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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

A PROPOSED ONLINE PROFESSIONAL DEVELOPMENT (OPD) PROGRAM FOR
NOVICE EFL TEACHERS

Gizem AKÇOR

Ph.D. Dissertation

Ankara, 2025

With leadership, research, innovation, high quality education and change,

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MESLEĞE YENİ BAŞLAYAN İNGİLİZCE ÖĞRETMENLERİ İÇİN ÖNERİLEN BİR ÇEVİRİM
İÇİ MESLEKİ GELİŞİM PROGRAMI

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Abstract

This study aimed to design, implement, and evaluate a context-specific online professional development (OPD) program tailored for novice teachers of English as a Foreign Language (NEFLT) in Türkiye. Grounded in adult learning theory—particularly self-directed and transformative learning—the research employed a qualitative action research methodology supported by descriptive statistics. A needs analysis involving 109 participants, including novice and experienced EFL teachers and teacher educators, informed the development of a five-module asynchronous OPD program. Designed based on the ADDIE instructional model, the program was implemented through the Canvas learning platform. Module topics included teacher well-being, classroom management, materials development, diversity in the EFL classroom, and reflective teaching. The CIPP model guided program evaluation. Data collection tools included questionnaires, KWL charts, self-reflective journals, evaluation forms, and semi-structured interviews. Findings showed that the OPD program effectively addressed NEFLT's professional development (PD) needs. Participants reported improvements in theoretical knowledge, teaching skills, self-efficacy, and professional identity. They valued the program's structure, relevance, and reflective focus. Technology and AI integration boosted digital skills and adaptability, while emphasis on inclusivity enhanced responsiveness to diverse learners. The program also fostered emotional resilience and personal growth. Noted challenges included time constraints, dense content, and limited interactivity. Recommendations included incorporating live sessions, scaffolding complex topics, and encouraging collaboration. Overall, the study highlights the importance of needs-based, flexible, and reflective OPD in supporting the growth of NEFLT in the Turkish context.

Keywords: novice EFL teachers, online professional development, challenges, professional development needs, learning to teach, induction programs

Öz

Bu çalışma, Türkiye'de mesleğe yeni başlayan İngilizce öğretmenlerin özgün ihtiyaçlarına yönelik bir çevrim içi mesleki gelişim programı tasarlamayı, uygulamayı ve değerlendirmeyi amaçlamıştır. Öz-yönelimli ve dönüştürücü öğrenme ilkelerine dayanan yetişkin eğitimi kuramı çerçevesinde yürütülen araştırma, betimleyici istatistiklerle desteklenen nitel bir eylem araştırmasıdır. 109 katılımcının (mesleğe yeni başlayan ve deneyimli İngilizce öğretmenleri ile öğretmen eğitimcileri) ihtiyaç analizi sonucunda ADDIE modeline göre geliştirilen program, Canvas öğrenme platformu üzerinden uygulanmıştır. Programın içeriği öğretmen iyi oluşu, sınıf yönetimi, materyal geliştirme, İngilizce sınıfında çeşitlilik ve yansıtıcı uygulama konularına odaklanmıştır. Program değerlendirmesi CIPP modeli çerçevesinde yapılmış; anket, KWL çizelgeleri, öz-yansıtma günlükleri, değerlendirme formları ve yarı yapılandırılmış görüşmelerle veri toplanmıştır. Bulgular, programın mesleğe yeni başlayan İngilizce öğretmenlerinin mesleki gelişim ihtiyaçlarını etkili bir şekilde karşıladığını ortaya koymuştur. Katılımcılar, kuramsal bilgi, uygulama becerisi, öz-yeterlik ve mesleki kimlik açısından önemli kazanımlar elde etmiştir. Ayrıca, programın yapısını, içeriğinin uygunluğunu ve yansıtıcı niteliğini değerli bulmuşlardır. Teknoloji ve yapay zekâ entegrasyonu dijital becerileri ile uyum yetilerini artırırken; kapsayıcılığa verilen önem, çeşitli öğrenci profillerine karşı duyarlılıklarını geliştirmiştir. Program aynı zamanda duygusal dayanıklılığı ve kişisel gelişimi de desteklemiştir. Ancak, zaman kısıtlamaları, yoğun içerik ve sınırlı etkileşim gibi zorluklar da belirtilmiştir. Bu nedenle, gelecekte canlı oturumlar, destekleyici içerik yapılandırmaları ve iş birliğine dayalı öğrenme yaklaşımlarının uygulanması önerilmektedir. Genel olarak, bu çalışma, Türkiye bağlamında mesleğe yeni başlayan İngilizce öğretmenlerinin bütüncül gelişimini desteklemede ihtiyaç temelli, esnek ve yansıtıcı bir çevrim içi mesleki gelişim programının değerini ortaya koymaktadır.

Anahtar sözcükler: Mesleğe yeni başlayan öğretmenler, çevrim içi mesleki gelişim, zorluklar, mesleki gelişim ihtiyaçları, öğrenmeyi öğrenme, aday öğretmen yetiştirme programı

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Symbols and Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

KWL: Know-What-to-know-Learned

LMS: Learning Management System

MoNE: Ministry of National Education

NEFLT: Novice teachers of English as a Foreign Language; Novice EFL teachers

PD: Professional Development

OPD: Online Professional Development

TIP: Teacher Induction Program

Chapter 1

Introduction

This chapter introduces (a) the background to the study, (b) the statement of the problem, (c) the aim and significance of the study, (d) the research questions, (e) the limitations, and (f) the key definitions.

Background to the Study

Teachers do matter. Qualified teachers correlate highly with student progress and learning. A considerable amount of research has demonstrated that “teacher education, preparation, and qualifications, of one sort or another, to be significantly and positively related to student achievement” (Ingersoll et al., 2014, p. 3). In fact, among all school-related factors, teacher quality stands out as the most significant determinant of student success (Goldhaber, 2007). To ensure teacher success—a critical factor in student success—well-designed PD programs can be instrumental (Wong, 2004). Such programs keep teachers updated, more committed and satisfied, and better equipped to teach effectively and grow professionally (Darling-Hammond et al., 2017). This, in turn, contributes to student learning and academic progress (García & Weiss, 2019). Given the significant role of teacher effectiveness in student achievement, experience could be a key component. Existing literature highlights a positive correlation between years of teaching and teacher effectiveness (Kini & Podolsky, 2016). This raises a critical question: What does this imply for novice teachers who are still developing experience and coping with the complex realities of teaching?

The literature uses a variety of terms interchangeably to refer to new teachers in the beginning of their teaching: new teachers, newly qualified teachers, beginning teachers, early career teachers, neophyte teachers, and novice teachers. In this study, the term ‘*novice teachers*’ is adopted. As a prevalently used term now, *novice teachers* refer to beginning teachers who have completed initial teacher preparation and just begun teaching

(Farrell, 2009). However, there is no consensus on how many years define a novice (Farrell, 2012). While Kim and Roth (2011) consider teachers with less than five years of experience as novices, Farrell (2012) restricts this classification to those with no more than three years. This study adopts the latter definition.

Regardless of the exact time frame, the initial years of teaching are typically formative, shaping novice teachers' beliefs, identities, teaching practices, satisfaction levels, effectiveness, and even their long-term career trajectories. In particular, Farrell (2009) portrays the early teaching years as:

an anxiety provoking experience that involves balancing act between learning to teach (i.e., furthering the professional knowledge and skills that were initiated during the teacher-education program) and attempting to take on an identity as a “real” teacher within an established school culture (p. 183).

Novice teachers, accordingly, “have two jobs—they have to teach and they have to learn to teach” (Feiman-Nemser, 2001a, p. 1026). This dual challenge leads many novices to experience anxiety, frustration, and self-doubt, particularly when working in isolating or unsupportive environments. So, learning to teach is a complex and ongoing process (Farrell, 2003; Mann & Tang, 2012). The transition from teacher education to real classroom teaching often results in reality shock (Veenman, 1984) or transition shock (Corcoran, 1981), as novice teachers frequently feel overwhelmed when they face multiple challenges, including heavy workloads, unclear expectations, limited resources, professional isolation, and the prevalent “sink or swim” mentality in many schools (Anhorn, 2008), thereby failing to apply theoretical knowledge effectively. This “discontinuity between these academic content courses and the language classroom appears to set up a gap that cannot be bridged by beginning teacher learners”, assert Tarone and Allwright (2005, p. 12). This being the case, one can imagine the plight of novices.

These early-career struggles have received sustained attention in the literature, with numerous studies documenting the difficulties novice teachers face in adapting to their new

roles (Farrell, 2012; Gavish & Friedman, 2010). Buchanan et al. (2013), synthesizing earlier findings, identify several key challenges: coping with a full teaching schedule, navigating professional relationships, adapting to school culture, and managing the emotional toll of transition shock. Though inexperienced, novice teachers are often held to the same expectations and responsibilities as their more established counterparts, but without access to comparable mentoring or institutional support (Anhorn, 2008; Fantilli & McDougall, 2009; Farrell, 2012, 2016; Hebert & Worthy, 2001).

This lack of support contributes significantly to emotional exhaustion, job dissatisfaction, and ultimately, teacher attrition. The “sink or swim” mentality not only undermines novice teachers’ well-being but may also deter them from remaining in the profession long term. Alarming, attrition data underscore the severity of this issue. According to the UK Department for Education (2019), over 20% novice teachers resign within two years, and one in three leave within five. Similar findings have been echoed in research by Ingersoll and Kralik (2004), Perda (2013), Ingersoll et al. (2014), and Curry et al. (2016), who collectively emphasize the growing instability of the early-career teaching workforce.

Teacher attrition and shortages pose significant risks not only to individual career development but also to broader institutional goals, including student achievement and the sustainability of national education systems. Maintaining a stable and high-quality teaching workforce has therefore become a pressing concern worldwide. As teaching continues to rank among the most stressful and demanding professions (Gavish & Friedman, 2010), the need for responsive and targeted support mechanisms—particularly for novice educators—has become increasingly evident.

Taken together, these studies reveal recurring themes: the steep learning curve faced by novice teachers, the persistent theory-practice gap, insufficient institutional support, and the high risk of early-career attrition. Addressing these interrelated issues calls for systemic reform and the implementation of structured induction and PD programs

designed to support novice teachers during the most vulnerable phase of their professional journey.

Two key factors emerge as potential solutions to teacher retention: access to PD and a supportive working environment (Buchanan et al., 2013). Research shows that early-career support improves teacher effectiveness (Henry et al., 2011), especially when new teachers work in collaborative and collegial environments (Kini & Podolsky, 2016). Not surprisingly, when novice teachers begin teaching, they are in need of further support and assistance. Regardless of their teacher training, novices often enter classrooms unprepared for the complex realities of teaching (Carver & Katz, 2004). This supports the implementation of TIPs designed to ease the transition and provide structured support (Feiman-Nemser, 2001a).

Being one of the initiatives made to support the novices, TIPs have a vast range of components such as collaborations, seminars, workshops; however, mentoring has become the most leading one (Smith & Ingersoll, 2004). Mentoring is widely recognized as an effective strategy for helping novice teachers by fostering ongoing support, professional growth, and the development of stronger instructional practices (Cook, 2012). Yet, despite this common goal, mentoring programs also vary significantly in structure and quality (Smith & Ingersoll, 2004). A well-designed mentoring program can reduce novice teacher attrition (Kajs, 2002). Research also suggests that teachers who receive early-career mentoring are more effective and more likely to remain in the profession (Kardos & Johnson, 2010). Besides, positive experiences are often tied to the presence of a supportive and responsive mentor (Buchanan et al., 2013).

However, mentoring is not a cure-all. While its benefits are well documented (Kardos & Johnson, 2010), mentoring is a complex and demanding process. On the contrary, it is full of complexities. Some serious problems are especially looming on the part of mentor teachers. Simply assigning an experienced teacher as a mentor does not ensure success (Farrell, 2003). Poorly implemented mentoring—particularly with unprepared or unwilling

mentors—can render the process ineffective or even counterproductive (Kardos & Johnson, 2010). In some cases, mentors may act only as informal “buddies,” offering superficial advice rather than constructive feedback or classroom observations (Stanulis & Floden, 2009). Additionally, mentors often lack clarity about their roles and responsibilities (Feiman-Nemser, 2001a; Tomlinson, 1995), and many report being overburdened and unable to devote sufficient time to mentoring (Farrell, 2003). Further illustrating the limitations of mentoring, Stewart and Jansky (2022) offer a contrasting viewpoint, revealing that mentorship within TIPs doesn't always deliver the expected support for novice teachers. Their study drew attention to a participant who felt frustrated by a toxic relationship with her assigned mentor, which lacked the support she needed. Although there were rumors about her underperformance, the mentor failed to check in or offer constructive guidance. This example underscores the complex dynamics of mentoring relationships in schools and reinforces the idea that, while potentially beneficial, mentorship can sometimes fail to meet its intended goals.

In addition to the challenges surrounding mentoring, scholars have also drawn attention to broader gaps in support during the early years of teaching. Wilson et al. (2006) point out a notable lack of research focusing on the post-induction needs of novice teachers. While mentoring and TIPs aim to provide a foundational level of support, there has been insufficient investigation into what types of ongoing, personalized support new teachers actually find most helpful. Given the wide range of backgrounds, beliefs, teaching philosophies, and skills novice teachers bring into the classroom, professional support must be responsive to these differences. As Kennedy and McKay (2011) and Zhukova (2018) argue, effective support should not rely solely on generic PD initiatives but should instead involve structured, needs-based opportunities tailored to the specific developmental stages and contexts of individual teachers. Supporting this, Zorba's (2022) research highlights the ineffectiveness of generalized, decontextualized in-service training and underscores the importance of sustained, context-specific induction models that meet teachers' actual

needs. Similarly, Zein (2017) stresses that although previous studies have examined classroom challenges and pedagogical issues, there is still a significant gap in understanding and addressing the nuanced PD needs of novice teachers.

As the persistent gaps in support and shortcomings of traditional PD approaches remain unresolved, the need for more targeted and responsive alternatives becomes increasingly evident. One such alternative is OPD, which has expanded significantly since the COVID-19 pandemic prompted a widespread shift to remote instruction in both schools and teacher education programs (Carrillo & Flores, 2020). In particular, asynchronous and self-paced formats have become increasingly popular, offering teachers flexible access to lectures and materials regardless of time or location (Powell & Bodur, 2019). These formats enable educators to engage in professional learning aligned with their specific needs and interests, without the constraints of their immediate geographical context or the time demands of commuting. When designed to address the unique challenges faced by NEFLTs, OPD programs may thus provide a more structured, consistent, and accessible form of support. This understanding serves as a key motivation for the present study.

Statement of the Problem

Research has consistently shown that many novices start their careers highly motivated, only to experience frustration as they confront the realities of the classroom. This shift is often due to a lack of adequate support systems, which often leads new teachers to seek environments that can better support their effectiveness and professional growth (Buchanan et al., 2013). In response, TIPs have been developed to help ease the transition from pre-service education to full-time teaching. These programs often include mentorship, which, when carefully planned and executed, can be highly beneficial. However, the effectiveness of mentoring varies considerably, and poorly implemented mentorship can lead to disillusionment, avoidance of the process altogether, and ultimately, a negative impact on both teacher development and student learning outcomes.

While the challenges encountered by novice teachers have been widely reported in the literature, the specific difficulties encountered by NEFLTs, along with practical strategies to address them, remain underexplored (Akçor & Savaşçı, 2020; Çakmak et al., 2019). In fact, a significant portion of the literature on novice teachers highlights a critical concern regarding the necessity of strengthening induction and PD programs to effectively navigate the early stages of their teaching careers (Akçor & Savaşçı, 2020; Hong, 2012; Zhukova, 2018). Kennedy and McKay (2011) highlight a notable research gap by pointing out that, according to Wilson et al.'s (2006) review of 3,500 teacher development articles, merely 13 examined early-career support.

In the context of Türkiye, the experiences of NEFLTs have drawn far less scholarly investigation. To address some of the existing gaps, the Turkish Ministry of National Education (MoNE) introduced reforms in its induction framework in 2016. The selection and appointment process for public school teachers in Türkiye involves a two-stage national exam, comprising both written and oral components, followed by a mandatory one-year induction period. The most recent version of this program, launched in 2016, spans 26 weeks and novice teachers undergo a structured training period involving in-class, in-school, and out-of-school activities as well as participation in in-service training (MoNE, 2016a). This initiative aimed to ease new teachers' transition into the profession by addressing feelings of isolation and enhancing their readiness to teach (MoNE, 2016b). Several studies have investigated the outcomes of this teacher induction program (TIP). For instance, Çelik and Atik (2020), after reviewing 14 studies, found that the program was generally well-designed, its implementation was marred by challenges related to mentoring quality, seminar content, evaluations, and paperwork. Likewise, İlyas et al. (2017) found that while teachers valued the program's purpose and design, they expressed concerns about inadequate mentoring and excessive administrative burdens. Ekinçi et al. (2019) echoed these findings, noting that beginning teachers often felt the program fell short in preparing them for real classroom demands, citing insufficient orientation, mentor-related

issues, and overwhelming paperwork. Kozikoğlu and Soyalp (2018) also acknowledged the program's contribution to helping teachers understand school culture and administrative tasks, yet they highlighted persistent problems in mentoring, communication, and documentation. Despite its theoretical strengths, the program faces several practical limitations.

More importantly, while existing research has documented both the strengths and shortcomings of Türkiye's TIP, few studies have focused specifically on the needs and experiences of NEFLTs. This signals a clear gap in the literature and underscores the importance of context-specific investigations into NEFLTs' PD, which serves as the foundation for this study.

Aim and Significance of the Study

The primary aim of this study is to design a needs-based OPD program tailored for NEFLTs in Türkiye. In pursuit of this objective, by incorporating input from different stakeholders, the study seeks to understand the PD needs of NEFLTs. An important part of this investigation is to explore novice teachers' views on the current TIP carried out by the Turkish MoNE, as their experiences are key to identifying potential improvements. Based on the findings, a context-specific OPD program was developed, implemented, and evaluated. Recommendations were formulated in light of participants' experiences with the program to ensure the program remains relevant and effective.

This study holds significance on multiple levels. Despite a considerable amount of research on the general challenges of novice teachers, studies that focus explicitly on the professional development requirements of NEFLTs are scarce. By addressing this gap, the study contributes meaningfully to the growing literature on early-career language teachers and responds to the increasing call for context-sensitive and needs-driven PD initiatives. A key strength of this study lies in its comprehensive and inclusive approach. Unlike earlier research that typically adopted a top-down perspective or relies on data from a narrow group

of stakeholders, this study employed a bottom-up framework by incorporating insights from NEFLT, experienced EFL teachers, and EFL teacher educators. This multi-stakeholder perspective is considered to offer a richer and more nuanced understanding of the developmental needs of NEFLT in Türkiye. Although there are numerous similarities between traditional and digital training formats, critics point out that the way they are implemented and the effectiveness of the strategies used can vary considerably depending on the modality. This highlights the need for research specifically focused on OPD for teachers (Dede et al., 2009; Means et al., 2013; Rabbit et al., 2019). Addressing this gap, the present study is among the few that go beyond merely identifying PD needs by designing, implementing, and evaluating a tailored OPD program. In doing so, it offers practical insights into how digital platforms can be effectively utilized to support novice teachers, especially in contexts where access to face-to-face PD is limited. Furthermore, as an action research project, the study promotes continuous reflection, allowing the researcher to strengthen both theoretical understanding and practical competence in the field of teacher education. Finally, the study's findings offer valuable insights for policymakers, teacher education professionals, and other primary stakeholders. By offering evidence-based recommendations to strengthen teacher induction and support systems, the study aims to contribute to the enhancement of PD practices for NEFLT in Türkiye and potentially in broader international contexts.

Research Questions

This study is guided by the following questions:

1. What do NEFLT in Türkiye think about the current TIP implemented by the Turkish MoNE?
2. What are the PD needs of NEFLT in Türkiye?
3. Do NEFLT think that the proposed OPD program has met their perceived PD needs? If so, how? If not, why?

Limitations

While this study offers valuable insights, it also has limitations that must be recognized to properly interpret its findings. First, although the sample included a diverse group of participants from various regions of Türkiye, the relatively small sample size limits the generalizability of the findings to broader populations of NEFLTs, particularly those working in different national or institutional contexts. While generalizability was not the primary aim of this qualitative action research, a larger and more varied participant pool across multiple settings could have yielded deeper insights. As such, interpretation of the findings should be done cautiously. Second, relying largely on self-reported data, the study is susceptible to potential response biases. Participants' reflections might not fully capture the complexities of their actual experiences, either due to limitations in self-awareness or the tendency to present socially desirable responses. This limitation could be addressed in future research by integrating additional data collection approaches, including classroom observations, document analysis, and longitudinal designs, to provide a more well-rounded understanding of novice teachers' PD. Third, while the study included multiple stakeholders—namely NEFLTs, experienced teachers, and teacher educators—it did not engage school administrators or policymakers, whose perspectives could have provided critical insights into institutional support structures and policy-level considerations. Including such voices in future studies would contribute to a more holistic understanding of the systemic factors influencing novice teacher development. Fourth, the online delivery format of the OPD program may have posed accessibility challenges for some participants, particularly those with limited digital literacy or unstable internet connections. To mitigate these potential issues, proactive steps were taken to ensure continuous support—participants were encouraged to reach out at any time, and the researcher maintained regular communication to provide guidance and technical assistance. These efforts likely helped foster a more inclusive and supportive learning environment, enhancing participant engagement despite varying levels of technological access and experience. Finally, the

current study does not investigate the long-term impact of the OPD program—specifically, whether participants transfer the knowledge and skills gained into their teaching practice in subsequent years. A longitudinal follow-up study would be beneficial in determining the sustainability and practical impact of the PD experience over time.

Definitions

Novice Teachers: Also referred to as beginning, early-career, or newly qualified teachers, novice teachers are individuals at the initial stage of their professional teaching careers. For the purpose of this study, the term specifically refers to teachers in Türkiye who are within their first three years of full-time teaching experience, in line with the definition proposed by Farrell (2012).

Experienced Teachers: Generally defined by the length of time they have spent in the profession, with five or more years of teaching experience commonly recognized as the threshold (Tsui, 2005).

Professional Development (PD): Encompasses structured learning opportunities designed to strengthen teachers' knowledge, skills, and instructional strategies. In the context of this study, PD refers to targeted initiatives aimed at supporting NEFLT's growth and adaptation during the early years of their teaching careers.

Online Professional Development (OPD): Refers to professional learning opportunities delivered through digital platforms. These may include both synchronous and asynchronous components, such as webinars, online mentoring, interactive discussion forums, and access to digital teaching resources.

Teacher Induction Program (TIP): Launched by the Turkish MoNE in 2016, the TIP is a structured, 26-week initiative designed to support novice teachers' transition into the profession. It includes mentorship by experienced teachers, in-service training, and classroom observation activities aimed at fostering practical experience and professional adjustment.

Teacher Educators: Professionals, typically university faculty members or experienced practitioners, who are engaged in the preparation and ongoing support of both pre-service and in-service teachers. In the context of this study, the term specifically refers to academics teaching in ELT departments within faculties of education at universities in Türkiye.

Chapter 2

Theoretical Basis of Research and Literature Review

This chapter provides the theoretical and empirical foundation for the study. It begins with an overview of two key frameworks—Adult Learning Theory and Self-Directed Learning—which inform the design and understanding of PD for NEFLTs. The chapter then explores the concept of novice teachers, followed by a review of the common challenges they face, with a specific focus on NEFLTs and their experiences in Türkiye. It further examines TIPs, particularly the one implemented by the Turkish MoNE, and summarizes relevant studies on induction practices in the Turkish context. Finally, the chapter presents a comprehensive review of teacher PD, discussing its foundations, effectiveness, digital formats, and implementation challenges, especially in supporting novice teachers' growth and adaptation.

Theoretical Framework

Adult learning theories explore how adults learn differently from children, recognizing that adults bring unique experiences, motivations, and responsibilities to the learning process. A key framework in this field is andragogy, introduced by Knowles (1968), which distinguishes adult learning from traditional child-centered pedagogy. Andragogy emphasizes that adults learn best when the material is relevant, practical, and connected to their real-life roles. Adults tend to be self-directed, motivated by internal goals, and eager to understand the purpose behind their learning.

Building on this, the theory of self-directed learning (SDL), based on Tough's (1971) research, highlights how adults take greater control and responsibility for managing their own learning. SDL doesn't mean learning alone but involves actively guiding one's learning journey. This approach is especially common in PD and online learning, where more self-directed learners often achieve greater success.

Merriam (2001) notes that no single theory fully explains adult learning, but andragogy and SDL remain central to understanding how adults engage with and take charge of their learning. Together, these theories offer a well-rounded view of adult learning that highlights relevance, autonomy, and reflection.

While andragogy and SDL focus on how adults learn, transformative learning theory, introduced by Mezirow (1978), shifts attention to how adults interpret their experiences through critical reflection. This process can lead to deep changes in beliefs, attitudes, and perspectives, reshaping one's identity and understanding as a learner.

Given that adult learners prefer learning that is self-directed, relevant, problem-centered, and driven by internal motivation (Knowles, 1968, 1978), an asynchronous OPD program naturally fits these needs. Such a program allows teachers to learn at their own pace and on their own schedule, engage with content directly related to their teaching roles, and apply what they learn to real classroom challenges. Learning in this way is often fueled by personal motivation, especially when participation is voluntary.

Research by Tough (1971) and Merriam and Bierema (2014) supports that adults tend to succeed in self-directed learning environments—especially online—because they can manage their own learning process. Since NEFLT's often have busy and unpredictable schedules, a flexible, self-paced online PD program empowers them to engage deeply and independently, making their learning more meaningful and effective.

Transformative Learning Theory (Mezirow, 1978, 2000) highlights the importance of critical reflection, which can bring about significant changes in beliefs, attitudes, and professional identity. A thoughtfully designed PD program can include reflection exercises, discussion prompts, and personal goal setting, encouraging teachers to rethink their assumptions and grow both professionally and personally.

Furthermore, when an OPD program is based on a thorough needs assessment, it ensures the content is personally meaningful and relevant to learners—an essential

element of adult learning according to Illeris (2004). This approach aligns with recommendations by Langer and Applebee (1986) that effective PD must emphasize learner ownership, relevance, and motivation.

Finally, as Van Eekelen et al. (2006) and Zepeda (2013) point out, teacher PD works best when it promotes self-direction and is supported by a positive learning culture. An OPD program tailored to teachers not only encourages them to take initiative but also helps build lasting habits of reflective and independent learning.

A Conceptual Overview of Novice Teachers

Novice teachers are “those who are sometimes called newly qualified teachers, who have completed their language teacher education program (including teaching practice [TP]) and have commenced teaching English in an educational institution (usually within 3 years of completing their teacher education program)” (Farrell, 2012, p. 437). The shift from a pre-service teacher education program to the initial years of teaching can be particularly challenging for novice teachers as they encounter the realities of the classroom. While pre-service teacher education programs offer foundational professional knowledge and skills, Feiman-Nemser (2001a) argues that they represent “a weak intervention compared with the influence of teachers’ own schooling and their on-the-job experience” (p.1014). Pre-service teacher education programs often fall short of delivering all the essential knowledge, as certain aspects are context-dependent and must be acquired within the school environment (Kim & Roth, 2011). The gap between theory and practice in teacher education programs is pointed out by many other studies as well (Akcan, 2016; Farrell, 2012; Hunt et al., 2013; Ingersoll, 2012; Tarone & Allwright, 2005).

Although novice teachers typically have less practical experience, they are often expected to fulfill the same responsibilities as their more experienced peers during their first years in the profession (Fantilli & McDougall, 2009). Unlike experienced teachers, they are still in the process of developing their teaching identities, often under less-than-ideal

conditions. As Farrell (2009) notes, “More than any other time in their careers, they are involved in the process of learning to teach” (p. 182), which makes the induction period both formative and fragile. The stark contrast between the theoretical ideals promoted in pre-service education and the unpredictable realities of classroom life often results in what Veenman (1984) termed “reality shock.” In such contexts, novice teachers are frequently left to navigate their roles without adequate guidance or structured support, effectively facing a “sink or swim” environment (Varah et al., 1986). This phase has been the subject of extensive scholarly inquiry, with a growing body of literature documenting the array of personal, professional, and institutional challenges that shape the early years of teaching.

Studies on Novice Teachers’ Common Challenges

A large body of research has repeatedly highlighted the diverse challenges encountered by novice teachers in the initial years of their careers. Across various national and international contexts, these studies reveal recurring patterns related to instructional difficulties, relational complexities, institutional barriers, and emotional strain.

In one of the earliest and most comprehensive reviews, Veenman (1984) synthesized findings from 83 studies and identified eight dominant areas of concern: classroom management, motivating students and addressing individual learner differences, assessment, instructional challenges, relationships with parents, lack of sufficient teaching materials, and addressing students’ individual problems. These concerns have since been echoed and further elaborated in subsequent research.

For instance, Britt (1997) emphasized the challenges novice teachers encounter with routine administrative tasks, student misbehavior, and ineffective parental engagement. These teachers also expressed a strong desire for more targeted training in classroom management and discipline. Similarly, Ngoh and Tan (1999) found that beginning teachers primarily needed access to teaching resources and materials. Their

participants also underscored the importance of mentorship and continuous PD, particularly in classroom management, content knowledge, and instructional techniques.

Building on these findings, Meister and Melnick (2003) reported additional challenges such as addressing students' diverse needs, coping with time constraints, and establishing effective communication with parents. Beck et al. (2007) added further nuance by noting that while many novice teachers found their pre-service programs somewhat helpful, they still reported unmet needs related to theoretical clarity, practical application, and real-world preparation—especially in lesson planning, assessment, and classroom dynamics.

The importance of support mechanisms was further underlined by Fantilli and McDougall (2009), whose mixed-methods study revealed that novice teachers not only struggled with classroom and managing student behavior, time management, and assisting learners with special needs, but also experienced stress due to insufficient mentorship and the realities of challenging school placements. They called for better hiring practices, greater exposure to practical tasks in teacher education, and PD tailored to novices' specific contexts.

In a similar vein, İbrahim (2012), Öztürk and Yıldırım (2013), and Dickson et al. (2014) each highlighted a range of instructional and relational challenges, including time and stress management, adapting to school environments, managing behavior in mixed-ability classrooms, and maintaining productive relationships with colleagues and parents. Many of these difficulties were linked to perceived gaps between theory and practice, a concern also raised by Koca (2016), who emphasized that novice teachers often felt unprepared both emotionally and practically for independent teaching.

Other studies, such as those by Barkauskaitė and Meškauskienė (2017) and Dias-Lacy and Guirguis (2017), further confirmed the prevalence of challenges associated with individualizing instruction, supporting students with special needs, maintaining discipline, and balancing professional and personal responsibilities. Notably, Kozikoğlu (2017)

conducted a comparative review of studies from Türkiye and abroad, identifying four overarching categories of difficulties: instructional, relational, adaptive, and infrastructural. These themes reflect a global consistency in the kinds of obstacles novice teachers face, regardless of geographical context.

Cross-national comparisons by Çakmak et al. (2018) showed that classroom management and instructional concerns were similarly pressing issues for novice teachers in Türkiye and Poland. Meanwhile, Dayan et al. (2018) highlighted the added burden of overcrowded classrooms and uncooperative school staff in the Pakistani context, alongside the struggle to implement student-centered teaching and foster parental involvement.

Emotional and perceptual dimensions of the novice teaching experience were explored by Kozikoğlu (2018), who used metaphor analysis to uncover feelings of anxiety, inexperience, and disillusionment among Turkish novice teachers. While many described mentors positively, others felt unsupported or viewed mentorship as focused solely on administrative tasks. Kozikoğlu and Senemoğlu (2018) reinforced this by showing how novice teachers were challenged by lesson planning, classroom management, socio-cultural adaptation, and inadequate physical infrastructure.

Institutional and PD-related challenges were further discussed in Ergünay and Adıgüzel's (2019) multiple case study. Participants emphasized the theoretical focus of pre-service education, lack of institutional support, and the motivational challenges posed by underprepared students. In a broader European context, Karlberg and Bezzina (2020) examined the PD needs of Swedish novice teachers. Their findings highlighted a desire for more robust training in pedagogical content knowledge, technology-enhanced learning, teaching migrant students, and behavior management—pointing again to the need for more contextual and ongoing professional learning.

Collectively, these studies suggest that the challenges novice teachers face are complex and multifaceted but can be broadly categorized into six thematic domains. First, instructional challenges include classroom management, motivating students,

differentiating instruction, supporting students with special needs, utilizing effective teaching strategies, assessment, and coping with limited resources and time. Second, relational difficulties often stem from problematic interactions with parents, colleagues, administrators, and mentors, hindering effective integration into the teaching community. Third, institutional and PD challenges emerge from inadequate mentoring, insufficient pre-service training, and lack of access to meaningful in-service opportunities, all of which can limit professional growth. Fourth, adaptation-related issues reflect the struggle to transition into the profession and school context while navigating societal expectations and balancing personal and professional responsibilities. Fifth, an excessive workload frequently leads to high levels of stress and burnout. Finally, emotional and psychological stressors, including poor stress management and a sense of professional isolation, further compound the difficulties of the induction phase.

Given these consistent findings, it is not surprising that novice teachers face high attrition rates in many contexts (Ingersoll & Smith, 2004). As Farrell (2003) and Feiman-Nemser (2001b) argue, the first years of teaching are best described as a “time of survival,” a period that significantly shapes future career trajectories. To address these challenges effectively, TIPs have been proposed as essential mechanisms. Unlike pre-service education or generic in-service training, TIPs are designed to function as a critical bridge, “enabling the ‘student of teaching’ to become a ‘teacher of students’” (Ingersoll & Smith, 2004, p. 683), thereby supporting novice teachers as they move from theory into practice and toward long-term professional stability.

Studies on NEFLT’s Common Challenges

A considerable amount of research has explored the complex challenges encountered by NEFLTs across various educational settings. These studies consistently highlight that the early years of teaching are marked by a range of personal, professional, and contextual difficulties that shape teachers’ professional identities and trajectories.

One of the most prominent themes across the literature is the experience of reality shock and transition challenges during the initial year of teaching. Farrell (2003), in his case study of Wee Jin, a NEFLT in Singapore, documented how increased teaching load, administrative responsibilities such as preparing and grading exams for unfamiliar levels, and managing students with low proficiency and behavioral issues contributed to significant stress. Similarly, Farrell (2016) later explored the experiences of three NEFLTs who reported transition-related shocks, such as an absence of orientation programs, disorganized school administration, mandatory collaborative lesson planning, and a lack of access to essential teaching tools and platforms.

In a large-scale study in Malaysia, Senom et al. (2013) further categorized NEFLTs' challenges into four domains: students, the school community, the teaching profession, and parents. Common student-related issues included lack of motivation, discipline problems, and negative attitudes toward English. At the institutional level, teachers reported heavy teaching and administrative workloads, insufficient support, isolation, and school politics. Profession-related difficulties emerged in the form of inadequate teacher preparation and challenges applying pedagogical theories in real classrooms. Parental pressure and high expectations also contributed to the novice teachers' stress.

The theme of insufficient professional and administrative support recurs across multiple studies. For instance, Chaaban and Du (2017) found that Qatari NEFLTs struggled with classroom management, heavy workload, and lack of administrative support. Similarly, Lee's (2017) ethnographic study in South Korea revealed that unrealistic expectations, a disconnect between prior teaching experiences and learners' actual needs, and the lack of institutional support posed significant hurdles. The absence of systematic school policies and collaborative opportunities further exacerbated novice teachers' difficulties.

A range of studies has also highlighted student-related challenges, including managing low English proficiency levels, discipline issues, and learner motivation. Alhamad (2018), examining Saudi Arabian NEFLTs, reported such issues as dominant stressors

alongside the demands of adopting diverse teaching strategies, managing individual differences, and engaging with parents. Amin and Rahimi (2018) echoed these findings, identifying difficulties in managing classroom behavior and relationships with students as frequent adaptation challenges for NEFLTs in their Iranian study.

Moreover, the inadequacy of teacher preparation programs emerged as a recurrent issue. Belathreh (2018), in a study of novice Algerian NEFLTs, noted that participants felt ill-prepared by their undergraduate training, particularly in implementing effective teaching methods and integrating technology. However, the study also found fewer difficulties in classroom management and rapport-building, possibly due to the rural context and the teachers' passion for teaching—an important contrast with other research findings.

Curriculum implementation and assessment also appear as consistent sources of concern. Widiati et al. (2018) identified challenges related to adapting to new curricula, lesson planning, assessment in overcrowded classrooms, and handling students with low proficiency and individual differences in Indonesia. The lack of induction programs and formal mentoring further hindered their transition. These findings were mirrored by Septiani et al. (2019), who highlighted time management, interpersonal communication, lesson planning, and emotional regulation as common difficulties among two Indonesian NEFLTs.

Internal and external struggles have also been discussed in depth. Lomi and Mbato (2020) categorized challenges into emotional and professional difficulties (e.g., self-efficacy and lack of job satisfaction) and external challenges, including inadequate teaching resources, poor collegial relationships, and behavior management. Similarly, Mahmud (2020) classified the challenges of two Indonesian NEFLTs into pedagogical, professional, social, and personal domains. These included tensions between high-stakes testing and pedagogical beliefs, strained relationships with experienced colleagues, and emotional strain from dealing with difficult students.

Contextual influences on novice teachers' experiences have also been highlighted in regional studies. Tran (2021), for instance, found that school-related challenges were

most prominent among NEFLT's working in high schools in Vietnam, followed by classroom management and student-related issues. Challenges in implementing university-taught methods and coping with achievement-focused practices were also evident. Zakiah and Mutiara (2024) added to this by showing that NEFLT's in Jakarta Barat faced behavioral issues, low motivation and proficiency among learners, high student-teacher ratios, and limited school resources. Moreover, challenges extended to interactions with colleagues and coping with personal circumstances.

In summary, the literature reveals consistent thematic patterns across diverse contexts. NEFLT's commonly struggle with (1) classroom management and student-related challenges, (2) insufficient institutional and collegial support, (3) misalignments between teacher education and classroom realities, (4) administrative and workload burdens, and (5) emotional and identity-related challenges. Despite these difficulties, many novice teachers demonstrate resilience and a sustained commitment to the profession, often deriving motivation from student progress and occasional collegial support. These findings highlights the need for comprehensive induction programs, continuous mentoring, and context-sensitive support systems to enhance the PD of NEFLT's globally.

Studies on the Challenges of NEFLT's in Türkiye and Their PD Needs

A growing body of research has identified a range of complex and interrelated challenges faced by NEFLT's in Türkiye. One significant contribution to this literature is the systematic review conducted by Akçor and Savaşçı (2020), which offers a comprehensive examination of the challenges encountered by NEFLT's and the recommendations put forth to address these issues. Drawing on nine qualitative studies selected based on predefined inclusion criteria, the authors categorized the challenges under two overarching themes: professional adaptation challenges and social adaptation challenges.

The former category encompasses instructional difficulties, contextual constraints related to the school environment, identity-related concerns, and the limited availability of

PD and support. The latter theme comprises social challenges, including problematic relationships with the broader school community—such as colleagues, administrators, parents, and teacher trainers—and socio-cultural issues arising from differences in ideology, culture, and socioeconomic status within the educational context. Together, these themes reflect the multifaceted nature of the obstacles NEFLTs face as they transition from pre-service training to professional practice.

Among the studies included in the review, Öztürk and Yıldırım (2012) investigated NEFLTs' induction experiences at the tertiary level and uncovered a broad spectrum of instructional and social adaptation difficulties. Drawing on data from 15 NEFLTs with up to three years of experience, the study revealed that teachers struggled with core instructional tasks such as lesson planning, grammar instruction, and technology integration, alongside classroom management and student motivation. Beyond the classroom, challenges included heavy curriculum demands, assessment responsibilities, collaborative teaching arrangements, and strained professional relationships with various stakeholders in the school community.

In a more focused investigation, Karataş and Karaman (2013) conducted a case study of a novice teacher at a Cypriot university, revealing the teacher's difficulties in preparing instructional materials and navigating relationships with students. The teacher also expressed the need for enhanced professional and psychological support, as well as opportunities for reflective observation. Similarly, Akcan (2016) surveyed 55 novice non-native English teachers to explore their perceptions of their teacher education program and early teaching experiences. The study highlighted classroom management as the most persistent challenge, followed by difficulties with implementing communicative language teaching CLT, engaging unmotivated students, and supporting learners with disabilities.

Yazan (2016) further expanded on the instructional challenges NEFLTs encounter by analyzing the experiences of ten teachers with four to five years of experience. His findings underscored the tension between teachers' instructional beliefs and the constraints

imposed by rigid curricula and high-stakes testing, revealing a misalignment that often hindered teachers' ability to practice effective pedagogy. This curricular pressure and student disengagement were similarly reported by Bulut Albaba (2017), whose longitudinal study followed five pre-service teachers into their first year of teaching. The participants faced systemic barriers such as rigid curricula and textbooks, conservative school cultures, and limited PD opportunities. Additionally, they struggled to meet the needs of diverse learners, including those with low proficiency and low motivation.

A study by Gok Kaca and Yigitoglu (2017) examined how curricular constraints shaped the professional cognition of two NEFLTs in Northern Cyprus. The participants reported confusion and tension due to vague institutional expectations, inconsistencies between syllabus objectives and assessments, and difficulty aligning personal teaching beliefs with imposed curricular demands. These concerns were echoed in the findings of Sali and Keçik (2018), who examined the challenges of seven NEFLTs teaching in state primary and secondary schools. Their data revealed three categories of foreign language pedagogy-related challenges: (1) classroom management issues such as discipline, time management, and rapport building; (2) language teaching difficulties including dealing with unmotivated or low-proficiency students, implementing communicative activities, and individual learner differences; and (3) contextual challenges like overcrowded classrooms, limited resources, and insufficient instructional time. Furthermore, the study identified significant gaps in professional support, including lack of mentorship, inadequate administrative support, and dissatisfaction with the pre-service teacher education curriculum.

Bekdemir (2019), in a large-scale study involving 85 NEFLTs, identified both professional and social adaptation challenges. Professional issues spanned interpersonal difficulties with colleagues, mentors, and parents; classroom and curriculum management struggles; bureaucratic workload; and hierarchical and unsupportive institutional environments. Teachers also faced internal struggles such as forming a teacher identity

and financial stress. Social adaptation problems were linked to cultural and ideological tensions, gender-based discrimination, and unfavorable public perceptions of teachers, as well as environmental hardships and personal challenges related to socioeconomic status.

The international comparative study by Güngör et al. (2019) further illuminated the shared and divergent challenges faced by Turkish (N= 23) and Polish (N= 11) NEFLTs during their first three years in the profession. The study found common difficulties related to classroom management, selection of appropriate teaching materials, lesson planning that aligns with students' interests and proficiency levels, and the integration of cultural elements. The teachers also reported challenges stemming from ethnolinguistic diversity, language barriers, and the tension between exam-oriented education and effective language instruction.

Taken together, the findings from these studies paint a complex picture of the novice teacher experience. Across the literature, student-related challenges—such as low motivation, negative attitudes toward English, classroom management, learner diversity, and large class sizes—are consistently reported as key impediments to effective teaching. Teacher stress and burnout are further fueled by administrative and workload-related pressures, such as demanding teaching and assessment schedules, bureaucratic tasks, unrealistic school and parental expectations, and insufficient support from institutions. From a pedagogical perspective, novice teachers often grapple with the limitations of their pre-service preparation, the struggle to bridge theory and practice, and difficulties adapting their instructional methods to standardized testing and diverse student needs.

Without established support mechanisms such as mentoring, induction programs, and collaborative opportunities, these issues become even more pronounced. Beyond the classroom, sociocultural and identity issues—such as shaping a professional identity, navigating workplace politics, and coping with gaps between expectations and reality—add complexity to early career transitions. Challenges related to teachers' emotional and mental health—such as transition-related stress, lack of self-belief, isolation, dissatisfaction, and

burnout—exert a considerable toll on their well-being and likelihood of staying in the profession. Problems in parent-teacher communication continue to be a common yet neglected concern.

In addition to identifying these challenges, Akçor and Savaşçı (2020) emphasized the importance of actionable recommendations. The studies reviewed were grouped into two main categories of recommendations: those related to pre-service education and those concerning in-service teacher training. Regarding pre-service education, researchers underscored the need to raise prospective teachers' awareness of the challenges they are likely to face during their early teaching years. Bridging the theory-practice gap through increased opportunities to apply theoretical knowledge in real teaching contexts was frequently highlighted. Enhancing practicum experiences—by diversifying teaching placements and extending practicum duration—was another common suggestion aimed at improving novice teacher preparedness. Importantly, many studies called for equipping teacher candidates with strategies to effectively manage mixed-ability classrooms.

For in-service teacher training, the studies emphasized the value of structured induction and PD programs. Observational opportunities and follow-up discussions were recommended as ways to promote experiential learning and collegial support. Encouraging collaboration among novice teachers, especially through online support groups, was seen as a valuable strategy for fostering reflection, mutual learning, and emotional support. Establishing school-university partnerships was also proposed as a way to ensure continued guidance from teacher educators beyond graduation. The role of school leadership and peer support was likewise emphasized, with calls for school administrators and colleagues to provide continuous feedback and encouragement. Moreover, engaging in systematic reflection—through the analysis of teaching experiences, case studies, and critical incidents—was recommended to help teachers better understand and navigate their challenges (Farrell, 2012). Finally, the importance of mentor selection and training was

stressed, with strong mentorship viewed as essential for supporting novice teachers' successful transition into the profession and fostering positive professional identities.

In summary, the reviewed literature reveals a clear need for holistic support mechanisms that address not only the technical and pedagogical dimensions of teaching but also the emotional, relational, and socio-cultural complexities of the profession. These insights form a critical foundation for the design of targeted interventions and PD programs that respond to the realities of NEFLTs in Türkiye.

Understanding Teacher Induction: A Closer Look at the Turkish MoNE Program

Teacher induction has emerged as a crucial phase in the continuum of PD, particularly for supporting novices as they begin their teaching journey. Kearney (2017) defines teacher induction as “the primary phase in a continuum of PD leading to the teacher’s full integration into a professional community of practice and continuing professional learning throughout their career” (p. 787). This definition highlights the dual purpose of induction: facilitating the initial adjustment of novice teachers while laying the groundwork for lifelong professional learning.

Induction is widely recognized as a structured and systematic process designed to ease beginning teachers into their roles, offering both pedagogical guidance and emotional support (Kearney, 2015). Rather than relying on standardized procedures, effective TIPs must be responsive to the specific contexts and developmental needs of new teachers (Frederiksen, 2020), acknowledging the challenges they face in their early years, including high workloads, stress, and limited classroom experience.

An extensive body of literature confirms the positive impact of TIPs on both teacher retention and instructional effectiveness. Ingersoll and Strong (2011), in their review of correlational and longitudinal studies, found that teachers who engaged in structured induction experiences showed higher levels of satisfaction, commitment, and teaching quality. These teachers demonstrated stronger classroom management skills, better lesson

planning, and more effective questioning and differentiation strategies. Their students also achieved higher academic gains. Likewise, Kelley (2004) reported sustained retention and improved instructional practices among novice teachers who participated in a university–district induction partnership over a five-year period. The success of this initiative was attributed to mentorship, collaboration, and ongoing support mechanisms tailored to teacher development.

Importantly, the literature emphasizes that induction is not limited to mentorship. Comprehensive TIPs often include a combination of components such as mentoring, administrative support, reduced workloads, seminars, and peer collaboration (Courtney et al., 2023). Research suggests that multi-component models, particularly those that include strong leadership and administrative support, contribute more significantly to retention and teacher effectiveness than mentoring alone (Billingsley et al., 2019; Ingersoll, 2012).

Frederiksen (2020) critiques approaches that view induction as a tool for "fixing" deficits in new teachers. Instead, she advocates for contextually grounded programs that respect the capacities of novice teachers and position them within collaborative, supportive environments. This aligns with the view that induction is inherently social and developmental, enabling beginning teachers to grow through meaningful interaction with experienced colleagues (Kearney, 2013).

Collectively, these findings emphasize the significance of well-structured, contextually sensitive TIPs. By addressing the complex and evolving needs of novice teachers, such programs serve as a critical foundation for fostering professional resilience, enhancing instructional quality, and supporting long-term career development.

In the context of Turkish education, the MoNE initiated a 26-week TIP in 2016 aimed at supporting novice teachers through mentorship and in-service training. However, the effectiveness of this program remains an area requiring further investigation. The following section will examine this TIP in detail, with a focus on its structure, implementation, and alignment with novice teachers' professional needs.

In Türkiye, individuals aiming to become English language teachers must either graduate from English Language Teaching (ELT) departments within faculties of education or complete a Pedagogic Formation certificate program following a four-year degree in a related field such as Linguistics, Translation and Interpreting, English or American Literature and Culture (Taşdemir & Seferoğlu, 2024). Upon meeting these qualifications, teacher candidates who wish to work in public schools must go through a two-stage selection process: the Public Personnel Selection Exam, followed by an oral examination. Appointments are then made by the MoNE based on exam performance and city preferences.

The period between 1990 and 2000 witnessed growing global interest in the training of candidate teachers (Çelik & Atik, 2020), and Türkiye's initial comprehensive efforts in this area began in 1995 and 2015. However, earlier initiatives were found to be inadequate in addressing novice teachers' needs in terms of program content, objectives, and practical implementation (Akyıldız et al., 2020; Çelik & Atik, 2020). For instance, although the 1995 directive (Regulation No. 2423) formally required candidate teachers to be supervised by mentors, this component was not effectively realized in practice (Aktaş, 2018).

In response to these shortcomings, MoNE introduced a revised "Candidate Teacher Training Process" on March 2, 2016, through the General Directorate of Teacher Training and Development. Under this directive, newly appointed candidate teachers now undergo a 26-week TIP during the first six months of their candidacy. This program includes in-class, in-school, and out-of-school components, alongside in-service seminars, totaling 654 hours of training. Specifically, candidate teachers engage in classroom teaching and hall monitoring under mentor supervision, collaborate with school administrators to understand institutional operations, and participate in activities such as visiting public education centers, museums, and cultural institutions to develop a sense of local identity. The in-service training component aims to enhance their professional knowledge, familiarize them with educational policies, and instill national and cultural values. Throughout this process,

mentoring plays a crucial role, supporting candidate teachers in bridging theory and practice, gradually transitioning from observation to active teaching, and developing professional competence. After a year-long period, their performance is evaluated by the school principal, mentor, and inspector. Those who pass these evaluations are eligible to sit for the final written and oral examinations, which, upon successful completion, grant them permanent teaching status.

Studies on the Induction Practices in Türkiye

To improve its implementation and better respond to novices' needs, the teacher induction process calls for investigations in which the program components are evaluated, the problems encountered are identified, and solutions are recommended. In this regard, much of the current literature consists of qualitative research in which stakeholders' (i.e., candidate teachers, mentor teachers, and school principals) opinions concerning the teacher induction process are explored. The existing literature has shown that the candidate teacher training process cuts both ways.

Previous studies have reported positive opinions regarding the teacher induction process. The majority of candidates stated that the TIP contributed to novices in terms of the following issues: their PD (Çobanoğlu & Ayvaz-Tuncel, 2018; Dursun et al., 2018; Ekinci et al., 2019); getting familiar with formal procedure, gaining problem-solving skills, and learning how to introduce a course (Altıntaş & Görgeç, 2017); finding an opportunity to observe student behavior, and getting informed about different methods and techniques (Akyıldız et al., 2020; Dursun et al., 2018); seeing good implementations (Çelik & Atik, 2020); sharing experiences (Çelik & Atik, 2020; Ekinci et al., 2019); adaptation to school culture (Ekinci et al., 2019); getting familiar with administrative affairs (Ekinci et al., 2019). They got enough support from school administration and their colleagues in-class and in-school activities (Akyıldız et al., 2020). Some compared their relationship with their mentors to the master-apprentice relationship which provided experience in effective classroom

management and effective in-class communication (Çobanoğlu & Ayvaz-Tuncel, 2018; Dursun et al., 2018; Ekinçi et al., 2019).

However, it is worth pointing out that the review of literature does not paint us a bed of roses. Problems have not been absent from the candidate teacher training process. In general, the negative perceptions result from failing to satisfy novices' needs due to the school administration and teachers' lack of knowledge related to teacher induction process (Akyıldız et al., 2020; Ekinçi et al., 2019).

The majority held negative attitudes towards in-service training seminars. It was considered helpful in terms of getting theoretical information, but insufficient in regard to practice. The majority talked about problems such as long duration of seminars, insufficient physical conditions of seminar places, and unqualified presentations (Akyıldız et al., 2020; Çobanoğlu & Ayvaz-Tuncel, 2018).

Another problem was innumerable forms to be filled in (Altıntaş & Görgeç, 2017; Çobanoğlu & Ayvaz-Tuncel, 2018; Dursun et al., 2018; Ekinçi et al., 2019), which also hindered candidates in observing classes effectively (Akyıldız et al., 2020).

Performance evaluations were also criticized due to not being objective, criteria not being appropriate (Akyıldız et al., 2020), mentors and school principals evaluating without taking into account the criteria (Dursun et al., 2018).

Although the majority of novices got their colleagues' support, the minority was of the opinion that their colleagues considered them student teachers (Akyıldız et al., 2020), which resulted in role conflicts for novices (Altıntaş & Görgeç, 2017; Çobanoğlu & Ayvaz-Tuncel, 2018). This in-between state of being a real teacher and a student teacher gave rise to feeling constrained and classroom management difficulties as they were in classes with their mentor and students did not consider them real teachers (Akyıldız et al., 2020; Ekinçi et al., 2019). Unfortunately, novices developed negative attitudes in time despite their

positive entry to the profession, which was found to be resulting from experienced colleagues' negative opinions and burnout (Çobanoğlu & Ayvaz-Tuncel, 2018).

Previous research has highlighted the importance of evaluating mentor teachers' effectiveness. Some novices held positive perceptions of their mentors having experience, good communication skills and being helpful (Akyıldız et al., 2020), whereas most candidate teachers were not pleased by their mentor teachers' performances. They listed the following reasons: The choice of mentors was not based on volunteerism; mentors did not get any extra financial support; they did not get trained in the program (Altıntaş & Görgeç, 2017; Ekinci et al., 2019); they considered this process compulsory work (Dursun et al., 2018; Ekinci et al., 2019); novices could not establish a dialogue with their mentors (Dursun et al., 2018). Mentors are selected as suitable only if they meet the demanding criteria. That is, they should have minimum 10-years teaching experience or take part in a national or international project as a coordinator, researcher, or participant, or participate in social activities such as sports activities, school journal, poetry recitation etc., or having good communication skills and teaching the same subject with the novice. However, in their study, Ekinci et al. (2019) discussed the scantness or absence of mentors with such profile in rural areas.

Another deficiency is that novices are permitted to attend the training program in a city different from the one they are appointed to. In general, novices are appointed to the east of Türkiye, whereas most choose to complete their candidacy process in the west. One of the aims of the program is to ease the transition for novices, yet such practice just delays the process of adaptation to the appointed schools (Altıntaş & Görgeç, 2017). So, this practice partially violates the objective "The teacher recognizes educational environment in which s/he teaches and s/he knows the social environment" (Altıntaş & Görgeç, 2017, p. 27). This concern is also addressed in other studies (Çobanoğlu & Ayvaz-Tuncel, 2018; Ekinci et al., 2019).

Çelik and Atik (2020) conducted a meta-synthesis study to identify the qualitative research findings on the candidate teacher training process in Türkiye and gain deeper knowledge and insights in them. 14 studies were included in this meta-synthesis study. Four themes emerged from the analyses: 1) the practice of mentoring; 2) contribution of candidate teacher training process to teacher education; 3) activities and evaluation; and 4) problems faced during the implementation of the program. Following that, delving deeper into the themes identified, a second level abstraction was carried out. This meta-synthesis study yielded similar results to previous research but presents them in an organized way. As a result, synthesis, which creates a deeper and broader understanding of the above-mentioned themes, were grouped under five dimensions. Firstly, this study found that mentoring works for the successful adaptation of novices and the attainment of professional skills. However, acquiring the desired outcomes from mentoring might depend on the mentor selection and workload. Therefore, the study suggests a careful selection and training of mentors, reducing their workload, and providing additional payments for the better implementation of mentoring practice. This is also recommended by Çobanoğlu and Ayvaz-Tuncel (2018). Secondly, the results showed that the candidate teacher training process facilitates novices' PD concerning their knowledge, skills, attitude and values in addition to their socialization and adaptation. Another finding is related to program content and planning, which focused on the problems faced during the implementation of the program. In-service training seminars were found boring, not delivered by the experts, and not satisfying novices' needs. Besides, they were found ineffective due to the lack of effective planning, long durations, and solely theoretical. School context is another synthesis obtained. Unfortunately, candidate teachers expressed that they did not get enough collegial or administrative support and were treated as student teachers. And herein lies the role of school principals who should ensure a cooperative and supportive school culture and the environment that can be tailored to meet the novices' individual needs. Lastly, it was stated that the evaluations were unable to go beyond unnecessary forms and not objective.

Recommendations proposed by these studies deserve noteworthy attention in order to better satisfy novices' needs and improve the program. In what follows, a number of practical suggestions are made: training of school administration and mentors regarding the TIP (Akyıldız et al., 2020; Ekinçi et al., 2019) and evaluation (Dursun et al., 2018); novices having their own classes under the guidance of mentors or teaching (Akyıldız et al., 2020); reducing the forms which would take the pressure off novices (Akyıldız et al., 2020; Dursun et al., 2018; Ekinçi et al., 2019); novices undergoing their candidacy process in the schools similar to the ones they are appointed to (Akyıldız et al., 2020; Ekinçi et al., 2019); revision on pre-service teacher education programs (Altıntaş & Görgeç, 2017); revision of the TIP to make it more organized and planned (Dursun et al., 2018); collaboration between faculties of education and MoNE (Altıntaş & Görgeç, 2017); careful mentor selection (Çobanoğlu & Ayvaz-Tuncel, 2018; Ekinçi et al., 2019); reducing the workload (Çobanoğlu & Ayvaz-Tuncel, 2018); increase in practical experiences (Çobanoğlu & Ayvaz-Tuncel, 2018; Dursun et al., 2018; Ekinçi et al., 2019).

A Comprehensive Review of Teacher PD: Foundations, Effectiveness, Digital Modalities, and Implementation Challenges

PD has been widely recognized as a crucial mechanism for improving teacher practice and enhancing student learning outcomes. According to Darling-Hammond et al. (2017), PD encompasses structured professional learning experiences that lead to observable changes in teaching practices and contribute to student academic growth. More than a professional obligation, PD represents an opportunity for teachers to refine their methods, validate existing strategies, and adapt to the evolving needs of learners (Patton et al., 2015).

In recent years, there has been a noticeable shift in PD initiatives toward more teacher-centered and context-responsive designs. This newer generation of PD focuses on addressing individual teachers' needs, strengths, and challenges within their specific school

environments (Darling-Hammond et al., 2017; Patton et al., 2015; Rabbit et al., 2019; Sancar et al., 2021). Bayar (2014) reinforces this view by arguing that the effectiveness of PD hinges on its alignment with teachers' professional needs and its long-term implementation. Nevertheless, a recurring issue reported by educators is their limited agency in PD planning, which can contribute to disengagement and a perceived lack of relevance. Involving teachers in the design and planning of PD not only increases its relevance but also fosters a greater sense of ownership and motivation.

Desimone's (2009) conceptual framework provides further insight into the mechanisms through which PD affects teaching and learning. According to this model, high-quality PD enhances teachers' knowledge, beliefs, and instructional skills, which in turn leads to improved student achievement. This relationship is further supported by research identifying key structural and pedagogical elements that characterize effective PD. For instance, Darling-Hammond et al. (2017) outline seven core features: a strong focus on content, active learning, collaborative engagement, modeling of effective practices, expert support, opportunities for feedback and reflection, and sustained duration. Similarly, Powell and Bodur (2019) emphasize the importance of both structural elements—such as duration, collaboration, and format—and content-specific features, including coherence with existing PD efforts and relevance to classroom practice.

Other scholars have echoed the significance of these design principles. Bayar (2014) highlights six essential components of effective PD, including alignment with teacher and institutional needs, active participation, long-term implementation, and support from qualified facilitators. Patton et al. (2015) also stress collaboration as a key driver of effective learning, noting that PD should promote meaningful professional relationships and nurture communities of practice. Their synthesis identifies eight features that contribute to impactful teacher development: responsiveness to teacher interests, the recognition of learning as a social process, the presence of collaborative learning communities, continuity, active

engagement, the development of both pedagogical and content knowledge, thoughtful facilitation, and a clear focus on enhancing student learning outcomes.

Parallel to these developments, OPD has gained considerable traction as an accessible and flexible alternative to traditional in-person models. Defined by Bragg et al. (2021) as structured and formal online learning designed to improve teachers' knowledge, behavior, and instructional skills, OPD has proven particularly beneficial for educators in remote or resource-constrained areas. Depending on the format, OPD can be synchronous, asynchronous, or a blend of both. While asynchronous models offer convenience and self-paced learning, synchronous sessions foster real-time interaction. However, Meyer et al. (2023) caution that asynchronous PD may encourage passive participation if it lacks intentional design. To maximize impact, OPD should incorporate cognitively challenging and goal-oriented tasks, while also enabling social interaction through mechanisms such as peer feedback and collaborative learning.

The alignment of OPD content with practical teaching needs is a recurrent theme in the literature. Research by Reeves and Pedulla (2013) and Rienties et al. (2013) demonstrate that teachers are more engaged and derive greater benefit when PD content is relevant, immediately applicable, and supportive of reflective practice. In a comprehensive review of 107 studies, Elliot (2017) similarly emphasized that effective PD must be aligned with standards, differentiated according to teachers' needs, and both continuous and resource-supported to optimize outcomes. His findings also underscore the importance of interaction, collaboration, and teacher interest. In a broader meta-analysis, Carrillo and Flores (2020) reviewed 134 OPD studies using the Community of Inquiry framework and concluded that effective teacher learning occurs when the PD targets authentic teaching challenges (cognitive presence), fosters collaboration (social presence), and clearly defines expectations and roles (teaching presence). Likewise, Bragg et al. (2021) noted that while online PD can positively influence teaching practices through goal-

driven and relevant content, many of the reviewed studies lacked rigorous data linking specific PD characteristics to measurable learning outcomes.

Nonetheless, despite the widespread support for PD and its evolving delivery modes, implementation challenges persist. Critics such as Patton et al. (2015) and Guskey (2003) point to the continued prevalence of generic, one-off workshops that are disconnected from classroom realities and lack sustained engagement. Bayar (2014) notes that when teachers are not involved in shaping the PD they receive, it is often perceived as irrelevant, further diminishing its impact. Enhancing teacher agency in the planning and delivery of PD programs is therefore essential to increase both relevance and effectiveness.

Additionally, while OPD offers undeniable advantages, it also presents unique obstacles. For instance, the absence of physical presence may hinder opportunities for meaningful interaction and community building. As Meyer et al. (2023) observe, successful OPD must intentionally foster collaboration, reflection, and peer exchange to sustain motivation and reduce attrition. Ultimately, overcoming the limitations of both traditional and online PD requires a dedicated effort to ensure that initiatives are contextually grounded, teacher-driven, collaborative, and attuned to the complex realities of modern education.

Chapter 3

Methodology

This chapter outlines the methodology employed for the present study. It begins by laying out the overall research design, followed by a detailed description of the setting and participants. The role of the researcher is then briefly discussed to provide context regarding positionality and potential influence on the research process. Subsequently, the chapter offers a comprehensive account of the data collection procedures and instruments, along with the methods employed for data analysis. The chapter concludes with an explanation of the strategies used to ensure the trustworthiness and credibility of the study.

Research Design

This study adopts a qualitative approach grounded in action research methodology (Creswell, 2012; Elliot, 1991; Stringer, 2014) in designing a responsive OPD program tailored to the lived experiences, perceptions, and expressed needs of NEFLTs in Türkiye. The study's design reflects a commitment to teacher empowerment, participatory inquiry, and reflective practice—core tenets of action research—while also drawing on the interpretive foundations of qualitative research to foreground participants' experiences and perspectives.

At its core, qualitative research assumes that reality is socially constructed and shaped by individual experiences and perceptions (Merriam, 2009). In line with this epistemological stance, this study is interpretive in nature, concerned not with objective generalizability, but with the contextualized understanding of novice teachers' experiences, meanings, and professional trajectories. The action research methodology embedded within this qualitative design extends the focus from understanding to transformation. As Elliot (1991) and Burns and Dikilitaş (2025) argue, action research is particularly suited to educational contexts because it is inquiry-oriented, teacher-led, and driven by a desire to bring about meaningful change through cycles of planning, acting, observing, and reflecting.

Building upon the theoretical tenets of interpretive inquiry, this study recognizes that multiple, equally valid realities exist and that understanding the perspectives of stakeholders—particularly those of NEFLTs—offers insight into both systemic gaps and potential innovations in teacher development. Thus, the research design foregrounds participant voice, researcher reflexivity, and sustained engagement with the complexities of practice (Creswell, 2013; Merriam, 2009).

The central objective of the study is to design a needs-based, context-sensitive OPD program that effectively addresses the unique challenges faced by NEFLTs in Türkiye. Secondary aims include:

- Examining NEFLTs' perceptions of the current MoNE TIP and identifying perceived gaps.
- Exploring the day-to-day realities, struggles, and aspirations of early-career teachers in diverse teaching contexts.
- Empowering teachers to reflect critically on their practice and engage in sustained professional growth through inquiry.
- Evaluating the effectiveness and perceived impact of the OPD intervention.

These aims are aligned with the broader goals of action research, which include improving practice, fostering educator empowerment, advocating for social justice, and connecting theory to practice in meaningful ways (Mertler, 2024). Additionally, descriptive statistical data were incorporated to support qualitative findings by offering a broader overview of trends and patterns observed among the participants.

Action research was selected not only because it aligns methodologically with the study's goals, but also because it reflects an ethical commitment to practice improvement. It acknowledges that meaningful educational change must benefit multiple stakeholders simultaneously. As Herr and Anderson (2015) assert, action research is most powerful

when it is “for me, for us, and for them” (p. 83), simultaneously serving the needs of the researcher, the research participants, and the wider educational community.

Moreover, the action research process enables the researcher to act both as a practitioner and a scholar—drawing from lived experience to pose meaningful questions and apply theoretical insights to real-world problems. The flexibility and responsiveness of action research make it especially well-suited to educational contexts marked by complexity, unpredictability, and constant change.

While action research does not aim for statistical generalization, it contributes to theoretical and practical knowledge through “naturalistic generalization” (Stake, 1986) and “transferability” (Lincoln & Guba, 1985). The detailed contextualization of the research setting, participant profiles, and intervention process allows readers to assess the applicability of the findings to other contexts. In this sense, the study not only serves the local community of NEFLT in Türkiye but also offers insights for global audiences interested in designing effective, participatory, and context-sensitive PD programs.

Mertler (2017) emphasizes that the specific model of action research one follows is of less importance, noting, “Personally, I do not think it really matters, as I see them essentially as variations on the same theme” (p. 15). Given the conceptual similarities among the various models, this study adopts a multi-phase action research cycle as outlined by Mertler (2024). This approach is informed by the foundational work of Elliott (1991) and conceptually integrates key elements from the models proposed by Kemmis and McTaggart (2005, 2014), Stringer (1999, 2004, 2007), and Burns (2010). A single cycle, then, consists of four stages of research activities. Those stages are:

- the planning stage,
- the acting stage,
- the developing stage, and
- the reflecting stage.

There are nine essential steps that structure the action research process (Mertler, 2017, 2024; see Figure 1):

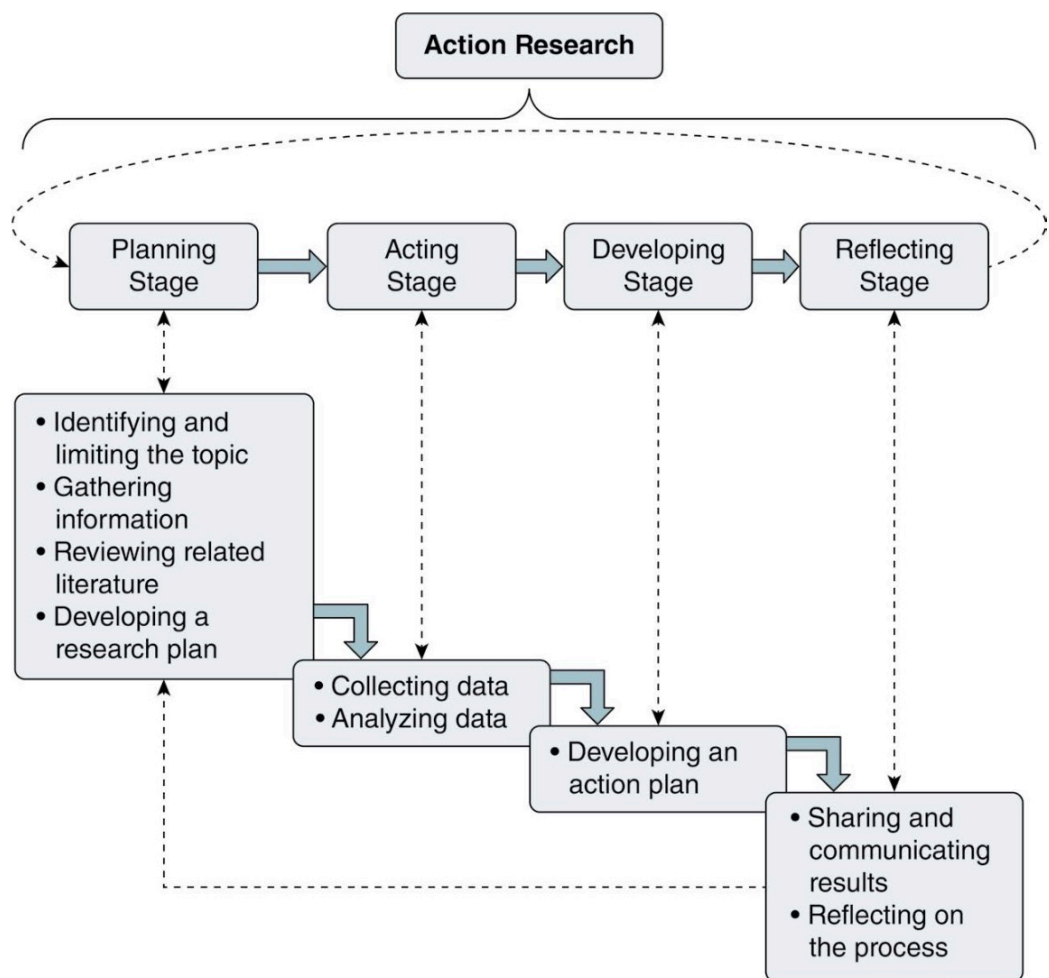
- Step 1: Defining and narrowing the research focus
- Step 2: Collecting preliminary background information
- Step 3: Conducting a review of relevant literature
- Step 4: Designing a structured research plan
- Step 5: Executing the plan and gathering data
- Step 6: Interpreting and analyzing the collected data
- Step 7: Formulating an informed action strategy
- Step 8: Disseminating and presenting the findings
- Step 9: Engaging in critical reflection on the overall process

In the initial planning stage of action research, the practitioner identifies and narrows the research topic, encompassing Steps 1 through 4. Step 1 involves selecting a clear focus for investigation, while Step 2 includes gathering relevant information through a brief literature review and consulting practical, experience-based insights from colleagues. As a practitioner-oriented approach, action research values informal sources—such as peer guidance and tested classroom interventions—alongside academic literature. This step also involves reconnaissance (Mertler, 2020), a reflective process in which the practitioner critically examines their instructional practices, educational values, and the broader school context to better understand the issue at hand. Step 3 deepens the literature review to support informed decision-making about the study's focus. Step 4 involves designing the research plan, including defining research questions and outlining data collection methods. The acting stage (Steps 5 and 6) entails implementing the research plan by collecting data through appropriate instruments and subsequently analyzing the data using suitable techniques. This is followed by the developing stage (Step 7), during which the practitioner

creates an action plan based on the findings—representing the core of the action research process (Mertler, 2020). Finally, the reflecting stage (Steps 8 and 9) offers an opportunity to evaluate both the research outcomes and the process itself. As critical self-reflection is central to action research, this stage encourages practitioners to examine their professional practices in order to guide future improvements.

Figure 1

Action Research Process (Mertler, 2017, 2024)

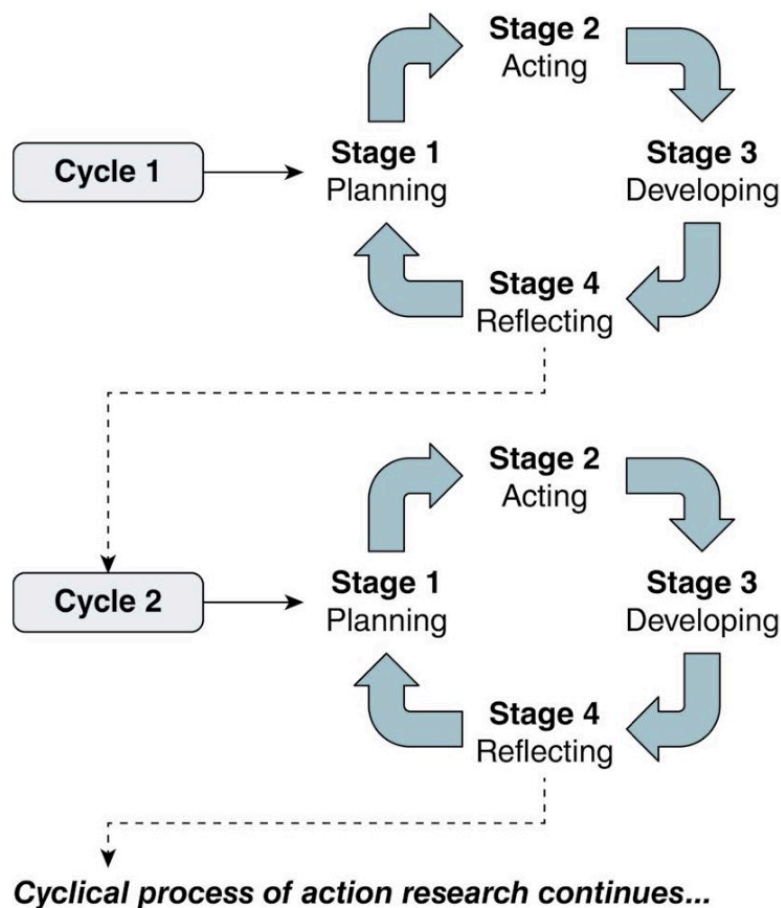


Action research is best understood as a dynamic, iterative process rather than a fixed or linear sequence. While it typically begins with a clearly defined starting point, it does not follow a rigid structure, nor does it conclude with a definitive endpoint. Instead, it evolves

in response to the shifting realities of the research context. Mertler and Charles (2011) emphasize that action research has traditionally been viewed as cyclical in nature, and this view is echoed by Koshy et al. (2011), who argue that the process should remain flexible and open-ended to accommodate emerging insights and contextual changes. Similarly, Parsons and Brown (2002) describe it as a continuous loop of “observing, acting, observing again, and adjusting,” which is repeated as needed (p. 8). This recursive and spiraling structure of action research is visually represented in Figure 2, highlighting its ongoing and responsive character.

Figure 2

A Single Cycle (Mertler, 2024)



In summary, this qualitative action research design offers a robust, flexible, and ethically grounded framework for addressing the multifaceted needs of NEFLT. By

embracing the iterative nature of action research and prioritizing participant voice and critical reflection, the study contributes not only to improved teaching practices but also to a deeper understanding of how PD initiatives can be shaped by and for those who experience them most directly. As such, it serves as both a local intervention and a transferable model for empowering teachers through collaborative inquiry and sustained professional learning.

Theoretical Framework

This study is grounded in the core principles of adult learning theory, with particular emphasis on self-directed learning and transformative learning theory. These frameworks offer a strong foundation for designing effective PD, especially in online and asynchronous formats.

Adult learning theory, as proposed by Knowles (1968, 1978), highlights that adult learners are autonomous, goal-oriented, and driven by learning that connects to their personal and professional needs. They value learning experiences that are problem-centered, connected to their real-world roles, and allow for self-direction. The OPD program in this study reflects these principles, as it was designed based on a needs assessment identifying the common challenges faced by NEFLTs. As a result, the content resonates more deeply with learners, increasing its significance and applicability in real-life contexts.

Self-directed learning builds on these ideas, emphasizing the importance of learner's ability to take ownership of and effectively navigate their own learning. Since the OPD program in this study was asynchronous, self-paced, and volunteer-based, it closely aligned with self-directed learning principles. Participants could access the materials at their convenience, allowing them to tailor the learning experience to their individual needs, teaching contexts, and schedules. This flexibility is especially important for NEFLTs, who often face time constraints and varied classroom demands.

Transformative learning theory further supports the design of the program by focusing on the role of critical reflection in adult learning. According to Mezirow (1978, 2000), transformative learning involves questioning and revising one's existing assumptions and beliefs. The reflective components built into each module of the OPD program aimed to encourage this deeper level of thinking. By engaging in structured reflection, participants were given opportunities not only to acquire new knowledge but also to reconsider their perspectives on teaching and professional identity.

In summary, the theoretical framework of this study—drawing from adult learning, self-directed learning, and transformative learning—supports the use of an online, asynchronous, needs-based PD program. This approach addresses the unique needs of NEFLTs by promoting autonomy, relevance, flexibility, and reflective engagement, ultimately supporting both immediate application and long-term professional growth.

Instructional Design Framework: The ADDIE Approach

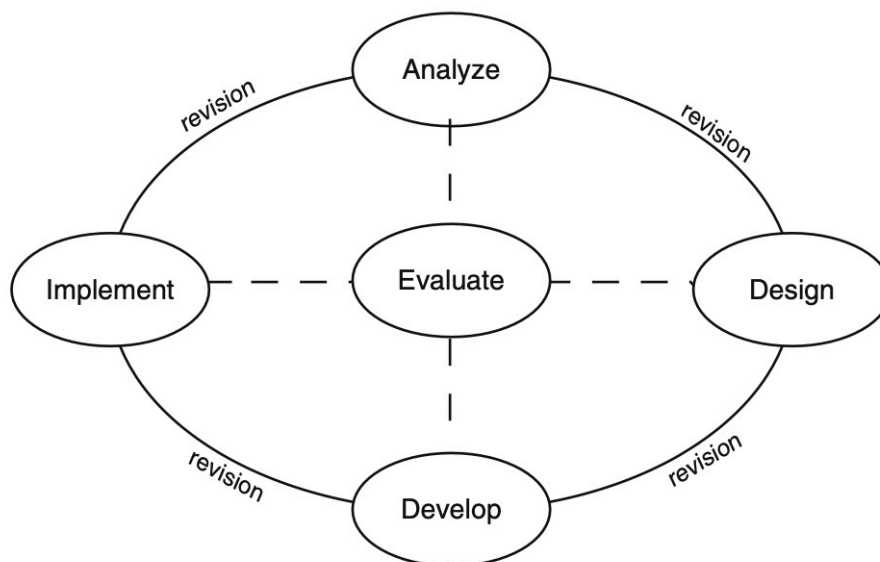
This study used the ADDIE approach to guide the development of an OPD program that would meet the specific needs of the novice Turkish EFL teachers. As a widely adopted instructional design model, ADDIE—short for Analyze, Design, Develop, Implement, and Evaluate—provides a step-by-step method for designing and delivering effective educational content (Branch, 2009). It is particularly well-suited to addressing complex instructional challenges and is frequently employed to ensure that teaching practices are consistent, reliable, and responsive to learners' needs.

Although often depicted as a linear sequence, ADDIE operates as an iterative and cyclical process, allowing for continuous revision and improvement throughout each phase (see Figure 3). In the *Analyze* phase, instructional designers identify the underlying causes of performance gaps, define goals, determine the target audience, assess necessary resources, explore delivery methods, and draft a project management plan. The *Design* phase involves specifying learning objectives, selecting assessment strategies, and calculating the return on investment. In the *Develop* phase, instructional content and

supporting media are created or adapted, and guidance for both teachers and students is prepared through formative evaluations and pilot testing. The *Implement* phase focuses on readying the learning environment and ensuring both instructor and learner preparedness. Finally, the *Evaluate* phase assesses the quality and effectiveness of both the instructional materials and the overall process through established criteria and tools. By following this recursive, feedback-driven approach, ADDIE facilitates the development of instructional interventions that are not only effective and efficient but also adaptable and learner-centered (Branch, 2009; Gustafson & Branch, 2002).

Figure 3

The ADDIE Concept (Branch, 2009)



Program Evaluation Model: The CIPP

The CIPP evaluation model served as the guiding program evaluation framework for this study. Designed to facilitate both formative and summative evaluations, the model offers a comprehensive and systematic structure for assessing programs, projects, personnel, and policies within complex educational and social contexts (Stufflebeam, 2003). Originating in the late 1960s to support accountability in federally funded U.S. public school initiatives, particularly those aimed at improving instruction in under-resourced urban areas, the model has evolved to address broader evaluative needs across diverse settings

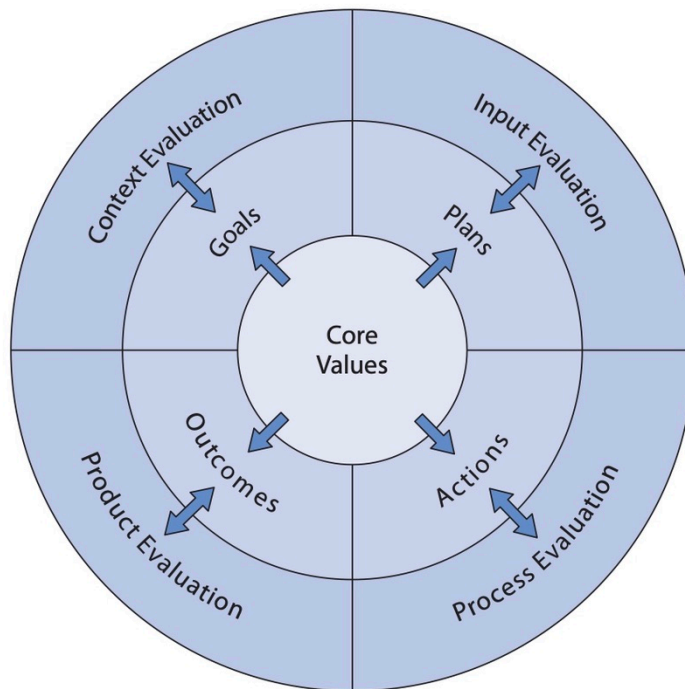
developed (Stufflebeam & Coryn, 2014). The acronym CIPP represents four key dimensions of evaluation: Context, Input, Process, and Product. These dimensions correspond to the core evaluative questions of: “What needs to be done? How should it be done? Is it being done? and Is it succeeding?” (Stufflebeam & Coryn, 2014, p. 313). By addressing these questions, the CIPP model supports ongoing improvement and informed decision-making throughout the life cycle of a program (see Figure 4).

Each of the four key components of the CIPP model serve a distinct role in program evaluation (Stufflebeam, 2003; Stufflebeam & Coryn, 2014; Zhang et al., 2011). Context evaluation identifies needs, challenges, strengths, and opportunities within a specific setting. Input evaluation helps design or refine a program, project, or intervention to better meet the needs of the target group. Process evaluation monitors the implementation of the plan, documenting any modifications, gaps, or shortcomings in execution. Finally, Product evaluation focuses on assessing, interpreting, and judging the outcomes or achievements of the initiative.

Its improvement-oriented design emphasizes the importance of aligning evaluation efforts with defined values and dynamic real-world conditions, thus enabling meaningful and actionable feedback. In this study, the CIPP model was particularly instrumental in structuring the evaluation of the OPD program for NEFLT's in Türkiye, ensuring that the evaluation process was systematic, context-sensitive, and aligned with the program's developmental goals.

Figure 4

The CIPP Model (Stufflebeam & Coryn, 2014)



Setting and Participants

To develop a context-sensitive and needs-based OPD program for NEFLTs in Türkiye, this study employed a multi-phased research design. The initial phase involved a comprehensive needs analysis, followed by the development, piloting, and final implementation of the proposed OPD program. Each stage involved participants selected purposefully to ensure they possessed the relevant background and professional experience necessary to inform and benefit from the intervention.

The needs analysis phase drew upon the perspectives of multiple stakeholders to capture a holistic understanding of the PD needs of NEFLTs. A total of 109 individuals participated in the data collection process. These included 29 NEFLTs (24 female, 5 male) with less than 3 years of teaching experience (see Table 1), 55 experienced EFL teachers (42 female, 13 male) with 5 to over 10 years of teaching experience (see Table 2), and 25 EFL teacher educators (19 female, 6 male) with professional backgrounds ranging from 5

to over 30 years in the field (see Table 3). This diverse sample was instrumental in triangulating the findings and identifying common themes across different levels of professional expertise.

Table 1

Profile of the NEFLTs in the Needs Analysis Study

		<i>n</i>	%
Gender	Female	24	82.8
	Male	5	17.2
Educational background	ELT	27	93.1
	English Literature	2	6.9
Years of teaching experience	Less than 1 year	3	10.3
	1 to <2 years	6	20.7
	2 to <3 years	12	41.4
	3 to <4 years	8	27.6
Teaching context	Primary School	2	6.9
	Secondary School	16	55.2
	High School	11	37.9
Participation in TIP by the Turkish MoNE	Yes	29	100.0
Mode of participation in TIP by the Turkish MoNE	Face-to-face	10	34.5
	Online	19	65.5

Table 2*Profile of the Experienced EFL Teachers in the Needs Analysis Study*

		<i>n</i>	%
Gender	Female	42	76.4
	Male	13	23.6
Age	28-32 years	39	70.9
	33-37 years	8	14.5
	38-42 years	4	7.3
	43-48 years	4	7.3
Years of teaching experience	Less than 6 years	3	5.5
	6 to <8 years	24	43.6
	8 to <11 years	11	20.0
	11 to <16 years	9	16.4
	16 years and above	8	14.5
Teaching context	Primary School	7	12.7
	Secondary School	22	40
	High School	26	47.3

Table 3*Profile of the EFL Teacher Educators in the Needs Analysis Study*

		<i>n</i>	%
Gender	Female	19	76
	Male	5	24
Age	30-39 years	9	16.4
	40-49 years	10	18.2
	50-59 years	8	14.5
Years of teaching experience	8-14 years	7	28
	15-24 years	13	52
	25 years and above	5	20
Teaching context	Private University	2	8
	State University	23	92
Teaching position/ title	Research Assistant/ Instructor	2	8
	Instructor	6	24
	Assistant Professor	8	32
	Associate Professor	5	20
	Professor Doctor	4	16

Following the needs analysis, the OPD program was designed based on the identified needs and subsequently piloted with three NEFLTs (see Table 4). The pilot study served as a critical step in refining the structure and content of the program. Thereafter, the main implementation of the OPD program was conducted with a group of eight NEFLTs.

Detailed demographic and professional information regarding these participants are provided in Table 5.

Table 4

Profile of the NEFLTs in the Pilot Study

	Gender	Age	Educational background	Years of teaching experience	Teaching context
Participant A	Female	25	ELT	1 year 9 months	Private School (Kindergarten)
Participant B	Female	26	ELT	2 years 8 months	Private School (Secondary School)
Participant C	Female	25	ELT	1 year 8 months	Language School (All levels)

Table 5

Profile of the NEFLTs in the Main Study

	Gender	Age	Educational background	Years of teaching experience	Teaching context
Participant 1	Female	26	ELT	2 years 5 months	Private School- Kindergarten
Participant 2	Female	25	ELT	1 year 9 months	Private Language School
Participant 3	Female	25	ELT	1 year 7 months	Private Language Academy
Participant 4	Male	28	ELT	3 years 5 months	Private School – High School
Participant 5	Female	24	ELT	7 months	Private Language Academy
Participant 6	Female	24	ELT	1 year 8 months	Private School – Primary School
Participant 7	Female	27	ELT	1 year 8 months	State School- Secondary School
Participant 8	Female	25	ELT	1 year 8 months	State School- Primary and Secondary Schools

The selection of participants across all phases of the study was guided by a non-probability purposive sampling strategy. As Creswell (2012) explains, nonprobability sampling allows researchers to select participants who are accessible, willing, and demonstrate characteristics central to the research questions. Within this framework, purposive sampling was employed (Cohen et al., 2018), enabling the deliberate inclusion of participants whose expertise, teaching background, and contextual knowledge aligned with the study's specific aims. Notably, years of teaching experience served as a key criterion, ensuring that novice teachers (with less than three years of experience) remained the primary focus throughout the program's development and evaluation stages. In addition to purposive sampling, snowball sampling—a strategy listed under purposive sampling and noted for its utility in accessing hard-to-reach populations (Cohen et al., 2018, p. 220)—was also used to identify participants for both the pilot and main study. Volunteer NEFLTs contacted the researcher, and the researcher informed them about the study procedures and the nature of their participation, including what their consent would entail. Following this informed briefing, the researcher proceeded with those who agreed to participate: three volunteers for the pilot study and eight for the main study.

The needs analysis was conducted online using a digital questionnaire, developed and distributed via Google Forms, a widely used web-based survey tool that allows for efficient data collection and management. This digital format facilitated broader participation and allowed for efficient data collection from geographically dispersed respondents.

The main implementation of the OPD program took place in a virtual learning environment, utilizing Canvas, a widely used web-based Learning Management System (LMS). Canvas provided a centralized platform where participants could access course materials, engage in peer discussions, complete assignments, and receive timely feedback from facilitators. Its user-friendly interface and open-access nature contributed significantly to participant engagement and ease of navigation, which are vital for sustaining online professional communities.

Canvas offers a range of instructional tools that were leveraged throughout the program. These included the creation of assignments, quizzes, and reflective journals with customizable deadlines and grading options. The platform facilitated both asynchronous and synchronous interactions through its internal messaging and discussion board features. Teachers could view shared content, respond to feedback, and communicate with peers and facilitators in a secure and collaborative environment.

In addition to Canvas, a WhatsApp group was efficiently used to support synchronous communication and address any technical issues in real-time. WhatsApp served as a supplementary communication tool that enabled instant messaging and fostered a sense of immediacy and connection among participants. As emphasized by Yuan and Kim (2014), synchronous interaction plays a crucial role in enhancing the sense of community within online learning environments, and in this study, it served as a valuable complement to the LMS-based activities.

In sum, the study's design was grounded in the strategic selection of participants and the use of robust digital platforms, ensuring that the research was both methodologically sound and responsive to the contextual realities of NEFLTs in Türkiye. This comprehensive approach laid a strong foundation for the development and evaluation of an effective and relevant OPD program tailored to their professional needs.

Researcher's Role

In this study, the researcher served as both the designer of the research and the facilitator of the OPD program for novice teachers. With 12 years of teaching experience at the tertiary level, she is personally familiar with the challenges commonly encountered during the early years of teaching. These initial struggles prompted her to seek informal mentorship, from which she greatly benefited. Additionally, she worked as a research assistant in the Faculty of Education, within the ELT program, for 3.5 years. During this time, she concurrently offered departmental courses as a teacher educator, primarily

delivering *School Experience*, *Teaching Practice I*, and *Teaching Practice II*. Through these courses, she gained firsthand mentoring experience and had the opportunity to support pre-service teachers during their transition into the profession, directly observing and addressing their concerns related to their first year of teaching.

These cumulative experiences informed and inspired the focus of the current study, highlighting the significance of targeted support during the early stages of a teaching career. Furthermore, the researcher is well equipped to undertake action research due to her academic training in graduate programs and her prior experience as a research assistant. Notably, she conducted an action research study several years ago and published an article based on her work. She also participated in a number of online PD courses offered by the Online Professional English Network (OPEN) Program, including *Teaching English to Young Learners* (2023), *Teaching Grammar Communicatively* (Spring 2023, Self-paced MOOC), and *Using Educational Technology in the English Language Classroom* (Spring 2023, Facilitated MOOC). These experiences familiarized her with the Canvas LMS and deepened her understanding of effective online course design, structure, and delivery. As the sole individual responsible for designing and implementing the OPD program, conducting interviews, and analyzing the data, she is committed to maintaining objectivity, adhering strictly to research ethics and protocols, and engaging in member checking to ensure the credibility and accuracy of data interpretation. The researcher had no supervisory or evaluative authority over any of the participants and maintained a neutral, facilitative role throughout the process. All participants were volunteers, and their participation was entirely voluntary and anonymous. The researcher declares no conflict of interest and confirms that the study was conducted independently, with no financial, personal, or professional interests influencing the research process or outcomes.

Instruments

Multiple data collection instruments were employed to ensure comprehensive data triangulation. The study was carried out in two stages. During the initial phase, a questionnaire was administered to conduct a needs analysis, exploring NEFLT's perspectives regarding PD needs and their opinions on the TIP implemented by the Turkish MoNE. Based on these findings, an OPD program was designed. The second phase involved piloting and implementing this OPD program. Data collection instruments in this phase included a KWL (Know–Want to know–Learned) chart, self-reflective journals maintained by the participants, a program evaluation form, and semi-structured interviews.

Questionnaire

To explore the PD needs of NEFLT's, three distinct questionnaires were designed by the researcher and administered to three stakeholder groups: NEFLT's, experienced EFL teachers, and EFL teacher educators. Each questionnaire aimed to gather data aligned with the specific experiences and perceptions of the respective participant group.

The NEFLT's questionnaire (see Appendix A) was divided into four parts. Demographic data were obtained in the first part of the questionnaire. The second part, based on Öztürk's (2008) validated "Questionnaire for Novice Teachers," utilized a Likert-scale format and encompassed five main areas: (1) personal background, (2) professional challenges including workload, teaching difficulties, and classroom management, (3) social issues related to relationships with students, parents, and colleagues, (4) views on pre-service teacher education, and (5) views on in-service training. The tool was adapted because it matched the study's goals well and showed strong reliability, with Cronbach's alpha scores between .88 and .94. The third part consisted of eight open-ended questions, including one adapted from Sali's (2008) questionnaire. The final section comprised one rating item regarding perceived support needs and an open-ended question to elaborate on participants' views.

The questionnaire administered to experienced EFL teachers comprised three distinct sections (see Appendix B): basic demographic data were collected in the first section; four open-ended questions about early teaching experiences were included in the second part.; Focusing on NEFLT's' support needs in Türkiye, the third part contained one rating question and one open-ended question.

Lastly, the questionnaire designed for EFL teacher educators likewise included three sections (see Appendix C): The first part addressed demographic characteristics; early teaching experiences were addressed through four open-ended questions in the second section; and the third part explored NEFLT's' perceived PD needs in Türkiye through three open-ended questions and a rating item concerning support needs.

The researcher designed all open-ended and rating items in the last sections of each questionnaire, informed by an extensive review of existing research on novice teachers' challenges, support requirements, and induction processes. This approach ensured the content's alignment with the study's objectives and enhanced its relevance and validity.

KWL Chart

The KWL strategy, originally introduced by Ogle (1986), was employed to encourage participants to activate prior knowledge (K), identify learning goals (W), and reflect on acquired knowledge (L). This approach supports comprehension by prompting learners to activate prior knowledge, set personal reading goals, and reflect on new information and enhances critical thinking, fosters autonomy, and encourages deeper interaction with the text (AlAdwani et al., 2022). So, to track participants' learning processes and reflections and help them interact deeply with the program, KWL charts were used in the study (see Appendix D).

Self-reflective Journal

Self-reflection journals served as one of the tools for gathering data to foster teacher reflection, a core component of PD. Through reflective practice, teachers construct or refine

their own theories of English teaching, connect theory with practice, examine their beliefs, participate in evidence-based teaching, address problems through inquiry, and enhance their self-efficacy and professional skills (Cirocki & Farrell, 2017). This process of exploration and reflection often involves gathering rich, detailed information, which aligns with Creswell's (2012) view that open-ended questionnaire items—considered qualitative data—are particularly valuable for uncovering deeper insights into specific issues. Participants were asked to complete guided self-reflective journal entries after each OPD module (see Appendix E). Each entry addressed six key areas: main learning outcomes, classroom applications, challenges encountered, emotional responses, perceived PD, and questions for further exploration.

Program Evaluation Form

The program evaluation form included both quantitative and qualitative items (see Appendix F). The first two parts were adapted from Meyer et al. (2023). The initial item asked participants to rate their overall satisfaction with the OPD program on a six-point scale (1 = not satisfied at all, 6 = highly satisfied). The second item was a 15-item, four-point Likert-scale instrument designed to assess core quality features of OPD, such as cognitive activation, collaboration, and clarity and structure. This instrument demonstrated strong internal consistency, with McDonald's ω values ≥ 0.73 across all subscales, surpassing the threshold of 0.65, recommended. value These reliability metrics affirm the instrument's validity in evaluating OPD activities.

The third item in the form asked participants to rate how effective various OPD components (e.g., videos, discussions, quizzes, and assignments) were, using a four-point scale. The remaining of the items were open-ended, designed to collect comprehensive reflections and feedback from participants regarding the OPD program.

Semi-structured Interviews

Finally, to gain deeper insights into participants' experiences, semi-structured interviews (see Appendix G) were conducted with a select group. As Creswell (2007) states, phenomenological research often benefits from in-depth interviews. Following this rationale, a semi-structured format was employed to balance structure with flexibility. A guiding question list was prepared to ensure consistency across interviews, while also allowing space for spontaneous follow-up questions, in line with recommendations by Mackey and Gass (2022). The interview protocol was reviewed by the research supervisor and two teacher educators for clarity and content validity. Seven open-ended questions explored participants' professional experiences, perceptions of PD, familiarity with MoNE's TIP, and evaluations of the OPD experience. Interviews were conducted in Turkish, the participants' native language, to facilitate comfort and enable the expression of nuanced thoughts and emotions.

Table 6 below provides an overview of the data collection tools and the research questions they address.

Table 6

Data Collection Instruments

Research Questions	Data Collection Instrument
1. What do NEFLT's in Türkiye think about the current TIP implemented by the Turkish MoNE?	Questionnaire
2. What are the PD needs of NEFLT's in Türkiye?	Questionnaire
3. Do NEFLT's think that the proposed OPD program has met their perceived PD needs? If so, how? If not, why?	KWL Chart Self-reflective Journals Program evaluation form Semi-structured interviews

Data Collection Procedure

The data collection process started following the approval of the Hacettepe University Ethics Commission, confirming that the study complied with the university's ethical guidelines and principles.

This study set out to design an OPD program tailored to the needs of NEFLTs in Türkiye. To this end, it first examined their perceptions of the current TIP provided by the Turkish MoNE and identified their PD needs. Drawing on these findings, an OPD program was subsequently developed, implemented, and evaluated. Given the study's dual focus on both understanding and improving practice, action research was deemed an appropriate methodological approach. This choice was not only methodologically aligned with the study's objectives but also reflected an ethical commitment to fostering meaningful change in educational practice.

While various models of action research exist, they share a common core. As Mertler (2017) notes, the specific model adopted is of secondary importance, as these models represent different expressions of the same fundamental process. In line with this perspective, the current study follows a multi-phase action research cycle as proposed by Mertler (2024), consisting of four iterative stages: *planning*, *acting*, *developing*, and *reflecting*.

Action research typically begins with a guiding concern. Drawing on 11 years of tertiary teaching experience, the researcher recognized the challenges faced during the early years of teaching and the value of peer support. While working as a research assistant and teacher educator in an ELT program for 3.5 years, she mentored pre-service teachers and observed their transition into the profession. During this period, she found that resources specifically addressing NEFLTs' challenges and PD needs in Türkiye were insufficient. This realization shaped the study's central question: *Although novice teachers experience a unique induction period, why have NEFLTs in Türkiye received relatively little*

focus in research, and how can we facilitate their transition into the profession?—a concern that marks Step 1 of the *Planning Stage* in action research.

Step 2 of the planning stage involves gathering relevant information through both formal and informal means, including a literature review and a period of reconnaissance. Reconnaissance entails a reflective inquiry in which the practitioner critically evaluates their instructional practices, educational values, and institutional context to better understand the issue. In line with this step, the researcher engaged in an extensive review of the literature, reflected on her own professional experiences and beliefs, and held informal discussions with colleagues, ELT teacher educators at her previous institution and doctoral university, as well as NEFLTs who were formerly her students. The literature confirmed that the novice teaching phase is universally recognized as highly challenging and marked by specific developmental needs. However, it also revealed a significant gap in research focusing on the unique challenges and PD needs of NEFLTs in Türkiye. Furthermore, existing TIPs were often found to be overly generic and insufficiently responsive to the realities of EFL teaching. These findings—combined with personal reflection and insights from the field—motivated the researcher to act.

In Step 3, the researcher conducted an in-depth review of the relevant literature, and Step 4 involved formulating the research questions, determining the study design and plan, and selecting appropriate data collection tools. Recognizing the need for a PD program tailored to the needs of NEFLTs, the researcher sought to base the instructional design on those identified needs. To do so, various instructional design models were examined, and the ADDIE model, which is one of the widely used instructional designs, was selected as the most appropriate framework. Branch (2009) illustrates the ADDIE framework to structure the typical steps involved in instructional design (see Figure 5).

Figure 5

Instructional Design Procedures by ADDIE (Branch, 2009)

	Analyze	Design	Develop	Implement	Evaluate
Concept	Identify the probable causes for a performance gap	Verify the desired performances and appropriate testing methods	Generate and validate the learning resources	Prepare the learning environment and engage the students	Assess the quality of the instructional products and processes, both before and after implementation
Common Procedures	<ol style="list-style-type: none"> 1. Validate the performance gap 2. Determine instructional goals 3. Confirm the intended audience 4. Identify required resources 5. Determine potential delivery systems (including cost estimate) 6. Compose a project management plan 	<ol style="list-style-type: none"> 7. Conduct a task inventory 8. Compose performance objectives 9. Generate testing strategies 10. Calculate return on investment 	<ol style="list-style-type: none"> 11. Generate content 12. Select or develop supporting media 13. Develop guidance for the student 14. Develop guidance for the teacher 15. Conduct formative revisions 16. Conduct a Pilot Test 	<ol style="list-style-type: none"> 17. Prepare the teacher 18. Prepare the student 	<ol style="list-style-type: none"> 19. Determine evaluation criteria 20. Select evaluation tools 21. Conduct evaluations
	Analysis Summary	Design Brief	Learning Resources	Implementation Strategy	Evaluation Plan

The ADDIE model—Analyze, Design, Develop, Implement, and Evaluate—provides a structured framework for designing effective instructional programs. In the *Analyze* phase, this study reviewed the literature and conducted a needs analysis to identify NEFLT's challenges and PD needs. During the *Design* phase, learning objectives were set and the program content was planned. In the *Develop* phase, materials and tools were created, and the program was piloted and revised. The *Implement* phase involved delivering the OPD program and maintaining participant engagement via WhatsApp. Finally, in the *Evaluate* phase, the program was assessed through reflective journals, KWL charts, evaluation forms, and semi-structured interviews. Each phase supported a cohesive and goal-oriented development process.

While instructional design is vital for program development, the importance of a comprehensive evaluation process also became apparent during the study's planning phase. To meet this need, the study employed the CIPP evaluation model (Stufflebeam,

2003), which offers a systematic and holistic framework for assessing educational programs. The model comprises four interrelated components: Context, Input, Process, and Product—each addressing a core evaluative question: *What should be done? How should it be done? Is it being done effectively? and Is it achieving its intended outcomes?* (Stufflebeam & Coryn, 2014). In this study, context evaluation involved a thorough literature review to identify existing gaps and justify the program's necessity. Input evaluation was carried out through a detailed needs analysis to inform the design of the program, leading to the formulation of objectives and development of content tailored to NEFLT's. The process evaluation phase included piloting the program and making necessary adjustments based on feedback. Finally, product evaluation assessed the program's effectiveness using various tools, including participant reflections and feedback forms, ensuring a comprehensive understanding of its impact.

In line with the research design and plan, the *Acting* stage involved implementing Steps 5 and 6, during which a needs analysis study was conducted. To identify the perceived PD needs of NEFLT's in Türkiye, the researcher administered three self-developed questionnaires online to three key stakeholder groups: NEFLT's, experienced EFL teachers, and EFL teacher educators. This multi-perspective approach ensured a comprehensive understanding of the developmental needs from various angles within the field. Data were gathered using a questionnaire developed and distributed via Google Forms, a popular web-based survey platform known for its efficiency in data collection and management. This digital approach enabled wider participation by reaching respondents across different locations. Prior to distribution, the questionnaire was reviewed by two experts in the field, and modifications were made based on their recommendations. The finalized questionnaire was then administered during the fall semester of the 2021–2022 academic year.

After analyzing the data, the researcher proceeded to the *Developing* stage (Step 7) and created an OPD program based on the needs analysis findings. To address potential

issues in data collection and enhance the validity, a pilot study was conducted prior to the main data collection. Like the needs analysis, piloting of the OPD program was conducted online during the spring term of the 2024–2025 academic year, with three NEFLTs volunteering to participate. After initial meetings to explain the program’s aims, content, and procedures, the participants consented to join. The researcher then enrolled them on the Canvas LMS platform. While the researcher provided an overview of the entire process during the initial meeting, the platform’s welcome page was repeatedly highlighted because it contained all essential information participants might need, including deadlines, the location of the KWL chart, and initial instructions (see Appendix H). The pilot study involved completing the first two modules, after which participants filled out the KWL chart and a program evaluation form, followed by 30-minute interviews. Based on their feedback and reflections, necessary revisions were made prior to the main study.

Following the necessary revisions, the main study was conducted online during the spring term of the 2024-2025 academic year. Eight NEFLTs, each with up to three years of teaching experience, participated from various regions across Türkiye, enabled by the online format. The procedures mirrored those of the pilot study: initial online meetings were held to inform participants about the program’s objectives, content, and processes. The welcome page on the platform was emphasized as a key resource and guide. Participants were also encouraged to reach out to the researcher at any time via WhatsApp for support. The program consisted of five modules, each with distinct tasks. At the end of every module, participants submitted reflective responses. Upon completing all modules, they completed a program evaluation form in addition to the KWL charts. The insights gathered from these reflections and evaluations provided the researcher with a deeper understanding of participants’ perspectives as well as the strengths and limitations of the program model.

The final *Reflecting* stage (Steps 8 and 9) aligns with both the evaluation phase of the ADDIE model and the product evaluation phase of the CIPP framework. This evaluation involved multiple data sources, including participants’ self-reflective journals, KWL charts,

responses to a researcher-developed evaluation form, and semi-structured interview transcripts. All instruments had been reviewed by experts and piloted during the initial study. Both the researcher and an external coder analyzed the collected data from the eight NEFLT. The results showed positive outcomes, allowing the researcher to determine that revisiting the planning stage was unnecessary. As a result, the spiral action research cycle was completed successfully. A comprehensive discussion of the findings and their implications follows in the upcoming chapters.

Table 7 presents the overall distribution of each phase throughout the study, along with the corresponding research questions and steps of the action research process.

Table 7

The Distribution of the Phases in the Study

Research Questions	Actions Taken	Action Research Steps	The ADDIE Model	The CIPP Model
1. What do NEFLT in Türkiye think about the current TIP implemented by the Turkish MoNE?	<ul style="list-style-type: none"> - Literature review - Developing the content - Planning the research design - Outlining data collection tools 	Planning Stage	Analysis	Context Evaluation
2. What are the PD needs of NEFLT in Türkiye?	<ul style="list-style-type: none"> - Needs analysis study - Analyzing results - Defining program objectives/ - Creating program content - Piloting the program - Implementing the program 	Acting Stage Developing Stage	Design Development Implementation	Input Evaluation Process Evaluation
3. Do NEFLT think that the proposed OPD program has met their perceived PD needs? If so, how? If not, why?	<ul style="list-style-type: none"> - Evaluating the program 	Reflecting Stage	Evaluation	Product Evaluation

Data Analysis

The qualitative data analysis in this study followed the structured, step-by-step approach outlined by Creswell and Creswell (2018), ensuring both methodological rigor and clarity. The analysis started with organizing the collected information, which included the transcription of interviews and the categorization of questionnaire responses. An initial, holistic reading of the transcripts was conducted to gain a general sense of the data before moving into a more systematic process of coding.

An inductive coding method was used, enabling themes to arise organically from participants' responses instead of being based on preset categories. This approach aligns with the views of Peräkylä and Ruusuvuori (2011), who emphasize the importance of reading raw data repeatedly without a rigid protocol to allow significant themes to surface organically. Accordingly, the interview transcriptions were revisited multiple times to identify meaningful patterns. The initial coding process involved underlining and labeling specific segments of the transcripts—ranging from single words to full paragraphs—to facilitate the identification of recurring ideas and support thematic development. As Dörnyei (2007) explains, coding involves tagging key excerpts for easy identification and later retrieval, while according to Miles and Huberman (1994, p. 56), codes are “tags or labels” used to assign meaning to the descriptive or interpretive data gathered during a study.

From the coded segments, broader themes and descriptive narratives were synthesized, capturing participants' diverse perspectives and integrating supporting evidence to ensure rich, thick description. To enhance the reliability and trustworthiness of the findings, an inter-coder agreement procedure was implemented. The data were independently coded by the researcher and an external coder—a teacher educator in the department of ELT. A negotiated approach was adopted, whereby both coders compared and discussed their interpretations until consensus on the final codes and themes was reached.

In addition to the qualitative analysis, to analyze the structured questionnaire items—such as Likert scales and ratings—descriptive statistics were employed. Frequencies and percentages were calculated to summarize participants' responses, providing a quantitative overview of trends and reinforcing the interpretation of qualitative findings through data triangulation.

This combination of inductive thematic analysis, peer validation through inter-coder agreement, and the integration of quantitative summaries contributed to a comprehensive and methodologically sound analysis of the data.

Trustworthiness

In research, trustworthiness reflects how accurate, reliable, and valid the methods and results are. While rigor in quantitative research is often linked to validity and reliability—focusing on the precision of instruments, data, and results—qualitative research emphasizes accuracy, credibility, and dependability (Melrose, 2001). In action research, rigor is achieved through systematic procedures that ensure findings are not biased or limited to the researcher's perspective (Stringer, 2007). This study employed multiple strategies to enhance trustworthiness, adapted from Lincoln and Guba (1985), Melrose (2001), Mills (2011), and Stringer (2007):

Prolonged Engagement: The researcher spent considerable time with participants, fostering strong rapport and engaging consistently throughout all stages of the study. This ongoing interaction facilitated a deep understanding of participants' experiences and perspectives.

Thick Description: Comprehensive documentation and rich, detailed descriptions of the data—including the context, participant experiences, and needs—were provided. Additionally, all methods and decisions made throughout the study were meticulously recorded.

Triangulation of Data: Credibility was further ensured through the use of multiple data sources, including surveys, interviews, self-reflective journals, a KWL chart, and program evaluation forms. This triangulation allowed for cross-checking the data's accuracy and helped clarify participants' meanings or misconceptions (Mills, 2011; Stringer, 2007).

Peer Debriefing: To promote trustworthiness, the researcher collaborated with three ELT experts who reviewed and provided critical feedback on the data analysis. This collaborative reflection helped refine interpretations and resolve analytic uncertainties (Lincoln & Guba, 1985).

Inter-coder Reliability: Given the qualitative and exploratory nature of this study, a negotiated coding approach was employed (Garrison et al., 2006). Two independent coders initially coded the data separately and then engaged in active discussions to reconcile differences and agree on final coding schemes, thereby enhancing the reliability and dependability of the analysis (Creswell, 2007).

Chapter 4

Findings

This chapter presents the findings of the study, which primarily employed a qualitative approach to explore NEFLT's perceptions in Türkiye regarding the current TIP implemented by the Turkish MoNE, their PD needs, and their views on the proposed OPD program. The qualitative data were gathered through multiple sources, including open-ended questions in the needs analysis questionnaire, KWL charts, self-reflective journals, the program evaluation form, and semi-structured interviews. In addition to these qualitative data sources, descriptive quantitative statistics—such as frequencies and percentages—are also presented to complement, support, and extend the interpretation of the qualitative findings. While not central to the study's design, these descriptive statistics serve to highlight key patterns and reinforce the themes that emerged from the qualitative analysis.

To maintain an organized and logical flow, the results are presented in alignment with the respective research questions. Accordingly, this chapter first presents the perceptions of NEFLT's in Türkiye regarding the current TIP by the Turkish MoNE, followed by their identified PD needs, the components and features of the proposed OPD program, and finally, their evaluation of the program.

The Perceptions of NEFLT's in Türkiye Regarding the TIP Implemented by the Turkish MoNE

All 29 NEFLT's involved in the study had participated in the TIP implemented by the Turkish MoNE. As this research question was explored as part of the needs analysis study, the third section of the needs analysis questionnaire was specifically designed to examine NEFLT's perceptions of the TIP. In particular, the second item in this section focused on identifying the types of professional support they had received before eliciting their overall opinions about the program. As presented in Table 8, the findings illustrate the extent to which participants engaged in various induction activities. Attending conferences, seminars,

or training programs specifically designed for novice teachers (89.7%), and benefiting from collegial support (82.8%) emerged as the most frequently mentioned support mechanisms. A substantial portion of participants (79.3%) also indicated that school regulations and policies were communicated to them. Nearly 48.3% of respondents reported attending classes led by experienced teachers, while 44.8% noted having an officially assigned mentor in their field. Moreover, 37.9% stated they were observed by an experienced EFL colleague during teaching, and 34.5% attended formal meetings where they learned about the foreign language curriculum. However, a smaller number of participants indicated having access to additional resources or special arrangements; just 27.6% utilized materials tailored for novice teachers, and only 20.7% were relieved of extra responsibilities outside of teaching. Collaborative lesson planning with colleagues was reported by just 17.2% of participants, and only 13.8% indicated that they were assigned fewer teaching hours

Table 8

Professional Support During the TIP

Forms of Professional Support	N	f	%
I have attended conferences/seminars/courses held for novice EFL teachers.	29	26	89.7
I have got collegial support and help.	29	24	82.8
I have been informed about school policies and rules.	29	23	79.3
I have observed classes of experienced teachers at my school.	29	14	48.3
I have been assigned a formal mentor from your field.	29	13	44.8
An experienced EFL teacher observed me.	29	11	37.9
I have been informed about the curriculum of foreign language education.	29	10	34.5
I attended formal meetings held at school.	29	10	34.5
I have drawn on materials written for novice EFL teachers.	29	8	27.6
I have been given fewer responsibilities other than my subject field.	29	6	20.7
I have prepared joint lesson plans with the other EFL teachers.	29	5	17.2
I have been given fewer classes to teach.	29	4	13.8

The perceived benefits and shortcomings of the TIP implemented by the Turkish MoNE were examined through open-ended responses in the third section of the needs analysis questionnaire. Table 9 summarizes the NEFLT's reflections on the program. Notably, a considerable number of participants (f= 9) reported no benefits at all. Among the positive aspects identified, the program's emphasis on school regulations and institutional policies was highlighted most frequently (f= 6). One participant (P8, Questionnaire) noted:

I think the best feature of these programs is that they provide information about the system we are part of.

Remote accessibility was also acknowledged as a benefit (f= 3), alongside mentoring support, theoretical input, and assistance with professional adaptation (f= 3 each). This is reflected in a participant's appreciation of mentor support:

Since I had a more experienced mentor than myself, I was always able to get support on how to handle any kind of problem and what to do in different situations. (P9, Questionnaire).

A smaller number of participants (f= 2) also valued opportunities for networking and peer collaboration.

However, the limitations of the TIP were reported more extensively. The most cited concern was the inadequacy and ineffectiveness of the training provided (f= 9), with particular emphasis on the lack of subject-specific content and practical applicability. The following responses illustrate this concern:

I believe that having a single, unified program without considering subject-area differences made the program inadequate. (P8, Questionnaire)

Training should be made subject specific. (P5, Questionnaire)

Participants also expressed frustration over excessive bureaucratic demands and heavy paperwork responsibilities (f=6), which were perceived as burdensome and professionally unproductive. Relatedly, several respondents (f= 5) described struggling with

increased workload and fatigue, which hindered their ability to focus on teaching. Challenges related to the program's online delivery, that is, remote instruction (f= 4) were also noted, with participants finding the format disengaging and lacking in interactivity. Furthermore, some teachers (f= 3) highlighted the misalignment of mentoring assignments, where mentors from different disciplines were unable to offer relevant guidance. Another recurring concern (f= 3) was the lack of practical, hands-on training and opportunities for classroom observation, with teachers calling for more experiential learning components.

The following excerpts further illustrate the participants' dissatisfaction with the program's implementation:

On paper, the program is, in fact, very well designed; however, due to significant shortcomings in its implementation, almost all the practices were carried out just for show. (P3, Questionnaire)

It does not address the needs of today's teachers; instead of supporting their PD, it increases their workload and prevents them from focusing on their actual teaching. There is too much paperwork, and it does not contribute to teachers' professional growth. (P4, Questionnaire)

Moreover, teaching is learned not only through seminars but also through classroom practice. We greatly benefited from the internship practices we had at university, but I don't think the seminar-based trainings—which are theoretical and have zero practical applicability—were useful at all. (P29, Questionnaire)

Overall, while some aspects of the TIP were appreciated by the participants, the findings reveal substantial concerns regarding its content, delivery, and relevance. These limitations suggest a pressing need for a more practical, subject-specific, and context-responsive approach to teacher induction.

Table 9*The perceived benefits and shortcomings of the TIP*

Categories	Codes	N	f
Benefits	No perceived benefits	29	9
	Familiarization with regulations and school policies	29	6
	Remote accessibility	29	3
	Mentor support	29	3
	Delivery of theoretical concepts	29	3
	Supporting professional adjustment	29	3
	Fostering collaborative networks	29	2
Shortcomings	Inadequate training	29	9
	Heavy paperwork responsibilities and procedural burden	29	6
	Excessive workload and exhaustion	29	5
	Problems with remote instruction	29	4
	Lack of specialized mentoring and training	29	3
	Lack of classroom practice	29	3

Table 10 outlines the recommended changes to the induction program as identified by participants. A key theme that emerged was the need to revise both the selection of trainers and the methods of delivery ($f= 6$). Participants emphasized the need to select more qualified trainers and move away from passive, seminar-style teaching toward more engaging, interactive, and discussion-driven sessions. Another common recommendation was to discontinue the program entirely ($f= 5$), as many participants viewed it as ineffective and not aligned with their professional requirements.

Closely related to this critique was the strong call for more practical and interactive training opportunities ($f= 5$). Participants expressed a clear preference for classroom-

oriented, hands-on activities and workshops in place of traditional lecture formats. As one participant noted,

I would have preferred the program to be more up-to-date and to provide training in areas that teachers truly need. Training on classroom management and material development could have been offered. Instead of seminars, trainings that actively involve teachers and give them opportunities to work on related tasks rather than just listen would be more beneficial. (P4, Questionnaire)

Echoing this sentiment, another participant emphasized their preference for equipping teachers with practical skills to manage real-life classroom challenges:

I would like to focus more on practical training to deal with situations that may arise in the classroom. (P25, Questionnaire)

In a similar vein, another participant highlighted the need for more engaging and interactive training formats:

I would prefer it to be a workshop-style platform open to discussion and new ideas, rather than just reading from a PowerPoint presentation and having the information remain unengaged. (P29, Questionnaire)

Another significant concern involved the bureaucratic demands of the program (f= 4). Participants called for the removal of candidate teacher files, evaluation forms, and other paperwork they considered unnecessary and ineffective. Parallel to this was the recommendation to reduce both the workload and duration of the program (f= 4), with the suggestion that novice teachers be given a lighter teaching load to better focus on their PD. One participant remarked:

The workload of candidate teachers can be reduced, and more training can be provided using different methods (such as workshops and sample lessons). (P14, Questionnaire)

Additionally, the inclusion of up-to-date content tailored to the subject matter ($f= 3$) was viewed as essential. Participants highlighted the need for training programs to be tailored to the specific demands of different teaching fields, particularly in areas like classroom management and materials development for language educators. Furthermore, a small number of participants expressed a preference for face-to-face instruction ($f= 1$), suggesting it could lead to more engaging and effective learning experiences. Lastly, the need to strengthen mentor support and increase opportunities for school-based observations ($f = 1$) was emphasized, along with requests for more exposure to experienced teachers and varied educational environments.

Table 10

The recommended changes to the TIP

Codes	N	f
Selecting more competent trainers and updating training methods	29	6
Complete removal of the program	29	5
Promoting more practice-oriented and interactive instruction	29	5
Reducing administrative workload	29	4
Reducing overall responsibilities and program length	29	4
Incorporating subject-specific and up-to-date content	29	3
Delivering in-person instruction	29	1
Enhancing mentorship quality and increasing observation opportunities	29	1

The PD Needs of NEFLT's in Türkiye

This section presents the findings related to the PD needs of NEFLT's in Türkiye. In order to provide a comprehensive understanding of these needs, the key challenges encountered by NEFLT's are also presented, as they offer valuable insights into the areas where further support and development are required.

Main Challenges Encountered by NEFLTs in Türkiye

The questionnaire created by the researcher for the needs analysis consisted of four parts. The second part was based on Öztürk's (2008) validated Likert-scale *Questionnaire for Novice Teachers*, which includes five key components that explore novice teachers' job-related and social concerns, as well as their perceptions of pre-service and in-service training, and include a section for collecting demographic information. This section gave a detailed account of the challenges encountered by NEFLTs in Türkiye, particularly in relation to their professional responsibilities and support systems.

The first component of the questionnaire addressed the job-related concerns of novice teachers, focusing on challenges related to workload, instructional demands, and classroom management (see Table 11). A significant proportion of participants expressed concerns about excessive workload. While 48.3% reported "sometimes" feeling overwhelmed by the demands of the profession, an additional 31% stated they "usually" experienced this. Non-instructional responsibilities—such as administrative paperwork—were found particularly burdensome, with 37.9% reporting they "always" and 20.7% "usually" found these duties exhausting. Many teachers also indicated that the workload impacted their personal lives, leading to sleepless nights and excessive grading outside school hours.

Instructional planning and implementation posed moderate challenges. Although nearly half (48.3%) "sometimes" encountered difficulties with the curriculum, fewer respondents reported issues with determining course objectives (41.4% "rarely" or "never") or selecting instructional techniques (48.3% "rarely" or "never"). Nonetheless, occasional difficulties in engaging students and implementing lesson plans effectively were noted by 41.4% of participants.

Classroom management appeared to be a relatively well-developed competency among participants. Most respondents (72.4%) stated they "usually" managed their classrooms effectively, and 48.3% reported consistent success in behavior management.

However, 48.3% “sometimes” struggled with controlling unruly students, and 41.4% “rarely” assumed a leadership role in their classrooms. This indicates that, while general classroom management is not a primary concern, specific issues related to discipline and assertiveness persist.

Table 11

Job-related Concerns of the NEFLTs in Türkiye

	Always		Usually		Sometimes		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
Workload Challenges										
1. I have difficulty in getting everything all done because of overwhelming workload.	1	3.4	9	31	14	48.3	4	13.8	1	3.4
2. Non-instructional duties become tiring.	11	37.9	6	20.7	8	27.6	4	13.8	0	0
3. I have challenges in preparing administrative paperwork, official correspondence, and reports.	3	10.3	7	24.1	6	20.7	10	34.5	3	10.3
4. Extra-curricular tasks require too much time.	3	10.3	8	27.6	9	31	7	24.1	2	6.9
5. I have sleepless nights due to time-consuming burden.	0	0	5	17.2	9	31	11	37.9	4	13.8
6. I spend my time at home assessing papers and students' writing.	1	3.4	11	37.9	12	41.4	5	17.2	0	0
Instructional Challenges										
1. I experience a curriculum conundrum.	2	6.9	2	6.9	14	48.3	6	20.7	5	17.2
2. I feel I need an extra support in planning.	0	0	0	0	11	37.9	8	27.6	10	34.5
3. Determining course objectives is hard for me.	1	3.4	5	17.2	6	20.7	5	17.2	12	41.4
4. I have difficulty in choosing appropriate methods and techniques.	1	3.4	2	6.9	6	20.7	14	48.3	6	20.7

5. I have difficulty when implementing what I plan.	2	6.9	4	13.8	8	27.6	12	41.4	3	10.3
6. I feel insufficient in the issue of teaching strategies.	0	0	0	0	9	31	10	34.5	10	34.5
7. I have difficulty in drawing attention of the students into the activities in the lesson.	0	0	2	6.9	11	37.9	12	41.4	4	13.8
8. I feel hardship in using instructional tools.	0	0	0	0	3	10.3	11	37.9	15	51.7
9. I feel insufficient in testing and evaluation.	0	0	1	3.4	5	17.2	10	34.5	13	44.8
Classroom Management										
1. I have problems in determining class rules.	0	0	2	6.9	8	27.6	9	31	10	34.5
2. I know how to react to student behavior.	2	6.9	14	48.3	5	17.2	7	24.1	1	3.4
3. I can use effective classroom management strategies.	1	3.4	21	72.4	6	20.7	1	3.4	0	0
4. I have difficulty in managing unruly classes with discipline problems.	0	0	6	20.7	14	48.3	8	27.6	1	3.4
5. I feel insufficient to undertake leadership or coaching roles in the class.	0	0	1	3.4	5	17.2	12	41.4	11	37.9

The second component of the questionnaire examined the social concerns of novice teachers, including challenges related to professional identity and social status, relationships with students and parents, interactions with mentor teachers, conflicts with colleagues, and issues in supervisory relationships (see Table 12).

Despite a strong internal sense of suitability for the teaching profession (48.3% “always” and 41.4% “usually” felt suited to their role), many novice teachers reported dissatisfaction with their professional identity and societal standing. A majority (55.2%)

indicated they were “never” satisfied with their salaries, and concerns about low social status and inadequate employee rights were widespread. Although views on societal respect varied, the general trend pointed to a perception of undervaluation.

Participants consistently described their relationships with students in positive terms. A combined 96.5% reported “usually” or “always” having positive interactions. Additionally, 62.1% “usually” provided emotional support and 65.5% guided students in their social development. Moreover, most teachers felt respected by their students and confident in their roles as educators

Teachers also expressed confidence in their interactions with parents. Most (69%) reported “usually” maintaining positive communication, even in challenging situations. The same percentage felt adequately equipped to handle difficult parental attitudes.

Collegial relationships were generally described as positive. A majority (58.6%) reported “usually” having good relations with colleagues, and 37.9% stated that professional sharing “always” occurred. However, support from more experienced peers was inconsistent: 31% reported “usually” receiving support, while others stated “sometimes” (27.6%) or “rarely” (20.7%).

Responses regarding supervisory relationships were mixed. While 55.2% reported “never” receiving criticism and 51.7% felt communication regarding PD was “usually” sufficient. Responses show that 55.1% of novice teachers experience worries like meeting supervisory expectations at least occasionally, with 31% selecting “sometimes” and 24.1% choosing “usually” or “always.” However, 44.8% reported feeling this way “rarely” or “never.” This suggests a moderate level of concern overall, with varied experiences among participants. Also, a larger portion of participants expressed concerns about excessive demands from school leadership. Specifically, 37.9% (n= 11) responded “sometimes,” 24.1% (n= 7) said “rarely,” and 17.2% (n= 5) reported “never.” However, 17.2% (n= 5) also indicated that this occurred “usually,” while 3.4% (n= 1) selected “always.” These results suggest that, while a majority do not consistently feel overburdened by supervisory

demands, nearly 60% of respondents reported experiencing such pressure at least occasionally (sometimes, usually, or always).

The most consistently positive responses were associated with mentor teacher relationships. A majority (65.5%) reported “always” having positive relationships with mentors, and 55.2% felt satisfied with the support received. Teachers expressed confidence in seeking advice as well.

Table 12

Social Concerns of the NEFLTs in Türkiye

<i>Social Status & Identity Challenges</i>	Always		Usually		Sometimes		Rarely		Never	
	f	%	F	%	f	%	f	%	f	%
1. I think I am respected in the society as a teacher.	4	13.8	10	34.5	7	24.1	4	13.8	4	13.8
2. I find teaching profession suitable for my personality.	14	48.3	12	41.4	1	3.4	1	3.4	1	3.4
3. I have worries about whether I am a good teacher or not.	1	1	1	3.4	7	24.1	10	34.5	10	34.5
4. I can reveal my persona in the class and at school.	6	20.7	17	58.6	5	17.2	0	0	1	3.4
5. I think I need morale and support regarding my profession.	3	10.3	6	20.7	8	27.6	8	27.6	4	13.8
6. I am able to adapt to the culture of the school.	7	24.1	17	58.6	1	3.4	4	13.8	0	0
7. I am worried about what students think of me.	0	0	1	3.4	5	17.2	16	55.2	7	24.1
8. I am able to see myself as a professional educator.	3	10.3	17	58.6	5	17.2	1	3.4	3	10.3
9. I am satisfied with my salary.	0	0	2	6.9	4	13.8	7	24.1	16	55.2
10. I am satisfied with my social status.	3	10.3	7	24.1	7	24.1	4	13.8	8	27.6

11. I am satisfied with my employee rights.	0	0	5	17.2	7	24.1	8	27.6	9	31
<i>Relationship with Students</i>										
1. I can establish a positive relationship with students.	11	37.9	17	58.6	1	3.4	0	0	0	0
2. I feel sufficient in dealing with students' social development.	2	6.9	19	65.5	7	24.1	0	0	1	3.4
3. It is difficult for me to determine the individual differences of students in terms of learning.	1	3.4	4	13.8	11	37.9	11	37.9	2	6.9
4. I am able to provide emotional support to students.	6	20.7	18	62.1	5	17.2	0	0	0	0
5. I can provide guidance and direction for students.	3	10.3	17	58.6	8	27.6	1	3.4	0	0
6. I am able to learn the students' names and call them by name.	21	72.4	7	24.1	0	0	1	3.4	0	0
7. I think my students respect me as a teacher.	10	34.5	16	55.2	2	6.9	1	3.4	0	0
10. I feel the students see me as a good teacher.	6	20.7	21	72.4	0	0	2	6.9	0	0
<i>Relationship with Parents</i>										
1. I am able to develop a positive relationship with parents.	8	27.6	20	69	0	0	1	3.4	0	0
2. I am able to cope with negative approach of parents.	6	20.7	20	69	3	10.3	0	0	0	0
3. I feel sufficient in dealing with school-parent relationship.	5	17.2	20	69	3	10.3	0	0	1	3.4
4. I feel comfortable in parent meetings.	9	31	14	48.3	4	13.8	1	3.4	1	3.4
<i>Conflict with Colleagues</i>										

1. I think the colleagues assist and support me as a novice teacher.	8	27.6	12	41.4	5	17.2	3	10.3	1	3.4
2. I am able to develop positive relationships with the colleagues.	10	34.5	17	58.6	2	6.9	0	0	0	0
3. The colleagues are being engaged in a professional sharing with me.	11	37.9	12	41.4	3	10.3	3	10.3	0	0
4. I work with collaborative colleagues.	7	24.1	14	48.3	5	17.2	2	6.9	1	3.4
5. I am glad with their behaviour and manner.	5	17.2	13	44.8	9	31	2	6.9	0	0
6. I think experienced colleagues are dealing sufficiently with beginning teachers.	4	13.8	9	31	8	27.6	6	20.7	2	6.9
<i>Supervisor Challenges</i>										
1. My principal nurtures an environment that encourages me as a new teacher.	6	20.7	9	31	6	20.7	5	17.2	3	10.3
2. I have worries like satisfying the expectations of principal/ supervisors.	1	3.4	6	20.7	9	31	8	27.6	5	17.2
3. The principal/supervisors require too much work from me.	1	3.4	5	17.2	11	37.9	7	24.1	5	17.2
4. The principal is sufficiently interested in my problems.	5	17.2	12	41.4	7	24.1	4	13.8	1	3.4
5. The principal or inspectors criticize my teaching skills too much.	0	0	3	10.3	1	3.4	9	31	16	55.2
6. They provide feedback.	3	10.3	7	24.1	11	37.9	6	20.7	2	6.9
7. I hesitate to ask questions to my principal.	1	3.4	2	6.9	3	10.3	9	31	14	48.3
8. I feel that I can meet the expectations of the principal or inspectors.	5	17.2	16	55.2	5	17.2	2	6.9	1	3.4

10. I can communicate with principal/supervisors on professional development issue.	3	10.3	15	51.7	6	20.7	3	10.3	2	6.9
<i>Relationship with Mentor Teacher</i>										
1. I have a positive relationship with my MT.	19	65.5	9	31	1	3.4	0	0	0	0
2. My MT satisfies my expectations about professional support.	16	55.2	6	20.7	5	17.2	1	3.4	1	3.4
3. I can consult my MT on any professional subject.	16	55.2	9	31	2	6.9	2	6.9	0	0
4. I feel that I will satisfy my MT's expectations.	15	51.7	12	41.4	2	6.9	0	0	0	0
5. My MT deals with my problems sufficiently.	14	48.3	8	27.6	5	17.2	1	3.4	1	3.4
6. I find my MT to be a sympathetic listener.	16	55.2	6	20.7	6	20.7	0	0	1	3.4
7. My MT is providing feedback.	16	55.2	6	20.7	5	17.2	0	0	2	6.9
8. My MT has a negative attitude about my teaching skills.	1	3.4	1	3.4	2	6.9	1	3.4	24	82.8

The third component investigated participants' views regarding the pre-service teacher education (see Table 13). Participants generally viewed their pre-service education positively. A majority felt the training sufficiently introduced them to the profession (58.6%) and prepared them for it (65.5%). No respondents rated these areas as insufficient. Instructional competencies were also favorably evaluated. Instructional planning (82.8%) and teaching methods (79.3%) were among the most positively rated areas. Student evaluation training was deemed sufficient by 62.1%, although a small proportion (3.4%) found it insufficient. Classroom management received more mixed responses. While 44.8% considered their training sufficient, nearly half saw it as only partially or slightly sufficient, and 6.9% found it insufficient. Training on instructional difficulties and student guidance was

perceived as sufficient by 48.3% and 44.8% respectively, with many respondents indicating these areas were only partially addressed. Encouragingly, training on addressing individual differences (79.3%) and making lessons engaging (72.4%) was perceived as sufficient. However, notable gaps were identified. Only 13.8% believed their training sufficiently addressed the law related to teaching profession, and 31% deemed it insufficient. Similarly, only 27.6% felt sufficiently being informed about the MoNE programs, while 20.7% found this training insufficient. On a more positive note, 55.2% believed that their pre-service programs provided adequate resources for PD, and 72.4% indicated their training helped them develop a strong teacher identity.

Table 13

NEFLT's Perceptions on Pre-service Training

Sufficiency of Pre-service Education	Sufficient		Partially Sufficient		Slightly Sufficient		Insufficient	
	f	%	f	%	f	%	f	%
1. In introducing the profession	17	58.6	8	27.6	4	13.8	0	0
2. In preparing me for the profession	19	65.5	5	17.2	5	17.2	0	0
3. In the issue of instructional planning	24	82.8	2	6.9	3	10.3	0	0
4. In the issue of teaching methods and techniques	23	79.3	4	13.8	2	6.9	0	0
5. In the issue of evaluating student achievement	18	62.1	7	24.1	3	10.3	1	3.4
6. In the issue of classroom management	13	44.8	11	37.9	3	10.3	2	6.9
7. In overcoming instructional difficulties	14	48.3	11	37.9	3	10.3	1	3.4
8. In the issue of guiding the students	13	44.8	11	37.9	3	10.3	2	6.9
9. In considering individual differences of the students	23	79.3	3	10.3	2	6.9	1	3.4
10. In making teaching more attractive for the students	21	72.4	6	20.7	2	6.9	0	0
11. In using course book and materials	15	51.7	9	31	3	10.3	2	6.2

12. In introducing the educational programs of the Ministry	8	27.6	11	37.9	4	13.8	6	20.7
13. In teaching the law related with teaching profession	4	13.8	11	37.9	5	17.2	9	31
14. In providing resources for professional development	16	55.2	7	24.1	4	13.8	2	6.9
15. In gaining a teacher identity	21	72.4	7	24.1	1	3.4	0	0

The last component of the questionnaire explored NEFLT's perceptions of in-service training, specifically the TIP in this context. In contrast to the previous component focusing on their perceptions of the pre-service teacher education, perceptions of TIP were considerably less favorable (see Table 14). Only 24.1% of participants found TIP sufficient in supporting the induction process, and nearly half (48.2%) rated it as slightly sufficient or insufficient. Similar dissatisfaction was reported regarding TIP's role in developing teacher identity (27.6% sufficient; 37.9% slightly/not sufficient) and preparing teachers for classroom realities (24.1% sufficient; 48.3% slightly/not sufficient). Instructional planning and implementation were also areas of concern, with only 13.8% and 20.7% of teachers respectively rating TIP as sufficient. Classroom management, student engagement, and guidance similarly received low ratings, with less than 21% expressing satisfaction. Interestingly, teaching the law related to the profession during TIP was perceived more positively—55.2% rated it as sufficient. Access to PD resources received mixed reviews: 31% reported sufficiency, and another 31% partial sufficiency, while 37.9% found it slightly or not sufficient. Training related to developing collegial relationships was also rated poorly, with only 20.7% expressing satisfaction, and 51.7% deeming it only slightly or not sufficient.

Table 14*NEFLT's Perceptions on In-service Training*

Sufficiency of Pre-service Education	Sufficient		Partially Sufficient		Slightly Sufficient		Insufficient	
	f	%	f	%	f	%	f	%
1. In assisting my current induction process	7	24.1	8	27.6	9	31	5	17.2
2. In developing my identity as a teacher	8	27.6	10	34.5	6	20.7	5	17.2
3. In introducing the facts about teaching profession	7	24.1	8	27.6	8	27.6	6	20.7
4. In overcoming the problems of the teaching profession	6	20.7	9	31	9	31	5	17.2
5. In accessing resources for professional development	9	31	9	31	6	20.7	5	17.2
6. In teaching law related with teaching profession	16	55.2	7	24.1	4	13.8	2	6.9
7. In the issue of instructional planning	4	13.8	12	41.4	7	24.1	6	20.7
8. In the issue of instructional implementation	6	20.7	12	41.4	7	24.1	4	13.8
9. In making teaching more attractive for the students	6	20.7	7	24.1	9	31	7	24.1
10. In the issue of guiding the students	6	20.7	9	31	8	27.6	6	20.7
11. In the issue of evaluating student achievement	10	34.5	7	24.1	6	20.7	6	20.7
12. In the issue of classroom management	6	20.7	8	27.6	6	20.7	9	31
13. In developing professional relationships with colleagues	6	20.7	8	27.6	8	27.6	7	24.1

The Perceived PD Needs of NEFLT's in Türkiye

The final section of the needs analysis questionnaire examined the perceived PD needs of NEFLT's in Türkiye from the perspectives of three key stakeholder groups: NEFLT's, experienced EFL teachers, and EFL teacher educators. The findings revealed that

the perceived needs fell into two primary categories: in-class PD needs and out-of-class PD needs.

When it comes to the in-class PD needs of NEFLT^s in Türkiye, several key challenges were consistently identified across at least two of the stakeholder groups (see Table 15). Both experienced EFL teachers (69.1%) and teacher educators (56%) strongly emphasized difficulties related to classroom management. Teaching in demanding classroom contexts also emerged as a common concern—for instance, delivering instruction in large classes was noted by novice teachers (44.8%), experienced teachers (81.8%), and teacher educators (56%). Mixed-ability classrooms were flagged as a challenge by experienced teachers (56.4%) and teacher educators (41.4%), while inadequate teaching resources were cited by experienced teachers (69.1%) and novice teachers (41.4%). Student-related difficulties were also prominent, including dealing with unmotivated learners (reported by 41.4% of novice teachers, 69.1% of experienced teachers, and 52% of teacher educators), maintaining student motivation and interest (experienced teachers: 63.6%, teacher educators: 52%), and addressing students' low proficiency in English (novice teachers: 44.8%, experienced teachers: 78.2%). Additionally, the effective use of instructional materials was identified as a critical area for development by both experienced teachers and teacher educators (56% each). The need to incorporate cultural diversity into classroom instruction was similarly highlighted by experienced teachers (45.5%) and teacher educators (48%).

Table 15

The In-class PD Needs of NEFLT^s in Türkiye

Statements	NEFLT ^s	Experienced EFL T ^s	EFL Teacher Educators
Providing and maintaining classroom discipline	Some need (%41.4)	Very strong need (%69.1)	Some need (%56)
Teaching English at schools with inadequate teaching materials	Very strong need (%41.4)	Very strong need (%69.1)	Some need (%48)

Teaching English in large classes	Very strong need (%44.8)	Very strong need (%81.8)	Very strong need (%56)
Teaching English in classes of learners of low L2 proficiency	Very strong need (%44.8)	Very strong need (%78.2)	Some need (%56)
Teaching English to unmotivated learners	Very strong need (%41.4)	Very strong need (%69.1)	Very strong need (%52)
Teaching English in mixed ability classes	Some need (%44.8)	Very strong need (%56.4)	Very strong need (%41.4)
Adjusting for individual differences among students	Some need (%37.9)	Very strong need (%58.2)	Some need (%52)
Preparing exams and assessing learner performance	No need (%58.6)	Some need (%40)	Some need (%52)
Mood management when dealing with difficult students	Some need (%44.8)	Very strong need (%72.7)	Some need (%44)
Time management to catch up with the syllabus	No need (%41.4)	Some need (%50.9)	Some need (%40)
Sustaining learner motivation and interest	Very little need (%37.9)	Very strong need (%63.6)	Very strong need (%52)
Effective use of body language	No need (%55.2)	Very strong need (%52.7)	Some need (%56)
Effective use of in-class teaching materials	No need (%48.3)	Very strong need (%56.4)	Some need (%56)
Integrating cultural variety into the lessons	No need (%44.8)	Very strong need (%45.5)	Very strong need (%48)
Implementing lesson plans	No need (%51.7)	Some need (%32.7)	Some need (%44)
Teaching reading skills	No need (%37.9)	Some need (%41.8)	Some need (%52)
Teaching speaking skills	No need (%37.9)	Very strong need (%60)	Some need (%48)
Teaching listening skills	No need (%37.9)	Very strong need (%52.7)	Some need (%48)
Teaching writing skills	No need (%37.9)	Very strong need (%49.1)	Some need (%44)
Teaching grammar	No need (%34.5)	Some need (%45.5)	Some need (%44)
Teaching vocabulary	No need (%37.9)	Very strong need (%43.6)	Some need (%60)

With regard to the out-of-class PD needs of NEFLTs in Türkiye (see Table 16), the use of technological tools in instruction was identified as a significant need by experienced teachers (63.6%) and teacher educators (44%). Interestingly, however, the majority of novice teachers (51.7%) did not perceive this as a critical area for development. Beyond this, teacher educators highlighted two additional areas requiring attention: the need to enhance skills in developing and adapting teaching materials (56%) and the importance of engaging in reflective teaching practices (52%).

Table 16

The Out-of-class PD Needs of NEFLTs in Türkiye

Statements	NEFLTs	Experienced EFL Ts	EFL Teacher Educators
Preparing exams	No need (%51.7)	Some need (%30.9)	Some need (%48)
Communicating with parents	No need (%51.7)	Very strong need (%49.1)	Some need (%48)
Building relationships with colleagues	No need (%62.1)	Some need (%43.6)	Some need (%52)
Communicating with the principle	No need (%62.1)	Some need (%40)	Some need (%60)
Creating lesson plans	No need (%48.3)	Some need (%38.2)	Some need (%36)
Developing and adapting teaching materials	No need (%37.9)	Some need (%43.6)	Very strong need (%56)
Engaging in reflective practice as a teacher	Very little need (%34.5)	Some need (%50.9)	Very strong need (%52)
To be able to use technological tools effectively in teaching	No need (%51.7)	Very strong need (%63.6)	Very strong need (%44)

The qualitative analysis of the open-ended responses showed significant differences in the kinds of support considered crucial for NEFLTs in induction or OPD programs (see Table 17). Classroom management and learner engagement were identified as major concerns by all participant groups, with experienced teachers ($f = 4$) and teacher educators

(f= 3) highlighting these needs more prominently than novices (f= 1). Administrative and bureaucratic challenges were also widely acknowledged, with experienced teachers (f= 6) highlighting them as particularly pressing. Pedagogical and instructional support surfaced as the most frequently cited need overall, most notably among experienced teachers (f= 8), followed by novice teachers (f= 5) and teacher educators (f= 3). Mentoring and professional development were also frequently highlighted as important, especially by teacher educators (f= 5) placing the greatest emphasis on this category. Emotional and psychological support was another prominent theme, especially for experienced teachers (f= 8), though it was also acknowledged by novice teachers (f= 1) and teacher educators (f= 3). Interestingly, both novice (f= 2) and experienced teachers (f= 3) brought up the realities of the teaching profession, while teacher educators did not mention this aspect. Ethical considerations were raised exclusively by experienced teachers (f= 2), whereas topics concerning equity, inclusion, and social justice received moderate emphasis from both experienced teachers (f= 2) and teacher educators (f= 2) but were not highlighted by novices. Furthermore, technology and online teaching were identified as areas needing support by experienced teachers (f= 4) and teacher educators (f= 2) yet again overlooked by novices. Finally, issues regarding project and career development were mentioned only by experienced teachers (f= 3), indicating that these concerns tend to gain importance as teachers gain more experience.

Table 17*The Expected Support from an OPD Program*

Codes	NEFLT _s (N= 29)	Experienced EFL T _s (N= 55)	EFL Teacher Educators (N= 25)
Classroom Management & Learner Engagement	✓ 1	✓ 4	✓ 3
Administrative & Bureaucratic Support	✓ 3	✓ 6	✓ 3
Pedagogical & Instructional Support	✓ 5	✓ 8	✓ 3
Mentoring & PD Support	✓ 4	✓ 6	✓ 5
Emotional & Psychological Support	✓ 1	✓ 8	✓ 3
Realities of Teaching Profession	✓ 2	✓ 3	–
Ethics of the Profession	–	✓ 2	–
Equity, Inclusion, & Social Justice	–	✓ 2	✓ 2
Technology & Online Teaching	–	✓ 4	✓ 2
Project & Career Development	–	✓ 3	–

Table 18 presents a comprehensive overview of the specific support needs identified by NEFLT_s, experienced EFL teachers, and EFL teacher educators within the context of an OPD program. NEFLT_s primarily expressed the need for assistance with classroom management, crisis handling, and transitioning into the profession, with particular emphasis on maintaining motivation and receiving psychological support. In contrast, experienced teachers prioritized practical concerns such as applying differentiated teaching strategies, handling large class sizes, and reducing administrative workload. They also highlighted the importance of organized mentoring, ongoing professional development, and readiness for challenging teaching environments, such as adapting to different cultures. Although they did not explicitly reference certain areas like professional ethics, teacher educators highlighted the importance of experiential learning opportunities, effective use of differentiated instruction, and technology integration. Additionally, they emphasized the

need for fostering professional networks, supporting e-mentoring initiatives, and addressing the educational needs of marginalized learners.

Table 18

A Comprehensive Overview of the Expected Support from an OPD Program

Codes	NEFLT's need more support...	Experienced EFL Teachers emphasize the need...	EFL Teacher Educators highlight the importance of...
Classroom Management & Learner Engagement	in the classroom and crisis management.	for additional assistance with classroom management and handling crises.	skills in classroom interaction, engaging students, and teaching learners with diverse needs.
Administrative & Bureaucratic Support	in dealing with paperwork and complying with school procedures.	to reduce excessive bureaucratic workload.	context-specific administrative support and paperwork guidance.
Pedagogical & Instructional Support	in obtaining quality resources, developing lesson plans, and managing classroom time efficiently.	for creating materials, handling large class sizes, and differentiated instruction.	practical classroom practice, differentiated instruction, and sharing effective teaching tips.
Mentoring & PD Support	through mentorship and opportunities to connect with experienced teachers for guidance.	for well-organized mentoring, continuous learning opportunities, and hands-on teaching practice.	virtual mentoring, professional networking platforms, and workshops centered on classroom observations.
Emotional & Psychological Support	in terms of boosting motivation and providing psychological support throughout their transition into the teaching profession.	to prioritize motivation, stress management, and mental well-being.	the capacity to manage the emotional demands of teaching and the need for affective support structures.
Realities of Teaching Profession	in navigating the practical, day-to-day challenges of teaching.	to be equipped for challenging circumstances such as teaching in remote locations and adapting to different cultural contexts.	Not explicitly mentioned

Ethics of the Profession	Not explicitly mentioned	to develop professional ethics, cultivate a positive teacher disposition, and demonstrate appropriate professional behavior.	Not explicitly mentioned
Equity, Inclusion, & Social Justice	Not explicitly mentioned	for more student-centered teaching.	addressing the needs of marginalized students and integrating inclusive, diverse perspectives into classroom instruction.
Technology & Online Teaching	Not explicitly mentioned	for developing skills in utilizing Web 2.0 technologies, designing digital content, and applying effective online teaching methodologies.	further support for online teaching methods and accessibility training.
Project & Career Development	Not explicitly mentioned	integrating international projects like Erasmus+ and eTwinning.	promoting teacher involvement in professional networking opportunities and ongoing career advancement.

The OPD Program: Structure, Content, and Implementation

The current study was informed and inspired by a range of cumulative experiences that emphasized the importance of providing targeted support particularly during the critical early years of their careers. The researcher's personal journey—as a NEFLT seeking informal peer support, as a research assistant and instructor supervising pre-service teachers during practicum courses, and as a practitioner engaged in action research—offered direct insight into the challenges novice teachers frequently encounter. These experiences, coupled with continued observation of the struggles faced by pre-service and early-career teachers, inspired the central focus of this study: providing meaningful, needs-based support for NEFLT in Türkiye.

This study was driven by a central question: *Although novice teachers experience a uniquely demanding induction period, why has limited attention been given to NEFLT in Türkiye, and how can their transition into the profession be better supported?* To address

this, the research process began with identifying the topic of inquiry, followed by a comprehensive literature review, critical self-reflection on the researcher's own professional beliefs and experiences, and consultation with colleagues and experts in the field. These steps contributed to the articulation of the overall goal of the study: *to equip NEFLTs with targeted resources, opportunities, and tasks tailored to their specific professional needs in order to support their ongoing development and growth as effective teachers.*

Upon setting this goal, the structure and content of the OPD program were designed. Drawing on the literature and informed by the results of a needs analysis study, the number and themes of the modules were determined. The program was structured around five core modules; a decision made in consultation with expert opinions. This decision was based on two considerations: first, an excessive number of modules can result in participant fatigue and dropout due to demanding teaching schedules; second, the researcher's own experience as a participant in various online OPD courses (e.g., U.S. Department of State's OPEN Programs) revealed that five-module formats helped sustain motivation more effectively than longer formats.

The five priority topics were selected based on the needs analysis findings: teacher well-being, classroom management, materials development, diversity in the EFL classroom, and reflective teaching. After finalizing the module topics, specific program objectives were developed to guide content design. The objectives of the OPD program are as follows:

- To enhance the professional competence of NEFLTs by addressing their immediate needs in classroom practice, material development, learner diversity, teacher well-being, and reflective teaching.
- To support NEFLTs in their early years of professional practice by offering needs-based strategies, tools, and frameworks to help them navigate real-world challenges.

- To promote a positive and sustainable approach to teacher well-being by helping participants identify stressors, develop coping strategies, and maintain motivation in challenging contexts.
- To develop participants' ability to use practical and adaptable classroom strategies, particularly in classroom management, teaching mixed-ability learners, and managing low-resource contexts.
- To improve participants' skills in designing and adapting effective EFL teaching materials, including the integration of digital tools such as artificial intelligence (AI) for resource creation and lesson planning.
- To strengthen participants' understanding of how to support diverse learners, including those with special needs, from different linguistic and cultural backgrounds, and from disadvantaged communities.
- To foster reflective teaching practices by encouraging regular reflection through journal writing, discussion forums, and self-assessment activities.
- To enable participants to apply their learning directly to classroom practice through practical assignments designed for real teaching contexts.

The decision to deliver the program online was based on both practical and pedagogical considerations. Offering the program online allowed for broader accessibility, reaching participants across geographically dispersed regions. Additionally, the shift toward digital learning environments following the COVID-19 pandemic further reinforced the feasibility and effectiveness of online teacher development programs. The researcher's positive experience with online platforms, particularly the OPEN courses, also influenced this decision. The Canvas LMS was selected as the program platform for its user-friendly interface, clear navigation, and compatibility with mobile devices. The program was designed to be asynchronous to accommodate the diverse schedules and working conditions of participants, allowing them to progress at their own pace. Importantly, the

modules were not sequentially locked, meaning participants had the flexibility to access and complete modules in any order. The availability of the Canvas Student mobile application added an additional layer of convenience, encouraging consistent engagement.

Following the establishment of the program objectives, specific tasks and the overall structure of each module were designed. Each module was organized around clearly defined objectives and consisted of the following components:

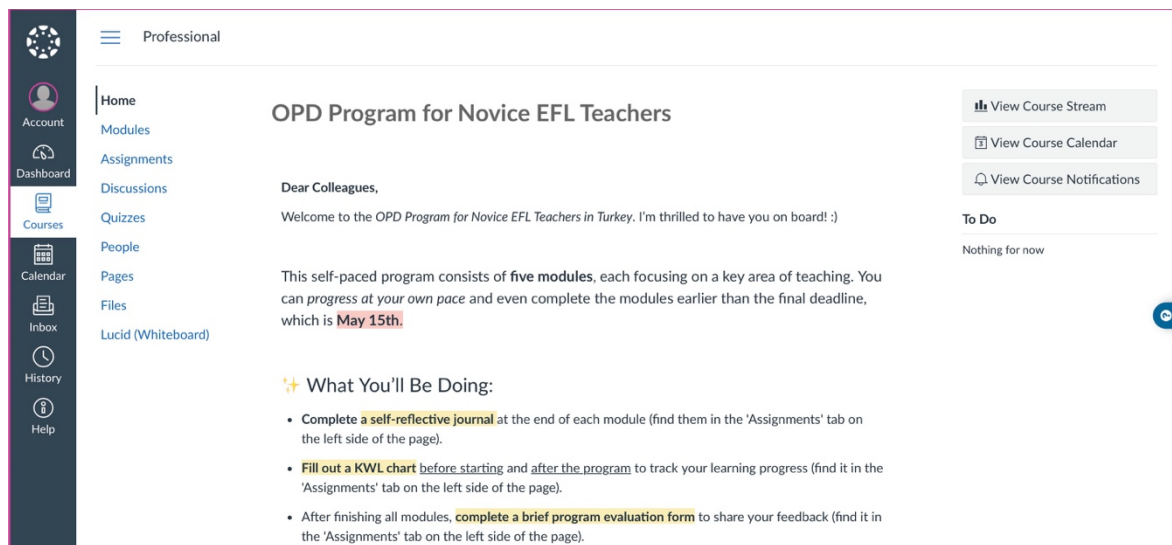
- *Table of Contents*: Outlining the structure and tasks within the module.
- *Module Overview*: A brief introduction outlining module aims and their relevance to learning objectives, followed by a task list.
- *Warm-up Section*: Reflective questions designed to activate prior knowledge and encourage initial engagement with the topic.
- *Input Tasks* (Tasks 1 and 2): Assigned readings and videos selected to provide theoretical and practical insights.
- *Self-assessment Quiz* (Task 3): A short quiz to help participants evaluate their understanding of the content.
- *Discussion Activity* (Task 4): A task that encourages participants to reflect on the assigned readings and videos, connect them to their own experiences, and share their insights.
- *Practical Assignment* (Task 5): An applied task designed to connect learning with participants' real classroom contexts and teaching-related experiences.
- *Wrap-up Section*: A summary of key points along with a checklist to help participants review and ensure completion of all tasks.

This modular structure ensured consistency across the program while offering varied forms of engagement to support different learning preferences. A detailed description of each module will be provided after a brief introduction to the course's welcome page.

Upon logging into the Canvas LMS, participants were directed to the homepage, where they were welcomed with a brief greeting and provided with essential course information. This included details about the course format, deadlines, required components for successful completion, important reminders, and a note of appreciation for their participation. Screenshots of the welcome page are presented in Figures 6 and 7.

Figure 6

The Welcome Page of the OPD program on Canvas LMS



Professional

Home
Modules
Assignments
Discussions
Quizzes
People
Pages
Files
Lucid (Whiteboard)

OPD Program for Novice EFL Teachers

Dear Colleagues,

Welcome to the *OPD Program for Novice EFL Teachers in Turkey*. I'm thrilled to have you on board! :)

This self-paced program consists of **five modules**, each focusing on a key area of teaching. You can *progress at your own pace* and even complete the modules earlier than the final deadline, which is **May 15th**.

✦ What You'll Be Doing:

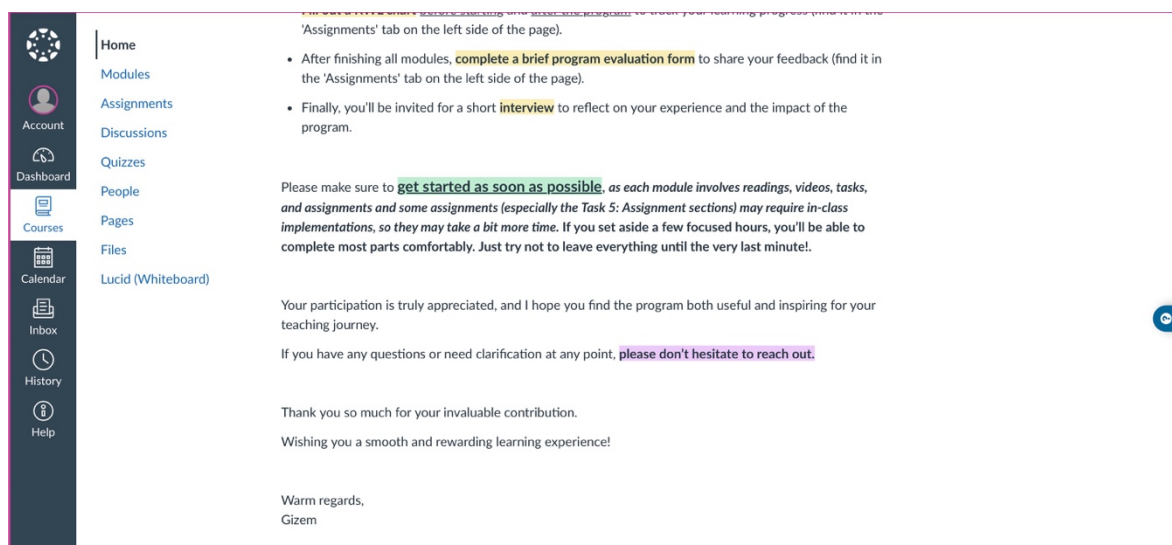
- Complete a **self-reflective journal** at the end of each module (find them in the 'Assignments' tab on the left side of the page).
- Fill out a **KWL chart** before starting and after the program to track your learning progress (find it in the 'Assignments' tab on the left side of the page).
- After finishing all modules, **complete a brief program evaluation form** to share your feedback (find it in the 'Assignments' tab on the left side of the page).

View Course Stream
View Course Calendar
View Course Notifications

To Do
Nothing for now

Figure 7

The Welcome Page of the OPD program on Canvas LMS Cont.



Home
Modules
Assignments
Discussions
Quizzes
People
Pages
Files
Lucid (Whiteboard)

- After finishing all modules, **complete a brief program evaluation form** to share your feedback (find it in the 'Assignments' tab on the left side of the page).
- Finally, you'll be invited for a short **interview** to reflect on your experience and the impact of the program.

Please make sure to **get started as soon as possible**, as each module involves readings, videos, tasks, and assignments and some assignments (especially the Task 5: Assignment sections) may require in-class implementations, so they may take a bit more time. If you set aside a few focused hours, you'll be able to complete most parts comfortably. Just try not to leave everything until the very last minute!

Your participation is truly appreciated, and I hope you find the program both useful and inspiring for your teaching journey.

If you have any questions or need clarification at any point, **please don't hesitate to reach out**.

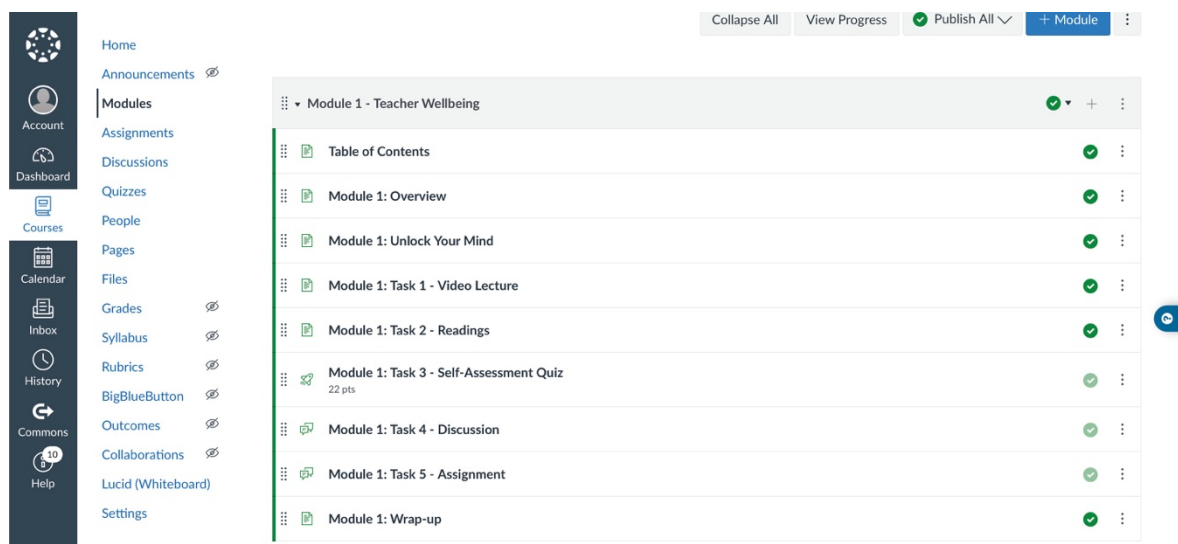
Thank you so much for your invaluable contribution.
Wishing you a smooth and rewarding learning experience!

Warm regards,
Gizem

The Course Navigation Menu, located on the left side of the course page, provides a series of links that facilitate participants' access to various sections of the course. This menu served as the primary navigation tool for participants throughout the program. To access the modules, participants simply needed to click on the "Modules" link within the navigation menu. Upon doing so, they were presented with the modules arranged sequentially, along with a clear overview of the associated tasks for each module. An example screenshot of the first module is provided in Figure 8.

Figure 8

The Course Navigation Menu and the Overview of Module 1



To provide an overview of the Canvas LMS interface and the structure of the modules, the first module will be described in detail, accompanied by relevant screenshots. The remaining modules will be summarized more briefly.

The first element participants encountered upon accessing their selected module was the Table of Contents, which presented a clear list of tasks to be completed. An example from Module 1 is shown in Figure 9.

Figure 9*Table of Contents for Module 1*

Professional > Pages > Table of Contents

View All Pages

Table of Contents

MODULE 1 - TEACHER WELLBEING

Pages

- Module 1: Overview
- Module 1: Unlock Your Mind - Gear up for watching and reading
- Module 1: Task 1 - Video Lecture
- Module 1: Task 2 - Read Articles/Book Chapters
- Module 1: Task 3 - Self-Assessment Quiz
- Module 1: Task 4 - Discussion
- Module 1: Task 5 - Assignment
- Module 1: Wrap-up

By clicking the Next button located at the bottom-right corner of the page, participants were directed to the Overview of Module 1, which presented the aim and a summary of the module content (see Figure 10). This was followed by the Module Objectives, outlining what participants were expected to achieve by the end of the module, along with a detailed Task List, as illustrated in Figure 11.

Figure 10

Overview Page of Module 1

Professional > Pages > Module 1: Overview

Home
Modules
Assignments
Discussions
Quizzes
People
Pages
Files
Lucid (Whiteboard)

View All Pages

Module 1: Overview

Teacher Wellbeing

This module is to support you in understanding, prioritising and sustaining your wellbeing. With this purpose in mind, it will define and discuss the importance of the language teacher wellbeing, and critically explore the common challenges faced by the novice EFL teachers. Drawing on the research highlighting the critical link between teacher wellbeing and student outcomes and achievements (Mercer & Gregersen, 2020), this module will also provide some insights and strategies to help promote your wellbeing.

DON'T PANIC

YOU GOT THIS

Figure 11

Overview Page of Module 1 Cont.

Home
Modules
Assignments
Discussions
Quizzes
People
Pages
Files
Lucid (Whiteboard)

Objectives

By the end of the module, you will be able to:

- define teacher wellbeing and discuss its importance
- list the main factors that affect teacher wellbeing
- identify the common challenges encountered by novice EFL teachers
- explore effective strategies to enhance teacher wellbeing
- reflect on personal wellbeing
- create a personalised wellbeing action plan

Module 1 Task List:

Do the following tasks in this order:

- Unlock Your Mind: Gear up for watching and reading
- Task 1: Watch Module 1 video lecture
- Task 2: Read articles/book chapters
- Task 3: Take self-assessment quiz
- Task 4: Discussion: "Interventions to develop my wellbeing"
- Task 5: Module 1 Assignment: Share your WAP
- Module 1: Wrap-up

Next, participants were directed to the Module 1: Unlock Your Mind page, which served as the warm-up section. This section was designed to prepare participants for the upcoming readings and videos by encouraging critical and reflective thinking, while also activating their prior knowledge through a set of thought-provoking questions (see Figure 12).

Figure 12

Warm-up Section of Module 1

Home
Modules
Assignments
Discussions
Quizzes
People
Pages
Files
Lucid (Whiteboard)
Courses
Calendar
Inbox
History
Help

Module 1: Unlock Your Mind

Gear up for watching and reading

Before diving into the assigned videos and readings, here are some questions to consider:

Understanding wellbeing:

- *What does wellbeing mean to you?*
- *How do you differentiate between happiness and wellbeing?*
- *Can you think of any factors or examples that might affect one's wellbeing?*
- *Have you heard of teacher burnout? What are some signs of burnout?*
- *Have you heard of positive psychology? Does it ring any bells?*

Wellbeing in education:

- *Why do you think wellbeing is getting even more emphasis in education?*
- *How do you think teacher wellbeing impacts students' educational outcomes?*
- *Can you think of any programs or initiatives that address student wellbeing in your educational journey?*
- *Do you think the focus on student wellbeing has overshadowed the importance of teacher wellbeing?*

Following the warm-up section, participants proceeded to Task 1, which typically involved watching videos related to the module topic. In some modules, Task 1 or Task 2 could also involve reading selected materials instead. In other words, the content of these tasks varied depending on the module, consisting of either video or reading materials relevant to the topic. As shown in Figure 13, Task 1 included a video link accompanied by a brief explanation. In some cases, additional videos were also provided to enrich the content, as illustrated in Figure 14.

Figure 13

Task 1 of Module 1

The screenshot shows a learning management system interface. On the left is a dark sidebar with navigation icons for Home, Account, Dashboard, Courses, Calendar, Inbox, History, and Help. The main content area has a breadcrumb trail: Professional > Pages > Module 1: Task 1 - Video Lecture. Below this is a 'View All Pages' button. The title 'Module 1: Task 1 - Video Lecture' is prominently displayed. The text below reads: 'Please watch Sarah Mercer's talk on teacher wellbeing at a web conference in 2020. This video will help you understand what teacher wellbeing is and why it is important. The talk is thought-provoking, encouraging you to reflect on your wellbeing now and offers practical strategies to support your own wellbeing.' It then says 'Hit the link below to access the video:' followed by the URL <https://www.teachingenglish.org.uk/comment/207860#comment-207860>. A video player is embedded, showing a slide with a heart and hands and the text 'What factors affect your wellbeing?'. A small video feed of Sarah Mercer is visible in the top right corner of the player.

Figure 14

Task 1 of Module 1 Cont.

This screenshot continues the LMS interface. The sidebar and breadcrumb trail are the same. The video player from the previous figure is still visible at the top. Below it, the text reads: 'Additional video resources: Here is an additional Macmillan Education webinar video hosted by Sarah Mercer. In this talk she gives more practical strategies that we can use to deal with negative feelings and stress, foster positive ones, manage time better and maintain work-life balance.' It then says 'Hit the link below to access the video:' followed by the URL <https://www.youtube.com/watch?v=IKUoIHeJoO8>. A small thumbnail image of the webinar video is shown below the link. At the bottom of the page, there are navigation buttons: '◀ Previous' and 'Next ▶'.

Next, participants moved on to Task 2, which required them to read selected articles or book chapters related to the module topic, as shown in Figure 15. Full citations for the

resources were provided, along with access links when available and the reading materials themselves.

Figure 15

Task 2 of Module 1

The screenshot shows a user interface for a learning management system. On the left is a dark sidebar with navigation icons and labels: Home, Modules, Account, Dashboard, Courses, Calendar, Inbox, History, and Help. The main content area is titled 'Module 1: Task 2 - Readings'. Below the title, it says 'Read the article and the book chapter below.' There are two sections of reading material:

- Article:** <https://academic.oup.com/eltj/article/75/1/14/6075620>
Source: Mercer, S. (2021). An agenda for well-being in ELT: An ecological perspective. *ELT Journal*, 75(1), 14-21.
[Mercer \(2021\).pdf](#) ↓
- Book Chapter:** https://link.springer.com/chapter/10.1007/978-981-15-5963-1_11
Source: Faleckí, D., & Mann, E. (2020). Practical applications for building teacher wellbeing in education. In C. F. Mansfield (Ed.), *Cultivating teacher resilience: International approaches, applications and impact* (175-191). Springer. <https://doi.org/10.1007/978-981-15-5963-1>
[Falecki & Mann \(2020\).pdf](#) ↓

Below these sections is a section titled 'Additional reading resources (Optional):'

- Source: Mercer, S. (2020, March 9). *Teacher Wellbeing: A SMART Approach* | Sarah Mercer. Teaching English with Oxford. <https://teachingenglishwithoxford.oup.com/2020/03/09/teacher-wellbeing-a-smart-approach-sarah-mercer/>
- Source: Mercer, S., & Puchta, H. (2023). *Sarah Mercer's and Herbert Puchta's 101 psychological tips*. Cambridge University Press & Assessment.

Subsequently, participants undertook a self-assessment quiz. Although the quiz was assigned a point value, participants were informed that the points held no evaluative weight. They were granted unlimited attempts, and the primary purpose of the quiz was to help them review and consolidate their understanding of the assigned materials (see Figure 16). The quiz comprised various question types, including true/false, fill-in-the-blank, and multiple-choice items, as illustrated in Figure 17.

Figure 16

Self-Assessment Quiz for Module 1

Professional > Quizzes > Module 1: Task 3 - Self-Assessment Quiz

Module 1: Task 3 - Self-Assessment Quiz

Due No due date Points 22 Questions 13 Time Limit None
Allowed Attempts Unlimited

Instructions

This self-assessment quiz provides a great way to check your understanding of the content covered in Tasks 1 and 2. It includes questions regarding the video as well as the readings. Feel free to take the quiz as many times as you need, no worries! Give it your best shot, but don't worry about the numbers. The purpose is to review the key concepts in the video and the readings.

[Take the Quiz](#)

[◀ Previous](#) [Next ▶](#)

Figure 17

Sample Questions from the Self-Assessment Quiz for Module 1

Question 2 2 pts

Two strands that you can work on your wellbeing: and .

Question 3 1 pts

Good practice is linked to teacher wellbeing.

True
 False

Question 4 1 pts

Which example is the right to explain prioritisation of wellbeing?

putting your own oxygen mask on first before helping others
 a good teacher being like a candle consuming itself to light the way for others

Question 5 1 pts

Accept-Balance-Connect is the ABC of

Thereafter, participants moved on to Task 4, which involved a discussion activity. In this task, participants were asked to engage in a reflective discussion—either by trying out a suggested activity and reflecting on their experience or by responding to critical questions related to their own teaching practices. In this specific task, for instance, participants were asked to select and practice at least five teacher wellbeing interventions from the PERMA model (Falecki & Mann, 2020), then reflect on their experiences and share a 200–500-word post on the discussion board detailing their chosen interventions, actions taken, and personal insights. Figure 18 presents the discussion task for Module 1.

Figure 18

Discussion Task for Module 1

Posted Jun 10, 2024 4:50pm | Last edited Apr 26 5:40am

Module 1: Task 4 - Discussion

Module 1 Discussion Topic: "Interventions to develop my wellbeing"

After you are done with the video and the readings, share your experience on interventions to develop your wellbeing.

Before deciding on the interventions you are going to apply, ponder and reflect on the following questions:

- How much attention do you currently pay to your own wellbeing?
- How would you rate your overall wellbeing on a scale of 1-10 (1 being very low, 10 being very high)?
- What are some challenges or stressors you (have) faced that might have affected your wellbeing?
- Can you think of any self-care strategies you already do that might contribute to your wellbeing?

Instructions:

1. Go to the Table 11.1 Interventions to develop teacher well-being on page 182 in the book chapter by Falecki and Mann (2020).
2. After examining each PERMA pillar and the interventions in detail, choose at least 5 interventions. (Please note that the interventions on the table present an overview of the strategies which are explored in the rest of section 11.4).
3. Practise the interventions that you choose and reflect on your experience.
4. Write a 200-500 word post on the discussion board. Your post needs to include:
 - your choice of interventions
 - brief explanation of what you did as each intervention
 - your reflection on your experience:

try to answer these questions:

 - How did I feel?
 - What did I notice?
 - What did I learn?
 - Was it helpful?
 - What did not change?
 - Do you intend to continue the new practice?
5. Post your answer on the board.

Participants then engaged in Task 5, an assignment requiring them to develop a personalized wellbeing action plan. Clear, step-by-step instructions and an example were provided to guide them (see Figures 19 and 20). This task enabled participants to apply the knowledge gained from the readings and videos to their own lives.

Figure 19

Assignment Task for Module 1

Posted Jun 10, 2024 5:03pm | Last edited Apr 24 2:17pm

Module 1: Task 5 - Assignment

Share your WAP

This assignment will allow you to develop your own personalised **wellbeing action plan** (i.e., WAP). It also provides an opportunity to learn from each other and boost your wellbeing.

Please remember we're a team. Our goal is to create a supportive and dynamic community where we can learn from the content of this program and each other's valuable contributions. Your active participation is greatly appreciated!

After posting your paragraph, you are encouraged (though not required) to read at least one peer's response and share a constructive comment or thoughtful reflection. This will help foster a collaborative learning environment. Feel free to revisit the discussion sections throughout the module to engage with your peers' posts and contribute further insights.

Instructions:

Taking care of your wellbeing is not "a selfish indulgence, but rather it is a basic necessity for healthy functioning" (Mercer & Puchta, 2023, p.2). This assignment is a great opportunity to take control of your wellbeing, which is necessary to manage your stress, maintain a healthy work-life balance, increase your effectiveness as a teacher, sustain your fulfillment, and prevent burnout.

Holmes (2005) divides wellbeing into four categories as follows: 1) physical, 2) emotional, 3) mental and intellectual, and 4) spiritual. These might help you what to consider when developing your WAP.

1. Thoroughly review all the resources provided thus far. Take some time to engage with them and make sure you're fully caught up on everything we've covered. If you come across any resources you find beneficial and relevant to the module's objectives, please feel free to use and share them with the crew.
2. Start by reflecting on your current wellbeing. Think holistically. Your body, mind, work-life balance, overall satisfaction, etc.?
3. Pick a few areas to focus on. What areas do you wish to nurture? These might include physical health, social relationships, professional development, etc.
4. Define your wellbeing goals that align with your current needs and areas of focus. The **SMART** method might guide you well when setting your goals. Make sure your goals are specific, manageable, and realistic.
5. Break down each goal into action steps. Don't just say 'read more!' Instead, be more specific: *Read 30 pages every day.*
6. Time commitment and frequency? Allocate some time for your routines. How much time do you plan to dedicate? How often do you intend to engage in them?

◀ Previous Next ▶

Figure 20

Assignment Task for Module 1 Cont.

7. Anticipate possible challenges that might keep you back from your plan and think about proactive solutions.
8. Track your journey. How do you plan to track your journey? Make use of journals, apps, or checklists to see your progress. Celebrate your success and make adjustments when needed.
9. Complete the chart given below and share it on the discussion board. Feel free to comment on your peers' charts.

* Mercer and Puchta's (2023) Section A: Psychological tips for teacher wellbeing in their book 'Sarah Mercer's and Herbert Puchta's 101 Psychological Tips' might give useful ideas regarding what to consider for your self-care.

Area of focus	Current status	Specific goal	Action steps	Timeline	Progress tracking
Personal growth	Feeling stuck	Start a new hobby	Take a painting class	Once a week	Journal entries

Reply

◀ Previous Next ▶

Finally, participants concluded the module by reviewing the checklist in the wrap-up section, which also provided a summary of the content (see Figure 21).

Figure 21*Wrap-Up Page of Module 1*

Professional > Pages > Module 1: Wrap-up

Home
Modules
Assignments
Discussions
Quizzes
People
Pages
Files
Lucid (Whiteboard)

View All Pages

Module 1: Wrap-up

Great work! You've completed Module 1.

During this module, you've gained valuable information on how to prioritize and maintain your wellbeing as a teacher. You've explored some common challenges faced by novice EFL teachers and learned some strategies to navigate them. Please check the list below to confirm you've finished all assignments for this week.

Checklist:

- I watched the video.
- I did the readings.
- I took the quiz.
- I posted at least two messages on the discussion board.
- I submitted my assignment called "Share your WAP"

Kudos on completing Module 1 with success! :)

◀ Previous Next ▶

All remaining modules were structured consistently, following a similar format. Each began with a Table of Contents, followed by an overview presenting the module's goal, a summary of the content, specific learning objectives, and a detailed task list. The modules then proceeded with the warm-up section, titled *Unlock Your Mind*, which aimed to engage participants in reflective and critical thinking to prepare them for the subsequent content. Tasks 1 and 2 involved reading scholarly articles, blogs, or book chapters and watching relevant videos; the order of these activities varied depending on the module's focus. Following these tasks, participants completed a self-assessment quiz designed to reinforce their understanding of the materials.

Task 4 consisted of a discussion activity tailored to each module's theme, encouraging participants to reflect on their own experiences and engage critically with the content. Specifically:

- In Module 2, participants reflected on classroom management challenges, current and potential strategies, and the role of reflective practice in managing classrooms,

drawing on insights from an article, and shared their responses on the discussion board.

- In Module 3, participants discussed their experiences and challenges in developing EFL teaching materials, considering the integration of AI tools and cultural inclusivity in materials design.
- In Module 4, participants reflected on their experiences addressing learner diversity, challenges in mixed-ability classrooms, strategies for fostering inclusive engagement, and how their understanding of inclusive education has evolved.
- In Module 5, participants composed reflective writings about their understanding and experiences of reflective teaching, incorporating personal insights, relevant reflection models, and plans for integrating reflective practices into their future teaching.

Following the discussion, Task 5 was a practical assignment designed to deepen participants' engagement with each module's core topic through application in real or simulated teaching contexts:

- In Module 2, participants developed detailed classroom management plans by analyzing provided student behavior scenarios, applying course strategies, justifying their chosen approaches, and engaging in peer feedback through commenting on others' plans.
- In Module 3, participants analyzed and adapted existing EFL teaching materials to enhance engagement, accessibility, and inclusivity, incorporated selected AI and digital tools, justified their adaptations with reflective commentary on their anticipated impact, and shared their work for peer review.
- In Module 4, participants selected a short teaching material, analyzed its challenges for diverse learners, adapted it to be inclusive, differentiated, culturally responsive,

and suitable for mixed-ability classrooms, and reflected on their adaptation choices and expected outcomes.

- In Module 5, participants chose a reflective teaching activity—such as maintaining a journal, collecting student feedback, recording lessons, writing teaching statements, engaging in critical reflection, or conducting peer observations—and composed a three-part reflective analysis of their teaching practice using guided prompts and reflection models like Gibbs' cycle.

After each module, participants were asked to submit a self-reflective journal (see Appendix E) encouraging them to consider their experiences and insights. Guided reflection questions helped them explore what they had gained, the challenges they faced, and how the module's content applied to their teaching practice. Additionally, before the program began, participants filled out the first two sections of a KWL chart (What I Know, What I Want to Know). At the conclusion of the program, they revisited the chart to complete the final section (What I Learned). Participants also provided feedback through a program evaluation form (see Appendix F) and participated in semi-structured interviews with the researcher to offer further qualitative insights. The screenshots of the entire program content are available in Appendix I.

Evaluation of the Proposed OPD Program for NEFLT^S in Türkiye

To evaluate whether the proposed OPD program addressed the perceived PD needs of NEFLT^S, multiple data collection instruments were employed, including KWL charts, self-reflective journals, a program evaluation form, and semi-structured interviews. It is important to note that eight participants took part in the program. Therefore, all reported frequencies and percentages are based on this total number. When presenting participant excerpts, codes such as P1, P6, etc., are used to refer to individual participants, with each code consistently representing the same participant throughout the study (e.g., P1 refers to

Participant 1 in all instances). The following section presents the findings derived from the analysis of data collected through these instruments.

Findings from KWL Charts

The qualitative findings from KWL charts reveal strong alignment between the stated module objectives (as outlined in Table 19) of the program and participant experiences.

Table 19

Overview of the Module Objectives in the OPD Program

Module	Title	Learning Objectives
1	Teacher Wellbeing	<ul style="list-style-type: none"> • define teacher wellbeing and its importance • list key factors affecting teacher wellbeing • identify the common challenges for NEFLTs • explore strategies to improve teacher wellbeing • reflect on personal wellbeing • create a personalised wellbeing action plan
2	Classroom Management	<ul style="list-style-type: none"> • identify key elements of classroom management • define practical techniques and routines for managing classrooms • study the link between reflection and classroom management • reflect on personal classroom management practices • discuss classroom management case studies and develop a management plan
3	Materials Development	<ul style="list-style-type: none"> • identify main challenges in EFL material development • develop and adapt effective in-class materials • evaluate and improve published teaching resources • explore and use AI tools for material development and lesson planning • analyze the role of AI in language teaching and discuss ethical issues
4	Diversity in the EFL Classroom	<ul style="list-style-type: none"> • recognize the importance of inclusive and culturally responsive teaching in EFL • identify the challenges and opportunities in diverse classrooms • use differentiated strategies to support learners with different abilities and cultural and linguistic identities • reflect on personal beliefs and practices about diversity and inclusion
5	Reflective Teaching	<ul style="list-style-type: none"> • Define reflective teaching and its importance • Explore different models and tools for reflection • Reflect on their teaching beliefs, decisions, and classroom experiences • Identify areas to improve personally and professionally • Apply reflective strategies to inform future teaching practices

Participants demonstrated a strong engagement with the theoretical foundations and practical strategies presented in Module 1, highlighting frameworks such as the PERMA theory, Bronfenbrenner's Ecological Theory, and the ABC models of Self-Care and Collective Care as reflected in the following participants' excerpts:

I appreciated the PERMA theory which enables us to focus on our wellbeing to become more effective teachers. (P7, KWL Chart)

I learnt Collective Care: ABC (Act, Be, Community). (P3, KWL Chart)

These theoretical insights were complemented by concrete strategies to support wellbeing, including mindfulness, journaling, setting boundaries, and goal setting. Participants emphasized the importance of reflective practices as tools for ongoing self-assessment and growth:

I learned that structured reflection practices, such as journaling and peer feedback, help me assess my teaching and identify areas for improvement. (P4, KWL Chart)

I recognized the value of structured reflection tools (e.g., journals, peer observations). (P6, KWL Chart)

The internalization of wellbeing as an essential, rather than optional, component of effective teaching was evident, with one participant affirming,

I learned that teacher wellbeing is not a luxury, but a necessity for sustainable and effective teaching. Simple strategies like journaling, setting small goals, and acknowledging my own efforts help me stay balanced and motivated. (P2, KWL Chart)

Furthermore, balancing professional responsibilities with personal life emerged as a critical theme in participants' reflections and wellbeing action plans. Participants articulated this by stating,

I learned that it is important to balance work life and personal life. (P8, KWL Chart)

I learned that setting clear boundaries between work and personal life is essential for maintaining teacher wellbeing. (P5, KWL Chart)

These reflections illustrate a growing awareness of self-care practices, and the proactive steps needed to sustain motivation and emotional health. This personal transformation is captured in comments such as:

Reflecting on my early experiences with young learners taught me how important clear boundaries are. (P2, KWL Chart)

I learned that prioritizing self-care is essential to prevent burnout, and I've started scheduling regular breaks and mindfulness moments. (P4, KWL Chart)

Collectively, these findings indicate that the module's objectives were effectively met, fostering both knowledge acquisition and meaningful personal reflection on teacher wellbeing.

Participants in Module 2 highlighted the acquisition of various preventive strategies and management techniques aimed at fostering an effective and emotionally safe classroom environment. They frequently mentioned strategies such as establishing clear routines, using a calm tone, applying the least-intrusive principle, employing descriptive cueing, and utilizing the lining-up method. One participant remarked,

I have learned great strategies to manage the classroom effectively. I have also informed about how to behave, talk, and instruct effectively. Especially, take up time and a least-intrusive principle, were the ones that I have found effective. (P7, KWL Chart)

These insights reflect an understanding that classroom management extends beyond mere discipline, encompassing relationship-building and the creation of emotional safety for learners. For example, a participant noted,

I became more aware of how classroom management is not just about controlling behavior, but about building clear routines, emotional safety, and relationships with students. (P2, KWL Chart)

Participants also recognized the importance of adapting management strategies to different learner age groups. One participant shared, *I learnt lining-up method and I found it beneficial especially with young learners (P3, KWL Chart)*, while another stated, *I learned that establishing clear expectations and maintaining open communication are crucial for managing adult learners effectively (P5, KWL Chart)*. Moreover, specific classroom management concepts such as “take-up time,” “directed choices,” and “clear consequences” were understood and applied by participants as illustrated by one of the participants:

I learnt that we should make the consequence clear by giving directed choices. (P3, KWL Chart)

Collectively, these reflections demonstrate that participants not only gained theoretical knowledge but also practical skills to enhance classroom management in diverse teaching contexts, addressing the objectives set for this module.

Participants in Module 3 engaged with a range of digital tools and resources, including AI-based platforms, to enhance materials development. Several participants specifically mentioned tools such as ChatGPT, Khamingo, and Vocab Kitchen as beneficial additions to their teaching repertoire. One participant stated,

I've learnt several chatbots and tools like Khamingo, Vocab Kitchen, etc. (P3, KWL Chart)

The integration of AI tools was widely appreciated, not only for their practical applications but also for their potential to transform classroom practices. As one participant reflected,

Using AI tools in teaching, finding solutions to teaching with limited classroom resources, leveling and adapting materials, and analyzing the power, potential, and the problems of ChatGPT were the broad topics that I have dived into each of them in details. I have learned great AI tools to save time and increase the effectiveness of my lessons. (P7, KWL Chart)

Beyond exploring technology, participants deepened their understanding of material adaptation, localization, and differentiation. Many emphasized the importance of modifying existing resources to suit learners' levels and cultural contexts.

I learnt how to modify the materials. (P3, KWL Chart)

I learned that adapting materials to students' needs and levels, and making them culturally relevant, is important for student understanding. (P8, KWL Chart)

The significance of tailoring content to learners' lives was further reinforced by another participant:

I learned that developing dynamic English language lessons that are personalized, engaging, and relevant to students' lives is crucial. (P5, KWL Chart)

Furthermore, the module helped participants adopt a flexible, creative mindset, especially valuable in low-resource settings, as noted by one teacher:

I discovered how to approach materials development creatively and flexibly, especially when working in low-resource contexts. (P2, KWL Chart)

These reflections align closely with the module objectives, demonstrating growth in both pedagogical adaptability and digital literacy.

In Module 4, participants engaged deeply with the concepts of diversity, equity, and inclusion in the EFL context. They identified related strategies such as culturally responsive teaching, tiered assignments, and inclusive material design and developed better understanding and importance of the key issues, as illustrated in the following participant excerpts:

I learnt the term 'Tiered Assignments'. (P3, KWL Chart)

I developed a deeper understanding of diversity and inclusion in the EFL classroom.

I realized how important it is to create spaces where all learners feel represented, supported, and safe to express themselves—especially in speaking-based lessons where confidence matters greatly. (P2, KWL Chart)

Furthermore, reflections revealed showed a growing understanding of teachers' roles in creating inclusive materials and learning environments, which was repeatedly noted by the participants:

I realized the teacher's role in validating students' identities and the importance of bias awareness. (P6, KWL Chart)

I understood the role of cultural responsiveness as a continuous practice, not a one-time effort. (P6, KWL Chart)

I learned that adapting materials to students' needs and levels, and making them culturally relevant, is important for student understanding. (P8, KWL Chart)

Participants also shared how they planned to apply this knowledge in their future teaching. As one participant wrote,

Empowering classroom cooperation, creating a positive learning environment, and selecting materials based on the students' cultural sensitivity, needs, and interests will be my main aims while planning and implementing my lessons. (P7, KWL Chart)

These reflections indicate both increased awareness and a clear intention to apply inclusive practices in their classrooms.

In Module 5, participants explored and referred to key reflective frameworks such as Kolb's and Gibbs' cycles, as well as Brookfield's four lenses. Also emphasizing the benefits of structured tools like journaling, peer feedback, and discussion, many participants stated:

I learned that reflective teaching is an ongoing habit that helps me grow both personally and professionally. Tools like Kolb's and Gibbs' reflective cycles helped me understand that even informal moments of reflection can lead to big changes in how I plan, respond, and improve. (P2, KWL Chart)

I also understand the importance of peer support and regular reflection. (P1, KWL Chart)

I recognized the value of structured reflection tools (e.g., journals, peer observations. (P6, KWL Chart)

Participants expressed a clear understanding that reflection supports both personal growth and responsiveness to student needs. For instance, one participant shared:

I learned that reflective teaching enables educators to adapt their strategies to better meet students' needs and enhance learning outcomes. (P5, KWL Chart)

Several responses emphasized that reflection is not a one-time activity but a continuous process. This is captured in comments such as,

I learned that engaging in reflective practices, such as self-evaluation and peer discussions, leads to continuous improvement in teaching methods. (P5, KWL Chart)

I learned that reflective teaching is an ongoing process that fosters continual PD. (P6, KWL Chart)

The qualitative findings obtained from KWL charts show that participants' experiences closely match the learning objectives. Throughout all five modules, participants gained new knowledge, reflected on their learning, and are ready to use what they learned in their teaching.

Findings from Self-Reflective Journals

The analysis of the self-reflective journals collected across five modules of the OPD program revealed several key themes related to program impact, challenges encountered, and teacher growth. As presented in Table 20, frequencies of coded items provide a comprehensive picture of participants' engagement with the program and its perceived value.

Overall, participants found the program highly beneficial, with the most frequently noted outcomes being intentions for future implementation (f= 9) and the acquisition of practical strategies and tools (f= 8). Teachers also appreciated the clarity and practicality of the content (f= 6), while a smaller number explicitly highlighted the general usefulness of the program (f= 3).

Although several challenges and barriers were reported, most participants stated that they experienced no difficulties with the content (f= 15) or in general (f= 9). Some common challenges included difficulties with addressing learner diversity and needs was both a challenge (f= 8), reflective practice (f= 6), applying theory to practice (f= 6), and time constraints (f= 4). A few less common issues were related to AI integration, theoretical complexity, and lack of administrative support (each f= 1).

The program significantly contributed to participants' reflective practices and self-awareness, with high frequencies in themes such as the development of reflective practice (f= 33), increased self-awareness (f= 18), and the benefits of reflection (f= 17). Teachers also indicated strong intentions to continue reflective practices in the future (f= 16) and recognized specific tools and strategies for reflection (f= 12). Below are some reflections from participants that illustrate how they applied and valued reflective strategies:

This module helped me realize that reflection isn't just something we do when things go wrong—it can (and should) be a regular part of our teaching routine. I learned more about structured models like Gibbs' and Kolb's cycles, and how they can guide

me in analyzing both small moments and bigger patterns in my teaching. I also appreciated the idea that reflection can be flexible and personal, not always formal. (P2, Self-reflective journal)

I plan to integrate reflective practices more consistently in my routine. For instance, I will schedule weekly time to reflect on my lessons and keep a teaching journal to track patterns and areas for improvement. I also want to seek feedback more often from both students and colleagues. In the aviation English context, where changes are frequent, regular reflection will help me stay current, adapt quickly, and make more informed decisions about lesson design and delivery. (P3, Self-reflective journal)

This module made me feel more empowered and confident in my role as a teacher. It reinforced the idea that teaching is an evolving practice and that it's okay to make mistakes as long as I'm willing to learn from them. Reflective teaching is not just about self-critique but about continuous growth and adaptation. (P5, Self-reflective journal)

It made me feel more motivated and reminded me of the reason why I became a teacher. Reflection helps me feel grounded and present, even when things get stressful and hard. Trying new strategies and learning from mistakes is a part of being a good teacher. Because of my perfectionism, I used to struggle with accepting mistakes, but I've come to realize how important it is to manage and learn from them. (P8, Self-reflective journal)

Yes, definitely. It pushed me to examine my own unconscious biases and challenged me to think more critically about the materials I choose and the expectations I have. It also equipped me with more language and frameworks to talk about diversity and inclusion, which I think are essential skills for any modern educator. (P6, Self-reflective journal)

The module showed me where to start reflecting and provided examples to make them clear in my mind. I can develop my teaching skills, and it may even help enhance my wellbeing. (P7, Self-reflective journal)

In terms of teacher wellbeing, participants reported increased awareness (f= 25), followed by the adoption of holistic and sustainable teaching mindsets (f= 14) and intentional actions taken to promote their wellbeing (f= 9). Other notable aspects included personal growth and self-compassion (f= 8), work-life balance and setting boundaries (f= 5), as well as stress and emotion regulation (f= 3). Additionally, participants highlighted the development of wellbeing-promoting teacher effectiveness (f= 3), acquisition of wellbeing strategies (f= 3), and the normalization of common teaching challenges (f= 3). Less frequently mentioned but still relevant were goal setting (f= 2) and time management (f= 2). One participant's journal entry powerfully captured the essence of this study, touching on nearly every major finding. Initially, the participant struggled with the overwhelming demands of the profession and feelings of isolation, which led to burnout, emotional distress, and a negative bias toward student behavior. Through the program, s/he came to understand that these challenges were common and began to normalize his/her experience. S/he reflected on their emotions and behaviors, learned to set boundaries, and developed greater self-resilience. Most importantly, s/he opened up and shared these personal insights with honesty and courage. This transformation is clearly illustrated in the participant's own words, shared in the following journal entry:

I actually thought that I am the only one who struggled to the overload of teaching since it is my 3rd year as a language teacher. However, thanks to the videos and articles on this module, I understand that it is quite common in teaching. Realizing this issue made me relieved because I had this feeling that "I was not doing enough" even though I spend total 3-4 free time of my day by preparing lesson plans or activities, thinking how I can improve myself more obsessively. The burnout I felt all over my body led to my behaviors against my students as well. I became a tense

teacher who gets angry deep down when a lesson plan or activity fails. While resuming this module, I understand I have become the victim of “negative activity bias”. I was so blind to see the great things my student’s accomplished just because I focused on minor setbacks.

This issue lead to the ways for handling the burnout. As it was mentioned in the video, time management is not about scheduling your time so that you can do more work. It is about organizing your activities to open up more leisure time for your hobbies. Considering this point, I also realized that I think I got angry at my students because I deep down think “I put so much effort in this and spend all my time for them, how can they not achieve this task!” It was a sacrifice I did without them knowing but it cost me my hobbies, my relationships and my mental health. That is why, I will say no to those extra effort things to be able to give myself an opportunity to say yes to another thing. I learnt that I can leave work related problems at work and manage my time at home with my loved ones, hobbies and myself. (P6, Self-reflective journal)

The following excerpts from participants’ journal entries highlight their growing awareness of well-being, both professionally and personally:

This module made me reflect deeply on my role, not just as an educator, but also as an individual with emotional and mental need. (It helped me realize the importance of prioritizing my own wellbeing to be more effective and present for my students... This shift in mindset made me feel more empowered and confident in my teaching role. It reminded me that a supported and well teacher can create a more positive and productive learning environment for students. (P1, Self-reflective journal)

...It reminded me that it’s okay to take care of myself and actually it is something that I should do to benefit my students in the long run. I also felt reassured that many of the challenges I face are common and manageable with the right mindset and strategies. (P3, Self-reflective journal)

It reminded me that teaching is not just about delivering content, but also about emotional presence, connection, and well-being—both for students and for myself... This module has made me more aware of my needs as a professional and inspired me to take proactive steps to maintain a sustainable, fulfilling teaching career. (P6, Self-reflective journal)

I tried some interventions and could observe their effectiveness. I will keep on trying the rest to become more effective teacher who values her wellbeing. (P7, Self-reflective journal)

This module made me feel hopeful and reminded me of the human side of teaching. (P5, Self-reflective journal)

Even just knowing there are practical, research-based strategies out there makes me feel more equipped to handle the ups and downs of teaching. Also, since I am doing yoga and meditation from time to time it made me realize that I can adapt some meditation techniques to my professional life. (P3, Self-reflective journal)

In terms of professional growth and empowerment, the program contributed meaningfully to teachers' PD (f= 26) and significantly enhanced their self-efficacy (f= 23). It also fostered both empowerment and confidence (each f= 19), while increasing motivation and inspiration (f= 16). Participants reported a positive outlook (f= 9) and noted growth in teacher identity and role expansion (f= 7). Furthermore, the program encouraged continuous PD (f= 4), nurtured a sense of belonging within a professional community (f= 3), and heightened awareness of the value of collaboration and feedback (f= 3).

Participants also reflected on core pedagogical areas. In classroom management, intentions to improve strategies (f= 14) and increased awareness (f= 9) were prominent. Below are excerpts from participant journals showing not only an increased awareness of classroom management techniques but also a deeper commitment to adapting their practices:

In this module, one of the most important ideas I gained was the direct link between effective classroom management and reflective teaching. I realized how essential it is to analyze my own responses to different situations and tailor my strategies to specific learners. I also learnt practical strategies for managing different classroom scenarios like dealing with resistance or disengagement to handling emotional or behavioral disruptions calmly and professionally. (P3, Self-reflective journal)

This module was one of my favourites and I have learned great ideas and techniques for managing the classroom. Giving take up time, being calm and confident, reminding classroom and school rules, taking control as a teacher, avoiding negative, tactical pauses, applying a least-intrusive principle, avoiding pointless arguments, and ignoring secondary behaviour were some of them. (P7, Self-reflective journal)

I've already started taking quick notes after some lessons, which helps me reflect and improve. I want to continue this and also work on being more consistent with routines. I believe that learning to use my voice more effectively, such as adjusting tone or volume to guide students, will also greatly assist me in managing the classroom, as Dr. Rogers suggested in videos. (P8, Self-reflective journal)

Yes, this module has been valuable to my professional growth. It challenged me to rethink some of my assumptions about discipline and helped me see the value of building strong relationships with students. Learning about reflective practice as a tool to improve classroom management has given me a concrete method to continually develop my skills. (P6, Self-reflective journal)

Under AI and technology integration, the most frequent reflections focused on the acquisition of practical tools and applications (f= 11), intentional use of AI (f= 9), and critical thinking in planning (f= 9). The following excerpts from participant journals exemplify their growing confidence and practical application of AI and technology in their teaching practice:

One of the most important things I've gained from this module is a better understanding of how to make my materials more inclusive and student-centered. I also learned how helpful AI tools can be in supporting lesson planning and material development, especially when I'm short on time or ideas. (P5, Self-reflective journal)

I can now approach textbook activities with a more flexible mindset. For example, I realized I can enrich role-play tasks by using AI tools to scaffold or extend them based on learner needs. This helps me personalize learning without completely redesigning a lesson from scratch. (P2, Self-reflective journal)

This module made me feel more empowered and creative in my teaching role. It reminded me that even with limited resources, I can create meaningful learning experiences by combining creativity, reflection, and appropriate tools. It also reinforced the importance of being responsive to my students' individual needs and backgrounds. (P1, Self-reflective journal)

As a teacher who works at a school located in a rural area, I was thinking that I have limited resources and cannot go much further. However, when I see the people who do not have even a classroom and keep doing things to teach on this module, I thought that I have many things to do. I have started to change many things as I mentioned on the discussion part, but I will definitely use the ideas, techniques, and tools shown on the module to make my teaching process more effective. (P7, Self-reflective journal)

Finally, regarding inclusivity and diversity, participants demonstrated increased awareness (f= 23), intentions to implement inclusive practices (f= 18), and development of inclusive pedagogical knowledge and skills (f= 9). The following statements reveal the ways in which participants embraced and planned to implement inclusive strategies:

This module helped me understand that inclusivity goes beyond just adapting materials—it's about creating an environment where every learner feels valued and

supported. I also gained practical ideas for differentiation, like using role cards and tiered tasks. It reminded me that even in speaking-focused classes, I can apply inclusive principles without overcomplicating things. (P2, Self-reflective journal)

In this module, I gained a better understanding of the many layers of diversity present in EFL classrooms—not only in terms of language proficiency, but also in culture, learning styles, socioeconomic backgrounds, and personal experiences. One of the most valuable concepts was the idea that inclusive teaching involves intentionally designing activities and materials that reflect and celebrate student diversity. I also learned that being culturally responsive is not a one-time act but a continuous process of listening, adapting, and reflecting. (P6, Self-reflective journal)

I will continue to adapt my teaching strategies to suit mixed-ability learners, using more structured small-group activities, peer support, and visual or sensory tools where needed. I also plan to be even more intentional about including culturally relevant materials and ensuring that every student's voice is heard in the classroom. (P1, Self-reflective journal)

Yes, absolutely. It expanded my digital literacy and gave me practical tools to improve lesson engagement and accessibility. More importantly, it encouraged me to think critically about how to integrate these tools meaningfully, rather than using them just for the sake of using technology. This will definitely influence the way I design and deliver lessons going forward. (P3, Self-reflective journal)

Table 20*Summary of Findings from Self-Reflective Journals*

Theme	Subtheme	<i>f</i>
Overall Impact of the Program	Intentions for Future Implementation	9
	Acquisition of Practical Strategies and Tools	8
	Content Clarity & Practicality	6
	Usefulness	3
Challenges and Barriers	No Difficulties with Content	15
	No difficulties in general	9
	Addressing Learner Diversity and Needs	8
	Difficulties with Reflective Practice	6
	Theory-to-Practice Difficulties	6
	Time Constraints	4
	AI Integration Challenges	1
	Difficulty with Theoretical Concepts	1
Lack of Administrative Support	1	
Reflective Practice and Self-Awareness	Development of Reflective Practice	33
	Increased Self-Awareness	18
	Benefits of Reflective Practice	17
	Future Intentions for Reflection	16
	Tools, Strategies, and Frameworks for Reflection	12
	Self-criticism & Growth Orientation	4
Teacher Wellbeing and Self-Care	Increased teacher wellbeing awareness	25
	Holistic and Sustainable Teaching Mindset	14
	Intentional Actions for Teacher Wellbeing	9
	Personal Growth and Self-Compassion	8
	Work-Life Balance and Boundaries	5
	Stress and Emotion Regulation	3
	Wellbeing Promoting Teacher Effectiveness	3
	Wellbeing Strategies Learned	3
	Normalizing Common Challenges	3
	Goal setting	2
Time Management	2	
Professional Growth and Empowerment	Contribution to PD	26
	Perceived teacher Self-Efficacy	23
	Empowerment	19
	Increased Confidence	19
	Motivation and Inspiration	16
	Mindset and Perspective Shift	10
	Positive Outlook	9
	Teacher Identity and Role Expansion	7
	Continuous PD	4
Sense of Belonging and Professional Community	3	

	Growing Awareness of the Value of Collaboration and Feedback	3
Classroom management	Intentions for Enhanced Classroom Management	14
	Awareness and Understanding of Effective Classroom Management	9
	Shift in Perspective regarding Classroom Management	5
	Development of Practical Classroom Management Knowledge & Skills	4
AI and Technology Integration	Acquisition of Practical Tools & Application	11
	Intentional Use of AI Tools in Practice	9
	Critical Thinking and Mindful Lesson Planning	9
	Increased awareness of technology integration in Teaching	7
	Digital Literacy and Staying Current	7
	Materials Design and Pedagogical Adaptation	6
	Empowerment in Low-Resource Settings	3
Inclusivity and Diversity	Increased Awareness and Understanding of Inclusivity & Diversity	23
	Intentions to Apply Inclusive and Culturally Responsive Practices	18
	Development of Inclusive Pedagogical Knowledge and Skills	9

Findings from Program Evaluation Form

This section presents the findings from the program evaluation forms completed by NEFLT's at the end of the program. The form included both quantitative and qualitative items. The first item asked participants to rate their overall satisfaction with the OPD program. As shown in Table 21, most participants reported being either satisfied (f= 3) or highly satisfied (f= 5).

Table 21

Overall Satisfaction of NEFLT's with the Program

	Scale (1-6)	f	%
Not satisfied at all	1	0	0
Dissatisfied	2	0	0
Slightly dissatisfied	3	0	0
Slightly satisfied	4	0	0
Satisfied	5	3	37.5
Highly Satisfied	6	5	62.5

The responses to the second question of the program evaluation form indicate a generally positive perception of the OPD program as presented in Table 22. Most participants reported that the program acknowledged their prior knowledge (agree: f= 2, 25%; strongly agree: f= 6, 75%) and encouraged them to question their professional routines (agree: f= 1, 12.5%; strongly agree: f= 7, 87.5%). Similarly, the majority stated that they were introduced to new approaches (agree: f= 2, 25%; strongly agree: f= 6, 75%) and engaged with new information (agree: f= 1, 12.5%; strongly agree: f= 7, 87.5%). All participants strongly agreed that the learning objectives were clear (f= 8, 100%) and the program structure was meaningful (f= 8, 100%). Most participants also confirmed receiving the course schedule at the beginning (agree: f= 1, 12.5%; strongly agree: f= 7, 87.5%) and found the end-of-module summaries helpful (agree: f= 1, 12.5%; strongly agree: f= 7, 87.5%).

In contrast, responses related to interaction and collaboration were less favorable. A majority of participants disagreed that they had opportunities to work collaboratively on tasks (disagree: f= 5, 62.5%; agree: f= 1, 12.5%; strongly agree: = 2, 25%) or provide feedback to each other (strongly disagree: f= 1, 12.5%; disagree: f= 2, 25%; agree: f= 4, 50%; strongly agree: f= 1, 12.5%). Similarly, while some participants felt they exchanged ideas with others, the responses were mixed (disagree: f= 2, 25%; agree: f= 3, 37.5%; strongly agree: f= 3, 37.5%). Despite these challenges, the overall impact of the program was perceived positively. Most participants stated that the program enhanced their professional insights (agree: f= 1, 12.5%; strongly agree: f= 7, 87.5%), boosted their professional self-efficacy (agree: f= 2, 25%; strongly agree: f= 6, 75%), and helped them address professional challenges (agree: = 3, 37.5%; strongly agree: f= 5, 62.5%). Additionally, a large portion of participants felt that the program supported their professional networking (disagree: f= 2, 25%; strongly agree: f= 6, 75%).

Table 22*Perceptions of the Quality of Online PD Activities in the OPD Program*

	1		2		3		4	
	strongly disagree		disagree		agree		strongly agree	
	f	%	f	%	f	%	f	%
1. The OPD program took my prior knowledge into consideration.	0	0	0	0	2	25	6	75
2. The OPD program made me question my professional routines.	0	0	0	0	1	12.5	7	87.5
3. The OPD program provided me with new approaches to my professional practices.	0	0	0	0	2	25	6	75
4. The OPD program made me engage with new information.	0	0	0	0	1	12.5	7	87.5
5. The learning objectives of the OPD program were clear to me.	0	0	0	0	0	0	8	100
6. I was given the course schedule at the beginning.	0	0	0	0	1	12.5	7	87.5
7. The components of the OPD program were structured in a meaningful way.	0	0	0	0	0	0	8	100
8. The core messages of the OPD program were summarized at the end.	0	0	0	0	1	12.5	7	87.5
9. We exchanged ideas with other participants in the OPD program.	0	0	2	25	3	37.5	3	37.5
10. We worked collaboratively on tasks in the OPD program.	0	0	5	62.5	1	12.5	2	25
11. We provided feedback to each other in the OPD program.	1	12.5	2	25	4	50	1	12.5
12. The OPD program helped me gain new professional insights.	0	0	0	0	1	12.5	7	87.5
13. The OPD program helped me expand my professional network.	0	0	2	25	0	0	6	75
14. The OPD program helped me feel more self-efficacious with regard to my professional practices.	0	0	0	0	2	25	6	75
15. The OPD program helped me address my professional challenges.	0	0	0	0	3	37.5	5	62.5

To evaluate the effectiveness of the OPD program content, participants were asked to rate each component on a scale from 1 (“Not Effective at All”) to 4 (“Very Effective”). As shown in Table 23, all participants rated the videos as “Very Effective” (f= 8). Similarly, the readings received positive feedback, with half of the participants rating them as “Effective” (f= 4) and the other half as “Very Effective” (f= 4). In contrast, the quizzes received more varied responses: one participant rated them as “Not Effective” (f= 1), while others found them either “Effective” (f= 4) or “Very Effective” (f= 3). As for the assignments, the majority of participants rated them as “Very Effective” (f= 6), while the remaining two found them “Effective” (f= 2). The discussions also received generally favorable evaluations, with five participants selecting “Very Effective” (f= 5), two choosing “Effective” (f= 2), and one rating them as “Not Effective” (f= 1). Likewise, the KWL charts were considered “Very Effective” by most participants (f= 6), with one participant each rating them as “Effective” (f= 1) and “Not Effective” (f= 1). Finally, the weekly self-reflective journals were generally well-received, with most participants rating them as either “Very Effective” (f= 4) or “Effective” (f= 2), while only two participants found them “Not Effective” (f= 2). Overall, while some components received more diverse evaluations, many participants found most of the OPD content components to be effective or very effective—particularly the videos, assignments, and KWL charts.

Table 23*Participants' Evaluation of the Effectiveness of OPD Program Content*

	1 not effective at all		2 not effective		3 effective		4 very effective	
	f	%	f	%	f	%	f	%
readings	0	0	0	0	4	50	4	50
videos	0	0	0	0	0	0	8	100
quizzes	0	0	1	12.5	4	50	3	37.5
assignments	0	0	0	0	2	25	6	75
discussions	0	0	1	12.5	2	25	5	62.5
KWL charts	0	0	1	12.5	1	12.5	6	75
self-reflective journals	0	0	2	25	2	25	4	50

Table 24 provides an overview of the recurring patterns identified in participants' feedback, including their frequencies. The results are organized under key themes, sub-themes, and associated codes, along with their respective frequencies.

Participants reported an overwhelmingly positive experience with the program (f= 19). While the alignment of the program with their PD needs (f= 8) was considered a key strength, they also reflected strong appreciation for both content and structure. In terms of perceived quality and relevance, they highlighted aspects such as enriching quality (f= 6), effective design (f= 5), relevance of content (f= 4), and usefulness and practicality (each f= 3). Several participants highlighted the enriching quality and the well-structured and thoughtful design of the program, noting its step-by-step progression as a key benefit:

I found the program very well-structured and thoughtfully designed. Each module built on the previous one, helping me grow step by step. (P2, Program evaluation form)

I thought the OPD program was well-structured and enriching overall. Particularly beneficial was the harmony between theory and real-world implementation. For instance, I've already used Wordwall and Diffit with my own students, and the AI integration modules gave me the opportunity to experiment with these real tools. (P4, Program evaluation form)

The OPD program was quite helpful for me as a new EFL teacher. It provided practical strategies that I could apply directly in my classroom. (P5, Program evaluation form)

Additionally, other noted aspects included the provision of tools and strategies (f= 5), coherent module progression (f= 2), and a supportive learning environment (f= 2). Some participants also mentioned renewed academic enjoyment (f= 1) and encouragement of innovation (f= 1). One participant stated,

It was a great journey for me, and I remembered the pleasure of reading articles and engaging content related to education. (P7, Program evaluation form)

Although overall satisfaction was reported, participants also identified several criticisms and challenges. The most frequently mentioned issues included time constraints (f= 8), repetitive content (f= 4), limited practical applicability and the complexity of the content (f= 3), and the intensity of the program (f= 2). Several participants emphasized the difficulty of balancing the program with their schedules:

However, due to time constraints, I struggled to keep up with the tasks. I believe the limited time frame was one of the major challenges of the program. (P2, Program evaluation form)

Despite the time challenges, I truly found the program enriching. I only wish I had more time to explore the readings and complete the tasks at a deeper level. (P3, Program evaluation form)

However, I wish I could have more time to work on and engage with them more deeply. (P7, Program evaluation form)

Some participants also pointed to various external barriers (f= 2) such as constraints due to standardized assessment requirements and subscription-related issues with digital tools while some raised concerns regarding difficulties related to engagement and overall effectiveness (f= 2). Conversely, a few participants indicated that they did not encounter any challenges throughout the program (f= 3).

The program significantly contributed to participants' PD, with many emphasizing overall growth (f= 14), shifts and development in mindset (f= 9), increased confidence (f= 8), and an enhancement of theoretical knowledge (f= 5). Participants also described how their perspectives changed, and their understanding of teaching deepened:

Coming from a private school with ample resources, I had never truly considered how teachers adapt in resource-limited settings. This module opened my eyes to the value of creativity and flexibility. (P5, Program evaluation form)

I now look at my lessons not just in terms of what went well, but also what could be improved and why. (P3, Program evaluation form)

I learned from the program how to innovate without sacrificing fundamental pedagogy. (P4, Program evaluation form)

A smaller group mentioned gains in practical skills (f= 4), personal growth (f= 3) and increased motivation for lifelong learning (f= 3). Additionally, enhanced pedagogical awareness (f= 2) and reassurance (f= 2) and a greater sense of control and self-efficacy (each f= 1) were observed. One participant put it:

Yes, it addressed my needs in a very balanced and practical way. I gained both reassurance in what I'm already doing and new ideas I can try. (P2, Program evaluation form)

Reflective practice emerged as a significant area of development. Participants actively engaged in reflection (f= 17), and the program encouraged the development of intentional teaching approaches (f= 4). Some expressed that they had redefined their understanding of reflection:

Before this program, I thought reflection meant lengthy journaling. Now, I know I can do short, focused reflections—even just three minutes at the end of the day—that help me improve without being overwhelming. (P6, Program evaluation form)

Some also reported increased self-awareness (f= 4), while a smaller number mentioned a general awareness of reflection (f= 2). One participant shared:

I think, teacher wellbeing part was the most beneficial part for me. After this module, I became more self-aware. (P1, Program evaluation form)

Building on this, the program also raised participants' awareness of teacher well-being (f= 14), with some acknowledging the acquisition of coping strategies (f= 2) and recognizing the importance of maintaining a healthy work-life balance (f= 2). Participants shared their application of strategies introduced in the program:

I've been applying the wellbeing action plan I created during Module 1. I started with simple daily routines like writing down things I'm grateful for and setting realistic goals. (P2, Program evaluation form)

It was a good experience in terms of finding new ways to enhance my wellbeing and prioritize myself. (P5, Program evaluation form)

Classroom management... strongly affects my wellbeing. Sometimes, I cannot handle the problems because of my anger and stress. However, the concepts and strategies that I have learned in module 2 will help me to create a calmer and more confident teacher. (P7, Program evaluation form)

This program has helped me adopt a more reflective and critical mindset... It also reminded me the idea that being a teacher means being a lifelong learner. (P3, Program evaluation form)

Yes. It encouraged me to reflect on my teaching practices and take care of my wellbeing. It showed me the importance of saying no to create room for what I truly want to do. (P5, Program evaluation form)

Participants reported increased knowledge and appreciation of classroom management strategies (f= 7), along with clear improvements in their practical classroom management skills (f= 7). They shared specific techniques and experiences from their classrooms:

The module I found most beneficial was Classroom Management. Managing a primary classroom with students of varying levels and energy can be extremely challenging, and this module provided both practical strategies and a mindset shift. What stood out most was the emphasis on preventive strategies—such as reinforcing positive behaviors. These ideas helped me refine my use of tools like ClassDojo and rethink how I engage students without constantly reacting to misbehavior. (P6, Program evaluation form)

I have applied take up time and ignoring secondary behaviors for effective classroom management and they worked in my classrooms. (P7, Program evaluation form)

The modules on classroom management offered real-life scenarios that helped me handle challenging situations more confidently. (P5, Program evaluation form)

Many also described positive effects on their teaching practices (f= 4), mentioning that the program helped reduce student misbehavior and boost student engagement. A smaller group highlighted the program's strength in connecting theory with practice (f= 4), as it helped them apply theoretical knowledge in real classroom settings. In terms of instructional resources, the program effectively fostered participants' awareness and

empowerment in designing and developing materials (f= 7), while also promoting the use of technology in their teaching (f= 7). Participants described specific tools they implemented:

I created a Wordwall game for school objects and simplified a reading task using Diffit, inspired by Module 3. (P4, Program evaluation form)

Youghlish became my favourite. I am using the website in my English Announcement Course to show correct pronunciation. (P5, Program evaluation form)

I tried silent voice/group voice/partner voice/class voice in one of my classes and the students take it a game. (P7, Program evaluation form)

They offered step-by-step guidance on creating engaging lesson plans and using digital tools to enhance learning... the list you have provided was very comprehensive and I have discovered many new tools. (P5, Program evaluation form)

These gains were further seen in participants' reported improvements in instructional efficiency and innovation (f= 4). Awareness of diversity and inclusion also increased (f= 4), with participants describing enhancements in their inclusive pedagogical practices (f= 5). Importantly, the program promoted practice transfer (f= 13), showing that participants were actively applying what they had learned from the program into their teaching practices. As one commented,

I appreciated the clap-back technique for attracting attention of the students. (P7)

It also reinforced the program's practical relevance by offering actionable strategies and hands-on exercises (f= 6). One participant remarked,

The OPD program was quite helpful for me as a new EFL teacher. It provided practical strategies that I could apply directly in my classroom. For instance, the modules on classroom management offered real-life scenarios that helped me handle challenging situations more confidently. Also, it was the first time I see a course which emphasizes teacher wellbeing. It was a good experience in terms of

finding new ways to enhance my wellbeing and prioritize myself. (P5, Program evaluation form)

Finally, participants offered several suggestions to improve the program. These included placing greater focus on family-school communication (f= 4), integrating more culturally responsive and inclusive materials (f= 4), and incorporating age-appropriate teaching methods (f= 3). One participant suggested differentiated content by student age:

The material occasionally tended to be more geared toward teaching older pupils... It might be better to offer optional tracks according to student age groups. (P4, Program evaluation form)

Some participants expressed a desire for more practice-based tasks (f= 3), while others highlighted the need for differentiated assessment approaches (f= 1), additional support with digital tools (f= 1), and reducing task redundancy (f= 1).

Table 24

Summary of Findings from Program Evaluation Forms

Theme	Subtheme	f	
Overall Program Perception	Overall positive experience and appreciation	19	
	Alignment with PD Needs	8	
	Enriching quality	6	
	Tool & Strategy Provision	5	
	Effective design	5	
	Content relevance	4	
	Perceived Quality and Relevance of Program Content	Usefulness	3
		Practicality	3
		Engagement	2
		Coherent module progression	2
		Supportive learning environment	2
		Clarity & insight	2
		Renewed academic enjoyment	1
Encouragement of Innovation	1		
Criticisms & Challenges	Time constraints	8	
	Repetitive content	4	
	No challenges	3	
	Limited Practical Relevance & Complexity	3	

	Program intensity	2
	External barriers	2
	Engagement & effectiveness challenges	2
	Professional growth	14
	Mindset shift & development	9
	Increased confidence	8
	Theoretical knowledge enhancement	5
	Practical skills development	4
PD and Growth	Personal growth	3
	Motivation for lifelong PD	3
	Increased reassurance	2
	Increased pedagogical awareness	2
	Increased teacher self-efficacy	1
	Increased sense of control	1
	Reflective engagement	17
Reflective Practice and Self-Awareness	Promotion of intentional teaching practices	4
	Increased self-awareness	4
	Reflection awareness	2
	Increased teacher wellbeing	14
Teacher Well-being	Coping strategies	2
	Work-life balance	2
	Knowledge & appreciation of classroom management strategies	7
Classroom Management	Improved classroom management skills	7
	Positive outcomes & impact	4
	Theory & practice integration	4
Theory-to-Practice Connection		
	Increased awareness & empowerment in materials design	7
Use of Technology and Materials Development	Technology-enhanced teaching	7
	<i>Instructional Efficiency & Innovation</i>	4
	Improved Inclusive Pedagogical Practices	5
Differentiation and Diverse Learners	Diversity & Inclusion Awareness	4
Implementation	Practice Transfer	13
	Practical Applicability	6
	Family-School Communication	4
	Inclusion & Cultural Relevance	4
Suggestions for Improvement	Age-Appropriate Pedagogy	3
	Preference for Practical Learning	3
	Differentiated Formative Assessment Need	1
	Tool Support	1
	Reduce Task Redundancy	1

Findings from Semi-Structured Interviews

This section presents the findings from the semi-structured interviews conducted at the end of the OPD program. The themes, sub-themes, and associated frequencies were generated through inductive coding, as presented in Table 25. The results offer rich insights into the participants' perceptions of the program's quality, its professional impact, and areas for improvement.

Participants expressed a strong sense of satisfaction with the overall design and impact of the program. Its usefulness and perceived value were the most frequently mentioned aspects (f= 17), followed by satisfaction with how well the program met their expectations (f= 12). Several teachers reported positive emotional and affective responses (f= 10), stating that they enjoyed the experience and felt uplifted. One participant stated,

Yes, in terms of expectations, the program met them. To be honest, I had been feeling quite hopeless since the beginning of this year and tended to focus only on the negative aspects. But many things in this program felt like 'medicine' for me — practical solutions and strategies. It was like: if you do this, you can overcome that; if you try this, things will improve. (P1, Interview)

The program's practical relevance (f= 9), particularly its influence on daily teaching practices, was also frequently emphasized. As one participant explained,

But now reading those sources and watching videos, I think 'Oh, I could have done it this way.' So, it was directly useful. (P6, Interview)

Additionally, many participants showed a willingness to recommend the program to others (f= 8) and expressed appreciation and gratitude for the experience (f= 5).

Regarding PD, the program was considered to have contributed meaningfully to participants' growth (f= 7). Some teachers reported a renewed sense of engagement with the teaching profession (f= 3), while others mentioned that the program encouraged them to think more broadly and critically about their practices (f= 2). As one participant put it,

After I started teaching, I significantly reduced the amount of reading I did, especially academic articles. When I first entered the profession, I struggled to keep up with everything. However, through this program, I noticed a positive change in myself—I began staying up to date with current topics, which gave me a sense of motivation and progress. (P8, Interview)

The promotion of reflective practice was another key outcome. Participants reported both an increased appreciation for and development of reflection (f= 6). The same frequency (f= 6) was found for transformation in reflective mindset. Several teachers (f= 3) also valued the reflective tools provided—such as the positive impact of journaling—and viewed them as meaningful contributors to their PD. Classroom management strategies were also well received. Teachers appreciated learning about effective classroom practices (f= 6), and a small number reported a shift in mindset (f= 2) or referred to specific strategies they planned to implement (f= 1). One of the participants stated,

Usually, I tend to deduct points when something negative happens, but now I started adding positive points when something good happens. Children's behavior started becoming more positive. I didn't focus only on bad behavior but also on good behavior. (P6, Interview)

One participant even described a positive impact on student engagement and responsibility (f= 1).

Regarding diversity, a moderate number of participants reported that the program enhanced their awareness and understanding of classroom diversity (f= 4), while one participant specifically expressed an intention to incorporate inclusive strategies into their teaching (f= 1). Expanded understanding of diversity was captured in one of the participant comments:

Actually, we usually think of diversity only in terms of race, but making adjustments based on a child's learning style also falls under the scope of diversity. I mean, I

learned a lot...I realized I was quite lacking. Seeing those, I felt my horizon broadened. So, it was very useful for me. (P6, Interview)

Separately, a few participants noted that the materials development component positively influenced their instructional planning (f= 2). In addition to instructional gains, teacher well-being emerged as a meaningful theme throughout the feedback. Several participants reported an increased awareness of the importance of their own well-being (f= 7), with many citing growth in emotional regulation and self-awareness (f= 5). Behavior changes resulting from self-reflection were also commonly mentioned (f= 5). For instance, one participant reflected on their tendency to be overly self-critical and described a shift in perspective:

I realized that I actually burden myself too much unnecessarily. I mean, I realized that I blame myself unnecessarily at some points. Like, at some points I need to be more relaxed, more chill at that point... As I said, not every mistake is my fault... Whenever something small happens, instead of blaming myself, I now know better how to manage the process. (P1, Interview)

Another participant emphasized that the reflective and well-being module of the program acted as a catalyst for personal growth:

Also, the reflection and wellbeing parts... Those were the parts that made me ask myself questions. I realized that I should do this. That I can get big effects and big results by doing small things. (P2, Interview)

The practical nature of the well-being activities was also appreciated:

I found the wellbeing part very useful for myself. Because I realize that I can ease things and feel better by doing things I overlook many times. Those journaling tasks or the other kits given in the module pleased me a lot. They are not very difficult tasks. Maybe just dedicating 5 minutes of our day. Seeing that I can do it and that I can do it quickly actually motivated me. (P3, Interview)

Finally, the introduction of well-being as a formal topic was highlighted as novel and impactful:

I had never seen anything related to wellbeing before. I hadn't had it as a lesson topic before. No matter how much information, reflection, or negativity we focused on, I don't really remember us talking about wellbeing. Even though I haven't experienced many difficulties in my profession, I still felt this way. For example, in my personal life, do I at least say no to others but say yes to myself, allowing myself opportunities to make mistakes—that part was also nice. (P5, Interview)

Classroom management and well-being were found particularly valuable by many, one participant explained why:

Classroom management and well-being were the most beneficial modules for me. Because when we start the profession, we start with many ideals to achieve a lot. However, the reality of the classroom is completely different and unfamiliar. Yes, there are micro and macro teaching courses at university but they are completely different from the real classroom. Our lesson plans never fit this real environment... I felt like I had an excessive burden on my shoulders. Through this training, I gained the perspective that these challenges are part of the experience and something I might naturally encounter. (P8, Interview)

Overall, participants felt that the program contributed to both their PD and personal well-being (f= 5).

The relevance of the program content was particularly appreciated by participants. Many reported that it closely matched the real needs and challenges faced by NEFLTs (f= 11). The content was also described as comprehensive and up to date (f= 9). Participants frequently praised the program's activities and assignments (f= 14). While some especially enjoyed and benefited from the videos and assignments, others found the case scenarios to be highly valuable. Overall, the content was regarded as clear and accessible (f= 6), with

the reflective components receiving positive feedback as well (f= 4). Additionally, continued engagement and reinforcement of knowledge were recognized as important benefits of the program (f= 5).

Despite overall satisfaction, some challenges were mentioned. Time constraints and workload were the most common issues (f= 13), followed by redundancy in reflection tasks (f= 6), content intensity (f= 6), and a desire for more interactivity and collaboration (f= 6). Some participants elaborated on these issues in the interviews as follow:

Some of the articles, especially the chapters, were a bit long. Because our time was very limited, honestly. I felt like I was rushing through. (P3, Interview)

The discussions and the things we read and watched could have been more interactive, by the way. (P7, Interview)

A few participants experienced technical issues (f= 5) or noted difficulties in understanding some of the content (f= 4). Additional content needs were also raised (f= 3), such as age-appropriate, real-life classroom management examples, materials on the school environment and teacher-administration relationships, and guidance on effective communication with parents and community stakeholders.

Looking ahead, participants offered several suggestions to enhance the program. Many emphasized the importance of ongoing and widespread support for novice teachers (f= 8). One participant commented,

Thanks to such programs, we teachers feel that we are not alone. I hope these supports continue to increase. (P4, Interview)

Specific recommendations (f= 6) included enhancing discussion sessions with scheduled live interactions, providing module-based integrated resource packs to aid learning and review, improving the interface with features such as a progress tracker or completion reminders, and offering tiered or differentiated content tailored to teaching levels (e.g.,

kindergarten, middle school, high school). Referring to the live Zoom session with the interviewer, meaning the researcher of this study, one participant suggested:

...maybe just the discussion parts...maybe setting a weekly day — that could be difficult for everyone who is working, but doing it like we do now might be more effective, I think... Like bringing the teachers' lounge here. I think it would be very nice. (P3, Interview)

Additionally, some participants suggested that the program might be more effective if delivered after NEFLT's have gained some initial classroom experience, such as after one to two years ($f= 3$). Meanwhile, one participant expressed overall satisfaction, feeling that no changes were necessary ($f= 1$).

Table 25

Summary of Findings from Semi-Structured Interviews

Theme	Subtheme	<i>f</i>
Overall Program Quality	Overall Usefulness and Perceived Value of the Program	17
	Satisfaction and Meeting Expectations	12
	Positive Emotional and Affective Responses	10
	Practical Application and Relevance	9
	Recommendation and Advocacy	8
PD	Appreciation and Gratitude	5
	Contribution to PD	7
	Renewed Engagement with Teaching Profession and Reflection	3
Reflection and Self-Awareness	Perspective Shift and Broader Thinking	2
	Increased Appreciation for and Development of Reflection	6
	Transformation in Reflective Mindset	6
Classroom Management	Positive Perceptions of Reflective Tools	3
	Appreciation of the Classroom Management	6
	Shift in Classroom Management Mindset	2
	Acquisition of Practical Classroom Management Strategies	1
Diversity	Positive Impact on Student Engagement and Responsibility	1
	Increased Awareness and Understanding of Diversity	4
Materials Adaptation	Incorporation of the diversity in teaching	1
	Positive Impact of Materials Development	2
	Recognition of the Importance of Teacher Wellbeing	7

	Increased Self-Awareness and Emotional Regulation	5
Wellbeing and Emotional Impact	Reflective Engagement and Behavior Change	5
	Meeting Expectations for Support and Growth	5
Relevance and Content Usefulness	High Relevance to Novice Teachers' Needs and Challenges	11
	Comprehensive and Up to Date Content	9
Program Design and Delivery	Effectiveness and Enjoyment of Assignments and Activities	14
	Clarity and Accessibility of Content	6
	Value of Interactive and Reflective Components	4
Continuous Engagement and Knowledge Reinforcement		5
Practical Challenges and Barriers	Time Constraints and Workload Challenges	13
	Redundancy of Reflection Tasks	6
	Program Content and Academic Intensity	6
	Need for Greater Interactivity and Collaboration	6
	Technical Issues and Accessibility	5
	Ease of Understanding and Comprehension	4
	Additional Content Needs	3
Suggestions	Need for Ongoing and Widespread Support	8
	Suggestions for Program Improvement	6
	Delivery of the program to NEFLT's after some experience	3
	No Suggested Changes	1

Chapter 5

Discussion, Implications and Conclusions

The final chapter of the dissertation is dedicated to discussing the findings of the study and presenting the overall conclusions. The first section will interpret the findings in relation to the research questions and the existing literature on the challenges and PD NEFLT's, as well as on OPD programs. The second section outlines the pedagogical implications of the study and offer recommendations for future research. The chapter concludes with a final section that presents the concluding remarks and discusses the limitations encountered during the study.

NEFLT's' Perceptions of the TIP by the Turkish MoNE

As widely reported in the literature on novice teachers, the early years of teaching often involve a complex period in which teachers must simultaneously teach and learn to teach. This process is characterized by a tension between the ideals instilled during teacher education and the realities of everyday classroom practice. Novice teachers are frequently expected to shoulder responsibilities equal to those of their more experienced colleagues. Unfortunately, this challenging transition often contributes to high levels of teacher burnout and attrition, prompting researchers to explore ways to mitigate these outcomes.

To address these challenges, induction programs and mentoring practices have been highlighted as essential strategies for facilitating a smoother transition into the profession. Effective mentoring and structured induction initiatives play a vital role in supporting novices, enhancing their confidence, developing their problem-solving abilities, and increasing job satisfaction, all of which contribute to reduced teacher turnover (Darling-Hammond, 2003; Fantilli & McDougall, 2009; Ingersoll & Smith, 2004). However, the success of these programs largely depends on their quality. Well-designed structures, appropriate mentor-mentee matching, and the selection of qualified mentors are all critical factors. The term *qualified mentor* is multifaceted, though, raising questions about the

specific competencies and attributes a mentor should possess. In this regard, proper training is widely acknowledged as essential for equipping mentors to fulfill their roles effectively. However, training alone is not sufficient. Supportive school environments are also crucial for ensuring the success of mentoring initiatives (Kardos & Johnson, 2005; Hobson et al., 2009).

In the context of this study, findings from the needs analysis questionnaire suggest that while most NEFLTs reported participating in induction activities, the overall effectiveness of the TIP implemented by the Turkish MoNE remains questionable. Consistent with earlier research (Ekinci et al., 2019; Kozikoğlu & Soyalp, 2018; Ulubey, 2018), one notable strength of the TIP was the inclusion of content related to school regulations and policies. Moreover, many NEFLTs emphasized the value of collegial support and mentoring—elements that have been consistently associated with successful professional integration and skill development (Akyıldız et al., 2020; Çelik & Atik, 2020). Nevertheless, despite the literature's strong focus on the vital role of selecting qualified mentors and providing them with thorough training (Akyıldız et al., 2020; Çelik & Atik, 2020; Çobanoğlu & Ayvaz-Tuncel, 2018; Ekinci et al., 2019), this study revealed a significant discrepancy emerged between the mentoring practices provided and the instructional needs of NEFLTs. Specifically, a relatively small percentage of participants reported receiving subject-specific mentoring, highlighting a misalignment that undermines the potential impact of mentorship during the induction period. This gap underscores a broader issue in the program's design and delivery.

In addition to mentoring concerns, the findings pointed to multiple areas of weakness within the TIP. Among the most frequently cited issues were ineffective training sessions, an excessive administrative workload, and a burdensome amount of paperwork. A considerable number of participants reported that the heavy documentation requirements posed a significant obstacle to their professional growth—an issue similarly highlighted in previous studies (Altıntaş & Görgeç, 2017; Çobanoğlu & Ayvaz-Tuncel, 2018; Dursun et al.,

2018; Ekinçi et al., 2019). Many novice teachers felt that this paperwork detracted from the core aims of their PD, limiting their ability to concentrate on instructional improvement and reflective practice. Furthermore, in line with Akyıldız et al. (2020), the findings also indicate that novice teachers struggled to carry out meaningful classroom observations and implement effective teaching strategies due to the administrative demands placed upon them. Furthermore, the TIP seminars were widely perceived as unengaging and ineffective by the participants, echoing earlier research (Akyıldız et al., 2020; Çelik & Atik, 2020; Çobanoğlu & Ayvaz-Tuncel, 2018). This dissatisfaction was primarily attributed to poor seminar design, including lengthy sessions and a largely theoretical orientation that lacked practical application. As a result, the seminars were perceived as not addressing the immediate professional needs of NEFLTs.

When asked to reflect on the program and suggest possible improvements, the responses were revealing. While some participants acknowledged certain benefits, others perceived no significant strengths, with a few even recommending the complete discontinuation of the program due to its perceived ineffectiveness. These perspectives highlight the pressing necessity for structural and procedural changes to improve the effectiveness of the TIP. Among the most frequently proposed improvements were the replacement of current trainers and the adoption of more effective training methods. Many NEFLTs expressed a desire for trainers who are not only knowledgeable but also equipped with the necessary pedagogical expertise to address the specific needs of novice teachers. As noted by Gagen and Bowie (2005), experienced teachers are frequently assigned as mentors without sufficient attention to their availability or prior training. However, experience alone does not ensure suitability for mentorship roles. Thus, providing comprehensive mentor training is essential—a point also emphasized by Akcan (2016).

Another key concern raised by NEFLTs was the program's reliance on passive, seminar-based instruction. The findings suggest a strong preference for more practical, interactive approaches that involve hands-on, classroom-based experiences and focused

workshops. Such formats are believed to better address the PD needs of novice teachers. This recommendation aligns with previous research highlighting the value of experiential and practice-oriented training models (Çobanoğlu & Ayvaz-Tuncel, 2018; Dursun et al., 2018; Ekinçi et al., 2019).

Moreover, NEFLTs voiced significant concerns regarding the excessive bureaucratic demands of the TIP, particularly the requirement to complete candidate teacher files and evaluation forms, which many perceived as unnecessary. In response, a key recommendation was to alleviate the administrative burden—an issue similarly raised in previous studies (Akyıldız et al., 2020; Dursun et al., 2018; Ekinçi et al., 2019). Consistent with the findings of Çobanoğlu and Ayvaz-Tuncel (2018), participants also advocated for a reduction in overall workload and a shortening of the program duration to allow more time for meaningful PD.

A recurring theme throughout the data was the demand for more subject-specific and up-to-date content. NEFLTs emphasized the importance of addressing practical topics such as classroom management and materials development, which they found more relevant to their instructional realities. Regarding delivery format, although only a few participants mentioned the training modality, those who did shared mixed views. While some expressed a preference for face-to-face instruction—particularly because their experience was limited to online sessions during the pandemic—others found the online format beneficial and convenient. Additional recommendations included improving mentor support and increasing opportunities for diverse and extended classroom observations. These were seen as essential for gaining exposure to a broader range of teaching practices.

In sum, the findings highlight a pressing need for a more relevant, engaging, and practice-oriented induction program. To effectively support novices, PD opportunities must be better aligned with their actual needs, enabling them to thrive both pedagogically and professionally in the early years of their careers.

Perceived PD Needs of NEFLTs in Türkiye

This study not only explored the key difficulties novice teachers face in their early careers and their perspectives on the TIP implemented by the Turkish MoNE but also investigated the needs of NEFLTs in Türkiye. For a broader perspective, data collection included NEFLTs alongside experienced EFL teachers and EFL teacher educators.

One noteworthy and somewhat unexpected finding emerged from the descriptive data is that only experienced EFL teachers identified classroom management as a significant area of need. In contrast, both NEFLTs and EFL teacher educators reported only a moderate demand for further assistance with classroom discipline. This finding questions the widely accepted notion in the literature that classroom management is a primary challenge for novice teachers requiring substantial support (e.g., Fantilli & McDougall, 2009; Farrell, 2012; Onafowora, 2005; Wolff et al., 2017). Nevertheless, qualitative data provided a more nuanced perspective, suggesting that EFL teacher educators also acknowledge the importance of classroom management support, despite its lower prioritization in the quantitative responses. The discrepancy between experienced and novice teachers may be explained by differences in professional perception. Studies (e.g., Wolff, 2017) have demonstrated significant differences between expert and novice teachers in how they observe and understand classroom events. As such, novice teachers, due to their limited experience, may not yet recognize certain instructional challenges—such as classroom management—as critical. In contrast, experienced teachers, due to their repeated exposure to such challenges, tend to emphasize a greater need for advanced pedagogical skills and effective classroom management techniques.

Across all the stakeholder groups, teaching in challenging settings, especially in large classrooms and with unmotivated students, emerged as a major concern raised by all stakeholder groups. In addition, at least two stakeholder groups reported several recurring challenges, including teaching students with low proficiency in English, keeping learners motivated, managing classrooms with varying ability levels, and dealing with a lack of

adequate teaching resources. The qualitative data findings point to a wider need for pedagogical support, especially in handling the complexities of actual classroom settings, applying differentiated teaching strategies, efficiently handling large classes. Beyond the instructional concerns, the findings also brought to light a pronounced need for emotional and psychological support. Participants underlined the importance of tackling concerns like stress management, motivation, teacher well-being, and emotional scaffolding—concerns echoed in existing literature (Karanfil & Atay, 2020). Such findings reflect the holistic demands of PD, which must nurture not only the teaching abilities of NEFLTs but also their emotional and psychological well-being.

Similar to the earlier discrepancy observed in the data findings regarding classroom management, contrasting results also emerged around materials development. Notably, while experienced teachers and teacher educators identified additional support in using, developing, and adapting in-class materials as a critical need in the quantitative data, NEFLTs did not express a similar need in the needs analysis survey. However, the qualitative data painted a different picture, revealing a clear desire among NEFLTs for access to high-quality teaching materials. This difference may reveal that novice teachers are not fully aware of how material design and adaptation can enhance teaching effectiveness.

Another significant finding relates to the emphasis placed by teacher educators. Although they acknowledged all the challenges experienced by NEFLTs, they placed particular emphasis on the need for PD in specific areas. These included developing and customizing instructional materials, promoting reflective teaching habits, and embracing cultural diversity in the classroom. Although in-service teachers continue to focus on classroom management and student engagement, teacher educators tend to emphasize improving instructional design abilities and fostering reflective teaching practices as crucial for sustained professional development. This focus on reflective practice aligns with Stewart and Jansky's (2022) suggestion to develop PD programs that promote critical reflection on

the specific challenges novices face in their teaching environments. Drawing on Schön's (1987) concept of reflection-on-action, this approach promotes analyzing challenges after they occur, transforming the induction process into a continuous cycle of inquiry and professional development. An increasing number of studies emphasize the pivotal role of systematic reflection in teacher growth. For example, Güngör et al. (2019) and Karataş and Karaman (2013) recommend integrating structured reflective activities into PD programs. Echoing this, Farrell (2012) stresses the importance of encouraging novice teachers to actively reflect on their pedagogical choices. Such reflection, when grounded in critical analysis of teaching beliefs, instructional methods, significant classroom incidents, and case-based discussions, can significantly contribute to meaningful professional growth and informed teaching practice.

Research is progressively revealing the strong connection between reflective practices and teachers' ability to build resilience. As a key component of teacher training, mentoring, and lifelong professional learning, reflection empowers teachers to refine and adapt their instructional approaches. Tailored mentoring, in particular, plays a critical role in fostering reflective capacity by enhancing teachers' ability to observe, make sense of, and respond to classroom dynamics (Kutsyuruba et al., 2019). Integrating continuous reflection into PD efforts may better address the dynamic needs and challenges faced by novice teachers in Türkiye. As noted by Day and Gu (2007), addressing teachers' learning needs through responsive and differentiated support across different stages of their careers contributes to maintaining commitment and enhancing teaching effectiveness. In light of these findings, to ensure that a PD program adequately meets the needs of NEFLTs, the evidence—reinforced by existing literature—stresses the inclusion of core elements: supporting teacher well-being, improving classroom management, developing materials through technology, addressing diversity in EFL classrooms, and fostering reflective teaching.

Evaluation of the Proposed OPD Program for NEFLTs in Türkiye

The evaluation of the OPD program presents a comprehensive and largely positive picture of its effectiveness in supporting the PD of NEFLTs. Drawing on both quantitative and qualitative data, the findings indicate that the program successfully met its intended learning objectives by introducing innovative pedagogical concepts, facilitating substantive knowledge acquisition, influencing instructional practice, and promoting sustained reflective engagement.

Participants' perceptions further reinforce this success. They consistently perceived the OPD program as highly effective, largely due to its practical applicability to their day-to-day teaching responsibilities. This supports Guskey's (2014) assertion that PD is most impactful when it directly addresses on-the-job needs. A central theme emerging from participant reflections was the strong alignment between module objectives and lived professional experiences, underscoring the program's contextual relevance and design integrity.

Moreover, the structural elements of the program played a crucial role in participant satisfaction. The clarity, coherence, and structured organization of the program were frequently emphasized as core strengths. Participants appreciated the clear learning goals and easy-to-follow module structure, and high-quality supplementary materials—such as videos, readings, and KWL charts—as contributors to a cohesive and engaging learning experience. This aligns with Meyer et al. (2023), who argue that teachers view OPD favorably when it is organized around clear objectives and scaffolded learning. Videos were especially valued, widely recognized as effective and accessible pedagogical tools. Assignments and reflective journals were also positively received, while some participants were less engaged with quizzes and discussion forums, suggesting these areas could be improved.

Beyond content and structure, the program fostered multifaceted growth. A key finding was the program's dual impact on professional skills and personal growth. Participants reported gaining both theoretical knowledge and practical strategies in areas such as reflective practice, classroom management, and technology integration. Many described meaningful growth in self-efficacy, motivation, and confidence when applying new approaches in their classrooms. The integration of AI and digital tools was viewed as particularly empowering, with participants expressing increased competence and critical awareness regarding the use of technology in instruction. The successful transfer of learning to classroom practice attests to the program's practical relevance and impact.

In addition, reflective practice emerged as a central pillar of development, which emerged not only as a thematic module but as a sustained professional habit. Teachers described it as an ongoing, cyclical process essential for self-assessment, responsiveness to student needs, and adaptive teaching. This reflects Schön's (1983) conception of the reflective practitioner and resonates with findings from Huang (2002), Powell and Bodur (2019), Scott and Scott (2010), and Vrasidas and Zembylas (2004), who emphasize the foundational role of reflection in teacher professional learning. Reflective tools such as journaling were redefined by participants as integral to daily practice rather than academic exercises, signifying a deepening professional identity. These findings also reinforce Farrell's (2015) position on the centrality of structured reflection in teacher growth and the cultivation of professional identity.

Equally important was the distinctive contribution of the program on teacher wellbeing. Participants reported increased awareness of emotional resilience, stress management, and self-care strategies. These reflections highlighted a shift toward sustainable teaching mindsets, involving practical changes like boundary-setting, improved work-life balance, and the normalization of vulnerability. Such developments align with Gu and Day's (2007) model of sustainable teacher effectiveness, positioning wellbeing not as an ancillary theme but as a foundational component of effective teaching. Participants

frequently referenced wellbeing frameworks and personalized their reflections with narratives of emotional growth, pointing to the program's resonance on a personal level.

Another area of notable growth was instructional design. Participants expressed increased confidence in adapting and localizing materials to suit varied learner needs and cultural contexts. These practices demonstrated not only pedagogical flexibility but also a strengthened awareness of inclusive and culturally responsive teaching. Reflections indicated a commitment to designing equitable learning environments and integrating inclusive strategies, suggesting a notable shift toward learner-centered pedagogy.

Overall, the program's content and design were widely appreciated. The content was perceived as comprehensive, relevant, and accessible. Participants praised the alignment of the program with the authentic challenges faced by NEFLT's, particularly the integration of digital literacy, inclusive practices, and emotional support mechanisms. Activities such as videos, assignments, and case scenarios were especially appreciated for their practical value, while the reflective components received recognition for supporting personal insight and professional resilience. Participants also emphasized the benefit of continued engagement and reinforcement of learning over time.

Furthermore, the program instilled a sense of empowerment and transformation. It enhanced participants' professional confidence, motivation, and pedagogical identity. Many described shifts in perspective, renewed commitment to growth, and an eagerness to experiment with new instructional strategies. Several also expressed intentions to recommend the program to peers, affirming its perceived value and effectiveness in promoting both immediate and long-term PD.

These findings are consistent with broader research on effective PD. Research emphasizes that effective PD must be grounded in adult learning principles and tailored to meet the specific needs of educators. Knowles (1980) and Ross-Gordon (2011) highlight that adult learners, often described as "andragogues," are typically driven by internal motivation, a desire for autonomy, and the relevance of content to real-life challenges.

Consequently, PD is most impactful when it is problem-centered, teacher-directed, and responsive to participants' immediate professional contexts.

In alignment with this, the OPD program stands out for its needs-based design. Numerous studies emphasize that the success of PD relies on its alignment with teachers' individual needs and its continuity over time. For instance, findings from Hirsh (2001), Hodkinson and Hodkinson (2005), and Bayar (2014) confirm that sustained, needs-based PD leads to more meaningful outcomes. In line with this, this study is distinguished by the fact that the OPD program was developed based on a needs analysis survey specifically addressing the participant group's requirements, ensuring that the content was highly relevant and tailored. Given that participants found the program well-designed, this aligns with Rabbitt et al. (2019), who suggest that in-service teachers are particularly well-suited for online, asynchronous PD that supports self-directed learning and professional growth—provided the programs are thoughtfully designed and aligned with teachers' beliefs and goals. Daloğlu (2004) supports this view, noting that in-service training often lacks relevance because content is imposed rather than teacher-selected, reducing its effectiveness and impact on professional growth.

This reinforces a broader shift in PD approaches. A shift toward a more personalized and context-sensitive model of PD is gaining momentum. Sancar et al. (2021) argue for a model that recognizes the unique priorities, strengths, and challenges of individual teachers within their specific school settings. Similarly, Hunzicker (2011) emphasizes the importance of supportive PD that acknowledges teachers' personal goals, learning preferences, and involvement in the planning and decision-making process.

The importance of who delivers PD also cannot be overstated. The expertise of those delivering PD also plays a crucial role. According to Kennedy (2016), programs led by experienced practitioners who understand the realities of teaching tend to be more effective than large-scale initiatives that rely on facilitators with limited classroom

experience. However, the literature lacks detailed exploration of how PD providers are selected, prepared, and evaluated—an area that deserves further investigation.

Teacher agency also emerges as a critical factor. Additional research reinforces the value of teacher agency in PD. Rabbitt et al. (2019) highlight that effective learning environments are those designed around learners' specific needs, while Zerey (2018) found that teachers view themselves as best positioned to assess and manage their own professional growth. Zerey also reported that teachers prefer self-directed PD options that are flexible, financially supported, and aligned with their perceived needs—unlike traditional, top-down models that are often seen as irrelevant and prescriptive.

Such top-down approaches are increasingly criticized in the literature. Richards and Farrell (2005) note that overly structured, trainer-centered PD can feel burdensome and disconnected from teachers' realities. In the context of OPD, Darling-Hammond et al. (2017) and Macias (2017) advocate for a bottom-up design that draws on teacher input, in contrast to models imposed by external authorities.

This concern is echoed in the broader policy-practice disconnect. Chang et al. (2014) highlight a significant mismatch between teacher educators' developmental needs and the professional learning opportunities provided—often a result of institutional preferences for standardized formats shaped by accountability demands. This disconnect illustrates the broader issue of policy-driven PD failing to address the nuanced and evolving needs of educators on the ground.

Unlike traditional one-shot workshops that offer only brief, isolated learning experiences, the OPD program's structure aligns well with evidence-based recommendations. The OPD program conducted consists of five modules and, although self-paced, it is not a one-time workshop. It spans several weeks and involves multiple sessions, thus aligning with the literature's emphasis on sustained and continuous PD. Research consistently indicates that traditional one-time or "sit and get" workshops are largely ineffective in producing lasting changes in teachers' practices (Darling-Hammond,

2017; Desimone, 2009; Powell & Bodur, 2019; Hunzicker, 2011). Hunzicker (2011) notes that participants often fail to retain or apply information from brief sessions once they return to their routines. Darling-Hammond et al. (2017) further stress that, although the precise duration for effective PD remains unclear, meaningful instructional change cannot be achieved through short, isolated workshops. Postholm (2012) reinforces this by highlighting that teacher learning is an ongoing process without a fixed timeframe, underscoring the importance of PD programs like this one that offer extended engagement.

Effective PD is characterized by its practical relevance and direct applicability to teachers' daily responsibilities. Guskey (2014) highlights that participants perceive PD as valuable when it offers concrete ideas and strategies that can be readily implemented in classroom settings. Similarly, Hismanoglu and Hismanoglu (2010) note that teachers generally prefer PD that provides actionable resources and methods they can use both inside and outside the classroom.

Embedding learning into everyday contexts enhances relevance. Hunzicker (2011) describes effective PD as job-embedded, emphasizing the importance of aligning learning activities with teachers' everyday work. This approach ensures relevance by integrating PD into the natural flow of the school day through coaching, mentoring, and collaborative study groups. Such authentic and contextually grounded experiences encourage teachers to experiment with new practices and assess their impact, thereby fostering meaningful professional growth.

Additionally, authentic application of knowledge boosts impact. Supporting this, Vrasidas and Zembylas (2004) argue that PD tasks should be closely connected to teaching contexts to promote transformative learning and positively influence student outcomes. Reeves and Pedulla (2013) further stress that OPD is most effective when its content can be easily transferred and applied in classroom practice.

Moreover, Hunzicker (2011) points out that adult learners thrive when engaged in problem-solving activities that allow flexibility in learning pace and direction, underscoring the importance of learner autonomy in PD.

Still, knowledge alone is not enough. Desimone and Garet (2015) caution that even intensive, content-rich PD may fall short if it does not support teachers in translating new knowledge into their everyday teaching routines. Powell and Bodur (2019) reinforce this by emphasizing that OPD is more impactful when its design considers the specific contexts of teachers' work environments, ensuring both practical value and relevance.

Reflecting this, participants reported a strong connection between program content and practice. Participants in the present study reported the program to be highly beneficial, frequently highlighting intentions to implement new strategies and the acquisition of practical tools as key outcomes. Notably, the program effectively facilitated the transfer of learning into practice, with participants actively applying the knowledge and skills gained to their teaching. The practical relevance of the program—particularly its positive influence on daily teaching routines—was consistently emphasized by those involved.

However, collaboration remains an area for improvement. Smith and Sivo (2012) found that social presence—through interaction and collaboration—positively influences teachers' willingness to continue online professional learning. Similarly, Sancar et al. (2021) and Clarà et al. (2019) emphasized that collaborative elements in PD, such as peer communication, help link theory to practice and promote reflection. In online settings, Bragg et al. (2021) reported that teacher interaction enhances satisfaction and may influence instructional beliefs, while Carrillo and Flores (2020) highlighted the importance of social presence—like discussion and collective reflection—for effective online learning. Supporting this, Chang et al. (2014) stressed that a collaborative professional learning environment is a critical factor in the success of continuing PD. Hunzicker (2011) further defines effective PD as collaborative, involving teachers in active and interactive learning,

where they engage physically, cognitively, and emotionally through activities such as problem-solving, discussions, simulations, role-plays, and practical application.

Despite this, interaction was limited in the OPD program in this study. Many participants reported dissatisfaction with the limited opportunities for peer feedback, collaborative tasks, and idea exchange. This deficiency may have restricted the program's potential for social learning, which is essential for deepening understanding and fostering a strong professional learning community. Incorporating more interactive elements—such as live discussions, peer reviews, or collaborative projects—could substantially enhance both the learning experience and its outcomes.

Yet, satisfaction and impact can still coexist. This finding is consistent with prior research by Powell and Bodur (2019) and Meyer et al. (2023), which indicates that OPD frequently fails to offer meaningful collaboration opportunities, potentially limiting its overall effectiveness in practice. However, Meyer et al. (2023) challenge the view of Carrillo and Flores (2020), who argued that effective online learning requires the integration of all three presences, that is cognitive, social, and teaching. They found that while aspects of teaching presence—especially clarity and structure in online PD—are associated with teacher satisfaction, they do not necessarily lead to meaningful changes in practice. This highlights a key distinction: features that enhance satisfaction do not automatically result in transformation. So, although this study could not integrate collaboration effectively, it does not necessarily mean that it is not effective. In fact, the study was found effective by the participants.

Nonetheless, several challenges were noted for future development. While overall participant satisfaction with the OPD program was high, several challenges were noted that warrant consideration for future improvement. Chief among these were time constraints and heavy workloads, which posed significant barriers to sustained engagement. Additionally, few participants reported issues such as technical difficulties, perceived redundancy in reflective tasks, and the intensive nature of the content. There was also a clear call for more

interactive and collaborative elements, along with a need for differentiated content that reflects varied teaching contexts. Suggestions for expanding the curriculum to include topics such as culturally responsive pedagogy, family-school communication and more real-life classroom management scenarios underscore the importance of addressing the complex and evolving needs of NEFLTs in program design.

Participants also suggested specific improvements. A few participants experienced technical issues or noted difficulties in understanding some of the content. Additional content needs were also raised, such as age-appropriate, real-life classroom management examples, materials on the school environment and teacher-administration relationships, and guidance on effective communication with parents and community stakeholders.

Looking ahead, several enhancements could further boost the program's value. Participants proposed several enhancements to increase the program's effectiveness and accessibility. A strong emphasis was placed on the need for sustained and widespread support for novice teachers, highlighting the value of continued guidance beyond initial engagement. Key suggestions included incorporating live, scheduled discussions to foster interaction and community building; developing integrated, module-specific resource packs to support comprehension and review; and improving the platform's usability with features such as progress tracking and automated reminders. Additionally, participants recommended the inclusion of tiered content tailored to different educational levels—such as early childhood, middle school, and secondary education—to better address the diverse instructional contexts of NEFLTs.

Limitations of the Study

Despite the valuable insights offered by this study, several limitations should be acknowledged. First, the study relied solely on self-reported data from participants across different regions of Türkiye. Such data may not fully reflect actual behaviors or experiences, as responses can be influenced by memory gaps or social desirability. Future research

could address this by incorporating observations, interviews, or longitudinal approaches to better track novice teachers' development over time. Second, the findings are limited to the Turkish context and may not be generalizable to other cultural or educational settings. Since teaching practices and support systems vary globally, future studies should replicate this research in other regions to build a broader evidence base for OPD. The small sample size—only eight volunteer teachers—also limits generalizability. Volunteers may have different motivations or attitudes than non-volunteers (Powell & Bodur, 2019). Engaging a larger and more diverse group of participants would help present a fuller picture of novice teachers' experiences. Moreover, the study focused only on teachers' perspectives. Including insights from school leaders, mentors, or PD coordinators could offer a more comprehensive understanding of the support systems surrounding NEFLTs. Lastly, future research would benefit from using mixed-methods or multi-phase designs to better capture the complex nature of online PD. Given the limited research in this area, broader methodological and participant diversity is essential to inform more effective and inclusive PD practices.

Pedagogical Implications and Suggestions for Future Research

Despite its limitations, this study offers important insights and practical implications for a range of educational stakeholders, including novice and pre-service teachers, NEFLTs, teacher educators, PD designers, school leaders, and policymakers. The findings highlight the complex and often contradictory experiences of NEFLTs in Türkiye, marked by a balance between growing confidence and persistent challenges.

NEFLTs reported strengths in areas such as classroom management, building rapport with students, and developing positive mentor relationships. However, they also struggled with heavy workloads, emotional exhaustion, limited recognition of their profession, and inconsistent support from supervisors and peers. These challenges point to the need for stronger, more relevant support systems during the early years of teaching.

The results emphasize the importance of redesigning current TIP to better meet NEFLTS' needs. Improvements could include better mentor selection and training, reducing unnecessary administrative tasks, and increasing opportunities for practical classroom experience. A more personalized and practice-oriented approach could significantly enhance teacher growth and retention.

For teacher educators, integrating reflective practices and case-based learning into pre-service teacher education can help prepare future teachers for real-world challenges. Exposing them to examples of school culture, administrative expectations, and community relationships could support a smoother transition into the profession.

At the school level, administrators play a key role in shaping a supportive environment. Providing opportunities for mentorship, peer collaboration, and classroom-based learning is essential. As O'Sullivan (2001) and Chang et al. (2014) argue, a positive institutional culture encourages reflection, innovation, and long-term professional growth—benefits that should not be sacrificed for short-term compliance or external targets.

The findings also suggest that current TIP lacks relevance and depth. Most teachers found it ineffective, except in the area of legal knowledge. To address this, future TIP should be designed around teachers' actual needs and preferences. This includes not only the content but also factors like school conditions, technological readiness, and teacher workload (Stavermann, 2025).

Effective OPD should also include interactive elements, such as feedback, collaboration with colleagues, and structured follow-up—features that teachers find most valuable (Ingvarson et al., 2005). Additionally, sustained and job-embedded formats that align with teachers' daily practices will likely lead to more meaningful outcomes.

Future studies should broaden the scope by including diverse participants from different countries and cultural contexts to enhance generalizability. Research could also

benefit from a mixed-methods or longitudinal approach to better understand how novice teachers evolve over time.

Moreover, it would be valuable to include the perspectives of school leaders, mentors, and PD coordinators to gain a fuller picture of the support systems in place.

Conclusion

This study set out to design, implement, and evaluate a needs-based, context-sensitive OPD program tailored to the unique needs of NEFLT^s in Türkiye. Grounded in action research and informed by a multi-stakeholder needs analysis, the study responded to a clear gap in the literature: the lack of targeted, practice-oriented PD opportunities that genuinely reflect the lived experiences and developmental priorities of NEFLT^s in the Turkish context.

To achieve this aim, the study explored the PD needs of NEFLT^s by drawing on insights from multiple stakeholders—including novice teachers themselves, experienced EFL teachers, and EFL teacher educators—in order to design a responsive OPD intervention. A key component of this needs assessment involved examining novice teachers' perceptions of the current TIP implemented by the Turkish MoNE, as well as identifying the common challenges NEFLT^s face in the early years of teaching. Understanding these experiences was considered critical for informing a more relevant and impactful PD model. Based on the findings, a tailored OPD program was developed, implemented, and evaluated, with recommendations formulated to enhance its relevance and effectiveness.

The study's findings revealed that while the existing TIP implemented by the MoNE offers valuable foundational knowledge, it falls short in several critical areas. These include insufficient subject-specific mentoring, limited classroom management support, lack of emotional and psychological guidance, and inadequate strategies for teaching learners with diverse proficiency levels. Consistently, NEFLT^s expressed a desire for more interactive,

personalized, and contextually relevant PD that aligns with their evolving professional and personal challenges.

In response to these identified needs, the OPD program developed in this study provided a structured, yet flexible learning environment delivered via the Canvas LMS. The content focused on teacher wellbeing, classroom management, materials development, diversity in the EFL classroom, and reflective teaching. The evaluation of the OPD program revealed a broadly positive and comprehensive picture of its effectiveness in addressing the PD needs of NEFLTs. Participants reported notable progress in both theoretical knowledge and practical teaching skills. They highlighted a stronger sense of self-efficacy, enhanced professional identity, and increased readiness to implement new strategies in real classroom contexts. The program's clear structure, practical focus, and opportunities for reflective learning were frequently mentioned as key strengths.

Both qualitative and quantitative data showed that the OPD program successfully met its intended outcomes. Participants found the content highly relevant and applicable to their everyday teaching, with a strong connection between the modules and their professional realities. This alignment was seen as a major contributor to the program's impact. Additionally, the program supported not only instructional development but also personal growth, fostering emotional resilience and reflective practice.

The integration of technology and AI tools was also well-received, helping participants build confidence in using digital resources to enhance their teaching. The emphasis on inclusive education and differentiated instruction further strengthened their ability to respond to diverse student needs. Despite these positive outcomes, the study also identified areas for improvement. Time constraints, content density, and limited interactivity were noted as challenges. Suggestions for future iterations included the addition of interactive live sessions, more differentiated content for different age groups, greater scaffolding for theoretical concepts, and features that promote collaboration and sustained engagement.

This study holds significance on several levels. While a substantial body of research has addressed the general challenges faced by novice teachers, there is a notable lack of studies focusing specifically on the PD needs of NEFLTs, particularly within the Turkish context. By addressing this gap, the study contributes meaningfully to the growing body of literature on NEFLTs and responds to calls for more context-sensitive and needs-driven PD initiatives. One of the study's key strengths lies in its bottom-up, inclusive approach, which contrasts with the top-down perspectives often employed in previous research. By incorporating diverse voices across professional roles, the study offers a more nuanced understanding of the challenges and opportunities faced by NEFLTs.

Ultimately, the study makes a valuable contribution to the field of language teacher education by demonstrating how a needs-based, participatory, and digitally delivered PD model can support the holistic development of novice teachers. By actively involving NEFLTs, experienced teachers, and teacher educators in both the design and evaluation processes, the study underscores the value of bottom-up, inclusive approaches to professional learning.

Beyond its immediate context, the findings carry broader implications. They offer evidence-based insights for policymakers, teacher educators, and educational institutions focused on bolstering induction and support systems for new teachers. By offering concrete, participant-informed recommendations, this study contributes to more effective, sustainable, and empowering PD practices for NEFLTs in Türkiye—and potentially in broader international contexts.

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APPENDIX-A: Needs Analysis Questionnaire for NEFLTS

Dear Colleague,

You are being asked to take part in a study that I am conducting within the scope of PhD dissertation under the guidance of Asst. Prof. Dr. Hatice Ergül in the Department of Foreign Languages Education at Hacettepe University. The necessary permission for my study was granted by Hacettepe University Ethics Commission. The purpose of this study is to develop an OPD program for NEFLTs in Turkey.

As the results of this study will shed light on the challenges faced by novice Turkish EFL teachers upon their entry to the profession and will contribute to the development of an effective OPD program for them, it is important that you express your opinions sincerely.

There are no risks related to participation in this study. Your participation will remain strictly confidential. Your name will not be attached to any of the data you provide. If you want to be informed about the findings, please e-mail me.

Thank you very much for your participation and sincerity.

Gizem Akçor
Ph.D. candidate in the ELT program
Hacettepe University

SECTION I – Demographics

1. Age:
2. Gender: Female () Male ()
3. City of residence:
4. Level of education:
 - Undergraduate ()
 - The university and department that you graduated from:
 - Master's ()
 - The university and program that you graduated from:
 - PhD. ()
 - The university and program that you graduated from:
5. Do you have a pedagogical formation certificate? Yes () No ()
6. If yes, the institution/university that issued the certificate:
7. Teaching experience: year(s)month(s)
8. The type of school in which you are currently teaching:
 - () Primary
 - () Middle School
 - () High School

please indicate the type of high school: _____

9. Experience at this level: year(s)
10. Previous teaching levels:
 Elementary - experience: year(s)
 Middle school - experience: year(s)
 High school - experience: year(s)
11. Have you participated in the 'Candidate Teacher Training Program'?
 Yes () No ()

SECTION II - Main concerns of the novice Turkish EFL teachers

Part I - Job-related concerns

A. Workload Challenges	A	U	S	R	N
1. I have difficulty in getting everything all done because of overwhelming workload.					
2. Non-instructional duties become tiring.					
3. I have challenges in preparing administrative paperwork, official correspondence, and reports.					
4. Extra-curricular tasks require too much time.					
5. I have sleepless nights due to time-consuming burden.					
6. I spend my time at home assessing papers and students' writing.					
B. Instructional Challenges					
1. I experience a curriculum conundrum.					
2. I cannot decide what is really important to teach.					
3. I feel I need an extra support in planning.					
4. Determining course objectives is hard for me.					
5. I have difficulty in choosing appropriate methods and techniques.					
6. I have difficulty when implementing what I plan.					
7. I feel insufficient in the issue of teaching strategies.					
8. I have difficulty in drawing attention of the students into the activities in the lesson.					
9. I feel hardship in using instructional tools.					
10. I feel insufficient in testing and evaluation.					
11. I have difficulty when matching quantitative numbers with my subjective impressions.					

C. Classroom Management					
1. I think classroom management is the most challenging part of the profession.					
2. I have problems in determining class rules.					
3. I don't know the best way to approach student behaviours.					
4. I can't use effective classroom management strategies.					
5. I have difficulty in managing unruly classes with discipline problems.					
6. I feel insufficient to undertake leadership or coaching roles in the class.					

A= Always, U= Usually, S= Sometimes, R= Rarely, N= Never

Part II - Social concerns

A. Social Status & Identity Challenges	A	U	S	R	N
1. I don't think I am respected in the society as a teacher.					
2. I find teaching profession unsuitable for my personality.					
3. I have worries about whether I am a good teacher or not.					
4. I have difficulty when revealing my persona in the class and at school.					
5. I feel a great pressure of teaching profession on me.					
6. I am loosing my idealistic side for the profession.					
7. I experience times when I feel darker and callous about the profession.					
8. I think I need an emotional support.					
9. I am unable to adapt to the culture of the school.					
10. I am worried about how the students judge me.					
11. I am unable to see myself as professional educator.					
12. I am unable to connect my ex-environment with the current atmosphere of the school.					
13. I am dissatisfied with my salary.					
14. I am dissatisfied with my social status.					
15. I am dissatisfied with my employee rights					
B. Relationship with Students					
1. I experience hardship in establishing a positive relationship with students.					

2. I feel insufficient in dealing with students' physical, cognitive, and social development.					
3. It is difficult for me to perceive individual differences.					
4. I have problems in helping the ones with behavioural problems.					
5. I am unable to be effective in providing emotional support.					
6. I have difficulty in guiding students and giving advice.					
7. I am unable to learn the students' names and call them by name.					
8. I think the students do not like me as a person.					
9. I am afraid that students do not respect me as a teacher.					
10. I feel the students do not see me as a good teacher.					
C. Relationship with Parents					
1. I am unable to develop a positive relationship with parents.					
2. I am unable to cope with negative approach of parents.					
3. I feel insufficient in dealing with school-parent relationship.					
4. I feel uncomfortable in parent meetings.					
D. Conflicts with Colleagues					
1. I think the colleagues don't assist and support me as a novice teacher.					
2. I am unable to develop positive relationships with the colleagues.					
3. The colleagues aren't being engaged in a professional sharing with me.					
4. I am not working with collaboratively approaching colleagues.					
5. I am not glad with their behaviour and manner.					
6. My colleagues do not respect my personal efforts.					
7. Unfriendly approach of colleagues upset me.					
8. I think experienced colleagues are not dealing sufficiently with beginning teachers.					
E. Supervisor Challenges					
1. My principal does not nurture an environment that encourages me as a new teacher.					
2. I have worries like satisfying the expectations of principal/ supervisors.					
3. The principal/supervisors require too much work from me.					
4. I don't feel that I will satisfy the expectations of principal/ supervisors.					
5. They have a highly critical assessment of my lessons and me.					

6. They are not proactive in providing feedback.					
7. I think they are not sympathetic listeners trying to understand me.					
8. I hesitate to ask questions to my principal.					
9. My principal is not willing enough to deal with my problems.					
10. I have difficulty in communicating with principal/ supervisors on professional development issue.					
F. Relationship with Mentor Teacher					
1. I do not have a positive relationship with my MT.					
2. My MT does not satisfy my expectations about professional support.					
3. I am unable to ask anything to my MT.					
4. I don't feel that I will satisfy my MT's expectations.					
5. My MT does not deal with my problems sufficiently.					
6. I don't find my MT as sympathetic listener.					
7. My MT is not proactive in providing feedback.					
8. My MT has an attitude of critical assessment about my lessons and me.					

A= Always, U= Usually, S= Sometimes, R= Rarely, N= Never

Part III - Perceptions on Pre-service training (PRESET)

A. Sufficiency of Pre-service Education	S	PS	SS	I
1. In introducing the profession				
2. In preparing me for the profession				
3. In the issue of instructional planning				
4. In the issue of teaching methods and techniques				
5. In the issue of evaluating student achievement				
6. In the issue of classroom management				
7. In overcoming instructional difficulties				
8. In the issue of guiding the students				
9. In considering individual differences of the students				
10. In making teaching more attractive for the students				
11. In using course book and materials				
12. In introducing the educational programs of the Ministry				

13. In teaching the law related with teaching profession				
14. In providing resources for professional development				
15. In gaining a teacher identity				

S= Sufficient, PS=Partially Sufficient, SS= Slightly Sufficient, I=Insufficient

Part IV - Perceptions on In-service Training (INSET)

A. Sufficiency of In-service Training	S	PS	SS	I
1. In assisting my current induction process				
2. In developing my identity as a teacher				
3. In introducing the facts about teaching profession				
4. In solving adaptation problems related to the profession				
5. In providing resources for professional development				
6. In teaching law related with teaching profession				
7. In the issue of instructional planning				
8. In the issue of instructional implementation				
9. In making teaching more attractive for the students				
10. In the issue of guiding the students				
11. In the issue of evaluating student achievement				
12. In the issue of classroom management				
13. In developing professional relationships with colleagues				

S= Sufficient, PS=Partially Sufficient, SS= Slightly Sufficient, I=Insufficient

SECTION III - Novice Turkish EFL Teachers' Perceptions of Candidate Teacher Training Program

1. With 3 words, how do you describe your first years of teaching as a new /novice language teacher?

.....

2. If you have participated in Candidate Teacher Training Program, which of the following forms of professional support have you encountered? Please put a cross (X) mark on the item if you think that it is a form of professional support you have encountered. (You can choose more than one item.)

- a. I attended formal meetings held at school. ()
- b. I have been observed by an experienced EFL teacher. ()

- c. I have observed classes of experienced teachers at my school.()
- d. I have been assigned a formal mentor from your own field. ()
- e. I have been informed about school policies and rules. ()
- f. I have got collegial support and help. ()
- g. I have been informed about the curriculum of foreign language education. ()
- h. I have been given fewer classes to teach. ()
- i. I have been given fewer responsibilities other than my subject field. ()
- j. I have drawn on materials written for novice EFL teachers. ()
- k. I have attended conferences/seminars/courses held for novice EFL teachers. ()
- l. I have prepared joint lesson plans with the other EFL teachers. ()
- m. others (Please specify.)
.....
.....

3. If any, what are the strengths/ contributions of the Candidate Teacher Training Program?
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4. If any, what are the limitations/ problems/ lack of the Candidate Teacher Training Program?
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5. What do you think about the in-service training seminars?
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6. What do you think about your mentor teacher?
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7. If any, what kind of changes do you want to see in the teacher candidate training program?
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.....

8. Do you have any other opinions or suggestions regarding the Candidate Teacher Training Program?

.....

SECTION IV - Novice Turkish EFL teachers' perceived needs during their first year of teaching

1. Please indicate the degree to which you needed assistance with the following:

- 1= No need
- 2= Very little need
- 3= Some need
- 4= Very strong need

Statements	1	2	3	4
Providing and maintaining classroom discipline				
Teaching English at schools with inadequate teaching materials				
Teaching English in large classes				
Teaching English in classes of learners of low L2 proficiency				
Teaching English to unmotivated learners				
Teaching English in mixed ability classes				
Adjusting for individual differences among students				
Preparing exams				
Assessing learner performance				
Mood management when dealing with difficult students				
Time management to catch up with the syllabus				
Sustaining learner motivation and interest				
Effective use of body language				
Effective use of in-class teaching materials				
Integrating cultural variety into the lessons				
Communicating with parents				
Building relationships with colleagues				
Communicating with the principle				
Creating lesson plans				
Implementing lesson plans				
Developing and adapting teaching materials				

Teaching reading skills				
Teaching speaking skills				
Teaching listening skills				
Teaching writing skills				
Teaching grammar				
Teaching vocabulary				
Engaging in reflective practice as a teacher				
To be able to use technological tools effectively in teaching				

2. What additional types of support do you think the induction/ OPD program should provide novice teachers?

.....

.....

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.....

APPENDIX-B: Questionnaire on Experienced EFL Teachers' Perceptions

Dear Colleague,

You are being asked to take part in a study that I am conducting within the scope of PhD dissertation under the guidance of Asst. Prof. Dr. Hatice Ergül in the Department of Foreign Languages Education at Hacettepe University. The necessary permission for my study was granted by Hacettepe University Ethics Commission. The purpose of this study is to develop an OPD program for NEFLTs in Turkey.

As the results of this study will shed light on the challenges faced by novice Turkish EFL teachers upon their entry to the profession and will contribute to the development of an effective OPD program for them, it is important that you express your opinions sincerely.

There are no risks related to participation in this study. Your participation will remain strictly confidential. Your name will not be attached to any of the data you provide. If you want to be informed about the findings, please e-mail me.

Thank you very much for your participation and sincerity.

Gizem Akçor
Ph.D. candidate in the ELT program
Hacettepe University

SECTION I – Demographics

1. Age:
2. Gender: Female () Male ()
3. City of residence:
4. Level of education:
 - Undergraduate ()
 - The university and department that you graduated from:
 - Master's ()
 - The university and program that you graduated from:
 - PhD. ()
 - The university and program that you graduated from:
5. Do you have a pedagogical formation certificate? Yes () No ()
6. If yes, the institution/university that issued the certificate:
7. Teaching experience: year(s)month(s)
8. The type of school in which you are currently teaching:
 - () Primary
 - () Middle School
 - () High School

please indicate the type of high school: _____

- 9. Experience at this level: year(s)
- 10. Previous teaching levels:
 - Elementary - experience: year(s)
 - Middle school - experience: year(s)
 - High school - experience: year(s)

SECTION II - Reflecting on beginning years of teaching

- 1. With 3 words, how would you describe your first years of teaching?

- 2. If any, what challenges did you encounter during the beginning years of teaching?

- 3. If you had encountered any challenges, how did you cope with them?

- 4. What would you suggest/ say to *your first-year-teacher self*?

SECTION III - Opinions regarding the NEFLT's' needs during their first year of teaching

- 1. Please indicate the degree to which you think novice Turkish EFL teachers need assistance with the following:
 - 1 = No need
 - 2 = Very little need
 - 3 = Some need
 - 4 = Very strong need

Statements	1	2	3	4
Providing and maintaining classroom discipline				
Teaching English at schools with inadequate teaching materials				
Teaching English in large classes				

Teaching English in classes of learners of low L2 proficiency				
Teaching English to unmotivated learners				
Teaching English in mixed ability classes				
Adjusting for individual differences among students				
Preparing exams				
Assessing learner performance				
Mood management when dealing with difficult students				
Time management to catch up with the syllabus				
Sustaining learner motivation and interest				
Effective use of body language				
Effective use of in-class teaching materials				
Integrating cultural variety into the lessons				
Communicating with parents				
Building relationships with colleagues				
Communicating with the principle				
Creating lesson plans				
Implementing lesson plans				
Developing and adapting teaching materials				
Teaching reading skills				
Teaching speaking skills				
Teaching listening skills				
Teaching writing skills				
Teaching grammar				
Teaching vocabulary				
Engaging in reflective practice as a teacher				
To be able to use technological tools effectively in teaching				

2. What additional types of support do you think the induction/ OPD program should provide novice Turkish EFL teachers?

.....

.....

.....

.....

.....

APPENDIX-C: Questionnaire on EFL Teacher Educators' Perceptions

Dear Professor,

You are being asked to take part in a study that I am conducting within the scope of PhD dissertation under the guidance of Asst. Prof. Dr. Hatice Ergül in the Department of Foreign Languages Education at Hacettepe University. The necessary permission for my study was granted by Hacettepe University Ethics Commission. The purpose of this study is to develop an OPD program for NEFLT's in Turkey.

As the results of this study will shed light on the challenges faced by novice Turkish EFL teachers upon their entry to the profession and will contribute to the development of an effective OPD program for them, it is important that you express your opinions sincerely.

There are no risks related to participation in this study. Your participation will remain strictly confidential. Your name will not be attached to any of the data you provide. If you want to be informed about the findings, please e-mail me.

Thank you very much for your participation and sincerity.

Gizem Akçor
Ph.D. candidate in the ELT program
Hacettepe University

SECTION I - Demographics

1. Age:
2. Gender: Female () Male ()
3. The university in which you are currently teaching:
4. Title/ Position:
5. Level of education:
 - Undergraduate ()
 - The university and department that you graduated from:
 - Master's ()
 - The university and program that you graduated from:
 - PhD. ()
 - The university and program that you graduated from:
6. Do you have a pedagogical formation certificate? Yes () No ()
7. If yes, the institution/university that issued the certificate:
8. Teaching experience: year(s)month(s)

SECTION II - Reflecting on beginning years of teaching

1. With 3 words, how would you describe your first years of teaching?

.....
.....
.....

2. If any, what challenges did you encounter during the beginning years of teaching?

.....

3. If you had encountered any challenges, how did you cope with them?

.....

4. What would you suggest/ say to *your first-year-teacher self*?

.....

SECTION III - Opinions regarding the novice Turkish EFL teachers' needs during their first year of teaching

1. What concerns related to the beginning years of teaching do pre-service EFL teachers generally report?

.....

2. Please indicate the degree to which you think novice Turkish EFL teachers need assistance with the following:

- 1 = No need
 2 = Very little need
 3 = Some need
 4 = Very strong need

Statements	1	2	3	4
Providing and maintaining classroom discipline				
Teaching English at schools with inadequate teaching materials				
Teaching English in large classes				
Teaching English in classes of learners of low L2 proficiency				
Teaching English to unmotivated learners				
Teaching English in mixed ability classes				
Adjusting for individual differences among students				
Preparing exams				
Assessing learner performance				

Mood management when dealing with difficult students				
Time management to catch up with the syllabus				
Sustaining learner motivation and interest				
Effective use of body language				
Effective use of in-class teaching materials				
Integrating cultural variety into the lessons				
Communicating with parents				
Building relationships with colleagues				
Communicating with the principle				
Creating lesson plans				
Implementing lesson plans				
Developing and adapting teaching materials				
Teaching reading skills				
Teaching speaking skills				
Teaching listening skills				
Teaching writing skills				
Teaching grammar				
Teaching vocabulary				
Engaging in reflective practice as a teacher				
To be able to use technological tools effectively in teaching				

3. What additional types of support do you think the induction/ OPD program should provide novice Turkish EFL teachers?

.....
.....
.....
.....

4. If any, what would be your recommendations for pre-service EFL teacher education programs in Turkey to better support novice Turkish EFL teachers during their initial years of teaching?

.....
.....
.....
.....

APPENDIX-D: KWL Chart

To help you reflect on your learning journey and guide the professional development process, please complete the KWL Chart below.

Before the program begins:

- In the “**What I KNOW (K)**” column, write down what you already know or believe you understand about each of the five module topics (i.e., teacher wellbeing, classroom management, materials development, diversity in the EFL classroom, reflective teaching).
- In the “**What I WANT to know (W)**” column, write what you hope to learn or improve in relation to each module.

After the program ends:

- In the “**What I LEARNED (L)**” column, write what you have learned, discovered, or become more confident about in each area. What insights, strategies, or tools will you take into your teaching practice?

Please keep in mind that there are no right or wrong answers, so your honesty is appreciated. Your responses will be used to reflect on the effectiveness of the program and guide future training efforts.

A sample KWL chart is offered to guide you in filling out your own:

	<i>Before the program</i>		<i>After the program</i>
	<i>What I Know (K)</i>	<i>What I Want to Know (W)</i>	<i>What I Learned (L)</i>
<i>Increasing student motivation and engagement in the EFL classroom</i>	<i>I know that students are more motivated when the lessons are fun and interesting. I sometimes use games or songs.</i>	<i>I want to learn how to keep motivation high throughout the semester and for different types of students (e.g., shy, low-level, or uninterested ones).</i>	<i>I learned to use choice-based activities and goal setting to increase motivation across different learner profiles.)</i>
	<i>I try to include speaking activities and group work to keep students involved, but sometimes they still seem passive.</i>	<i>I want to know more engaging techniques that get students talking and participating actively, not just sitting quietly.</i>	<i>I learned how to use task-based learning and real-world topics to make students more engaged.</i>
	<i>I mostly use the coursebook and sometimes find extra worksheets online.</i>	<i>I want to learn how to create or adapt materials to match students' interests and learning styles.</i>	<i>I learned to modify textbook content with visuals, storytelling, and student-generated tasks.</i>
	<i>I've used Kahoot and YouTube, but not much else.</i>	<i>I want to learn how to use more tech tools that help motivate students, especially for online or hybrid teaching.</i>	<i>I learned about using Edpuzzle and Canva to create more interactive and personalized materials.</i>
	<i>I try to be positive and encouraging, but I'm not sure if I'm doing enough.</i>	<i>I want to know how my attitude, feedback, and classroom presence can affect student motivation.</i>	<i>I learned the importance of growth mindset language and building positive teacher-student relationships.</i>

- **Personal experiences:** Have you faced any specific challenges or had any successes related to these topics?
- **Teaching context:** Are you teaching in an urban or rural area? Do you face limitations in terms of materials or resources? Are your learners diverse in terms of needs, backgrounds, or levels?
- **Current knowledge and strategies:** What approaches, tools, or beliefs do you already use?
- **Gaps or needs:** What areas are you unsure about or need more support in?
- **Goals:** What changes or professional growth do you hope to achieve by the end of the program

***You will complete the third column, **L (What I Learned)**, after the program ends. At that point, please revisit what you wrote in the **W (What I Want to Know)** column to reflect on how your learning goals were met. This will help you self-assess your development throughout the course.

<i>Before the program</i>		<i>After the program</i>
What I Know (K)	What I Want to Know (W)	What I Learned (L)

APPENDIX-F: Program Evaluation Form

This survey seeks to collect your experiences and feedback related to the program's content, delivery, and its overall impact on your professional growth as a NEFLT. Please provide your honest well-considered responses reflecting your experience. Your time and valuable feedback are appreciated.

1. Overall, how satisfied are you with the OPD program?

1	2	3	4	5	6
Not satisfied at all	Dissatisfied	Slightly dissatisfied	Slightly satisfied	Satisfied	Highly satisfied

2. Please select the option that best represents your experience for each statement, ranging from "Strongly Disagree" to "Strongly Agree."

	1 strongly disagree	2 disagree	3 agree	4 strongly agree
1. The OPD program took my prior knowledge into consideration.				
2. The OPD program made me question my professional routines.				
3. The OPD program provided me with new approaches to my professional practices.				
4. The OPD program made me engage with new information.				
5. The learning objectives of the OPD program were clear to me.				
6. I was given the course schedule at the beginning.				
7. The components of the OPD program were structured in a meaningful way.				
8. The core messages of the OPD program were summarized at the end.				
9. We exchanged ideas with other participants in the OPD program.				
10. We worked collaboratively on tasks in the OPD program.				
11. We provided feedback to each other in the OPD program.				
12. The OPD program helped me gain new professional insights.				

13. The OPD program helped me expand my professional network.				
14. The OPD program helped me feel more self-efficacious with regard to my professional practices.				
15. The OPD program helped me address my professional challenges.				

3. Please evaluate the effectiveness of the content of the OPD program by selecting an option from 1 "Not Effective at All" to 4 "Very Effective."

	1 not effective at all	2 not effective	3 effective	4 very effective
readings				
videos				
quizzes				
assignments				
discussions				
KWL charts				
weekly self-reflective journals				

4. What were your overall impressions of the program? Please explain with specific examples.

5. What specific module(s) or topic(s) did you find most beneficial? Why?

6. What specific module(s) or topic(s) did you find least beneficial? Why?

7. Are there additional topics or areas you would like to see included in future OPD programs?

8. Did the program address your professional development needs as a NEFLT? If yes, to what extent and how?

9. Have you applied any strategies or techniques from the OPD program in your practice? If so, please provide details.

10. In what ways, if any, has this program influenced your growth as a teacher?

11. Was there anything in the program that you felt did not fully meet your needs? If yes, what aspects of the program could be improved or changed, and how?









12. Is there anything else you would like to share about your experience in the program?

APPENDIX-G: Semi-Structured Interview Questions

1. How long have you been teaching?
2. What age group or level of students do you teach, and what do you find most rewarding about working with them?
3. What do you enjoy most about teaching English?
4. How do you stay updated with new teaching techniques or methods?
5. What does professional development mean to you as an English teacher?
 - a. In your opinion, is it important for a teacher to engage in professional development activities? If so, how important?
 - b. Do you try to professionally develop yourself as a novice EFL teacher? If so, how?
 - c. What activities or practices do you engage in to support your own professional development? For example, ...
 - d. Do you achieve any benefits from these professional activities? If so, how? If not, why?
 - e. Do you encounter any difficulties in pursuing your professional development? If so, what are they?
 - f. Do you have professional development needs as a novice EFL teacher? If so, what are they?
6. How is your overall experience with the novice teacher induction program provided by the Turkish Ministry of National Education (MoNE)?
 - a. Did the program prepare you for your role as an EFL teacher? If yes, to what extent and how?
 - b. Which part(s) of the training program do you find most beneficial for your teaching practice?
 - c. Did the program address the challenges you encounter as a novice EFL teacher? If so, to what extent?
 - d. What support or resources are provided during the program that contributed to your professional development?
 - e. In your opinion, how could the program better meet the needs of novice EFL teachers in Turkey? (What changes or improvements do you suggest?)
7. To what extent did the e-PD program align with your expectations for your professional development as a novice EFL teacher?
 - a. Did the program activities (such as weekly journals, readings, quizzes, tasks and discussions) influence your professional development? If yes, how?
 - b. Were there any aspects of the program that you found especially beneficial or relevant to your teaching?
 - c. Were there any aspects of the program that you found unclear or challenging to engage with?
 - d. Do you feel that the e-PD program content was relevant to the challenges you have got as a novice EFL teacher?

- e. What changes or additions could make the e-PD program more useful for novice EFL teachers? (What additional support or topics would you suggest?)
- f. Would you recommend this program to other novice EFL teachers? Why or why not?

APPENDIX-H: Welcome Page of the OPD Program on Canvas LMS

-  Home
-  Account
-  Dashboard
-  Courses
-  Calendar
-  Inbox
-  History
-  Help

OPD Program for Novice EFL Teachers

Dear Colleagues,

Welcome to the *OPD Program for Novice EFL Teachers in Turkey*. I'm thrilled to have you on board! :)

This self-paced program consists of **five modules**, each focusing on a key area of teaching. You can *progress at your own pace* and even complete the modules earlier than the final deadline, which is **May 15th**.

✨ What You'll Be Doing:

- Complete a **self-reflective journal** at the end of each module (find them in the 'Assignments' tab on the left side of the page).
- Fill out a **KWL chart** *before starting* and *after the program* to track your learning progress (find it in the 'Assignments' tab on the left side of the page).
- After finishing all modules, **complete a brief program evaluation form** to share your feedback (find it in the 'Assignments' tab on the left side of the page).
- Finally, you'll be invited for a short **interview** to reflect on your experience and the impact of the program.

Please make sure to **get started as soon as possible**, *as each module involves readings, videos, tasks, and assignments and some assignments (especially the Task 5: Assignment sections) may require in-class implementations, so they may take a bit more time. If you set aside a few focused hours, you'll be able to complete most parts comfortably. Just try not to leave everything until the very last minute!*

Your participation is truly appreciated, and I hope you find the program both useful and inspiring for your teaching journey.

If you have any questions or need clarification at any point, **please don't hesitate to reach out**.

Thank you so much for your invaluable contribution.

Wishing you a smooth and rewarding learning experience!

Warm regards,
Gizem

APPENDIX-I: OPD Program Content

MODULE 1: TEACHER WELLBEING

Table of Contents

Module 1: Overview

Module 1: Unlock Your Mind – Gear up for watching and reading

Module 1: Task 1 – Video Lecture

Module 1: Task 2 – Read Articles/Book Chapters

Module 1: Task 3 – Self-Assessment Quiz

Module 1: Task 4 – Discussion

Module 1: Task 5 – Assignment

Module 1: Wrap-up

Module 1

Teacher Wellbeing

Overview

This module is to support you in understanding, prioritising and sustaining your wellbeing. With this purpose in mind, it will define and discuss the importance of the language teacher wellbeing, and critically explore the common challenges faced by the novice EFL teachers. Drawing on the research highlighting the critical link between teacher wellbeing and student outcomes and achievements (Mercer & Gregersen, 2020), this module will also provide some insights and strategies to help promote your wellbeing.

Objectives

By the end of the module, you will be able to:

- define teacher wellbeing and discuss its importance
- list the main factors that affect teacher wellbeing
- identify the common challenges encountered by novice EFL teachers
- explore effective strategies to enhance teacher wellbeing
- reflect on personal wellbeing
- create a personalised wellbeing action plan

Module 1 Task List:

Do the following tasks in this order:

Unlock Your Mind: Gear up for watching and reading

Task 1: Watch Module 1 video lecture

Task 2: Read articles/book chapters

Task 3: Take self-assessment quiz

Task 4: Discussion: "Interventions to develop my wellbeing"

Task 5: Module 1 Assignment: Share your WAP

UNLOCK YOUR MIND: Gear up for watching and reading

Before diving into the assigned videos and readings, here are some questions to consider:

Understanding wellbeing:

- *What does wellbeing mean to you?*
- *How do you differentiate between happiness and wellbeing?*
- *Can you think of any factors or examples that might affect one's wellbeing?*
- *Have you heard of teacher burnout? What are some signs of burnout?*
- *Have you heard of positive psychology? Does it ring any bells?*

Wellbeing in education:

- *Why do you think wellbeing is getting even more emphasis in education?*
 - *How do you think teacher wellbeing impacts students' educational outcomes?*
 - *Can you think of any programs or initiatives that address student wellbeing in your educational journey?*
 - *Do you think the focus on student wellbeing has overshadowed the importance of teacher wellbeing?*
-

MODULE 1: TASK 1- VIDEO LECTURE

Please watch Sarah Mercer's talk on teacher wellbeing at a web conference in 2020. This video will help you understand what teacher wellbeing is and why it is important. The talk is thought-provoking, encouraging you to reflect on your wellbeing now and offers practical strategies to support your own wellbeing.

Hit the link below to access the video:

<https://www.teachingenglish.org.uk/comment/207860#comment-207860>

Additional video resources:

Here is an additional Macmillan Education webinar video hosted by Sarah Mercer. In this talk she gives more practical strategies that we can use to deal with negative feelings and stress, foster positive ones, manage time better and maintain work-life balance.

Hit the link below to access the video:

<https://www.youtube.com/watch?v=LKUolHeJoO8>

MODULE 1: TASK 2- READ ARTICLES/BOOK CHAPTERS

Read the article and the book chapter below.

Article: <https://academic.oup.com/eltj/article/75/1/14/6075620>

Source: Mercer, S. (2021). An agenda for well-being in ELT: An ecological perspective. *ELT Journal*, 75(1), 14-21.

Book Chapter: https://link.springer.com/chapter/10.1007/978-981-15-5963-1_11

Source: Falecki, D., & Mann, E. (2020). Practical applications for building teacher wellbeing in education. In C. F. Mansfield (Ed.), *Cultivating teacher resilience: International approaches, applications and impact* (175-191). Springer. <https://doi.org/10.1007/978-981-15-5963-1>

Additional reading resources (Optional):

Source: Mercer, S. (2020, March 9). *Teacher Wellbeing: A SMART Approach* | Sarah Mercer. Teaching English with Oxford.

<https://teachingenglishwithoxford.oup.com/2020/03/09/teacher-wellbeing-a-smart-approach-sarah-mercer/>

Source: Mercer, S., & Puchta, H. (2023). *Sarah Mercer's and Herbert Puchta's 101 psychological tips*. Cambridge University Press & Assessment.

MODULE 1: TASK 3- SELF-ASSESSMENT QUIZ

This self-assessment quiz provides a great way to check your understanding of the content covered in Tasks 1 and 2. It includes questions regarding the video as well as the readings. Feel free to take the quiz as many times as you need, no worries! Give it your best shot, but don't worry about the numbers. The purpose is to review the key concepts in the video and the readings.

1. Wellbeing is stable. T F
2. Two strands that you can work on your wellbeing: _____ and _____.
3. Good practice is linked to teacher wellbeing. T F

4. Which example is the right to explain prioritisation of wellbeing?
- putting your own oxygen mask on first before helping others
 - a good teacher being like a candle consuming itself to light the way for others
5. Accept-Balance-Connect is the ABC of _____.
- Collective steps to self-care
 - Individual steps to self-care
6. Focus on the positives is not denying the negatives. T F
7. Which is NOT among the components of healthy integration of work and life?
- Boundaries
 - Complete absence of negative emotions
 - Time management
 - Nurturing relationships
8. What does each letter refer to in PERMA pillars, which is Seligman's (2011) model of flourishing?
- P _____
- E _____
- R _____
- M _____
- A _____
9. To Mercer (2021), wellbeing is not solely individualistic but also _____ situated.
10. In her article, Mercer (2021) is calling _____ to take action regarding wellbeing. It needs to take wellbeing seriously as a concept and work on A significant step would be to integrate well-being competences in teacher education programmes.
11. Match the PERMA pillars with their definitions.
- Accomplishment
 - Engagement
 - Meaning
 - Positive emotions
 - Relationships
- ___ 1. Having purpose in life and what you do
- ___ 2. Being fully absorbed in what you do
- ___ 3. Generating feelings of joy, happiness, gratitude, and enjoyment
- ___ 4. Having satisfying connections with others

- ___ 5. Setting goals and achieving them
12. _____ is a key strategy to regulate feelings.
13. If teachers' high-stress levels are not managed, teachers can become _____.

MODULE 1: TASK 4- DISCUSSION

Module 1 Discussion Topic: "Interventions to develop my wellbeing"

After you are done with the video and the readings, share your experience on interventions to develop your wellbeing.

Before deciding on the interventions you are going to apply, ponder and reflect on the following questions:

- *How much attention do you currently pay to your own wellbeing?*
- *How would you rate your overall wellbeing on a scale of 1-10 (1 being very low, 10 being very high)?*
- *What are some challenges or stressors you (have) faced that might have affected your wellbeing?*
- *Can you think of any self-care strategies you already do that might contribute to your wellbeing?*

Instructions:

1. Go to the Table 11.1 *Interventions to develop teacher well-being* on page 182 in the book chapter by Falecki and Mann (2020).
2. After examining each PERMA pillar and the interventions in detail, choose at least 5 interventions. (Please note that the interventions on the table present an overview of the strategies which are explored in the rest of section 11.4).
3. Practise the interventions that you choose and reflect on your experience.
4. Write a 200-500 word post on the discussion board. Your post needs to include:
 - your choice of interventions
 - brief explanation of what you did as each intervention
 - your reflection on your experience:

try to answer these questions:

 - How did I feel?
 - What did I notice?
 - What did I learn?
 - Was it helpful?
 - What did not change?
 - Do you intend to continue the new practice?

5. Post your answer on the board.

After posting your paragraph, you are encouraged (though not required) to read at least one peer's response and share a constructive comment or thoughtful reflection. This will help foster a collaborative learning environment. Feel free to revisit the discussion sections throughout the module to engage with your peers' posts and contribute further insights.

MODULE 1: TASK 5- ASSIGNMENT

Share your WAP

This assignment will allow you to develop your own personalised *wellbeing action plan* (i.e., WAP). It also provides an opportunity to learn from each other and boost your wellbeing.

Please remember we're a team. Our goal is to create a supportive and dynamic community where we can learn from the content of this program and each other's valuable contributions. Your active participation is greatly appreciated!

Share your ideas and get tons back!

Instructions:

Taking care of your wellbeing is not "a selfish indulgence, but rather it is a basic necessity for healthy functioning" (Mercer & Puchta, 2023, p.2). This assignment is a great opportunity to take control of your wellbeing, which is necessary to manage your stress, maintain a healthy work-life balance, increase your effectiveness as a teacher, sustain your fulfilment, and prevent burnout.

Holmes (2005) divides wellbeing into four categories as follows: 1) physical, 2) emotional, 3) mental and intellectual, and 4) spiritual. These might help you what to consider when developing your WAP.

1. Thoroughly review all the resources provided thus far. Take some time to engage with them and make sure you're fully caught up on everything we've covered. If you come across any resources you find beneficial and relevant to the module's objectives, please feel free to use and share them with the crew.
2. Start by reflecting on your current wellbeing. Think holistically. Your body, mind, work-life balance, overall satisfaction, etc.?
3. Pick a few areas to focus on. What areas do you wish to nurture? These might include physical health, social relationships, professional development, etc.
4. Define your wellbeing goals that align with your current needs and areas of focus. The SMART method might guide you well when setting your goals. Make sure your goals are specific, manageable, and realistic.
5. Break down each goal into action steps. Don't just say 'read more'! Instead, be more specific: Read 30 pages every day.

6. Time commitment and frequency? Allocate some time for your routines. How much time do you plan to dedicate? How often do you intend to engage in them?
7. Anticipate possible challenges that might keep you back from your plan and think about proactive solutions.
8. Track your journey. How do you plan to track your journey? Make use of journals, apps, or checklists to see your progress. Celebrate your success and make adjustments when needed.
9. Complete the chart given below and share it on the discussion board. Feel free to comment on your peers' charts.

* Mercer and Puchta's (2023) Section A: Psychological tips for teacher wellbeing in their book '*Sarah Mercer's and Herbert Puchta's 101 Psychological Tips*' might give useful ideas regarding what to consider for your self-care.

Area of focus	Current status	Specific goal	Action steps	Timeline	Progress tracking
<i>Personal growth</i>	<i>Feeling stuck</i>	<i>Start a new hobby</i>	<i>Take a painting class</i>	<i>Once a week</i>	<i>Journal entries</i>

MODULE 1: WRAP-UP

Great work! You've completed Module 1.

During this module, you've gained valuable information on how to prioritize and maintain your wellbeing as a teacher. You've explored some common challenges faced by novice EFL teachers and learned some strategies to navigate them. Please check the list below to confirm you've finished all assignments for this week.

Checklist:

- I watched the video.
- I did the readings.
- I took the quiz.
- I posted at least two messages on the discussion board.
- I submitted my assignment called "Share your WAP"

Kudos on completing Module 1 with success! :)

MODULE 2: CLASSROOM MANAGEMENT

Table of Contents

Module 2: Overview

Module 2: Unlock Your Mind – Gear up for watching and reading

Module 2: Task 1 – Video Lecture

Module 2: Task 2 – Read Articles

Module 2: Task 3 – Self-Assessment Quiz

Module 2: Task 4 – Discussion

Module 2: Task 5 – Assignment

Module 2: Wrap-up

Module 2**Classroom Management****Overview**

This module aims to provide you with essential classroom management skills and strategies to create an effective learning environment for your students and keep a smooth running of a classroom. You will be introduced to key components and fundamental routines of classroom management, necessary skills and practices to address disruptive behaviour effectively. You will explore the successful research-backed classroom management techniques, enabling you to get trained in implementing them in your own classrooms. Lastly, you will investigate how being a reflective practitioner enhances your classroom management.

Objectives

By the end of the module, you will be able to:

- identify key elements of classroom management
- list fundamental routines of classroom management as a teacher
- define practical techniques to establish and maintain classroom management
- study how reflecting on your practices affect classroom management
- reflect on your own classroom management practices
- discuss case studies regarding classroom management
- develop a classroom management plan tailored to the challenges given in the case study

Module 2 Task List:

Do the following tasks in this order by the end of the week:

Unlock Your Mind: Gear up for watching and reading

Task 1: Watch Module 2 video lectures

Task 2: Read articles

Task 3: Take self-assessment quiz

Task 4: Discussion- "Rules and routines in my classroom"

Task 5: Module 2 Assignment: Create a classroom management plan

UNLOCK YOUR MIND: Gear up for watching and reading

Before diving into the assigned videos and readings, please try to reflect on the questions below. These thought-provoking questions serve as a guide to facilitate your reflection on your classroom management. Through the assigned videos and readings, you might get answers to your existing inquiries, gain new perspectives and/or expand your knowledge.

- *How well did my classroom management techniques work in fostering an effective learning environment?*
- *What were the biggest classroom management challenges I faced? How did I overcome them?*
- *Did I set my expectations clearly? What could I have done to make them clearer?*
- *How well did I handle disruptive behavior? Was I able to come up with successful interventions that prevented them from happening again?*
- *Were the outcomes of misbehavior clear and fair?*
- *Was I successful in building good rapport with my students? If not, how can I develop good relationships with them?*
- *How did I take care of myself during challenging instances? Was I able to manage my stress?*
- *What feedback did I get regarding my classroom management techniques from others (e.g., students, mentors, colleagues, etc.)*

MODULE 2: TASK 1- VIDEO LECTURE

Please watch the videos assigned below. Don't be discouraged by the number of the videos as each video is between 3 to 7 minutes long. They are brief, quite informative and packed with practical tips that will help sharpen your classroom management skills. Please remember some questions in the self-assessment quiz in Task 3 will be based on the content covered in these videos.

Video 1: Ensuring a settled and focused class

This video will give you some useful tips for calming a noisy classroom with the help of clear communication techniques.

<https://www.youtube.com/watch?v=PLFcaovsriA>

Video 2: Dealing with distractions confidently

In this video Dr. Rogers is sharing a personal anecdote and discussing some strategies to handle distractions when highlighting the importance of keeping the classroom environment calm and focused.

<https://www.youtube.com/watch?v=doNJS7ACp1c>

Video 3: Students who just say NO

This video will give you an idea about how to deal with student pushback effectively.

<https://www.youtube.com/watch?v=Q1bIQ1Hg00c>

Video 4: Research-backed strategies for better classroom management

This video points out six common mistakes regarding classroom management and offers alternative strategies based on research.

https://www.youtube.com/watch?v=y_v_G7ub-n0

Video 5: Innovative solutions for disruptive student behaviour in classrooms

This video introduces a couple of successful school-wide implemented classroom management strategies.

<https://www.youtube.com/watch?v=zKACVTnphmg>

Additional video resources:

Here is an additional video suggesting ten classroom management tips for novice teachers. These strategies will help you excel in your teaching.

Hit the link below to access the video:

<https://www.youtube.com/watch?v=lfNhhmVtI>

MODULE 2: TASK 2- READ ARTICLES

Read the book chapters below.

Reading 1: Chapter 7: A behavior management and discipline plan at the classroom level

Source: Rogers, B. (2012). *Essential guide to managing teacher stress*. Pearson.

Reading 2: Chapter 11: Research-based best practices in classroom management

Source: Hardin, C. J. (2014). *Effective classroom management models and strategies*. Pearson.

Additional reading resources (Optional):

Chapter 1.6: Using a limited space

Chapter 3.2: Helping the group to work together

Chapter 3.3: Mixed-level classes

Chapter 3.4: Large classes

Source: Scrivener, J. (2012). *Effective supply teaching: Behaviour management, classroom discipline, and colleague support*. Cambridge University Press.

MODULE 2: TASK 3- TAKE SELF-ASSESSMENT QUIZ

This self-assessment quiz offers an excellent opportunity to check your understanding of the content covered in Tasks 1 and 2. Don't stress about the score, there are no penalties for retakes. The goal is to strengthen your understanding of the main ideas covered in the videos and readings.

1. According to Dr. Rogers, teachers should focus on the _____ behavior exhibited by students.
2. Rather than picking off any one particular behavior, Bill suggests using calm and clear _____ language.
3. Bill recommends using language that is calm and positive when queuing students to settle down. (T) (F)
4. Bill believes that immediate confrontation is the most effective way to address disruptive behavior in the classroom. (T) (F)
5. According to Bill, arguing with students about secondary issues like whether other teachers allow certain behaviors is productive. (T) (F)
6. Bill suggests that drawing attention to students' secondary behaviors like sulking or eye-rolling is important for maintaining classroom discipline. (T) (F)
7. Bill emphasizes the importance of giving students a _____ when addressing disruptive behavior.
8. Bill mentions that while some students may sulk or resist consequences, it's important to leave them with the consequences of their choice within a framework of directed choices. (T) (F)
9. Negative attention can make students feel _____, leading to more behavioral issues later on.
10. Demanding compliance without emotional labor can lead to students rebelling, testing boundaries, or engaging in _____ struggles.
11. Teachers should expect compliance from students without putting in the emotional labor necessary to build strong relationships. (T) (F)
12. Checking biases and ensuring fair treatment for all students is an important aspect of effective classroom management. (T) (F)

13. The teacher's use of the cue "Marco Polo" has decreased teaching and learning time because students are distracted by it. (T) (F)
14. During the pandemic, students were able to be muted like in online classes, which made classroom management easier. (T) (F)
15. The use of different voices in the classroom helps to control the noise level and communicate expectations to students. (T) (F)
16. What is the purpose of a discipline plan according to the text?
- To punish students for misbehaviors
 - To address distracting and disruptive behaviors with positive interventions
 - To ignore disruptive behaviors until they escalate
 - To enforce strict rules without explanation
17. Effective teachers plan their behavior management as thoughtfully as they plan individual lessons. (T) (F)
18. Match the following elements of the discipline plan with their descriptions:
- Essential core routines (2)
 - Classroom rules (1)
 - Addressing distracting and disruptive behavior (3)
 - Intervention framework (4)
 - Consequences of behavior (6)
 - Time-out support procedures (5)
- Descriptions:
- Communicating the expectations for student behavior
 - The way we do things in the classroom that will help the smooth running of teaching and learning
 - Involves actions to maintain a focused learning environment when discipline issues occur
 - Outlines a series of interventions from least to most intrusive
 - Procedures for removing persistently disruptive students from the classroom
 - Clarifying the outcomes of students' disruptive behaviors
19. It is highly important to set classroom routines in the very first meetings with a new class. (T) (F)
20. When engaging in classroom management, teachers should avoid the use of "don't" and "why". (T) (F)
21. There is no relationship between effective classroom management and keeping the class running smoothly between activities by planning and managing the transitions effectively. (T) (F)

22. Effective teachers teach classroom rules in the same manner as academic content, which includes explaining, practicing, and reviewing the rules until students have mastered them. (T) (F)
23. Preventive interventions in classroom management include developing rules, creating procedures, and building positive relationships with students. (T) (F)
24. Effective classroom managers aim to foster a learning environment in which students take ownership of their behavior, feel included and develop a sense of responsibility towards others. (T) (F)
25. Preventive strategies aim to _____ behavior problems, while reactive strategies _____ a student's behavior.
-

MODULE 2: TASK 4- DISCUSSION

Module 1 Discussion Topic: "Rules and routines in my classroom"

After you are done with the videos and the readings, share your experience with classroom management on the discussion board.

1. Write 200-500 word post answering the following questions:
 - *What specific challenges do you face regarding classroom management?*
 - *What are some of the effective routines and strategies you're currently employing to manage your classrooms?*
 - *Which routines and strategies discussed in the readings and videos do you think you can apply to help manage your classrooms?*
 - *Are there any particular routines or strategies that you believe may not be suitable or effective in your teaching context?*
 - *In light of everything you've learned about classroom management, are there any aspects of your current practices that you believe might be ineffective or could be improved upon?*
 - *Please read the chapter 'The Convergence of Reflective Practice and Effective Classroom Management' by Larrivee (2006) and think about the link between teachers as reflective practitioners and effective classroom management.*
 - *Do you think the development of reflective practice can help teachers effectively manage the diverse challenges present in today's classrooms? If so, how?*
 - *Considering the insights provided in the article, are you interested in trying a simple reflective practice to gain insights into your classroom management? If so, what aspect of your classroom management would you be curious to explore initially, and how could you easily start incorporating journaling or another technique into your routine?*

Source: Larrivee, B. (2006). The convergence of reflective practice and effective classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (983-1000). Routledge.

2. Post your answer on the board.

After posting your paragraph, you are encouraged (though not required) to read at least one peer's response and share a constructive comment or thoughtful reflection. This will help foster a collaborative learning environment. Feel free to revisit the discussion sections throughout the module to engage with your peers' posts and contribute further insights.

Optional Challenge! - Share your experience and inspire others!

Put your learning into action! Choose a new routine, strategy, or reflective practice from our readings and videos, give it a whirl and implement it in your classroom. Then, reflect on its effectiveness and share your insights with your colleagues.

MODULE 2: TASK 5- ASSIGNMENT

Create your classroom management plan

Beyond `Shhh!`

This assignment will offer several gains including deeper understanding of principles of classroom management, the practical application of theoretical knowledge, honing skills such as problem solving and critical thinking, and building more self-confidence in handling future challenges.

Let's keep in mind that we're all in this together! Although this program is a great start packed with knowledge, true magic happens when we add our own stories and experiences. So, jump in and share your insights. Your active participation is truly valued!

Instructions:

1. **Review resources:** Before starting, please make sure that you have grasped the essential classroom management strategies discussed in the assigned videos and readings. Thoroughly review all the resources that have been given to you up to this point. Dedicate some time to interact with them and ensure you're completely up to date with everything we've discussed. If you encounter any resources that you find helpful, don't hesitate to share with the crew.
2. **Scenario analysis:** Below are some scenarios where you will integrate some classroom management strategies. Read them carefully and pay close attention to the student behavior, learning environment, distractions, and potential solutions.
3. **Create your plan:** Based on each scenario, develop the most appropriate classroom management plan that should include some strategies from the assigned videos and readings. Outline the sequence of actions you will take to address the disruptive behavior clearly.
4. **Justification:** Provide a rationale for each step. Briefly explain why your plan is the best fit for the case. To support your reasoning, refer back to the principles and strategies in the assigned resources.
5. Feel free to comment on your peers' plans.

Scenarios:

Scenario 1: Very recently you have modified your lesson plans and introduced in-class group assignments. During one of these in-class tasks, you notice Emma with her head down as her peers are on task. You check in with her asking if everything is okay, but she talks back calling it a waste of time and preferring a more conventional class where teachers are taking the lead lecturing.

Scenario 2: Lucy's mother passed away very recently and her recent loss is affecting her behavior in the classroom. She is now refusing to complete assignments and disrupting the class.

Scenario 3: During group work, students are sitting together in groups of four. However, at one table, a restless student is disturbing another student by taking things from her desk and looking at her notes. Despite the warnings, he hasn't stopped and his disruptions haven't lessened either.

Scenario 4: As a teacher, you've always empathized with your students and understood their natural urge to talk (e.g., things about the lessons and life, activities after school). So, you let them talk during activity breaks. In the beginning, this worked well. However, lately, it has become more and more difficult to get their attention, refocus them on the tasks and promote productive on-task discussions.

Scenario 5: The final class period just begins. You've heard from other teachers that Tom, known for occasional moodiness, can be quite disrespectful, but you haven't faced any major problems. Today he enters late and slams her books down, disrupting the review. Despite this, you continue your lesson, but soon you hear him sighing heavily. A few moments later, you distinctly hear him utter an obscenity.

MODULE 2: WRAP-UP

Module 2 concludes here!

Throughout this module, you've grasped fundamental principles of classroom management, along with various practical strategies. Refer to the checklist provided below to ensure completion of all assignments for this week.

Checklist:

- I watched the videos.
- I did the readings.
- I took the quiz.
- I posted at least two messages on the discussion board.
- I submitted my assignment called "Create your classroom management plan"

Congratulations on the successful completion of Module 2! :)

MODULE 3: MATERIALS DEVELOPMENT

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Module 3: Overview

Module 3: Unlock Your Mind – Gear up for watching and reading

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Module 3: Task 3 – Self-Assessment Quiz

Module 3: Task 4 – Discussion

Module 3: Task 5 – Assignment

Module 3: Wrap-up

Module 3

Materials Development

Overview

In this module, you will explore strategies for developing and adapting effective teaching materials, especially in settings with limited resources. You will also discover how to utilize AI tools, such as ChatGPT, to improve material development and lesson planning. By blending theory with hands-on practice, this module will provide you with strategies and resources to optimize your classroom materials.

Objectives

By the end of the module, you will be able to:

- identify key challenges in material development for EFL classrooms, particularly in low-resource settings.
- develop and adapt effective in-class materials using creative, low-cost strategies.
- evaluate published teaching resources and improve their usability.
- explore and implement AI tools, including ChatGPT, for material creation and lesson planning.
- design interactive and AI-supported activities that enhance student engagement.
- critically analyze the role of AI in language teaching and discuss ethical considerations.

Module 3 Task List:

Do the following tasks in this order by the end of the week:

Unlock Your Mind: Gear up for watching and reading

Task 1: Read articles

Task 2: Watch Module 3 video lectures

Task 3: Take self-assessment quiz

Task 4: Discussion: “From Challenges to Solutions – Rethinking EFL Teaching Materials”

Task 5: Module 3 Assignment: Innovating EFL Materials – Blending AI, Creativity, and Pedagogy

UNLOCK YOUR MIND: Gear up for watching and reading

Before jumping into the assigned videos and readings, take a moment to reflect on the questions below. These thought-provoking prompts will help guide your thinking about materials development. As you go through the materials, you may find answers to your current questions, gain new insights, and broaden your understanding.

- *What are the biggest challenges you face in developing or accessing teaching materials?*
- *How do you currently adapt materials for different student needs?*
- *Have you ever used AI tools for lesson planning or material creation? If not, what are your expectations or concerns?*

MODULE 3: TASK 1- READ ARTICLES

Teaching with limited classroom resources?

Read the blog entries below.

Reading 1:

<https://www.gooverseas.com/blog/tips-for-teaching-with-limited-classroom-resources>

Reading 2:

https://americanenglish.state.gov/files/ae/resource_files/june_week_4_final_1.pdf

Reading 3:

<https://bridge.edu/tefl/blog/teach-english-with-limited-resources/>

Wanna improve the efficacy of the textbook?

Reading 4:

<https://www.josepicardo.com/education/a-textbook-problem-seven-suggestions-to-improve-the-quality-of-published-resources/>

Artificial intelligence and English language teaching?

Reading 5:

Source: Koraishi, O. (2023). Teaching English in the Age of AI: Embracing ChatGPT to Optimize EFL Materials and Assessment. *Language Education & Technology (LET Journal)*, 3(1), 55-72.

A report by the British Council

Reading 6:

<https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/artificial-intelligence-and-english-language>

Additional reading resources (Optional):

If you need more support regarding low-resource classrooms, please refer to the materials provided by [British Council](https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/low-resource-classrooms?page=0): <https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/low-resource-classrooms?page=0>

If you're looking for more research-based, evidence-backed insights on the use of AI tools in the EFL context, please refer to the following article:

Source: Zhou, C., & Hou, F. (2025). How do EFL teachers utilize AI tools in their language teaching?. *Theory & Practice in Language Studies (TPLS)*, 15(2), 403-413. <https://doi.org/10.17507/tpls.1502.10> <https://tpls.academypublication.com/index.php/tpls/article/view/9395/7723>

MODULE 3: TASK 2- VIDEO LECTURE

Please watch the assigned videos below. Don't be overwhelmed by their number or length—they are highly informative and packed with practical tips that will provide valuable insights into creating effective language teaching materials and making the most of AI tools. Please remember some questions in the self-assessment quiz in Task 3 will be based on the content covered in these videos.

Video 1: How to create effective ELT materials

In this video Katherine Bilsborough offers valuable advice for teachers on creating effective materials tailored to their learners' needs.

<https://www.youtube.com/watch?v=sLFUkeOtUYQ>

Video 2: 50 ways teachers can use Chat GPT to save time

This video presents 50 brilliant time-saving tips for teachers using ChatGPT.

<https://www.youtube.com/watch?v=2gDjTJeqZ-Q>

Video 3: 5 AI tools that can change the way to teach languages

This guide explores five AI tools that can transform your language learning experience by offering personalized feedback, interactive exercises, and adaptive learning paths customized to your needs.

<https://www.youtube.com/watch?v=HHSdrnexjXw>

Video 4: Making English Language Teaching materials with Chat GPT: the power, the potential, and the problems

This video demonstrates how ChatGPT can generate raw study materials, including texts and dialogues with target language. However, it still requires guidance to stay on track and follow instructions accurately.

https://www.youtube.com/watch?v=bX83YUsu_-Q

MODULE 3: TASK 3- TAKE SELF-ASSESSMENT QUIZ

This self-assessment quiz offers an excellent opportunity to check your understanding of the content covered in Tasks 1 and 2. Don't stress about the score, there are no penalties for retakes. The goal is to strengthen your understanding of the main ideas covered in the videos and readings.

1. According to the Reading 1, group activities can be an effective solution when there are not enough textbooks for every student. (T) (F)
2. What is one way to adapt when there are no textbooks available according to Reading 1?
 - a) Rely only on verbal instruction
 - b) Have students bring their own books from home
 - c) Use the chalkboard as a substitute textbook
 - d) Skip reading-based activities
3. In reading 1 it is suggested that if there are no pre-recorded dialogues available, teachers can _____ or record their own using a laptop or phone.
4. Charades and Pictionary can both be used to help students practice vocabulary and verb tenses. (Reading 2) (T) (F)
5. What is one way to make learning teams useful when materials are limited? (Reading 2)
 - a) Have students compete individually for resources.
 - b) Allow students to share materials needed for a task.
 - c) Only assign reading-based activities.
 - d) Reduce class size to match the number of materials.
6. One advantage of teaching with limited resources is that it can help teachers become more creative. (Reading 3) (T) (F)
7. What is one of the suggested teaching strategies for teachers with limited resources? (Reading 3)
 - a) Relying only on textbooks
 - b) Using real-life objects (realia)
 - c) Avoiding group activities
 - d) Sticking to pre-designed curricula
8. Teachers can focus on speaking skills, such as role-playing or debates, which don't require additional materials. (Reading 3) (T) (F)
9. ChatGPT can completely replace teachers in EFL education (Reading 5) (T) (F)
10. One of the concerns about ChatGPT in education is the potential for generating misleading or biased content. (Reading 5) (T) (F)

11. Which of the following is a chatbot specifically designed for educational purposes? (Reading 5)
- ChatGPT
 - BERT
 - Khamingo
 - XLNet
12. The article highlights that ChatGPT can be useful in both _____ and assessment for EFL teachers. (Reading 5)
13. The integration of AI-related skills, such as _____, should be included in teacher training programs to help educators adapt to new technologies. (Reading 5)
14. Creating effective ELT materials requires native English proficiency. (video 1) (T) (F)
15. Teachers should not adapt materials based on social background. (video 1) (T) (F)
16. What tool was mentioned for ensuring materials are appropriate for students' proficiency level? (video 1)
- Google Translate
 - Vocab Kitchen
 - Grammarly
 - Wikipedia
17. The speed of content generation is one of the advantages of using Chat GPT. (video 4) (T) (F)
18. Which of the following is a potential drawback of using Chat GPT for creating ELT materials? (video 4)
- High level of accuracy
 - Lack of flexibility
 - Issues with authenticity
 - Slow speed of generation
19. Chat GPT can help teachers create personalized learning plans for each student. (video 2) (T) (F)
20. According to video 2, what is one way that teachers can use Chat GPT to save time?
- Grading papers
 - Creating lesson plans
 - Communicating with parents
 - All of the above

MODULE 3: TASK 4- DISCUSSION

Module 3 Discussion Topic: "From Challenges to Solutions – Rethinking EFL Teaching Materials"

Teaching materials are at the heart of effective EFL instruction, but creating and adapting them can be challenging—especially in resource-limited classrooms. In this discussion, you'll reflect on your own experiences and explore ways to enhance your materials using both traditional and AI-

supported strategies. Hopefully, by the end of this discussion, you'll have a broader understanding of how to improve teaching materials and gain fresh ideas from your colleagues!

Step 1: Share Your Insights (Post in the Forum)

Write a short post (200-500 words) addressing the following:

1. **Your Experience:** What are the biggest challenges you face when developing or adapting teaching materials? Share a specific example.
2. **Effective Materials:** What makes a teaching material truly engaging and effective? Give an example from your own teaching or a resource you admire.
3. **AI in EFL Teaching:** Do you think AI tools like ChatGPT can help overcome material shortages? What are the benefits and potential risks?
4. **Inclusive & Culturally Relevant Resources:** How can we ensure that our teaching materials are inclusive, engaging, and culturally appropriate?

Step 2: Engage with Peers (Comment on 1 Post)

Read at least one post from your peers and leave a thoughtful comment. Consider:

- Offering a new perspective or solution to their challenge.
- Sharing a resource or strategy that worked for you.
- Asking a follow-up question to deepen the discussion.

MODULE 3: TASK 5- ASSIGNMENT

Innovating EFL Materials – Blending AI, Creativity, and Pedagogy

Overview:

In this task, you will explore traditional and AI-powered tools to analyze, adapt, and enhance EFL teaching materials. You'll critically evaluate existing materials, incorporate AI-driven solutions, and experiment with digital resources to optimize their effectiveness. This hands-on experience will help you integrate AI and technology into your teaching practice. By completing this task, you'll develop adaptable, engaging materials that combine traditional teaching strategies with AI-driven innovation, preparing you for a more dynamic, resourceful teaching practice.

Instructions:

1. Analyze & Adapt

- Choose a textbook page or worksheet and assess its strengths and weaknesses based on:
 - Engagement & Accessibility: Is it visually appealing and interactive?
 - Language Level & Adaptability: Can it be modified for different proficiency levels?
 - Cultural Relevance & Inclusivity: Does it reflect diverse perspectives?
- Adapt the material to:
 - Encourage pair/group discussions
 - Make it more accessible for lower-level learners
 - Challenge advanced students with higher-level vocabulary or tasks

2. Integrate AI & Digital Tools

- Explore the **AI-powered or digital tools** in the provided list below and select **at least two** of them .

<https://kansei.app>
<https://eigo.ai/study/?id=382&subscreen=read>
<https://twee.com/>
<https://gliglish.com/>
<https://turboscribe.ai/>
<https://www.naturalreaders.com/>
<https://youglish.com/>
<https://languate.com/>
[https://questionwell.org /](https://questionwell.org/)
<https://web.diffit.me/>
<https://wordwall.net/>

- Use them to enhance or modify your material (e.g., generating texts, creating interactive exercises, improving accessibility).
- Explore the **British Council resource pack** and incorporate one suggested activity that fits your context.
- Screenshot the prompts you used on AI-powered tools and include them in your submission.

3. Justify & Reflect

- Reflect on the changes you made to the material:
 - Why did you choose these specific adaptations?
 - How do you think these changes will impact student engagement, accessibility, or language development?
 - How do the AI or digital tools you selected support or enhance your material?
- Based on your expectations:
 - In what ways do you anticipate your adapted material will work well?
 - Are there any potential challenges you foresee?

4. Optional Application & Reflection

- If you have the opportunity to apply your adapted material in class, feel free to share a brief reflection:
 - What worked well?
 - What could be improved?

5. Share & Discuss

- Upload your adapted material (worksheet, activity, game, etc.) in the group forum.
- Review and comment on at least one of your peers' materials:
 - What strengths do you see in their design?
 - What suggestions would you offer for further improvement?

MODULE 3: WRAP-UP

Great job! You've successfully completed Module 3.

During this module, you explored effective strategies for developing and adapting teaching materials, especially in low-resource settings. You also learned how to integrate AI tools, such as ChatGPT, to enhance material creation and lesson planning. By combining theory with practical application, you've gained valuable insights into optimizing classroom materials.

Please review the checklist below to ensure you have completed all assignments for this week.

Checklist:

- I watched the videos.
- I did the readings.
- I took the quiz.
- I posted at least two messages on the discussion board.
- I submitted my assignment called "Innovating EFL Materials – Blending AI, Creativity, and Pedagogy"

Congratulations on successfully completing Module 3!

MODULE 4: DIVERSITY IN THE EFL CLASSROOM

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Module 4

Diversity in the EFL Classroom

Overview

In today's increasingly diverse classrooms, English language teachers are expected to support learners from a wide range of cultural, linguistic, cognitive, and socio-economic backgrounds. This module will help you develop the essential knowledge, skills, and strategies to build inclusive, fair, and supportive learning environments where all students can thrive. During this module, you will explore key concepts and practical approaches to address diversity in the EFL classroom. Topics

include teaching in mixed-ability classes, employing culturally responsive teaching practices, supporting immigrant and refugee students, promoting inclusive education for students with special needs or disabilities, and applying differentiated instruction to meet varied learning styles and needs.

Objectives

By the end of the module, you will be able to:

- recognize the importance of inclusive and culturally responsive pedagogy in EFL contexts.
- identify the challenges and opportunities of teaching English in diverse classrooms.
- apply differentiated instructional strategies to support learners with varying levels of ability.
- develop classroom practices that are sensitive to students' cultural and linguistic identities.
- reflect on their own beliefs and practices regarding diversity, equity, and inclusion in language education.

Module 4 Task List:

Do the following tasks in this order:

Unlock Your Mind: Gear up for watching and reading

Task 1: Read articles

Task 2: Watch Module 4 video lectures

Task 3: Take self-assessment quiz

Task 4: Discussion: "Reaching Every Learner: Reflecting on Inclusive Practices"

Task 5: Module 4 Assignment: One Size Doesn't Fit All: Designing for Inclusion and Differentiation

UNLOCK YOUR MIND: Gear up for watching and reading

Before diving into this week's materials, take a moment to reflect on the following questions. These thought-provoking prompts will help you activate your prior knowledge and guide your thinking throughout the module. As you engage with the materials, you may uncover answers to your questions, discover fresh perspectives, and deepen your overall understanding.

- *What does diversity mean in an EFL context?*
- *Have you ever taught or observed a class with learners from diverse cultural or linguistic backgrounds? What stood out to you?*
- *What does "inclusive education" mean to you as an EFL teacher?*
- *How do you currently address different learning styles or abilities in your classroom?*
- *What challenges might arise when teaching in a mixed-ability classroom?*
- *How do we ensure all students are engaged and learning at their level?*
- *In what ways can teachers create a safe and supportive space for all learners, including those with special needs or from marginalized backgrounds?*

MODULE 4: TASK 1- READ ARTICLES

Mixed-ability Classrooms

Reading 1:<https://greenhouselearning.co.uk/differentiation-in-mixed-ability-classrooms/>*Reading 2:*https://api.macmillanenglish.com/fileadmin/user_upload/Mixed-ability_classes.pdf

Inclusive Education

Reading 3:<https://bookrclass.com/blog/inclusive-teaching-practices/>*Reading 4 (pp. 20-35):*<https://www.oup.com.cn/test/inclusive-practices-in-english-language-teaching.pdf>

Culturally Responsive Teaching

Reading 5 (pp. 2-8):<https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf>*Reading 6:*<https://www.prodigygame.com/main-en/blog/culturally-responsive-teaching>**Additional reading resources (Optional):**

If you need more support regarding mixed-ability classrooms, please refer to the materials provided by the TEFL Academy:

<https://www.theteflacademy.com/blog/5-effective-strategies-for-teaching-mixed-ability-efl-classes/>

If you're looking for more comprehensive resource on inclusive education for immigrant-origin students, please see the following detailed guide:

<https://reimaginingmigration.org/wp-content/uploads/2018/07/Inclusive-Curriculum-V9-24Sept2018.pdf>

If you'd like to read about teaching English to refugee students, here is a brochure by Alberta Education:

<https://www.eslcata.com/uploads/files/Documents/Understanding%20ESL%20Learners%20Series/ESL-3-7%20Teaching%20Refugees%202019%2005%2003%20%282%29.pdf>

MODULE 4: TASK 2- VIDEO LECTURE

Watch the videos listed below at your own pace. Don't worry about the number or length—they're short but rich in practical advice and offer meaningful insights into teaching English in mixed-ability classrooms, fostering inclusive education, and applying culturally responsive practices. Keep in mind that some questions in the self-assessment quiz in Task 3 will be based on the content of these videos.

Video 1: Teaching in mixed-ability classrooms (just watch 23:37-30:12)

In this video *Kate Derkac* explores common challenges in mixed-ability classrooms and shares practical strategies for managing diverse learners, boosting motivation, and adapting materials to foster a more inclusive and collaborative learning environment.

<https://www.youtube.com/watch?v=nJ13KLT87D0>

Video 2: How to teach mixed-level classes | Differentiation | Teaching stations

This video offers practical tips and techniques for effectively teaching mixed-level classes through differentiation, helping educators meet the diverse needs of all learners.

<https://www.youtube.com/watch?v=VmZqWNqtC4E>

Video 3: Cambridge secondary: Tips for managing mixed ability classes

This video presents five practical tips to help teachers tackle common challenges in mixed-ability classrooms and support all learners more effectively.

<https://www.youtube.com/watch?v=v2v4qZfb2qY>

Video 4: Teaching for all - Inclusive education concepts 4 - teaching strategies

This video explores inclusive teaching and learning strategies, emphasizing a growth mindset and the teacher's role in recognizing and responding to learners' needs, viewing challenges as professional opportunities rather than student deficits.

<https://www.youtube.com/watch?v=gW2573cYWvs>

Video 5: Education buzzwords defined: What is culturally responsive teaching?

This video explains the culturally responsive teaching and highlights the importance of integrating students' cultural backgrounds into the classroom to boost engagement and make learning more meaningful and relevant.

<https://www.youtube.com/watch?v=RdEAZzL8Bwg>

Video 6: The Inclusion Classroom: An Inclusive Education Movement

This video provides an overview of the inclusion movement, outlining its benefits for students with special needs, tracing the history of special education, explaining key beliefs, comparing mainstreaming and inclusion, and presenting effective teaching strategies for inclusive classrooms.

<https://www.youtube.com/watch?v=7euYspGvBsY>

MODULE 4: TASK 3- TAKE SELF-ASSESSMENT QUIZ

This self-assessment quiz offers an excellent opportunity to check your understanding of the content covered in Tasks 1 and 2. Don't stress about the score, there are no penalties for retakes. The goal is to strengthen your understanding of the main ideas covered in the videos and readings.

1. Differentiation is a one-size-fits-all teaching method. (T) (F)
2. Differentiation allows teachers to adapt content, process, product, and learning environment to meet student needs. (T) (F)
3. Tiered assignments help accommodate different levels of learners while aiming for the same learning goal. (T) (F)
4. Scaffolding means offering the same level of support throughout the learning process. (T) (F)
5. What is one benefit of offering student choice in learning activities?
 - A) It guarantees higher grades
 - B) It helps students take ownership of their learning
 - C) It eliminates the need for assessments
 - D) It reduces classroom interaction
6. Differentiation involves adapting teaching methods, materials, and _____ to suit individual learners.
7. Pairing stronger students with weaker ones is discouraged in mixed-ability classrooms. (T) (F)
8. Using a time limit instead of a quantity-of-work limit allows students to work at their own pace. (T) (F)
9. Providing model answers can assist less confident students in writing tasks. (T) (F)
10. How can teachers support weaker students during listening activities?
 - A) Play the audio once without pauses
 - B) Provide audioscripts after the first two listenings
 - C) Avoid using audio materials
 - D) Only use audio materials with subtitles
11. Why is it important to bring the class back together at the end of a lesson?
 - A) To assign more homework
 - B) To provide a sense of community and consolidate learning
 - C) To prepare for the next day's lesson
 - D) To dismiss students early
12. Special educational needs (SEN) students are likely to exhibit difficulties in areas such as working memory, following instructions, and retaining new information. (T) (F)
13. Equity in education means that all students receive the same resources and support, regardless of their individual needs. (T) (F)
14. Inclusive classrooms integrate approaches that help embrace diversity and facilitate social-emotional and community learning. (T) (F)

15. What is the primary goal of inclusive education?
A. To segregate students based on abilities
B. To remove barriers to the presence, participation, and achievement of all students
C. To provide equal resources to all students
D. To focus solely on academic achievement
16. What is the benefit of inclusive education for all students?
A) It only benefits marginalized students
B) It provides an enriching learning experience for all students
C) It focuses solely on academic achievement
D) It segregates students based on abilities
17. The principles of inclusive education only focus on students with disabilities. (T) (F)
18. Classroom management in an inclusive environment should involve clear and explicit instructions and a shared system of rules. (T) (F)
19. Formative assessment provides feedback to adjust teaching strategies and is also known as assessment for learning. (T) (F)
20. Which of the following is a suggestion for accommodating learners with visual stress during formal assessments?
a) Printing the test on standard white paper
b) Using a large font size and a serif font
c) Allowing students to use a tablet instead of paper
d) Printing the test on coloured paper or encouraging the use of coloured overlays
21. Effective teaching requires more than just subject-matter expertise; it also involves cultural responsiveness. (T) (F)
22. High expectations for all students are a characteristic of culturally responsive teaching. (T) (F)
23. Culturally responsive teaching is solely about incorporating students' cultural backgrounds into the curriculum. (T) (F)
24. Which of the following is NOT a condition for creating a culturally responsive classroom?
a) Establish inclusion
b) Develop positive attitudes
c) Enhance meaning
d) Standardize assessments
25. Culturally responsive teaching is rooted in which educational principle?
a) Behaviorism
b) Differentiated instruction
c) Classical conditioning
d) Direct instruction

26. What is a key benefit of culturally responsive teaching?
- It eliminates the need for standardized testing.
 - It ensures all students receive the same instruction.
 - It helps close achievement gaps between students of different backgrounds.
 - It focuses solely on academic performance.
27. What does differentiation primarily aim to do?
- To make the class easier for all students.
 - To suit different learning levels.
 - To focus on the stronger students.
 - To standardize the learning experience.
28. Grouping students by ability is presented as the most effective differentiation strategy in the video (How to Teach Mixed-Level Classes | Differentiation | Teaching Stations). (T) (F)
29. Offering different _____ for students to show what they have learned is a key aspect of differentiation.
30. What does scaffolding in teaching refer to?
- Providing permanent support to learners.
 - Ignoring different learning styles.
 - Providing temporary support to help learners master new tasks.
 - Teaching in a rigid and inflexible manner.
31. Activities in a mixed-ability classroom should target the average level of the students. (T) (F)
32. Labeling tasks as "high level" or "low level" is recommended to help students choose appropriately. (T) (F)
33. According to the video (*Teaching in mixed-ability classrooms by Kate Derkac*), what should teachers change instead of rewriting entire texts?
- The material, questions, or expected output.
 - The font size and style.
 - The due date.
 - The grading rubric.
34. In a dictation exercise, what could higher-level learners be asked to do?
- Draw main ideas.
 - Write down main ideas.
 - Write down as much detail as possible.
 - Only listen.
35. Allow students to _____ tasks or the order in which they complete them.
-

MODULE 4: TASK 4- DISCUSSION

Module 4 Discussion Topic: “Reaching Every Learner: Reflecting on Inclusive Practices”

Teaching in today’s classrooms means addressing a wide variety of learning styles, abilities, and backgrounds. As EFL teachers, it’s essential to ensure that every student feels valued, supported, and able to succeed. This week’s discussion invites you to reflect on how you respond to diversity in your own teaching context and explore ideas for inclusive practice.

In a short post (200–500 words), reflect on your experience by addressing the following questions:

- How do you currently address different learning styles or abilities in your classroom?
- What challenges might arise when teaching in a mixed-ability classroom?
- How do you ensure all students are engaged and learning at their level?
- In what ways can you create a safe and supportive space for all learners, including those with special needs or from marginalized or disadvantaged backgrounds?
- How has your understanding of inclusive education changed over time?

Feel free to share personal examples, challenges you’ve faced, strategies that have worked, or questions you’re still exploring. **Your honest reflection is valuable, whether you’re currently teaching or drawing from previous classroom experience or observation.**

MODULE 4: TASK 5- ASSIGNMENT

One Size Doesn’t Fit All: Designing for Inclusion and Differentiation

Overview:

In diverse EFL classrooms, students bring varied language levels, learning needs, interests, and backgrounds. As teachers, one of our key responsibilities is to adapt materials so they are engaging, accessible, and effective for *all* learners.

In this task, you will select or bring a short piece of teaching material (e.g., a textbook activity, reading text, worksheet, or lesson segment) and adapt it to meet the needs of a diverse group of learners and demonstrate how the material can be made:

- **Inclusive** (accessible for learners with special needs or different learning challenges)
- **Differentiated** (offering multiple ways to access content, engage with it, and demonstrate learning)
- **Culturally Responsive** (reflecting or respecting students’ backgrounds, values, or lived experiences)
- **Suitable for Mixed-Ability Classrooms** (supporting both struggling and advanced learners)

Instructions:

1. **Select a Material:**
Choose a short piece of teaching material (e.g., a reading text, vocabulary exercise, listening task, speaking prompt, or grammar activity). It can come from a coursebook, website, or your own materials.
2. **Analyze the Original:**

In 100–150 words, describe:

- The purpose of the material
- Potential challenges it might present for:
 - Lower-level or struggling students
 - Culturally diverse learners
 - Students with special needs
 - High-performing or fast-finishing students

3. Adapt the Material:

Create a revised version of the material. You can:

- Modify the **content** (e.g., simplify language, add background information or visuals, integrate culturally relevant examples)
- Change the **process** (e.g., provide scaffolding, flexible grouping, use varied activities)
- Differentiate the **product** (e.g., allow multiple formats for responses—oral, written, visual)
- Ensure the material is **culturally respectful** and inclusive of diverse identities, avoiding stereotypes or bias

*Please upload or describe both the **original** and **adapted** versions.*

4. Write a Reflection (200–300 words):

Reflect on the process by addressing:

- What inclusive, differentiated, and culturally responsive choices did you make?
- How do your adaptations support students with varying needs and backgrounds?
- What would you observe or assess in the classroom to know whether the adaptation is successful?

MODULE 4: WRAP-UP

Great job! You've successfully completed Module 4.

As we conclude this module on diversity in the EFL classroom, remember that teaching effectively means recognizing and responding to the varied needs, abilities, and backgrounds of our students. By applying inclusive practices, differentiated instruction, and culturally responsive teaching, we can create learning environments where all students feel respected, supported, and capable of success. Even small changes in how we plan and teach can make a big difference in promoting equity and engagement for every learner.

Please review the checklist below to ensure you have completed all assignments for this week.

Checklist:

- I watched the videos.
- I did the readings.
- I took the quiz.

- I posted my reflection on the discussion board.
- I submitted my assignment called "One Size Doesn't Fit All: Designing for Inclusion and Differentiation"

Congratulations on successfully completing Module 4!

MODULE 5: REFLECTIVE TEACHING

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Module 5: Task 5 – Assignment

Module 5: Wrap-up

Module 5

REFLECTIVE TEACHING

Overview

This module is designed to introduce you to the theory and practice of reflective teaching as a critical component of ongoing professional development. Reflection isn't just about looking back; it's a powerful tool to help you grow, improve your teaching, and better support your students. You'll explore well-known models of reflection, such as Gibbs' Reflective Cycle and Kolb's Experiential Learning Theory, and learn how to use practical tools like reflective journals, peer feedback, and critical incident analysis. By the end of the module, you'll have developed your ability to think critically about your teaching, recognize areas for growth, and make thoughtful changes to your practice. Most importantly, you'll build the habit of being a reflective teacher—someone who continuously learns, adapts, and thrives in a dynamic classroom environment.

Objectives

By the end of the module, you will be able to:

- Demonstrate an understanding of the concept and importance of reflective teaching.
- Explore different models and tools for teacher reflection.

- Reflect on their teaching beliefs, decisions, and classroom experiences through reflective inquiry.
- Identify personal and professional areas of improvement through structured and purposeful reflection.
- Apply reflective strategies to inform future teaching practices.

Module 5 Task List:

Do the following tasks in this order:

Unlock Your Mind: Gear up for watching and reading

Task 1: Read articles

Task 2: Watch Module 5 video lectures

Task 3: Take self-assessment quiz

Task 4: Discussion: “Looking Inward: Becoming a Reflective Practitioner”

Task 5: Module 5 Assignment: Mirror, Reflect, Grow: A Journey of Teaching Insight

UNLOCK YOUR MIND: Gear up for watching and reading

Before starting to explore this week’s content, take some time to thoughtfully consider the questions below. These prompts are meant to connect you with your past teaching experiences and beliefs, setting the stage for meaningful reflection. As you go through the readings and videos, you may find your thinking evolving—gaining new insights, re-evaluating old ideas, and viewing your teaching through a more reflective and critical lens.

- *What does “being a reflective teacher” mean to you?*
 - *Have you ever reflected on a lesson or teaching experience? What triggered that reflection?*
 - *How do your personal beliefs about teaching influence your classroom decisions?*
 - *How do you typically respond when a lesson doesn’t go as planned?*
 - *In what ways do you already reflect—formally or informally—on your teaching practices?*
 - *What kinds of feedback (from students, colleagues, or yourself) have led to changes in your teaching?*
 - *How can regular reflection help you grow as an EFL teacher, especially in your early years of teaching?*
-

MODULE 5: TASK 1- READ ARTICLES

Reading 1:

<https://www.ualberta.ca/en/centre-for-teaching-and-learning/resources/multifaceted-evaluation-of-teaching/why-reflect-on-your-teaching/index.html>

Reading 2:

<https://www.teachingenglish.org.uk/professional-development/teachers/understanding-my-professional-identity/articles/reflective>

Reading 3:

<https://teaching.berkeley.edu/teaching-guides-resources/teaching-your-course/reflective-teaching>

Reading 4:

<https://open.library.illinois.edu/pressbooks/instructioninlibraries/chapter/practicing-reflective-teaching/>

Reading 5:

https://education.nsw.gov.au/content/dam/main-education/teach-nsw/beginning-teacher-hub/TNSW_A4_Beginning_Teacher_Hub_Reflective_Practice.pdf

Additional reading resources (Optional):

If you need more comprehensive resource including short videos, please refer to: <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html#group-section-Benefits-Do2lUdvXtY>

MODULE 4: TASK 2- VIDEO LECTURE

Watch the videos listed below at your own pace. Don't worry about the number or length—they're short but rich in practical advice and offer meaningful insights into teaching English in mixed-ability classrooms, fostering inclusive education, and applying culturally responsive practices. Keep in mind that some questions in the self-assessment quiz in Task 3 will be based on the content of these videos.

Video 1: Reflective Teaching (Explained for Beginners in 3 Minutes)

In this video, the concept of reflective teaching is explained in a clear and simple way, offering a beginner-friendly overview in just three minutes.

https://www.youtube.com/watch?v=f_wprGcziso

Video 2: Reflecting on Teaching Practice

This video illustrates how reflection is a key part of teaching, emphasizing how daily experiences, professional awareness, and collaboration contribute to meaningful reflective practices resulting in improved teaching quality and student learning.

<https://www.youtube.com/watch?v=bXLwu5an044>

Video 3: Critical Reflection in Practice

This video discusses what critical reflection truly means and how it can be applied in practice, with real examples from service leaders who share the challenges and insights they've encountered while trying to engage in ongoing reflective processes.

<https://www.youtube.com/watch?v=UqjEY-kJfjo>

Additional video resource (Optional):

In this video the session by César Bizetto, which took place at a conference organised by Trinity College London and Regent's University London, explores key models of reflective practice—including those by Kolb, Gibbs, Rolfe, and Schön—and guides participants in selecting the most suitable model for their teaching context to support ongoing professional growth. <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html#group-section-Benefits-Do2lUdvXtY>

MODULE 5: TASK 3- TAKE SELF-ASSESSMENT QUIZ

This self-assessment quiz offers an excellent opportunity to check your understanding of the content covered in Tasks 1 and 2. Don't stress about the score, there are no penalties for retakes. The goal is to strengthen your understanding of the main ideas covered in the videos and readings.

1. Reflective teaching is just thinking about your teaching after a lesson. (T) (F)
2. One of the key benefits of reflective teaching is helping students learn more effectively. (T) (F)
3. Reflection involves setting goals, self-monitoring, and self-evaluating. (T) (F)
4. Reflective teaching only starts when there is a problem in the classroom. (T) (F)
5. Which tool is considered the easiest to start reflecting with?
 - A. Student survey
 - B. Teacher diary
 - C. Peer observation
 - D. Classroom debate
6. The process of reflection includes describing what happened, evaluating the experience, and developing an _____ plan.
7. Reflective teaching is a _____ process, where each round of changes leads to new reflection.
8. In Kolb's model, effective learning requires progressing through four stages, starting with abstract conceptualisation. (T) (F)
9. Gibbs' reflective cycle includes stages such as description, feelings, evaluation, analysis, conclusion, and action plan. (T) (F)
10. In Kolb's experiential learning model, which stage involves 'watching'?
 - A. Concrete Experience
 - B. Reflective Observation
 - C. Abstract Conceptualisation
 - D. Active Experimentation

11. Which of the following is **not** one of Brookfield's four lenses?
 - A. The autobiographical lens
 - B. The students' eyes
 - C. The institutional goals
 - D. Theoretical literature
12. Why is using multiple lenses important in reflective teaching?
 - A. It saves time on lesson planning
 - B. It makes teachers feel more confident
 - C. It provides a more comprehensive view of teaching effectiveness
 - D. It simplifies classroom management
13. What does 'reflection in action' refer to?
 - A. Reflecting after a lesson has concluded
 - B. Reflecting during the teaching process
 - C. Planning future lessons based on past experiences
 - D. Evaluating student feedback after assessments
14. Journaling is considered a high-barrier method for reflective practice.
15. What is the final step in the four-step reflection process?
 - A) What happened?
 - B) So what?
 - C) Now what?
 - D) Why did it happen?
17. According to Tompkins, what makes a reflective journal different from a diary?
 - A) It's handwritten
 - B) It avoids any personal opinions
 - C) It combines personal reflections with empirical descriptions
 - D) It is only used for negative experiences
18. What is one benefit of peer observation?
 - A) It guarantees positive feedback
 - B) It can be part of a community of practice
 - C) It replaces the need for journaling
 - D) It allows teachers to copy each other's teaching styles exactly
19. Course evaluations are always accurate indicators of teaching effectiveness. (T)
(F)
20. One aspect of critical reflection is to uncover and challenge cultural and historical assumptions that influence teaching. (T) (F)
21. What is one primary purpose of reflective practice?
 - A. To improve the teacher's self-esteem
 - B. To evaluate textbook quality
 - C. To improve the student experience

- D. To document classroom attendance
22. What is one recommended way for instructors to recapture the student experience?
- Read more textbooks on education theory
 - Conduct anonymous surveys only
 - Become a student again in a challenging subject
 - Avoid teaching for a semester
23. Critical reflection aims to:
- Enhance textbook-based learning
 - Support neutral teaching methods
 - Surface power dynamics and cultural biases in the classroom
 - Eliminate group work in classrooms
24. Who introduced the idea of the reflective practitioner?
- John Dewey
 - Donald Schön
 - Paulo Freire
 - Lev Vygotsky
-

MODULE 5: TASK 4- DISCUSSION

Module 5 Discussion Topic: “Looking Inward: Becoming a Reflective Practitioner”

Please reflect on your journey as an EFL teacher so far. Use the guiding questions provided to help organize your thoughts. Try to make connections between your own teaching experiences and the ideas explored in this module. You may refer to specific models of reflection (e.g., Gibbs, Kolb, Schön) and think about how these approaches apply to your own teaching context.

In a short post (200–500 words), reflect on your experience by addressing the following questions:

- How do you personally define reflective teaching, and why do you think it matters in your context?
- Can you describe a moment from your teaching experience that made you reflect deeply? What did you learn from it?
- How do you currently reflect—formally or informally—on your teaching practices?
- Which reflection model or framework discussed in this module do you relate to the most, and what makes it meaningful for you?
- How do you plan to integrate reflective practices into your future teaching?
- What challenges might you face in being a reflective practitioner, and how might you address them?

After posting your paragraph, you are encouraged—but not required—to read at least one peer’s response and share a constructive comment or thoughtful reflection to help foster a collaborative learning environment.

MODULE 5: TASK 5- ASSIGNMENT

Mirror, Reflect, Grow: A Journey of Teaching Insight

Overview:




This task invites you to apply what you've learned about reflective teaching by choosing from a range of practical reflection activities. Each option aims to support you in critically analyzing your teaching and promoting your professional growth. Please choose one task that best suits your teaching context, preferences and comfort level and write a 300–600 words post.

Task Options (choose one):

1. **Peer Observation:**
Ask a colleague to observe one of your lessons. Afterward, reflect on their feedback and your own observations.
2. **Reflective Journal:**
Keep a reflective teaching journal using the provided guiding questions in the links below and the attached document. You may write after each lesson or at the end of the week.
3. **Student Feedback:**
Collect informal feedback from your students (e.g., through short surveys or exit slips), and reflect on their responses.
4. **Video Recording:**
Record one of your lessons and watch it critically, paying attention to your interactions, classroom management, and instructional strategies.
5. **Teaching Statement:**
Write a personal teaching statement that articulates your beliefs, goals, and evolving understanding of your teaching identity.
6. **Critical Reflection:**
Engage in a deep critical reflection on one of the underlying assumptions or bias of your own.

Support & Resources:

To support your reflection, feel free to draw on the examples and prompts from these resources—**especially the first one**, which offers helpful questions and examples for each task.

-  [Practicing Reflective Teaching](#)
-  [Reflective Practicing Questions](#)
-  [Gibb's Reflective Cycle](#)

You may also use these prompts based on **Gibbs' Reflective Cycle**:

- Description: What happened? Describe the lesson or event.
- Feelings: What were you thinking and feeling?
- Evaluation: What went well or didn't go as planned?
- Analysis: Why did it happen this way?

- Conclusion: What did you learn?
- Action Plan: How will you use this insight in future lessons?

Optional Reflection Starters:

- One thing I learned about myself as a teacher this week is...
- If I could redo one moment in class, it would be...
- I noticed that my students responded well when I...
- I felt most confident when...
- I want to explore more about...

MODULE 5: WRAP-UP

Great job! You've successfully completed Module 5.

As this module on reflective teaching comes to a close, remember that meaningful reflection is not just a one-time activity—it's an ongoing process that fuels professional growth and effective classroom practice. When you take time to thoughtfully consider your beliefs, choices, and classroom experiences, you take an active role in your own development and open the door to meaningful change. Whether through journaling, peer feedback, or classroom observation, reflective practices empower you to teach with intention, clarity, and compassion.

Stay curious, keep exploring, and know that every moment of reflection moves you closer to the kind of teacher you aspire to be.

Please review the checklist below to ensure you have completed all assignments for this week.

Checklist:

- I watched the videos.
- I did the readings.
- I took the quiz.
- I posted my reflection on the discussion board.
- I submitted my assignment called "Mirror, Reflect, Grow: A Journey of Teaching Insight."

Congratulations on successfully completing Module 5! Keep reflecting forward!

APPENDIX-J: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Tarih: 29/07/2021 08:33
Sayı: E-35853172-300-00001678079



00001678079

Sayı : E-35853172-300-00001678079
Konu : Gizem AKÇOR Hk. (Etik Komisyon İzni)

29.07.2021

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 22.06.2021 tarihli ve E-51944218-300-00001622350 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi doktora programı öğrencisi **Gizem AKÇOR**'un **Dr. Öğr. Üyesi Hatice ERGÜL** danışmanlığında yürüttüğü "**Mesleğe Yeni Başlayan İngilizce Öğretmenleri İçin Bir E-Mentorluk Programı Tasarımı ve Değerlendirilmesi**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **13 Temmuz 2021** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

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APPENDIX-K: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

11/07/25

Gizem AKÇOR

APPENDIX-L: Dissertation Originality Report

14/07/2025

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: Design and Evaluation of an E-mentoring Program for Novice EFL Teachers

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
14/07/2025	204	299474	02/07/2025	18%	2714834076

Filtering options applied:

1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Gizem Akçor

Student No.: N18146850

Department: Foreign Language Education

Program: English Language Teaching

Status: Masters Ph.D. Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
(Assoc. Prof. Dr. Hatice ERGÜL)

APPENDIX-M: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- O Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- O Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- O Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

11 /07 /2025

Gizem AKÇOR

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ay aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

