



The Analysis of First-Grade Teachers' Need of Consultation in the First (FALL) Term of Academic Year

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ABSTRACT This study aims at disclosing the consultation needs of first-grade teachers, who are responsible for orienting first-year pupils and teaching them how to read and write. There is a limited number of studies on the need for consultation of classroom teachers who must apply the main intervention techniques to achieve the necessary tasks during that period. Study data were collected from 7 first-grade teachers by means of semi-structured interviews that were conducted during the first semester of the 2015-2016 academic year. This study was designed according to a qualitative research model. The data were analyzed with qualitative content analysis. As a result, three main themes were derived, with 24 subthemes in different months of the semester. It was discovered that consultation needs of first-grade teachers differ by month. Consequently, it is recommended that these needs be considered in the context of future studies on consultation.