ELSEVIER

The first year of language teaching: Imposing order

Thomas S.C. Farrell *

Department of Applied Linguistics, Brock University, St. Catharines, Ont., Canada L2S 3A1

Abstract

The transition from the teacher education institution to life in a real classroom has been characterized as a type of reality shock in which beginning teachers realize that the ideals they formed while training may not be appropriate for the realism they are faced with during their first year of teaching. Unfortunately, teacher education programs have not had a successful history of adequately preparing beginning teachers for this transition because learning to teach is often viewed as being a highly situated, highly interpretative, and idiosyncratic activity. This paper suggests that the use of a 'story structure' framework (*setting – complication – resolution*) may be one method of imposing some order on the various descriptions of first-year teaching experiences. The paper reports on a case study of how a first-year English language teacher experienced the transition from a teacher education program to life in a real classroom, and how he balanced a delicate, and sometimes conflicting, role between learning to teach and learning to become a teacher within an established school culture in a neighborhood secondary school in Singapore. Three major challenging situations are identified and the teacher's responses with each as he struggled to establish himself as a teacher.

1. Introduction

The first year of teaching, "anything but a simple topic to understand" (Bullough, 1997, p. 79), has been characterized as a type of "reality shock" (Veenman, 1984). This is often

---

* Fax: +1 905 6882360.
  E-mail address: tfarrell@brocku.ca.

because the ideals that the beginning teacher formed during teacher training are replaced by the reality of school life where much of their energy is often transferred to learning how to survive in a new school culture. As Calderhead (1992) has pointed out, "The novice [teacher] becomes socialized into a professional culture with certain goals, shared values and standards of conduct" (p. 6). Although the first year of teaching has been well documented in general education research, (e.g. Bullough, 1989, 1990, 1997; Bullough and Baughman, 1993; Calderhead, 1992), and even recently has been recognized by language teacher educators as having enormous influence on the future development of language teachers (e.g., Freeman and Johnson, 1998; Richards and Pennington, 1998), not many detailed studies outlining the experiences of language teachers in their first year of teaching have been documented in the TESOL education literature. This is surprising because as Freeman and Johnson (1998) have suggested, in order to establish an effective knowledge-base for English language teacher education, teacher educators must have an understanding of schools and schooling and the social and cultural contexts in which learning how to teach takes place. Freeman and Johnson (1998) continue:

> Studying, understanding, and learning how to negotiate the dynamics of these powerful environments, in which some actions and ways of being are valued and encouraged whereas others are downplayed, ignored, and even silenced, is critical to constructing effective teacher education. (p. 409)

In addition, and unfortunately, teacher education programs have not had a successful history of adequately preparing beginning teachers for this transition to the real world of the school (Northfield and Gunstone, 1997) mainly because of a perception that each first year teaching experience is so unique that generalizations may be difficult to derive from these specific experiences (Bullough, 1997). For example, an often cited reason by teacher educators for this shortcoming is that teacher education programs cannot hope to account for all the different types of settings and conditions beginning teachers will inevitably encounter. This paper, however, suggests that the use of a story structure framework may offer one method of imposing some order on these experiences so that beginning language teachers can be better prepared for the reality of what they will face in their first year. The paper highlights a case study that utilized this framework and outlines how a first year language teacher balanced a delicate, and sometimes conflicting, role between learning to teach and learning to become a teacher within an established school culture in a neighborhood secondary school in Singapore.

2. The first year of language teaching

The experiences of English language teachers as they enter the teaching profession have been, as Richards and Pennington (1998) have pointed out, "much less documented in the [TESOL] literature" (p. 173) than in general education studies. Of the studies that do exist, most address the transition from specific language teacher education courses to learning to teach on the practicum (e.g., Almarza, 1996; Johnson, 1996; Pennington and Urmston, 1998; Richards et al., 1996). Of these important studies, Johnson's (1996) case study of how one trainee teacher in a language teaching practicum attempted to endure difficulties in a real classroom seems most pertinent to the research outlined in this paper. This case study also highlighted the 'sink-or-swim' realities (Varah et al., 1986) that many beginning

teachers experience during their first year. In this case study, Johnson (1996) observed that classroom life seemed way beyond the trainee's control, and that the realities of teaching "had begun to overwhelm her to the point that she appeared to be separating herself from the practicum experience" (p. 40). As a result of experiencing these demanding challenges, the preservice teacher almost abandoned her plans to become a language teacher, an all too common experience for beginning teachers. At the time Johnson (1996, p. 48) recognized a need for language teacher education programs to be able to provide a more realistic view of classroom life so that the experience of becoming a language teacher would be "less like 'hazing' and more like professional development". However, Johnson (2002, p. 1) later pointed out that this may be difficult to provide because learning to teach in the first year is often considered to be a "highly situated and highly interpretative activity", and as such, it may be difficult to make generalizations from individual first year teaching experiences and the variety of different settings where they take place.

Studies in general education have attempted to overcome this perception of the uniqueness of experience by incorporating the story structure framework as a means of classifying such experiences into clearer categories (e.g., Bullough, 1997). Bullough (1997, p. 19) noted that the story structure framework can be "a way of getting a handle on what we believe, on models, metaphors and images that underpin action and enable meaning making, on our theories". The story structure used in these studies all followed a pattern of *setting – complication – resolution* (Nespor and Barylske, 1991) explained as follows. The *setting* (sometimes called orientation) part of the narrative addresses questions such as: Who is involved? When did it take place? What took place? Where did it take place? The *complication* outlines the problem that occurred along with any turning points in the story. The *resolution* part discusses how the complications were handled by the teacher. This story structure pattern has been successfully implemented in general education studies in such diverse settings as Switzerland (Huberman, 1993), Australia (Smith et al., 1991), and the United States (Marso and Pigge, 1989). Thus, it is also conceivable that the use of a similar story structure analysis may offer first year language teachers and language teacher educators a means of "imposing order" (Johnson and Golombek, 2002, p. 4) on the array of different experiences they encounter in their classrooms so that beginning teachers can be better prepared to make a smooth transition from their teacher education programs into their new professional worlds. The case study that follows is an example of one attempt at imposing order on the experiences of a first year English language teacher in Singapore.

3. Case study

The case study reports on a teacher's (Wee Jin, a pseudonym) development as a language teacher during his first year and utilized an interpretative approach to data collection and analysis. Such an approach seeks to understand a teacher's development from the perspective of the individual teacher (rather than the observer) and attempts to show the influence of the unique elements of each individual teacher's passage through his or her first year (Lacey, 1977). The focus of the case study was on his specific context, the school he was placed in for his first year, and how he interpreted his own process of becoming a teacher (Zeichner and Tabachnick, 1985; Kuzmic, 1993; Solmon et al., 1993). Consequently, qualitative (Bogdan and Biklen, 1982) rather than quantitative methodologies were used for data collection and analysis.

4. Data collection and analysis

Data were collected from the following sources: the researcher's field notes and written-up log, classroom observations, and post-classroom observation conferences, and semi-structured interviews with the teacher and the school principal. In addition, Wee Jin wrote a teaching journal about his adjustments during his first year. I did not specify when or what he would write about; rather, we both agreed that he would write as often as he wished. We also corresponded regularly about his experiences during his first year in the form of electronic mail (e-mail) messages. I observed Wee Jin teach English language for a total of six fifty-minute classes during the second semester of his first year of teaching: two at the beginning of the semester, two in the middle of the semester and two toward the end of the semester. I conducted one major interview with him at the end of the first semester, and another major interview at the end of the first year. Throughout each interview, Wee Jin discussed what had occurred concerning his socialization and development during his time in the school. I also interviewed the school principal at the end of Wee Jin's first year. In this interview I asked him to explain the school's induction program for new teachers, and to comment on his perceptions of Wee Jin's adjustment as a teacher in the school.

Data were analyzed using a procedure of data reduction, and confirmation of findings. During data analysis, the interviews were transcribed in order to look for emergent patterns and themes. The data were then placed in categories through a process of analytic induction (Goetz and LeCompte, 1984). This process involved scanning the data for categories and for relationships among these categories, and later coded by inductive analysis procedures (Johnson, 1992). In order to ensure the trustworthiness of the findings, the data were also assessed by the technique known as triangulation (Lincoln and Guba, 1985; Stake, 1995). Stake (1995, p. 114) argues that triangulation can be achieved with "multiple approaches within a single study"; consequently, a piece of evidence was compared and crosschecked with other kinds of evidence (e.g., comparing the researcher's log with interview notes and audio tape transcripts). Additionally, Wee Jin read and authenticated this author's interpretations of the findings. This form of member checking (Lincoln and Guba, 1985) occurred twice in this study; first, after all the data had been analyzed and a draft written up; second, when the "final" version had been written up. I then superimposed the story structure framework onto the narrative and descriptive data that were collected and analyzed as outlined in Wee Jin's story that follows.

5. Wee Jin's "Story"

5.1. Setting

Singapore, the setting of this case study, has a heterogeneous multi-ethnic population of more than three million people. Singapore has four official languages: English, Mandarin, Malay, and Tamil; other languages and dialects also abound on the island. It is not easy to classify the position of the English language in Singapore because there are Singaporeans who use English as a first, second or foreign language (Gupta, 1998); however, English has been the medium of instruction in the school system since 1987 (Xu and Tan, 1997). Regarding the teaching of the English language in the schools in Singapore, Foley (1998, p. 248) has observed that recently methodologies have been moving slowly from

teaching English as a foreign language to "methodologies of English as the dominant language of education – using a first-language approach to teaching". He points out that the model of English in the classroom will often show that it has been adapted into the so-called "Singlish" (Singapore Colloquial English).

Wee Jin enrolled at the National Institute of Education (NIE), Singapore for a one-year program, the Post Graduate Diploma in Education (PGDE), to certify him as a secondary school teacher in Singapore. He came to the NIE with a BA (English language and Mathematics) degree (all PGDE students enter with a degree). The students in the PGDE program take a 10-month program in which they are exposed to teaching practice and theory classes. After successfully completing this course, Wee Jin was posted to a neighborhood secondary to teach English language. According to Wee Jin, the students at the school were "mainly from the middle to lower middle classes" (Wee Jin's journal). At the time of the study I was an English language teacher educator at the National Institute of Education (NIE), Singapore. I first met Wee Jin when he was my student during his PGDE course. I asked him if I could explore his development during his first year as a teacher by talking with him frequently and observing some of his classes, and he agreed to this.

5.2. Complications

Wee Jin faced a number of complications during his first year as a teacher, and because of space limitations, I can only discuss three of these. Wee Jin's first complication concerned conflict between his approach to teaching English language and what was expected from the school and the head of the English department. His second complication was conflict between what he wanted to teach (the content), and what he was required to teach. His third major complication concerned the difficulties he had with various professional relationships (other teachers and the administration) in school during his first year. Wee Jin's own words are used whenever possible to describe each of these.

5.2.1. Complication I: teaching approach

The first complication concerned a conflict between how Wee Jin was expected to teach in contrast to how he had wanted to teach, and this was focused mainly on his desire to take a learner-centered approach to instruction which he defined as "lots of student-to-student interaction in the form of pair work and group work during class because this type of interaction in an English language class leads to effective learning of the language" (pre-classroom observation I discussion). However, when he began to teach actual classes, he said that he realized it would not be easy to adopt this strategy because he had noticed a different tradition of teaching in the school that was firmly teacher-centered in approach. Wee Jin remarked: "although many teachers at the school paid lip service to learner-centered teaching, I saw many teacher-centered classes" (pre-observation I discussion). He also mentioned that this teacher-centered approach was in conflict with what he had learned in the teaching education courses, and that his new colleagues commented that it would not work in "the real classroom because it creates high noise levels in classrooms and this has negative consequences for controlling students" (pre-classroom observation I discussion). In fact, he said that some teachers suggested that they considered a class where students are sitting in groups and talking loudly "an example of bad teaching, or at the very least, inadequate classroom manage-

ment skills on behalf of the teacher'' (pre-classroom observation I discussion). Wee Jin suggested that, ''The teachers' main fear is that the use of groups would lead to a loss of control on teachers' part'' (Wee Jin's journal). Wee Jin also noted that the culture of the school ''frowned upon a high volume of noise that they associated with increased student-to-student interaction'' (post-study interview). So, it seems, then, that early in his first year he had to find ways of dealing with this dilemma: how to reconcile the differences between his belief that a student-centered teaching approach can lead to more effective learning than the more established traditional teacher-centered approach that existed in that school. As Wee Jin noted, ''I don't know how to make my lessons more pupil-centered without infringing school regulations such as noise level, pupil movement and control of the class'' (Wee Jin's journal).

5.2.2. Complication II: course content

Another major complication Wee Jin faced during his first year was conflict between what he wanted to teach in terms of course content, and what the department, and especially the department head, required him to teach. For example, when planning his English language lessons, Wee Jin said that he was faced with the dilemma of how to balance what he believed his students needed in educational content and the department's established syllabus. Wee Jin said that this syllabus required him to use ''certain department-produced materials in the English lessons'' (Wee Jin's journal), and that this in turn limited the extent to which he could try out new teaching ideas in class. Wee Jin continued: ''Other requirements give me a limited opportunity and time for trying out new teaching ideas in class because I have to use materials for composition and comprehension lessons'' (Wee Jin's journal). This predicament led to a further complication of how to adequately prepare his students for the rigorous examination system in the school if he did not follow the department's syllabus exactly. Wee Jin, noted that this school exam system influenced the preparation of his lessons because he realized that it ''has to have a great influence on the content I will teach'' (Wee Jin's journal). As such, he realized that if he ''included too many course materials regardless of their educational value that were not going to be tested on the examination, then my students might be at a disadvantage'' (Wee Jin's journal). Nevertheless, Wee Jin said that he believed his students ''needed to be educated rather than just prepared for tests and that is why I want to bring in outside materials from different sources'' (pre-classroom observation II discussion).

5.2.3. Complication III: collegial relationships

A third major complication that Wee Jin faced concerned the degree to which he formed professional relationships with colleagues and administrators during his first year. Wee Jin said that he realized early in the year that he found himself posted in a school that ''exhibited a culture of individualism'' (Wee Jin's journal). He said that he was basically left on his own throughout the year. Wee Jin remarked that he ''didn't talk much with the other teachers because they were always busy and into cliques...only two new teachers [from the same teacher training institution] are here'' (post-study interview). Wee Jin said he observed different types of teachers at his school as follows:

> I see three types of teachers [in the school]: the group that came together three years before [from the teacher training institution]...I think there are seven of them. The older teachers transferred from other schools all stick together. Also, we have the old

teachers who have been here a long time and keep to themselves. (post-study interview)

Related to professional relationships, Wee Jin said that as the year progressed he was experiencing greater difficulty understanding the general culture of the school, and the English Department, "in terms of the decisions that were made, especially in the English department" (post-classroom observation II discussion).

5.3. Resolutions

Throughout his first year Wee Jin said that he attempted to resolve the various complications he experienced, and as outlined below, he had mixed success.

5.3.1. Teaching approach

As stated previously, Wee Jin experienced conflict between his belief about the efficacy of a learner-centered teaching approach and a teacher-centered approach that was already firmly in practice, and even expected, in the school. Wee Jin said that throughout his first year as he attempted to reconcile these differences, he did not want to give up his belief in the importance of including student interaction in his classes "whenever I can" (pre-classroom observation III discussion). He noted that at the end of his first year his teaching approach was "to a certain extent, also shaped by my pupils' perceptions of how a 'good' English lesson should be conducted" (post-study interview). Wee Jin also noted that he felt his whole approach to teaching was constrained throughout his first year because he could "not follow a teacher-centered approach regardless of what was expected by the school" (post-study interview). At the end of his first year, this tension remained, to a certain extent, unresolved.

5.3.2. Course content

Wee Jin said that regardless of the content the department head (HOD) required him to teach, he decided he would remain "more responsive to his students' needs" (Wee Jin's journal). To this end, Wee Jin said that throughout the second semester of his first year, he continued to "bring in extra materials" from his "own resources to augment the textbooks" (post-study interview). He said that he told his students not to be worried about these extra materials because they would also "cover what the department required" (post-study interview). Wee Jin said he had to reassure them about these materials because he noted that his students seemed concerned about their relevance to examinations they would be faced with. So he said that he continuously reassured them that they would be "prepared for whatever skills the department syllabus advocated" (post-study interview). For example, he said he was adamant that his students learn reading strategies because the required textbooks were "only concerned with testing reading, not teaching it" (Wee Jin's journal). So Wee Jin said that he prepared sets of materials that would help his students practice reading strategies and other such skills not covered in the textbooks. Nevertheless, Wee Jin also said that he was very much aware of the examinations his students would sit at the end of the year and that he realized the significance of these examination results for his students' futures. He remarked: "If common tests are all focused on reading comprehension, I will tend to equip my pupils with comprehension-related skills. This is how I survived as a student" (post-study interview).

5.3.3. Collegial relationships

Of the three complications Wee Jin was faced with during his first year as a teacher, collegial relationships proved to be the most difficult for him to resolve, if he ever did. I am not sure if the reason for this unresolved dilemma is because of the culture of individualism that existed in the school, or because of Wee Jin's reluctance to ask for assistance throughout his first year, or a combination of both. For example, even though Wee Jin was assigned a mentor teacher from the school to help him through his first year as required by the Ministry of Education in Singapore, he noted that this mentor only met with him on his first day in the school; and as Wee Jin noted, "I never had any further contact, professional or otherwise, with this teacher again" (post-study interview). Additionally, Wee Jin said that he did not at any point during his first year teaching strike up a relationship with any other member of staff, "either a mentor, or any other experienced teacher I could go to for advice" (post-study interview). This is problematic because research (both in TESOL and general education) has indicated that support for teachers in their first year may be crucial for their survival through this period of great anxiety (Johnson, 1996; Veenman, 1984). This support, especially in the skills of teaching and of the emotional kind, should come from the school authorities and from colleagues within the school (Odell and Ferraro, 1992). It is interesting to note that in a discussion about Wee Jin's progress during his first year, the school principal noted that he had complied with all the school rules and seemed to be "progressing nicely" (school principal interview). When I mentioned this to Wee Jin later, he said that although he gave the impression that he was complying with the school rules and policies, he also retained his private reservations and doubts about what he was required to do.

6. Discussion

The main purpose of presenting Wee Jin's story of his first year as a language teacher is not necessarily to highlight the actual complications he was faced with and the various resolutions he attempted (although these are very important). The main aim is to highlight that language teachers in their first year of teaching will invariably be faced with an array of complications that can hamper their development if they are not resolved, or if not, at the very least, they should come up with some understanding of what these complications are, if they are to continue teaching. However, language teacher education programs have a history of emphasizing "How to teach" with its main stress on methods rather than what it means to be a language teacher. Consequently, I suggest that language teacher education programs move away from stressing the various methods of teaching language and move towards promoting development of skills in anticipatory reflection so that beginning teachers become more aware of what they will face when they make the transition from the teacher education program to the real world of the classroom. As the results of this case study indicate, development of this type of reflection is especially important if new teachers want to try out practices they learned in teacher education programs or seek to deviate from the traditional practices and expectations that are firmly in place in the new setting. Activities that can encourage anticipatory reflection in language teacher education programs include analyzing written up case studies that follow a story structure framework such as the one reported in this paper. As Jalongo and Isenberg (1995) pointed out, this type of story framework can offer pre-service teachers "a safe and nonjudgmental support system for sharing the emotional stresses and isolating experiences of the class-

room'' (p. 162). This type of reflection can be further enhanced by linking the case study analysis to classroom observations, journal writing, and class discussions that are part of many teaching practice assignments. In this way pre-service language teachers cannot only reflect on their teaching methods, but also reflect on the socio-historical contexts in which they find themselves placed for the practicum. Research in general education has indicated that the professional culture of each school can present many challenges for first-year teachers and thus has an enormous influence on their development and as such, they require support from teacher education programs and the schools in which they are placed (Kardos et al., 2001; Williams and Bedward, 2001). Wee Jin realized this at the end of his first year when he said that: ''New teachers need a lot of affirmation and support to pull through the first year. Obtaining feedback without worrying about any negative implications would also go a long way in helping teachers to grow'' (post-study interview).

In addition, and in order to build up a corpus of the experiences of first year language teachers that use the story structure framework to impose order, further case studies should be carried out by either replicating the methodology (a qualitative study approach) outlined in this paper, or by establishing a different research design. Regardless of the methodology used, it is very important that the ''researched'' teacher has the opportunity to read and respond to the researcher's portrayals and interpretations of their work – as I have done in the case study reported earlier. If there are any disagreements between the researchers and the researched, then these can be negotiated and greater insight can be achieved by all involved. Better still, mutual constructions of the ''story'' by the researcher and the researched should be encouraged. In this way, studies about first-year teachers can be considered research for the teachers rather than research on the teachers. These stories and their results can be fed back into the language teacher education program curriculum so that language teacher educators can think more carefully about the consequences of the content of the curriculum they have in place and if this curriculum is really preparing teachers for their first year as a teacher. As Tarone and Allwright (2005, p. 12) have suggested, differences between the academic course content in language teacher preparation programs and the real conditions that beginning teachers are faced with in the language classroom appear to ''set up a gap that cannot be bridged by beginning teacher learners''. Consequently, it is vitally important for language teacher education programs to better prepare English language teachers for the various complications they will face when they enter a new setting with real colleagues, and real classrooms with real students.

7. Conclusion

Learning to teach, as Doyle (1977, p. 31) suggests, involves ''learning the texture of the classroom and the sets of behaviors congruent with the environmental demands of that setting''. In this paper I have suggested that utilizing the story structure framework of *setting*, *complication*, and *resolution* may be one method of capturing how first year English language teachers navigate through the demands of a new setting. I have also suggested that by compiling many such ''stories'', language teacher educators may be able to better prepare both pre-service and first-year teachers into making as smooth a transition as possible into the real world of the language classroom. Now in his third year as a teacher, Wee Jin is still teaching in the same school and now is also a counselor in the school to both students and any new teachers who are posted to his school.

References

Almarza, G.G., 1996. Student foreign language teacher's knowledge growth. In: Freeman, Donald, Richards, Jack. C (Eds.), Teacher Learning in Language Teaching. Cambridge University Press, Cambridge, pp. 50–78.

Bogdan, R., Biklen, S.K., 1982. Qualitative Research for Education: An Introduction to Theory and Methods. Allyn and Bacon Inc., Boston.

Bullough, R.V., 1989. First Year Teacher: A Case Study. Teachers College Press, New York.

Bullough, R.V., 1990. Supervising, mentoring, and self-discovery: a case study of a first-year teacher. Journal of Curriculum and Supervision 5 (4), 338–360.

Bullough, R.V., 1997. Becoming a teacher: self and the social location of teacher education. In: Biddle, B.J., Good, T.L., Goodson, I.F. (Eds.), International Handbook of Teachers and Teaching. Kluwer Academic Publishers., Boston, pp. 79–134.

Bullough, R.V., Baughman, K., 1993. Continuity and change in teacher development: a first year teacher after five years. Journal of Teacher Education 44, 86–95.

Calderhead, J., 1992. Induction: a research perspective on the professional growth of the newly qualified teacher. In: Calderhead, J., Lambert, J. (Eds.), The Induction of Newly Appointed Teachers. General Teaching Council, London, pp. 5–12.

Doyle, W., 1977. Learning the classroom environment: An ecological analysis. Journal of Teacher Education 28, 51–55.

Foley, J.A., 1998. Language in the school. In: Foley, J., Kandiah, T., Bao, Z., Gupta, A.F., Alsagoff, L., Ho, C., Wee, L.L., Talib, I.S., Bokhorst-Heng, W. (Eds.), English in New Cultural Contexts: Reflections from Singapore. Oxford University Press, Singapore, pp. 244–269.

Freeman, D., Johnson, K.E., 1998. Reconceptualizing the knowledge-base of language teacher education. TESOL Quarterly 32, 397–417.

Goetz, J., LeCompte, M., 1984. Ethnography and Qualitative Design in Educational Research. Academic Press, San Diego.

Gupta, A.F., 1998. The situation of English in Singapore. In: Foley, J., Kandiah, T., Bao, Z., Gupta, A.F., Alsagoff, L., Ho, C., Wee, L.L., Talib, I.S., Bokhorst-Heng, W. (Eds.), English in New Cultural Contexts: Reflections from Singapore. Oxford University Press, Singapore, pp. 106–126.

Huberman, M., 1993. The Lives of Teachers. Cassell, London.

Jalongo, M.R., Isenberg, J.P., 1995. Teacher's Stories: From Personal Narrative to Professional Insight. Jossey-Bass, San Francisco.

Johnson, K.E., 1992. Learning to teach: instructional actions and decisions of preservice ESL teachers. TESOL Quarterly 26 (3), 507–535.

Johnson, K.E., 1996. The vision versus the reality: the tensions of the TESOL practicum. In: Freeman, D., Richards, J. (Eds.), Teacher Learning in Language Teaching. Cambridge University Press, New York, pp. 30–49.

Johnson, K.E., 2002. Second language teacher education. TESOL Matters 1, 8.

Johnson, K.E., Golombek, P., 2002. Teachers' Narrative Inquiry as Professional Development. Cambridge University Press, New York.

Kardos, S., Johnson, S., Peske, H., Kauffman, D., Liu, E., 2001. Counting on colleagues: new teachers encounter the professional cultures of their schools. Educational Administration Quarterly 37, 250–290.

Kuzmic, J., 1993. A beginning teacher's search for meaning: teacher socialization, organizational literacy, and empowerment. Teaching and Teacher Education 10, 15–27.

Lacey, C., 1977. The Socialization of Teachers. Methuen, London.

Lincoln, Y.S., Guba, E.G., 1985. Naturalistic Inquiry. Sage, Beverly Hills, CA.

Marso, R.N., Pigge, F.L., 1989. The influence of preservice training and teaching experience upon attitude and concerns about teaching. Teaching & Teacher Education 5 (1), 33–41.

Nespor, J., Barylske, J., 1991. Narrative discourse and teacher knowledge. American Educational Research Journal 28 (4), 805–823.

Northfield, J., Gunstone, R., 1997. Teacher education as a process of developing teacher knowledge. In: Loughran, J., Russell, T. (Eds.), Teaching about Teaching: Purpose, Passion and Pedagogy in Teacher Education. Falmer Press, London, pp. 48–56.

Odell, S.J., Ferraro, D.P., 1992. Teacher mentoring and teacher retention. Journal of Teacher Education 43, 200–204.

Pennington, M.C., Urmston, A., 1998. The teaching orientation of graduating students on a BATESL course in Hong Kong: a comparison with first-year students. Hong Kong Journal of Applied Linguistics 3, 17–45.

Richards, J.C., Pennington, M., 1998. The first year of teaching. In: Richards, J.C. (Ed.), Beyond Training. Cambridge University Press, New York, pp. 173–190.

Richards, J.C., Ho, B., Giblin, K., 1996. Learning how to teaching in the RSA Cert. In: Freeman, D., Richards, J.C. (Eds.), Teacher Learning in Language Teaching. Cambridge University Press, New York, pp. 242–259.

Smith, D., Cook, A., Cuddihy, T., Muller, R., Nimmo, G., Thomas, H., 1991. From Brisbane to Bamaga: The Experiences of Beginning Secondary School Teachers in Queensland. Queensland University of Technology, Brisbane.

Solmon, M.A., Worthy, T., Carter, J.A., 1993. The interaction of school context and role identity of first-year teachers. Journal of Teaching in Physical Education 12, 313–328.

Stake, R., 1995. The Art of Case Study Research. Sage, Beverly Hills, CA.

Tarone, E., Allwright, D., 2005. Second language teacher learning and student second language learning: shaping the knowledge Base. In: Tedick, D.J. (Ed.), Second Language Teacher Education. Lawrence Erlbaum, Mahwah, NJ, pp. 5–23.

Varah, L.J., Theune, W.S., Parker, L., 1986. Beginning teachers: sink or swim? Journal of Teacher Education 37, 30–33.

Veenman, S., 1984. Perceived problems of beginning teachers. Review of Educational Research 54, 143–178.

Williams, A. Prestage, Bedward, S., 2001. Individualism to collaboration: the significance of teacher culture to the induction of newly qualified teachers. Journal of Education for Teaching 27 (3), 253–267.

Xu, D., Tan, P.L., 1997. Trends of English use among Chinese Singaporeans. In: Brown, A. (Ed.), English in Southeast Asia 96, Proceedings. ELAL, NIE, Singapore, pp. 54–66.

Zeichner, K.M., Tabachnick, B.R., 1985. The development of teacher perspectives: social strategies and institutional control in the socialization of beginning teachers. Journal of Education for Teaching 10, 1–25.