; moreover, it provides teaching learning techniques and strategies for newly started instructors. Therefore, the intended induction program will start with pre-arrival communication and continue with orientation module.

Table 4.15

Q6: Do you have any suggestions for a comprehensive induction program? If yes, what are they?

No.	Category (Theme)	Sub-Codes (Examples)	Frequency (N)
1	Localized Content	Adapted to institutional needs	32
2	Observation Opportunities	Demo lessons, peer observations	29
3	Ongoing Support	Workshops, mentoring continuity	27
4	Transparent Communication	Honest Q&A, clear tasks	24

Although there are numerous similarities among the SFLs in state universities in Türkiye, each SFL has unique institutional structure; that's why participants recommend localized content mostly since some of them have the experience of working in different SFLs.

Moreover, observation is another essential recommendation for a comprehensive induction program as it provides opportunities to observe and reflect on lessons for newly started instructors. Moreover, participants state that induction program should be an ongoing process rather than one or two year long one. Probably this is the reason why ongoing support is another key theme for this question. Finally, newly started instructors may face problems due to lack of communication or miscommunication with administrators and/or colleagues, thus, transparent communication is another suggestion by the participants. To conclude, the intended induction program needs to consider the unique structure of each SFL as well as the suggestions for observation, continuing assistance, and clear and honest communication between instructors.

Table 4.16

Q7: If you participated in an induction program before, what were the most successful features in that program?

No.	Category (Theme)	Sub-Codes (Examples)	Frequency (N)
1	Mentorship	Regular meetings, experienced guides	30
2	Orientation Seminars	System explanations, institutional overview	28
3	Class Observations	Learning by example	25

The most successful features in an induction program participated by the participants are about mentorship, orientation, and class observations. This data shows that having the right mentor provide guidance to newly started instructors. In addition, orientation seminars which are generally the very first step in the induction program are mentioned as another successful feature. This might be because of the implementation of orientation program only in terms of an induction program in numerous schools as stated by the participants. Although orientation part is only one of the many components in the induction program, many state universities implement this part and ignore the rest due to time constraints or other reasons. Finally, observation, including observing as well as being observed by experienced teachers, administrators, mentors or peers, is also mentioned as the most accomplished part in the program. Since observation contributes to mutual learning and self-reflection, it deserves to be a crucial part in the intended induction program.

Table 4. 17

Q8: If you participated in an induction program before, what would your suggestions be to make it a better program?

No.	Category (Theme)	Sub-Codes (Examples)	Frequency (N)
1	Extend Duration	Not just one-week programs	26
2	Based-on Needs Programs	Based on experience and personality	24
3	Stronger Follow-up	Progress checks, feedback sessions	22

As mentioned below, many participants complain about the short duration of induction program just for few hours or weeks; therefore, they recommend extended and detailed program. Moreover, as each instructor has different background, the induction program should be tailored based on experience and characteristics. The final theme focuses on the follow-up aspect, as participants mention the need for checklists and feedback after implementing each module in the program. To sum up, participants highlight an extended and ongoing program which modify itself according to the feedback from instructors when necessary.

Table 4.18

Q9: During my first year in my new institution, I felt …

No.	Category (Theme)	Sub-Codes (Examples)	Frequency (N)
1	Anxiety	Due to uncertainty and pressure	11
2	Isolation	Due to loneliness	6
3	Excitement and Motivation	New role enthusiasm	22

After the open-ended questions, narrative frame questions are asked for understanding the emotions, challenges, and needs specifically during their first year in a new institution. The answers to the first question are compiled under two major themes: anxiety and excitement. Participants both mention the negative feelings due to uncertainty, pressure, and loneliness, as well as positive feelings due to a new start in a new institution. These two contrastive themes might show that the attitude of the institution plays a vital role in the emotions of instructors, especially in their first year in a new institution. Therefore, the intended induction

program will aim to foster motivation, belonging, and excitement, and decrease anxiety, stress, and feelings of isolation.

Table 4.19

Q10: During my first year in my new institution, I had difficulties mainly due to …

No.	Category (Theme)	Sub-Codes (Examples)	Frequency (N)
1	Administrative Confusion	Rules, forms, schedules	41
2	Classroom Challenges	Management, planning, adapting	35
3	Technology and Tools	Online systems, smartboards	30

The most frequent answer to the tenth question is about confusion due to institutional rules, schedules, forms, etc. Moreover, participants mention challenges because of classroom management, lesson planning, and adaptation to the school environment. Finally, they state challenges due to online systems and the use of technological equipment in the class. With the light of these answers, the intended program will explain the rules, mission, and vision of the institution to eliminate new instructors' confusion, as well as provide guidance for possible classroom challenges and the use of technology.

Table 4.20

Q11: During my first year in my new institution, I needed help mostly about …

No.	Category (Theme)	Sub-Codes (Examples)	Frequency (N)
1	Understanding school's operations	Rules, workflow, assessment	40
2	Technology	Student information system (OBS), digital tools	34
3	Classroom Management	Planning, engagement	28
4	Emotional Readiness	Confidence, motivation	25

The final narrative frame question is about the needs of participants in their year first year in a new institution, and again participants mentioned the lack of explanation of system and rules of the institution, faculty facilities, how to use student information systems, digital tools. In addition, they stated their needs for lesson planning and getting emotional support for confidence and motivation.

To summarize, as reported by the participants, the orientation part must include information about the system, rules, and expectations of the institution, and administrators should provide

information packs to newly started instructors beforehand in a welcoming email. Moreover, professional and emotional support from colleagues and administrators should be provided from the very beginning and continue. Mentors should be chosen appropriately and appointed for new instructors, and their communication, meetings, and observation sessions should be documented and controlled via the PD unit or administrators. The induction program must continue for more than a few weeks or months, and instructors need to be supported during their careers. Additionally, information about online systems of the institution, the use of digital tools in the classrooms, issues about testing and curriculum, possible classroom challenges, and professional development opportunities should be given to newly started instructors. The intended program will be developed with a light to the challenges, overcoming strategies, needs, and suggestions of the participants, as well as related literature. The quantitative and qualitative parts of the needs analysis questionnaire provided insights from 208 participants from seven regions. Since these participants have different backgrounds in terms of their previous education and experience, their answers and comments will shed light on the development of the induction program. To go deeper, the researcher conducted interviews with twenty of these 208 participants and analyzed each theme and code thoroughly to comprehend the main components of the program. The next section is dedicated to analyzing interviews and creating themes and sub-codes according to participants' views. After that, quantitative and qualitative data were compared to triangulate the whole data and find the similarities and differences between them. All data were used in the intended induction program with the contribution of related literature.

4.2.2. The findings of interviews with instructors and administrators

There are fourteen interview questions for English instructors and six questions for administrators in the School of Foreign Languages. The table above displays the categories from the interview questions, along with the number of questions.

Table 4.21

The categories from the interview questions and their question numbers

Categories from the interview questions	Question Numbers
Challenges	1 (instr.), 1 (admin)
Overcoming strategies	2, 4 (instr.), 2 (admin)
Needs of instructors	3 (instr.)
Benefits of induction program	5 (instr.), 3 (admin)
Evaluation of past induction program	6, 7 (instr.)
Orientation part	8 (instr.)
Support part	9 (instr.)
Mentoring part	10 (instr.)
Teaching-learning part	11 (instr.)
Observation part	12 (instr.)
Professional development part	13 (instr.)
Administrator roles	4, 5 (admin)
Further suggestions	7, 14 (instr.), 6 (admin)

4.2.2.1 Initial Professional Difficulties and Challenges in the SFL

The interview questions above were designed to elicit insights into the challenges encountered by newly appointed English instructors in SFLs. Perspectives from both instructors and administrators were gathered, enabling the identification of the most prominent and recurring difficulties faced by instructors during the induction period.

Table 4.22

The challenges of instructors

Subtheme	Code Example	Frequency(N)
Lack of orientation/induction and mentoring	Lack of formal induction	18
Material, curriculum, and technological adaptation	Difficulty adapting to new curriculum/materials	16
Adaptation to institutional systems and culture	Adaptation to curriculum differences	15
Classroom management and student-related issues	Classroom management difficulties	14
Workload and administrative challenges	Heavy workload and multiple responsibilities	12
Personal and emotional challenges	Feelings of isolation and anxiety	10
External and logistical problems	Housing and transportation issues	6
Unclear institutional procedures	Uncertainty about school procedures and expectations	5

Table 4.22 (Continued) *The challenges of instructors*

Technology-related problems	Lack of technological equipment	4
Sudden teaching assignments	Being assigned classes without having enough time to prepare	4
Communication issues	Unclear announcements or last-minute emails	3

Participants had various challenges in their first years in a new SFL. The main theme was challenges, and the sub-themes related to these challenges are presented in the table above. The most frequently mentioned problems were related to a lack of a formal induction program, orientation, and assigning a mentor to newly started teachers. Without receiving an induction program or orientation, teachers cannot receive information about curriculum, materials, use of technological equipment, institutional system and culture, and students' background. Therefore, it is possible to conclude that, subthemes *lack of orientation/induction and mentoring; material, curriculum, and technological adaptation; adaptation to institutional systems and culture; classroom management and student-related issues; personal and emotional challenges; unclear institutional procedures; external and logistical problems* are all closely related to induction program and a comprehensive induction can solve these problems beforehand. On the other hand, participants stated heavy workload, sudden teaching assignments, assignments to units, lack of technological equipment in the classrooms, and other trouble-making areas. The following excerpts from the interviews provide verbatim accounts of participants' responses, allowing their authentic voices and perspectives to be represented directly.

> … I had difficulty in classroom management again, maybe I should have taken some classroom management techniques, or I don't know what kind of training, and the existing curriculum and materials (P1)

> … I had some difficult years to understand them, understand their background, understand their context, especially context, because I didn't know about their I don't know their departments and contextual necessities, and etcetera. (P5)

> …We had lack of materials, technical materials, or such as smart boards. We didn't have any smart boards. I had to carry my laptop, my headphones, speakers to the classes. One of the other challenges was that I had to teach at different

departments, at different faculties, in a day. For example, I had to travel around four different faculties in a day. heavy laptops, speakers. (P8)

… I had definitely had some challenges with the materials with the syllabus curriculum because the structure of the system like lessening lesson plans the school as its on its own is also was kind of challenging to fit into the system and to understand the system actually the materials because it's kind of complicated for me coming from the Ministry of Education the background umm I couldn't even understand at first some of the materials some of the design of the materials (P15)

… There was no induction program like this and I needed it so much and after the years passed I understood it very well it was very necessary to start with an induction program it would be very useful for me because I had many challenges for example one of the first one was that I felt isolated because I was very young and it was the first time for me to teach um in a university so I was very excited very nervous I didn't know anything about the students the proficiency levels of the school and I didn't know anything about the curriculum how should I teach my students etcetera and also I didn't know anything about the assessment procedure and also I had most of the difficulties in terms of classroom management (P17)

4.2.2.2 Proposed Strategies to Mitigate Initial Challenges in SFLs

The interview question above was designed to elicit insights into the overcoming strategies of the challenges faced by instructors during their first years in a new SFL. These strategies represent the coping strategies of instructors, mostly due to a lack of a comprehensive induction program.

Table 4.23

The overcoming strategies for challenges

Subtheme	Code	Frequency(N)
Peer support (informal)	Asking advice of experienced colleagues	11
Trial and error, self-discovery	Solving problems alone	6
Mentoring (unofficial or structured)	Getting guidance and assistance from unofficial mentors	5

Table 4.23 (Continued) *The overcoming strategies for challenges*

Environmental adaptation	Acquainting themselves with institutional norms, procedures, and student profile	5
Institutional feedback	Having classroom observations and feedback from supervisors	4
Use of emotions and empathy for teaching	Use of empathy, patience, and reflection for managing challenges	4
Administrative relations	Getting support from directors or administrators	4
Independent research	Self-reflection, searching online materials, carrying on self-study	4
Learning via induction program	Taking advantage of basic or structured induction program	3
Professional development initiatives	Attending courses (e.g. CELTA), designing lesson plans	3

Given that most participants had not experienced a comprehensive induction program, it was unsurprising that many reported depending on their colleagues for support. Experienced teachers were often mentioned as informal mentors who provided guidance. In the absence of structured support, participants often had to manage challenges independently, using strategies such as trial and error, self-directed research, and experiential learning. At the same time, observation and feedback from supervisors were considered beneficial in addressing difficulties, while professional development opportunities, such as CELTA courses and lesson plan design, were also noted as valuable. Furthermore, participants emphasized the significance of adapting to new institutional processes, student profiles, and working environments, and they emphasized that induction programs, when available, played a significant role in facilitating this adjustment. The following excerpts from the interviews provide verbatim accounts of participants' responses, allowing their authentic voices and perspectives to be represented directly.

> …I asked colleagues and the people I shared the same room I was lucky that they were eager to help me. They did many things on my behalf to show me how to do it for the first time. (P7)

> …I try my best to get familiar with the environment first, and I met with people there. I asked them what is going on, what is happening there, what are the rules,

what is the procedure, what is the procedure going on there. So, I try my best to communicate with you by communicating with the people at that place. (P9)

…Before CELTA I was mostly going up to the Lesson plan that was offered by the coursebook I was kind of following the coursebook but now I almost never do that and try to you know design lessons also help fun doing that and you know enjoy doing that (P10)

…I had an induction that really helped I was introduced to all the team members all the units, and I was shown all the materials that helped me and I personally try to look at the lesson plans before the day before the lessons so that I can come up with an idea I can plan my way and how to approach the materials how to approach the lessons topics so that really helps me as well as I guess trying to put into the school setting asking lots of questions obviously to my colleagues teammates also maybe actually searching online materials search doing some research on my own these are some of the things that I've done. (P15)

… I overcame these difficulties by myself, of course. At first, I tried to research everything and get information from my friends my colleagues but since I didn't have many colleagues in the institution, so I tried to try different things and used different methods (P17)

4.2.2.3 Identification of Specific Pedagogical and Institutional Needs of Instructors

The interview questions above were designed to elicit insights into the needs of newly appointed English instructors in SFLs. Perspectives from both instructors and administrators were gathered, enabling the identification of the most prominent and recurring needs mentioned by instructors during the induction period.

Table 4.24

The needs of newly hired English instructors

Subtheme	Code (Need)	Frequency
Orientation	Information about institutional policies, procedures, and rules	10
Comprehending the system	Acquainting with curriculum, teaching materials, and assessment	9
Administrative clarity	Information on whom to contact and the responsibilities of staff	6
Communication between peers	Interaction with peers to share experiences and concerns	7
Mentoring and feedback	Well-organize mentorship and feedback sessions	5
Opportunities for observation	Having chance to observe experienced instructor or mentors	4
Professional development, trainings	Seminars, ongoing professional development, reflection	4
Time for transition into a new institution	Having time to adapt to new role and context and starting gradually	3
Getting information about student profile	Understanding learners' backgrounds and expectations	3
Vision and mission alignment	Being aware of values and long-term goals of institution	2

The most frequently identified needs were associated with orientation and acquiring information about the institutional system. Participants emphasized the importance of knowing whom to contact for specific issues and of understanding the student profile. They also highlighted the value of having a mentor, as well as opportunities for observation and feedback. Furthermore, participants expressed the necessity of sufficient time to learn and adapt to the institutional context and their new roles, suggesting that responsibilities should be introduced gradually. Finally, they underlined the importance of sustained professional development opportunities to support their ongoing growth. The following excerpts from the interviews provide verbatim accounts of participants' responses, allowing their authentic voices and perspectives to be represented directly.

> … I wouldn't really like I mean if it wasn't a must I would be very happy if I had just two weeks 3 weeks to get to grips or on the context so instead of having to teach and diving into you know like diving into classroom experience in the new context maybe if I had like a couple of weeks to you know like to like check the curriculum also you

know maybe move in to the you know new apartment and stuff because those are also you know some aspects of life. (P10)

> … observation of the classrooms it's helped me I was given the opportunity to observe some of the classrooms because at first my the first concern about coming into the classroom was I don't know how to teach I know the material I seen the material but what about how to approach it how to include it into the lesson so when I saw that when I was able to observe the classrooms and with the with the teachers it was really like that moment it clicked right into the place. (P15)

> …instructor needs is to be familiar with the organization of the school first of all um when I think about my first years I didn't know how to solve the problems I faced in the class for example who should I talk to and what kind of problems should I talk to these people who was responsible for the student affairs for the assessment procedure for the materials etcetera I didn't know anything about it I think the first thing should be making the instructors familiar with the school organization the administrative staff and also the curriculum is also very important because generally the curriculum is very general so there aren't enough details on the websites etcetera so teachers should know the details of the curriculum and what are the purposes what are the objectives of this program and the next one is what are the students' profile. (P17)

> …I personally need much more experience to see these points give some free time, , that's important, you know, even though that new teacher starts the lessons instead of having, let's say, 25 hours or 30 hours of workload, starting easier to that level of work. (P18)

> …I can start with the academic side. First of all, I needed to know the details related to the curriculum. So what kind of a system we have and what course books are followed and what's the syllabus is and like the goals and the objectives of this curriculum and I also needed some information about the materials that are used like are there any extra materials any packs for example and also I

needed to know the testing and assessment process of this university like what kind of exams are held and what's the expectation from the students and so on and also from the administration side I needed to know who to contact when I need some questions like from the academic side and also from the administrative sides I needed to know like what the responsibilities of the people are and I also needed to talk to like people who were going through the same things with me because like it was quite a new experience for me and like people like me were around me so I also needed to talk to them to get some idea of how I can overcome the concerns that I had. (P20)

4.2.2.4 Essential Components for Effective Instructor Orientation and Institutional Integration

The interview question above was designed to elicit insights into the essential topics that should be included in the orientation part of an induction program. These codes and subthemes will be used to develop the intended program.

Table 4.25

The suggestions for the orientation part of an induction program

Subtheme	Code (Suggestion)	Frequency(N)
Awareness of student and curriculum	Comprehension of curriculum, objectives, assessment system, and student profile	11
Observation Opportunities	Observation of experienced teachers or mentors	10
Introduction of Institution	Overview of school's mission, policies, rules, structure	9
Orientation of Administrative and Technical Systems	Training on institutional systems (attendance, email, LMS, etc.)	8
Familiarizing with campus and facilities	Introducing physical environment (buildings, library, classrooms etc.)	7
Distribution of Resources and Materials	Supplying necessary materials and resources to the teachers at the beginning	6
Meeting with colleagues and coordinators	Introducing peers, colleagues, coordinators	6
Preparing new teachers psychologically and emotionally	Helping teachers to reduce their stress, and making them feel welcomed and valued	5
Orientation as an Ongoing Process	Orientation should be continuous, not limited to couple of hours or one day	5
Integration to the institution gradually	Starting without heavy teaching load, allowing some time for adaptation	4

The most recurring subthemes of the orientation part were related to information about the institution's mission, policies, rules, structure, curriculum, objectives, student profile, assessment system, materials, and physical environment. They also highlight the importance of being observed by experienced teachers or mentors. Moreover, participants emphasized meeting with colleagues, administrators, and other staff, and psychological and emotional support with an ongoing orientation. And finally, participants believe that they need time during the orientation process without a heavy workload. The following excerpts from the interviews provide verbatim accounts of participants' responses, allowing their authentic voices and perspectives to be represented directly.

> … they should include observation because it's the only way to understand the İnstitutional culture because I've been to different universities and their priorities um change on a great scale. (P3)

> … So they gave us two handbooks, the first one is the staff handbook and the other one is the student handbook, and they gave us comprehensive information about the school system and levels and objectives, and everything, everything related to the school system, and as a teacher, even discipline issues, dress code, everything. (P5)

> …access to equipment such as materials, photography, machines, printers, and sometimes we don't know the location of the buildings for the classes. We can be informed about information about the rules and regulations of the institution, because there are some things that we have to do, for example, attendance, to record the attendance, or assessment procedures (P8)

> …We can be given some information about the uh classes, maybe the physical environment of the school, like classes, the computers that we will utilize, or any other technological tool, the systems, and how we will utilize actually these systems, uh, like any technological tool, any uh websites, or uh any units of the university (P13)

> … I have received an induction uh actually it lasted for about a week and 1st we seen we talked to administration and learned about how it works however this

expected obviously some details about which uh when I have a problem which with some let's say administrative work which places I should visit and uh and the person responsible for that branch or the for the for that specific issue umm and uh also I like I said I had some classroom observation it was really helpful and as well as being introduced to the departments like units like testing units or I was introduced and I was actually given information I received some information detailed information from them testing unit or like materials units syllabus units etcetera as well as being introduced to the colleagues to the teachers and not all of them obviously but to some of them as much as possible (P15)

4.2.2.5 Defining the Scope of Holistic Support: Personal, Social, and Administrative Dimensions

The interview question above was designed to elicit insights into the essential topics that should be included in the support part of an induction program. These codes and subthemes will be used to develop the intended program.

Table 4.26

The suggestions for the support part of an induction program

Subtheme	Code (Support Strategy)	Frequency(N)
Administrative and Institutional Support	Clear explanations about systems, processes, permissions etc. from admins	8
Emotional Support	Helping teachers to feel heard, understood, and safe	7
Collegial Support	Sharing experiences and materials among instructors	6
Assigning some instructors for guidance	Support units or coordinators can be designated for help	5
Standardized Written Materials	Providing consistent, accessible written guidance	5
Technical Support	Guidance for digital systems, platforms, and emails	4
Feedback and Reflection	Opportunities to gather and share	4
In-Service Induction Practices	Ongoing support after the orientation process	4
Mentor Support	Providing help through mentors on both academic and emotional fronts	4

Although teaching is often perceived as an isolated profession, where instructors work independently with their students in classrooms, professional support remains a critical need throughout their careers. This need becomes particularly pressing when instructors begin working in a new institution. As highlighted by participants, various forms of support—administrative, institutional, emotional, and collegial—are indispensable during this transitional period. Newly appointed instructors must navigate numerous unfamiliar processes, making comprehensive support from colleagues and staff essential. Written guidelines and resources were also emphasized as valuable tools, offering sustained reference points and practical guidance when required. Furthermore, as each institution employs different digital systems, technical support emerged as another recurrent need. Finally, participants stressed the importance of mentorship not only for academic guidance but also for emotional support, alongside structured opportunities for observation, feedback, and reflection to foster professional growth. The following excerpts from the interviews provide verbatim accounts of participants' responses, allowing their authentic voices and perspectives to be represented directly

> …at the beginning, we generally wait for the advice, I mean, look for advice, or less than sharing or feedback, um, I don't know. At this point, yes the their support and collaboration, at least with your colleagues, are essential this You can feel more confident. (P1)

> …we have once a month, let's say, level-based meetings with the teachers, so when we go there, we share our experiences, or the problems we had, or the opinions about the exams we had, the quizzes, writings, or midterms, so we share our experiences, and we try to solve the problems. (P3)

> …if you don't have support from your administrators, you will not feel confident in your teaching profession. Support of the administration is crucial. (P8)

> … they need a support from the materials are written material and then the management rather than the friends because we may not know if those friends are busy if they are volunteering to help you or not because we don't know the nature of those people that's why the best thing is just to give some materials to

the teacher and then the teacher will make new friends and then they will always be having questions to ask and learn more that's why management is the first step. (P14)

…we appoint a mentor first thing they start so they do everything with their mentor, their mentor has to answer all questions. (P16)

4.2.2.6 Essential Components and Structural Requirements of the Mentoring Relationship

The interview question above was designed to elicit insights into the essential topics that should be included in the mentoring part of an induction program. These codes and subthemes will be used to develop the intended program.

Table 4.27

The suggestions for the mentoring part of an induction program

Subtheme	Code (Need or Suggestion)	Frequency(N)
Mentorship Structure	A mentor should be assigned to each novice or new teacher	7
Qualifications of Mentor	Mentors should have experience, trainings, and communicative skills	6
Observation and Feedback	Mentors should observe classes and provide constructive feedback	5
Reciprocal Observation	Both novice teacher and mentor observe each other's lessons	4
Regular Meetings with Mentor	Preplanned meetings and discussions with mentor	4
Emotional and Practical Support	Mentors should assist with emotional well-being, non-academic concerns, and adaptation of teachers	4
Mentorship Planning & Orientation	Induction program should include mentorship planning and guidance documents	3
Peer/ Buddy System	Colleagues can also contribute to formal mentoring	3
Multiple Mentors for Specific Areas	Having mentors specialized in teaching, testing, and administrative tasks instead of having one mentor responsible for everything	3

Having a mentor during the first year in a new institution is considered vital for instructors, as it provides essential support and guidance across a wide range of areas. Participants emphasized that mentors should not only be experienced but also demonstrate strong communication skills. They also highlighted the value of reciprocal observations between the mentor and the new instructor, accompanied by pre-planned meetings and structured feedback sessions. In addition, mentorship arrangements were suggested to be incorporated into the orientation process, ensuring that guidance begins at the outset. Some participants further recommended establishing a peer support system or assigning multiple mentors with expertise in different areas, such as unit-specific responsibilities or administrative procedures. Overall, the findings indicate that mentors are perceived as crucial in facilitating both professional adaptation and addressing academic as well as non-academic concerns. The following excerpts from the interviews provide verbatim accounts of participants' responses, allowing their authentic voices and perspectives to be represented directly.

> …a mentor should be included in an induction program for observing your lessons giving feedback to you or maybe you can go and observe his or her listen to umm maybe it could be good (P4)

> …three different mentors. I am in the proof department of the university, so I have a proof mentor, and I made the adjustments in the exams, and my mentor checks them and the second mentor is in the testing department. We just designed the format of the exams, and she is my mentor. She checked my work, and then I have a teaching mentor, and we haven't done it yet, but we planned our observation times I will observe her twice, let's say twice in a term, and then she will observe me in return. (P5)

> …teachers can work with a colleague let's say buddies or peer work maybe it's better because they they have similar experiences and they can learn from each other but when we have a mentor generally it's like a supervisor so the the novice teacher uh let's say can expect being supervised or getting help so maybe maybe they can feel more comfortable because they know that they they have someone to help them whenever they need (P11)

…every teacher has got a different style of teaching everybody's uh are learning everybody's learning the same approaches methods the theories but in practical way the mentor should give uh a wide variety of practice skills practicing skills in the classroom to implement because it must be rich that's the power of the orientation. (P14)

…I think it is very beneficial and it is necessary to have a mentoring part and nowadays it is very common in institutions to match the new teacher with an experienced mentor so they work together and they try to adapt each other for the teaching process it is very useful beneficial I think it must be conducted uh in the institutions so because uh it is very useful for uh sharing experiences with young teachers this reduces isolation and also it helps building confidence for the new teacher instructor maybe and also uh it helps the new teacher to ask whatever comes into his or her mind to the matter they can get the necessary information or advice easily so it is necessary and useful. (P17)

4.2.2.7 Enhancing Core Instructional Skills and Pedagogical Content Knowledge

The interview question above was designed to elicit insights into the essential topics that should be included in the teaching-learning part of an induction program. These codes and subthemes will be used to develop the intended program.

Table 4.28

The suggestions for the teaching-learning part of an induction program

Subtheme	Code (Suggestion)	Frequency(N)
Curriculum and Syllabus Explanation	Detailed introduction to curriculum, syllabus structure, and pacing	9
Assessment and Evaluation Clarity	Information on quizzes, midterms, writing/speaking criteria, assessment format	7
Teaching Methods and Strategies	Information about adult learning, learner differences, instructional techniques	6
Access and Use of Materials	Guidance for accessing, adapting, and use of textbooks, and other course materials	5
Classroom and Technological Tools	Use of equipment, platforms, and digital resources in the classroom	4
Lesson Planning and Observation	Opportunities to observe classes and build lesson plans based on context	4

Table 4.28 (Continued) *The suggestions for the teaching-learning part of an induction program*

Collaboration about preparing materials or curriculum	Team-based curriculum/material preparation and sharing of experiences	4
Department-Specific Awareness	Adapting materials and methods to different departments and students' needs	4
Professional Resources and Certification	Access to further development tools and optional certifications	3

Teaching in a new institution requires instructors to become familiar with institutional systems and their implementation. Participants emphasized that the teaching-learning component of an induction program should cover areas such as curriculum, syllabus design, exams, assessment criteria and formats, the use of materials, digital platforms, available resources, and teaching strategies, including approaches related to adult learning and learner diversity. Since these aspects often vary across institutions, each was identified as a crucial element of the induction process. In addition, participants highlighted the importance of addressing learners' needs and adapting instructional materials accordingly. They also expressed interest in optional certificated training opportunities and greater access to tools for ongoing professional development. Moreover, some participants mentioned the departmental courses and the need for getting help on how to teach, what to teach, and how to assess in these courses. The following excerpts from the interviews provide verbatim accounts of participants' responses, allowing their authentic voices and perspectives to be represented directly.

> …we also need a very strict concrete instruction for how to implement it in class we can learn about adult learning right because at the school we don't actually have this kind of lessons we have the young learners but not the adults exactly and you know this leads to sort of a problem because our teacher our students think they are adults actually they are just young adults yeah and they think they find some activities childish especially in the course book (P2)

> …giving information about the curriculum about the materials, but the teacher should engage with the curriculum and the books, so we need some uh office hours to do it (P3)

> …novice teachers can be explained about different teaching skills and addressing to learners with different backgrounds, because at universities, we have students

from different backgrounds, so addressing different learning styles is important, and having knowledge about this is important. Teaching methods and techniques, providing different materials for different students and and any information about this is important.(P8)

…materials syllabus curriculum or the assessment etc when you start in a new institution what kind of information should be included better use of all of these are I think necessary because when you start a new university or new institution maybe those levels change, your settings change and this changes everything I think because materials change accordingly the evaluation process changes. (P9)

…departments should be taken into consideration, you should consider the students' needs for that department, for that specific let's say student group, so I think we need to get an idea about what to teach or how to teach it, like what materials could be. So an observation in the departments would also be important to get a sense of the needs of the students, and also what materials or lesson plans we should use. Because, as I know, it's different from the prep school students, so you have to create your own lesson plan, as I know, or your interiors, or maybe your exams you have textbooks, but you have to prepare the exams, etcetera so it would be really helpful to get more detailed information and maybe classroom observation (P15)

4.2.2.8 The Role of Structured Observation and Formative Feedback in Instructional Improvement

The interview question above was designed to elicit insights into the essential topics that should be included in the observation part of an induction program. These codes and subthemes will be used to develop the intended program.

Table 4.29

The suggestions for the observation part of an induction program

Subtheme	Code (Observation Strategy)	Frequency(N)
Observing Experienced Teachers	New teachers observing experienced teachers' classes to learn teaching practices	7
Mentor Observations	Experienced mentors observing new teachers and providing feedback	5
Non-Evaluative Approach	Conducting observations in a non-judgmental, supportive manner	4
Feedback and Reflection	Providing feedback and encouraging self-reflection after observations	4
Ongoing Observation Process	Multiple observation sessions spread over time (not one-off)	4
Clear Observation Focus	Having clear objectives and focus areas for observations	3
Voluntary Observations	Making classroom observations voluntary for teachers	2

Reciprocal classroom observations emerged as a recurring theme in the interviews. Participants emphasized the value of both observing mentors or experienced colleagues and being observed by them. They highlighted the importance of a supportive and non-judgmental approach during observations, with clearly defined objectives and focus areas. Rather than a single observation, instructors expressed a preference for multiple sessions conducted over time, as this allows for continuous development. They also underscored the role of constructive feedback and opportunities for self-reflection as integral elements of the observation process. The following excerpts from the interviews provide verbatim accounts of participants' responses, allowing their authentic voices and perspectives to be represented directly.

…you can observe your mentor or your mentor can observe your lessons and let's say if you are a novice teacher you can have some parts related to how to teach and how to learn et cetera and the last one is generally related to professional development so in an ideal way it should be at least one semester or one year long it can be longer what kind of things we need to observe and then also our purpose is very important here without any kind of aim without any kind of purpose so we are observing for what so we need to have some certain instructions we are observing the teachers to see how they manage the class and how they teach the subject. (P11)

…it could be written feedback, or it could be like an interview, asking for self-reflection from me; they could ask me to self-reflect. (P15)

…the new teacher can observe the experienced teacher they can observe the experienced teachers classes to get some information or maybe some practice about how to teach university students how to use the classroom materials the teaching materials how to use the technological gadgets in the classroom and how to build a relationship and how to interact with the students with the university students so it is necessary to observe the classes or an experienced mature for a while and then maybe the new teacher can try the process can teach one or two classes and observer the mentor or the experienced teacher can observe the new teacher and also after that they can share their opinions ideas and the mentor can give some suggestions and also the mentor can want the new teacher to write a reflection about it because reflection makes it easier to think about our teaching process after them teaching process if they reflect on that we can think critically so we can see our strengths and weaknesses as a teacher and then they can share their maybe comments about each other it builds a good connection between the mentor and the new teacher (P17)

…it may cause some kind of stress on the teachers, yeah, the teacher thinks that the observation process will be judgmental, which is so normal, so maybe we can find out some uh alternative practices because the purpose is to get to know the teachers, and at the same time, we should help them feel more comfortable (P19)

4.2.2.9 Designing Strategic Professional Development for Instructor Career Growth and Specialization

The interview question above was designed to elicit insights into the essential topics that should be included in the professional development part of an induction program. These codes and subthemes will be used to develop the intended program.

Table 4.30

The suggestions for the professional development part of an induction program

Subtheme	Code (Suggestion)	Frequency(N)
Continuous and Regular Training	Professional development should be regular	10
Workshops and Conferences	Participation in workshops, seminars, and conferences	9
Integration of Technology and AI	Training on educational technology and artificial intelligence tools	8
Supportive and Diverse Delivery Modes	Use of archives, asynchronous access, and certificates to enhance participation	6
Peer Collaboration and Knowledge, Experience Sharing	Opportunities to share research, resources, and best practices	6
Customized Training Topics	Content-specific trainings such as assessment, methodology, materials, classroom management	5
Flexible and Individualized Offerings	Adapt to instructors' schedules, fields, and interests	5
Psychological and Emotional Support	Inclusion of professionals (e.g., psychologists) to address burnout and well-being	4
Hands-On and Observational Learning	Learning through classroom observation and experience-based shadowing	4
Alignment with Institutional Units	Collaboration with Professional Development Units (PDUs)	4

The professional development component of an induction program differs from other elements because of its ongoing and evolving nature. While orientation, observation, and mentoring are usually central to the first year in a new institution, professional development continues across an instructor's entire career. Its scope shifts in response to teachers' changing needs and the continuous developments in education, pedagogy, and technology.

Participants highlighted that professional development should not be seen as a one-time event but rather as a continuous and structured process. They expressed enthusiasm for opportunities to share experiences and learn from colleagues through activities such as seminars, conferences, and workshops. Particular emphasis was placed on training in educational technologies, the use of AI tools, and subject-specific professional development. In addition, participants valued collaboration through peer observations and the exchange of research, resources, and practices, all of which were considered important for sustaining growth and improving practice. The following excerpts from the interviews provide verbatim

accounts of participants' responses, allowing their authentic voices and perspectives to be represented directly.

> …it would be regular, not just once or twice or three times, and we can learn about the new approaches, new styles, new books, the use of technology and AI because we really need to update ourselves professionally (P2)

> …They have specific training for the teachers, and during the lunch breaks of teachers, they provide some professional development courses in service training, like artificial intelligence. (P5)

> …at some universities, the course providers sometimes provide professional development courses. I think we need professional development courses all the time, because every day, technology is improving, and improvements in technology in education are also rapid, and students' needs are changing every day with the changes in technology and other things. So I think we need professional development all the time. For example, nowadays, artificial intelligence is at the center of education, but we are not. We don't have much information about the implications of artificial intelligence in education. It can be good to have this kind of professional development like that. Every day, customs are changing, so it's important to have professional development all the time. (P8)

> …you can voluntarily take a training course and about classroom management, material design or classroom lesson planning ETC. so these kinds of training I think should be given to should be given to all the teachers actually. (P15)

> …they can have some again training or workshops about classroom management, assessment techniques, language teaching methodologies, or new trends in educational technology, and participating in that kind of continued professional growth helps instructors to improve themselves all the time and stay up to date with the best practices. (P17)

4.2.2.10 Overall Instructor Recommendations for the Holistic Design of a Comprehensive Induction Program

The questions for instructors were designed to elicit their previous experiences regarding participation in induction programs and their suggestions for improvement. On the other hand, the questions for administrators aimed to explore their views on the usefulness of an induction program, their responsibilities in conducting such a program for newly hired instructors, the most essential features of an effective program, and their further suggestions.

Table 4.31

The suggestions for an induction program

Subtheme	Code (Suggestion)	Frequency(N)
Duration and Structure of Program	Extend induction duration (1 year or more), include phased delivery	9
Flexibility and Customization	Adapt the program based on teachers' needs, experience, and departments	8
Support and Belonging	Include emotional support systems and foster belonging	7
Continuous Feedback and Development	Gather regular feedback and revise induction accordingly	6
Welcoming and Integration Practices	Official welcoming messages, meetings, and social activities	6
Minimized Workload at Onset	Reduce extra duties in early phases for adjustment	6
Institutional Support and Resources	Clear documentation, access to materials, and technical support	6
Collaboration and Peer Sharing	Encourage team activities, shared experiences, and collaboration	5
Monitoring and Follow-Up	Ongoing check-ins and tracking of implementation	5
Professional Recognition	Acknowledge teachers with awards or ceremonies	3

The suggestions for designing a comprehensive induction program were shaped by participants' prior experiences, including both instances where induction was provided and cases where it was absent. For those who had participated in an induction process, reflections highlighted effective practices as well as areas that required improvement. Conversely, participants without such experiences pointed to the challenges they faced in navigating their roles independently. Drawing on these varied perspectives, the interviews revealed recurring themes concerning the structure and duration of induction programs. In particular, participants emphasized that such programs should be tailored to instructors' needs, professional backgrounds, and departmental contexts. They also recommended that induction

remain dynamic and responsive to ongoing feedback. Key priorities included structured welcoming procedures, institutional and technical support, and the provision of written materials for sustained guidance. In addition, collegial and emotional support, reduced workload during initial employment, professional recognition through awards, and continuous monitoring were identified as crucial elements. Overall, participants advocated for induction programs that are extended, evolving, supportive, and collaborative in nature. The following excerpts from the interviews provide verbatim accounts of participants' responses, allowing their authentic voices and perspectives to be represented directly.

> …I think there should be some emotional support system, emotional involvement of the instructors is neglected, but we are in a kind of emotional crisis. (P5)

> ...It should be flexible to meet the needs of different types of new teachers, and also it should be improved, I think, because if you ask feedback every time, and you need to evaluate the feedback collected, and then you redesign your orientation or induction program, of course, not every year, maybe in two years. You cannot change it anytime you hire a new teacher, but you can change it year by year or every two years, etc, maybe when it is necessary. Giving information is one part, but checking whether they are they need the teacher to understand it or not. (P6)

> …if they build good communication and get on well, they share anything they share everything; they are open to new ideas, so that's why it put it produces good results, so psychology is very important, so we should consider it student psychology, novice teacher psychology, and mental psychology. (P11)

> …it could be more regular and maybe it could be not just for a term or a year maybe it could be more longer than used because even though we get used to the program or the whatever where we started we still need some questions to answer then we still have different kind of needs during the way so the mentors should stay more longer than they do right now. (P16)

> …induction programs are really useful and they are necessary especially to make the teachers familiar with the curriculum with the profiles of the students and also

> to make them familiar with the administrative staff and also the other colleagues so they will not feel themselves maybe isolated alone and they will feel themselves belonged to the institution so they can be more motivated. (P17)

The interview questions were structured to obtain detailed perspectives from both English instructors and administrators regarding the challenges faced by instructors in their first year at a new School of Foreign Languages (SFL), the strategies they employed to address these challenges, and their professional needs. Participants were also asked to reflect on their prior experiences with induction programs, highlighting the most effective aspects as well as areas that required improvement. In addition, they were invited to provide input on what should be incorporated into each component of an induction program, namely orientation, support, mentoring, teaching-learning, observation, and professional development. Finally, they shared further recommendations for creating a comprehensive induction program. The results closely aligned with the quantitative and qualitative findings of the needs analysis questionnaire. However, the interviews offered richer details for each component. These insights, combined with the questionnaire findings, will form the foundation for designing an induction program for EFL instructors working in SFLs at Turkish state universities.

4.3. Joint Analysis of the Quantitative and Qualitative Findings of the Needs Analysis Questionnaire

The following figures illustrate the most highly rated and coded items in the Needs Analysis to identify similarities between quantitative and qualitative data.

Table 4.32

The items related to orientation and the clarity of the institution

Quantitative Data	Percentage	Qualitative Data	Number of mentions
Duties and responsibilities	91.3%	Institutional Adaptation	66
Rules and regulations	86.5%	Orientation and System Clarity	58
School policies	85%	System knowledge	50
Faculty and staff Members	68.8%	Orientation and Induction	47

The table above clearly demonstrates that instructors require structured guidance on expectations and operations, as it highlights the importance of information about duties, rules, policies, etc. Therefore, institutional orientation must be at the core of the induction program.

Table 4.33

The mentorship and ongoing guidance

Quantitative Data	Percentage	Qualitative Data	Number of mentions
Professional support	82.7%	Emotional & Professional Support	43
Support from SFL administration	75.5%	Emotional and Collegial Support	42
Support from mentors	63%	Social and Peer Support	34
Mentor as counselor (provide information and materials)	56.3%	Mentorship and Guidance	33
		Administrative & Peer Support	33
		Ongoing support	27

There is a clear agreement on the necessity of professional and emotional support not only from mentors but also from colleagues and administrators, since these concepts were rated very important by more than 50% of the participants and coded many times in the open-ended questions and narrative part of the Needs Analysis. As a result, the induction program must include structured, responsive, and ongoing support from peers, mentors, and administrators recurrently.

Table 4.34

The emotional support

Quantitative Data	Percentage	Qualitative Data	Number of mentions
Emotional support	38%	Emotional and collegial support	42
		Anxiety and isolation	39
		Emotional readiness	25

Although emotional support was underrated in the Needs Analysis, it emerges strongly in the qualitative part. As a result, activities that boost emotional well-being and social integration should be embedded in the induction.

Table 4.35

Curriculum, assessment, and teaching

Quantitative Data	Percentage	Qualitative Data	Number of mentions
Assessment, grading, and evaluation	76.9%	Curriculum and assessment	28
Goals and objectives	74.5%	Classroom management	25
Syllabus	65.9%	Classroom challenges	35
Coursebooks	64.9%		

Both quantitative and qualitative data indicate that teaching-related guidance must be hands-on and practical; moreover, lesson planning support, assessment workshops, and demo sessions can also assist teachers.

Table 4.36

Technology and administrative tools

Quantitative Data	Percentage	Qualitative Data	Number of mentions
Improving technological knowledge	64.4%	Technology and Tools	18
		Technology difficulties	30

Technology-related support system items (especially under mentoring and professional development categories) were moderately important Institutional systems (e.g., OBS (Student Information System), LMS (Learning Management System), educational technologies, and institutional software should be in training sessions early in the induction.

Table 4.37

Professional Development and Well-being

Quantitative Data	Percentage	Qualitative Data	Number of mentions
All professional development-related items	Above 55%	Workshops and professional development	31
Preventing burnout	74.5%		
Job satisfaction	71%		
Promoting well-being (emotional, mental, etc.)	70.2 %		

A sustainable and personalized professional development track that addresses both pedagogical and emotional growth is essential for EFL instructors in SFL.

Table 4.38

Observation and feedback

Quantitative Data	Percentage	Qualitative Data	Number of mentions
Post-observation discussion	68.3%	Class observations	25
Clear aims of observation	61.8%		
The type of observation (training, developmental, assessment, data collection, peer)	55.1%		
All logistic details (time and length of the observation	51.4%		

Structured observation, including feedback and reflection, should be integrated into the induction program as early term or mid-semester activity.

With the participation of 208 English instructors from SFLs in different state universities in Türkiye, the triangulated analysis of quantitative and qualitative data of the Needs Analysis Questionnaire proposes six essential parts for a comprehensive induction program. These parts are *institutional adaptation*, including rules, policies, responsibilities, system

knowledge, and orientation; *emotional and professional support* (from colleagues, administrators); *guidance for teaching and system* (materials, syllabus, curriculum, grading, evaluation, and assessment); *technology-related support* (digital tools in the classrooms, online systems)*; observation (newly started instructor, peer or mentor); professional development* (decreasing burnout, increasing job satisfaction and well-being). All these issues will be included in the intended induction program to meet the needs of instructors and make their first year in a new institution smoother.

4.4 The Comparison of Quantitative and Qualitative Findings in the Needs Analysis Questionnaire and Interviews

The final part of the findings section is dedicated to the joint displays of quantitative and qualitative findings in the needs analysis questionnaire and interviews. The quantitative and qualitative data collection and analysis are arrayed side by side to be interpreted, compared, and integrated in a mixed methods study (Creswell & Creswell, 2018). Therefore, the following tables illustrate the interpretation, comparison, and integration of the findings in the previous parts.

Table 4.39

The comparison of quantitative and qualitative findings of the orientation part of an induction program

	Orientation
Quantitative findings (NA*)	duties and responsibilities, rules and regulations, school policies, faculty and staff Members, facilities (library, dining hall, etc.), school environment (location, transportation)
Qualitative findings (NA*)	Localized Content **(**Adapted to institutional needs), Orientation Seminars **(**System explanations, institutional Overview), System Understanding **(**Rules, workflow, assessment)
Qualitative findings (INT*)	Awareness of student and curriculum Comprehension of curriculum, objectives, assessment system, and student profile Observation Opportunities Observation of experienced teachers or mentors Introduction of Institution Overview of school's mission, policies, rules, structure Orientation of Administrative and Technical Systems Familiarizing with campus and facilities Distribution of Resources and Materials Training on institutional systems (attendance, email, LMS, etc.) Introducing physical environment (buildings, library, classrooms etc.)

**NA: The Needs Analysis Questionnaire*

**INT: Interviews*

Table 4.39 presents the integration of quantitative and qualitative findings related to the orientation component of the induction program. In the quantitative strand, participants identified several orientation-related items as "very important," including clarity on instructors' responsibilities, familiarity with school facilities and environment, and awareness of institutional rules and systems. The qualitative data from the needs analysis questionnaire aligned closely with these results, emphasizing the need for clear explanations regarding institutional procedures, workflow, regulations, and assessment systems. Likewise, interview findings reinforced these points while providing further depth by highlighting the importance of understanding the curriculum, learning objectives, assessment practices, and student profiles. Participants also underscored the value of observation opportunities and support with online systems such as institutional email and learning management systems (LMS). Taken together, the joint display demonstrates a strong convergence between quantitative and qualitative findings, with the interview data offering richer subthemes that extend and deepen the orientation component of the induction program.

Table 4.40

The comparison of quantitative and qualitative findings of the support part of an induction program

	Support
Quantitative findings (NA)	Professional support, support from SFL administration, support from mentors, follow-up and ongoing support after induction, support from colleagues
Qualitative findings (NA)	Ongoing Support **(**Workshops, mentoring continuity), Transparent Communication **(**Honest Q&A, clear tasks), Builds Sense of Belonging **(**Integration and collaboration), Social and Peer Support **(**Collegial support, open discussions), Emotional and Professional support (feeling safe, receiving guidance), administrative and peer support (supportive leadership, team communication)
Qualitative findings (INT)	Administrative and Institutional Support (Clear explanations about systems, processes, permissions etc. from admins), Emotional Support **(**Helping teachers to feel heard, understood, and safe), Collegial Support **(**Sharing experiences and materials among instructors), Assigning some instructors for guidance (Support units or coordinators can be designated for help), Standardized Written Materials **(**Providing consistent, accessible written guidance), Technical Support **(**Guidance for digital systems, platforms, and emails)

Table 4.40 illustrates the integration of quantitative and qualitative findings concerning the support component of the induction program. In the quantitative strand, participants rated several items as "very important," particularly professional support, administrative and collegial support, and ongoing follow-up mechanisms. The qualitative data from the needs analysis questionnaire reinforced these results by emphasizing administrative and peer support, professional assistance, and continuity of support. Participants further highlighted the importance of emotional support and fostering a sense of belonging. Similarly, interview findings deepened these insights, stressing the value of written materials, technical assistance, designated instructors for guidance, and institutional support structures. Taken together, the joint display reveals a strong convergence between quantitative and qualitative findings, with the interview data offering nuanced subthemes that enrich and extend the support component of the induction program.

Table 4.41

The comparison of quantitative and qualitative findings of the mentoring part of an induction program

	Mentoring
Quantitative findings (NA)	supervisor (carry-out work-based advice and guidance on a one-to-one basis), facilitator (provide workplace induction), supporter for information technologies (e.g. online platforms), coach (facilitating opportunities for learning for individual groups), supporter for designing and managing learning, role model
Qualitative findings (NA)	Ongoing, responsive mentorship, mentoring continuity, Regular meetings, experienced guidance
Qualitative findings (INT)	Mentorship Structure novice or new teacher (A mentor should be assigned to each novice or new teacher), Qualifications of Mentor (Mentors should have experience, trainings, and communicative skills, Observation and Feedback (Mentors should observe classes and provide constructive feedback), Reciprocal Observation (Both novice teacher and mentor observe each other's lessons), Regular Meetings with Mentor (Preplanned meetings and discussions with mentor), Emotional and Practical Support (Mentors should assist with emotional well-being, non-academic concerns, and adaptation of teachers

Table 4.41 presents the integration of quantitative and qualitative findings regarding the mentoring component of the induction program. In the quantitative strand, participants highlighted several mentoring-related items as "important," identifying key roles for mentors

such as supervisor, facilitator, coach, supporter for information technologies, guide for designing and managing learning, and role model. The qualitative findings from the needs analysis questionnaire aligned closely with these results, emphasizing the importance of ongoing and responsive mentorship supported by experienced guidance and regular meetings. Similarly, the interview data reinforced these points while adding further depth, stressing the necessity of assigning mentors to new instructors who possess relevant experience and effective communication skills. Participants also underlined the value of reciprocal observations, constructive feedback, regular interactions, and comprehensive support that addresses orientation as well as emotional, academic, and non-academic concerns.

Table 4.42

The comparison of quantitative and qualitative findings of the teaching-learning part of an induction program

	Teaching-learning
Quantitative findings (NA)	assessment, grading, and evaluation, goals and objectives, syllabus, coursebooks, understanding and implementing curriculum, assignments, supportive materials, testing unit, material development unit, teaching hours, professional development unit, curriculum unit, prep school courses
Qualitative findings (NA)	Curriculum and Assessment (Syllabus, materials, lesson planning, assessment), Classroom Management (Time management, discipline, lesson pacing), Technology and Tools (Smartboards, platforms, technical guidance), Understanding Student Profile (Language levels, diverse motivations, needs), Materials and Technology **(**Syllabus, classroom tools), Teaching Practice **(**Techniques, classroom strategies), Classroom Challenges (Management, planning, adapting)
Qualitative findings (INT)	Curriculum and Syllabus Explanation (Detailed introduction to curriculum, syllabus structure, and pacing), Assessment and Evaluation Clarity (Information on quizzes, midterms, writing/speaking criteria, assessment format), Teaching Methods and Strategies (Information about adult learning, learner differences, instructional techniques), Access and Use of Materials (Guidance for accessing, adapting, and use of textbooks, and other course materials), Classroom and Technological Tools (Use of equipment, platforms, andigital resources in the classroom)

Table 4.42 presents the integration of quantitative and qualitative findings regarding the teaching–learning component of the induction program. In the quantitative strand, participants rated several items as “very important,” particularly those related to how to teach

and what to teach (such as learning goals and objectives, curriculum, materials, syllabus, and coursebooks) and how to assess (including grading, assessment, assignments, and testing practices). The qualitative data from the needs analysis questionnaire were consistent with these results, further emphasizing the importance of these elements. Participants additionally highlighted issues such as classroom management, understanding student profiles, the use of technological tools, teaching practices, and challenges specific to the classroom context. Interview findings reinforced these points while adding further detail, particularly regarding how instructors can access, adapt, and implement instructional resources. Participants also drew attention to strategies for addressing the needs of adult learners and students with diverse educational backgrounds, underscoring the need for flexibility and responsiveness in teaching practices.

Table 4.43

The comparison of quantitative and qualitative findings of the observation part of an induction program

	Observation
Quantitative findings (NA)	Post-observation discussion, Specific aims of the observation, The type of observation (training, developmental, assessment, data collection, peer), All logistic details (time and length of the observation)
Qualitative findings (NA)	Observation Opportunities (Demo lessons, peer observations), Class Observations (Learning by example)
Qualitative findings (INT)	Opportunities for observation (Having chance to observe experienced instructor or mentors), Observation Opportunities (Observation of experienced teachers or mentors) Observing Experienced Teachers (New teachers observing experienced teachers' classes to learn teaching practices, Mentor Observations (Experienced mentors observing new teachers and providing feedback), Non-Evaluative Approach (Conducting observations in a non-judgmental, supportive manner), Feedback and Reflection (Providing feedback and encouraging self-reflection after observations), Ongoing Observation Process (Multiple observation sessions spread over time (not one-off)), Clear Observation Focus (Having clear objectives and focus areas for observations), Voluntary Observations (Making classroom observations voluntary for teachers),

Table 4.43 integrates the quantitative and qualitative findings concerning the observation component of the induction program. In the quantitative strand, participants rated several observation-related aspects as "very important," including the type and purpose of

observation, logistical details, and post-observation discussions. The qualitative findings from the needs analysis questionnaire supported these results, particularly emphasizing the value of peer observations, opportunities to observe experienced teachers or mentors, and participation in demonstration lessons. Similarly, interview data reinforced these themes while providing further depth by highlighting the significance of reciprocal observations (involving new teachers, mentors, experienced colleagues, or peers), the importance of feedback that is constructive and supportive, and the need for clear focus and explicit objectives during observation sessions. Participants also stressed the value of structured follow-up that encourages reflection and self-assessment. Together, these findings underscore that observation is not only a logistical process but also a developmental practice requiring supportive feedback and opportunities for critical reflection.

Table 4.44

The comparison of quantitative and qualitative findings of the professional development part of an induction program

	Professional development
Quantitative findings (NA)	Preventing burn-out, Promoting job satisfaction, Promoting well-being (emotional, mental, etc.), Improving technological, pedagogical, and content knowledge, Having a professional development unit in your department, Attending seminars, workshops, in-service trainings
Qualitative findings (NA)	Workshops & PD (PD coordinator, demo lessons), Workshops **(**Practical, interactive PD activities),
Qualitative findings (INT)	Continuous and Regular Training **(**Professional development should be regular), Workshops and Conferences **(**Participation in workshops,seminars, and conferences), Integration of Technology and AI **(**Training on educational technology and artificial intelligence tools), Supportive and Diverse Delivery Modes (Use of archives, asynchronous access, and certificates to enhance participation), Peer Collaboration and Knowledge, Experience Sharing **(**Opportunities to share research, resources, and best practices, Customized Training Topics (Content-specific trainings such as assessment, methodology, materials, classroom management), Flexible and Individualized Offerings (Adapt to instructors' schedules, fields, and interests), Psychological and Emotional Support (Inclusion of professionals (e.g., psychologists) to address burnout and well-being), Hands-On and Observational Learning (Learning through classroom observation and experience-based shadowing), Alignment with Institutional Units (Collaboration with Professional Development Units (PDUs))

Table 4.44 presents the integration of quantitative and qualitative findings regarding the professional development component of the induction program. In the quantitative strand, participants identified several aspects of professional development as "very important," including participation in conferences and training sessions, the development of pedagogical and technological knowledge, enhancement of job satisfaction, and reduction of burnout. The qualitative findings from the needs analysis questionnaire were largely consistent with these results, with participants emphasizing the need for practical and interactive professional development activities. Interview data reinforced these points while offering additional depth, highlighting the importance of continuity and regularity in professional development, the integration of artificial intelligence and other technological innovations, varied delivery modes of training, and content-specific opportunities. Participants also stressed the value of academic and non-academic support, certification for attendance, and experiential learning opportunities. Collectively, these findings illustrate that professional development is not only expected to be continuous and systematic but also responsive to evolving educational and technological demands.

The analysis of the quantitative and qualitative findings of the needs analysis questionnaire and interviews in terms of each component of an induction program provided complementary insights for a comprehensive induction program. Therefore, these analyses will shed light on developing a comprehensive and context-sensitive induction program for EFL instructors in Turkish SFLs.

5 CONCLUSION, DISCUSSION, AND SUGGESTION

5.1 Conclusion

The primary aim of this study was to design an induction program for EFL instructors working in Turkish Schools of Foreign Languages (SFLs). For this purpose, a needs analysis questionnaire, prepared by the researcher, and interview protocols were employed as the main instruments of data collection. Both quantitative and qualitative findings were systematically integrated in shaping the program, while previous studies and theses produced between 2000 and 2025 were reviewed to provide further support for the design process.

The needs analysis instrument combined Likert-scale questions—ranging from 1: not important, 2: important, to 3: very important—with open-ended questions and narrative frame prompts in order to capture a holistic understanding of instructors' needs. A total of 208 EFL instructors completed the questionnaire, of whom 20 also participated in follow-up interviews. These participants represented a wide spectrum of variables, including age, gender, educational background, teaching experience, institutional type (state, private, and MoNE schools), administrative roles, and regional distribution across Türkiye. The representativeness of the sample (N = 208) was strengthened by its alignment with the population of EFL instructors working in Turkish SFLs (N = 4351) in 2024 (YÖK, 2025)

The needs analysis initially identified six components: orientation, support, mentoring, observation, teaching–learning, and professional development. In the final version of the induction program, the "teaching–learning" component was reframed as pedagogical practices to better capture its scope, and an additional component, sustainability and follow-up**,** was introduced to ensure the program's continuity. Beyond the questionnaire data, interviews yielded valuable insights into instructors lived experiences, the challenges they encountered during their early years in SFLs, and their expectations from a structured induction process.

Findings consistently highlighted that most EFL instructors across SFLs had not been provided with a comprehensive induction during their initial years, underscoring the urgent need for such a framework. This program, therefore, was primarily constructed on the

empirical evidence of the present study, enriched by insights from the literature of the last 25 years.

It must be noted that this study was limited to the program design phase. Due to time constraints, the implementation and systematic evaluation of the induction program could not be undertaken. Nevertheless, to enhance the rigor of the design, the preliminary draft was reviewed by four experts with relevant academic and professional expertise. Their feedback was incorporated into the final version of the program. Accordingly, the induction program now reflects a synthesis of empirical findings, theoretical foundations, and expert validation.

5.2 Discussion

The present study was undertaken to design a comprehensive induction program for EFL instructors working in SFLs at Turkish state universities. Data were collected through a needs analysis questionnaire and semi-structured interviews, both of which provided rich insights into the challenges, strategies, and professional needs of instructors in their first year at these institutions. Given that no standardized induction program is currently available for this group, the findings of this study are expected to contribute to the development of systematic and context-sensitive support structures for novice and newly appointed instructors.

5.2.1 Comparative analysis of the present study and recent theses on teacher induction

In the discussion chapter, the results of this research are interpreted considering previous but closely related studies on teacher induction. Drawing on both national and international examples, the analysis seeks to highlight points of convergence as well as divergence, thereby situating the present study within the broader field and clarifying its unique contribution to the professional development of EFL instructors in higher education. Therefore, this first part of the discussion is dedicated to seven master's and PhD theses.

Table 5.1

The comparison of the present study and current studies on the induction program

Author	Year	Scope	Aim of the study	Findings
The present study	2025	Turkish state universities (SFLs)	Identification of the challenges, overcoming strategies, and needs of EFL instructors in SFLs and developing an induction program	Instructors highlighted the need for orientation, mentoring, observation, feedback, ongoing professional development, support, and evaluation
PhD Thesis (Akkaş)	2022	Comparative: state vs foundation SFLs (Ankara)		A year-long induction program implemented in a foundation university had positive and motivating effect on instructors and other participants in a state university who did not receive any induction program felt isolated and frustrated.
PhD Thesis (English)	2021	International school (K–12, Bangkok)	Participatory action research to build a phased induction program from hiring to end of the year to develop readiness, belonging, and cultural awareness	Three-phase model of induction which develops belonging, cultural awareness, and readiness
PhD Thesis (Coşgun)	2020	Foundation university SFL; non-novice teachers and mentors	Impact of an induction program on instructors' emotions, perceptions, and teaching practices	The positive effects of induction program on emotions and teaching practices, provide guidance for more effective comprehensive induction.
Master's Thesis (Çemç)	2020	MoNE state schools (K–12); 203 novices	Evaluation of the candidate teacher induction program by MoNe and identification of how to meet their needs better	Need for practical and subject specific supports, weak mentoring and feedback, general dissatisfaction, too general and bureaucratic seminars
Master's Thesis (Takkaç)	2013	SFL (state university); 11 lecturers	Exploration of challenges, perceptions, and priorities during into higher education teaching	The need for orientation and mentoring, novice teachers showed strong motivation to teach, and they should not rely on trial-and-error.
PhD Thesis (Kessels)	2010	Netherlands; interview & survey studies	Determining the influences of induction programs on well-being and professional development of beginning teachers	Mapping the influential induction elements, matching these elements with well-being and profession growth.

The theses summarized in Table 5.1 examined induction programs from diverse contexts and with different emphases. Collectively, they provide valuable points of reference for the present study, as they illustrate how induction has been addressed in both national and international settings. Positioning the findings of this research alongside these works makes it possible to identify areas of overlap, divergence, and extension. In the sections that follow, the comparison between the present study and earlier research is organized according to the main components of an induction program.

5.2.1.1 Orientation

The participants in the present study strongly emphasized the need for a clear orientation covering the institutional system and expectations, policies and rules, responsibilities, and practical information such as curriculum, materials, and technological resources. This finding is consistent with Akkaş's (2022) doctoral research, which showed that instructors in a state university who did not receive any orientation experienced confusion and frustration, whereas those in a foundation university who participated in a structured program adapted more smoothly to their new environment. Similarly, English (2021) argued that orientation should go beyond logistical issues and include elements of cultural immersion, which he found particularly valuable for international school settings. In the same vein, Coşgun (2020) recommended a detailed orientation process focusing on institutional policies and teaching criteria, highlighting the role of clarity in facilitating effective teaching practices. By contrast, Çemç's (2020) study of novice EFL teachers in MoNE schools revealed that the orientation provided there was perceived as overly bureaucratic and generic, failing to meet teachers' practical needs. Earlier research by Takkaç (2013) also underscored that novice instructors expressed a strong desire for orientation to support their transition into higher education roles.

Taken together, these studies demonstrate that orientation is regarded as a critical component of any induction program, regardless of institutional or national context. While not all of the studies were situated in SFL environments, they nonetheless confirm the consistent demand among teachers for structured guidance when entering a new institution. Building on this evidence, the present study proposes the development of an orientation process specifically tailored to the systemic and institutional realities of SFLs in Turkish state universities (Appendix K, L).

5.2.1.2 Mentoring

The findings of the present study emphasized that participants expected mentors to provide both professional and emotional support. This result is in line with Akkaş's (2022) doctoral research, which showed that mentoring at a foundation university prevented teacher isolation through practices such as collaborative lesson planning and co-grading. Similarly, English (2021) highlighted the importance of mentoring grounded in equity and trust, recommending structures such as buddy teachers to foster inclusion and professional growth. Coşgun's (2020) research also confirmed that both mentees and mentors benefited professionally and personally from the mentoring process, although mentors reported challenges related to workload. In contrast, Çemç's (2020) study of novice EFL teachers in MoNE schools revealed that mentoring in that context was often perfunctory, with unmotivated mentors reducing the process to formalities. Earlier findings by Takkaç (2013) further underscored the necessity of mentoring, emphasizing that novice instructors should not be left to rely on trial-and-error in their early teaching experiences.

Taken together, these studies demonstrate that mentoring is consistently regarded as a core component of effective induction programs, regardless of institutional or national context. While not all were situated in SFL settings, they collectively confirm the widespread expectation that teachers, whether novice or newly appointed, require qualified and supportive mentors. Building on this evidence, the present study proposes the establishment of a mentoring process in Turkish SFLs that prioritizes formal training, sustainability, and the integration of professional as well as emotional guidance (Appendix K, L).

5.2.1.3 Observation

The participants in the present study highlighted the importance of observation and feedback for both adapting to a new institution and fostering professional growth. This finding is consistent with Akkaş's (2022) doctoral research, which demonstrated that observation practices positively influenced instructors' classroom management and assessment skills. In a similar way, English (2021) emphasized the value of continuous formative feedback as an integral part of induction. Coşgun's (2020) research also underscored the role of structured observation cycles that incorporate reflection and dialogue between mentors and mentees. In

contrast, Çemç's (2020) study of MoNE schools revealed that observations in that context were often perfunctory and lacked meaningful feedback, limiting their impact on teacher development.

Taken together, these studies illustrate that observation and feedback are consistently viewed as essential elements of effective induction programs, regardless of institutional or national context. While not all were conducted in SFL settings, they collectively confirm that both observing colleagues and being observed provide valuable opportunities for growth. Building on this evidence, the present study proposes the establishment of an observation process in Turkish SFLs that emphasizes structured and reflective observation cycles, supported by constructive feedback sessions aimed at professional improvement (Appendix K, L).

5.2.1.4 Professional development

Unlike other components of an induction program, professional development continues throughout a teacher's career. The findings of the present study highlighted participants' strong need for ongoing and collaborative opportunities for professional growth. This aligns with Akkaş's (2022) findings, which showed that collaborative professional development reduced instructors' sense of isolation. In a similar way, English (2021) emphasized teacher-driven and choice-based professional development supported by practical activities. Coşgun (2020) also recommended monthly peer-led workshops as a means of sustaining professional learning within institutions. Furthermore, Kessels (2010) drew attention to the close link between professional development opportunities and teachers' well-being as well as long-term professional growth. In contrast, Çemç (2020) reported that professional development seminars provided in the MoNE induction program were often lecture-based, generic, and disconnected from classroom realities.

Taken together, these studies underline that professional development is consistently considered an essential dimension of effective induction programs, regardless of institutional or national context. While not all were conducted in SFL settings, they collectively point to the importance of professional development opportunities that are context-specific, needs-based, and practically oriented. Building on this evidence, the present study proposes

professional development activities that are both teacher-driven and directly responsive to the unique challenges faced in SFLs (Appendix K, L).

5.2.1.5 Support Systems

In the present study, both novice and non-novice instructors emphasized the need for collegial, administrative, technical, and emotional support, noting that each institution has its own unique structure and expectations. A similar pattern was observed in Akkaş's (2022) study, which showed that support was largely absent in state universities without induction programs, whereas foundation universities with structured programs provided stronger support systems. English (2021) also stressed the importance of ongoing support, beginning from the hiring stage and extending throughout the first year of teaching. Likewise, Coşgun (2020) reported that induction programs enhanced instructors' sense of belonging and encouragement by fostering supportive environments. In contrast, Çemç's (2020) findings revealed that participants in MoNE schools perceived institutional and collegial support as weak, limiting the effectiveness of the induction process.

Taken together, these studies underscore that support is consistently considered a crucial element of effective induction programs across diverse institutional and national contexts. While not all of the research was conducted in SFL environments, the evidence collectively highlights the importance of providing instructors with administrative, professional, and emotional support during their transition into new roles. In line with this, the present study argues for the establishment of comprehensive support structures in Turkish SFLs, designed to address not only pedagogical concerns but also the immediate institutional and personal needs of newly appointed instructors (Appendix K, L).

5.2.1.6 Evaluation and sustainability

The findings of the present study indicate that follow-up and long-term support are essential features of an effective induction program. This aligns with the conclusions of Akkaş (2022), Coşgun (2020), and Kessels (2010), all of whom emphasized that year-long induction programs are more beneficial than short-term initiatives. In a similar vein, English (2021) highlighted the importance of recurring evaluation cycles, recommending participatory action research as a framework for continuous improvement. These perspectives reinforce

the view that evaluating the effectiveness of an induction program is as crucial as its initial implementation. A sustainable induction model therefore requires regular feedback from participants and flexibility to adapt to the evolving needs of instructors and institutions. In line with this, the present study proposes the development of a comprehensive induction program in Turkish SFLs that is both sustainable and responsive to its users.

In conclusion, the comparison of the present study with six master's and doctoral theses demonstrates that induction programs are vital not only for novice teachers but also for experienced instructors entering a new institution. Despite the differences in scope—ranging from state and foundation universities to MoNE schools and international contexts—mentoring, orientation, and observation consistently emerged as key components across studies. The evidence confirms that EFL instructors beginning their careers in Turkish SFLs, or transitioning to a new institution, require structured guidance and support, particularly during their first year. Consequently, their specific challenges and professional needs must be prioritized in the design of any induction program. By addressing these requirements, the present study seeks to contribute a comprehensive and context-sensitive model tailored to EFL instructors in Turkish state universities (Appendix K, L).

5.2.2 Comparative analysis of the present Study and induction program literature (2000–2025)

To facilitate a systematic comparison between the findings of the present study and previous research conducted between 2000 and 2025, the studies were organized into three chronological periods: 2000–2010, 2011–2020, and 2021–2025. This categorization enables a decade-by-decade analysis of the components of induction programs and their reported impacts. In addition, the primary emphases of each period are highlighted and critically compared with the results of the present study, providing a comprehensive understanding of both continuities and shifts in the literature.

5.2.2.1 Positioning the present study within induction literature (2000–2010)

Table 5.2

Induction Literature (2000–2010)

Year/Author	Scope	Aim	Findings	Key component
2000 (Crandall)	Language teacher education, induction perspectives	Examination of changes in language teacher education, involving induction perspectives	Need for structured preparation and continous induction in ESL/EFL	Orientation Support Professional development
2003 (Moir)	US beginning teachers (K12)	The role of induction in teacher retention	Induction reduced attrition and improved confidence particularly with mentoring	Mentoring Support
2004 (Kelley)	US teacher induction programs	The role of induction in teacher quality and retention	Induction was crucial for reducing turnover. It emphasized mentoring and administrative support.	Orientation Mentoring Support
2004 (Ingersoll & Smith)	US national data (NCES)	National survey data on induction influences	Teachers receiving induction with mentoring and professional development were more likely to stay, and the absence of induction was linked to attrition.	Mentoring Support Professional development
2004 (Wong)	US & international programs	Comparison of induction programs across contexts	Effective induction is comprehensive, collaborative, sustained. Weak programs are short-term and generic.	Orientation Mentoring Support Professional development
2004 (Smith & Ingersoll)	US teachers (NCES, longitudinal data)	Evaluation of effects of induction and mentoring on retention	Mentoring reduced teacher turnover. Collaborative induction is stronger than isolated support.	Mentoring Support
2007 (Yang)	Higher education, EFL instructors	Evaluation of induction and mentoring for novice EFL faculty	Structured mentoring and collegial support improved adaptation of instructors in higher education context.	Mentoring Support Professional development

Induction emerged as a critical area of teacher education research during the first decade of the 2000s, with much of the focus placed on novice teachers in K–12 settings. Crandall (2000) emphasized the importance of linking pre-service education with ongoing induction, particularly in the field of language teacher education. Similarly, the findings of the present study indicate that systemic and institutional knowledge must be explicitly addressed when

instructors enter a new institution. Taken together, both Crandall's international perspective and the current research highlight that induction should not be limited to a one-time orientation but should instead be implemented as a structured and sustained process.

Alongside this, the role of mentoring in teacher retention was one of the most emphasized themes of the decade. Moir (2003) and Kelley (2004) demonstrated that comprehensive induction programs, especially those involving mentoring and administrative support, had a significant impact on reducing attrition and enhancing teacher confidence. Likewise, Ingersoll and Smith (2004), using U.S. national datasets, showed that teachers who participated in induction programs that included mentoring and professional development were more likely to remain in the profession. These findings are consistent with the present study, in which participants expressed the need for strong mentoring systems that provide both professional and emotional support. While earlier studies largely concentrated on retention as the primary outcome, the present study broadens this scope by emphasizing institutional adaptation in SFLs, which affects not only novice teachers but also experienced instructors entering a new context.

Building on this, comparative reviews by Wong (2004) and Smith and Ingersoll (2004) underscored that induction programs were most effective when they were **c**omprehensive, collaborative, and sustained, whereas programs that were short-term or generic had little impact. A similar critique was raised much later in Çemç's (2020) master's thesis, where teachers working in MoNE schools rejected bureaucratic and perfunctory induction programs and instead called for needs-based and context-specific designs. These overlapping findings, though a decade apart, reinforce the necessity of designing induction programs that are relevant, responsive, and practical.

By the end of the decade, induction research began to expand beyond K–12 contexts into higher education. Yang (2007), for example, showed that mentoring and collegial support played a vital role in helping novice EFL instructors adapt to higher education in Taiwan, one of the early studies to demonstrate that induction challenges are not confined to schools. Yang's study is particularly significant because it highlights the value of mentoring and collegiality in university settings—an emphasis that aligns closely with the present study's

aim of developing a comprehensive induction program tailored for EFL instructors in Turkish state universities.

Overall, the studies from 2000 to 2010 consistently identify mentoring as a foundational factor for teacher retention, confidence, and adaptation. They also demonstrate that collegial, administrative, and professional support are strongly linked to job satisfaction and reduced attrition. Furthermore, they confirm that long-term, collaborative, and structured induction programs are effective, while short-term or superficial programs are not. These outcomes converge strongly with the findings of the present study, which also highlights mentoring, institutional support, and comprehensive program design as indispensable. At the same time, the present study extends these insights by situating induction explicitly within higher education, designing it for both novice and experienced instructors, and incorporating systemic and institutional knowledge elements that were less emphasized in the 2000–2010 literature.

5.2.2.2 Positioning the present study within induction literature (2011-2020)

Table 5.3

Induction Literature (2011–2020)

Year/Author	Scope	Aim	Findings	Key component
2011 (Flores et al.)	The USA, induction learning community for teacher candidates, interns, and novices	Describe and analyze TAILC* as a support and professional development structure	Use of induction as a community of practice. The effect of mentoring, observation, and professional development on novices' professional growth.	Mentoring Support Observation Feedback Professional development
2012 (Long et al.)	International literature review	Review on induction and mentoring, and its link to attrition and teachers' lives	Induction and mentoring are not equal. Mentoring should have quality criteria.	Mentoring Support Observation Feedback Professional development
2015 (US OCTAE Toolkit)	The USA, Adult education program	Providing practical induction model and resources	Mentor-based induction pathway including observation and collaboration.	Mentoring Support Observation Professional development

Table 5.3 (Continued) *Induction Literature (2011–2020)*

2016 (Kearney)	Australia, case studies	Analysis of ineffective induction programs and results	The harm of weak induction on morale, efficacy. The program must be structured and ongoing.	Mentoring Support
2016 (William et al.)	The USA	Evaluation of teachers' perceptions of Ohio's induction program	The program did not meet their needs. However, they stated that teacher preparation, classroom experiences, mentors, colleagues, and administrators improved their ability to meet the standards.	Mentoring Support Observation Professional development
2017 (Kearney)	Australia, case study	Presentation of a successful induction model	The program involved strong leadership, observation, feedback, and trained mentors.	Mentoring Support Observation Professional development
2018 (AITSL)	Australia, national guidance	Outlining strategies for high-quality induction.	Whole-school induction including mentoring, formative feedback, and leadership.	Orientation Mentoring Support
2018 (Aktaş)	Türkiye, MoNE start-up training	Phenomenological evaluation of MoNE's start-up training	The meetings were inadequate, mentors often were not volunteers	Orientation Mentoring Support

*TAILC: The Teacher Academy Induction Learning Community

Research on teacher induction became increasingly structured and context-sensitive between 2011 and 2020. Flores et al. (2011) introduced the Teacher Academy Induction Learning Community (TAILC), framing induction as a community of practice supported by mentoring, classroom observations, and collaborative professional development. Their findings showed that engagement in such communities fostered professional identity and smoother adaptation processes for novice teachers. The present study similarly revealed that mentoring and collegial collaboration are crucial for both institutional adaptation and professional development of EFL instructors in SFLs (Appendix K, L). Together, these results highlight that induction is most effective when designed as an interactive, supportive, and sustained process, rather than a limited or isolated orientation.

In parallel, Long et al. (2012), in their international review, identified key components of quality induction, including "educated mentors, reflective inquiry and teaching processes, systemic and structured observations, formative teacher assessment, and administrators' involvement" (p. 10). They also warned against the common tendency to equate induction solely with mentoring, stressing that mentoring is only one element of a broader induction process. These insights align closely with the present study, which also emphasized the importance of systemic and institutional knowledge, quality standards, and ongoing support. Both studies caution that poorly designed or bureaucratic programs can harm teacher motivation, reinforcing the need for induction that is comprehensive, context-specific, and carefully differentiated from simple mentoring arrangements.

In 2015, the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) developed a Teacher Induction Toolkit for Adult Educators. This toolkit emphasized a clear program vision, high-quality mentoring, ongoing professional development, supportive networks, and assessment (p. 2). It also outlined the roles and responsibilities of instructional leaders, mentors, and novice teachers. By contrast, Kearney (2016) demonstrated the negative effects of ineffective induction, showing that poorly designed programs lowered morale and reduced teacher efficacy. The present study parallels these findings, as participants expressed frustration with insufficient support when adapting to their new institutions in Turkish SFLs. Taken together, these studies confirm that the mere existence of an induction program is not sufficient; its success depends on the quality, responsiveness, and depth of its design and implementation.

Williams, Gillham, and Evans (2016) evaluated the Ohio Resident Educator Program (OREP), a four-year induction initiative involving 245 teachers. Despite covering areas such as assessment, instruction, collaboration, and professional responsibility, participants reported that the program did not improve their abilities. Instead, they highlighted the critical contributions of mentors, colleagues, and administrators. This finding resonates strongly with the present study, where instructors emphasized the importance of collegial and administrative support in facilitating their adjustment to SFLs.

Further insights came from Kearney (2017) and the Australian Institute for Teaching and School Leadership (AITSL) guidelines (2018), both of which underlined the importance of

practice-focused mentoring, leadership involvement, whole-school approaches, and systemic support structures. Similarly, the present study emphasizes that induction programs in SFLs must address the specific and unique needs of instructors, with participants recommending that institutional leaders play an active role in ensuring that induction practices align with current realities.

Finally, Aktaş (2018) analyzed the Ministry of National Education's (MoNE) induction program in Turkey, revealing weaknesses such as excessive bureaucracy and mentors who were not volunteers. This aligns with the findings of the present study, where instructors also rejected generic frameworks and called for context-specific, tailored induction programs. Both studies emphasize the need for meaningful mentoring, reduced paperwork, and careful mentor selection as central features of effective induction.

In sum, the studies conducted between 2011 and 2020 consistently underscore the centrality of mentoring, particularly the careful selection and preparation of mentors with respect to training, voluntariness, and quality. They also emphasize the importance of structured, supportive, and formative observation and feedback, coupled with strong institutional and leadership support. Additionally, this body of research highlights the role of induction in fostering collaboration, professional belonging, and teacher growth, while warning against bureaucratic or generic approaches that undermine program effectiveness. These global patterns align with the findings of the present study; however, the current research extends them by situating induction within the higher education EFL context. Importantly, it demonstrates that induction is not only required for novice teachers but also for experienced instructors who enter new SFLs. Furthermore, the present study identifies systemic and institutional knowledge as a key content area in orientation, a dimension that was not as explicitly emphasized in earlier studies but is critical for adaptation in the Turkish SFL context.

5.2.2.3 Positioning the present study within induction literature (2021-2025)

Table 5.4

Induction Literature (2021–2025)

Year/Author	Scope	Aim	Findings	Key component
2021 (Kwok et al.)	Novice teachers and reflective coaches	Evaluation of the impact of induction and coaching support on novice teachers' induction experience	Induction experiences matter. Coaching has an important impact. The match between candidate and coach matters.	Mentoring Support
2021 (Kearney)	Beginning teachers, collective case study	Presenting a collective case study of six induction programs	The programs should ensure teacher's professional accreditation and enculturation into the profession	Orientation Support
2023 (Gratacós et al.)	180 Spanish beginning teachers	To understand to what extent teacher resilience help to increase self-perceived efficacy.	Teacher resilience could be a determining factor to adapt and face challenges. Therefore, it should be included in beginning teacher programs.	Professional development
2025 (Schmidt et al.)	Scaling up teacher induction: Implementation and impact on teachers and students	To evaluate the New teacher center's induction model	There was a positive correlation between student achievement and mentoring.	Mentoring support
2025 (Kwok and Macfarlane)	Early-career teachers	Find out the effective components of teacher induction programs	Coaching, professional development, peer collaboration, administrative support, and workload adjustments are essentials in a teacher induction program.	Mentoring Support Professional development

As Table 5.4 illustrates, the studies from 2021 to 2025 also demonstrate the importance of induction programs for teachers. Kwok, Mitchell, and Huston (2021) analyzed the effect of induction design and coaching on novice teachers' experiences in U.S. districts. Their findings showed that the frequency and quality of meetings with coaches, as well as the structural rapport between teachers and coaches, were decisive for teacher confidence and

learning. The present study aligns with these results, since participants also preferred structured and sustained mentoring over temporary arrangements. However, while Kwok et al. (2021) concentrated only on novice teachers, the present study extends this scope by involving experienced EFL instructors in SFLs, illustrating that induction is also required for institutional adaptation beyond the early stages of a career.

Kearney (2021) pointed out that there were numerous induction programs, many of which lacked consistency and effectiveness due to poor implementation or overly bureaucratic models. He therefore suggested that induction must ensure systemic coherence, leadership involvement, and mentoring. The findings of the present study parallel these observations: participants did not directly describe bureaucratic frameworks but did emphasize the absence of systematic induction and the need for a context-specific program with active involvement from institutional leaders. Both studies thus converge on the importance of systemic and leadership support, with the present study offering insights into the underexplored context of Turkish higher education.

Gratacós et al. (2023) analyzed the role of induction in strengthening teacher resilience and self-efficacy, finding that collaboration, mentoring, and emotional support reduced attrition and aided teachers' adaptation. The present study resonates with these results, since emotional and collegial support were also strongly emphasized by participants. Furthermore, the present study introduced systemic and institutional orientation, proposing that teacher resilience and self-efficacy can also be fostered by helping instructors understand the institutional culture.

Schmidt et al. (2025) concluded that year-long, sustained induction programs were more effective than short-term programs in enhancing teacher confidence and student learning. This finding strongly supports the present study, as participants similarly called for long-term structures and follow-up support. Although Schmidt et al. (2025) focused primarily on K–12 contexts, the present study contributes by applying these insights to the Turkish higher education setting.

Finally, Kwok and Macfarlane (2025) identified universal elements of induction: orientation, mentoring, structured observation with feedback, professional development, collegial and

administrative support, and sustainability. These components align almost exactly with the present study, as all of them emerged from the needs analysis and interviews with SFL instructors. The added value of the present research lies in the adaptation of these global elements to the specific realities of Turkish SFLs.

To conclude, the studies from 2021 to 2025 suggest that effective induction programs must be multi-dimensional, incorporating structured mentoring, robust support, and long-term sustainability. The present study not only confirms these findings but also extends them by situating induction within the Turkish higher education context, expanding the scope to include experienced instructors, and adding systemic and institutional orientation as a key component. In this way, the present study both aligns with international research and fills an important gap by developing a comprehensive and context-sensitive induction program for EFL instructors in SFLs (Appendix K, L).

Table 5.5

The comparison of the present study and the studies from 2000 to 2025

	2000-2010	**2011-2020**	**2021-2025**	**The present study**
Focus	Novice teacher retention, professional survival	Structure, standardization, context sensitivity	Coaching, resilience, and program fidelity	Comprehensive induction program for both novice and experienced instructors
Context	Particularly K-12	Both K-12 and higher education	Both K-12 and higher education	Turkish SFLs
Program features	Comprehensive, collaborative, and sustained	Practice-focused mentoring, leadership involvement, and whole-school approaches	Year-long induction cycles, systemic coherence, leadership, and mentoring	Systemic and institutional orientation, high-quality mentoring, collegial and administrative support, structured feedback, long-term follow-up
Important components	Mentoring, observation, collegial support	Mentoring, observation, professional development, supportive networks	Orientation, mentoring, observation-feedback, professional development, collegial and administrative support, and sustainability	Orientation, mentoring, support, teaching-learning, observation, and professional development

The comparative analysis of the present study and the studies from 2000 to 2025 shows that induction research has evolved from a focus on teacher retention and survival (2000-2010), to the contextualization and structuring of induction programs (2011-2020), and finally, the present studies (2021-2025) recommend that induction programs must be multi-dimensional and sustainable. The present study expands the scope by addressing not only novice instructors but also experienced ones when entering new institutions. Systematic and institutional orientation are also added to ensure that newly appointed instructors have information about organizational culture, policies, and structures alongside pedagogical development. Therefore, this study will contribute to filling a critical gap by designing a comprehensive induction program for EFL instructors in Turkish state universities.

5.2.3 Component-by-component discussion

The following sections are dedicated to discussing each component of the induction program and explaining how the items are designed, the rationale and significance of each study, and the link between each component and adult learning theories.

5.2.3.1 Orientation

To develop the orientation part, the findings of the Needs Analysis Questionnaire and interviews, and the findings of these studies and studies on teacher induction for the last 25 years were used. In the needs analysis questionnaire, orientation was rated highly important by more than 208 instructors. The most selected “very important” items were information on school environment, facilities, transportation, clear explanation of rules, regulations, policies, duties, and responsibilities, guidance about faculty and staff structure and student profile, and practical information on curriculum resources, and support services such as testing unit, professional development unit, and material development unit. Similarly, in the interviews, participants asked for structured follow-up orientation, beyond the first week, step-by-step guidance for navigating a new SFL, a hands-on introduction to digital systems such as OBS, and opportunities to meet colleagues and other staff to build connections early. Additionally, in the qualitative section of the needs analysis questionnaire, participants expressed frustration due to unclear institutional expectations and informal onboarding processes. They highlighted that orientation can reduce their anxiety and shorten adaptation time. Moreover,

some administrators also reported that orientation has to define responsibilities and decision-making lines clearly, such as who to contact for materials, IT issues, etc. Furthermore, orientation programs facilitate smooth adaptation (Akkaş, 2022), promote cultural immersion and institution-specific components (English, 2021), clarify institutional policies and teaching criteria (Coşgun, 2020), and support professional well-being (Kessels, 2010), resilience, and self-efficacy (Gratacós et al., 2023).

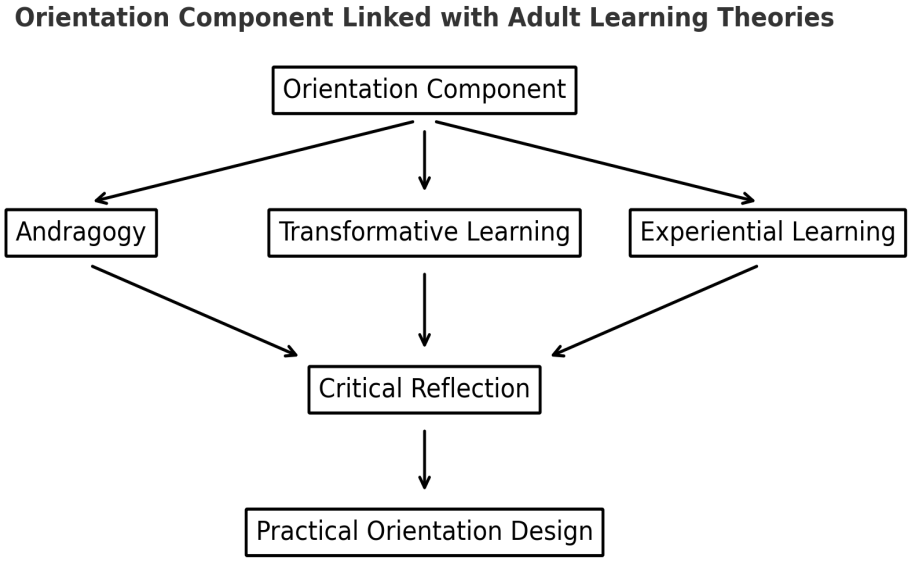
Orientation is undoubtedly one of the most significant stages of an induction program as it enables new instructors to receive clear guidance on institutional systems, policies, support structures, and teaching expectations; moreover, EFL instructors gain a deep understanding of the institution. In addition to becoming familiar with policies, procedures, and culture, orientation also contributes to self-directed growth, critical reflection, and transformative learning.

The target audience of this pack is adults; therefore, adult learning theories need to be considered to design a practical program. The pioneer of the term "andragogy" is Malcolm Knowles (1968), and he defines it as a continuum between teacher-directed learning and learner-directed learning. On the other hand, self-directed learning is not learning something alone, but it is taking control of your own learning (Merriam, 2017). In transformational learning, the process generally starts with a "disorienting dilemma" (Mezirow, 2000), and adults are expected to go over their beliefs and assumptions of past experiences, which are inadequate now. With the examination of present beliefs, they start to explore new directions for handling the dilemma. Experience can be defined as "an adult learner's living textbook" (Lindeman, 1926, p. 7); therefore, adult education is based on an ongoing process of the evaluation of these experiences. As experiences are perceived as the basis of adult learning, experiential methods such as simulations, games, role plays, internships, etc., are found in most of the textbooks on adult education. Critical reflection in terms of teaching can be defined as identifying and checking the accuracy and validity of teachers' teaching assumptions consistently and intentionally. Understanding what an assumption is is the starting point to change them; therefore, assumptions can be defined as the taken-for-granted beliefs about the environment we live in, and they control individuals' actions. There are four lenses of critical reflection: students' eyes, colleagues' perceptions, personal experience, and

theory (Brookfield, 2017). To become aware of one's assumptions, s/he needs to question these assumptions via other perspectives. To become a critically reflective teacher, teachers have to challenge their assumptions via the lenses mentioned above. On the other hand, experiential learning theory focuses on meaning learning, which occurs through a cyclical process of experience, reflection, conceptualization, and action (Kolb, 2014). This pack offers authentic teaching experiences, reflection on challenges, and applying theoretical insights into practice.

Figure 5.1

Orientation Component Linked with Adult Learning Theories



Classroom observation, micro-teaching sessions, and mentorship enable newly appointed instructors to move through Kolb's learning cycles, and they foster deeper comprehension and skill development. Brookfield (2017) and Coşgun (2020) state that experiential approaches contribute to sustained professional growth and critical reflection. Therefore, the experiences of newly appointed instructors will be active, reflective, and personalized for long-term development.

Table 5.6

The Comparison of Orientation Programs

Feature	3-Day Intensive Orientation	10-day Orientation	Online/Hybrid Orientation
Duration	3 consecutive intensive days	10 full working days but it releases time provided.	Flexible timeline: mix of synchronous and pre-recorded modules
Delivery mode	Fully in-person	Mostly in-person with some digital tools	Asynchronous videos, live online sessions, optional in-person activities
Focus	Essential orientation on curriculum, assessment, classroom management.	Deep coverage of systemic, institutional, and methodological knowledge.	Flexible delivery with concentration on access and self-directed learning.
Activities	Compressed	Full set	Virtual
Best for	Smaller institutions, tight schedules, high teaching loads	Large institutions, campuses with resources for extensive onboarding	Remote staff, time-constrained institutions, multi-campus
Technology use	Hands-on LMS and tools	Support for LMS, grading, attendance tools	Shared drives, virtual classrooms, orientation hub
Adult learning	Focus on experiential learning, reflection, and andragogy principles but it is condensed into practical workshops.	Focus on experiential learning, reflection, and andragogy principles.	Focus on self-directed learning, asynchronous reflection, and flexible pacing

Table 5.6 above displays the comparison of three versions of orientation programs, and implementers can adapt the items in each program or create their own version by using the suitable items in them. In the induction program, presented at the end of the thesis, each program is presented in tables and explained comprehensively. It is suggested that the use of technology should be considered in every possible step since it saves time and energy.

5.2.3.2 Support

Figure 5.2

Support system



To develop the support part, the findings of the Needs Analysis Questionnaire and interviews, and the findings of the theses and studies on teacher induction for the last 25 years, which were mentioned at the beginning of the orientation part, were used. Both the findings of the needs analysis and the interview data revealed that instructors need collegial and emotional support, mentorship, and administrative guidance during the induction process.

The central hub in the support component is feedback and recognition (English, 2021), while the surrounding key areas are mentor support (Akkaş, 2022), administrative guidance (Akkaş, 2022; Coşgun, 2020), professional learning communities (English, 2021), and emotional well-being (Coşgun, 2020).

Both novice and non-novice instructors have multifaceted needs during their transition into a new institutional culture and professional role; therefore, support from colleagues and

administrators is essential in the induction period. Kessels (2010) and Moir (2009) state that new teachers face challenges during their first year, and they experience uncertainty about institutional procedures and expectations, high levels of stress, and feelings of isolation. The absence of structured support may lead to early-career attrition, decreased teaching quality, and lessened job satisfaction (Coşgun, 2020). Therefore, teachers need ongoing emotional and professional support as well as technical and administrative guidance.

Support provides a culture of collaboration, reflection, and professional growth. This component is developed to address professional, technical, administrative, and collegial needs of newly appointed EFL instructors. It ensures instructors have systemic institutional support that allows them to have a smooth transition into their new institution. As stated in other studies, support part of an induction program should include strong collegial networks, accessible technical help, and clear administrative guidance (Akkaş, 2022; Kessels, 2010). The absence of a structured support system leads new instructors to deal with navigating institutional policies, using unfamiliar technological systems, and not feeling a part of the academic community; moreover, it may cause unnecessary stress and wasting time and energy on logistics rather than teaching quality (Coşgun, 2020). Administrative clarity, technical training, and collegial collaboration were items repeatedly found in the needs analysis and interview data.

Since support ensures clear communication, easy and systematic access to institutional resources, and continuous technical and administrative help, it enables instructors to concentrate on their instructional responsibilities and professional development. Well-organized digital resources such as handbooks, FAQs, and guides, regular administrative briefings, and structured technical onboarding can aid instructors to work confidently. Furthermore, informal gatherings, department meetings, and professional learning communities can foster a sense of belonging and team cohesion, which have a positive influence on teacher retention (Flores et al., 2011). In addition, the implementation of technical and administrative support systems shows that the institution values instructors' well-being and professional standards, which contribute to a positive work environment and higher retention rates. Finally, hybrid and online adaptations such as virtual IT support,

digital FAQs, and asynchronous onboarding modules can be integrated into this component to be more accessible, sustainable, and feasible for diverse institutional contexts.

Table 5.7

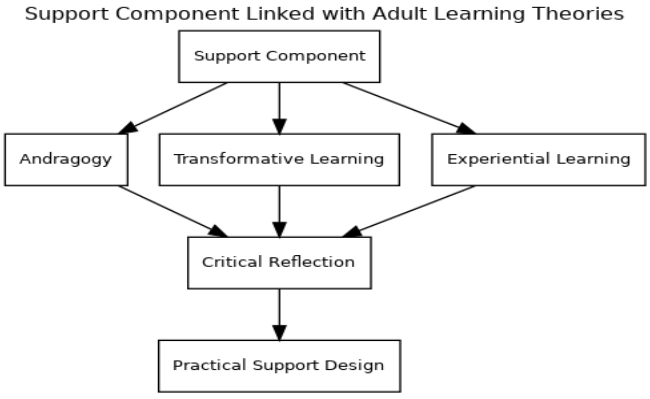
The Comparison of Support Models

Support Area	Face-to-face model	Hybrid/Online Model
Administrative support	In-person briefings, direct consultations, printed handbook	Pre-recorded briefings, live Q&A via Teams or Zoom, downloadable handbook
Technical support	Face-to-face troubleshooting, on-campus IT workshops	Remote troubleshooting sessions, video tutorials, support tickets
Collegial support	Peer meetings/lunches, on-campus PLC meetings, team-building activities	Virtual networking event, WhatsApp groups, online PLCs
Professional development	Physical workshops, monthly in-person PLCs	Collaborative documents for lesson design, Zoom-based PLCs
Emotional support	In-person wellness sessions	Digital well-being surveys, remote wellness workshops, virtual reflection forums

The table 5.7 compares the differences between the face-to-face model and the hybrid/online model. Both models cover administrative, technical, collegial, professional, and emotional support for newly appointed instructors. It is not obligatory to use these two models separately; implementers can combine them according to their needs and facilities.

Figure 5.3

Support Component Linked with Adult Learning Theories



According to Knowles, adult learning involves involvement, experience, relevance, and problem-solving; similarly, professional learning communities are held monthly for the involvement of instructors, experience sharing, and problem-solving. Kolb's experiential learning cycle is evident in the collaborative activities, such as peer welcome lunch/meeting and professional learning communities, in which EFL instructors move from concrete experience, reflective observation, abstract conceptualization, and active experimentation. Moreover, transformative learning (Mezirow, 2000) is achieved through collegial and emotional support that enables EFL instructors to reframe their perspective. In addition, Brookfield's critical reflection is also seen in the meetings of professional learning communities.

5.2.3.3 Mentoring

In the previous part, support is explained as a broad institutional assistance that concentrates on the administrative, technical, collegial, and emotional needs of newly appointed instructors in SFLs. Mentoring differs from support in that it provides individualized guidance and coaching to instructors. In the needs analysis, participants consider mentoring as an essential part of the induction program and useful for improving instructional practice and developing confidence. Moreover, interview findings also revealed that mentorship facilitates integration into institutional culture, improves emotional security, and fosters professional identity.

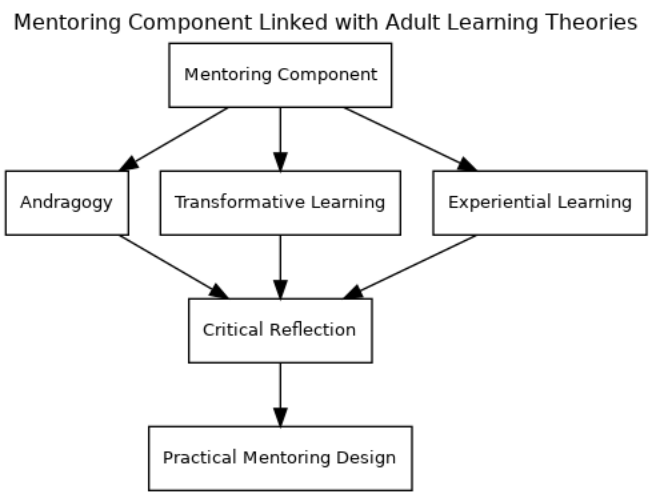
Mentoring is one of the cornerstones of teacher induction programs as it provides personalized and sustained support. On the other hand, mentoring promotes reflective practices, long-term retention, and improvement of teacher identity (Kessels, 2010; International Induction Report, 2021). When it is non-evaluative, mentorship offers guidance, builds trust, and a sense of belonging (Coşgun, 2020). Mentorship should be regular and non-judgmental according to the needs analysis and interview findings. Schools with trained mentors improved their instructional quality (Coşgun, 2020). Kessels (2010) states that mentorship includes challenges, trust, and professional growth.

Rowley (1999) presents the qualities of an effective mentor: commitment, empathy, instructional expertise, interpersonal skills, being a continuous learner, and enthusiasm. A

qualified mentor should invest time and energy and be dedicated to the mentee's success. Moreover, s/he should understand and support the mentee without judgment. S/he should guide improvement in teaching and pedagogy and have good communication skills. The mentor herself should be open to professional growth and encourage the mentee's confidence. Barnett (1995) defines mentors as cognitive coaches as they promote cognitive development, problem-solving abilities, and reflective thinking of mentees.

Figure 5.4

Mentoring Component Linked with Adult Learning Theories



Since the mentor-mentee relationship is based on co-constructed goals and individualized support, it reflects Knowles' andragogy, which involves giving control to the learner, too. Furthermore, instructors plan, teach, reflect, and prepare an action plan for observation; therefore, these stages align with Kolb's experiential learning. Additionally, the non-evaluative feedback sessions are an example for critical reflection and, with evaluation of the mentorship process, transformative learning (Mezirow) can be achieved via reframing beliefs and adopting new instructional approaches, as well as fostering professional identity development and resilience.

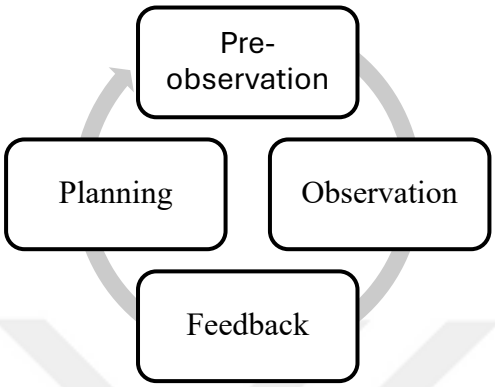
5.2.3.4 Observation

Both in the needs analysis and interviews, observation is found essential for a comprehensive induction program by the participants. Participants recommended demo lessons, peer observations, and observing mentors' or experienced instructors' lessons. Before teaching in a new institution, instructors ask for opportunities to observe experienced instructors' lessons to become familiar with teaching practices, the classroom equipment, coursebooks, materials, etc. Moreover, they suggested mentors' observation of their lessons and providing constructive feedback, as well as reciprocal observations between mentors and mentees. They also suggested multiple observation sessions spread over time with clear objectives and focus areas for observations. With observation cycles (pre-observation, observation, feedback, and planning), newly appointed instructors can improve their teaching skills and learn from mentors and colleagues.

Like the findings of this doctoral study, Coşgun (2020) also proposed a three-cycle model including baseline, end-of-year, and delayed follow-up observations that integrated feedback and reflection. As the observation program includes lesson plans, observation protocols, reflection forms, and action plans, it ensures that observations are cyclical, non-evaluative, non-judgmental, and developmental. As participants reported, reciprocal observations are organized to share experiences, learn from each other, reflect on lessons, receive targeted feedback, and engage in dialogue with mentors. Thanks to the observation protocol, instructors will know that the observations are supportive, not judgmental, and observation cycles offer formative assessment and ongoing professional development.

Figure 5.5

The Observation Cycle



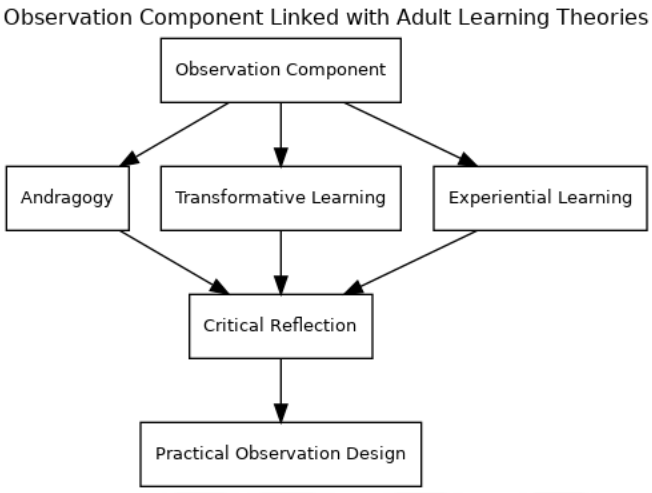
Reference: Roberts (1998)

The observation cycle adapted from Roberts (1998) was utilized as a framework for supervision and feedback within this program. The process begins with establishing frames, during which newly appointed instructors prepare their lessons in line with agreed objectives. During the observation, the mentor focuses on the teacher, students, and the interaction between them, while also considering the predetermined focus areas. Following the lesson, mentors and mentees (or peers) engage in reflective discussions, recalling key moments, analyzing performance, and sharing interpretations. The subsequent planning stage involves setting new goals for future teaching sessions, experimenting with alternative approaches, and evaluating their effectiveness. This cycle is then repeated as part of ongoing professional growth.

In some cases, Professional Development Unit (PDU) members may also join the observation process. While the mentor and mentee collaboratively prepare for lessons, PDU members can observe and later contribute their feedback alongside the mentor. Peer observations and video-recorded reflections were also highlighted as valuable alternatives, enabling teachers to critically evaluate their own practice. Supplementary tools such as lesson plans, student assessments, and written feedback from multiple observations further contribute to the evaluation process (English, 2021; Sullivan & Glanz, 2013). English (2021) emphasizes that observation is a central element of adult learning, as it fosters experiential learning through structured classroom visits.

Figure 5.6

Observation Component Linked with Adult Learning Theories



5.2.3.5 Pedagogical practices

In addition to the orientation, support, mentoring, and observation components, the pedagogical practices dimension was consistently emphasized as a crucial element both by the participants of this study and by previous research. Several participants stressed the need to foreground classroom practices, noting that *"the student profile and objectives are very important things that we should know before starting" (P2)* and that *"micro teaching could be an option to practice real lessons in a safe environment" (P13).* These concerns align with research showing that induction programs in foreign language contexts should prioritize pedagogical practice (Çemç, 2020; Coşgun, 2020). Akkaş (2022) further highlights that effective teaching requires reflective adaptation, communicative approaches, and differentiated tasks, rather than reliance solely on prescribed textbooks. Similarly, Roberts (1998) and Brookfield (2017) stress the role of reflective practice in developing professional expertise. Taken together, these findings suggest that a comprehensive induction program should provide structured opportunities to refine pedagogical skills, collaborate in workshops, and engage in systematic classroom observation that addresses the real needs of instructors and institutions.

The other components of the induction program also serve distinct and complementary purposes. Orientation equips new instructors with institutional knowledge and procedural

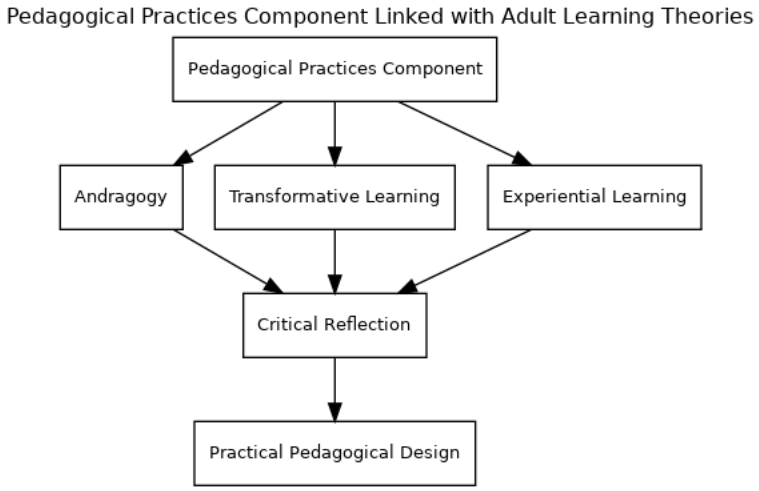
clarity. Support ensures that instructors feel sustained both professionally and emotionally, as well as in technical and administrative matters. Mentoring provides personal guidance through individualized, trust-based relationships, while observation enables instructors to learn from experienced colleagues' classroom practices and to reflect on their own teaching through constructive feedback. Each component thus contributes uniquely to the overall framework. It is possible to regard pedagogical practices component as the practical heart of the program, as this component is the area in which all other components ultimately converge, as one of the participants in the study explained, *"to be on the same page, we need to agree on how we grade and how we use materials" (P16).* Institutional goals are provided during the orientation; however, these goals come alive in the classrooms. Newly started instructors build confidence and resilience thanks to the support mechanisms, which help they manage the demands of teaching. Similarly, personal guidance is received from mentors, but it gains meaning when applied in real classroom practice. Reflection is fostered by observations, but what is actually reflected upon is teaching itself. The centrality of the teaching-learning component is also justified by the particular context of SFL, where instructors need to deal with diverse learner profiles, classrooms with emerging adults (aged 17-20) who are a mixture of adolescent and adult learning characteristics, and standardized courses that generally need adaptation. Furthermore, instructors themselves also have diverse professional backgrounds as novices or experienced; therefore, they also need differentiated guidance. Due to these reasons, although the induction program is designed as a balanced and multi-dimensional model, the pedagogical practices component plays a pivotal role as it consists of institutional structures and learner needs. Use of reflective, collaborative, and context-sensitive approaches to strengthen classroom practices will contribute to instructors' professional growth and student achievement.

In conclusion, the pedagogical practices component of this induction program aims to enhance the classroom practices not only for novice instructors but also for experienced ones. Therefore, reviewing the learner profile, adaptation of coursebooks or other materials according to different learner styles and preferences, micro-teaching cycles, feedback and assessment meetings, and integration of technology are essential areas to work on. Moreover, this pack presents external sources, such as TESOL, INGED, RELO, IATEFL, etc., for SFL

instructors to receive free or paid resources, workshops, seminars, or training in case of heavy workload, time constraints, or other institutional limitations.

Figure 5.7

Pedagogical Practices Component Linked with Adult Learning Theories



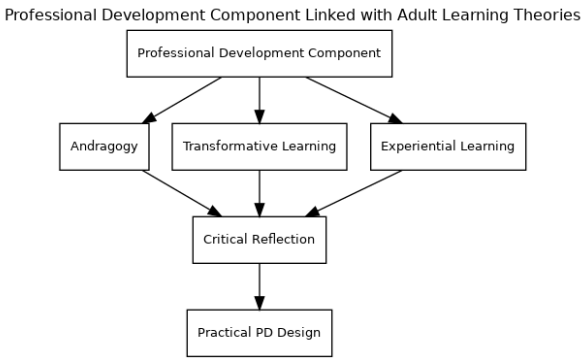
5.2.3.6 Professional development

In the literature, orientation and induction are sometimes used interchangeably; however, orientation should be regarded as only one component within the broader induction framework. Orientation serves as the initial phase, introducing newly appointed instructors to institutional structures and procedures, whereas professional development (PD) constitutes the ongoing and continuous dimension of the induction process. PD must be considered an indispensable element of induction, as it ensures sustained teacher growth and provides structured opportunities for advancement. As one participant stressed, *"we need more training after orientation, not just in the beginning" (P6)*, underlining the necessity of continuous support throughout instructors' careers. Empirical evidence further demonstrates that ongoing PD prevents professional stagnation while enhancing job satisfaction and confidence (Çemç, 2020; Coşgun, 2020). Structured PD opportunities that establish continuity between initial induction and long-term growth are also central to adult learning theory. In particular, PD encourages critical reflection and collegial exchange (Brookfield, 2017), alongside fostering self-directed and experiential learning (Merriam & Bierema,

2014). Within Schools of Foreign Languages (SFLs), PD holds particular significance, as instructors must respond to rapidly evolving learner profiles, curricular revisions, and increasing technological demands. By engaging in PD practices, instructors not only refine their methodological knowledge and classroom practice but also strengthen their professional identity, retention, well-being, and overall job satisfaction.

Figure 5.8

Professional Development Component Linked with Adult Learning Theories

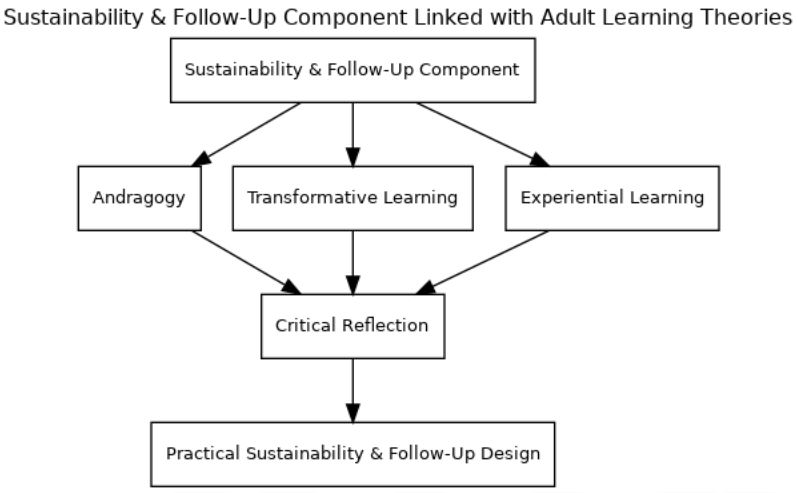


5.2.3.7 Sustainability and follow-up

Induction includes orientation, mentoring, support, observation, and teaching-learning components; however, it does not end after the completion of these processes. Like professional development components, induction programs in an SFL must have long-term goals and impacts to monitor progress, ensure continuity, and provide opportunities for development. Although the first year in a new institution is crucial for instructors, they stated in the interviews that they do not want to be left alone after the first semester or year. Moreover, the importance of sustainable induction is highlighted in Çemç's (2020) study as it prevents burnout and leads to long-term retention. On the other hand, English (2021) shows that periodic evaluation and re-adjustments are essential for conducting a sustainable induction program. As it is stated in adult-learning theories (Brookfield, 2017; Mezirow, 2000), participants of an induction program should reflect on their experiences and share their thoughts.

Figure 5.9

Sustainability& Follow-up Component Linked with Adult Learning Theories



5.2.4 Expert Validation and Program Refinement

As described in the final section of the methodology, the first draft of the induction program was presented to four experts specializing in ELT who also possessed professional experience in SFLs in various roles. This expert evaluation aimed to enhance the contextual relevance and practical feasibility of the program across diverse institutional settings in Türkiye. During a series of Zoom meetings, the researcher introduced all components of the program—orientation, support, mentoring, observation, pedagogical practices, professional development, and sustainability and follow-up—together with the ready-to-use implementation forms. In addition to oral feedback, the experts completed written evaluation forms (see Appendix J), which contributed to the triangulation and validation of the evaluation data.

The experts' feedback primarily focused on the need for flexibility, contextual adaptability, and user-friendliness for implementers. For instance, one expert emphasized that while the program was systematic and data-driven, the quantity of forms and documents might appear overwhelming, particularly for institutions with limited administrative capacity. Accordingly, the program was revised to include clearer implementation guidelines and emphasize that forms could be adapted—or omitted—based on institutional requirements, ensuring practicality and ease of use.

Another major recommendation concerned the need for autonomy and professional discretion among implementers. The experts underlined that while the program was comprehensive, its open-ended nature should be highlighted more explicitly. As a result, the final version was conceptualized as a dynamic and evolving framework, open to modification according to institutional priorities and individual contexts. Implementers were encouraged to exercise flexibility in extending, integrating, or adjusting the components based on available resources and localized needs. This revision ultimately strengthened the program's sustainability and fostered a sense of institutional ownership.

The professional development component was also enriched following expert consultation. The revised version now incorporates postgraduate opportunities such as MA and PhD programs in ELT or related fields, alongside encouragement for instructors to participate in academic research and publication. These additions aim to nurture reflective practice and lifelong learning. Furthermore, experts advised the inclusion of asynchronous learning materials—recorded seminars, digital resources, and instructional videos—to complement face-to-face professional development activities. These asynchronous options increased accessibility, flexibility, and continuity of support for newly appointed instructors.

Experts also highlighted the importance of technology integration not only for hybrid or online applications but also within face-to-face programs. They encouraged the use of digital tools for communication, feedback, and resource sharing among mentors, mentees, administrators, and professional development units. This revision aligned the program with contemporary digital pedagogy and 21st-century teacher education practices.

Moreover, one of the experts highlighted the potential challenge for the implementers of the program, namely, PDU members and administrators, since the implementation of the comprehensive induction program requires their time and effort. Therefore, she suggested balancing between them and other instructors or unit members. Moreover, she stated that encouraging institutions to apply for the Quality Assurance Certificate by the Turkish Standards Institution or other relevant institutions might be motivating for implementing the items in the program. Last but not least, the purpose of the observations should be clearly explained to the instructors, as most of the teachers, regardless of their experience, have concerns about observations.

Finally, several experts offered substantial insights regarding the ethical and procedural dimensions of the observation and mentoring components. Their comments reinforced the importance of formative rather than evaluative observation, confidentiality, and professional sensitivity. Consequently, the final version of the induction program embodies empirical findings, theoretical underpinnings, and expert-informed refinements.

In conclusion, expert validation served as the bridge between theoretical design and practical implementation. Through this process, the final version evolved into a flexible, comprehensive, and sustainable induction framework tailored to the realities of Turkish SFLs. The program thus reflects the empirical findings of this doctoral study, the accumulated literature of the past twenty-five years, and the collective professional wisdom of experienced ELT educators, ensuring long-term relevance and impact for EFL instructor induction practices in Türkiye.

5.3 Pedagogical Implications

The findings of the present study strongly recommend that a meticulously designed induction program for EFL instructors in Turkish SFLs must be aligned with a collaborative, context-sensitive, and reflective pedagogy. This program successfully integrated the verified empirical findings of the needs analysis, established literature on teacher induction programs, and fundamental adult learning principles (Knowles, Mezirow); therefore, its overarching aim is to create a seamless professional continuum between initial familiarization with a new SFL and the commitment to lifelong professional learning.

The core contribution of this research lies in the direct revelation of the nuanced needs and expectations of EFL instructors from different SFLs operating within the Turkish higher education context. Consequently, the induction program designed in this study is unique because it explicitly considered these specific, locally generated opinions and affective states. The final version incorporated seven comprehensive components: orientation, support, mentoring, observation, pedagogical practices, professional development, and sustainability and follow-up (Appendix K, L). This research asserts that the program fosters instructor autonomy, self-awareness, and the development of research-informed practitioners. This is

achieved by integrating experiential learning principles (Kolb, 1984) and focused reflective practices.

The analysis highlights the critical need for shared ownership of learning during the induction process via peer collaboration and mentoring. All instructors in SFLs, both newly appointed and experienced, are expected to assume responsibility for the induction process, as they are collectively in charge of the consistent implementation of the program. Additionally, observation and feedback opportunities are integrated into the program design to deliberately concentrate on development rather than high-stakes evaluation. This is crucial, as the program aims to provide reflective practices for newly started instructors on their own classroom practices with the help of structured dialogue with mentors and peers, utilizing evidence-based reflection.

The program was cautiously designed not to pose any undue challenges or psychological stress to newly appointed instructors. The findings confirmed that asynchronous sources and the strategic use of digital tools are necessary for enhanced flexibility and accessibility of the training materials and ongoing learning opportunities, a need amplified by the diverse geographic distribution of SFLs. Lastly, promoting a supportive institutional climate was another primary concern of the program, as it is argued that it aims to promote instructors' emotional security, well-being, sense of belonging, and improvement of their professional identity.

These pedagogical choices are validated by existing literature, which shares similar conclusions regarding effectiveness. For instance, Çemç (2020) recommends practical and classroom-based training for ELT teachers with a continuous revision of program components by administrators. The design of the present program specifically prioritizes discipline-specific components, contextualized and responsive activities, ongoing mentoring, feedback, and observation opportunities. Similarly, Coşgun (2020) and Akkaş (2022) support the conclusion that enhanced teaching quality and student achievement are achieved when programs prioritize adaptation, collaboration, and a sense of belonging. The extended duration suggested by this research is consistent with these findings, specifically advocating for one academic year to ensure extensive influence.

To conclude, while the education of EFL instructors begins with pre-service education, this research demonstrates that it is definitively not sufficient for a comprehensive teaching career. Therefore, EFL teachers require guidance and support immediately following graduation. As is consistently suggested in this study and the wider literature, a comprehensive induction program contributes to instructors' professional and emotional well-being. The primary contribution is the development of a program that aims to foster EFL instructors' motivation, self-confidence, and well-being, and ultimately, improve student achievement by providing explicit support, mentoring, observation, and sustainability mechanisms.

5.4 Suggestions

The insufficiency of existing support mechanisms necessitates focused recommendations that translate the program design into actionable strategies. This section presents policy-focused suggestions for PDU members, SFL administrators, and future research based on the analytical findings of this study.

5.4.1 Suggestions for professional development unit (PDU) members

PDU members have a fundamental and strategic role in enhancing institutional belonging and pedagogical competence. Based on the needs identified in this study, when PDU organizes induction activities, these activities should be needs-based, systematic, and collaborative (Akkaş, 2022; Coşgun, 2020).

Firstly, PDU should commit to extended and structured induction programs lasting at least one full academic year. It is contended that short-term programs are insufficient to address the multifaceted adaptation problems instructors face. Therefore, orientation, mentoring, peer observation, continuous feedback, and dedicated reflection sessions are recommended to be integrated as core, compulsory components.

Secondly, the PDU must actively foster collaboration via collaborative teaching workshops, peer mentoring circles, and discussion groups. The analysis shows that with structured collegial support, a stronger sense of belonging and collective responsibility can be achieved (Kessels, 2010). Moreover, co-observation practices are recommended, where both mentors

and mentees observe each other's lessons, as these activities create a crucial environment of mutual learning and mitigate isolation.

Thirdly, this study strongly recommends that principles derived from adult learning theories require special attention for program implementation. As adult learners, teachers must be granted autonomy, encouraged to connect theory directly to their experiences, and supported in critically reflecting on their professional practices (Brookfield, 2017; Mezirow, 2000). Practical tools such as reflective teaching journals and collaborative action research projects can be effectively integrated to facilitate this transformative process.

Finally, the research indicates that ongoing evaluation and participant feedback mechanisms are as important as the initial implementation. Comprehensive induction handbooks or digital program platforms can be used for the instructors' first year. Crucially, mentor and mentee feedback mechanisms can be utilized systematically to reveal immediate emerging needs and enable responsive adjustments throughout the academic year.

5.4.2 Suggestions for administrators

Although the PDU operationalizes the program, the study concludes that administrators hold a vital leadership position in ensuring institutionalization. To create a coherent and sustainable induction culture, strong administrative leadership and policy support are non-negotiable (Kessels, 2010; Akkaş, 2022).

The primary policy recommendation is that induction must be accepted as a strategic investment. Administrators should provide adequate time and resources for mentoring and professional development, most practically by decreasing teaching hours for mentors, and offering tangible incentives. As Coşgun (2020) states, clear institutional policies for induction contribute significantly to accountability and consistency.

In addition, administrators should prioritize creating an explicit culture of collaboration, as a lack of communication among instructors can severely hinder affective and professional success. Therefore, community-building events and formal institutional mentoring networks should be actively provided and consistently supported.

Finally, it is strongly urged that administrators perceive induction as a continuous professional learning trajectory rather than a finite event, as a comprehensive induction

program has the power to dramatically improve teacher satisfaction and overall institutional quality (Çemç, 2020; Kessels, 2010).

5.4.3 Suggestions for future research

The limitations of this doctoral study—specifically the inability to conduct implementation and evaluation (Posner's Phases III and IV)—provide direct avenues for future research.

Therefore, future researchers are strongly suggested to conduct empirical studies designed to test the effectiveness, practicality, and applicability of the proposed induction program in real institutional settings (Akkaş, 2022; Coşgun, 2020).

- A specific recommendation is to launch a longitudinal investigation into the influence of the induction program on EFL instructors' retention, job satisfaction, classroom practices, and professional development.
- Moreover, the differences between instructors in terms of teaching experience can be another essential research area to identify variations in adaptation and mentoring needs (Kessels, 2010; Coşgun, 2020). It is proposed that conducting this kind of longitudinal and mixed-method research design will allow for a deeper understanding of the sustained influences of induction over time.
- Furthermore, comparative studies are suggested among public and private universities, or between MoNE schools and higher education settings, to provide critical insight into the contextual features that shape the teacher induction process in Türkiye (Çemç, 2020).
- In addition, the role of digital tools, asynchronous training resources, and online mentoring should be investigated in future research due to the growing integration of technology in education. The findings support that this research would foster accessibility and inclusivity of induction programs; moreover, the induction practices would become modernized and aligned with 21st-century teacher competencies (Brookfield, 2017; Merriam & Bierema, 2014).

To conclude, while the present study developed a strong, empirically and theoretically justified foundation for designing a comprehensive induction program, it is firmly believed that future studies that adjust, implement, and evaluate this model will provide the necessary evidence to contribute significantly to the development of EFL teacher education in Türkiye and globally.

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APPENDICES

Appendix A- The Needs Analysis Questionnaire

Dear participant,

This questionnaire is prepared for a doctoral thesis study at Anadolu University. It intends to find out the needs of English instructors at Schools of Foreign languages (SFLs) in terms of an induction program. With the findings, the researcher aims to design a comprehensive induction program to provide support and guidance to newly hired English instructors in SFLs.

Induction is an umbrella term for orientation, mentorship, and support of teachers who can be both new to the profession and/or new in schools (Wong, 2004).

It is also defined as "a systemic process embedded in a healthy school climate that meets new teachers' personal and professional needs" (Bickmore and Bickmore, 2010, p. 1006)

It will take approximately 10 minutes to answer the questions. If you have further questions please do not hesitate to contact me via mnboldan@anadolu.edu.tr. Participation in the survey is entirely voluntary. Your answers will only be used for scientific purposes and will not be shared with other individuals or institutions. Your participation in this study is highly valuable.

Thank you for your invaluable support.

Merve Nur BOLDAN

PART I: Demographic Information

Age:
Gender:
Bachelor's Degree Program:
Master's Degree Program:
PhD Degree Program:
Current workplace:

The Year of Teaching Experience:

The Length of experience in your current institution:

Please read each of the statements below and choose the appropriate response to indicate your priorities in an induction program.

PART II: Components of an Induction Program in Schools of Foreign Languages

	1: not important	**2: important**	**3: very important**
Please mark your priorities	**Not important**	**Important**	**Very important**
In an induction program, for 'Orientation' part of the program, participants should be provided information about ...			
school environment (location, transportation)			
facilities (library, dining hall, etc.)			
faculty and staff Members			
Rules and regulations			
Duties and responsibilities			
School policies			
student profile (hometown, high school type , etc.)			
In an induction program, for 'Support' part of the program, participants should be provided ...			
Emotional support			
Professional support			
support from SFL administration			
Support from colleagues			
Support from mentors			
Follow-up and ongoing support after induction			
In an induction program, for 'Mentoring' part of the program, an experienced instructor should be a/an ...			
role model			
Coaching (facilitating opportunities for			

learning for individual groups)			
Counselor (provide information and materials)			
Supervisor (carry-out work-based advice and guidance on a one-to-one basis)			
Facilitator (provide workplace induction)			
Assessor (supervise work placement performance)			
supporter for designing and managing learning			
supporter for information technologies (e.g. online platforms)			
In an induction program, for 'Teaching-Learning' part of the program, participants should be provided information about ...			
classroom management			
methodology (skill-based, integrated, etc.)			
Understanding and implementing curriculum			
Syllabus			
Lesson planning			
Coursebooks			
Supportive materials			
Teaching hours			
Assignments			
assessment, grading, and evaluation			
use of technology and technological devices			
Goals and objectives			
Use of technology and technological devices			
establishing rapport with students			
prep school courses			

Departmental courses (EAP, ESP, ELS)			
curriculum unit			
testing unit			
material development unit			
professional development unit			
extracurricular activities (e.g. conversation club)			
In an induction program, for 'Observation' (an experienced instructor observing the newly hired instructor) part of the program, how important is each one of the following items?			
Pre-observation discussion			
The type of observation (training, developmental, assessment, data collection, peer)			
All logistic details (time and length of the observation)			
Specific aims of the observation			
Who sets the agenda and who decides the specific aims (observer, the teacher being observed, some external source)			
Post-observation discussion			
In an induction program, for 'Professional Development' part of the program, how important is each one of the following items?			
Having a professional development unit in your department			
Promoting Job satisfaction			
Promoting well-being (emotional, mental, etc.)			
Preventing Burn-out			

Improving technological, pedagogical, and content knowledge			
Attending seminars, workshop, in-service trainings			

PART III- Open-ended questions

Thank you for your valuable time for the questionnaire. Please answer the following questions for further information about the lacks, needs, and wants of English instructors for an induction program.

1. What are the challenges for a newly hired English instructor in a SFL?
2. What can be done to overcome these challenges?
3. What are the needs for a newly hired English instructor in a SFL?
4. What can be done to meet these needs?
5. What are the benefits of an induction program for a newly hired instructor in a SFL?
6. Do you have any suggestions for a comprehensive induction program? If yes, what are they?
7. If you participated in an induction program before, what were the most successful features in that program?
8. If you participated in an induction program before, what would your suggestions be to make it a better program?

PART IV: Narrative frame

Please complete the following sentences. Note that this part is only for the participants who haven't participated in an induction program during their first year in their institutions.

1. During my first year in my new institution I felt .....
2. During my first year in my new institution I had difficulties mainly due to .....
3. During my first year in my new institution I needed help mostly about .....

APPENDIX B- Extracts from Expert Opinions on the Questionnaire Items

Item: faculty and staff Members

Evaluation	Expert Comments
Appropriate for use / after necessary changes	I think this item might be changed as "Academic and administrative staff", which will be much clearer.

Item: school policies

Evaluation	Expert Comments
Appropriate for use / after necessary changes	Rules and regulations'tan farklı ise parantez içinde örnek verilebilir.

Item: assesor (supervise work placement performance)

Evaluation	Expert Comments
Appropriate for use / after necessary changes	"Assessor"? There is a spelling mistake.

Item: helper for designing and managing learning

Evaluation	Expert Comments
Appropriate for use / after necessary changes	suppoter better than helper

Item: methodology (skill- based, modular etc.)

Evaluation	Expert Comments
Appropriate for use / after necessary changes	modular olması daha teknik bir şey değil mi? skill-based, intergated etc başka modular etc başka sanki

Item: syllabus

Evaluation	Expert Comments
Appropriate for use / after necessary changes	curriculum itemindan farkı ne ise her ikisi için de parantez içinde verilebilir

APPENDIX C- Extracts from Expert Opinions on the Open-ended Items

Open-ended questions

1. This question seems like steering the participants' answers to a point. Might be reworded.
2. Okay
3. Okay
4. Okay
5. In previous questions, the phrase "newly hired instructors" is used as singular, so I think it might be the same in the same part.
This question is subjective in nature as well, like the first one. Instead of this, you can ask "What do you think about an induction program...?"
6. Okay
7. Okay. The sentence structure would be more accurate if written as follows: If you participated....,
8. Okay. The sentence structure would be more accurate if written as follows: If you participated....,

This part is literally a needs analysis, so that is really good.
I suggest you avoid subjective open-ended questions. These can give you one-way answers. Try to make them more objective and bias-free.

Narrative frame questions

1. okey
2. okey
3. okey

Again, another impressive part of the questionnaire. It is great to get teachers' ideas and experiences on the topic.
I think these three questions are enough.
I don't have much expertise on narrative frames. They seem subjective, too. But I don't know the standard.

APPENDIX D- Extracts from Expert Opinions on the Interview Questions

Interview questions for instructors

1. Okay
2. Okay
3. Okay. The sentence structure would be more accurate if written as follows: .... the needs of....
4. Okay
5. Okay. In previous questions the phrase "newly hired instructors" is used as singular, so I think it might be the same in the same part.
6. Okay. The sentence structure would be more accurate if written as follows: If you participated
7. (8 diye yazılmış) The sentence structure would be more accurate if written as follows: If you participated
9. Okay
10. okey
11. okey
12. Okay
13. okey
14. okey

Getting instructors' ideas is good, as well.
I think this part is OK.

Interview questions for administrators

1. okey
2. okey
3. okey
4. okey
5. okey
6. okey

In our school professional development unit and administrators work together in the induction program. So, is it the same in different schools? This might be asked: "Besides administrators, what is the role of the professional development unit in the induction program of your school?"
I believe that interviews with the administrators will increase the reliability of the study.
The questions in this part are adequate and purposeful.
They are good to go

APPENDIX E- Interview questions for EFL instructors

For instructors

1. What are the challenges for a newly hired English instructor in a SFL?

2. What can be done to overcome these challenges?

3. What are the needs of a newly hired English instructor in a SFL?

4. What can be done to meet these needs?

5. What are the benefits of an induction program for a newly hired instructor in a SFL?

6. If you participated in an induction program before, what were the most successful features in that program?

7. If you participated in an induction program before, what would your suggestions be to make it a better program?

8. What should be included in 'orientation' part in your opinion?

9. What should be included in 'support' part in your opinion?

10. What should be included in 'mentoring' part in your opinion?

11. What should be included in 'teaching-learning' part in your opinion?

12. What should be included in 'observation' part in your opinion?

13. What should be included in 'professional' part in your opinion?

APPENDIX F- Interview questions for Administrators

For administrators

1. What are your observations about the common problems faced by newly hired English instructors during their first year?

2. How can administrators help the newly hired instructors for their challenges?

3. Would an induction program be useful for these challenges? If yes, how?

4. What is the most important feature of an induction program for you?

5. What is your role as an administrator for conducting an induction program for newly hired instructors?

6. Do you have any further suggestions for a comprehensive induction program? If yes, what are they?

APPENDIX G- Extracts from Corater's codes

1. Orientation

Instıtutional info.

Policies

History/background

Course materials

Course hours/length

Student profile

Background

expectations

Student profile

departments

School (Institutional) objectives

aim for teaching (academic vs general, or a combination)

syllabus pacing

mission

vision

facilities

Course materials

Testing & evaluation

Observation

School (Institutional) objectives

-materials

- integrated vs separate skill-based teaching

- culture

- Small meetings with the staff

Student profile

APPENDIX H- The Frequency and Percentage of the items in the Questionnaire

	Importance of the item	**Frequency**	**Percentage**
Orientation 1	Not important	18	8.7
	Important	75	36.1
	Very important	115	55.3
	Total	208	100
Orientation 2	Not important	9	4.3
	Important	77	37
	Very important	122	58.7
	Total	208	100
Orientation 3	Not important	5	2.4
	Important	60	28.8
	Very important	143	68.8
	Total	208	100
Orientation 4	Not important	0	0
	Important	28	13.5
	Very important	180	86.5
	Total	208	100
Orientation 5	Not important	0	0
	Important	18	8.7
	Very important	189	91.3
	Total	207	100
Orientation 6	Not important	2	1
	Important	29	14
	Very important	176	85
	Total	207	100
Orientation 7	Not important	29	13.9
	Important	89	42.8
	Very important	90	43.3
	Total	208	100
	Importance of the item	**Frequency**	**Percentage**
Support 1	Not important	18	8.7
	Important	111	53.4
	Very important	79	38
	Total	**208**	**100**
Support 2	Not important	0	0
	Important	36	17.3
	Very important	172	82.7
	Total	**208**	**100**
Support 3	Not important	2	1
	Important	49	23.6
	Very important	157	75.5
	Total	**208**	**100**

Support 4	Not important	6	2.9
	Important	77	37
	Very important	125	60.1
	Total	**208**	**100**
Support 5	Not important	12	5.8
	Important	65	31.3
	Very important	131	63
	Total	**208**	**100**
Support 6	Not important	3	1.4
	Important	77	37
	Very important	128	61.5
	Total	**208**	**100**

	Importance of the item	**Frequency**	**Percentage**
Mentoring 1	Not important	23	11.2
	Important	95	46.1
	Very important	88	42.7
	Total	**206**	**100**
Mentoring 2	Not important	14	6.8
	Important	98	47.3
	Very important	95	45.9
	Total	**207**	**100**
Mentoring 3	Not important	8	3.8
	Important	83	39.9
	Very important	117	56.3
	Total	**208**	**100**
Mentoring 4	Not important	25	12
	Important	82	39.4
	Very important	101	48.6
	Total	**208**	**100**
Mentoring 5	Not important	11	5.3
	Important	96	46.2
	Very important	101	48.6
	Total	**208**	**100**
Mentoring 6	Not important	60	28.8
	Important	94	45.2
	Very important	54	26
	Total	**208**	**100**
Mentoring 7	Not important	16	7.7
	Important	96	46.4
	Very important	95	45.9
	Total	**207**	**100**
Mentoring 8	Not important	22	10.7

	Important	89	43.2
	Very important	95	46.1
	Total	**206**	**100**

	Importance of the item	**Frequency**	**Percentage**
Teaching-Learning 1	Not important	26	12.5
	Important	109	52.4
	Very important	73	35.1
	Total	**208**	**100**
Teaching-Learning 2	Not important	23	11.1
	Important	93	44.7
	Very important	92	44.2
	Total	**208**	**100**
Teaching-Learning 3	Not important	5	2.4
	Important	69	33.3
	Very important	133	64.3
	Total	**207**	**100**
Teaching-Learning 4	Not important	5	2.4
	Important	66	31.7
	Very important	137	65.9
	Total	**208**	**100**
Teaching-Learning 5	Not important	28	13.5
	Important	93	44.7
	Very important	87	41.8
	Total	**208**	**100**
Teaching-Learning 6	Not important	9	4.3
	Important	64	30.8
	Very important	135	64.9
	Total	**208**	**100**
Teaching-Learning 7	Not important	6	2.9
	Important	81	38.9
	Very important	121	58.2
	Total	**208**	**100**
Teaching-Learning 8	Not important	17	8.2
	Important	73	35.1
	Very important	118	56.7
	Total	**208**	**100**
Teaching-Learning 9	Not important	7	3.4
	Important	78	37.7
	Very important	122	58.9
	Total	**207**	**100**
Teaching-Learning 10	Not important	2	1
	Important	46	22.1
	Very important	160	76.9

	Total	**208**	**100**
Teaching-Learning 11	Not important	6	2.9
	Important	47	22.6
	Very important	155	74.5
	Total	**208**	**100**
Teaching-Learning 12	Not important	10	4.9
	Important	99	48.1
	Very important	97	47.1
	Total	**206**	**100**
Teaching-Learning 13	Not important	38	18.3
	Important	91	43.8
	Very important	79	38
	Total	**208**	**100**
Teaching-Learning 14	Not important	15	7.3
	Important	84	41
	Very important	106	51.7
	Total	**205**	**100**
Teaching-Learning 15	Not important	22	10.7
	Important	99	48.1
	Very important	85	41.3
	Total	**206**	**100**
Teaching-Learning 16	Not important	9	4.3
	Important	82	39.4
	Very important	117	56.3
	Total	**208**	**100**
Teaching-Learning 17	Not important	11	5.3
	Important	76	36.5
	Very important	121	58.2
	Total	**208**	**100**
Teaching-Learning 18	Not important	11	5.3
	Important	78	37.7
	Very important	118	57
	Total	**207**	**100**
Teaching-Learning 19	Not important	8	3.9
	Important	82	39.6
	Very important	117	56.5
	Total	**207**	**100**
Teaching-Learning 20	Not important	23	11.1
	Important	103	49.5
	Very important	82	39.4
	Total	**208**	**100**

	Importance of the item	**Frequency**	**Percentage**
Observation 1	Not important	13	6.3

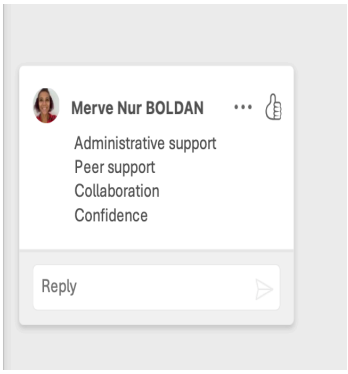
	Important	94	45.2
	Very important	101	48.6
	Total	**208**	**100**
Observation 2	Not important	5	2.4
	Important	88	42.5
	Very important	114	55.1
	Total	**207**	**100**
Observation 3	Not important	10	4.8
	Important	91	43.8
	Very important	107	51.4
	Total	**208**	**100**
Observation 4	Not important	7	3.4
	Important	72	34.8
	Very important	128	61.8
	Total	**207**	**100**
Observation 5	Not important	16	7.7
	Important	92	44.2
	Very important	100	48.1
	Total	**208**	**100**
Observation 6	Not important	6	2.9
	Important	60	28.8
	Very important	142	68.3
	Total	**208**	**100**

	Importance of the item	**Frequency**	**Percentage**
Professional Dev. 1	Not important	11	5.3
	Important	67	32.2
	Very important	130	62.5
	Total	**208**	**100**
Professional Dev. 2	Not important	6	2.9
	Important	54	26.1
	Very important	147	71
	Total	**207**	**100**
Professional Dev. 3	Not important	4	1.9
	Important	58	27.9
	Very important	146	70.2
	Total	**208**	**100**
Professional Dev. 4	Not important	2	1
	Important	51	24.5
	Very important	155	74.5
	Total	**208**	**100**
Professional Dev. 5	Not important	2	1
	Important	71	34.6
	Very important	132	64.4

	Total	**205**	**100**
Professional Dev. 6	Not important	6	2.9
	Important	86	41.3
	Very important	116	55.8
	Total	**208**	**100**

APPENDIX I: Extract from color-coded analysis

kind of orientation because each school has different features so that's why the orientation part we can say that very important for the new teachers and in the second month we have the support part here you can think about the support from your administrators and also from your colleagues and if you have your mentor umm So what should be included in the support part what do you think umm uh from all sides actually peer collaboration administrative support and maybe I don't know why students why not actually those supports are really important uh because we at first I mean at the beginning uh we generally wait for the advice I mean look for advice or less than sharing or feedback um I don't know at this point yes the their support and collaboration at least with your colleagues are really pointing essential yes at this time you can feel more confident hmm so did you get any support when you first started uh actually not much because the system is kind of teaching goal because of that I couldn't find uh I don't know uh several teachers uh because at that time the earthquake happened because of that maybe I don't know many teachers uh let's take some permission I



APPENDIX J- Extracts from Written Feedback for The First Draft of the Induction Program

Expert 1:

Expert Opinion Form – Induction Program for EFL Instructors in SFLs

Dear expert,

This form is designed to collect your feedback on the Induction Program for newly appointed EFL instructors in Schools of Foreign Languages. Please evaluate each component of the program based on clarity, relevance, feasibility, and the practicality of ready-to-use tools. Your feedback will be invaluable in refining the program for both academic and practical purposes.

Scale: 1 (Strongly Disagree) … 5 (Strongly Agree)

Component: Orientation

A. General Structure

Criteria	Rating (1–5)
Clarity of goals	5
Relevance to instructors' needs	5
Feasibility in SFL context	5

B. Tables / Schedules

Criteria	Rating (1–5)
Clarity of schedules/tables	5
Balance between theory and practice	5
Practicality (time, workload)	5

C. Ready-to-Use Documents / Tools

Criteria	Rating (1–5)
Clarity and user-friendliness	5
Appropriateness for new instructors	5
Contribution to program aims	5

Expert 4:

General Feedback

Overall Impression of the Program: It is a well-designed program with needs analysis, focusing on different dimensions such as mentoring, orientation, mentor selection criteria, and face-to-face and online options.

Most Effective Components: mentoring, orientation

Challenging / Less Feasible Components: mentoring, orientation

Additional Suggestions: This program is perfect with all details, but considering the budget limits of institutions for 10-day orientation and workload of instructors for mentoring, and administrative overload to organize all, this program might not be fully applied in the schools. However, it is a guide for the schools that want to organize a program and do not know where to start.

APPENDIX K- Teach@SFL Induction Pack

Teach@SFL: A Comprehensive Induction Pack for English Instructors

A Practical Induction Program for Schools of Foreign Languages in Turkish State Universities

Tagline:

"Supporting a smooth transition, ongoing development, and institutional belonging for every English instructor."

Prepared by: Merve Nur BOLDAN

PhD Candidate, Anadolu University

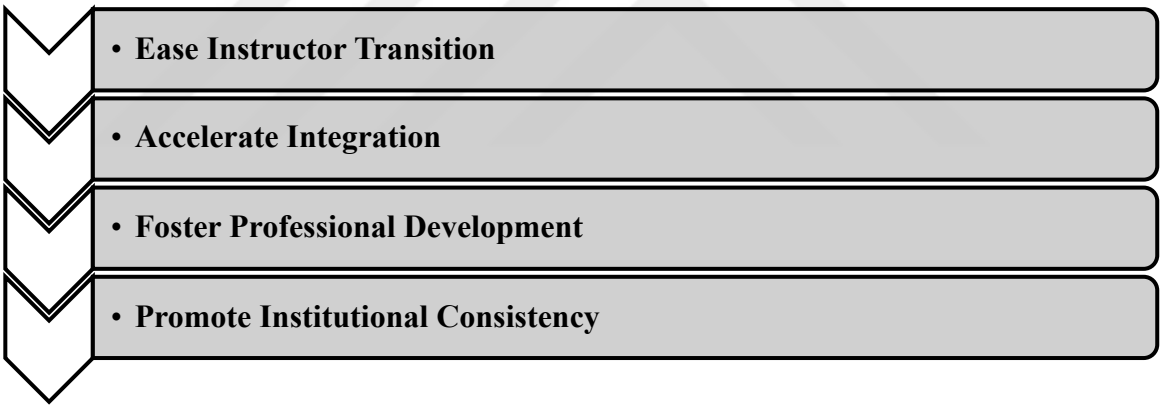
Introduction to the Pack

The **Teach@SFL Induction Pack** is a comprehensive, research-based program designed to guide novice and experienced English instructors through their transition into a School of Foreign Languages (SFL) in Türkiye. Developed as part of a doctoral study, this pack integrates:

1- The Needs Analysis findings from over 208 English instructors and administrators from different SFLs.
2- In-depth interviews with 20 instructors and administrators from different SFLs.
3- Findings of global related literature on teacher induction from 2000 to 2025.

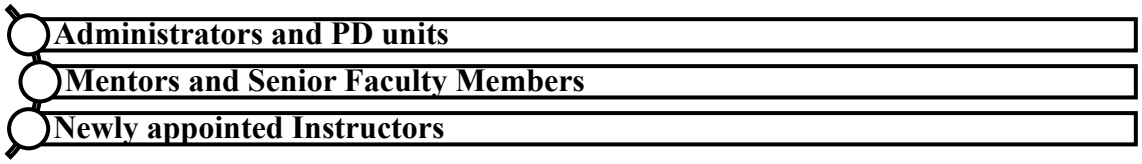
Considering the findings mentioned above, this induction program aims to standardize onboarding in SFLs while remaining flexible enough to enable different institutions to adapt it. It involves comprehensive explanations of why each component is fundamental, useful steps for implementations, and strategies for maintaining long-term support.

The Goals of the Pack



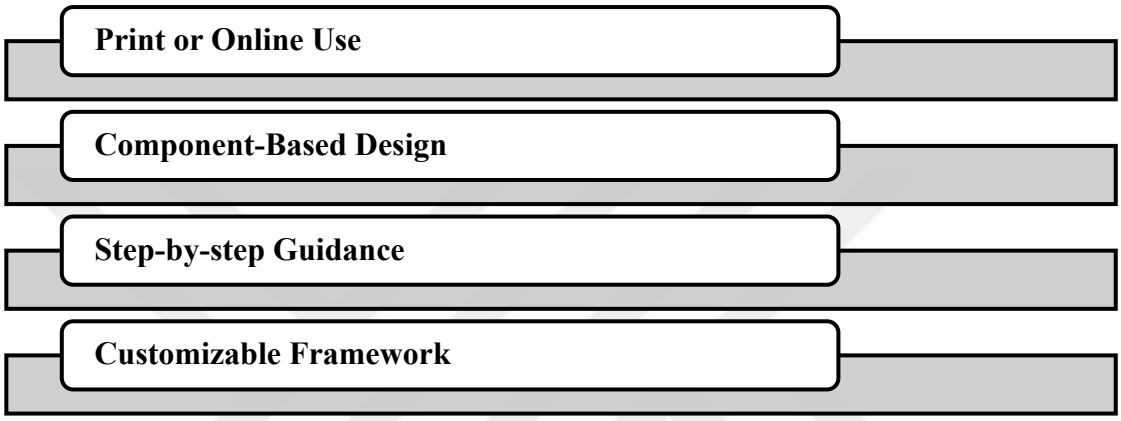
This pack intends to reduce role ambiguity, anxiety, and confusion for both novice and non-novice EFL instructors. Moreover, it ensures that every EFL instructor understands institutional culture, policies, and resources within their first semester in the SFLs. It also provides systems for ongoing feedback, mentoring, and professional development. And finally, it establishes a clear roadmap for implementors of this induction program: professional development units or administrators.

Target Users of This Pack



This pack is a ready-to-use manual for onboarding instructors for administrators and PD units. Moreover, it is guidance for structured support roles for mentors and senior faculty. And newly appointed instructors can receive a clear orientation and development pathway to succeed in their new roles via this pack.

How to Use This Pack:



The design of this pack is a modular system, with sections that can be printed or accessed online. It is component-based as each section focuses on one major induction program (Orientation, Mentoring, Teaching-Learning, Observation, Support, and Professional Development). The pack explains the importance of each component, shows evidence, and establishes a clear action plan to implement it. Furthermore, implementors can find information on who does what, when, and how, and easily follow these steps. Finally, each SFL can adapt timelines, materials, or emphasis based on institutional needs since this pack is a customizable framework.

General Implementation Guidelines

Although technology has a crucial role in hybrid and online versions of the induction program, it is recommended to integrate it into face-to-face applications. The use of digital tools such as LMS, video-based micro teaching, shared cloud folders, and online reflective journals can improve accessibility, collaboration, and documentation of all induction practices. Furthermore, this integration will make the program consistent, supportive of self-paced learning, and make instructors familiar with technology-enhanced teaching environments that align with contemporary EFL practices.

General View of the Induction Program

Component	Purpose	Audience
Orientation	Introduce institutional policies, culture, and teaching tools	All instructors
Mentoring	Offer formal and structured mentorship	Novice and experienced instructors
Support	Provide emotional, collegial, and technical support	All instructors
Observation	Promote reflective teaching practice	All instructors
Pedagogical Practices	Ensure high-quality instruction and curriculum mastery	All instructors
Professional Development	Encourage continuous growth	All instructors
Sustainability & Follow-up	Monitor effectiveness, refine induction annually	Administrators, PD units

The general view table illustrates the components, purpose, and audience of the induction program. It is a summary of the comprehensive pack, and it provides the big picture of the program. In the next sections, each component is explained in detail.

Implementation Guidelines

The induction program presented in this study was designed as an adaptable and flexible framework rather than a one-size-fits-all model. Therefore, it is not a prescriptive model, and implementers are encouraged to adjust, expand, or integrate additional practices in alignment with their institutional expectations and contextual realities to ensure the sustainability and relevance of the program. Moreover, the suggested schedules, forms, and practices are grounded in empirical data and literature; however, they are only intended to serve as a guideline that is open to contextualization in accordance with each SFL's resources, structure, and instructor profiles.

Practical Considerations

Implementers should know that each document represented in this program may be simplified or integrated with other institutional documents if necessary. To ensure consistency and accountability, documentation is one of the necessary parts of this program. However, implementers are advised to maintain a balance between structure and flexibility to avoid forms leading to cognitive and administrative overload for newly started instructors. They may streamline documentation and ensure that each form serves a clear purpose.

1-Orientation

What is included in this section?

3-day Intensive Orientation Program

10-day Orientation Schedule

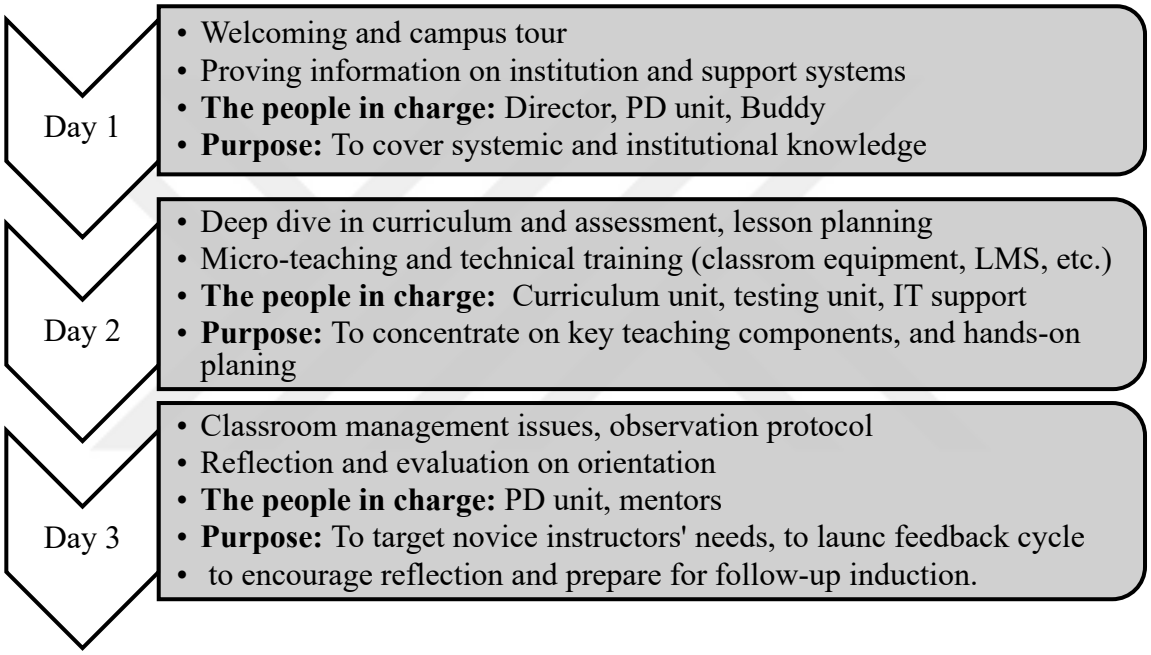
Online/Hybrid Orientation Option

Implementation: The orientation component includes three schedules: intensive 3-day, extended 10-day, and hybrid/online, coordinated by the Professional Development (PD) unit. Each schedule concludes with systematic feedback collection for responsiveness and alignment with instructors' immediate needs. Ideally, administrators are responsible for overseeing logistics, experienced instructors are responsible for facilitating pedagogical workshops, and IT personnel are expected to provide training on digital platforms.

Introduces instructors to institutional policies, culture, and expectations.

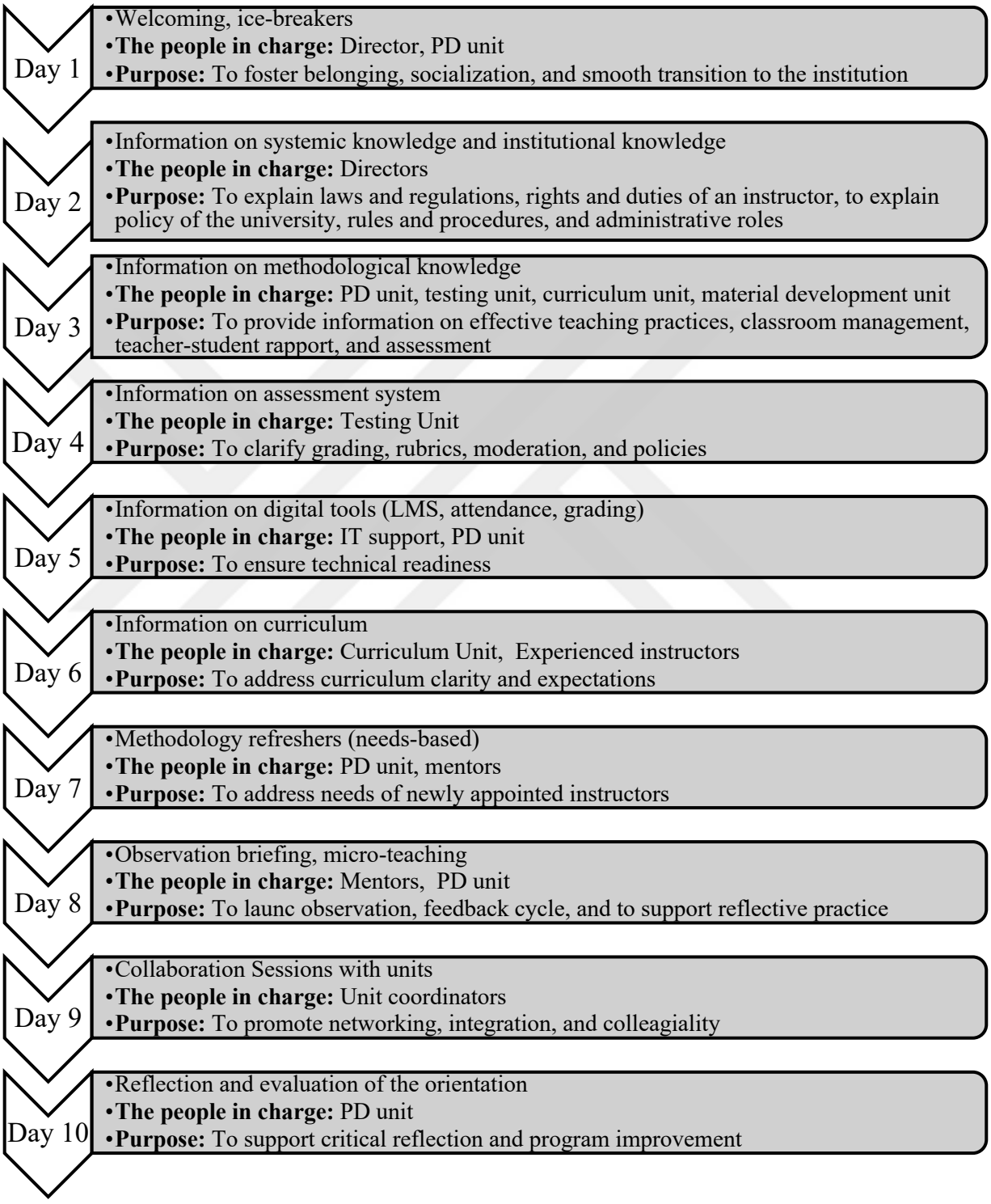
The first orientation step is pre-arrival for English instructors when they start to work in a new institution. Therefore, it is suggested to send a welcoming email (Material 1), including the FAQ (Material 2) and the new instructor background information and needs form (Material 3). After that, SFLs can conduct a suitable orientation program for newly started instructors. Moreover, the quick induction brochure (Material 4) can also be provided to new instructors to explain the procedure to them shortly. After they finish the orientation program, the orientation reflection evaluation form (Material 5) can be filled out by the new instructors.

3-day Intensive Orientation Program



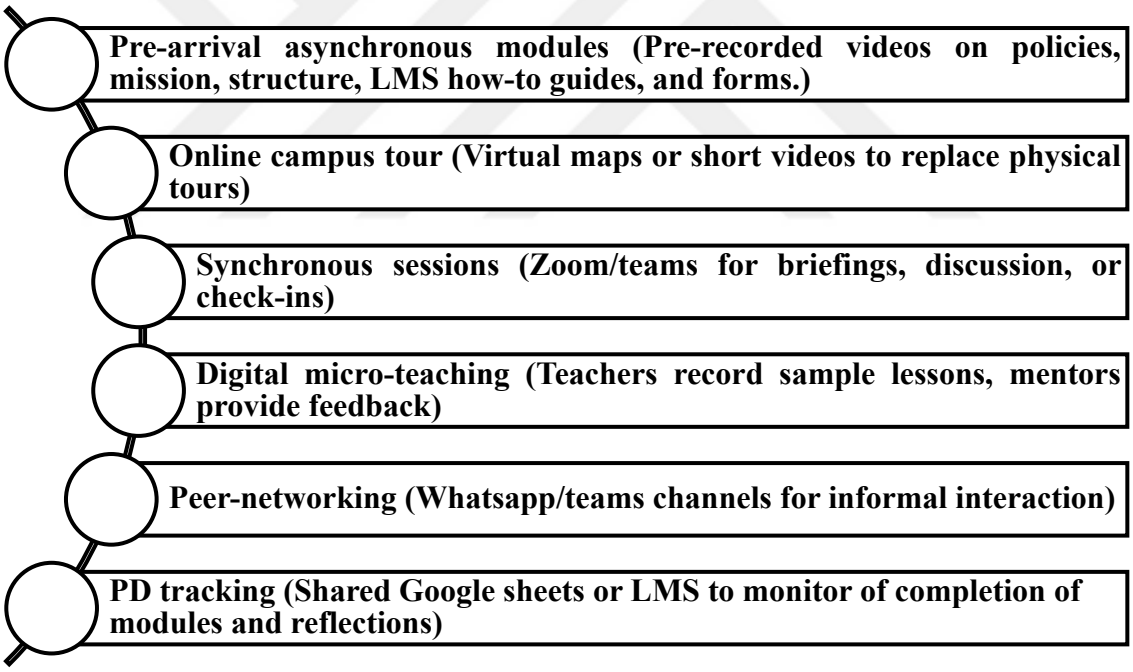
This schedule is suitable for SFLs with limited time; however, it includes essential topics such as systemic knowledge, curriculum, assessment, observation cycles, and mentoring. Day 1 activities are dedicated to covering institutional knowledge, as stated by EFL instructors in the needs analysis questionnaire and as found in Akkaş (2022). Followingly, Day 2 is dedicated to concentrating on key teaching elements, lesson planning, delivering experiential practice (Kolb, 2014), and ensuring readiness with LMS and grading tools. Day 3 is dedicated to novice teachers' needs (if there are any) and the feedback cycle (Akkaş, 2022; Coşgun, 2020). Moreover, it encourages reflection and evaluation of the orientation (Brookfield, 2017).

10-day Orientation Schedule



The 10-day orientation program offers a comprehensive orientation schedule for the instructors in SFLs, as it includes welcoming, information on systemic, institutional, and methodological knowledge. Moreover, curriculum and testing procedures are also explained to newly appointed instructors. Observation briefing, micro teaching, collaboration with units, and reflection and evaluation of the orientation are also essential parts of the schedule. If there is no time restriction, this schedule is ideal for a detailed orientation process. Day 1 is dedicated to fostering belonging and smooth entry (Coşgun, 2020; Brookfield, 2017). The systemic, institutional, and methodological knowledge are the topics that were suggested for an induction program in Akkaş's (2022) PhD thesis. The information on curriculum and assessment, and the use of digital tools, are significant items in the needs analysis questionnaire. Observation and micro teaching on day 8 are also suggested issues in Kolb (2014) and Coşgun (2020). Moreover, Coşgun (2020) recommends networking between colleagues as it is found on day 9, and reflection and evaluation are reported as important in the needs analysis questionnaire.

Online/Hybrid Orientation Option



Sometimes the institution may not be capable of providing a physical orientation program due to several reasons, such as time limitations, natural disasters, or pandemics; therefore, an online/hybrid orientation option can offer solutions to the situations in which a physical orientation program is not achievable. It is also possible that the 3-day or 10-day orientation schedules can adapt some of the items in this program. This program reduces costs, aligns with adult learners' needs for flexibility and self-direction (Merriam, 2017; Brookfield, 2017), and increases inclusivity. The table below displays the comparison of three versions of orientation programs, and it helps implementers choose a suitable model.

The comparison of 3 Orientation Programs

Feature	3-Day Intensive Orientation	10-day Orientation	Online/Hybrid Orientation
Duration	3 consecutive intensive days	10 full working days but it releases time provided.	Flexible timeline: mix of synchronous and pre-recorded modules
Delivery mode	Fully in-person	Mostly in-person with some digital tools	Asynchronous videos, live online sessions, optional in-person activities
Focus	Essential orientation on curriculum, assessment, classroom management.	Deep coverage of systemic, institutional, and methodological knowledge.	Flexible delivery with concentration on access and self-directed learning.
Activities	Compressed	Full set	Virtual
Best for	Smaller institutions, tight schedules, high teaching loads	Large institutions, campuses with resources for extensive onboarding	Remote staff, time-constrained institutions, multi-campus
Technology use	Hands-on LMS and tools	Support for LMS, grading, attendance tools	Shared drives, virtual classrooms, orientation hub
Adult learning	Focus on experiential learning, reflection, and andragogy principles but it is condensed into practical workshops.	Focus on experiential learning, reflection, and andragogy principles.	Focus on self-directed learning, asynchronous reflection, and flexible pacing

2- Support

What is included in this section?

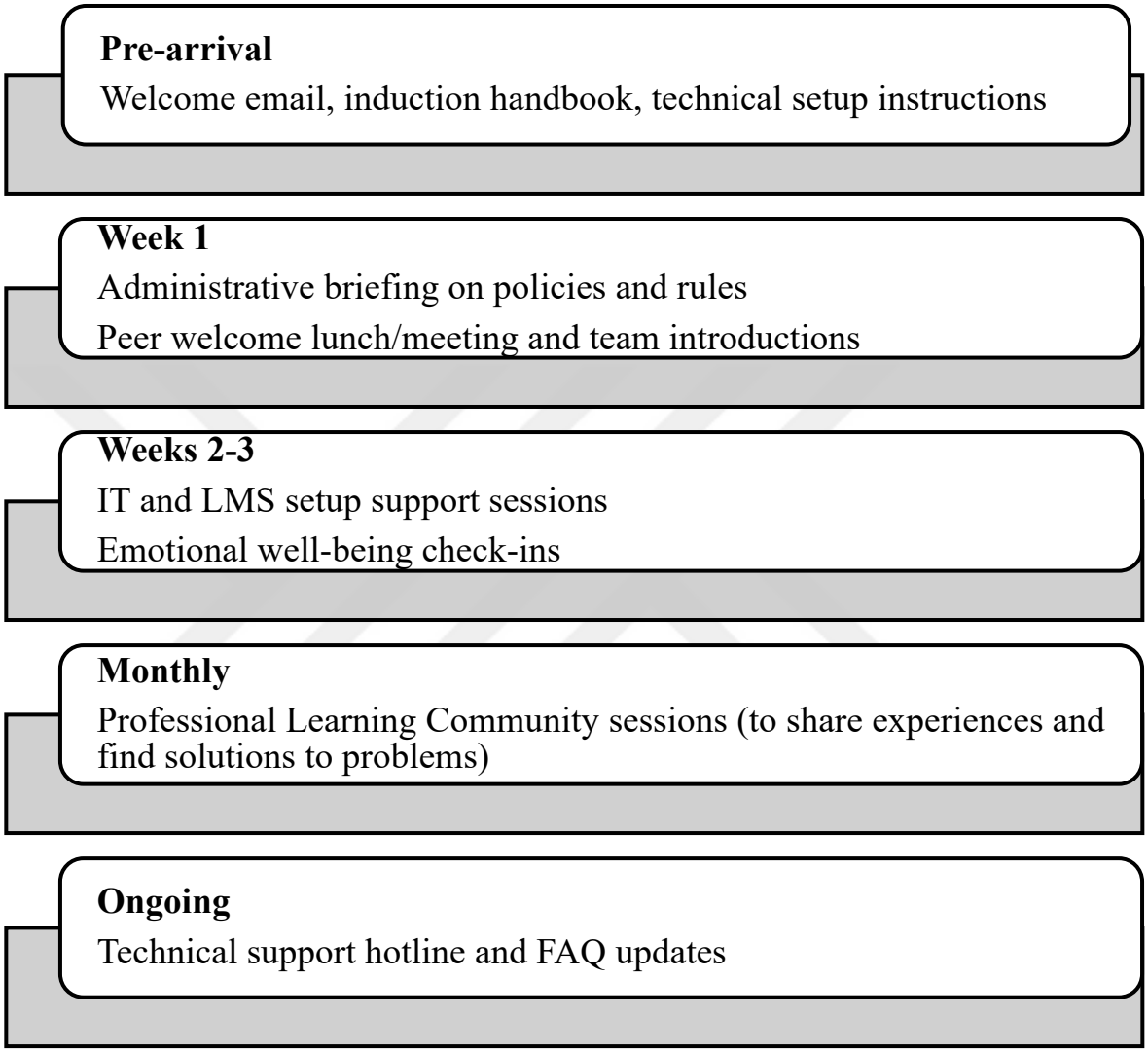
Support Schedule (Face-to-Face Model)

Hybrid/Online Support Model

Implementation: The support component is dedicated to involving administrative, professional, technical, and collegial support mechanisms. Administrators are responsible for procedural guidance, while IT specialists provide technical support. Collegial groups are expected to meet their newly started colleagues regularly to foster experience sharing and guidance. Moreover, the PD unit organizes monthly check-ins for institutional support, ensuring newly started instructors stay connected, professionally guided, and emotionally supported.

Ensures emotional, administrative, and technical assistance for instructors

Support Schedule (Face-to-Face Model)

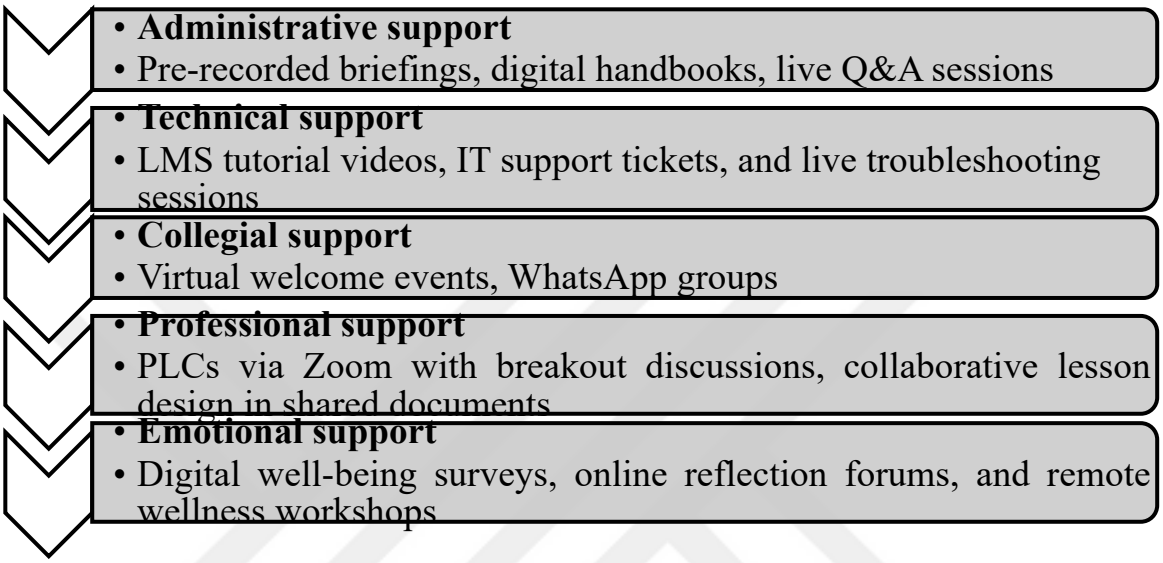


PD unit is responsible for emotional well-being check-ins, professional learning community sessions, and technical support hotline and FAQ updates, while directors are responsible for sending a welcoming email (Material 1), induction handbook (Material 5) to newly appointed instructors, and setting up technical instructions. Moreover, they provide administrative briefing on policies and institutional rules. On the other hand, the IT unit can support technical instructions, IT and LMS setup support sessions, and technical support hotline processes.

Pre-arrival week is dedicated to preparing instructors before arrival, and it aims to reduce anxiety and administrative load (Akkaş, 2022). Week 1 is dedicated to clarifying rules and systems to prevent confusion (Coşgun, 2020). Weeks 2-3 are dedicated to building team culture and collegiality (International Induction Report, 2021) and to supporting emotional adjustments and intervening early if needed (Coşgun, 2020). Monthly sessions (Material 6) are to foster collaboration, lesson and experience-sharing, and professional dialogue (Flores

et al., 2011). Ongoing support is to provide continuous technical support to reduce stress and save time (Akkaş, 2022).

Hybrid/Online Support Model



The Hybrid/Online Support model is an alternative to the face-to-face model, and it involves online versions of the former model. Each support type is again provided to the newly appointed via online platforms. This model can be ideal for institutions that have time constraints or other special considerations.

The Comparison of 2 Support Models

Support Area	Face-to-face model	Hybrid/Online Model
Administrative support	In-person briefings, direct consultations, printed handbook	Pre-recorded briefings, live Q&A via Teams or Zoom, downloadable handbook
Technical support	Face-to-face troubleshooting, on-campus IT workshops	Remote troubleshooting sessions, video tutorials, support tickets
Collegial support	Peer meetings/lunches, on-campus PLC meetings, team-building activities	Virtual networking event, WhatsApp groups, online PLCs
Professional development	Physical workshops, monthly in-person PLCs	Collaborative documents for lesson design, Zoom-based PLCs
Emotional support	In-person wellness sessions	Digital well-being surveys, remote wellness workshops, virtual reflection forums

The table above compares the differences between the face-to-face model and the hybrid/online model. Both models cover administrative, technical, collegial, professional, and emotional support for newly appointed instructors. It is not obligatory to use these two models separately; implementers can combine them according to their needs and facilities.

3- Mentoring

What is included in this section?

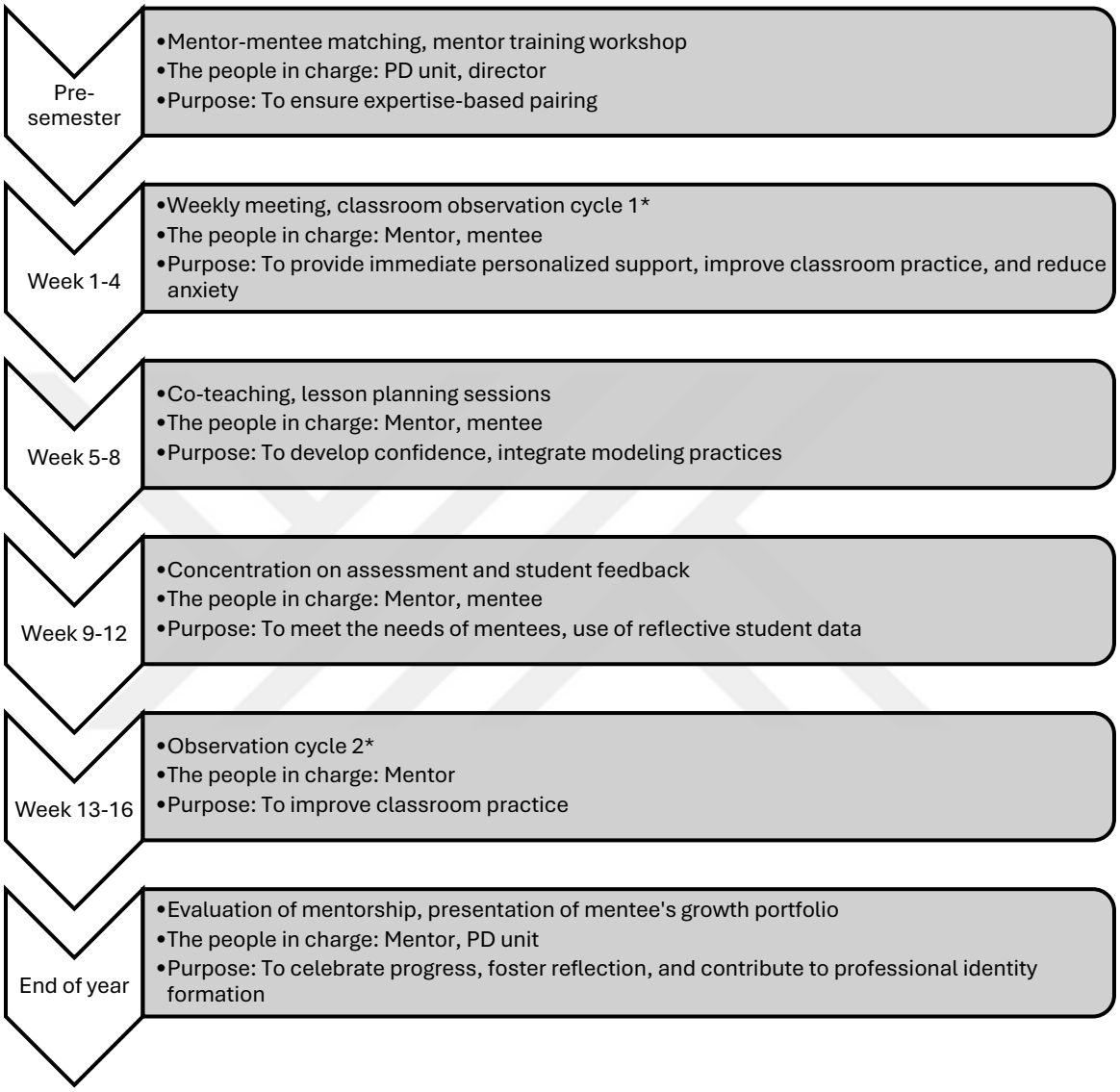
One Year-Long Mentoring Program

Hybrid/Online Mentoring Program

Implementation: The mentoring program is based on the deliberate selection of mentors concerning pedagogical skills, expertise, and interpersonal competence. The process starts with a meeting in which goal setting is completed. After that, structured observation cycles are scheduled. To address challenges and emotional well-being, mentors organize weekly or biweekly sessions. These meeting sessions and observation cycles are expected to be documented to ensure accountability and promote professional growth.

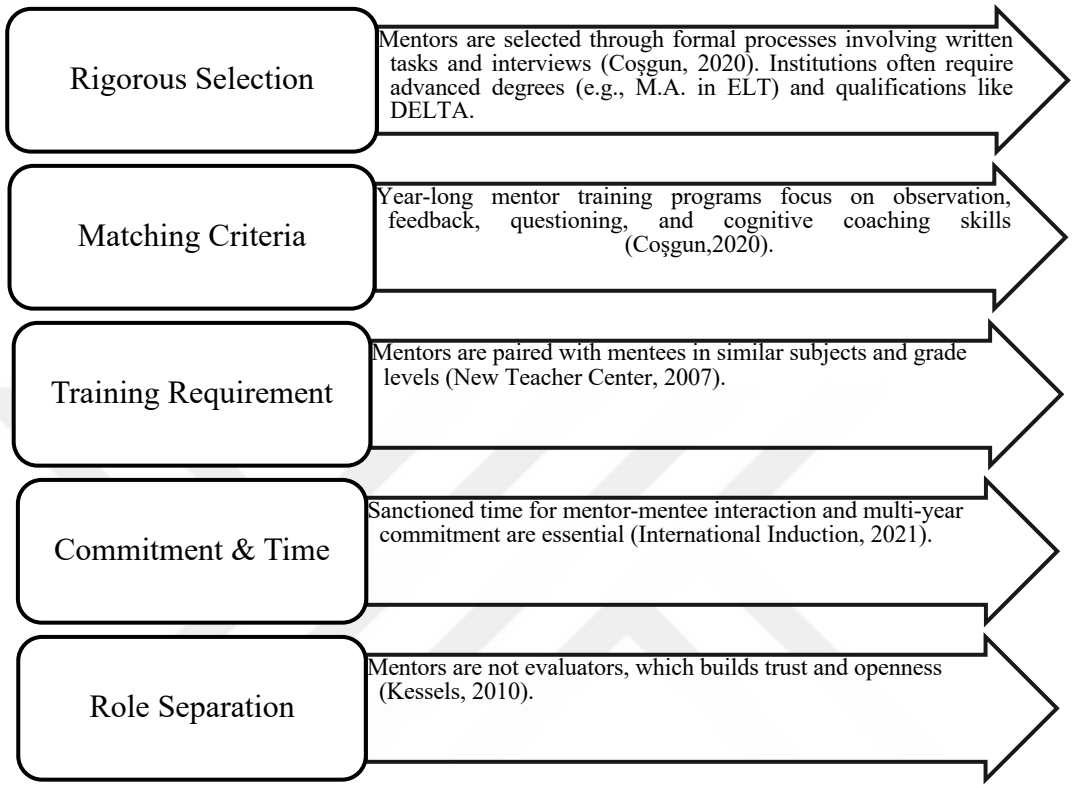
Establishes a structured support system through experienced mentors.

One Year-Long Mentoring Program



This model is suitable for implementation in both the fall and spring semesters, as it includes two structured observation cycles comprising pre-observation planning, classroom observation, post-observation conferences, reflection, action planning, and follow-up. Rowley (1999) presents the qualities of an effective mentor: commitment, empathy, instructional expertise, interpersonal skills, being a continuous learner, and enthusiasm. As outlined, there are specific qualities that characterize an effective mentor, and administrators should carefully consider these when appointing instructors to mentoring roles. Once a mentor has been selected, the mentor and mentee need to meet promptly to plan the mentoring program (Material 7) for both semesters.

The Mentor Selection Criteria



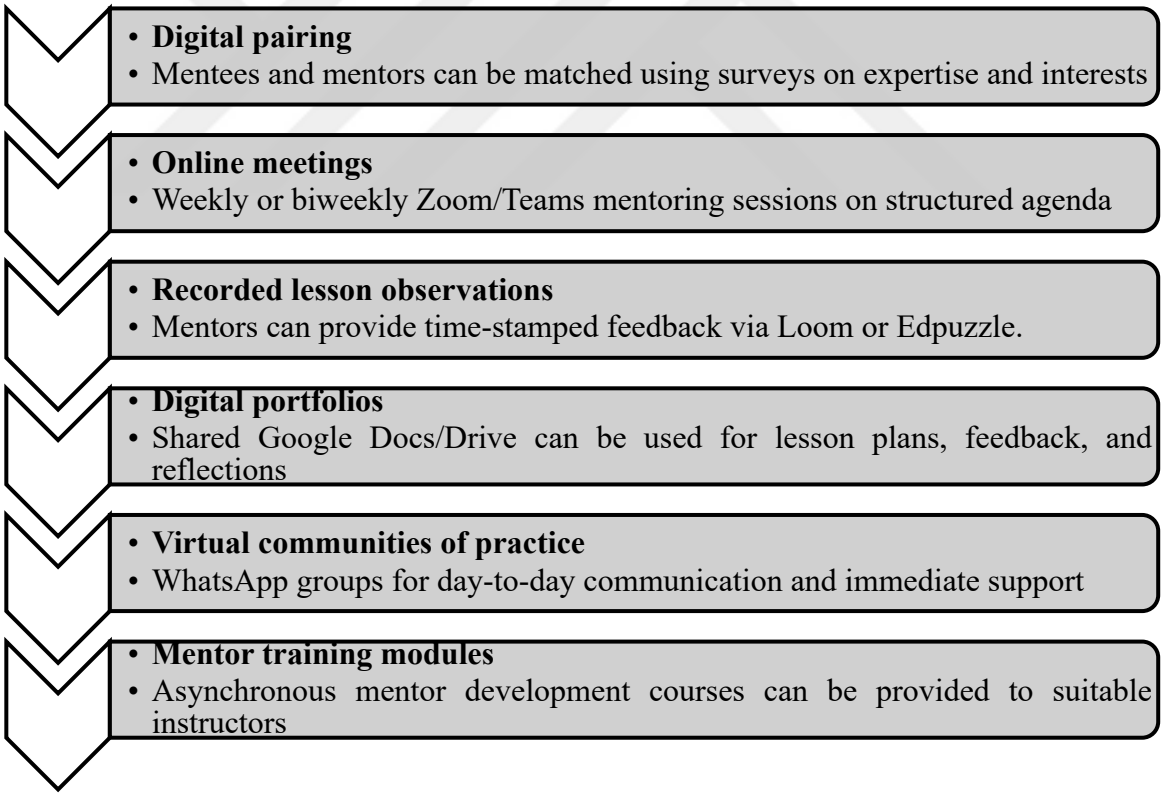
Since mentoring requires specific training and systematic preparation, EFL instructors in Schools of Foreign Languages (SFLs) who volunteer to serve as mentors should develop a range of essential competencies. First, mentors must be able to establish rapport and build trust through active listening, empathetic communication, and purposeful questioning. Equally important is the enhancement of self-awareness and professional communication skills, which underpin effective mentor–mentee relationships. As mentoring inherently involves lesson observations, mentors should be well-versed in observation techniques, such as determining focus areas and taking structured notes. In addition, they need to possess a sound understanding of effective teaching practices and demonstrate the ability to provide both formative and summative feedback in a supportive and development-oriented manner. The complete mentoring cycle should include pre- and post-lesson meetings, opportunities for peer mentoring, and the development of individualized action plans for mentees. These processes collectively aim to promote mentees' self-directed professional growth and continuous improvement within the institutional context.

During pre-observation planning (Material 8), the mentor and mentee should establish a clear focus for the observation, and the mentee is expected to share lesson plans and materials in advance. Mentors should also prepare targeted questions or concerns to guide their feedback. Classroom observations may be conducted either in person or through recorded lessons, with a strong recommendation to use a structured observation protocol. The observation (Material 8) should focus on the agreed objectives rather than functioning as a general performance evaluation.

Following the observation, a post-observation conference (Material 8) should take place promptly, allowing the mentor to provide constructive, non-evaluative feedback that highlights strengths and offers actionable recommendations. The mentee is encouraged to reflect critically on their teaching, completing a brief reflection form that identifies both strengths and areas for improvement. Based on this, the mentor should develop a detailed action plan to address identified needs. During the next cycle, the mentor will monitor progress from the previous plan, ensuring that the second cycle contributes to the mentee's ongoing professional development.

In addition to these observation cycles, mentors are responsible for providing both professional and emotional support to their mentees. Regular weekly meetings (Material 9) can be used to address challenges and provide guidance, ensuring that mentorship serves as a comprehensive source of encouragement, professional growth, and emotional well-being for novice instructors.

Hybrid/Online Mentoring Program



The hybrid or online mentoring program is designed for institutions where in-person mentoring is not feasible. The components outlined in this model can also be integrated into a year-long mentoring framework, as technology is effectively leveraged to support sustained mentorship. As with the face-to-face model, mentors are carefully selected according to established criteria and are expected to demonstrate a supportive and non-judgmental approach toward their mentees. Despite the variation in delivery formats, both models share the same objectives: to enhance the mentee's teaching skills, reduce stress, and promote

professional and emotional growth. Institutions may choose either model independently or combine elements from both, tailoring the approach according to their available resources, teaching loads, institutional needs, and overall expectations. At the end of the mentorship, mentors and mentees can fill out the evaluation of mentorship form (Material 10) and the mentee's growth portfolio form (Material 11) to evaluate the process.

4- Observation

What is included in this section?

The Observation Cycle

The Observation Stages

The Observation Considerations and Ethical Guidelines

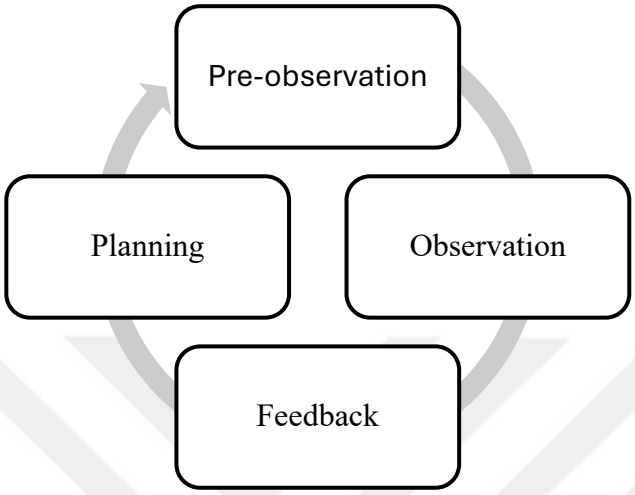
The Face-to-face Observation Schedule

The Hybrid/Online Observation Schedule

Implementation: PD unit coordinates observation schedules to ensure appropriate distribution among instructors and minimize workload. There are three stages of observation: pre-observation, observation, and post-observation. Pre-observation is for specifying focus areas, decided by institutional needs and instructors' priorities. Observers can be mentors, PD staff, or experienced instructors, and they employ standardized rubrics for objectivity and consistency. Post-observation is for feedback and reflection, and it forms part of the professional portfolio.

Provides constructive feedback through structured peer and supervisor observations.

The Observation Cycle

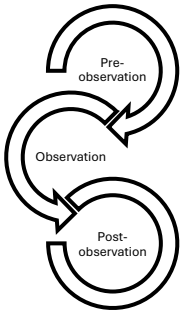


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The observation cycle adapted from Roberts (1998) was utilized as a framework for supervision and feedback within this program. The process begins with establishing frames, during which newly appointed instructors prepare their lessons in line with agreed objectives. During the observation, the mentor focuses on the teacher, students, and the interaction between them, while also considering the predetermined focus areas. Following the lesson, mentors and mentees (or peers) engage in reflective discussions, recalling key moments, analyzing performance, and sharing interpretations. The subsequent planning stage involves setting new goals for future teaching sessions, experimenting with alternative approaches, and evaluating their effectiveness. This cycle is then repeated as part of ongoing professional growth.

In some cases, Professional Development Unit (PDU) members may also join the observation process. While the mentor and mentee collaboratively prepare for lessons, PDU members can observe and later contribute their feedback alongside the mentor. Peer observations and video-recorded reflections were also highlighted as valuable alternatives, enabling teachers to critically evaluate their own practice. Supplementary tools such as lesson plans, student assessments, and written feedback from multiple observations further contribute to the evaluation process (English, 2021; Sullivan & Glanz, 2013). English (2021) emphasizes that observation is a central element of adult learning, as it fosters experiential learning through structured classroom visits.

The Observation Stages



The Observation Considerations and Ethical Guidelines

As it directly encompasses classroom performance, evaluation, and professional identity, the observation component represents one of the most sensitive aspects of an induction program. Many instructors, particularly those new to the profession, may perceive classroom observation as a judgmental process rather than a developmental one. Therefore, this pack outlines several key considerations and ethical guidelines for implementers to ensure that observation practices remain constructive and supportive.

First, newly appointed instructors should be clearly informed that classroom observations are conducted solely for professional growth. The primary aim is to foster reflective practice, encourage collaborative learning, and strengthen rapport between the observer and the instructor. Since the process is developmental rather than evaluative, it is advisable to exclude administrators from the observation procedure.

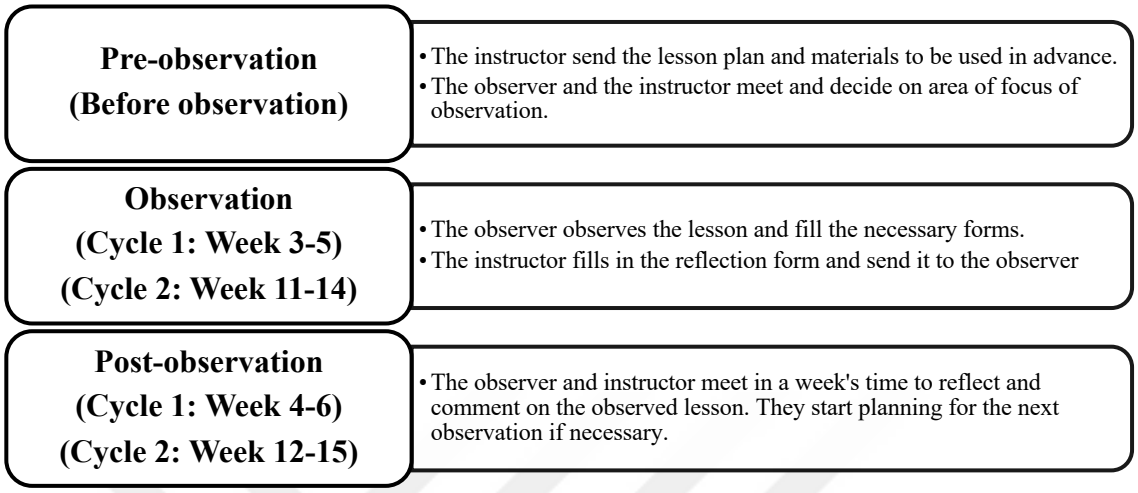
Second, participation in the observation process should be voluntary, requiring the explicit consent of the instructor. Implementers should guarantee that all observation data, feedback, and discussion outcomes remain strictly confidential between the mentor and mentee.

Furthermore, institutions are encouraged to organize preparatory training sessions for mentors and observers to establish standardized observation criteria. To ensure reliability and fairness, it is recommended that institutions provide sample rubrics, scoring guides, and models of constructive feedback language tailored for EFL instructors.

In addition, post-observation meetings should adopt a dialogic and reflective format. The discussion should begin with the instructor's self-evaluation, followed by the mentor's insights, emphasizing strengths while identifying areas for further improvement. This process may also incorporate reflection forms for both observer and instructor, follow-up action plans for professional development, and a concise ethical compliance checklist (Material 8).

Finally, professional development units are expected to reinforce the developmental purpose of observation and cultivate a culture of mutual trust and collegial learning. They should also provide practical support, such as allocating time for observations and supplying standardized documentation and tools to facilitate the process effectively.

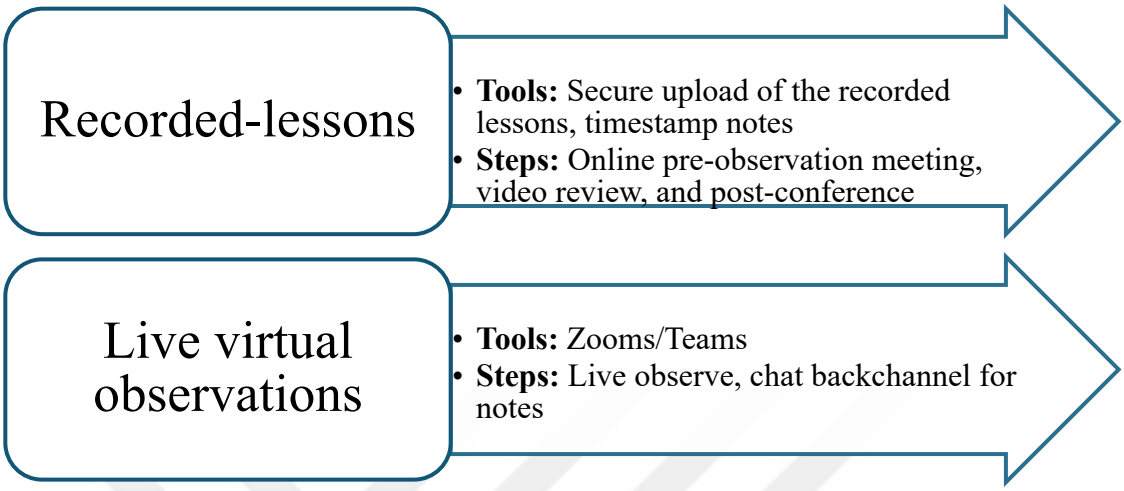
Face-to-face Observation Schedule



Observation in teacher induction typically involves three essential stages: pre-observation, observation, and post-observation. The pre-observation stage (Material 8) provides an opportunity for the observer—who may be a mentor, experienced instructor, peer, administrator, or professional development unit (PDU) member—and the instructor to meet and discuss the process. During this meeting, the focus areas, objectives of the observation, and the role of the observer are clarified. Based on both the instructor's individual needs and the institutional expectations, the specific targets of the observation are determined. The instructor then prepares a lesson plan and accompanying materials accordingly.

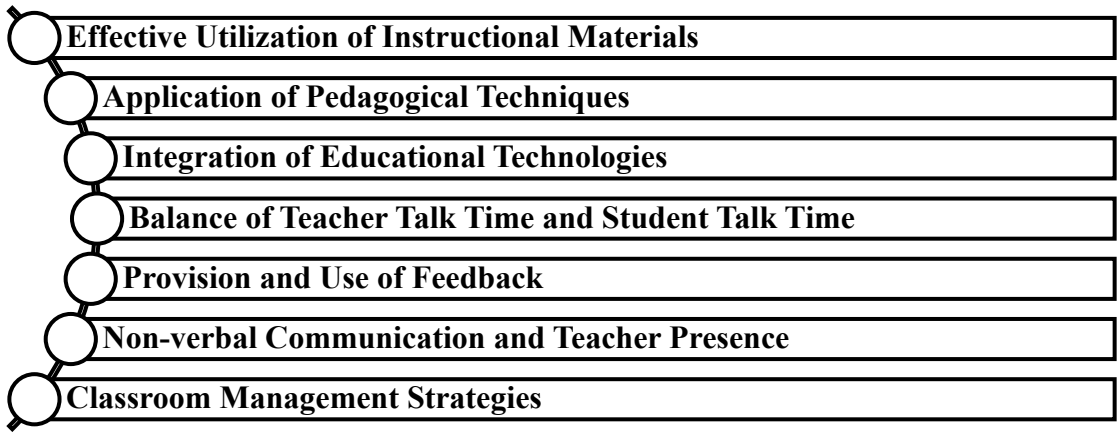
During the observation (Material 8) itself, the observer systematically takes notes and completes structured observation forms to document teaching practices and classroom interactions. Following the observation, the instructor is expected to complete a self-reflection form, while both the observer and the instructor meet—ideally within one week—to provide feedback and engage in reflective dialogue. This post-observation stage (Material 8) may also involve discussion of subsequent observations, enabling continuity and progressive development in instructional practices.

Hybrid/Online Observation Schedule



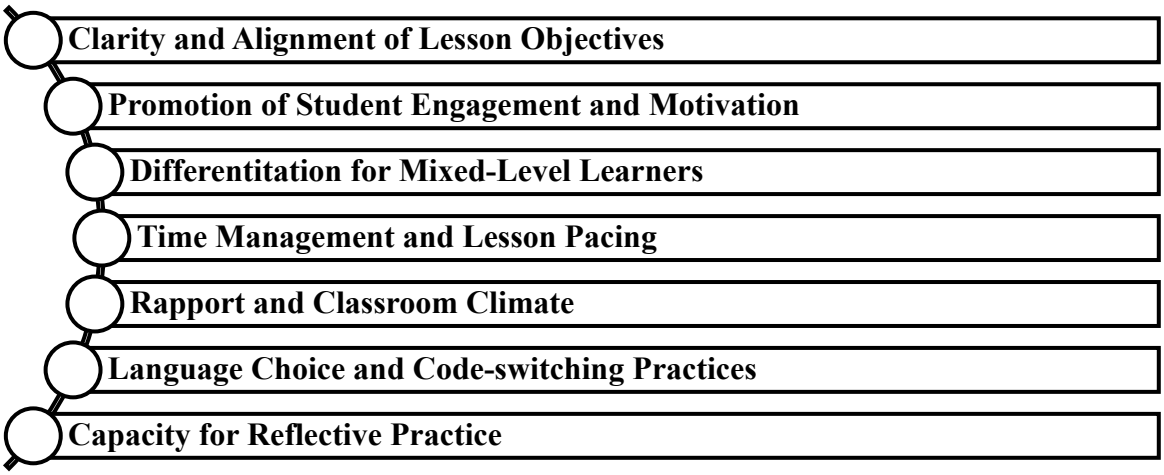
Face-to-face observations may not always be feasible in every SFL. Therefore, this induction program incorporates a hybrid/online model of observation. In this model, observations can be conducted through recorded lessons or live virtual sessions. For recorded lessons, the process begins with an online pre-observation meeting where the focus areas and the instructor's needs are discussed. The instructor then records the lesson and securely uploads it to a designated platform. The observer reviews the recording using standardized observation tools, followed by a post-observation conference where both parties share feedback, reflections, and suggestions for improvement. Similarly, live virtual observations—conducted through platforms such as Zoom or Microsoft Teams—allow the observer to follow the lesson in real time. During these sessions, a backchannel can be used for immediate reflections, comments, and feedback. While hybrid or online observation provides flexibility and accessibility, it also requires careful attention to ethical considerations, including obtaining consent from all students involved in the recorded or live-streamed lessons. In sum, although online or hybrid observations offer practical advantages compared to traditional face-to-face observations, the ethical dimension must always remain a central concern.

Core Pedagogical Practices in Observations



To enhance instructional quality and classroom effectiveness, a set of core pedagogical practices constitutes an essential part of the observation component in the induction program. The effective utilization of instructional materials encompasses the use of coursebooks, supplementary resources, and digital content, enabling teachers to adapt resources and address diverse learner needs (Gower, Phillips, & Walters, 2005). The application of pedagogical techniques, in terms of their variety and appropriateness, should also be observed, as it is crucial for learner engagement and alignment with course objectives. Equally important is the integration of educational technologies, such as LMS platforms, classroom technologies, and digital tools, which remains a recurrent challenge for novice instructors, particularly in managing digital platforms effectively (Toolkit, 2015; English, 2021). Observation should further monitor the balance between teacher talk time and student talk time, since excessive teacher talk can limit communicative opportunities (Nunan & Lamb, 2000; Scrivener, 2011). Another essential focus is the provision and use of feedback, as the type, timing, and effectiveness of feedback strategies are critical for supporting learning and fostering reflection (Akkaş, 2022; Coşgun, 2020). Similarly, the use of body language and teacher presence—including gestures, voice, and classroom positioning—serves as an indicator of classroom climate and learner perception (Scrivener, 2011). Finally, classroom management strategies, such as organization, pacing, handling of disruptions, and smooth transitions, are indispensable for maintaining effective learning environments. Taken together, these observable dimensions of classroom performance are both empirically grounded and theoretically validated.

Extended Dimensions for Observations



In addition to the core practices, the observation framework incorporates a set of extended dimensions that address broader yet equally significant aspects of teaching. The clarity and alignment of lesson objectives (link between aims, activities, and outcomes) is a critical focus, as it supports purposeful lesson design and the achievement of intended learning outcomes (Çemç, 2020; Akkaş, 2022). The promotion of student engagement and motivation (encouraging active participation and sustained interest) is another important criterion, particularly since participants highlighted difficulties in sustaining student attention (Flores, 2011). The differentiation for mixed-level students (adapting tasks and instructions for

diverse proficiency levels) is essential in SFL contexts, where instructors often face heterogeneous classrooms and report concerns about addressing varying learner abilities (Coşgun, 2020). Similarly, time management and lesson pacing (the effective use of lesson time across activities) emerged as a frequent challenge in interviews, reinforcing the need to include it as a focus for observations. Furthermore, rapport and classroom climate (building trust, respect, and a positive learning environment) are integral to both student achievement and teacher well-being (Gower et al., 2005). The SFL context also necessitates close attention to language choice and code-switching practices (balancing target language use with L1 support), as observations can guide instructors on when and how to employ Turkish versus English for clarity and efficiency (Akkaş, 2022). Finally, the protocol highlights the capacity for reflective practice (instructors' ability to analyze their teaching after observations critically), since adult learning theories emphasize reflection as a foundation for professional growth (Brookfield, 2017; Mezirow, 2000). In conclusion, by extending the observation scope beyond immediate classroom techniques, these dimensions respond directly to instructors' expressed needs and embed long-term developmental perspectives into the induction framework.

It must be noted that the areas of focus mentioned here are not prescriptive; therefore, implementers are encouraged to adapt the focus areas and forms to their unique teaching contexts. It is possible to add different observation cycles, integrate peer-observation practices, or adjust feedback formats based on institutional needs and available sources.

5- Pedagogical Practices

What is included in this section?

Pedagogical Practices Schedule

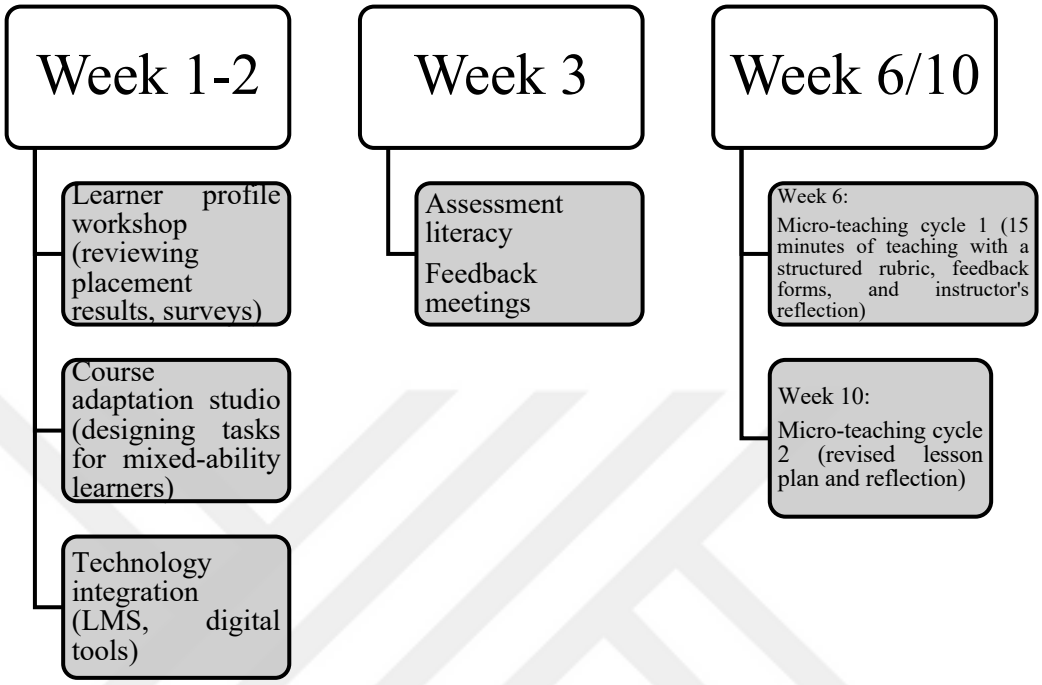
Novice Instructor Focus

External Resources for Pedagogical Practices

Implementation: Teaching-learning practices are distributed through weekly themes. The workshops are designed according to institutional needs and learner characteristics, such as emerging adults, learner differentiation, and use of technology. Moreover, novice instructors have additional scaffolding, such as structured peer observations and demonstration lessons. External resources (TESOL, INGED, IATEFL) are presented for SFLs to receive free or paid training, workshops, etc.

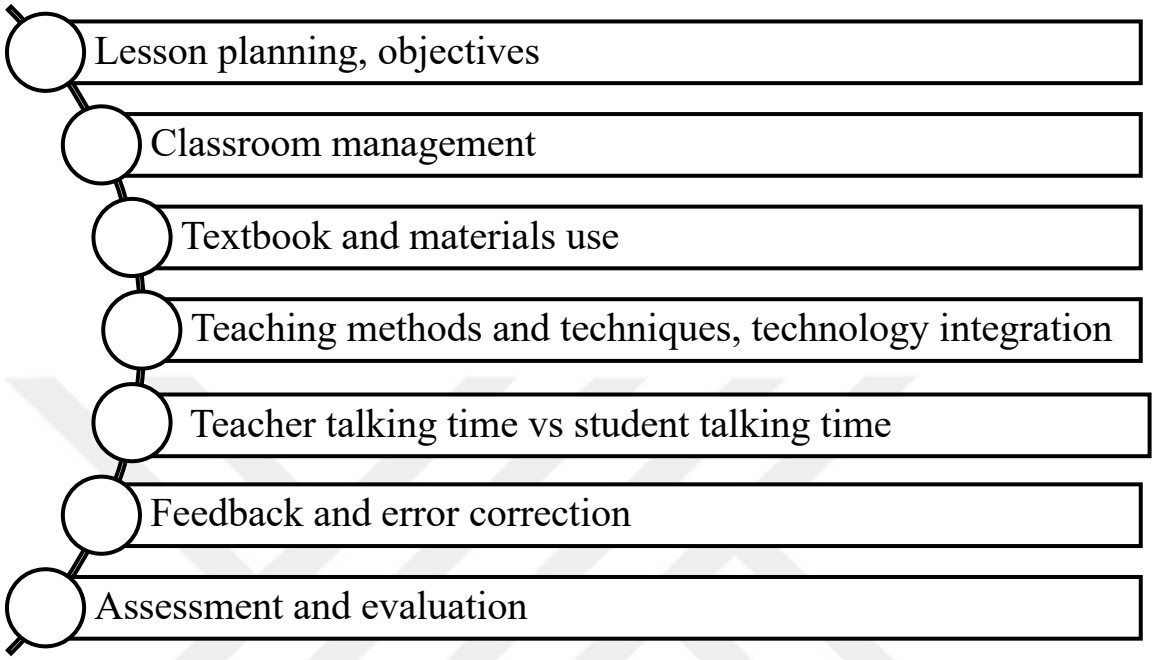
Focuses on pedagogical practices, curriculum, and classroom strategies.

Pedagogical Practices Schedule



In the Learner Profile Workshop (Material 12), the aim is to learn about the student profile; therefore, instructors can work on placement tests or their educational background, if possible. Moreover, institutions can use surveys or questionnaires to gain a deeper understanding of learners' preferences (Material 13). The survey may also be conducted by the course instructor during the first lesson to better understand learners' expectations, learning styles, and needs. It will be an interactive in-class activity; therefore, it will promote engagement and help instructors adjust their pedagogical practices immediately based on learners' feedback. In the coursebook adaptation studio, the purpose is to adapt the present coursebooks for the specific needs of the present students. In the technology adaptation part, detailed information can be provided to instructors on digital tools and LMS. As SFLs employ various assessment techniques, including projects, presentations, quizzes, midterms, finals, writing exams, and speaking exams, assessment literacy (Material 14) and feedback meetings (Material 14) are also essential topics for newly appointed instructors. During these meetings, newly started instructors can practice evaluating and grading students' exams with experienced instructors, mentors, or the testing unit. The micro-teaching cycles (Material 15) are to deliver a short lesson in a controlled environment, receive structured feedback, and revise their teaching practices for improvement. The process includes two cycles: Cycle 1 focuses on initial delivery and evaluation, while Cycle 2 emphasizes reflection and refinement. The following table is created specifically for novice instructors with no prior teaching experience. The following areas are the essential parts of English language teaching.

Novice Instructor Focus



External Resources for Pedagogical Practices

This section is designed to introduce SFL instructors to both free and paid resources, training, and materials. Given the time constraints, heavy workload, and other institutional limitations, it may not always be feasible to organize in-house workshops, seminars, or training sessions. Therefore, administrators, professional development units, or program implementers can rely on these external sources to provide instructors with accessible and flexible opportunities for continuous learning and growth.

This induction pack was developed in 2025, reflecting the resources and associations available at that time. As these organizations may evolve, change their focus, or discontinue activities in the future, implementers should regularly verify their validity and accessibility when applying the program.

TESOL	RELO (U.S. Embassy)	IATEFL	INGED
• It offers lesson plans, teaching tips, activities, assessment tools, and other valuable tools to help you plan your classes. • International Resource Center	It offers RELO webinars, MOOCs, and model lessons to enrich workshops on digital pedagogy, materials design, and online engagement. SFLs can invite RELO specialists for demonstration lessons or Q&A; assign relevant modules as pre-session tasks.	• It offers IATEFL SIG webinars/articles to seed teaching–learning workshops. • Free Resources / SIGs.	It offers seminars, workshops, an online Zoom series, annual conferences, and a quarterly newsletter providing up-to-date classroom practices, methodologies, and innovations in ELT.

TESOL, Teaching English to Speakers of Other Languages, is an international platform for English language teachers worldwide through webinars, a resource center, and professional development events. It is included in the induction program since it provides structured guidance on classroom practices, materials development, and assessment design. Moreover, TESOL International provides six principles for excellence in English language teaching. These principles can help new teachers as well as experienced teachers. Additionally, global conferences and publications of TESOL International give EFL instructors access to the latest research and innovations, enabling them to connect their classroom practices with international standards.

Principle 1: Know your learners.

Principle 2: Create conditions for language learning

Principle 3: Design high-quality lessons for language development

Principle 4: Adapt lesson delivery as needed

Principle 5: Monitor and assess student language development

Principle 6: Engage and collaborate within a community of practice

In addition to TESOL International, **TESOL Türkiye,** as the national branch of TESOL, focuses on local needs and realities of Turkish EFL contexts. In other words, TESOL Türkiye bridges global TESOL standards with national practices; moreover, Thanks to TESOL Türkiye, Turkish EFL instructors can attend annual conferences, webinars, and collaborative

projects, so they have opportunities to exchange ideas on challenges such as teaching mixed-ability groups, exam-oriented curricula, and institutional expectations; therefore, they gain cultural and contextual insights. To access locally grounded professional networks and share classroom experiences with colleagues across the country, new SFL instructors can join TESOL Türkiye.

RELO, the Regional English Language Office, provides support to English language teaching worldwide as it offers teacher training, specialist programs, and online resources. In the induction program, RELO can provide instructors with exposure to globally relevant classroom practices and digital pedagogy. Furthermore, RELO specialists can present model lessons and workshops to strengthen the teaching-learning component by promoting instructors with modern strategies and resources adapted to international standards.

IATEFL, the International Association of Teachers of English as a Foreign Language, plays a crucial role in teaching-learning and professional development parts of the induction program since it is one of the largest international associations for English teachers. The Special Interest Groups (SIGs), provided by IATEFL, can provide targeted resources and webinars on teacher training, learning technologies, and materials development. Integrating IATEFL into the induction program can lead to exposing instructors to a global professional community. In addition, instructors who participate in IATEFL SIGs and annual conferences can have reflective practices and continuous growth; therefore, IATEFL can be an essential long-term resource for instructors in Turkish SFLs.

INGED, English Language Education Association-Türkiye, is a national association for English language educators, and it has played a fundamental role in fostering professional development and exchange since 1995. It offers seminars, workshops, an online Zoom series, annual conferences, and a quarterly newsletter providing up-to-date classroom practices, methodologies, and innovations in ELT. With its inclusion in the induction program, SFL instructors can access contextually relevant strategies for learner motivation, assessment, and mixed-ability classrooms. Moreover, they can connect with local professionals. Finally, being an INGED member during induction can provide a sustainable professional pathway since it ensures that instructors stay active and are part of a collaborative community throughout their careers.

Oxford University Press (OUP- ELT)	Cambridge University Press (CUP)	British Council Turkey (English Together- Teach English/Teaching Communities)
• It offers practical classroom sources, methodology toolkits, and coursebook guides. OUP seminars/workshops are beneficial for adapting materials for diverse students groups.	• It provides teaching resources and classroom support materials. These resources can be integrated into teaching-learning workshops on communicative techniques, coursebook adaptation, and assessment tasks.	• English Together brings teachers together across Türkiye. Workshops can inform teaching-learning sessions on inclusive education, student engagement, and adapting to local classroom realities. • Teach English/ Teaching Communities offer free webinars, publications, teacher community platforms, and teaching resources. They can be integrated to the teaching-learning workshops of the induction program as they can help instructors explore materials, build classroom strategies adapted to the SFL context, and share practices.

Oxford University Press, OUP, provides diverse classroom resources, methodology books, and teachers' guides. In teaching-learning workshops, OUP resources can be used for adapting coursebooks, designing supplementary tasks, and creating communicative activities. For practical strategies for addressing learner diversity, OUP trainings and webinars can also be integrated into the induction program.

Similarly, **Cambridge University Press**, CUP, provides methodology resources, teaching materials, and assessment-focused tools. Online teacher support services and training sessions can help instructors remain updated on global methodological and assessment practices; furthermore, CUP materials can be integrated into teaching-learning workshops for coursebook adaptation, assessment literacy, and communicative lesson design.

British Council Turkey, English Together, offers professional development communities in which English teachers can collaborate, address local ELT challenges, and share resources. With its inclusion in the induction program, instructors can learn about locally grounded examples of inclusive teaching, collaborative learning, and motivation strategies. In other words, it provides a national context to SFL instructors in addition to an international scope. On the other hand, **British Council Turkey, Teach English/Teaching Communities,** offers diverse free teaching resources, webinars, and publications under its Teach English platform. It can provide SFL instructors with ready-to-use classroom strategies, professional advice, and practical activities. With their integration, instructors can enhance their ability to adapt and enrich their classroom practices and stay connected to a community of teachers across Türkiye.

CELTA (Cambridge)	DELTA (Cambridge)	FULBRIGHT (USA)
• It provides a structured model of lesson planning, feefback cycles, and teaching practice. • Elements of CELTA can be integrated into reflective feedback, peer observation, and microteaching.	• It is an advanced qualification concentrating on classroom research, theoretical depth, and specialization. • DELTA practices can provide deeper pedagogical thinking, mixed-ability classroom management, advanced feedback strategies, and reflective practice.	• It offers exchange opportunities and teaching assistanships in the universities in the USA. Fulbright fellows can share their insights for enriching microteaching and learner-focused sessions in induction.

Since RELO, INGED, and the British Council offer free resources, they can be essential supports for SFL instructors. On the other hand, CELTA, DELTA, Fulbright, IATEFL, and TESOL memberships are costly and certification-based, serving as optional aspirational pathways.

The inclusion of external professional associations, training providers, and resource platforms in the teaching-learning part of the program is strategic and intentional; in other words, they are represented here as complementary and supportive avenues rather than mandatory components. British Council Turkey, RELO, and INGED are valuable for locally accessible resources as well as free or low-cost opportunities to meet colleagues, share resources, and pursue professional development. Moreover, IATEFL, TESOL, CELTA, DELTA, OUP, CUP, and Fulbright are aspirational pathways as international associations and qualifications, as they may require funding, time, and institutional support. However, they are ideal for long-term growth as they expose instructors to global standards of language teaching, pedagogical approaches, and career development opportunities. This part of the induction program presents all available and fundamental resources to the SFL instructors, but it is up to SFL instructors and administrators to decide their level of engagement. It would be more logical to prioritize free and local resources and inform instructors of further options. To meet the immediate and future needs of EFL instructors in Turkish SFLs, this induction program is designed as comprehensive, realistic, and responsive.

In conclusion, the pedagogical practices component of this induction program aims to enhance the classroom practices not only for novice instructors but also for experienced ones. Therefore, reviewing the learner profile, adaptation of coursebooks or other materials according to different learner styles and preferences, micro-teaching cycles, feedback and assessment meetings, and integration of technology are essential areas to work on. Moreover, this pack presents external sources, such as TESOL, INGED, RELO, IATEFL, etc., for SFL instructors to receive free or paid resources, workshops, seminars, or training in case of heavy workload, time constraints, or other institutional limitations.

6- Professional Development

What is included in this section?

Professional Development Practices

Additional Professional Development Practices

Implementation: Professional development differs from other components, such as orientation, mentoring, and observation, as it is a continuous process that is embedded across semesters. Workshops, webinars, community of practice, and seminars are designed strategically to provide sustained engagement. This section encourages instructors to attend professional associations' events and share their experiences with colleagues. Moreover, instructors can create their own portfolios to show their progress, involving certificates, reflective documents, and observation papers.

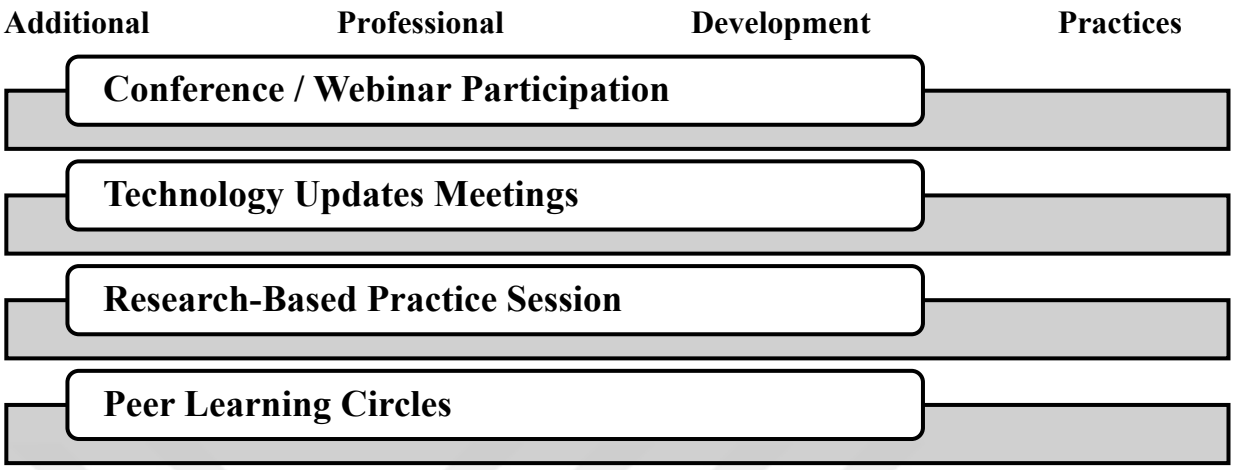
Promotes continuous learning through targeted workshops and training.

The following figure shows the type of activities to be included in terms of PD practices. Workshops, seminars, biweekly or monthly community of practice meetings (Material 17), use of publishing resources, use of external associations, and digital learning platforms can be the essential practices for professional growth.

Professional Development Practices



In addition to the practices above, instructors can be encouraged to attend (online) conferences and webinars, and they can share the technological and methodological updates. Moreover, recent articles from TESOL or IATEFL can be shared with instructors, and they can adapt the findings into practice and share the results in peer learning cycles.



Moreover, instructors can be encouraged to pursue academic degrees such as MA and PhD programs in ELT or related fields. Engaging with higher education promotes critical reflection, research skills, and theoretical knowledge; therefore, it will contribute to classroom practices and the enhancement of the institution. In addition, instructors can also be encouraged to engage in publishing in national and international journals, as it will foster a research-informed teaching culture in SFLs. PD units can organize information sessions on MA/PhD opportunities and publication strategies, and implementers can update this section according to available programs.

Finally, PD units are advised to provide orientation recordings, asynchronous video materials, and ready-to-use templates. Orientation sessions may include pre-recorded sessions on institutional policies, teaching standards, and assessment guidelines. Moreover, they can design an online resource library to share ready-to-use lesson plans, observation templates, and reflection forms. Lastly, a discussion forum may be designed to provide a space for sharing experiences and best practices. With all these resources, PD practices will be accessible regardless of instructors' schedules and time limitations, and it will support learning beyond formal sessions.

7- Sustainability and Follow-up

What is included in this section?

Sustainability Strategies

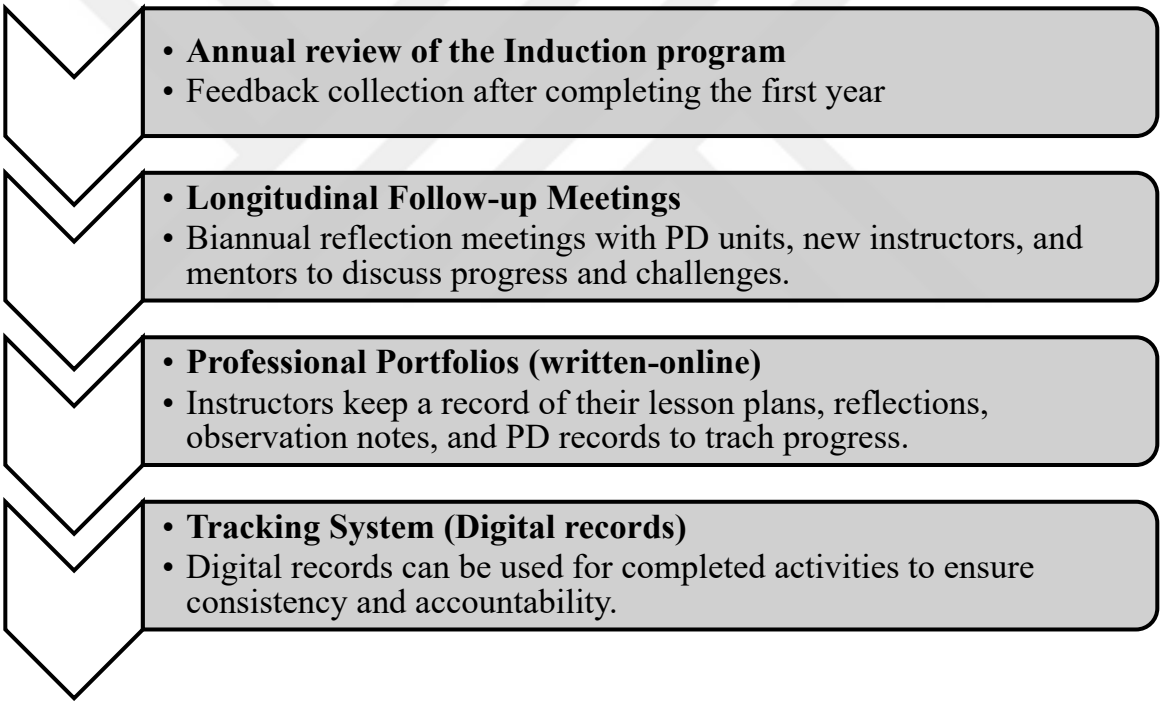
Follow-up Strategies

Implementation: In addition to the six components of the induction program, a sustainability and follow-up section is for systematic evaluation and longitudinal monitoring. To provide formative data to refine the induction program, the PD unit conducts end-of-semester surveys. To ensure long-term adaptability, the PD unit organizes annual review meetings. Moreover, professional portfolios and observation records provide traceability of instructors' professional development.

Maintains long-term program success through ongoing evaluation and updates.

Induction includes orientation, mentoring, support, observation, and teaching-learning components; however, it does not end after the completion of these processes. Like professional development components, induction programs in an SFL must have long-term goals and impacts to monitor progress, ensure continuity, and provide opportunities for development. Although the first year in a new institution is crucial for instructors, they stated in the interviews that they do not want to be left alone after the first semester or year. Moreover, the importance of sustainable induction is highlighted in Çemç's (2020) study as it prevents burnout and leads to long-term retention. On the other hand, English (2021) shows that periodic evaluation and re-adjustments are essential for conducting a sustainable induction program. As it is stated in adult-learning theories (Brookfield, 2017; Mezirow, 2000), participants of an induction program should reflect on their experiences and share their thoughts.

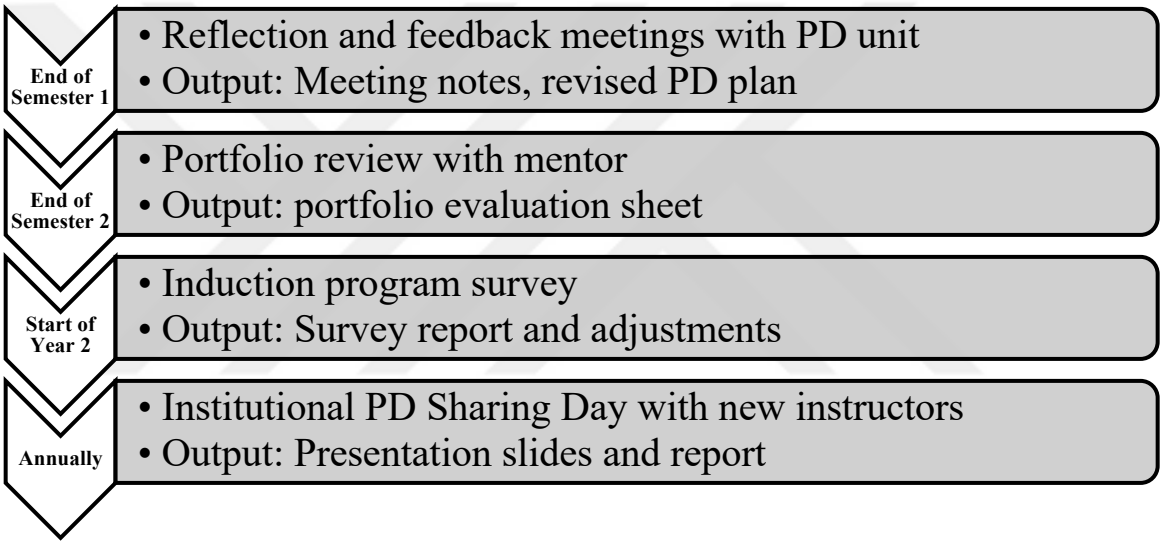
Sustainability Strategies



The annual review of the induction program form (Material 18) is designed to evaluate its effectiveness, identify areas of strength, and highlight opportunities for improvement. This process ensures the sustainability and continuous enhancement of the induction program based on feedback from instructors, mentors, administrators, and learners. On the other hand, the annual review survey of the induction program (Material 19) is designed to gather feedback from instructors at the end of the academic year. The results will be used to evaluate the effectiveness of the induction program and inform revisions for the following year. In addition, longitudinal follow-up meetings (Material 20) are conducted twice a year and

involve PD unit members, mentors, and newly appointed instructors. These meetings are designed to provide sustained guidance, monitor professional growth, and create a collaborative platform to address challenges and share progress. They ensure that the induction program continues to have a long-term impact on teaching quality and instructor well-being. As follow-up activities, professional portfolio (Material 21) is designed as a quick-use template for instructors to track their lesson plans, reflections, observations, and professional development activities on one page, and portfolio evaluation form (Material 22) is designed to help both mentees and mentors assess the quality, completeness, and usefulness of the professional portfolios maintained during the induction program. The purpose is to encourage reflective practice, provide constructive feedback, and ensure continuous growth.

Follow-up Activities



APPENDIX L- MATERIALS OF THE INDUCTION PROGRAM

MATERIAL 1

Version 1 – From the Professional Development Unit (PDU)

Subject: Welcome to Our School of Foreign Languages

Dear [Instructor's Name],

On behalf of the Professional Development Unit, I would like to extend a warm welcome to you as you begin your journey with the [Name of School of Foreign Languages]. We are delighted to have you join our academic community and look forward to supporting your professional growth.

Our unit is committed to providing ongoing training, mentorship, and resources to help you adapt smoothly to our teaching environment. Over the coming weeks, you will receive information about our induction program, which is designed to familiarize you with our curriculum, assessment practices, teaching resources, and institutional policies. You will also be paired with a mentor who will guide you during your initial period.

To help us tailor our support to your needs, please complete the **Background and Needs Form** attached to this email. This will assist us in better understanding your professional experience, areas of interest, and specific requirements. We have also attached a **Frequently Asked Questions (FAQ)** document to address common queries about our institution, administrative procedures, and available resources.

Please do not hesitate to reach out to us for assistance or guidance. We encourage you to take advantage of the professional development workshops, collaborative activities, and peer observation opportunities we offer.

We wish you a successful and fulfilling start in your new role, and we are excited to see the contributions you will make to our students' learning journey.

Warm regards,
[Name]
Head, Professional Development Unit
[School of Foreign Languages]

Version 2 – From the Administration

Subject: Welcome to Our Academic Team

Dear [Instructor's Name],

It is my great pleasure to welcome you to the [Name of School of Foreign Languages]. We are delighted that you have joined our team of dedicated instructors, and we believe your expertise will greatly enrich our academic environment.

As part of your induction, you will be introduced to our institutional procedures, teaching resources, and support services. You will also receive a detailed schedule for orientation sessions, administrative briefings, and departmental meetings. Our administrative staff will be happy to assist you with any procedural matters, such as access to facilities, teaching schedules, and institutional platforms.

For your convenience, we have attached a **Background and Needs Form**, which will help us gather important information about your professional profile and any specific support you may require during your adaptation period. Additionally, the **Frequently Asked Questions (FAQ)** document is included to answer common questions about our institution's policies, procedures, and services.

We recognize that starting a new role can be both exciting and challenging. Please know that the administration is here to provide you with the support you need to integrate smoothly into our community. Your success is important to us, and we are confident you will make a meaningful impact in our classrooms and beyond.

Once again, welcome to our School of Foreign Languages. We look forward to working with you.

Kind regards,
[Name]
Director
[School of Foreign Languages]

MATERIAL 2

Frequently Asked Questions for Newly Appointed Instructors

Q: Where can I find the academic calendar and important deadlines?

A: You can access the academic calendar through the university's official website or the school's intranet system.

Q: Who should I contact for questions about curriculum and weekly syllabi?

A: The Curriculum Unit or your assigned mentor can help clarify course structures and weekly objectives.

Q: How do I access the online teaching platforms (e.g., LMS, OBS)?

A: IT support or your department coordinator will provide login credentials and training resources during orientation.

Q: What is the grading policy and where can I find rubrics?

A: The Testing Unit manages grading rubrics and assessment criteria and are usually shared via shared folders or institutional platforms.

Q: How can I request classroom materials or textbooks?

A: Submit your requests to the Materials Unit or the academic coordinator responsible for procurement.

Q: Are there any ongoing professional development opportunities?

A: Yes. The PD Unit organizes workshops, webinars, and mentoring sessions throughout the academic year.

Q: What should I do if I have classroom management issues?

A: Discuss with your mentor or attend pedagogical support sessions focused on classroom strategies.

Q: How can I become involved in departmental meetings or projects?

A: Inform your head of unit or mentor of your interest. Participation is often encouraged to support integration.

Q: Who do I speak to about scheduling conflicts or workload issues?

A: Contact your department head or the administrative officer in charge of scheduling.

Q: Is there a platform for sharing resources or lesson plans?

A: Yes. Google Drive or Padlet boards are often used by instructors to share teaching materials and ideas.

MATERIAL 3

New Instructor Background & Needs Form

Dear instructor,

To better support your transition into our institution, please complete this form to help us understand your background, expectations, and support needs.

1- Full Name:
2- Educational Background (Undergraduate and Graduate Degrees):

3- Previous Teaching Experience (years, institution, levels):

4- Have you taught in a School of Foreign Languages before? If yes, please specify.

5- Department you graduated from (e.g., ELT, English literature, Translation):

6- What kind of support do you expect in your first semester here?

7- Are there any areas you feel less confident in (e.g., teaching skills, technology use, classroom management)?

8- Do you prefer self-study resources or interactive workshops for professional development?
9- Please share any additional information that can help us tailor your induction experience.

MATERIAL 4

Orientation Reflection and Evaluation Papers

3-Day Orientation Program

Reflection Form

Instructor Name: _____

Date: _____

1. What were the most valuable sessions or activities for you?

_____

2. Which sessions did you find least relevant or useful? Why?

_____

3. How has the orientation influenced your understanding of SFL teaching context?

_____

4. What additional support do you feel you need after this orientation?

_____

Evaluation Form

Please evaluate the following aspects of the orientation program:

Session/Aspect	Rating (1–5)	Comments
Day 1: Institutional introduction, administrative procedures, and welcome activities.		
Day 2: Academic policies, teaching guidelines, and classroom resources.		
Day 3: Student profile, learner diversity, and orientation feedback session.		

Overall Comments: _____

10-Day Orientation Program

Reflection Form

Instructor Name: _____

Date: _____

1. What were the most valuable sessions or activities for you?

_____

2. Which sessions did you find least relevant or useful? Why?

_____

3. How has the orientation influenced your understanding of SFL teaching context?

_____

4. What additional support do you feel you need after this orientation?

_____

Evaluation Form

Please evaluate the following aspects of the orientation program:

Session/Aspect	Rating (1–5)	Comments
Days 1–2: Institutional overview, policies, mission and vision, and administrative structure.		
Days 3–4: Curriculum design, assessment strategies, and materials use.		
Days 5–6: Classroom management, student engagement, and technology integration.		
Days 7–8: Observation of experienced teachers and reflective discussions.		
Days 9–10: Q&A sessions with units, and final feedback.		

Overall Comments: _____

Hybrid/Online Orientation Program

Reflection Form

Instructor Name: _____

Date: _____

1. What were the most valuable sessions or activities for you?

_____

2. Which sessions did you find least relevant or useful? Why?

_____

3. How has the orientation influenced your understanding of SFL teaching context?

_____

4. What additional support do you feel you need after this orientation?

_____

Evaluation Form

Please evaluate the following aspects of the orientation program:

Session/Aspect	Rating (1–5)	Comments
Pre-Module: Welcome email and pre-recorded videos on policies, mission, etc.		
(Synchronous): Virtual institutional overview and Q&A.		
Digital micro-teaching		
(Synchronous): Peer-networking (WhatsApp/teams, etc.)		
Final Session: Online reflection meeting and evaluation survey.		

Overall Comments: _____

MATERIAL 5

Quick Induction Guide for New Instructors

Welcome!

We are excited to welcome you to the School of Foreign Languages (SFL). This brief guide provides an overview of what to expect during your induction program. It is designed to help you feel prepared before your arrival.

Program Snapshot

- Orientation → Introduction to our institution, policies, and student profile.
- Support → Professional, administrative, technical, and collegial guidance.
- Mentoring → A senior instructor will guide you during your transition.
- Observation → Opportunities to observe and be observed for feedback.
- Teaching–Learning → Practical workshops and classroom-focused activities.
- Professional Development → Continuous training opportunities.
- Sustainability → Long-term follow-up and reflection activities.

Timeline Overview

Week 1 → Orientation (3-day, 10-day, or online format).
Weeks 2–4 → Initial support & mentor assignment.
Weeks 5–12 → Workshops & observation cycles.
End of Semester 1 → Reflection and feedback.
Year 1+ → Ongoing professional development.

Your Benefits

- Clear guidance and structured transition.
- Access to resources and expert mentors.
- Collegial support and peer collaboration.
- Professional development for long-term success.

Key Contacts

- PD Unit Coordinator: _____
- Mentor Coordinator: _____
- IT Helpdesk: _____

Final Note

We look forward to meeting you soon. Your induction program is designed to make your start smooth, productive, and enjoyable. Welcome to the team!

MATERIAL 6

Professional Learning Community (PLC) Session Checklist

This checklist is designed to guide Professional Learning Community (PLC) sessions. It ensures that meetings are focused, collaborative, and productive. Instructors can use it to share experiences, discuss challenges, and collectively develop solutions.

Pre-Session Preparation

□ Agenda prepared and shared with participants in advance

□ Roles assigned (facilitator, note-taker, timekeeper)

□ Relevant documents/resources distributed before the session

□ Meeting room or online platform prepared and accessible

During the Session

□ Session begins with a clear statement of goals and focus areas

□ Participants share recent experiences, challenges, or successes

□ Group discusses identified problems and explores multiple solutions

□ Best practices and resources exchanged among members

□ Notes taken systematically for documentation

□ Time is managed effectively, ensuring balanced participation

Post-Session Follow-Up

□ Summary of discussion shared with all participants

□ Agreed action steps clearly documented and assigned to individuals/groups

□ Deadlines for follow-up tasks established

□ Feedback collected on the session's usefulness

□ Plans made for the next PLC session

MATERIAL 7

Mentor–Mentee First Meeting Form

1. Background Information

This section is designed to help the mentor understand the mentee's professional background, teaching context, and prior experiences. The information collected here will guide mentoring decisions and support planning.

Name of Mentee: _____

Name of Mentor: _____

Date: _____

Educational Background: _____

Years of Teaching Experience: _____

Previous Institutions and Roles: _____

Special Areas of Interest in Teaching: _____

2. Needs and Expectations

This section identifies the mentee's expectations, professional needs, and areas where they seek guidance.

What areas of teaching do you feel most confident in?_____

What areas of teaching do you feel you need the most support in? _____

Specific goals for the first semester: _____

Preferred mentoring style or support approach: _____

3. Feedback on Initial Experiences

This section captures the mentee's reflections after the first few days/weeks in the institution.

Initial impressions of the institution: _____

Positive experiences so far: _____

Challenges or difficulties encountered: _____

Support received so far: _____

4. First Meeting Checklist

The following checklist ensures that essential orientation topics are covered in the first mentor–mentee meeting.

[ ] Introduction to School of Foreign Languages (SFL) mission, vision, and values

[ ] Overview of institutional policies and procedures

[ ] Tour of facilities and introduction to key personnel

[ ] Explanation of teaching load, schedule, and course materials

[ ] Discussion of available resources and technology tools

[ ] Clarification of administrative tasks (attendance, grading, reporting)

[ ] Overview of professional development opportunities

[ ] Introduction to observation and feedback process

[ ] Agreement on communication channels and frequency of meetings

5. Signatures

Mentor: _____ Date: _____

Mentee: _____ Date: _____

MATERIAL 8

1. Pre-Observation Stage

Pre-Observation Planning Form (Instructor Use)

Purpose: To document lesson context, objectives, and anticipated challenges, ensuring alignment with institutional and induction program goals.

Section A – Lesson Context

- Instructor Name:
- Date & Time:
- Course Code and Title:
- Student Level:
- Number of Students:

Section B – Lesson Overview

- Lesson Topic:
- Stated Learning Objectives:
- Skills Focus: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Integrated Skills
- Main Materials and Resources:

Section C – Anticipated Challenges *(Data-informed prompts)*

- Learner-related (e.g., mixed proficiency levels, low motivation)
- Resource-related (e.g., insufficient materials, limited technology)
- Time-related (e.g., short lesson duration, overloaded syllabus)

Section D – Specific Feedback Focus Requested

- Example prompts (based on data):
    - "I would like feedback on managing large classes."
    - "I would like to improve my instructions."

2. While-Observation Stage

Classroom Observation Rubric (Mentor/Admin Use)

Scale: 1 = Needs Significant Improvement | 2 = Developing | 3 = Proficient | 4 = Highly Effective

Criteria (linked to data themes)	Indicators	Score
Lesson Planning & Organization	Objectives visible & realistic, logical progression, smooth transitions	1–4
Content & Pedagogical Knowledge	Accurate subject matter, appropriate methodology for EFL learners	1–4
Instruction Clarity *(Mentoring-related codes)*	Clear, concise instructions; scaffolding evident	1–4
Student Engagement *(Teaching-learning codes)*	Active participation, varied interaction patterns, strategies for low-engagement learners	1–4
Classroom Management *(Challenges codes)*	Time management, addressing disruptive behavior, inclusive environment	1–4
Use of Resources & Technology *(Observation codes)*	Effective integration of teaching aids, adaptability when technology fails	1–4
Assessment for Learning *(Professional development codes)*	Ongoing checks for understanding, formative assessment strategies	1–4
Professional Conduct	Punctuality, respect for learners, adaptability	1–4

Observation Notes Section:

- Strengths observed:
- Areas for improvement:
- Student learning evidence:
- Suggested follow-up actions:

3. Post-Observation Stage

Instructor Reflection Form

Part A – Self-Evaluation

1. What aspects of the lesson were most successful? Why?
2. What would you adjust for next time?
3. How did students respond to the lesson?
4. Did you encounter any unexpected challenges? How did you address them?

Part B – Support Needs

- Are there specific training topics or resources you require?
- Would you like a follow-up peer observation or mentoring session?

Mentor/Admin Feedback Report

Summary: Concise overview of performance strengths and growth areas, tied to induction program competencies.

Structure:

1. **Commendations** – Evidence-based strengths.
2. **Recommendations** – Targeted areas for development.
3. **Action Plan** – Specific steps, resources, and follow-up observation dates.

Post-Observation Checklist (Mentor/Admin)

☐ Feedback delivered within 48 hours.
☐ Instructor given opportunity to respond.
☐ Action plan agreed upon.
☐ Relevant workshops/resources provided.
☐ Follow-up date confirmed.

1. Pre-Observation Paper (Instructor Self-Preparation Form)

Purpose: To help the instructor reflect on lesson objectives, methodology, and potential challenges before being observed.

Sections:

- **Instructor Information:** Name, course, class level, date.
- **Lesson Focus:** Topic, skills targeted, intended learning outcomes.
- **Planned Activities:** Sequence of activities, materials to be used.
- **Rationale for Methods:** Why specific techniques or tasks were chosen.
- **Anticipated Challenges & Solutions:** Potential classroom management issues, student engagement, time constraints, and strategies to overcome them.
- **Self-identified Areas for Feedback:** E.g., eliciting techniques, error correction, use of target language.

---

2. While-Observation Checklist (Observer's Form)

Purpose: To systematically document teaching practices and classroom interactions.

Categories & Indicators (drawn from your findings):

- **Lesson Planning & Structure**
    - Clear objectives stated to students
    - Logical sequencing of activities
    - Appropriate timing and pacing
- **Instructional Strategies**
    - Effective use of teaching aids/technology
    - Variety of activities to address different learning styles
    - Opportunities for active learning
- **Language Use**
    - Balance between teacher talk and student talk
    - Clear instructions in English
    - Correct modeling of language
- **Classroom Management**
    - Smooth transitions between activities
    - Handling disruptive behavior effectively

    - Inclusion of all students
- **Assessment & Feedback**
    - Checking comprehension during lesson
    - Providing constructive feedback
- **Professional Conduct**
    - Punctuality, preparedness, respectful communication

Scoring:
Scale (1 = Needs improvement, 2 = Developing, 3 = Proficient, 4 = Excellent) with space for qualitative comments.

---

3. Post-Observation Reflection & Feedback Form

Purpose: To support reflective practice and goal setting.

Sections:

- **Observer's Summary:**
    - Key strengths
    - Areas for development
- **Instructor's Self-Reflection:**
    - What went well
    - What could be improved
    - Changes for future lessons
- **Action Plan:**
    - Short-term strategies
    - Long-term professional development goals
- **Follow-up Support:**
    - Mentoring, peer observations, workshops

MATERIAL 9

Mentor–Mentee Monthly Meeting Form

(School of Foreign Languages – Induction Program)

Meeting Date: _____

Mentor Name: _____

Mentee Name: _____

Month of Program: _____

Section 1 – Review of Previous Month's Goals

Planned Goals from Last Meeting:

1. _____

2. _____

3. _____

Progress Made: ☐ Fully Achieved ☐ Partially Achieved ☐ Not Achieved

Comments / Reasons for Partial or No Achievement:

_____

Section 2 – Teaching and Learning Practices

Topics to Discuss:

- Classroom management strategies used this month.
- Adaptations to curriculum and lesson planning.
- Student engagement techniques.
- Use of technology and LMS integration.

Mentor Notes:

_____

_____

Mentee Reflection:

_____

_____

Section 3 – Challenges Faced

Categories (Tick and explain):

☐ Curriculum-related challenges

☐ Assessment and grading issues

☐ Institutional policies/procedures

☐ Communication with colleagues/admin

☐ Workload and time management

☐ Student-related challenges (motivation, behavior, attendance)

Other: _____

Details:

_____

_____

Section 4 – Observation Feedback

If observation took place this month:

Strengths observed: _____

Areas for improvement: _____

Action plan before next observation: _____

Section 5 – Professional Development Engagement

Workshops attended: _____

Peer observation/teaching exchange completed? ☐ Yes ☐ No

New resources/materials tried: _____

Section 6 – Goals for Next Month

1. _____

2. _____

3. _____

Support Needed from Mentor/Admin:

_____

Section 7 – Agreement and Signatures

Mentor Signature: _____ Date: _____

Mentee Signature: _____ Date: _____

MATERIAL 10

Evaluation of Mentorship (Mentee)

This form is for mentees to evaluate the effectiveness of their mentorship experience, focusing on support, feedback, and professional guidance received.

Mentor Information

Mentor's Name: _____

Department: _____

Evaluation Questions

1. How frequently did you meet with your mentor?
□ Weekly □ Bi-weekly □ Monthly □ Other: _____

2. How supportive was your mentor in addressing professional challenges?
□ Very Supportive □ Supportive □ Neutral □ Unsupportive

3. Did the mentor provide constructive and non-judgmental feedback?
□ Always □ Often □ Sometimes □ Rarely □ Never

4. How helpful was your mentor in guiding you through institutional culture and policies?
□ Very Helpful □ Helpful □ Neutral □ Unhelpful

5. Overall, how satisfied are you with the mentorship experience?
□ Very Satisfied □ Satisfied □ Neutral □ Unsatisfied

Open-Ended Questions

1. What aspects of mentorship were most beneficial?
_____

2. What improvements would you suggest for the mentoring process?
_____

Mentor's Evaluation of Mentorship Experience

This form is designed for mentors to evaluate their mentorship experience, reflect on the process, and provide feedback on the effectiveness of the mentoring relationship.

Mentor Information

Mentor's Name: _____

Department: _____

Mentee's Name: _____

Evaluation Questions

1. How frequently did you meet with your mentee?
□ Weekly □ Bi-weekly □ Monthly □ Other: _____

2. How would you evaluate the mentee's level of engagement and openness to feedback?
□ Very High □ High □ Moderate □ Low □ Very Low

3. To what extent did you feel equipped to address the mentee's professional and emotional needs?
□ Fully Equipped □ Mostly Equipped □ Somewhat Equipped □ Not Equipped

4. Did the mentoring process improve your own professional or reflective practices?
□ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

5. Overall, how satisfied are you with the mentorship experience?
□ Very Satisfied □ Satisfied □ Neutral □ Unsatisfied

Open-Ended Questions

1. What aspects of mentorship were most beneficial for your mentee?
_____

2. What challenges did you face as a mentor?
_____

3. What improvements would you suggest for the mentoring process?
_____

MATERIAL 11

Mentee's Growth Portfolio and Mentorship Evaluation

Mentee's Growth Portfolio

This portfolio is designed for mentees to document their professional growth during the induction program. It serves as both a reflective tool and an evidence-based record of their development.

Personal and Professional Information

Name: _____

Department: _____

Date of Appointment: _____

Goals and Expectations

1. What are your main professional goals for your first year?

_____

2. What areas do you feel most confident in?

_____

3. What areas do you want to improve?

_____

Reflections on Teaching Practices

Describe a lesson or practice that went well: _____

Identify an area where you faced challenges: _____

How did you address these challenges? _____

Observation Notes

Summary of feedback from observations:

_____

Professional Development Activities

List workshops, seminars, or trainings attended:

_____

End-of-Semester Reflection

Reflect on your growth and areas still needing support:

_____

MATERIAL 12

Learner Profile Workshop

The Learner Profile Workshop is designed to help instructors review student placement results and survey findings to better understand learner backgrounds, proficiency levels, and preferences. This session ensures instructors can tailor their teaching strategies to meet the diverse needs of SFL students.

Workshop Objectives

- Review placement test results and identify general proficiency distribution.
- Discuss survey findings regarding student learning preferences and expectations.
- Map out potential challenges in heterogeneous classrooms.
- Share strategies to differentiate instruction accordingly.

Workshop Agenda

1. Introduction and purpose of the workshop (10 minutes)
2. Review of placement test results (20 minutes)
3. Presentation of learner survey results (20 minutes)
4. Group discussion: identifying learner needs and challenges (30 minutes)
5. Strategies for differentiated instruction (30 minutes)
6. Summary and action planning (10 minutes)

Facilitator's Notes

Facilitators should prepare summarized placement results and survey data in advance. Break participants into groups to discuss challenges and solutions, then collect their suggestions for institutional use.

MATERIAL 13

Learner Preferences Questionnaire

This questionnaire is designed to provide instructors with a deeper understanding of learners' preferences, needs, and goals. The responses will guide instructors in adapting and differentiating materials and classroom practices in the School of Foreign Languages (SFL).

Section 1: Learning Style Preferences

1. Do you prefer learning through: □ Visuals (charts, videos) □ Listening (lectures, audio) □ Reading/Writing □ Hands-on activities

2. Do you prefer working: □ Alone □ In pairs □ In small groups □ Whole class activities

3. Do you like structured lessons (step-by-step) or flexible lessons (open discussions)? □ Structured □ Flexible □ Both

Section 2: Language Skill Priorities

4. Which skill do you want to improve most? □ Speaking □ Listening □ Reading □ Writing

5. Do you need more focus on: □ Academic English □ Everyday communication □ Both

6. Which classroom activities do you find most useful? □ Role plays □ Group discussions □ Grammar exercises □ Reading texts □ Listening tasks

Section 3: Use of Technology and Resources

7. How comfortable are you with using digital tools (apps, LMS, online platforms)? □ Very comfortable □ Comfortable □ Neutral □ Uncomfortable

8. Which resources do you prefer? □ Digital resources □ Printed books □ A mix of both

9. Do you like homework and practice done online or on paper? □ Online □ On paper □ Both

Section 4: Feedback and Assessment Preferences

10. What type of feedback helps you most? □ Written comments □ Oral comments □ Peer feedback □ Combination

11. How often do you want feedback? □ Immediately □ Weekly □ At the end of units □ Other: _____

12. Which assessment style do you prefer? □ Exams □ Continuous assessment □ Projects □ Presentations

Section 5: Motivation and Goals

13. What is your main reason for learning English? □ Passing exams □ Career □ Study abroad □ Communication □ Other: _____

14. Are your goals more: □ Short-term (this year) □ Long-term (future career/study) □ Both

Section 6: Challenges and Needs

15. Which area do you find most challenging? □ Grammar □ Vocabulary □ Speaking □ Listening □ Reading □ Writing

16. Do you feel anxious when speaking English in class? □ Always □ Often □ Sometimes □ Rarely □ Never

17. What support would help you the most? □ Extra practice □ One-to-one support □ More group work □ Technology tools

Thank you for completing this questionnaire. Your answers will help instructors better understand your needs and adapt the learning experience for you.

MATERIAL 14

Assessment Literacy Guide for SFL Instructors

Introduction

Assessment literacy is a vital competency for instructors in Schools of Foreign Languages (SFLs). It involves understanding the principles, purposes, and practices of assessment to ensure fairness, validity, and reliability while also supporting student learning. For newly appointed instructors, developing assessment literacy is essential to align teaching with institutional goals and learner needs.

Core Concepts of Assessment Literacy

• Reliability – Consistency of assessment results across time and contexts.

• Validity – The extent to which an assessment measures what it is intended to measure.

• Fairness – Ensuring all learners have equal opportunities to demonstrate their knowledge.

• Washback – The impact of assessment on teaching and learning practices (positive or negative).

• Formative vs Summative Assessment – Assessment for learning vs assessment of learning.

• Alternative Assessment – Including self-assessment, peer-assessment, portfolios, and project-based evaluation.

Common Assessment Practices in SFLs

In SFL contexts, instructors typically engage with different types of assessments to support learner progress and achievement:

• Placement Tests – To identify learner levels and place students in appropriate groups.

• Diagnostic Tests – To identify strengths, weaknesses, and specific learner needs.

• Achievement Tests – To evaluate learning outcomes after a course or module.

• Formative Assessment – Regular classroom checks, quizzes, reflections, and feedback to guide learning.

• Summative Assessment – Midterms, finals, and standardized exams.

• Self and Peer Assessment – Encouraging learners to reflect on their own work and give constructive feedback to peers.

Guidelines for New Instructors

1. Align assessment practices with learning outcomes and course objectives.

2. Use a balance of formative and summative assessments to support both learning and accountability.

3. Provide clear rubrics and transparent grading criteria to ensure fairness and clarity.

4. Ensure feedback is timely, constructive, and encourages learner reflection.

5. Consider learner diversity (e.g., mixed levels, different learning preferences) when designing assessments.

6. Reflect regularly on the effectiveness of assessments and adapt practices when necessary.

Reflection and Action Plan

Reflect on the following questions to evaluate your current level of assessment literacy:

1. Which assessment practices am I most confident about?

2. Which areas of assessment do I need further training or support in?

3. How can I use assessment to better support learner engagement and success?

4. What action steps will I take this semester to improve my assessment literacy?

This reflection will help instructors create a personal action plan for developing their assessment literacy throughout the academic year.

MATERIAL 15

Feedback Paper for Evaluating and Grading Students' Exams

This feedback paper is designed for newly appointed instructors to practice evaluating and grading students' exams collaboratively with experienced instructors, mentors, or the testing unit. It aims to ensure consistency, fairness, and alignment with assessment criteria.

Instructor and Session Information

New Instructor's Name: _____

Mentor/Experienced Instructor: _____

Date: _____

Course/Exam: _____

Practice Grading Task

Review the selected student exam papers with your mentor or the testing unit. Use the rubric or answer key provided to assign scores, then compare your evaluations with those of your mentor or colleagues. Discuss any discrepancies and clarify grading standards.

Student Code	New Instructor Score	Mentor/Testing Unit Score	Notes/Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Reflection by New Instructor

1. What did you learn from this grading practice?

_____

2. Were there any areas where your scores differed significantly from your mentor's? Why do you think this happened?

_____

3. How will you apply this experience in your future grading?

_____

Mentor/Testing Unit Feedback

1. Strengths of the new instructor's grading:

_____

2. Areas for improvement:

_____

3. Recommendations for consistent and fair grading:

_____

Grading Rubric Template

This rubric template is designed to help instructors evaluate student performance consistently and fairly. It uses a 1–5 scale, where 1 indicates major weaknesses and 5 indicates excellent performance. The rubric can be adapted for different exam types, such as writing, speaking, or project-based tasks.

Criteria	1-Needs Significant Improvement	2- - Developing	3 - Satisfactory	4 - Good	5 - Excellent
Content & Ideas	Very limited or irrelevant ideas	Some relevant ideas, but lacks clarity/depth	Adequate content, somewhat clear	Clear, well-developed ideas	Insightful, comprehensive, highly relevant content
Organization & Coherence	No logical order, difficult to follow	Weak organization, frequent digressions	Some organization, occasional lapses	Well-organized and coherent overall	Excellent flow, cohesion, and transitions
Language Use (Grammar, Vocabulary)	Frequent errors, meaning often unclear	Many errors, meaning sometimes obscured	Errors present but meaning generally clear	Good control of grammar and vocabulary	Accurate, varied, and sophisticated language use
Mechanics (Spelling, Punctuation, Formatting)	Frequent, distracting errors	Some errors that affect readability	Occasional errors, but generally acceptable	Few minor errors, good accuracy	Virtually no errors, polished mechanics
Task Achievement (Relevance, Completeness)	Does not address the task	Addresses task partially, many gaps	Mostly addresses task, some gaps	Fully addresses task with minor gaps	Completely fulfills task requirements with depth

Reflection Notes

Instructors may use this section to reflect on grading decisions and ensure consistency across students.

MATERIAL 16

Micro-Teaching Cycles (Cycle 1 & Cycle 2)

Micro-teaching is an essential professional development activity for novice instructors. It allows them to deliver a short lesson in a controlled environment, receive structured feedback, and revise their teaching practices for improvement. The process includes two cycles: Cycle 1 focuses on initial delivery and evaluation, while Cycle 2 emphasizes reflection and refinement.

Cycle 1: Initial Micro-Teaching (15 minutes)

Lesson Plan Template

Lesson Title: _____

Course/Level: _____

Time: 15 minutes

Objectives:

- _____
- _____

Activities & Procedures:

1. _____
2. _____
3. _____

Materials/Resources:

- _____

Observation/Feedback Rubric (1–5 Scale)

Criteria	1 - Needs Significant Improvement	2 - Developing	3 - Satisfactory	4 - Good	5 - Excellent
Clarity of Objectives	_____	_____	_____	_____	_____
Organization & Lesson Flow	_____	_____	_____	_____	_____
Teaching Techniques & Strategies	_____	_____	_____	_____	_____
Classroom Interaction	_____	_____	_____	_____	_____
Time Management	_____	_____	_____	_____	_____

Use of Materials/Technology	_____	_____	_____	_____	_____
Feedback to Students	_____	_____	_____	_____	_____
Overall Effectiveness	_____	_____	_____	_____	_____

Peer/Mentor Feedback Form

Positive Aspects Observed:

_____

Areas for Improvement:

_____

Instructor Reflection Form

1. What went well during your micro-teaching session?

_____

2. What challenges did you encounter?

_____

3. What will you change for the next cycle?

_____

Cycle 2: Revised Micro-Teaching

Revised Lesson Plan Template

Lesson Title: _____

Course/Level: _____

Time: 15 minutes

Objectives:

- _____
- _____

Activities & Procedures:

1. _____
2. _____
3. _____

Materials/Resources:

- _____

Instructor Reflection Form

1. What changes did you implement based on Cycle 1 feedback?

_____

2. How did these changes affect the lesson delivery?

_____

3. What further improvements do you plan for future lessons?

_____

MATERIAL 17

Community of Practice (CoP) Meetings for Professional Development

Community of Practice (CoP) meetings are biweekly or monthly collaborative sessions designed to bring together instructors to share experiences, discuss challenges, and co-develop solutions. These meetings support professional growth, foster collegiality, and ensure continuous development within Schools of Foreign Languages (SFLs).

Objectives of CoP Meetings

• Encourage collaborative problem-solving among instructors.

• Provide a safe space for sharing teaching experiences and challenges.

• Promote peer learning through discussion of best practices and strategies.

• Strengthen collegial bonds and professional identity.

Meeting Agenda Template

1. Welcome and introduction of theme/topic (5–10 minutes)

2. Sharing of experiences and challenges (20 minutes)

3. Group discussion and brainstorming solutions (20 minutes)

4. Presentation of strategies and resources (15 minutes)

5. Action planning and wrap-up (10 minutes)

Roles and Responsibilities

• Facilitator – Leads the session, ensures focus, and manages time.

• Recorder – Takes notes on key points, decisions, and action items.

• Participants – Actively share experiences, ideas, and provide constructive feedback.

Sample Topics for CoP Sessions

• Effective strategies for classroom management in SFLs.

• Differentiating instruction for mixed-level classes.

• Addressing student motivation and engagement challenges.

• Integrating technology in language teaching.

• Designing fair and valid assessments.

• Supporting student well-being and reducing classroom anxiety.

Reflection and Follow-up

At the end of each CoP meeting, participants should reflect on key takeaways and agree on follow-up actions. A brief evaluation form can be distributed to gather feedback and continuously improve the CoP sessions.

Evaluation Form Template

1. What was the most useful part of today's session?

_____

2. What challenges were identified that need further discussion?

_____

3. What strategies or ideas will you try in your teaching?

_____

4. Suggestions for improving future CoP meetings:

_____

MATERIAL 18

Annual Review of the Induction Program

The annual review of the induction program is designed to evaluate its effectiveness, identify areas of strength, and highlight opportunities for improvement. This process ensures the sustainability and continuous enhancement of the induction program based on feedback from instructors, mentors, administrators, and learners.

Objectives of the Annual Review

• Assess the overall effectiveness of each component (Orientation, Support, Mentoring, Observation, Teaching-Learning, Professional Development, Sustainability & Follow-Up).

• Identify strengths and successful practices of the program.

• Collect feedback from instructors, mentors, and administrators.

• Revise and update program content, tools, and strategies based on evaluation data.

• Ensure alignment with institutional goals and instructor needs.

Review Process

1. Collect participant feedback through surveys, interviews, and focus groups.

2. Review data from observation cycles, mentoring evaluations, and support checklists.

3. Assess participation rates and engagement in professional development activities.

4. Hold a review meeting with administrators, mentors, and representatives of new instructors.

5. Develop an action plan for improvements for the upcoming academic year.

Annual Review Template

Year: _____

Date of Review: _____

Facilitators: _____

Component Review

Component	Strengths	Challenges	Recommendations
Orientation	_____	_____	_____
Support	_____	_____	_____
Mentoring	_____	_____	_____
Observation	_____	_____	_____
Teaching-Learning	_____	_____	_____
Professional Development	_____	_____	_____
Sustainability & Follow-Up	_____	_____	_____

Action Plan for the Next Academic Year

Key Priorities:

_____

Planned Revisions:

_____

Responsible Parties:

_____

Timeline:

_____

MATERIAL 19

Annual Review Survey for the Induction Program

This survey is designed to gather feedback from instructors at the end of the academic year. The results will be used to evaluate the effectiveness of the induction program and inform revisions for the following year.

General Information

Instructor's Name (optional): _____

Department/Unit: _____

Date: _____

Orientation Component

1. How useful was the orientation program for your adaptation to the institution?
□ Very Useful □ Useful □ Neutral □ Not Very Useful □ Not Useful

2. What aspects of orientation were most helpful?

_____

3. What improvements would you suggest for orientation?

_____

Support Component

4. Did you feel supported professionally, emotionally, and technically during your induction?
□ Always □ Often □ Sometimes □ Rarely □ Never

5. Please share examples of support that were particularly helpful:

_____

6. What additional support would you recommend?

_____

Mentoring Component

7. How satisfied are you with your mentoring experience?
□ Very Satisfied □ Satisfied □ Neutral □ Unsatisfied □ Very Unsatisfied

8. What aspects of mentoring contributed most to your development?

_____

9. Suggestions for improving the mentoring component:

_____

Observation Component

10. Did classroom observations (as observer or observed) contribute to your professional growth?
□ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

11. What did you learn most from observation cycles?

_____

12. How can the observation process be improved?

_____

Teaching-Learning and Professional Development

13. Were the teaching-learning workshops and PD activities relevant to your needs?
□ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

14. Which workshops or PD activities were most valuable?

_____

15. What additional topics should be included in PD sessions?

_____

Overall Induction Program

16. Overall, how effective was the induction program in supporting your transition?
□ Very Effective □ Effective □ Neutral □ Ineffective □ Very Ineffective

17. Strengths of the induction program:

_____

18. Weaknesses of the induction program:

_____

19. Recommendations for the future:

_____

MATERIAL 20

Longitudinal Follow-Up Meetings (Biannual)

Longitudinal follow-up meetings are conducted twice a year and involve Professional Development (PD) unit members, mentors, and newly appointed instructors. These meetings are designed to provide sustained guidance, monitor professional growth, and create a collaborative platform to address challenges and share progress. They ensure that the induction program continues to have a long-term impact on teaching quality and instructor well-being.

Objectives of Biannual Follow-Up Meetings

• Monitor progress of new instructors beyond the initial induction period.

• Provide an opportunity for mentors and mentees to share feedback on the mentoring process.

• Identify ongoing professional challenges faced by new instructors in SFLs.

• Share best practices, strategies, and institutional resources for overcoming difficulties.

• Strengthen collaboration between PD members, mentors, and instructors.

• Use meeting outcomes to refine induction and professional development activities.

Meeting Structure

1. Welcome and purpose of the meeting (5 minutes)
2. Instructor reflections on progress and challenges (20 minutes)
3. Mentor observations and feedback (20 minutes)
4. Review of PD activities and participation (20 minutes)
5. Group discussion: problem-solving and sharing best practices (25 minutes)
6. Development of action plan for the next six months (20 minutes)
7. Closing and summary (10 minutes)

Roles and Responsibilities

• PD Unit Members – Facilitate the meeting, provide institutional insights, and document action items.

• Mentors – Share their reflections on mentee progress and highlight areas for further growth.

• New Instructors – Reflect on their own experiences, share challenges, and identify support needs.

• Administrators (optional) – Ensure alignment with institutional policies and provide resources.

Meeting Notes Template

Date: _____

Facilitator(s): _____

Participants: _____

Discussion Area	Key Points	Action Items
Instructor Reflections	_____	_____
Mentor Feedback	_____	_____
PD Activities & Outcomes	_____	_____
Challenges & Solutions	_____	_____
Action Plan	_____	_____

Evaluation of Follow-Up Meetings

1. Did this meeting support your ongoing professional development?
□ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

2. What was the most valuable aspect of this meeting?

_____

3. What should be improved for future meetings?

_____

MATERIAL 21

Professional Portfolio – Template

This simplified portfolio is designed as a quick-use template for instructors to track their lesson plans, reflections, observations, and professional development activities on one page.

Lesson Plan Record

Lesson Title: _____ Date: _____ Level: _____

Objectives: _____

Key Activities: _____

Reflection (What worked/What to improve): _____

Observation Notes

Observer: _____ Date: _____ Focus: _____

Key Feedback: _____

Instructor's Reflection: _____

Professional Development Log

Activity/Workshop: _____ Date: _____

Key Takeaways: _____

Application to Teaching: _____

Growth Summary

Progress Made: _____

Challenges: _____

Future Goals: _____

MATERIAL 22

Portfolio Evaluation Sheet

This evaluation sheet is designed to help both mentees and mentors assess the quality, completeness, and usefulness of the professional portfolios maintained during the induction program. The purpose is to encourage reflective practice, provide constructive feedback, and ensure continuous growth.

Mentee Information

Mentee's Name: _____

Mentor's Name: _____

Date: _____

Evaluation Criteria (1 – Needs Improvement, 5 – Excellent)

Criteria	1	2	3	4	5
Completeness of lesson plans	___	___	___	___	___
Quality of reflections (depth, honesty, relevance)	___	___	___	___	___
Usefulness of observation notes	___	___	___	___	___
Documentation of professional development activities	___	___	___	___	___

Evidence of progress over time	___	___	___	___	___
Organization and clarity of portfolio	___	___	___	___	___

Mentor Feedback

Strengths of the portfolio:

_____

Areas for improvement:

_____

Recommendations:

_____

Mentee Reflection

1. What did you learn while preparing and maintaining your portfolio?

_____

2. How has the portfolio helped you improve your teaching practices?

_____

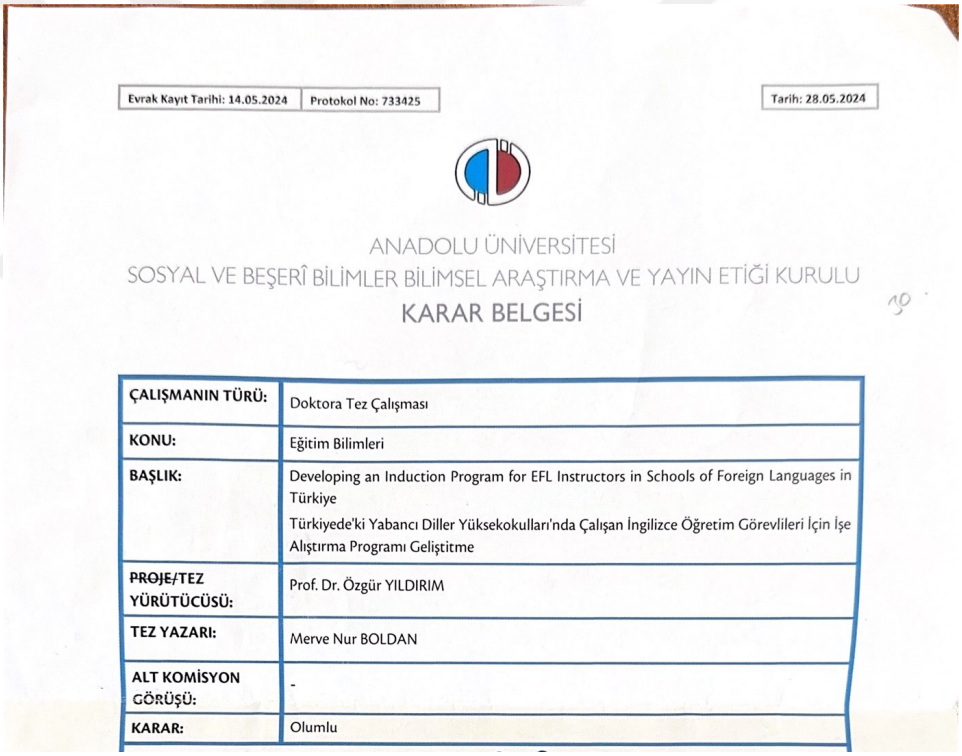
3. What areas will you focus on improving in the next phase?

_____

Overall Evaluation

□ Satisfactory □ Needs Improvement □ Excellent

APPENDIX M: Ethics Committee Declaration (Etik Kurul Beyannamesi)



Evrak Kayıt Tarihi: 14.05.2024 | Protokol No: 733425 | Tarih: 28.05.2024

ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Doktora Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Developing an Induction Program for EFL Instructors in Schools of Foreign Languages in Türkiye Türkiyede'ki Yabancı Diller Yüksekokulları'nda Çalışan İngilizce Öğretim Görevlileri İçin İşe Alıştırma Programı Geliştitme
~~PROJE~~/TEZ YÜRÜTÜCÜSÜ:	Prof. Dr. Özgür YILDIRIM
TEZ YAZARI:	Merve Nur BOLDAN
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

RESUME

Name: Merve Nur BOLDAN

Education

Dokuz Eylül University. Faculty of Education
BA in English Language teaching
2012-2016

Balıkesir University, Graduate School
MA in English Language Teaching
2016-2019

Anadolu University, Graduate School
PhD Program in English Language Teaching
2020-2025

Teaching Experience

National Defense University, Balıkesir
2017- July 2019

Balıkesir University, Faculty of Education Department of ELT, Balıkesir
2019- February 2020

Anadolu University, Faculty of Education Department of ELT, Eskişehir
2020- April 2023

The English Corner Barcelona, Spain
July 2023- August 2023

Eskişehir Technical University, School of Foreign Languages, Eskişehir
English instructor
2023- continues

Skills

Microsoft office

Languages

English (C1), Spanish (A1)

Certificates

TESOL Core Certificate Program – Online - 2021
Fostering Student Motivation and Engagement, University of Oregon - 2022

References

Available upon request.