Kurdish Novice English Language Teachers' Perceptions on their Teaching Practices and Needs: A Case Study

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ABSTRACT

The present study aimed to investigate into Kurdish novice English language teachers' perceptions on their teaching practices and needs. The study also aimed to identify their perceptions on the teacher education programs they had gone through and to what extent they had prepared them for the process of teaching. For this purpose, the teachers' perceptions regarding their difficulties, challenges and needs in their first year(s) of teaching were identified.

This study is a mixed method case study, which applies a descriptive -interpretive method. Sixty – three Kurdish novice English teachers who are teaching in basic and preparatory schools of General Educational Directorate of Erbil participated in this study. Thirty – three teachers were from the basic level while thirty teachers were teaching in preparatory level. Both qualitative and quantitative data were collected from two different sources: teacher questionnaire and teacher interviews.

 The results of the study indicate that in general, Kurdish novice English language teachers found some aspects in their first year(s) of teaching difficult, some neither difficult nor easy and some others easy. The results also show that teaching about target culture, hiring practices and dealing with special needs of students were their main problems. The results at the same time show that the teachers were in need of support from their administrators, interaction with experienced English teachers and a continuous training program. As regards the teacher education program, the results show that teacher education program they completed did not fully satisfy them and they believed that their needs were not met.

Based on the results, some implications for improving the teacher education in Kurdistan regional government of Iraq and suggestions for further studies have been recommended. The implications can help teacher education programs to be more effective and help novice teachers more to face less problems and provide them with their needs.

Keywords: Novice teachers, teachers' perceptions, teacher education program, challenges, needs

ÖZ

Bu çalışma, Kürt asıllı yeni İngilizce öğretmenlerinin öğretmenlik uygulamalarına ve ihtiyaçlarına ilişkin algılarını araştırmayı amaçlamaktadır. Buna ek olarak, bu çalışma mezun oldukları öğretmen eğitim programları hakkındaki algılarını ve onları öğretme süreci için ne ölçüde hazırladıklarını araştırmayı amaçlamaktadır. Bu amaç doğrultusunda, öğretmenlerin meslekteki ilk yıllarında yaşadıkları, zorluklar ve ihtiyaçlarla ilgili algıları belirlenmiştir

Bu çalışma, tanımlayıcı-yorumlama yöntemini kullanan bir durum çalışmasıdır. Bu çalışmanın katılımcıları, Erbil'in Genel Eğitim Müdürlüğünün temel ve hazırlık okullarında eğitim veren 63 Kürt asıllı yeni İngilizce öğretmeni idi. Bunlardan 33'ü temel seviyede öğretmen iken, 30 öğretmen ise hazırlık düzeyinde ders vermiştir. Hem nicel hem de nitel veriler iki farklı kaynaktan toplanmıştır: öğretmen anketi ve öğretmen görüşmeleri.

Çalışmanın sonuçları, genel olarak, Kürt yeni İngiliz dili öğretmenlerinin ilk öğretim (ler) in bazılarında zor, bazıları ne zor ne de kolay, bazılarında da kolay bulduklarını göstermektedir.Sonuçlar ayrıca, hedef kültürü öğretme, işe alma uygulamaları ve öğrencilerin özel ihtiyaçları ile ilgilenmenin temel problemler olduğunu göstermektedir. Sonuçlar aynı zamanda, öğretmenlerin idarecilerden destek almaları, deneyimli İngilizce öğretmenleriyle etkileşim ve sürekli bir eğitim programı alma gibi gereksinimleri olduğunu göstermektedir. Öğretmen eğitimi programı ile ilgili olarak, sonuçlar öğretmenlerin tamamladıkları öğretmenlik eğitim programından tam

olarak memnun olmadıklarını ve tamamladıkları öğretmen eğitim programının aday öğretmenlerin ihtiyaçlarını karşılayamadığını göstermektedir.

Çalışmanın sonuçlara dayanarak, Irak Kürdistan Bölgesel Yönetimiʻnin öğretmen eğitimini iyileştirmek için bazı çıkarımlar ve ileriki çalışmalar için önerilerde bulunulmuştur.

Anahtar Kelimeler: Yeni öğretmenler, öğretmenlerin algıları, öğretmen eğitim programı, zorluklar, ihtiyaçlar

This study is dedicated to

My lovely parents, Saeed and Awaz

My dear siblings, Sana and Sahand

This study specially is dedicated to the one who encouraged me most to study Master, this is dedicated to the soul of my dear grandmother who died before seeing me making her wish come true.

Rest in peace Grandma

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Chapter 1

INTRODUCTION

This chapter introduces the study. Firstly, information about the background of the study is given, and then the statement of the problem and the reasons of conducting this study are explained. Later, the research questions and the significance of the study are presented. Finally, definitions of key terms are given.

1.1 Background of the Study

In recent years Kurdistan Regional Government (KRG) of Iraq has put a lot of emphasis on English language education. English language has become more important in last few years in KRG because English language became the main and the strongest language. As KRG nowadays focus more on English language and English language teachers are the main actors in this process, so teacher education is very important and English teachers should be prepared very well in order to serve their jobs very effectively.

There are both experienced teachers and novice teachers in the field, as well as pre - service and in-service teachers. However, a great responsibility is on experienced teachers in teacher education because they need to collaborate with newly qualified teachers who are called novice teachers.

Teachers who are new in the field of teaching are called novice teachers; they have completed their language teacher education program (including teaching practice

[TP]), and started teaching English in an educational institution, usually within 3 years of completing their teacher education program (Farrell, 2012). Their case is really special, sensitive and important since they face lots of problems, difficulties and challenges.

Bullough and Baughman (1997) claim that life is not as neat as we plan, filled with successes and failures. This fact is reflected in teachers' teaching experiences as well, and it is challenging for novice teachers to face the realities of teaching practice. It is a must that novice teachers during early years of teaching should be monitored and guided, because as Berliner (1987) states novice teachers are not that much familiar with subject matter, teaching strategies, and teaching contexts. There are many problems or challenges that novice teachers face such as anxiety, classroom management, time management, following the curriculum and many other challenges that need a solution. Moreover, Veenman (1984) argues that some of the problems of novice teachers in their first years of teaching include reality shock, shifts in attitudes and behaviors, students' assessment, and difficulties in coping with individual disparities.

Therefore, a lot of emphasis should be put on teacher education programs in order to make them more effective in helping novice teachers when they start teaching in their early years of teaching. Teacher preparation programs have an important role in preparing pre - service teachers. These programs might help novice teachers to be ready for the challenges they might face and find out ways to handle those challenges.

1.2 Problem Statement

Kurdish novice English language teachers are teachers who are new in the profession and do not have enough teaching experience. Their case should be focused one to investigate into their first years of teaching and to find out what makes their first years of teaching difficult. In their first years of teaching, they face lots of problems and challenges that make the process of teaching difficult for them, thus, problems should be identified and be solved. They are inexperienced teachers who have needs and their needs should be identified and met in order to prepare them as effective teachers.

Kurdish novice English language teachers also face many challenges, difficulties or problems in their first year(s) of teaching. Accordingly, it is important to identify their problems, challenges, needs and to what extent their education prepared them for the process of teaching.

1.3 Purpose of the Study

This study tries to investigate into Kurdish novice English language teachers' perceptions on their teaching practices and needs. More specifically, the study seeks to identify novice teachers' experiences, challenges, and problems as perceived by themselves. Moreover, the study aims to identify their perceived needs as novice teachers of English language. The study at the same time attempts to find out to what extent the teachers are satisfied as regards their preparation for the profession in the teacher education programs or other BA programs they went through.

1.4 Research Questions

The present study attempts to answer the following research questions:

1. What are the perceptions of Kurdish novice English language teachers on their teaching experiences and challenges?

2. What are the perceived needs of Kurdish novice English language teachers?

3. To what extent did their teacher education programs meet their needs as novice teachers?

1.5 Significance of the Study

The findings of this study may shed light on the problems and the needs of novice teachers and those findings can be used to improve teacher education programs in the region. Also the findings may help in designing in-service teacher training programs or induction programs to help novice teachers in their first years of teaching. To the knowledge of the researcher, this topic has not been investigated systematically in the context of Kurdistan Regional Government, therefore the present study can be considered important since it attempts to focus on Kurdish Novice English language teachers' practices and needs in KRG.

1.6 Summary

In this chapter the background of the study and the statement of the problem, have been presented. Also, the purpose of the study and the research questions have been illustrated. Finally, significance of the study and definitions of terms have been presented. In the next chapter, relevant literate on teacher education and novice teachers' challenges and problems will be presented. In the third chapter, the methodology of the study will be explained and in the next chapter, the results of the will be given. In the final chapter, the results of the study will be discussed under the research questions and some implications for practice will be given. Moreover, the limitations will be explained and some recommendations for future research will be provided.

Chapter 2

LITERATURE REVIEW

In this chapter, the relevant literature is reviewed. First, language teacher education is described, then, some of the main aspects of language teacher education such as perception, novice/experienced teachers, and the challenges of the novice teachers are discussed. Then, the theoretical framework of the study is presented, and finally the most relevant and recent studies on the issue are reviewed.

2.1 Language Teacher Education

An important aspect of second language teacher education is the knowledge base and the way that knowledge base affects teachers' language teaching practices. A large body of research has been conducted on the investigation of the core knowledge base that teachers need to acquire to perform their teaching effectively. Traditionally, this knowledge base consisted of pedagogical knowledge and linguistic expertise (Lafayette, 1993; Richards, 1998) and teaching was seen "as a set of discrete behaviors, routines, or scripts drawn from empirical investigations of what effective or expert teachers did in practice" (Freeman & Johnson, 1998, p. 399). Thus, teacher education programs put a lot of emphasis on providing teachers with more research-driven knowledge in the form of informed theories and methods that were regarded to be applicable to any teaching context (Holmes Group, 1986). Teachers were required to learn about teaching in one particular context, observe and practice teaching in another context and develop effective teaching practice.

However, such a view of learning failed to account for the individual experiences and perspectives of teachers by viewing and quantifying teacher knowledge as an abstract, decontextualized body of knowledge without taking into account the complexities of human interaction (Smyth, 1987).

Since the emergence of sociocultural theories of language learning in the mid-1970s, second language teacher learning has come to be viewed as a socially-situated process which occurs as teachers interact with factors and issues in their teaching context. Thus, researchers started to explore and investigate teachers' thoughts, judgments, and decisions as the cognitive processes that shaped their behaviors (see Jackson, 1968; Shavelson & Stern, 1981). Teachers came to be viewed as thoughtful people who made various decisions in their classrooms. In this regard, Freeman and Johnson (1998) viewed second language teacher education as a socially and contextually situated process by emphasizing teaching as an activity. The scholars introduced three aspects of the activity of teaching as: (a) the teacher-learner, (b) the social context, and (c) the pedagogical process.

With regard to this theoretical shift in second language research, second language teacher education started examining a number of important issues that influence the teaching practices of second language teachers namely, teacher cognition (Borg, 2003, 2006), teacher beliefs (Crandall, 2000; Farrell, 1999; Mattheoudakis, 2007), teaching processes (Golombek, 1998), and teacher knowledge (e.g., Johnston & Goettsch, 2000). Teachers' beliefs and perceptions have been reported to have a significant effect on their teaching practices (Knoblauch & Woolfolk Hoy, 2008) meriting special attention which will be discussed in length in the following section.

2.1.1 Teachers' Perceptions

Perception is defined as "the process by which organisms interpret and organize sensation to produce a meaningful experience of the world" (Lindsay & Norman, 2005, as cited in Pickens, 2005, p. 52). A large body of research in second language has been devoted to learners' and teachers' affective domain such as motivation, attitude, emotion, feelings, beliefs, and perceptions. Studies on second language teachers' perceptions mostly go back to Horwitz's outstanding research during the 1980s. A number of studies have since examined both teachers and learners' belief systems (Borg & Burns, 2008; Brown, 2009; Davis, 2003; Horwitz, 1987, 1988; Peacock, 1999; Schulz, 2001). These studies have indicated the differences between individual teachers and students in terms of their perceptions and beliefs. That is, individuals come to language classes with various beliefs, opinions, views and perceptions about language learning and teaching which influence how they learn and teach, hence their level of success (Horwitz, 1987, 1988). For example, Schoenfeld (2010) reported that teachers' perceptions and beliefs determine not only what they teach but also how they teach.

Smylie (1994) argued that teacher beliefs have a direct impact on the development of teachers since beliefs filter perceptions and how knowledge is acquired which in turn affect how teachers learn to teach, how they interact with students, how they plan teaching, and how they make pedagogical decisions (Borko & Putnam, 1996; Richardson & Placier, 2001).

Teachers' perceptions or beliefs are also concerned with goals and values as well as how they view their teaching procedure, methodology, content and their students'

learning. In this regard, Richards and Lockhart (1996) noted that teachers' belief systems are to a large extent dependent on how they believe, value and assess their teaching practices and materials and how they see themselves within those particular systems. Along the same line, Altan (2006) stated that "teachers' beliefs influence their consciousness, teaching attitude, teaching methods, and teaching policies"… and "strongly influence teaching behavior and, finally, learners' development" (p. 45).

Additionally, teachers' perceptions and beliefs influence the decisions they make on how to perform their practices as well as their students' language learning beliefs and perceptions. In this regard, Qbeita (2011) claimed that "teachers' beliefs are the representations of a complex and interrelated system of personal and professional knowledge that serve as implicit theories and cognitive maps for experiencing and responding to reality" (p. 1438).

In EFL context, teachers' perceptions and beliefs play even a more significant role as their negative perceptions and beliefs towards language learning can be reflected and mirrored in their students' beliefs and views (Peacock, 1999; Schulz, 2001). Therefore, it is of significant importance to explore teachers' perceptions and views and steer them towards more positive, encouraging and effective classroom practices. Beliefs and perceptions affect the language teaching and learning processes (Basturkmen, Loewen, & Ellis, 2004) which makes their exploration in a non-native English context such as northern Iraq a worthwhile pursuit.

2.2 The Novice Teacher

Learning does not take place in a vacuum rather it occurs in a social setting. Novice teachers also learn and gain experience through the observation of various agents such

as colleagu0es, experienced teachers, administrators and support staff (Farrell, 2012). That is, various factors influence the learning of novice teachers in a community of practice. In this section, the various definitions provided for the term, challenges and needs of novice teachers from various perspectives will be discussed.

2.2.1 Newcomers and Old-timers: Novice and Experienced Teachers

A number of factors influence the teaching and learning processes of teachers in a social community (Farrell & Mom, 2015). Novice teachers or newcomers are terms which refer to the teachers who are in their early stages of their training or teaching (Farrell, 2016a). However, the early stages of training or teaching have been interpreted in various ways by different researchers in the field of general education and English language teaching. In general education, they are unanimous over the definition of the term, however, the years of teaching experience is a matter of debate in defining the term. For instance, Barret et al. (2002) viewed novice teacher as someone "with less than 3 years of teaching experience and one whose teaching needs tend to focus on survival and establishing classroom routines" (p. 15). However, Jensen et al. (2012) defined novice teacher as someone with less than two years of teaching experience which is based on the American public-school system staff evaluation; since after two years of teaching, the teacher can be granted tenure for work. Still, a number of researchers set the novicehood as less than five years of experience (Ingersoll & Smith, 2003; Michel, 2013).

When it comes to English language teaching, it is generally agreed that the first years of teaching present numerous challenges for the teachers (Hayes, 2008; Mann, 2008; Pennington & Richards, 1997; Tae-Young & Yoon-Kyoung, 2014). However, there is some disagreement as to the definition of novice teacher regarding the years of teaching experience. For example, Gatbonton (2008) defined novice teacher as a *pre-*

service teacher who is undergoing his or her practicum (pre-service training) or a teacher who is in his/her first three years of teaching. On the other hand, Farrell (2012) viewed novice teacher as newly graduated teachers who are within the first three years of teaching. Later, Farrell (2016a) expanded his definition by arguing that novice teacher has to undergo various learning processes before transitioning from "learning to teach to teaching to learn" (p. 38). In general, researchers and scholars in the field consider three years of teaching experience as the cut-off point (Cui, 2012; Faez & Valeo, 2012; Farrell, 2012). However, after the term reflective practice entered into teaching English profession, some have come to argue that five years of experience is what distinguishes between novice and experienced teachers that is, less than five years has been considered as novice and more than five years as experienced (Farrell & Mom, 2015).

Since the focus of this study is the novice teachers of English in KRG, the researcher has adopted the definitions of novice teacher from Farrell (2012) as teachers who have already passed their teaching practicum and have taken various courses on the English language (e.g., linguistics, phonetics), general education (e.g., philosophy of education, psychology, testing), and second language methodology (approaches and techniques in teaching English) and are within their first three years of actual teaching in the context under study.

To have a better grasp of the definition of novice teacher, the researcher also needs to find out who an experienced teacher or an old-timer is and what characteristics they possess. According to Wenger, McDermott and Snyder (2002), old-timers are those members in an established community who afford opportunities for the novice or newcomers to learn through participation in the practices of that community.

Experienced teachers have also developed various professional skills through their engagement in various professional development program. In this regard, Couse and Russo (2006) whose research focus was on early childhood education argued that experienced teachers are those individuals in the profession who have reached a stage of professionalism who can delve into various teaching and learning issues. Richards and Farrell (2005) enumerated several characteristics of ELT experienced teachers in comparison to novice teachers as follows:

- a more comprehensive knowledge base,

- skills in combining different knowledge and knowhow,

- ability to use previous experience to make informed decisions,

- willingness to identify and resolve problems occurring during teaching;

- understanding the students' needs and interests,

- understanding the goals and aims of teaching as well as language learning Strategies

- knowledge and awareness over the learning and teaching context,

- Skills and ability lesson design and planning.

Some other studies in ELT have indicated that experienced teachers in comparison to novice teachers have more autonomy, are efficient and flexible lesson planners and are better motivators who can keep the students engaged in class by using better classroom management and teaching strategies (Gallup & McKay, 2010; Tsui, 2011). In addition, they can better control classroom routine activities, monitor group work activities, are less concerned with controlling the students and are more proactive towards students' behavior (Gatbonton, 1999; 2008). Thus, a novice or experienced teacher may experience difficulties and challenges in this regard.

Finally, it should be mentioned that years of teaching experience alone does not guarantee one's professionalism or expertise. That is, teachers need to stay abreast of the current needs of their students by adapting and adjusting their teaching practices and skills. In this regard, Rodriguez and McKay (2010) argued that years of teaching experience does not make a good or expert teacher. Thus, governments and schools need to consider professional development programs for both novice and experienced teachers to reflect on their teaching practices and make the necessary adaptations if need be. Novice teachers can also benefit from the experience of experienced teachers through working together and observing them in practice. In this regard, Vacilotto and Cummings (2007) reported that teachers' diverse teaching experiences help them to see their practices from multiple perspectives and hence complement each other. Their findings also showed that the experienced teachers can help less experienced colleagues in various ways to improve their teaching. In this study, we attempted to explore the perceptions and feelings of the novice teachers with regard to their teaching practices and their needs.

2.2.2 Challenges Novice Teachers Face

According to the theory of community of practice proposed by Lave and Wenger (1991), learning takes place in a social setting as an integral situated activity which cannot be separated from social life and social practices. Although the theory was not initially developed to account for learning as a social activity in schools, it has come to be widely used to explain learning as participation in social activities of a school setting, that is, participation has come to be synonymous with learning (Lave & Wenger, 1991). In a teacher training program, novice teachers work in a social setting and undergo numerous changes, challenges and processes in becoming experienced teachers (Veenman, 1984). Novice teachers interact with various social agents in their

community such as students, teachers and administrative staff and usually are asked to teach classes that experienced teachers do not want to teach (Billingsley et al., 2009). Thus, novice teachers' experiences do not take place in a vacuum, but rather in a social setting which present multiple challenges for them. Kellough (2005) explained the first years of teaching to be "full of highs and lows, with few days in-between or neutral" (p. 1); that is, days when the novice teachers feel wonderful and happy and days when they feel down and sad.

Novice teachers learn through employing various cognitive and strategic skills in their teaching (Hagger & McIntyre, 2008). They are also expected to prepare "self-directed learners, able and motivated to keep learning over a lifetime" (OECD, 2005, p. 2) while being aware of educational issues and social constraints of their school as a learning community or setting. In general education literature, various challenges of novice teachers have been identified: The research on novice teacher education introduced five main concerns of novice teachers as (1) heavy workload; (2) knowledge of subject matter and curriculum; (3) establishing relationships with students, parents, colleagues, and mentors; (4) evaluation and assessment; and (5) behavioral issues (Jarvis & Algozzine, 2006). Yalçınkaya (2002) also referred to a number of problems that newly graduated teachers encounter such as (1) lack of experience, (2) conflicts between pre-service training and in-service realities; (3) various social and psychological pressures; (4) doing more to finish more tasks; (5) fear of evaluation and inspection, and (6) adaptation and adjustment to teaching setting.

These challenges become even more demanding when the novice teachers find themselves among a multitude of problems (Ulvick, Smith & Helleve, 2009). This is a process which is referred to by many researchers as 'sink or swim' (Varah, Theune

& Parker, 1986) or reality shock (Veenman, 1984). That is, the novice teacher has to make his/her toughest decision whether to continue teaching and survive or leave the profession and sink.

It should also be mentioned here that the challenges novice teachers face are sometimes related to pedagogical and affective issues. In this regard, Huberman (1993) conducting a study on the lives of 160 Swiss experienced teachers and their career life cycles found that the most recurrent concerns of teachers during their early years of teaching were to do with pedagogical and affective issues. Pedagogical issues were to do with their relationship with other colleagues and students, classroom management and discipline; knowledge of teaching subject matter; and feelings of frustration at being unable to achieve certain goals. Affective issues on the other hand were related to a wide variety of negative and positive emotions and feelings resulting from other issues such as number of teaching hours during the week and overwhelmed by the demands of their jobs. The participants of the study enumerated several challenges at the beginning of their profession such as a sense of uncertainty over their career choice, feeling of exhaustion, and a low level of self-confidence and satisfaction.

A number of other issues have also been reported to cause difficulties for language teacher. For example, Brock and Grady (2006) related the novice teachers' difficulties to a variety of issues such as inexperience, immaturity, lack of preparation, lack of knowledge of context and school culture.

Finally, novice teachers' status and identity have also been reported as influential factors. Teacher identity is related to social issues and power relations in a social setting. Constructing a teacher identity in the beginning years is a tremendous

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challenge for the novice teachers. Novice teachers bring into the school their own unique history or background knowledge, experiences, and views which sometimes run counter to the existing school practices. Agee (2004) attributed the novice teacher identity construction to social and ethical concerns by conducting a case study on an African American teacher over three years. The study found that the subject's imagined teacher identity was negatively impacted by the state mandates, mainstream constructions of a teacher role, and ideologies of curriculum and assessment. A number of other studies have also added the low prestige and poor pay as other challenges that novice teachers face at the start of their profession (Falla, 2013; Imazeki, 2005; Lofstrom & Eisenschmidt, 2009).

2.3 Theoretical Framework

This study is grounded in the conceptual framework of Bandura's (1977) social cognitive theory, socio-cultural theory (Vygotsky, 1978), community of practice (Lave & Wenger, 1991), and language socialization theory (Ochs & Schieffelin, 1984; Schieffelin & Ochs, 1986). These theories show the way novice teachers learn and perceive their current professions or practices. They will be discussed below.

Bandura's (1977) social cognitive theory is the one of the theoretical frameworks that this study draws on. Bandura (1986) argued that "of the many cues that influence behavior, at any point in time, none is more common than the actions of others" p. 206). According to this theory, learning takes place in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. Development is a lifelong process and this theory is mostly concerned with changes that take place in the psychosocial functioning of adults as well as with those occurring in childhood. The key to learning is observation of others in action, that is, individuals learn from

seeing the other adults in social settings by observing the relationships between people and their social environment. In the field of second language teacher education, novice teachers learn through observing experienced teachers. Some novice teachers even model the experienced teachers and teach the way they teach. In most of the second language teacher education programs, professional development programs are included which mainly address the needs of the novice teachers by providing mentoring programs. The key component of such mentoring programs is learning of mentees through observation and modeling (Clark & Byrnes, 2012; Couse & Russo, 2006).

The next theoretical framework underlying this study is Vygotsky's (1978) socio-cultural theory. According to the theory individuals (e.g. novice teachers) learn through interactions with other individuals. Vygotsky (1978) argued that knowledge acquisition or learning cannot take place in isolation, that is, knowledge cannot be transferred from one individual to the other but rather is transformed through social interactions with others. The key to the theory is working together or cooperation. Novice teachers also learn through cooperation and collaboration with other members of their community. One of the key components of this theory is the concept of the zone of proximal development which emphasizes the role of collaboration between novice/experienced social entities (teachers or mentee/mentors) especially when the collaboration is established on a supportive and encouraging basis. That is, when novice teachers receive positive and constructive support from the experienced teachers in their social environment, they become more motivated and encouraged (Clark & Byrnes, 2012). According to the concept of the zone of proximal development, learning takes place when the individual (novice teacher in our case) cannot perform an activity alone but rather in the company of the experienced teachers.

Vygotsky (1978) maintained that learning is a social process that takes place through the assistance of others. The concept of peer collaboration and zone of proximal development in this theory can be used to account for learning that takes place between novice teachers themselves and experienced teachers, that is, between mentees or mentors. Social interactions transform the learning processes of the novice teachers as Clark and Byrnes (2012) found that novice teachers learn knowledge through close collaboration with mentors over time. In some professional development programs, the teachers are given the opportunity to share their best practices which can lead to active participation of novice teachers in such programs and hence their professional development. In this regard, Gilles et al. (2009) claimed that collaboration with mentors can help the novice teachers to plan, teach, observe and ultimately learn.

The next influential theory is the Community of practice (CoP) which views learning as a socially-situated process of the individuals' participation in the activities of their communities of practice which is usually accompanied by constant negotiation and renegotiation (Lave & Wenger, 1991; Wenger, 1998). CoP is defined as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Lave & Wenger, 1991, p. 98). In this theory, learning as a socially-situated activity is defined by legitimate peripheral participation (LPP), that is, "learning is an integral part of generative social practice in the lived-in-world" (Lave & Wenger, 1991, p. 35). According to the concept legitimate peripheral participation, newcomers to a community should be given the access to participate in the activities of the community to move from a peripheral member to a core member, that is, from a new-comer to an experienced member (Lave & Wenger, 1991). This can apply in teacher education program, where novices should be given the

opportunity to participate in the activities of their community in order to develop their professional and personal skills.

The theory of CoP is based on four main epistemology principles: (1) "we are social beings"; (2) "knowledge is a matter of competence"; (3) "knowing is a matter of participating"; and (4) "meaning" which occurs as the result of experiencing and engaging in the world (Wenger, 1998, p. 4).

Wenger (1998) defines learning as social participation that is, participating actively in the community and developing a professional identity. Furthermore, the scholar views learner as a social being and learning as a socially-situated process of co-participation with others not as internalization of knowledge in isolation. The process of learning through participation is what the theory of community of practice (CoP) is all about.

In addition, a community of practice is characterized by three dimensions namely *mutual engagement*, *joint enterprise* and *shared repertoire* (Wenger, 1998). The first dimension, as the name suggests, is to do with the engagement of the community members in mutual actions and meaning negotiations which help the community to thrive. It should be mentioned here that engagement entails membership which requires acceptance and acknowledgement by other members (Wenger, 1998). Each member participates in the community with different personalities, aspirations, motivation and ideologies. However, it is only their mutual engagement that adds meaning to their shared practice. Through mutual engagement in a community, members get to know their weaknesses and strengths which can help each other grow (Wenger, 1998). However, it should be added here that engagement in the community

is not a linear process as it can afford various learning opportunities and present different conflicts.

The next dimension of a CoP is joint enterprise. Wenger (1998) viewed enterprise as "a resource of coordination, of sense making, of mutual engagement; it is like rhythm to music" (p. 82). Through a joint enterprise, the members of the community become related to one another through various aspects such as personal and interpersonal relations as well as the community activities and practices. Through the joint enterprises, the community members are held accountable to work towards the community goals (Wenger, 1998). It should be added here that enterprise is not a mandate or an agreement but rather a process that integrates the practices of a community.

Finally, shared repertoire is the last dimension of a CoP. According to Wenger (1998, p. 83) repertoire refers to shared resources of a CoP which inclues "routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the course of its existence, and which have become part of its practice" (Wenger, 1998, p. 83). Thus, in a community of practice, novice teachers mutually engage with other members in a joint enterprise through their shared repertoire.

The final theory that created a foundation for this study is socialization theory. Socialization is the key to learning and precedes cognitive and conscious development (Vygotsky, 1978). It is the process "whereby novices gain knowledge and skills relevant to membership in a social group" through a process which "is realized largely through language practices and social interactions that engage novices in a variety of

communicative and situational roles" (Ochs, 1991, p. 143). Socialization is more than participation in the social interactions of a community, it involves engagement in various social activities and practices of a community which enables the novice members to acquire the skilled practices of the more experienced members or the old-comers (Lave & Wenger, 1991).

In the field of general education, teacher socialization has enabled the researchers to understand the process of becoming a member of teacher community through the conflicts, difficulties, and challenges that they face in becoming more experienced members. Staton (2008) viewed teacher socialization as the process of acquiring and learning the knowledge, culture, values, and norms of a community through actively participating in the practices of that particular community. It is noteworthy that teacher socialization is not a linear process but rather a trajectory which starts even before teacher pre-service stage and continues through their in-service training and education. Teacher prior knowledge and experiences, their biographies in general, their contexts of teacher education program, course contents and requirements, interaction with other socialization agents such as their lecturers or professors, other teachers, peers, and friends all in all influence their socialization process (Staton & Hunt, 1992).

However, for effective teacher socialization into their respective community, the culture of the community should lead to positive relationships between teachers in a community and should provide opportunities for the novice teachers to participate in the community activities by benefiting from the experiences of the old comers (Wenger, 1998).

Finally, the aforementioned sociocultural theories are used in combination to account for the social and cultural factors that affect the perceptions, feelings, needs, and beliefs of novice English language teachers in the context under the study by focusing specifically on their needs, challenges, problems and practices in Kurdistan region of Iraq. The reason for the adoption of these theories in this study is because novice language teachers experience various social and cultural difficulties while gaining teaching and learning experiences in their context.

2.4 Previous Studies on Novice Teachers' Experiences

In this section, a number of influential studies on novice teachers are presented and reviewed. First the studies conducted in ESL contexts and then the studies done in EFL contexts are presented. It is worth mentioning here that research on novice teachers has examined the issue from social, cultural, cognitive, socio-cognitive and sociocultural perspectives and by considering various variables. However, since the main concerns of this research are novice English teachers' needs, challenges, problems and practices, the studies selected here mostly address these concerns.

In one study, Martin and Baldwin (1996) compared the perceptions and beliefs of novice teachers with those of the experienced teachers in terms of psychosocial environment, instructional management, communication, and setting up classroom structure. The results of the study demonstrated significant differences between the two groups with regard to three of the aforementioned areas. That is, novice teachers were found to be less interventionist in terms of psychosocial environment dimension and more interventionist on both the instructional management, and communication aspects than the experienced group. However, in setting up classroom structure no difference was reported between the groups. The researcher concluded that despite

facing a variety of new experiences, beginning teachers are mostly unprepared to handle classroom management realities. Therefore, the author suggested providing proper support, guidance and assistance to the beginning teachers so that they do not experience higher level of stress and teacher burnout.

A year later, Britt (1997) investigated the perceptions of a group of first-year and second-year teachers with regard to their profession in the United States. The study's findings revealed that novice teachers did not hold positive perceptions towards their early teaching experiences. Four issues were identified in the study, namely, time management, discipline, parental involvement, and preparation. The teachers reported that they did not have enough time to do all the teaching activities, they were frustrated with behavioral issues and demanding parents and, they were unable to communicate effectively with parents. The teachers further mentioned that they needed training and skills in classroom management and discipline as they lacked necessary training in those areas for special cases and schools. Overall, the study results indicated that pre-service training had not prepared them enough for the various teaching needs that they encountered indicating the need for better education of language teachers.

In the same vein, Liou (2001) conducted a study on 20 pre-service high school English teachers' reflections and perceptions while taking a practice teaching course in Taiwan. The results of the study revealed that the pre-service teachers were mainly concerned about practical teaching issues and their teaching evaluation rather than other issues. The author suggested lowering the affective state of the teachers by providing reflective training and skills as well as holding teacher development group meetings with the teachers.

Additionally, Mayotte (2001) explored the perceptions of novice teachers who are in their second year of teaching regarding their first-year teaching practices through adopting a qualitative case study in the United States. The findings showed that previous career experiences positively impacted their adjustment to teaching and teaching philosophy and that the teacher age also affected their adjustment experiences. Furthermore, support on practical issues as well as emotional and social needs during their practicum was also a main concern for the teachers as such support could help them easily adapt to their new profession.

Moreover, Stanulis, Fallon and Pearson (2002) attempted to help three first-year teachers to cope with challenges and uncertainties of their first year of teaching. The teachers who were very successful students during their practicum encountered three struggles during their first year of teaching. The first challenge for them was the socialization into the isolation of teaching which led to their feeling of frustration and loneliness due to lack of collaboration among teachers. The second issue was concerned with abandoning university teacher preparation and learning how to manage and control their classrooms. The third challenge was inaccessibility or lack of mentors to whom they could refer to in case of any difficulties or problems.

To investigate the main concerns of a group of new teachers, Rogers and Babinski (2002) created some new teacher groups who could regularly meet to safely talk about their experiences. The content analysis of the group discussions revolved around six issues namely, the special needs of their students, collaboration with others such as teachers, parents, mentors and administrators, curriculum planning, identity and self, politics in school and classroom management. The novice teachers stated their positive

experiences gained by sharing their success and failure concerns with other members and supporting each other during the team meetings.

In a longitudinal study, Lundeen (2004) examined the novice teachers' experiences during their first teaching year in the United States. The findings indicated that personal and professional reorganization of individual investments impacted the beginning teachers' confidence and development. Results also demonstrated that the novice teachers were more concerned about themselves as disciplinarian and less concerned with creating an effective and successful classroom environment for students. During the second novice years however the concern for students and others overshadowed their concerns of selves.

To address the reasons behind attrition rate, Jeanlouis (2004) conducted a study on 71 first year public elementary school teachers in the United States by using a questionnaire. The analysis of the data showed that inadequacy of formal training in teacher education programs and the inconsistency between such programs and their expectations were the root causes of the attrition. Moreover, low salary, heavy workload, disciplinary issues and lack of administrative support were reported as other causes of attrition. Lack of sufficient feedback and assigning more responsibilities and tasks by administrators were also voiced by the teachers.

In addition, McKenzie (2005) explored 5 novice teachers' experiences and perceptions in Australia through keeping a journal by interviewing the teachers on multiple occasions. The results indicated "fundamental importance of the careful meshing of past and present realities in the development of teacher identity" (p. 133) and the impact of the school culture on their experiences. Further, supportive environment was

reported to have a positive impact on the teachers' perceptions, classroom experiences, and development. Furthermore, the researcher emphasized the important role of the neglected concepts such as individuality, agency, proficiency, and the interaction between culture and identity in teacher education programs as some of the challenges that teachers faced in that context.

Through an ethnographic case study, Walker-Wied (2005) investigated the socialization experiences of a group of beginner teachers by focusing mostly on school culture. The findings revealed that school principal and faculty staff had a vital role in the successful induction and socialization of the teachers. Moreover, providing special education support and sharing knowledge of special education procedures and policies as well as offering assistance during mismatch between teacher preparation and the work environment were also reported to play an influential role in successful socialization of the novice teachers to their school culture especially when teachers find the work environment is different from what they expected during their preparation.

Moreover, a study by McCann, Johannessen, and Ricca (2005) identified the main concerns and needs of the beginning high school teachers in the US as follows: relationships with various agents such as students, colleagues, parents and supervisors, workload related stress and fatigue, curriculum and subject matter knowledge, evaluation and assessment, disciplinary issues, and identity.

In a case study, Farrell (2006) explored the complications experienced by a Korean novice teacher namely, teaching approaches, course content and collegial relationship. The novice teacher had to abandon his desired communicative and learner-centered

approach and adhere to the more teacher-centered approach because the group work or activities were not much favored at school as they caused a lot of noise and required more control. The second complication was to do with course content as he had to teach based on what the department head had prepared mainly for the purpose of test preparation. The third complication was to do with collegial relationships as establishing relationship with colleagues was very difficult as the school culture was mostly individualistic so he had to come up with strategized resolutions to overcome these complications all by himself. The individualistic culture and lack of support by others offered few opportunities for him to socialize and induct into the teaching practices of the community.

Later, Farrell (2008) identified two main impact of school on novice teachers' induction and socialization into their teaching. One was at the structural level which was to do with classroom, school and social level and the other one was at the personal level which was related to interactions taken place between the novice teachers and the other individuals at school.

Later, in a case study on the challenges facing new teachers, Fantilli and McDougall (2009) found that a number of issues should be taken into account while offering pre-service and in-service training for teachers. In this regard, the study found that administrative leadership, mentorship selection process, hiring practices, and district-sponsored supports were positive factors that can help teachers adjust into their teaching profession.

Shin (2012) conducted a study with 16 new teachers in South Korea by investigating into their practices. The findings showed that after only one or two weeks in the job

some novice teachers switched their instructional practices and adopted the practices of the senior and more experienced teachers. Surprisingly, after six months all the novice teachers switched their practices (the learner-centered and communicative-based practice) and adopted the pedagogy employed by the experienced teachers (teacher-based approach mostly). The study found three factors for such a shift in practice namely the complete control of school over course contents, materials and evaluation, the social pressure to be accepted as a member of the school by following the existing teachers' examples and traditional beliefs held by most of the teachers to "follow the herd and teach the same way" (Shin, 2012, p. 555).

Sripathum Noom-ura (2013) investigated the problems facing high school English language teachers in Thailand. The study used a questionnaire to survey the participants' perceptions and beliefs about their problem areas. The findings showed that teachers believed that local organizations and institutions of higher education should provide the necessary support and assistance for English language teachers in the context under study.

More recently, Farrell (2016) in a study in the US reported some of the challenges that novice teachers faced. One of the findings was that the context particularly the administration in the workplace controlled and influenced the methods and approaches chosen by novice teachers. Although the administration of the institution stated that teachers should be creative and express their opinions freely, the novice teachers received no feedback whatsoever from them. The institution even turned out to have a "prescribed curriculum" (p. 58) and changed the assigned textbook without prior notice.

2.5 Summary

In this chapter, first, language teacher education, perceptions, novice teachers and their challenges and needs were discussed and explained in details. In this regard, a number of sociocultural, affective and cognitive factors were found in different studies to present challenges for novice language teachers. Furthermore, some definitions of novice teachers were provided. Then, the theoretical framework of the study such as sociocultural theory (Vygotsky, 1978), community of practice (Lave and Wenger, 1991) and language socialization (Ochs & Schieffelin, 1984; Schieffelin & Ochs, 1986) was presented with relevant studies.

Chapter 3

METHOD

This chapter includes eight sections which aim to cover the methodology of the present study. In the first section the overall design of the research is explained, and in the second section the study's context is introduced. In the third section, the research questions of the study are given, and in the fourth one the participants of the study are described. The fifth section focuses on the data collection instruments of the present study and the sixth section explains the data collection procedures. In section seven, the data analysis procedure is explained. Finally, in the last section, a summary of the chapter is presented.

3.1 Research Design

The present case study followed a mixed method approach: both qualitative and quantitative data were collected in order to investigate into Kurdish Novice English teachers' first years of teaching and their teaching practices and needs. Triangulation of data is one of the purposes of using mixed-method research. Denzin (1978) and Greene (1989) (as cited in Riazi & Candlin, 2014, p. 144), described triangulation as making use of more than one data collection and analysis methods to work on a social phenomenon in order to search for "convergence and corroboration between the results" and "eliminating the bias inherent in the use of a single method."

The present study was designed as a case study and it is believed that case studies provide detailed information because they tend to provide detailed descriptions of

specific learners (or sometimes classes) within their learning setting" (Mackey & Gass, 2005, (p.171).

3.2 Context

The study was conducted in 2017-2018 academic year with a group of Kurdish novice English teachers in General Educational Directorate of Erbil in KRG.

In KRG, there are three General Educational Directorates, Erbil, Sulaimaniyah and Duhok. In this study only teachers from General Educational directorate of Erbil were involved because of the time limitation due to the approaching of final academic year. Also, the levels of students in KRG are divided into two levels; Basic level (from first grade to ninth grade) and Preparatory level (from tenth to twelfth grade). In this study, teachers of both levels were involved.

Before starting their teaching career, teachers need to complete the teacher education program, and the teacher education program in KRG lasts for 33 days, including teaching method courses and psychology classes. Teachers from all fields go through the same teacher education program, in other words, teacher education program in KRG is a general program that language teachers and science teachers for instance take the same courses.

3.3 Research Questions

This study attempts to investigate into Kurdish novice English language teachers' teaching practices including their difficulties, challenges and needs in their first three years of teaching which can be regarded as novice period. In addition to that, this study attempts to identify their perceptions on the teacher education programs they went through by asking them to express to what extent it prepared them for the process of

teaching. In order to reach those aims, the present study attempts to answer the following research questions:

1-   What are the perceptions of Kurdish novice English language teachers on their teaching experiences, problems and challenges?

2-   What are the perceived needs of Kurdish novice English language teachers in their first year(s)?

3-   To what extent did their teacher education programs meet their needs as novice teachers?

3.4 Participants

Sixty – three Kurdish novice English language teachers who are teaching in basic and the preparatory schools of General Educational Directorate of Erbil participated in the present study. Forty two male teachers and twenty one female teachers participated in this study. Thirty three of them were teachers of basic level while thirty teachers were teaching in preparatory level. The age range of the participants were between 21-35 years. Fourteen teachers had less than one year teaching experience, while eighteen teachers had one year experience. Also thirteen teachers had two years teaching experience and eighteen teachers had three years of teaching experience. The participants of this study volunteered to participate after they were given the consent form with the explanation of the main aims of the study (Appendices C and E).

3.5 Data Collection Instruments

In study, the data were collected through two different sources; teacher questionnaire and teacher interviews.

3.5.1 Teacher questionnaire

The teacher questionnaire (Appendix B was designed by the researcher by adapting the instruments from different sources (Chu, 2003; Fantilli & McDougall, 2009). For

the reliability of the teacher questionnaire, the Cronbach's Alpha value was obtained to be .702. As for the validity of the teacher questionnaire, the opinions of two experts in the field of ELT have been taken. The questionnaire aimed to identify Kurdish novice English language teachers' perceptions on their teaching practices, needs, challenges, and problems as perceived by themselves in their first three years of teaching as well as their opinions about the extent to which the teacher education programs they had gone met their needs.

There are three parts in the questionnaire. The first part focuses on the personal information of the participants. This part focuses on gender, age, years of teaching experience and the level they are teaching.

The second part focuses on challenges and problems in the first year(s) [1-3 years] of teaching. This part consists of two sections. In section A there are 28 closed-items in the form of five point Likert-scale [Very Difficult (5), Difficult (4), Neutral (3), Easy (2) and Very Easy (1)]. In Section B, there are 4 open - ended questions about the teachers' teaching experience in their first year(s) of teaching.

The third part focuses on their needs as novice teachers. This part consists of two sections. In section A, there are 10 closed-items in the form of five point Likert-scale [Very Desirable (5), Desirable (4), Neutral (3), Undesirable (2) and Very Undesirable (1)] and in Section B, there are 3 open - ended questions about their needs in their first year(s) of teaching.

The last part focuses on their perceptions on the teacher education program they went through. It consists of two closed item about their perceptions on the teacher education

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program in the form of five point Likert-scale [excellent (5), Very Good (4), Good (3), Fair (2), poor (1)]. And [Extremely (5), Moderately (4), Somewhat (3), Slightly (2), Not at all (1)]. Also there are 4 open - ended questions about the teacher education program they completed in this part of the questionnaire.

3.5.2 Teacher Interviews

Interviews were used as another source of data collection. The researcher interviewed fifteen teachers to investigate in detail their perceptions on their first years of teaching in schools of Erbil Educational Governorate in KRG. The interview questions (Appendix D) were adapted from Alkhboli (2014).

In total, there are 9 questions in the teacher interview. They are divided into three parts, first four questions focus on their teaching experience in their first year(s) of teaching, while two questions focus on their perceptions on the teacher education program they completed. Lastly, the last three questions focus on their needs as novice teachers as well as their perceptions on teacher induction program. To ensure the validity of the questions, the opinions of two experts in the field of ELT have were taken.

3.6 Data Collection Procedures

The data for the present study were collected between the dates 16-4-2018 and 2-5-2018. Collecting data was done in several steps. First, permission letter for data collection was collected from the Ministry of Education/ General Directorate of Erbil of Kurdistan regional government (Appendix A).

Second, a list of names of newly qualified and newly employed English teachers was collected from ministry of Education/ General Directorate of Erbil of Kurdistan regional government to find the teachers and the schools where they were teaching.

Third, acceptance letter was collected from Ethics committee at Eastern Mediterranean University in order to start collecting data. (Appendix G).

Fourth, teacher questionnaire consent forms were distributed to the participants and they were kindly asked to sign it first and then to respond to the questionnaire (Appendix C). In the last stage of data collection, interviews were conducted with the participants (Appendix D). Teacher interview consent forms were distributed to the participants and they were kindly asked to sign it (Appendix E).. The researcher took permission from the interviewees to audio record the interviews.

3.7 Data Analysis

After collecting the data through questionnaires and interviews, the data were analyzed. The quantitative data which included the closed-items in the questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS) version 22.0. For descriptive statistics, frequencies, means and standard deviations of items were calculated.

Qualitative data, on the other hand, were collected through open ended items in the questionnaire and interviews. The qualitative data were analyzed by organizing all raw data under each question, and then identifying the key themes for each question and giving codes. After categorizing and coding, frequencies were calculated.

3.8 Summary

In this chapter, the methodology of the present study was presented. First, the overall design of the research, and the study's context were presented. Also, the research questions of the study were provided, and the participants of the study were introduced. The data collection instruments and the data collection procedures were explained.

Finally, in this chapter the data analysis procedure was explained. The next chapter will present the results of the study. In the final chapter, results of the study will be discussed under the research questions and some implications for practice will be given. Moreover, the limitations will be explained and some recommendations for future research will be presented.

Chapter 4

RESULTS

This chapter presents the results of the study. First, the results obtained from the questionnaire are explained. Then, the results of interviews are presented.

4.1 Teacher Questionnaire

In order to investigate into Kurdish novice English language teachers' perceptions on their teaching practices, challenges, problems, needs and their perceptions on the teacher education program they went through they were administrated a questionnaire. This section contains three sub sections. The first sub section includes the results concerning the problems and challenges of novice teachers, the second sub section is related to the results about the needs of novice teachers, and the final sub section presents the results as regards the teachers' perceptions on the teacher education program they went through.

4.1.1 Problems and Challenges

In this section, the results regarding the perceptions of Kurdish novice English language teachers on their teaching experiences, difficulties and challenges are presented. The results were obtained from part two- section A of the questionnaire which includes 28 closed items (five point Likert-scale).

The results show that in general, Kurdish novice English language teachers found some aspects in their first year(s) of teaching difficult, some neither difficult nor easy

and some others easy. In other words, the results regarding the difficulties and challenges varied. The average mean was found out to be 3.13 out of 5.

The results concerning the problems and challenges of novice teachers are shown in Table 4.1 below.

Table 4.1: Novice teachers' perceptions on their difficulties and challenges

	Items	VD+ D %	Neutral %	VE+ E %	Mean	St Deviation
1	Hiring Practices (Finding the job)	63.5	22.2	14.3	3.78	1.197
2	Finding teaching resources	28.6	31.7	39.7	2.87	1.100
3	Using teaching resources	23.8	46.0	30.2	2.94	.914
4	Communication with parents	17.5	50.8	31.7	2.79	.864
5	Communication with colleagues	39.7	28.6	31.7	3.27	1.234
6	Communication with administrators	49.2	36.5	14.3	3.52	1.045
7	Creating lesson plans	52.4	19.0	28.6	3.40	1.314
8	Culture/ climate of the school	39.7	46.0	14.3	3.40	1.056
9	Following the school curriculum	25.4	36.5	38.1	2.86	1.030
10	Preparing exams	30.2	27.0	42.8	2.89	1.206
11	Scoring exam papers	14.3	34.9	50.8	2.41	1.087
12	Using technology in my teaching	15.9	38.1	46.0	2.57	1.058
13	Teaching writing skills	25.4	36.5	38.1	2.75	1.121
14	Teaching speaking skills	28.6	23.8	47.6	2.78	1.054
15	Teaching listening skills	39.7	30.2	30.1	3.19	1.242
16	Teaching grammar	34.9	33.3	31.7	3.05	1.099
17	Teaching pronunciation	60.3	19.0	20.6	3.67	1.092
18	Teaching about target culture	63.5	25.4	11.1	3.86	1.148
19	Adjusting teaching methods in a lesson	46.0	30.2	23.8	3.35	1.207
20	Evaluating the effectiveness of my teaching	50.8	25.4	23.8	3.56	1.228
21	Making decisions	57.1	28.6	14.3	3.68	1.148
22	Assessment of students	31.7	25.4	42.9	2.81	1.162
23	Time management	49.2	30.2	20.6	3.43	1.241
24	Giving feedback to students	28.6	34.9	36.5	2.94	1.176
25	Correcting students' oral mistakes	30.2	28.6	41.3	2.81	1.120
26	Correcting students' written mistakes	30.2	36.5	33.3	2.94	1.190
27	Being fair/equal to all students	39.7	17.5	42.9	2.97	1.481
28	Being patient	42.9	31.7	25.4	3.25	1.282

As shown in Table 4.1, most of the teachers believed that teaching about culture was very challenging and the most difficult task for them in their first years of teaching since 63.5% of them expressed that teaching about culture was difficult in their first three years of teaching, This item had the highest agreement, and the mean was 3.86

for item 18; in other words, teaching about culture was very difficult and challenging for Kurdish novice English language teachers. Similarly, most of the teachers (63.5%) believed that hiring practices (finding the job) was very challenging and one of the problems they had. This item (item 1) had the second highest agreement; the mean was 3.78. In addition, high percentages of teachers thought that items 17 (teaching pronunciation), 21 (making decisions), 7 (creating lesson plans), 20 (evaluating the effectiveness of my teaching) were challenging and problematic in their first years of teaching, with the percentages of 60.3%, 57.2%, 52.4%, 50.8%, respectively. The mean for item 17 was 3.67, 3.68 for item 21, 3.40 for item 7 and 3.56 for item 20. These means show that the teachers had difficulties in these issues.

Additionally, many teachers believed that the issues mentioned in items 23 (time management), 6 (communication with administrators), 19 (adjusting teaching methods in a lesson), 28 (being patient), 5 (communication with colleagues),15 (teaching listening skills) and 16 (teaching grammar), were difficult and challenging for them in their first years of teaching, with the percentages of 49.2%, 49.2%, 39%, 42.9%, 39.7%, 39.7% and 34.9%, respectively. The mean for item 6 was 3.52, 3.43 for item 23, 3.35 for item 19, 3.25 for item 28, 3.27 for item 5, 3.19 for item 15 and 3.05 for item 16. These results show that the participants believed that these issues were comparatively less difficult and challenging, they caused some problems in their first years of teaching to some extent.

On the other hand, the results show that some teachers believed that the points indicated in Items 4 (communication with parents), 3 (using teaching resources), 8 (culture/ climate of the school) and 26 (correcting students' written mistakes) were neither difficult nor easy but neutral, with the percentages of 50.8%, 46%, 46% and

36.5%. The mean for item 4 was 2.79, 2.87 for item 2, 3.40 for item 8 and 2.94 for item 26.

However, the results show that, scoring exam papers (item 11) was found to be the easiest task in the first years of teaching since more than half of the teachers (50.8%) believed that it was very easy for them to score exam papers. The mean for item 11 was 2.41. Moreover, the results also show that using technology in teaching (item12) was found to be an easy task after scoring exam papers in the first years of teaching since almost half of the teachers (46.1%) stated that it was very easy for them to use technology in their classrooms. The mean for item 12 was 2.57.

The results also reveal that items 2 (finding teaching resources), 9 (following the school curriculum), 10 (preparing exams), 13 (teaching writing skills), 14 (teaching speaking skills), 22 (assessment of students), 24 (giving feedback to students), 25 (correcting students' oral mistakes) and 27 (being fair/equal to all students) were comparatively not much problematic and challenging for them, with the percentages of 50.8%, 46%, 46%

The results show that, generally the novice teachers had difficulties in communication. According to the results, communication with administrators (item 6) was found to be challenging and problematic, by 49.2% of the teachers. Moreover, 39.7% of the teachers stated that it was difficult for them to communicate with colleagues (item 5) as well. Compared to communication with administrators and colleagues, the results show that communication with parents (item 4) was neither difficult nor easy in their first years of teaching.

Regarding teaching English language skills, the results reveal that teaching pronunciation (item 17) was one of the most difficult things that they pointed out in the first years of teaching since most of the teachers (60.3%) stated that it was difficult for them. Moreover, teaching listening skills (item 15) was found to be another difficulty of the novice teachers (39.7%). In addition, the results indicate that teaching grammar (item 16) was also difficult for 34.7% of the teachers in their first years of teaching. Compared to teaching pronunciation (item 17), listening skills (item 115) and teaching grammar (item 16), teaching writing (item 13) and teaching speaking skills (item 14) were easier in their first three years of teaching.

Section B of part two of the questionnaire includes four open-ended questions, which provide an opportunity for the teachers to describe their first years of teaching by indicating the problems and challenges they had. It also gives an opportunity to the teachers to indicate their teaching strength and what could have made their first years of teaching easier.

In response to Question 1 ("How would you describe your first year(s) of teaching?"), 60.5% of the teachers stated that their first years of teaching was difficult, and 4.5% of them left this question unanswered. On the other hand, 17.5% of the teachers believed that their first years of teaching was normal, neither easy nor difficult, while 9.5% of the teachers stated that their first three years of teaching was easy. For example, T5 answered the question by stating "It was so easy for me, because I taught first grade". Similarly, T11 stated "It was easy, because I had the plan". However, 8% of the teachers expressed their excitement in their first years of teaching and stated that it was very exciting for them. For example, T6 answered the question by stating "It was an amazing year to enhance my ability and student's capacity". And T7 stated "*It*

was a new and nice experience, there were a lot of things I gained during this year".
Similar to T6 and T7, T43 expressed her excitement by stating "it was so exciting for
me to enter the classroom and be a teacher, I felt I am building my personality and
starting a new journey".

Concerning the second Question ("What do you think are your teaching strengths at
this time??"), 43% of the teachers stated that being confident is their teaching strength
while 19% of them believed that being friends with student and creating a friendly
environment in the classroom is their teaching strength. For 11.1% of the teachers,
using technology in their classrooms is their teaching strength that can help students
learn. However , 18.9% of the teachers mentioned other teaching strengths such as
(using various of ways of teaching, keeping up to date and developing proficiency,
managing classrooms, paying attention to special needs of students, following lesson
plans and passion and love of the profession as being a teacher). However 8% of them
left this question unanswered.

Upon Question 3 ("What challenges or problems have you experienced in your
teaching at this time? What do you think are the reasons for those problems? How have
you dealt with them?"), the teachers came up with some problems and challenges that
they had in their early years of teaching. For instance, 48.5% of the teachers stated that
dealing with different levels of students in the same classroom was very difficult for
them; in other words, dealing with many levels of students inside one classroom was
difficult. For example, T6 stated "dealing with different level of students made my job
harder than I expected". On the other hand, 30.2% of them mentioned that creating
lesson plans was difficult for them. For example, T57 stated "I didn't know what to
write in my lesson plan, it was just like a homework that I didn't know how to answer

it". Taking decisions was another problem that 13.3% of the teachers had in their first years of teaching. Moreover, 6% of the teachers had difficulty in choosing the best way of teaching in order to teach their students in the best way.

As to the reasons of the problems, some of the teachers (11.2%) left this question unanswered, but 57.8% of the teachers believed that the reason behind the problems they had in their first year(s) of teaching was the teacher education program they completed. For example, T34 stated

> The teacher education program I completed was totally waste of time, we didn't get any benefits from it, how come an English teacher and math teacher have same teaching course, and the teacher education program for language teachers should not be same with other fields.

Similarly, T60 stated that "the period was very short, they only taught us some basic things, I can't say it was bad, but it wasn't that beneficial for me". In addition to teacher education program, 24.6% of the teachers believed that being new in the profession of teaching, without having any experience was another reason for having problems and difficulties in the first years of teaching.

Regarding how they have dealt with the problems, some of the teachers (18%) left this question unanswered, however 44.4% of the teachers stated that they asked help from experience English language teachers in order to overcome the problems. While 27.1% of the teachers indicated that they got help and advice from their peers, 6.3% of the teachers started reading books in order to find solutions for their problems.

In response to Question 4 ("What would have made your first year(s) of teaching easier? In other words, what do you think novice teachers need in order to have less problematic /challenging first year(s) of teaching?"), the teachers came up with some

ways. For instance, 28.6% of the teachers believed that an induction program would be very beneficial and would have made their first years of teaching easier. For example, T29 stated that "if there was a continuous training course, I could've overcome the problems I faced easier and earlier". Similarly, T61 stated that

> I believe a training course every month or each three months would be very good especially for us as novice teachers, we would be able to get information from experienced teachers and be aware of new techniques of teaching.

While 23.8% of the teachers believed that a better and more effective teacher education program would have prevented some of the problems they had. Some teachers (27%) believed that interacting with other experienced English language teachers would have made things easier for them. For instance, T33 stated that ''Being able to communicate with someone who is more experienced than you is very important, in that way I can ask all the questions I have and get benefits from their experience''. Moreover, 20.6% of the teachers expressed that support from their surrounding is very important, especially emotional support is very much needed by Kurdish novice English language teachers.

4.1.2 Needs of Novice Teachers

In this section, the results regarding the needs of Kurdish novice English language teachers in their first years of teaching are explained. The results were attained from the third section of the questionnaire which includes 10 closed items (five point Likert-scale).

The results indicate that in general Kurdish novice English language teachers were in need of the issues indicated in table 4.2 in their first years of teaching in various degrees. The average mean was found out to be 3.64 out of 5. The results for part three – section A are shown in Table 4.2.

Table 4.2 : Needs of novice teachers

	Items	VD+D %	Neutral %	U+VU %	Mean	St deviation
1	Opportunities to attend conferences/workshops on English language teaching	46	33.3	20.7	3.33	1.047
2	Support from other English teachers	68.2	14.3	17.5	3.87	1.225
3	Support from administrations	82.5	12.7	4.8	4.33	.880
4	Interaction with experienced English teachers	74.6	12.7	12.7	4.10	1.146
5	Training on how to integrate technology into their teaching	39.7	20.6	39.7	3.03	1.295
6	Developing their English language proficiency	57.1	30.2	12.7	3.68	1.029
7	Training on classroom management	66.7	23.8	9.5	3.84	.987
8	Training on giving instructions	38.1	38.1	23.8	3.30	1.010
9	Training on student assessment practices	34.9	28.6	36.5	2.98	1.143
10	Providing emotional support	68.3	19	12.7	3.95	1.184

As shown in Table 4.2, majority of the teachers (82.6%) stated that (support from administration) (item 3) is what they need or desire in their first years of teaching. This item had the highest agreement, the mean was 4.33 for this item. Moreover, most of the teachers (74.6%) expressed their need of (interaction with experienced English teachers) (item 4). This item had the second highest agreement, the mean was 4.10 for this item. In addition, high percentages of teachers expressed their desire and need for items 2 (support from other English teachers), 10 (providing emotional support), 7 (training on classroom management) and 6 (developing their English language

proficiency), with the percentages of 68.3%, 68.2%, 66.7%, 57.1% respectively. The mean for item 2 was 3.87, 3.95 for item 10, 3.84 for item 7 and 3.68 for item 6. These means indicate that the teachers were in need of the issues indicated in there. Additionally, the results of the study show that 46% of the teachers expressed their desire for item 1 (opportunities to attend conferences/workshops on English language teaching), while %38.1 of them desired item 8 (training on giving instructions) in their first years of teaching.

However, as regards item5 (training on how to integrate technology into their teaching), 39.7% of the teachers stated that they desire to get trained on how to integrate technology into their teaching, at the same time the same percentage (39.7%) of the teachers stated that it is not desired, while 20.6% stated it is neutral.

The results of the study at the same time show that 36.5% of the teachers stated that they do not need to be trained on student assessment practices (item 9) is not desired and not needed by them in their first years of teaching.

Section B of part three of the questionnaire includes three open-ended questions, which give teachers an opportunity to add any other needs that are not mentioned in Section A, as well as stating what kind of support they would like to be provided with and discuss and express their perceptions on whether a formal induction program would be beneficial for them and which topics it should focus on.

In response to Question 1 ("Are there any other things which are not mentioned above but you need in your first year(s) of teaching? Please list them."), 71.4% of the teachers did not add anything else, while 14.2% mentioned that they need mentoring from

experienced teachers while they are teaching in order to learn from them. For example, T9 stated "I would love to get observed by experienced teachers in order to sit and discuss my strong and weak points of teaching". Moreover, 8% of them expressed their need of a continuous training on English language teaching (Induction Program). For example, T51 stated "I like and prefer to attend a course every month in order to be aware of new techniques of teaching and develop myself". There are other things that are mentioned by the teachers. For example, T57 stated "I need a teacher who is more experienced than me to supervise me in my first year, in other words, that teacher give me instructions, guides and directions".

Regarding the second Question ("What kind of support would you like to be provided with in your first year(s) of teaching?"), 55.5% of the teachers expressed that they need an emotional support from their surroundings. For example, T1 stated "I need someone to encourage me every day in order not to be afraid of making mistakes". Similarly, T43 stated "I need someone who can make me believe more in myself and raise my confidence". Moreover, 27% of the teachers said that they need some constructive support, in other words, practical support in teaching. For example, T63 explained

> I need a teacher who teach me what to do, I need someone who is more experienced than me to supervise me in my first year, in other words, that teacher give me instructions, guides and directions regarding how to teach in the best way.

Concerning the third Question ("Do you feel that a formal induction program would be beneficial for you? If yes, please state the topics you want the induction program to focus on? In other words, what are your suggestions for the contents of the induction program in order to help novice teachers to be more prepared in their first year(s) of teaching?"), 74.6% believed that a formal induction program is very beneficial and would help them in their first years of teaching, while 17.4% of them believed that it

would not help them and it is not beneficial. However, 8% of them were not sure whether it is beneficial or not and stated that they are not sure.

With regard to the topics they want the induction program to focus on, 47 teachers (74.6%) came up with three main suggestions. Nearly half of the teachers 44.6% suggested that the program needs to focus on how to deal with special needs of students, while 25.5% of them suggested that it should provide the teachers with new techniques and ways of teaching. Moreover, 19.1% of them suggested that the formal induction program prepare the teachers psychologically for the process of teaching in order to help them overcome the problems and obstacles.

4.1.3 Perceptions on Teacher Education Program

In this section, the results regarding the perceptions of Kurdish novice English language teachers on their teacher education program are presented. The results were obtained from part four, section A which includes 2 closed items (five point Likert-scale) and 4 open ended - questions which give an opportunity to the teachers to discuss whether the teacher education program they completed prepared them for the process of teaching, as well as identifying the strong and weak points of the teacher education program they completed. Moreover, it gives them an opportunity to give some suggestions for the improvement of the teacher education programs in KRG.

The results of the study show that the teachers in general are not satisfied with their teacher education program and they believe that it slightly meets their needs as novice teachers. The results of part four are shown in Table 4.3 below.

Table 4.3: Novice teachers' perceptions on their teacher education program

		Excellent %	Very Good %	Good %	Fair %	Poor %	Mean	St deviation
1	Reflecting on your first years of teaching, how do you **evaluate** the **teacher education program** you completed?	6.3	22.3	27	20.6	23.8	2.67	1244

		Extremely %	Moderately %	Somewhat %	Slightly %	Not at all %	Mean	St deviation
2	To what extent **the teacher education program or the BA program** you completed had *met* your *needs* as a novice teacher of English language?	6.3	9.5	31.7	39.7	12.8	2.57	1.043

As shown in Table 4.3, 23.8% of the teachers evaluated the teacher education program they completed as Poor, but, 20.6% of them evaluated it as Fair. On the other hand, 27% evaluated it as good and 22.3% as very good. Moreover, 6.3% of them evaluate it as excellent. The results show that the teachers evaluation for the teacher education programs or BA courses they had gone through is between fair and poor since the mean is 2.67, in other words, the teachers are satisfied but not a full satisfaction with the teacher education program they completed, while a considerable range of teachers (23.8%) were not satisfied with their teacher education program.

As shown in Table 4.3, in general, the teachers believed that the teacher education program or other BA courses they had gone through did not meet their needs since the

mean is 2.57. 12.7% of the teachers believed that the teacher education program they completed did not meet their needs in their first years of teaching; in other words, it did not prepare them much for the process of teaching, while 39.7% of the teachers stated that it slightly met their needs and prepared them for the process of teaching. The results of the study at the same time show that 48.2% of the teachers believe that it somewhat and moderately met their needs and prepared them for the process of teaching, while 6.3% of them believed that it extremely prepared them for the process of teaching.

In response to Question 3 ("Do you feel that your teacher education program or the department you graduated from prepared you for your first year(s) of teaching? Please explain."), 27% of the teachers believed that it did not prepare them for their first year(s) of teaching. For example, T6 stated "They didn't train us well to stand on our feet. They just followed the teaching topics which were required to the instructors. It just didn't meet my needs". However 17.5% of the teachers indicated that, it helped them very much to be prepared for the process of teaching. On the other hand, a number of teachers (55.5%) believed that it prepared them slightly for the process of teaching, but the preparation was not that much effective and could have been better.

For example, T57 stated

> I can't say it prepared me to be a teacher, but at the same time it gave me some confidence and some directions and guides on what to do and how to do it, I am sure if I didn't attend those courses, I wouldn't be able to stand in the classroom in front of my students for five minutes.

T61 also stated

> As a first step it was good, but this courses can't be depended on for preparing them to be a perfect teachers or a prepared teacher, because although I attended the course, and I gained a lot of information, but yet I wasn't that ready and many things was left to learn that I learnt later by myself.

Regarding Question 4 ("What were the strong points of the teacher education program you completed, the department you graduate from?"), 77.8% of the teachers claimed that the teacher education program they completed did not have any strong points, since most of the teachers believed that the teacher education program they completed did not prepare them very effectively for the process of teaching. 6.3% of the teachers believed that one of the strong points of the program was using technology during the course. For example, T58 stated "The way that technology was used during the course gave me some idea how to use technology in my classroom as well". Moreover, 11.9% of them believed that, the strong point of the program was that it supported them and encouraged them to believe in themselves and raised their confidence. For example, T19 explained

> After graduating, I was afraid to start teaching, after attending the course, I learnt how to control myself to an extent and believe in myself, although I was still afraid when I started teaching, but before it was so more to an extent, I was thinking of finding another job rather than being a teacher.

Upon Question 5 ("What were the weak points of the teacher education program??"), the results show that 78% of the teachers believed that the weak point of the program was that it had teachers from different fields; in other words, teachers of English language, physics, math and science were in the same teacher education program. This mean that the program was not specialized for English language teachers and it was a general training course. Moreover, 17% of the teachers believed that the duration of the course was too short and was not enough for them to learn to be a better teacher. Teacher education programs in KRG last for 33 days and consist of courses on how to teach and psychology.

As regards the last Question ("How can this program be improved in order to help novice teachers in their first year(s) of teaching? Please, write down your

suggestions."), 63% of the teachers argued that the course should not be limited as it lasts for 33 days and they suggested it become a continuous course which the teachers are required to attend once a month at least. Moreover, 83% of the teachers suggested that the courses need to be classified into different fields, that is, language teachers should have their own teacher education program which is distinguished from other majors. For example, T27 stated

> During the program, the teachers were mentioning some techniques that had no relation to language teaching, I believe teaching a language is different than teaching a topic such as math, when there is a rule that 1+1 equals 2 and this is fixed, but this is not the case in language teaching and everyday it gets wider.

Similarly, T47 said ''the idea of a unique course and a unique way of teaching should be changed, why waste teachers time by mentioning some techniques and ways of teaching that doesn't suit the topic they teach.''

4.2 Teacher Interviews

Teacher interviews were done in order to investigate into Kurdish novice English language teachers' perceptions on their teaching practices and needs in KRG in detail and give them an opportunity to express their ideas and experiences in their first years of teaching. Fifteen teachers from General Educational Directorate of Erbil of KRG agreed to take part in the interviews and each interview took 10 to 15 minutes.

4.2.1 Challenges and Problems in the First Year(s) of Teaching

This section includes the answers of the first four questions that concern the teachers' perceptions on their teaching practices and experiences in their first year(s) of teaching.

The responses to the first question ("How would you describe your experience as a novice teacher after having been in the profession for one/two/three years?") reveal

that the teachers had various descriptions of their first year(s) of teaching. Six teachers (T3, T4, T6, T8, T13 and T15) stated that they experienced so much difficulties in their first years of teaching. For example, T15 stated ''I didn't expect teaching to be that difficult, it was something beyond my expectation, I thought it's just explaining and giving students marks, but it wasn't, the first year was very difficult.'' However, T2 and T9 stated that they enjoyed their first three years of teaching and they were very excited. For example, T9 stated "I was so excited, because it was my first job and the first time I teach."

In response to Question 2 ("Was your first year(s) of teaching easy or difficult? Why? Please explain. ?"), T3 stated "the first few days were like a nightmare for me, I was really afraid to make a mistake, in general, the first year was very difficult and things got a little bit easier in second year, but in third year, I was totally a different person and things got easy for me." Similar to T3, five instructors (T4, T6, T8, T13 and T15) stated that their first two years of teaching were difficult but it got easier in the third year and they got used to it. Moreover, three of the instructors (T7, T11 and T14) describe their experience as a novice teacher as very exciting expressing their excitement for being new teachers. For example, T7 stated

> The idea of being a teacher after all those years of listening to my teachers just raised my curiosity and I was so excited to become a teacher, this sense of excitement helped me to overcome many problems that I had.

However, two of the instructors (T2 and T9) stated that their first year(s) as a new teacher was easy and not difficult. For instance, T2 stated

> It was easy for me because I was imitating my old teachers, plus I started with first grade students that I didn't have any pressure because they were kids and not understand if I was nervous or worried about making a mistake.

On the other hand, the other four instructors (T1, T5, T10, and T12) stated that those years were not that difficult and not easy as well, it needed some effort to get used to it, so for them it was normal. For instance, T10 stated "because I attended the teacher education program, I knew what to do, but applying what I know wasn't easy but I managed to do it, so it wasn't easy but not that difficult as well."

In response to Question 3 ("What challenges, problems have you faced during this time? How did you address these challenges confronting you? "), in general the main problems were dealing with different levels of students and creating lesson plans. T15 stated "one of the problems I had is that the institute I was working at had students with different ages that I had to explain the topic according to their age." Moreover, T4 said

> because I wasn't experienced I had some problems such as how to treat my students and how to explain to them, another problem I had was how to create a lesson plan and classroom management and I got support from my sister who is also my college and an English teacher, support from her gave me courage to overcome my problems.

While T1 stated "how to treat the kids and managing the classroom was very difficult for me and I tried to speak with experienced teachers and my trainers in order to overcome the problem.", T12 explained "dealing with misbehaviour was very difficult not to mention meeting special needs of students was also very difficult, I started to learn how to listen to them and discover what they need." Moreover, T2 expressed

> You know when you have 26 students in the class, you have 26 kinds of behaviours and styles, so I had difficulties with special needs of students, I asked former teachers and I used technology and googled it to solve the problem.

As regards Question 4 ("How well prepared did you feel when you started teaching?"), the responses show that in general most of the teachers were not prepared when they

started teaching. For instance, T3 explained "I wasn't that prepared, because I wasn't ready psychologically and I was afraid to make a mistake." Similarly, T13 stated "I wasn't ready, I was scared to make a mistake in front of my students and lose my job." However, T2 said "because of my teachers in my university taught me very well and with help of my new manager and experienced teachers, I felt very confident and prepared." Similarly, T1 argued "before starting teaching, the administration of the school opened a course on how to treat kids and how to deal with them, it prepared me to be a new teacher."

4.2.2 Teacher Education Program

This section includes answers of Questions 5 and 6 that care related to Kurdish novice English language teachers' perceptions on the teacher education program they completed.

In response to Question 5 ("Do you feel that your teacher education program prepared you for your first year(s) of teaching?"), almost every teacher, except for T4, stated that the teacher education program they completed did not prepare them for the process of teaching. For instance, T1 stated "I don't think it prepared me, because the period was very short and should've been longer, it didn't teacher us everything, it only gave us some hints and advices." Also, T2 stated that

> Unfortunately we can see that it helped me a little bit because the kind of a training system that we have it in Kurdistan is different. It's not only for the English language it is for mathematics and for computer as well, and for a preparatory and basic level all together. They told us only teaching in general not teaching a language.

Moreover, T4 stated that

> Yes, it helped me a lot, I had the program after one year of teaching, but during this program, I found solutions for most of the problems I had in my first year of teaching, yes I can say that it prepared me for the process of teaching.

With respect to Question 6 ("To what extent the teacher education program you had completed, met your needs as a novice English teacher? "), as in question 5, except for T4, all the teachers stated that the teacher education program they completed did not meet their needs as novice teachers and did not prepare them. For instance T2 stated "it wasn't that much good as I expected, as I told you, it wasn't only for English language, so I didn't get information on how to teach a language, everything was mixed up." while T4 said "they provided information on some things I needed such as how to create lesson plans, how to control the students, those informations were quite new for me and important for me."

4.2.3 Needs of Novice Teachers

This section includes the answers of the last three questions which are concerned with the needs of novice teachers.

In response to Question 7 ("What do you need the most in your first year(s) of teaching? Please explain"), most of the teachers stated that they needed support from their administrators in order to feel more comfortable. For instance, T13 said "at the beginning I was so afraid to make a mistake, because I was afraid to make my manager angry and lose my job, but thankfully my manager helped me and guided me in so many ways." Moreover, some teachers stated that they needed to observe experienced teachers for a period of time in order to get experience. For example, T2 stated "to be in a classroom with experienced or former teacher at lest for 6 months, to learn from them how to deal with classroom procedures and management of the classroom." Similar to T2, T9 stated "I would love to be observed by an experienced teacher, he can identify my problems and then tell me in details, I also can ask him for recommendations and solutions."

In addition, most of them mentioned that they needed continuous training program that would help them to be more prepared and be aware of recent techniques of teaching. For instance, T8 stated

> I believe attending a course that lasts for long time of period, for example 2 months a week, it's not a matter of need, it's something that I believe would have benefits for me, in this way I would be able to interact more with other English teachers and get information from them how they deal with their problems and I will be able to learn new techniques.

While T13 stated that he needs support from his administrator. As he said "I need my manager to support me and help me, I was afraid to make a mistake and lose my job, so I believe if I have my manager's support, I wouldn't be stressed and will be confident. ".

Regarding Question 8 ("What kind of support would you like to be provided with in your first year(s) of teaching?"), the majority of the teachers pointed out that they needed support from their administrators in order to feel more comfortable. For instance T13 stated "I need my manager to support me and help me, I was afraid to make a mistake and lose my job, so I believe if I have my manager's support, I wouldn't be stressed and will be confident." Similar to T13, T2 "support from the manager is very important because if you have a problem in the classroom with students, if you talk with the manager, he might find a solution for you."

As to the last question ("Do you feel that a formal induction program would be beneficial for you? If yes, please state the topics you want the induction program to focus on? "), most of the teachers (73.26%) pointed out that an induction program would be very beneficial for them in their first years of teaching, since most of the teachers believed that one of the main reasons of the problems they had in their first

years of teaching was the short duration of the teacher education program they completed. For example T8 stated

> I believe attending a course that lasts for long time of period, for example 2 months a week, it's not a matter of need, it's something that I believe would have benefits for me, in this way I would be able to interact more with other English teachers and get information from them how they deal with their problems and I will be able to learn new techniques.

Concerning the topics that the induction program needs to focus on, most of the teachers pointed out that the program needs to focus on dealing with special needs of students, since most of the teachers had difficulties with dealing with special needs of students in their first years of teaching. For instance, T15 stated "as I mentioned, because of my workplace that had different students with different ages, I had problem with special needs of students, that's why I think this topic might be an important topic that the induction program include and focus on." Moreover, some of the teachers believed that the program needs to pay more attention to the psychological states of the teachers and encourage them in order to be prepared and confident in their teaching. For instance, T7 said "when I started teaching, in the scientifically way I was ready, I knew all the topics, but I was so nervous and afraid, so I believe that an induction program needs to deal with feelings of the teachers and prepare them psychologically."

4.3 Summary

In this chapter, the results of the teacher questionnaire and interviews have been presented. The results show that most of the Kurdish novice English language teachers had various difficulties in their first year(s) of teaching. Teaching about culture and hiring practices were found to be the most difficult tasks they had in their first year(s) of teaching. The results also show that support from administration and interaction with experienced English teachers were very much needed and desired by the teachers in their first year(s) of teaching. Finally, the results show that the teachers were not

much satisfied with the teacher education program they completed. The results at the same time show that the teachers believed that the teacher education programs they completed slightly met their needs as novice teachers. In the next chapter, the results of the study will be discussed under the research questions and some implications for practice will be given. Moreover, the limitations will be explained and some recommendations for future research will be presented.

Chapter 5

DISSCUSION OF RESULTS AND CONCLUSION

This last chapter is divided into five parts. In the first part the discussion of the major findings under the three research questions are presented. In second part the conclusion of the study is given, and in the following part pedagogical implications of the study are discussed. In the last two parts, limitations of the study and recommendations for further studies are explained.

5.1 Discussion of the Results

In this section the major findings of the study are discussed by relating them to the relevant literature, and the research questions are answered.

5.1.1 Research Question 1: What are the Perceptions of Kurdish Novice English Language Teachers' on their Teaching Experiences, Difficulties and Challenges?

The findings of the study shows that the first year(s) of teaching of Kurdish novice English language teachers were neither difficult nor easy. The findings show that in general the English teachers had many difficulties in their first three years of teaching. The reasons behind difficulties might be that the teacher education programs they completed, might not have covered or prepared them for most of the challenges they face, or they did not predict the problems they might face. However it might be also because they simply are novice teachers and they are not experienced. Similar finding can be found in Brock and Grady (2006), who presented some of the causes of difficulties the novice teachers might face during first year(s) of teaching, one of the

causes is being inexperienced, lack of proper preparation for teaching, lack of awareness of context and school culture. (p. 16).

However, 17.5% of the teachers stated that the first year(s) of teaching for them were neither difficult nor easy but normal. While 9.5 of the teachers indicated that the first year(s) of teaching were easy for them.

In the present study, when the teachers were asked to identify their main problems in their first year(s) of teaching, they identified some of their main difficulties and challenges. Teaching about target culture was found to be the main problem for the novice teachers, teaching about target culture was difficult for 63.5% of Kurdish novice teachers. The reason behind that might be because the teacher education program they completed did not cover it, therefore Kurdish teachers are not so aware of the role of culture in teaching a language. Another difficulty was in hiring practices; 63.5% of them stated that they found difficulty in finding a job after graduation. This is a common problem for all university graduates in KRG because the rate of unemployed people is so high and some graduates need some time in order to find a job. For example, more than half of the participants of this study were 26-30 years old, which indicates that they needed some time to find a job. Similar findings can be seen in other studies, for example in Fantilli and McDougall (2009) in which they stated that one of the major challenges for novice teachers is hiring practices, specifically in terms of late-placements, and the assignment of difficult and challenging positions created formidable challenges for novice teachers upon entry to the classroom.Other main problems of the Kurdish novice English language teachers were teaching pronunciation, taking decisions, dealing with special needs of students and communication with administrators.

5.1.2 Research Question 2: What are the Perceived Needs of Kurdish Novice English Language Teachers?

Regarding the needs of novice teachers, the teachers were asked to pick the items they needed or desire most in their first years of teaching. The results show that support from administrations was very needed by 82.5% of the teachers. Moreover, the results show that 74.6% of the novice teachers were in need of interacting with experienced English teachers. Similar finding can be seen in Vacilotto and Cummings (2007) in which they reported that the experienced teachers can help less experienced colleagues in various ways to improve their teaching. Also Vygotsky's (1978) theory emphasize that individuals (novice teacher) learn through interactions with other individuals and learn through cooperation and collaboration with other members of their community. Other main needs were emotional support, training on student assessment practices and opportunities to attend conferences/workshops on English language teaching.

The results of teacher interviews and open-ended questions show that they need continuous training program that would help them to be more prepared and be aware of recent techniques of teaching. Similar findings can be seen in other studies such as Greenlee and Ogletree (1993) in which they stated that teachers needed more training and skills on handling disciplinary issues and that classroom management was the main cause of novice teacher failure. Also Britt (1997) mentioned that the novice teachers needed training and skills in classroom management and discipline as they lacked necessary training in those areas for special cases and schools.

5.1.3 Research Question 3: To What Extent did their Teacher Education Programs Meet their Needs as Novice teachers?

The results of the teacher questionnaire show that in general, the teachers did not have full satisfaction as regards their teacher education program. Almost half of the teachers

were not satisfied with the teacher education program they completed. That can be because of some reasons, one of the reasons might be that the teacher education programs in KRG are very short and the teachers do not have enough time to prepare themselves and learn from the program. Another reason might be the system of the program; teachers of all professions such as science, math and language are taught the same things. In other words, the program did not prepare them for the process of teaching and the teachers started their career as teachers without a proper preparation. Similar findings can be seen in other studies such as Brock and Grady (2006) in which they related the novice teachers' difficulties to a variety of issues such as "immaturity, lack of teaching experience, inadequate educational preparation, workplace conditions, and or newness of the school culture" (p. 16)

The results also show that more than half of the teachers believed that the teacher education program they completed did not meet their needs or it did slightly, Jeanlouis (2004) had similar findings in which the researcher claimed that inadequacy of formal training in teacher education programs and the inconsistency between such programs and their expectations were the main causes of the attrition that might be because of the short period of the program that could not focus on everything or the program did not provide the teachers with proper solutions to expect and overcome the problems and obstacles the novice teachers might face in their first year(s) of teaching. There are some special needs of language teachers that the program could not provide that might have made their first year(s) of teaching easier.

Concerning the results of teacher interviews and open-ended questions, almost every teacher stated that the teacher education program they completed did not prepare them for the process of teaching.

5.2 Conclusion

The results of the study indicate that Kurdish novice English language teachers had difficulty in some aspects first year(s) of teaching were neither difficult nor easy, but it was somehow demanding at the beginning but then things got easier for them. As regards their needs, the results show that the Kurdish novice English language teachers had many needs in their first year(s) of teaching such as support from their administrators, interaction with experienced English teachers, emotional support, and a continuous training program. The results also show that the teachers did not have full satisfaction as regards the teacher education program they completed, and they stated that it did not meet their needs as novice teachers or it slightly did.

Yet, the teachers identified some of their main problems, such as teaching about target culture, hiring practices, dealing with special needs of students, communication with administrators, teaching pronunciation and making decisions. The teaches related some of the problems to the teacher education program they completed, or to lack of experience. Also, the teachers identified some of their needs in their first year(s) of teaching. For instance, they mentioned that they need support from their administrators, interaction with experienced English teachers, emotional support, and a continuous training program that will help them to be more prepared and be aware of recent techniques of teaching. The teachers identified some topics that the program needs to focus on more; for instance, dealing with special needs of students which was one of the concerns of novice teachers, most of the teachers suggested information on how to deal with special needs of students to be one of the contents of the induction program. Being aware of psychological states of the teachers and preparing the teachers was another suggestion to be one of the contents of the program.

Moreover, the teachers identified some of the weak points of the teacher education program they completed, such as the duration of the teacher education program. According to them, the duration was short and should have been longer. Another weak point of the teacher education program according to the teachers was that the teacher education program they completed was a general program, not specific for language teachers. The teachers came up with some suggestions for improving the teacher education programs in KRG. They suggested the program should not be limited as it lasts for 33 days now and they suggested it become a continuous program which the teachers are required to attend once a month at least. Another suggestion for improving the teacher education program was that the courses need to be classified into different fields; in other words, language teachers should have their own teacher education program which needs to be distinguished from other majors.

5.3 Implications of the Study

In this section, implications of the present study are presented. Firstly, more focus should be given to the role of culture in language teaching in teacher education programs. Also, more job opportunities should be provided to newly graduated students in order to start their teaching career. Secondly, an induction program is desired and recommended to be designed for novice teachers in order to train them more for the process of teaching. The program should be a long term one that focuses mainly on dealing with special needs of students and the psychological states of novice teachers. Finally, teacher education program in KRG should be improved, the program should be longer and it should be specialized according to the profession; in other words language teachers should take a different program and science profession should take a different one that serves their jobs effectively.

5.4 Limitations of the Study

One of the limitations of the study is that the researcher could have included teachers of other General Educational Directorates of KRG such as Sulaimaniyah and Duhok in order to have a better image of Kurdish novice English language teachers' perceptions, but due to the lack of time, the researcher could not do that. Another limitation of the study is number of participants, although 63 teachers participated in this study, more teachers can be found to participate. Another limitation was the reliability of the study, although the Cronbach's Alpha value was 0.7 which is accepted, but still it is lowest accepted value.

5.5 Suggestions for Further Studies

One of the limitations of the study was that it only included teachers of General Educational Directorate of Erbil; thus, future studies could replicate the same procedures using a larger sample size of participants, which includes teachers from Erbil, Sulaimaniyah and Duhok General Educational Directorates. Moreover, in this study the data were collected through two sources; questionnaires and interviews. Future studies can employ other data collection instruments, the researcher can ask the teachers to keep a teaching portfolio in which they can mention and reflect on their difficulties, challenges, needs and experience.

5.6 Summary

In this chapter the results of the study have been discussed under the research questions and some implications for practice have been given. Moreover, the limitations of the study have been explained and some recommendations for future research have been presented.

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APPENDICES

Appendix A: Permission Letter from Ministry of Education of KRG

Kurdistan Regional Government – Iraq

Council of Ministers

Ministry of Education

General Directorate of Erbil Education

Planning Unit

No. 3555

Date: 12th Feb. 2018

To / Directorate of (Central Erbil/ Erbil Countryside/ Erbil environs/ Xebat/ Shaqlawa/ Soran/ Rwandz/ Choman/ Mergasur/ Mexmur/ Koya) Educations

Subject/ Permission

We kindly ask you to Permit and facilitate for (**Sevar Said Salh**), a master degree student at Eastern Mediterranean university in north Cyprus , to do his research in the field of English language teaching . He will distribute a questionnaire on teachers as well as interviewing some of them. Your support is appreciated.

Kind regards

Legitimate Signature]

Faisal Hassan Taha

Technical general manager assistant

A copy to

The General directorate Assistant

Eastern Mediterranean University

Planning Unit

Designation of the (Sworn translator)   date of trans. 13-02-2018

Note- that translates registered by central register at the Ministry of Justice under number 3 / 2006 (801003) in Iraq – Arbil
Translation Bureau takes no responsibility for the content.

Mr. E. A. Shahab

Address:
Nile Translation Bureau
40meter street
across supermarket Cook
Iraq – Arbil

Nile Tolk & Vertalaal Bureau & Nile Translation Bureau

نوسینگەی نیل بۆ وەرگێڕان ، مۆڵەت پێدراوە لە وەزارەتی داد   ژمارە ٣ / ٢٠٠٦ / ٨٠١٠٠٣ (هەولێر   شەقامی ٤٠مەتری بەرامبەر سوپەرمارکێتی کۆک)

(مۆبایل ٤٦٢٨٦٨ تاریفۆن ٢٥٣٩٠٩٦) Email nile_email@yahoo.com

Appendix B: Teacher Questionnaire

Teacher Questionnaire

Part 1: Background Information

Directions: Please provide the necessary information below.

1- Gender: ☐ Male ☐ Female

2- Age: _____

3- Years of teaching experience:

☐ Less than one year ☐ One year ☐ Two years ☐ Three years

4- Nationality: ☐ Kurdish ☐ Arab ☐ Other _____ (please specify)

5- Native Language: ☐ Kurdish ☐ Arabic ☐Other _____ (please specify)

6- School name: _____

7- District: _____

8- At what level are you currently teaching?

☐ Basic Level ☐ Preparatory Level

9- How confident are you about your teaching abilities?
☐ Very confident
☐ Confident
☐ Fairly confident
☐ Slightly confident
☐ Not at all confident

10- Do you attend seminars or conferences on English language teaching?
☐ Always
☐ Very often
☐ Sometimes
☐ Rarely
☐ Never

Part 2: Challenges and Problems in the First Year(s) [1-3 years] of Teaching

Section A

Directions: Please read the following statements as regards the *problems and challenges* in your first year(s) of teaching (1-3 years) and **mark** (X) as appropriate to indicate the *level of difficulty* for each statement.

To what extent have you found the following to be difficult as a novice teacher?

5   **Very difficult**

4   **Difficult**

3   **Neutral**

2   **Easy**

1   **Very easy**

		Very Difficult 5	*Difficult* 4	*Neutral* 3	*Easy* 2	*Very Easy* 1
1	Hiring Practices (Finding the job)					
2	Finding teaching resources					
3	Using teaching resources					
4	Communication with parents					
5	Communication with colleagues					
6	Communication with administrators					
7	Creating lesson plans					
8	Culture/ climate of the school					
9	Following the school curriculum					
10	Preparing exams					
11	Scoring exam papers					
12	Using technology in my teaching					
13	Teaching writing skills					
14	Teaching speaking skills					
15	Teaching listening skills					
16	Teaching grammar					
17	Teaching pronunciation					
18	Teaching about target culture					

		Very Difficult 5	Difficult 4	Neutral 3	Easy 2	Very Easy 1
19	Adjusting teaching methods in a lesson					
20	Evaluating the effectiveness of my teaching					
21	Making decisions					
22	Assessment of students					
23	Time management					
24	Giving feedback to students					
25	Correcting students' oral mistakes					
26	Correcting students' written mistakes					
27	Being fair/equal to all students					
28	Being patient					

Section B: Open-ended Questions

Directions: Please answer the following questions about your *teaching experience* as well as *problems and challenges* in your first year(s) of teaching.

1- How would you describe your first year(s) of teaching?

_____
_____
_____
_____

_____

2- What do you think are your teaching *strengths* at this time?

_____
_____
_____
_____
_____
_____
_____

_____

3- What *challenges* or *problems* have you experienced in your teaching at this time? What do you think are the reasons for those problems? How have you dealt with them?

_____

_____

_____

_____

_____

_____

_____

_____

4- What would have made your first year(s) of teaching easier? In other words, what do you think novice teachers need in order to have less problematic /challenging first year(s) of teaching?

_____

_____

_____

_____

_____

_____

_____

_____

Part 3: Needs of Novice Teachers

Section A

Directions: Read the following statements about novice teachers' needs and **mark** (X) as appropriate to indicate to what extent each item is *desirable /needed* in your first year(s) of teaching.

5 Very Desirable   4 Desirable   3 Neutral   2 Undesirable   1 Very Undesirable

	Items	Very Desirable 5	Desirable 4	Neutral 3	Undesirable 2	Very Undesirable 1
1	Opportunities to attend conferences/workshops on English language teaching					
2	Support from other English teachers					
3	Support from administrations					
4	Interaction with experienced English teachers					
5	Training on how to integrate technology into their teaching					
6	Developing their English language proficiency					
7	Training on classroom management					
8	Training on giving instructions					
9	Training on student assessment practices					
10	Providing emotional support					

Section B

Open-ended Questions

Directions: Please answer the following questions about your **needs as a novice teacher** in your first year(s) of teaching.

1- Are there any other things which are not mentioned above but you *need* in your first year(s) of teaching? Please list them.

_____

_____

_____

_____

_____

_____

2- What kind of *support* would you like to be provided with in your first year(s) of teaching?

_____

_____

_____

_____

_____

_____

3- Do you feel that a **formal induction program** would be beneficial for you? If yes, please
state the topics you want the induction program to focus on? In other words, what are
your suggestions for the contents of the induction program in order to help novice
teachers to be more prepared in their first year(s) of teaching?

_____

_____

_____

_____

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Part 4: Perceptions on Teacher Education Program

1- Reflecting on your first years of teaching, how do you **evaluate** the **teacher education program** you completed?

    ☐ Excellent
    ☐ Very Good
    ☐ Good
    ☐ Fair
    ☐ Poor

2- To what extent **the teacher education program or the BA program** you completed had *met* your *needs* as a novice teacher of English language?

    ☐ Extremely
    ☐ Moderately
    ☐ Somewhat
    ☐ Slightly
    ☐ Not at all

3- Do you feel that your **teacher education program or the department** you graduated from *prepared* you for your first year(s) of teaching? Please explain.

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5- What were the weak points of the **teacher education program**?

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6- How can this program be *improved* in order to help novice teachers in their first year(s) of teaching? Please, **write down your suggestions.**

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Appendix C: Consent Form of Questionnaire

Informed Consent Form for Teachers

Dear Teacher,

I am a graduate student at Eastern Mediterranean University and I am collecting data through this **questionnaire** for my thesis research study entitled *'A case study of Kurdish Novice English Language Teachers' perceptions on their Teaching Practices and Needs'*. The purpose of this study is to investigate the perceptions of Kurdish Novice English language teachers on their teaching experiences, challenges and needs. Therefore, this **questionnaire** aims to identify your perceptions of your experiences, challenges, problems and needs in your first year(s) of teaching. In order to collect the data, you are kindly invited to respond to this **questionnaire**, and please be informed that you can withdraw from the study at any time. Your identity and individual responses are treated as confidential and will be used only for research purposes. For further information, do not hesitate to contact me or my MA thesis supervisor.

I would appreciate your cooperation.

Sevar Said Salh
MA student
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail: sivarsaid@gmail.com

Assist. Prof. Dr. Fatoş Erozan
MA Thesis supervisor
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail: fatos.erozan@emu.edu.tr

- -

Consent Form

I am completely aware of the aim of the study in general and the purpose of this questionnaire; therefore, I agree to participate in this study.

Name-surname: _____

Signature: _____

Date: _____

Contact info (Phone number or email): _____

Appendix D: Teacher Interview

Teachers Interview questions

Directions: Could you please state your ideas regarding the following questions?

1- How would you describe your *experience* as a novice teacher after having been in the profession for one/two/three years?

2- Was your first year(s) of teaching easy or difficult? Why? Please explain.

3- What **challenges**, **problems** have you faced during this time? How did you address these challenges confronting you?

4- How well **prepared** did you feel when you started teaching?

5- Do you feel that your **teacher education program** <u>prepared</u> you for your first year(s) of teaching?

6- To what extent **the teacher education program** you had completed, *met* your *needs* as a novice English teacher?

7- What do you *need* the most in your first year(s) of teaching? Please explain.

8- What kind of *support* would you **like to be provided with** in your first year(s) of teaching?

9- Do you feel that **a formal induction program** would be beneficial for you? If yes, **<u>please state the topics you want the induction program to focus on?</u>**

Appendix E: Consent Form of Interview

Informed Consent Form for Teachers

Dear Teacher,

I am a graduate student at Eastern Mediterranean University and I am collecting data through this **interview** for my thesis research study entitled *A case study of Kurdish Novice English Language Teachers' perceptions on their Teaching Practices and Needs*. The present study aims to investigate the perceptions of Kurdish Novice English language teachers perceptions on their teaching experiences and needs, therefore this **interview** aims to identify your perceptions, Problems and needs in your first year(s) of teaching. In order to collect the data, you are kindly invited to participate in this interview, and please be informed that **you can withdraw from the study at any time**. **The interview will be audio-recorded** and **your identity and individual responses are treated as confidential** and will be used only for research purposes. For further information, do not hesitate to contact me or my thesis supervisor.

I would appreciate your cooperation

Sevar Said Salh	**Asst. Prof. Dr. Fatoş Erozan**
MA student / Researcher	MA Thesis supervisor
Department of Foreign Language Education	Department of Foreign Language Education
Faculty of Education	Faculty of Education
Eastern Mediterranean University	Eastern Mediterranean University
E-mail: sivarsaid@gmail.com	E-mail: fatos.erozan@emu.edu.tr

- -

CONSENT FORM

I am completely aware of the aim of the study in general and the purpose of this interview; I agree to participate in this interview which will be audio-recorded by the researcher.

Name-surname: ----------------------

Signature: -----------------------------

Date: ----------------------------------

Contact info (Phone number, email): -------------------------

Appendix F: Permission Letter from EFL Department

To: Assoc. Prof. Dr. Javanshir Shibliyev

Chair of the Department of Foreign Language Education

Permission Request

I am a graduate student and I am doing my thesis research study entitled "**A Case study of Kurdish Novice English Language Teachers' Perceptions on their Teaching Practices and Needs**". I would like to conduct my research in Basic and Preparatory schools in General Educational Directorate of Erbil – Iraq. I will collect my data through teacher questionnaire, and interviews with teachers. The participants of my study will be the Kurdish novice teachers of English language who are currently teaching in basic and preparatory schools in General Educational Directorate of Erbil – Iraq.

Therefore, I need your approval on my request so I can conduct my research study in Basic and Preparatory schools in General Educational Directorate of Erbil – Iraq.

Regards

Sevar Salh

Student in the MA in ELT Program

Sivarsaid@gmail.com

Date: 20.03.2018

Attachments:

- BAYEK application form
- Teacher questionnaire and consent form
- Teacher interview questions and consent form
- Permission letter from General Educational Directorate of Erbil – Iraq.

Appendix G: Ethical Committee Permission

Doğu Akdeniz Üniversitesi
"Uluslararası Kariyer İçin"

Eastern Mediterranean University
"For Your International Career"

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Tel: (+90) 392 630 1995
Faks/Fax: (+90) 392 630 2919
bayek@emu.edu.tr

Etik Kurulu / *Ethics Committee*

Reference No: ETK00-2018-0115   27.03.2018
Subject: Application for Ethics.

RE: Sevar Salh
Department of Foreign Language Education

To Whom It May Concern,

As part of the 2017-2018 Spring Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Mr. Sevar Salh, from the Foreign Language Education Department, to pursue with his survey entitled ***A Case Study of Kurdish Novice English Language Teachers' Perceptions on Their Teaching Practices and Needs.*** This decision has been taken by the majority of votes. (Meeting number 2018/56-40)

Regards,

Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Commitee

ŞT/sky.

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