NEDEN İNGİLİZCE ÖĞRETMENİ OLMAK İSTİYORUM?
ANKET GELİŞTİRME

WHY DO I WANT TO BECOME
AN ENGLISH TEACHER?
DEVELOPING A QUESTIONNAIRE

Gonca SUBAŞI

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WHY DO I WANT TO BECOME AN ENGLISH TEACHER? DEVELOPING A QUESTIONNAIRE

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DISSERTATION
English Language Teaching Department
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Eskişehir
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ÖZET

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ANKET GELİŞTİRME

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30 yılı aşkın süreden beri öğretmen yetiştirme alanı pek çok çalışmaya konu olmuştur, ancak yine de insanların neden öğretmenlik mesleğini seçtikleri tam olarak açıklanamamıştır. Bu durum insanların öğretmenlik mesleğini seçmelerinin nedenlerini sorgulayacak değişik bir yaklaşımın gerekli olduğu sonucunu doğurmuştur. Dolayısıyla, söz konusu çalışma İngilizce öğretmenliğinin meslek olarak seçilmesinin nedenlerini sorgulayan bir ölçme aracının geliştirilmesi üzerine temellendirilmiştir.

Böyle bir ölçme aracının geliştirilmesi için öncelikli olarak öğretmen adaylarını bu mesleği tercih etmeye iten faktörlerin belirlenmesi gereklidir. Bu yüzden çalışma iki aşamada gerçekleştirilmiştir. Birinci aşamada öğretmen adaylarını İngilizce öğretmeni olmaya sevk eden nedenler ortaya çıkarılarak ölçek aracı geliştirmek için bir madde havuzu oluşturulmuştur. Anadolu Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği bölümünde okuyan 642 öğretmen adayı çalışmanın birinci aşamasında yer almıştır. Deneklerden geçerli ve güvenilir sonuçlar elde edebilmek için listeleme, günlük tutma ve görüşme yapma gibi değişik veri toplama araçları kullanılarak meslek seçimleriyle ilgili bilgi toplanmıştır. Toplanan bu bilgiler, alanda daha önce yer alan çalışmalar ve konu uzmanlarının yaptıkları yorumlar ışığında belirli kategorilere ayrılmış ve ölçme aracında kullanılmak üzere maddelere dönüştürülmüştür. Çalışmanın ikinci aşamasında

ise birinci aşamada toplanan verilerin yardımıyla anket formunda bir ölçme aracı geliştirilmiştir ve anket 800 öğretmen adayına uygulanmıştır.

Öğretmen adaylarının İngilizce Öğretmeni olma sebeplerini sorgulayan anketin geçerliliği ve güvenilirliği de hesaplanmış ve sonuç olarak Türkiye'de İngilizce Öğretmenliğinin meslek olarak seçilmesinin nedenleriyle ilgili sağlıklı bir ölçme aracının geliştirildiği ortaya çıkmıştır. Çalışmanın ortaya çıkardığı bir başka önemli bulgu da eğitimcilerin genç öğretmen adaylarının bu mesleği seçme sebeplerini göz önünde bulundurmalarının onların eğitim hayatları süresince gerekli motivasyonu sağlamalarında yardımcı olacağıdır.

Anahtar Sözcükler: Öğretmen yetiştirme, İngilizce öğretmeni yetiştirme, Öğretmen olma sebepleri, İngilizce öğretmenliğinin kariyer olarak seçilmesi, Öğretmen olma isteği

ABSTRACT

WHY DO I WANT TO BECOME AN ENGLISH TEACHER? DEVELOPING A QUESTIONNAIRE

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Department of English Language Teaching Program
March, 2010

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Teacher education has been subjected to number of research studies over the last thirty years and yet we are still trying to understand why people are attracted into teaching. Such a situation suggests that we need a different approach to understand the factors leading individuals to become teachers. Therefore, the basic purpose of the present study is to develop a valid and reliable instrument measuring motivations of student teachers to enter English teacher education programs.

In order to develop such an instrument, first, pre-service English teachers' career motivation needed to be determined. The study was conducted in two phases. In Phase 1, the reasons that motivate pre-service teachers to enter the ELT department were investigated in order to create an item pool that would be used to develop an instrument. A total of 642 students enrolled in the ELT department of Faculty of Education at Anadolu University participated in the first phase of the study. Their motives to become English teachers were identified through the use of various data collection procedures; listing reasons, keeping diaries and interviews to achieve triangulation. The reasons for becoming English teachers reported by the participants in Phase 1 were categorized under several categories supported by literature and the experts in the area, and then transformed into the instrument items. In Phase 2, the instrument in the form of a questionnaire was developed on the basis of the data provided in the first phase and it was administered to a different group of students numbered 800.

The validity and reliability of the questionnaire was calculated and it was found out that it could be used as an instrument for measuring the career choice of teaching English in

the Turkish context. The outcomes of the study also revealed that understanding the starting points of these student teachers would help the teacher trainers to motivate them during their education in the teaching career.

Key Words: Pre-service teacher education, Pre-service English teacher education, Reasons for becoming teachers, Choosing English language teaching as a career, Teacher motivation

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Kimileri için ayrılık bazen vakitsiz gelir…

Gidenlere, sevgiyle …

Burcu'ya, Dilek'e, Yeşim'e, Serkan'a, Cingöz'e

Kalanlara umutla…

Dostluktan yana, kim olursa olsun

Geçemezdi ki bizi

Ne yedi kat göklerdeki melekler

Ne deniz dibi cinleri

I. INTRODUCTION

"...Yüzlerce kişiyi işleyip onlara şekil vermek yeri gelir büyük bir külfet verir insana. Bu yükün alına girmeye hazır mıyım peki? Bu soruya tatminkar bir yanıt bulamıyorum henüz kafamda. Ve bu belirsizlik içindeki tek güvencem önümdeki üç yıl içinde bu yükü sırtlayabilecek hale gelip bu okuldan ayrılma düşüncesi…" (Ingilizce Öğretmenliği Bölümü 1. sınıf öğrencisi)

"...It would be a huge responsibility for a person to work on hundreds of people and shape them. Am I ready for this commitment? I have not been able to find a satisfactory answer to this question yet. And my only hope in this uncertainty is the thought of being trained in the three years to come and getting ready for this profession by graduating from the university..." (First-year EFL student, a future English teacher)

"İngilizce öğretmeni öğreten olmalı, öğretmenlik mesleği deyince insanların aklına hep bayanlar için ideal bir meslek, hem para kazanıp hem de ailenle ilgilenebileceğin bir meslek gözüyle bakılır. Aslında, ilk başlarken ben de öyle düşünmüyor değildim fakat artık fazla bir önem taşımıyor, hiç de etkisi yok değil. Eğer bir öğretmen sadece para kazanmak, rahat meslek diye seçiyorsa, ne işinden bir haz alır, ne de öğrencilere faydalı bir öğretmen olur." (Ingilizce Öğretmenliği Bölümü 2. sınıf öğrencisi)

"An English teacher should be an educator. The teaching profession reminds people of an ideal occupation for a female where you can both earn money and have time for your family. Actually, at the beginning I had the same idea; however, it is not too important for me anymore. It only has a little effect. If a teacher chooses this profession to earn money and have an easy job, he or she can neither get pleasure nor be a beneficial teacher for his or her students." (Second-year EFL student, a future English teacher)

"...Ama ben İngilizce öğretmeni olmak istiyorum çünkü paylaşmak da benim için ayrı bir tutku! İnsanları bildiğim şeylerden mahrum bırakmak kötü hissettiriyor bana kendimi. Benim yaratılıcılığımı geliştiren olguları onlarla paylaşmak istiyorum ki onlar da hayata daha önce hiç bakmadıkları bir açıdan bakabilsinler. Benim kendime yeni bir şey kattığımda hissettiğim mutluluğu derinden hissedebilsinler. İstiyorum ki iyi düşünceler, parlak fikirler paylaştıkça çoğalsın, tüm insanlığı sarsın.
Geçen sene bir ilköğretim okulunda tanıştığım küçük yüzleri hatırlıyorum isteğim bu denli arttığında. Öyle anlamlıydılar, öyle yansıtıyorlardı ki küçük dünyaları içinde olup bitenleri, yalnızca bakmak okumaya yeterdi. Gözlerini kaplayan o öğrenme hevesi yeninin taşıp akan merakı fazlası ile yetmişti beni mutlulukla doldurmaya. O an çok güçlü bir his belirmişti içimde öğretmen olmak adına. Evet demiştim yapmalıyım bu mesleği içimdeki tüm öğretme isteğiyle! Aç bakan o gözleri doyurursam ben de doyarım hem ruhum hem bedenimle içimdeki çelişkiyi görmezden gelerek… Öğretmen olmak istiyorum çünkü hayatımıza hakim olan ve yıkılması gereken pek çok tabuyu kendiliğinden ortadan kaldırmak istiyorum. Ve öğretmen olmak istiyorum çünkü öğretmek hayatı oluşturmak demektir…" (Ingilizce Öğretmenliği Bölümü 3. sınıf öğrencisi)

"…, but I want to be an English teacher because sharing is another ambition of mine. I feel bad when I know something and I don't share it with others. I would like to share the facts that improve my creativity with them so that they can see the life the way that they have not seen before, so that they can feel the deep happiness I have when I learn something new. I want all the good thoughts and the bright ideas to be multiplied through sharing and involve all humanity.
When my wish increases that much, I think of the small faces I met last year in a primary school. They were so meaningful and they reflected all the things that happened in their little worlds so well that, only by looking at them I was able to see everything. The hunger for learning and curiosity for new things in their eyes were enough to make me feel completely happy. I said, yes, I should do this job with all the passion for teaching inside me. If I can feed those hungry and curious eyes, I can feed my soul and body despite the conflict in me. I want to be a teacher because I want to come over all the difficulties and taboos that prevail in our lives. And I want to be a teacher because teaching means creating the life itself..." (Third-year EFL student, a future English teacher)

"4. sınıfta farkına vardım. Öğretmen oluyorum galiba dedim. Şu an staja gidiyoruz ve elimden gelenin en iyisini yapmak için çabalıyorum ve çabalayacağım da. İngilizce öğretmeni olacağım ve bir öğretmen olarak sadece İngilizce anlatırım, çıkarım sınıftan diye düşünmüyorum. Boş beyinlerle dolu bir nesil istemiyorum, başaracağım." (Ingilizce Öğretmenliği Bölümü 4. sınıf öğrencisi)

"In the fourth year I realized that I am becoming an English teacher. At present, we have just started our practice teaching and I am trying to do my best. I will try to do so in the future as well. I do not think that "I will just teach English and forget about it after I leave the class". I do not want the new generation to have empty minds. I want to succeed as an English teacher." (Fourth-year EFL student, a future English teacher)

"Öğretmeyi seviyorum. Bunun harika bir şey olduğunu düşünüyorum! Bir insanın kendine uygun olan bir mesleği seçmesi gerektiğini de düşünüyorum, hele bir de öğretmenliği seçtiyse. Birçok insan öğretmenliği değersiz bir meslek olarak görüyor, bu mesleğin önemini ve zorluğunu gözardı ediyor. Öğretmenliğin ne denli sorumluluk isteyen ve kendinden birşeyler katmayı gerektiren bir meslek olduğunu anlamıyor. Bu mesleği içinizden gelen istek ve ilgiyle yapmazsanız başarılı olamazsınız. Herkes etkili bir öğretmen de olamaz, bunu başarmak için hevesli olmalısınız ve neden bu mesleği seçtiğinizin farkında olmalısınız. Öğretmen olmak hiç de göründüğü kadar kolay bir iş değil." (Ingilizce Öğretmenliği Bölümü 4. sınıf öğrencisi)

"I love teaching. I think it is fascinating! I also think that a person should choose the right profession, especially if he chooses teaching. Many people devalue the teaching profession, they tend to ignore the importance and complexity of this job. They just do not want to see how responsible and demanding the teaching profession is. I think you cannot perform it well without a real wish and interest. Everybody cannot become an efficient teacher; he should feel it inside and be aware of his reasons to choose this career. Being a teacher is not an easy task at all." (Fourth-year EFL student, a future English teacher)

The quotations from various EFL students enrolled in the English Language Teaching Department in the Faculty of Education at Anadolu University reveal the main reasons the students have stated for choosing the teaching profession. Understanding these EFL student teachers' concerns about their career choice is important because it is a well known fact that every student teacher brings into his/her teacher training programme a personal teaching schema which refers to an individualised value system about teaching and learning (Boz, 2008). This schema consists of feelings, concerns and values about the teaching and learning process which are directly related to the choice of teaching profession. Therefore, student teachers' motivation to teach, their early beliefs about teaching and the teaching –learning process, their viewpoints of themselves as trainee teachers, and their reasons for becoming teachers, as being the crucial parts of the personal schema, need to be analyzed in depth since they will obviously influence the professional growth of student teachers (Younger, Brindley, Pedder, & Hagger, 2004; Boz, 2008).

Teachers are the cornerstones of educational development and what's more, they play the pivotal role in determining quality, effectiveness and relevance of education to achieve poverty eradication, sustainable human development and equity (Chuan & Atputhasamy, 2001). In addition, they can and do make a difference by affecting the lives of young children and adolescents and their orientation to learning (Richardson & Watt, 2006). Namely, it has been highlighted by many governments, scholars and authorities that the quality teachers and teaching are central to the development and maintenance of intelligent, informed and well-educated human-beings (Korthagen, Loughran, & Russell, 2006). However, these will remain a dream if the problems of quality teacher education are not solved. Unfortunately, teacher educators, policy-makers, and employing authorities, who are the nucleus of the education system of any country, have for too long overlooked the values, beliefs and motivations of those entering teacher education programs and insufficiently examined how they shape student teachers' aspirations for professional engagement and the route of their career development (Watt & Richardson, 2008). Without doubt, student teachers' career intentions, their motivations for having chosen a teaching career, their perceptions about the teaching profession deeply influence their subsequent professional engagement,

development, and quality of their work. So, investigating the starting points of student teachers, in other words, the reasons of teacher candidates entering teacher training programmes would be a logical departure point both to encourage the young to choose the teaching profession and to ensure that they stay in the profession for a long time.
Regarding the field of teacher education, studies investigating teacher motivation, specifically student teacher motivation for choosing teaching as a career are very few. The scarcity of research studies on student teachers' motivations for teaching and their perceptions of the teaching profession showed that the question 'What motivates students to choose teaching as a career?' needs further investigation. Considering the gap in the investigation of student teachers' motives for becoming teachers, the current study aimed to explore the reasons of EFL students to become English teachers in order to establish an instrument that measures these reasons in a valid and reliable way.

1.1. Background to the Study

We have to be aware that a teacher is not only teaching, but also professionally affecting the students; that's to say, besides professional education, a teacher's humain qualities are also important (Witcher, Sewall, Arnold & Travers, 2001; Vadeboncoeur, 2001; Buskist, 2002). A teacher has to be a personally mature individual, with clear views on the world and life. She/he is also expected to establish a good rapport with his students and know how to guide those students (Krecic & Grmek, 2005).

The field of teachers' professional activity is very broad, indeed. They are not only required to work directly with their students but also they are asked to cooperate with parents and other colleagues. Moreover, they are expected to attend various professional associations and regularly take courses to develop themselves. In these courses, they are introduced to different teaching methods, new technologies, curriculum developments in order to update their knowledge (Kyed Jr, Marlow, Miller, Owens & Sorenson 2003; Krecic & Grmek, 2005; Warin, Maddock, Pell & Hargreaves, 2006).

Teachers, after all, are working with children and teenagers who are at a very sensitive stage of their development. They are regarded as 'human engineers' because they are

responsible for shaping both the personality and mentality of their students (Putkiewicz & Witkomirska, 2003). As highlighted by Pozarnik in his study (1987: 3), the unsuitable treatment of a teacher can have irreparable outcomes since "the consequences of a teacher's work reach farther in to the future than any other profession". That's to say, the teaching career indeed demands careful and lengthy planning (Krecic & Grmek, 2005).

Being a teacher is not an easy task and choosing it as a profession, without doubt, is one of the difficult decisions to make in an individual's life. Therefore, the reasons why students choose teaching training programs need to be investigated to gain deeper insights into the nature of becoming a teacher and to provide input into the establishment of more effective teacher education programs. For example, if it was possible to identify the reasons that attracted individuals to choose teaching as a profession, then it could be possible for teacher educators and courses to appeal those reasons. In other words, the attractiveness of teacher education courses might be maximized in this way.

Pre-service teachers' reasons to become a teacher and their motivations to teach can be considered one of the crucial factors determining the success of educating qualified teachers because qualified teachers presumably will be the ones who engage deeply in their pre-service education and their subsequent professional lives. If these pre-service teachers attend and actively participate in lectures, ask meaningful questions, discuss various topics with their peers and teachers, reflect on their experiences in their practicum schools, think deeply about their assignments, do research, put what they have learned into practice, and change their beliefs and practices throughout their courses, it can be considered that this series of actions is a good indication of their degree of engagement they will have after graduation. (Graham, 1998; Rock & Levin, 2002; Bell, 2005; Sinclair, Dowson & McInerney, 2006).

Unfortunately, not all pre-service teachers engage in their teacher education courses in the manner described above. Research on pre-service teacher education literature has recently pointed out that the differing quality and level of pre-service teachers'

engagement in their courses may be related to their career motivation, and/or why they have chosen teaching. (Dowson & McInerney, 2003; Sinclair, Dowson & Thisleton-Martin, 2006; Sinclair, Dowson & McInerney, 2006; Watt & Richarson, 2008). Research has also examined why the teaching profession remains appealing to many individuals (Marsh, 2002; Malmberg, 2006). The results of this examination have yielded a proliferation of hierarchically arranged lists of reasons for entering teaching in general (King, 1993; Jones, Young & Rodriguez, 1999; Su, Hawkins, Huang & Zhao, 2001).

Hayes (2008) identified the following reasons as being among the most commonly listed by in-service and pre-service teachers across a variety of studies ranging in time from the 1980s and 2000s: contact with young people, love of the subject matter, willingness to share one's knowledge, influence of former teachers and/or parents, desire to shape the future of young people, desire to remain in an academic environment, job security, flexibility, higher social status, natural inclination. Similarly, Eisner (2006) described six main reasons to become a teacher in his study by pointing out that all teacher candidates seek deep satisfaction from the process of teaching. His list covers in fact the idealized form of positive aspects attributed to the teaching career because according to Eisner (2006:44), teaching allows an individual to "1) participate in the world of great ideas, 2) realize a form of immortality, 3) enact performance, 4) provide opportunities to create and participate in forms of aesthetic experience, 5) experience and and represent a passion for learning and 6) make a difference in students' lives".

The studies on pre-service teacher education and choosing teaching as a profession has covered certain branches such as natural science, technical and computer science, preschool and elementary school education, and special education. However, there has been little research to date, specifically, on the reasons for becoming an English teacher. As Hayes (2008) points out, the lack of research seems surprising when thinking about the huge numbers of teachers of English all around the world. Although there has been growing interest in the experiences, motivation and beliefs in-service English teachers, the reasons for individuals to become English teachers, specifically non-native ones,

have not been analyzed in depth (Hayes, 2008; Olsen, 2008). Given the paucity of investigation into why individuals want to be English teachers, the current study attempts to develop an instrument that will help understand the reasons for pre-service teachers to choose the ELT departments.

1.2. Statement of the Problem

When reviewing the literature on teacher motivation, aspiration and career development, it is obvious that *intrinsic*, *extrinsic* and *altruistic motivations* have been highlighted as the most important groups of reasons for deciding to teach (Watt & Richardson, 2007). *Altruistic motivations* deal with regarding teaching as a socially worthwhile and important job, a strong desire to help children and teenagers to succeed, and a desire to help the betterment of society. *Intrinsic ones* consist of aspects of the job activity itself, such as preference of working with young children, and an interest in using their subject matter knowledge. *Extrinsic motivations* contain aspects of the job which are not inherent in the work itself such as long holidays, the amount of salary, status, and job security (Kyriacou & Coulthard, 2000). Research has indicated that altruistic and intrinsic motivations are the factors that lead many people to enter a career in teaching, but, on the other hand extrinsic ones have been shown to influence people's decisions to leave the teaching profession (Harms & Knobloch, 2005). The aim in these research studies is primarily to identify which motivations relate to teacher engagement, commitment and persistence to understand the factors and processes underlying teacher quality and to overcome the problems related to recruitment, attrition and retirement of teachers leading to teacher shortage (Chuan & Atputhasamy, 2001). The main focus is on the teacher, neglecting the student teacher who has just made a big decision to enter the teaching profession.

The results of studies on teacher motivation for career choice also indicate that different sociocultural contexts potentially frame and shape motivations for career choice, satisfaction and persistence (Watt & Richardson, 2008). This simply refers to the effect of "ecological perspective" on language teaching (Tudor cited in Hayes, 2008: 472). That's to say, as teachers are socially-situated beings, they have a mutually interactive

relationship with their contexts and this context plays a decisive role in their motivation and personal social circumstances when they enter the teaching profession (Hayes, 2008; Zhan, 2008) Therefore, it might be a sound idea to investigate why EFL students chose teaching as a career in a Turkish context. The outcomes of the earlier studies examining the in-service or pre-service teachers' motives for becoming teachers point out the necessity and significance of the development of instruments to provide a comprehensive and coherent framework for the systematic investigation into the question of why people choose a teaching career (Richardson & Watt, 2006). Thus, there is a need to establish a valid and reliable instrument to measure the reasons of Turkish EFL students, a specific context, for becoming English teacher, a specific branch.

1.3. Purpose of the Study

The present study has two purposes. First, this study aims at investigating why university students choose English language teaching as a career. Second, this study aims at developing an instrument measuring pre-service English language teachers' reasons for being an English teacher. To meet these aims, the study was conducted in two phases.

In Phase 1, the reasons that motivate pre-service teachers to enter the English Language Teaching Department were examined in order to create an item pool which was used to develop an instrument measuring their reasons for becoming English teachers. In Phase 2, first an instrument was developed considering the data obtained in Phase 1.Then, the reliability and validity of this instrument was calculated.

In the present study, the developed instrument was administered to the students who are enrolled in the English Language Department of Faculty of Education at Anadolu University. It is hoped that this current study would provide a profile of intending English teachers at this university, addressing entrants' demographic characteristics, teaching motivations, perceptions about the profession, reasons for entry to that department, and career plans. Such an investigation would help us, as teacher trainers,

to understand why our students are attracted into English language teaching in the first place.

1.4. Significance of the Present Study

To build an effective English teacher education program and to enhance pre-service English teacher development in professional settings, there is need for the examination of the reasons for becoming an English teacher in depth and the identification of pre-service English teachers' motivations to teach. Identifying their reasons and motivations and measuring them through a valid and reliable instrument may have important implications for English teacher education.

In the present study, the exploration of the idea that the generation of English teacher candidates now entering the profession might bring with them new and varied conceptions of career has been taken as a departure point. It has been assumed that by coming to understand the range of their views on choosing English language teaching as a profession, the teacher education programs might productively inform approaches to get the attention of many other students who hesitate to choose this career. As teacher trainers, if we learn what drew our students to teaching, we can solve their potential motivation problems related to career choice.

Student teachers have already made their decision to become teachers, and most probably the image of teaching as a career that has affected their decision to do so. Inevitably, what attracts certain people into teaching will vary from person to person. The identification of those factors which are important in choosing this career needs to operate at the individual level because there may be many different reasons for different people: one person might want a job where he finds the opportunity to work with adolescents, another person want to do a job to help to improve the society he lives in. If we, as teacher trainers, are to get a clearer understanding of what our students want from a career and how they view teaching as a profession, we will be able to persuade them that teaching offers what they are looking for. This persuasion stage covers potential changes in the curriculum of teacher education programs. For instance,

teaching practicum lessons might start at the earlier years such as at the first or second year in order to clarify and exemplify the responsibilities of being teachers in real classroom settings. What's more, several elective courses might be formed where the syllabus is determined by taking the views of the student teachers into account such as working with adolescents, how to manage discipline problems in class, how to use electronical aids to teach the target language to young children, adolescents and adults, how English language teachers may help to improve the society etc.

Another main job of teacher trainers is to frame courses in such a way that student teachers are provided with the contexts and the methods in which they can make reflections on their own preconceptions. In this way, they can refine their own understanding with regard to being teachers and fulfil their own clearly shaped aspirations to become quality teachers. To be successful in fostering these beginning teachers to achieve the developing teaching professionalism, teacher educators should, first, question teacher candidates' decision- making process at the beginning of their education. And then, they should observe changes, if there is any, to search for the role of reasons for becoming teachers in the sources and nature of the motivation to teach of the beginning teachers. These beginning teachers' own thinking at the start of their education shows a grasp of the type of teachers they aspired to become which is based upon their models of the teachers and the quality of the classroom practice they have experienced as students or observed as trainees. Thus, it can be said that there is a close relationship between the beliefs and reasons of being a teacher for the student teachers. Inevitably, understanding the starting points of these student teachers would help the policy makers and teacher trainers to re-evaluate, reconsider and recreate their policies and practices in retaining high quality young people in the teaching career (Delandshere & Arens, 2000; Brouwer & Korthagen, 2005). Only then, we can have the opportunity to have committed and high quality 'gardeners' in service to grow the full bloom of hundreds and thousands of 'flowers' in our 'educational gardens' (Su, Hawkins, Huang & Zhao, 2001).

1.5. Definitions of the Terms used in the Present Study

Student teachers' reasons for becoming teachers: This term is used to clarify the factors that influence student teachers' decisions to pursue training for a career in teaching

Student teachers' motivations to teach: This term is used to explain the factors leading student teachers to choose the teaching profession.
These two terms are used interchangeably, without causing any difference in meaning, within the present study.

1.6. Organization of Chapters

The present study consists of five chapters. Chapter 1 introduces the present study and includes the background of the study, statement of the problem, purpose of the study, aim of the study, significance of the study, and organization of chapters.

Chapter 2 presents a review of the related literature. Theoretical background of in-service and pre-service teachers' career choice for becoming teachers, empirical studies on student teachers' reasons for choosing teaching as a career and developing reliable and valid instruments measuring student teachers' reasons for becoming teachers are presented in this chapter.

Chapter 3 explains the methodology of the study. In this chapter, the participants, instruments, data collection procedure, and data analysis are presented.

Chapter 4 presents and discusses the results of the study.

Chapter 5 summarizes the present study and presents the conclusions and implications based on the results of the study. In addition, this chapter provides suggestions for further research.

2. REVIEW OF LITERATURE

2.1. Introduction

Career development starts indeed early in an individual's life and is shaped by both personal and environmental factors. Inevitably, personal and social experiences have strong impacts on career choices (Harms & Knobloch, 2005). The choice of career also depends on childhood experiences, personal and professional goals, beliefs and values, and being inspired by family, peers and community because society expects that individuals should have some form of occupation, and work is seen as a major part of one's personal identity and worth (Brown, 1992; Shively, 1992). What's more, the presence of a role model in the family or the community in which the individual lives is another significant factor influencing career decision. Without doubt, the fact that personality plays a big role in the careers people choose cannot be disregarded (Harms & Knobloch, 2005).

Research studies on career choice have confirmed that people's career decision was guided by various kinds of goals or motives. Reasons for deciding what career to choose can be many and varied (Brown, 1992). In this case, an important challenge is to develop compelling frameworks that can serve both to conceptualize differences in career motivation and to predict how these might influence people. Namely, the main purpose of the studies on career choice is to search for the relative importance of the sources of motivation, which appear to operate in that specific context, of the ones who decide to do that job (Kyriacou & Coulthard, 2000).

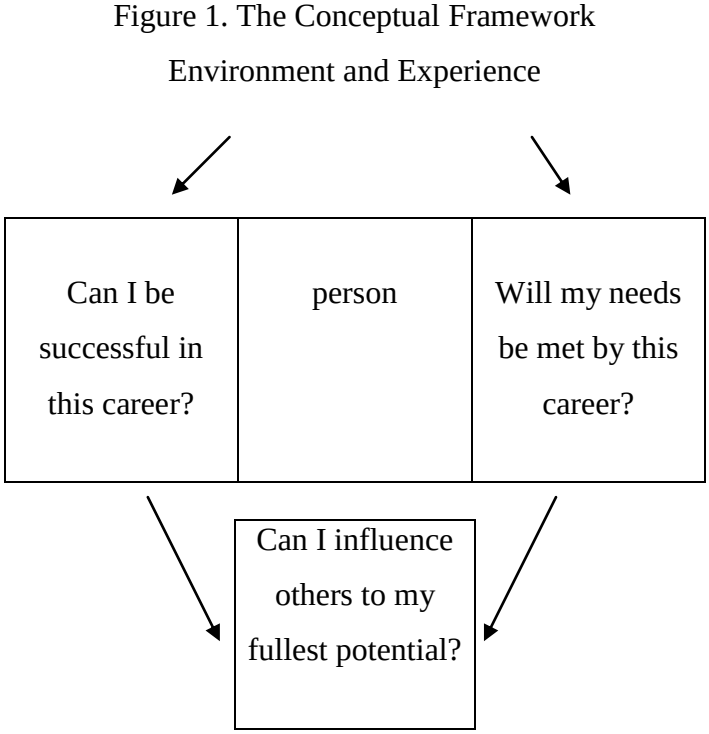
2.2. Theoretical Framework of Career Choice

The researchers in the field of education have attempted to conceptualize career development to represent why in-service and pre-service teachers would choose to teach in a formal classroom setting. They have investigated varied in-service and pre-service teacher populations and employed various methodologies in order to peer deeply into

the goals, motives and orientations of those seeking to enter the teaching profession (Alexander, 2008). The theories of the other field, career psychology, can also give a sound response to the question of what motivates people to become teachers. Psychologists associate choosing a profession with different theories of motivation.

When choosing careers, people are faced with numerous questions such as: 'Can I be successful in this career? 'Will my needs and expectations be met by this career?, 'Do I see myself influencing others to reach their fullest potential in this career?' (Harms & Knobloch, 2005). Moreover, while making decisions on their careers, people also collect information from their environment and think the standards of the contexts they live in (Butler & Shibaz, 2008). To shed light into the phenomenon of career choice "the conceptual framework" (Figure 1) was informed by a constructivist perspective of career development and was based on three theories: *Maslow's (1954) needs theory, Bandura's (1997) self-efficacy theory*, and *Bass's (1985) transformational leadership theory* (Harms & Knobloch, 2005: 103).

Figure 1. The Conceptual Framework



Maslow's needs theory suggested that people are motivated by various unmet needs and lower-level needs must be satisfied before higher-level needs such as self-actualization, self-esteem, and autonomy. In this way, the individuals may have self-actualizing

experiences during career preparation. Therefore, they will be more likely to enter the career field which they had that experience. For instance, if a teacher candidate had a self-actualizing experience during student teaching, that candidate may be more motivated to pursue a career in the education field (Maslow, 1954; Harms & Knobloch, 2005).

Bandura's self-efficacy theory simply relates to whether people believe they can be successful in their chosen careers and the number of career alternatives that they may select (Bandura, 1997; Harms & Knobloch, 2005). Bandura proposed that the self-efficacy; in other words, people's beliefs in their own abilities to complete a specific task was a powerful drive influencing motivation to act, the effort spent in the performance, and the persistence of coping mechanisms for the difficulties (Bandura, 1997; Tschannen-Moran & Hoy, 2006). According to Bandura, as people perform better and their belief in their self-efficacy grows, they tend to consider more career options, show greater interest in their career options, perform better educationally in their career preparation. To illustrate, the stronger pre-service teacher's efficacy beliefs, the more interest s/he expressed in a given occupation. And this interest, which in turn, leads an individual to enter a career in which s/he knows that s/he is efficacious, a formal classroom setting (Bandura, 1997; Hoy & Burke-Spero, 2005).

Bass's transformational leadership theory refers to a leadership behavior that motivates followers and leaders to do more than they thought possible by three ways: by raising the consciousness level of followers about the significance of specified and idealized goals, by enabling followers to transcend their own self-interest for the sake of the team members, and by moving followers to address higher-level needs. To exemplify, teachers can be regarded as transformational leaders influencing pre-service teachers through improving school culture and having job satisfaction (Bass, 1985; Harms & Knobloch, 2005).

As a different perspective on career decision, Brown (1992) grouped the reasons for entering that specific profession in three categories: *pragmatic*, *altruistic*, and *developmental.* According to the researcher, an individual's self-esteem can be

increased by fulfilling of goals in terms of contributing to society or by becoming economically independent. Altruistic or economic goals are selected due to the perception individuals have of themselves in relation to others, that's to say, their identity. The researcher also points out the relationship between the pragmatic and altruistic reasons since the ones who are motivated primarily by altruism must consider what is necessary to satisfy their basic needs. There should be a balance between these two types of reasons if a person wants to experience a sense of fulfilment and personal growth.

The most frequently nominated altruistic reasons for wanting to teach by the teachers and teacher candidates in most of the studies are 'a desire to work with children and adolescents to have deep impacts on their learning' and 'a willingness to make a difference in their lives'. For the other altruistic reasons, they stated that they saw teaching as a 'dream ambition', 'a calling' and 'something they were supposed to do' in order to serve for the society they live in. In other words, the teaching career indeed gives them an instrinsic satisfaction as they are under the service of their community. For the developmental reasons, they indicated that this career provides 'life-long learning' and 'stimulation for intellectual growth'. They pointed out that the teaching profession is rather challenging enabling them to use their creativity. In terms of pragmatic reasons, they reported that this profession suited 'their family situation' and 'lifestyle'. They also indicated that they were satisfied with the financial issues, higher status, job security, and flexibility (Malmberg, 2006; Watt & Richardson, 2008).

Similarly, London developed his career motivation theory in 1997 to explain the role of motivation in choosing a profession (Krecic & Grmek, 2005). According to London's theory, the decision for selecting different careers depends on the possibilities of being able to identify the work in an individual's chosen profession, on the realistic view point of the individual's own abilities, and the individual's own persistence in various circumstances. London suggested that the absence of these motivating factors could cause dissatisfaction at work; however, their presence does not definitely guarantee satisfaction.

Ginzberg (1988) showed an attempt to focus on the developmental principles of career patterns. The researcher characterized the career process as ongoing and continuous. He suggested that career choice is a three-stage process that begins at childhood and develops through teenage years. During the final stage, the realistic period (from age 17 on), people make themselves familiar with alternatives and finally develop a compromise that allows them to utilize their talents and interests while most of their goals and values will be satisfied.

As the developers of the self-determination theory, Deci and Ryan (2000) emphasized the difference between the two types of perceived sources for intentional action for career choice and proposed several sorts of motivations or reasons for intentional action that can be placed along a continuum ranging from perceived autonomy to perceived control. This theory posits that autonomous motivation and the experience of autonomy are very important for growth and well-being which are closely related to the right career choice. Many people strive for authentic self-realization and accomplishment in their work and the realization of an individual's authentic self lies at the core of autonomously motivated action (Roth, Assor, Kanat-Maymon & Kaplan, 2007).

2.3. Theoretical Framework of Career Choice of In-service and Pre-service Teachers

There is a small, but growing literature about the factors that influence teachers' career decisions. Over the years there has been an increasing interest in looking at teachers' motivations, aspirations, and early career development and recent work has developed an integrated and empirically validated framework to examine motivations for the choice of a teaching career founded on various theories (Kyriacou & Kobori, 1998; Watt & Richardson, 2008). A number of studies have also explored the motivation of university students who have decided they want to become teachers (Johnson & Birkeland, 2002). Identifying the motivational factors which lead to teacher engagement, commitment and persistence is a critical step to understand the issues and processes underlying teacher quality (Richardson & Watt, 2006; Block, 2008).

The largest number of studies on teacher motivations has indicated three main sources of motivation regarding the choice of teaching as a career: *altruistic reasons, intrinsic reasons*, and *extrinsic reasons* (Watt & Richardson, 2008). *Altruistic reasons* deal with regarding teaching as a socially worthwhile and important job, a desire to help children succeed, and a desire to help society improve. *Intrinsic reasons* consist of aspects of the job activity itself, such as the activity of teaching young children, and an interest in using their subject matter knowledge and expertise. As a last category, *extrinsic reasons* refer to aspects of the job which are not inherent in the work itself, such as long holidays, level of pay, and status (Brown, 1992; Kyriacou & Kobori, 1998; Chuan & Atputhasamy, 2001; Richardson & Watt, 2006).

A review of teacher motivation in various contexts, such as America, Australia, and European countries suggests that intrinsic motivation constitutes an important and overwhelming part of commitment to the profession. When participants who take place in teacher studies are asked why they choose the teaching profession, their responses are related to intrinsic sources of motivation, such as liking teaching, a high level of mastery goal orientation in secondary school, and having a significant influence on the lives of youth. On the other hand, studies conducted in the other contexts such as Brunei, Zimbabwe, Cameroon, and Jamaica have found that more extrinsic motivations such as salary, job security and career status are important motivations for choosing a career in teaching (Malmberg, 2008).

In the early literature on motivations to teach, a major effort toward building a model to explain why people enter teaching was provided by Lortie in 1975. After analyzing responses from numerous teachers as to why they were drawn to teaching, Lortie proposed five thematic categories of attractors that stimulate individuals to choose teaching as a career: *an interpersonal theme* such as having a desire to work with people, *a service theme* such as having an altruistic desire to serve society, *a continuation theme* such as having a fondness for the school environment and a desire to maintain a relationship with schooling, *a material benefits theme*, and *a time compatibility theme* such as having an affinity for the work schedule afforded teachers (Ferrell & Daniel,1993).

Inspired by the work of Lortie, the researchers Joseph and Green (1986) suggested three additional motivational themes. These were *the stimulation theme* such as a view of teaching as a chance to become involved in creative- challenging and rewarding job, *the influence of others theme* such as a motivation to teach based on desires of others in the community, and *the psychological theme* such as a desire for psychological security, a desire to be in authority or to receive the love of children.

Ferrell and Daniel (1993) measured teacher career motivations in their survey-based study by using the motivational themes proposed by Lortie and Joseph and Green in the earlier years. They developed a specific instrument titled Orientations for Teaching Survey (OTS) to examine the motivation of people for entering teaching. At the end of their study, they found that at least six of the eight motivational themes including the service, interpersonal, material benefit, time compatibility, stimulation, and security were the leading factors influencing the career choice for teaching.

The researchers Sinclair, Downson and McInerney (2006) designed the Modified Orientations to Teach Survey (MOTS) to set another framework to measure pre-service teachers' motivation to become teachers. The items in the MOTS were clustered around perceptions that teaching 1) provides opportunities to work with children, 2) is a worthy and worthwhile occupation, 3) is an occupation that fosters intellectual stimulation, 4) is an easy occupation and an easy occupation to gain entry, 5) provides an alternative to former dissatisfying employment, 6) is a good career or may provide other options for career change, 7) provides opportunities to help others, 8) is an occupation with good conditions, 9) is an occupation valued or recommended by significant others, and 10) provides varied opportunities for working autonomously and with others.

Similarly, the Factors Influencing Teaching Choice (FIT-Choice) framework was developed by Richardson and Watt (2006) founded on expectancy-value theory in order to provide a comprehensive model for the systematic investigation of why people choose a teaching career. The expectancy-value theory proposes that individual's choices and behaviors are shaped by their expectancies and their values (Watt &

Richardson, 2008). This frame work taps both the altruistic type of motivations and personally utilitarian motivations and intrinsic motivations together with ability-related beliefs. In addition, the framework taps individuals' perceptions about the demand and reward aspects of the teaching profession, and consists of a measure of career satisfaction and commitment (Watt & Richardson, 2007). Figure 2 below presents the components of the FIT-Choice framework (Richardson & Watt, 2006: 32).

Figure 2. The FIT-Choice Framework:
Motivations for Choosing a Teaching Career

The FIT-Choice model covers antecedent social influences, followed by more proximal influences of task perceptions, self-perceptions, values, and fallback carrier. Higher order task demand and return constructs in turn contain first-order constructs: expertise and difficulty comprise the high order task demand construct, and social status and teacher morale and salary comprise the high order task return construct. Values constructs consist of intrinsic value, personal utility value, and social utility value. The last two values constructs involve job security, time for family, and job transferability under the title of personal utility value; and shape the future of children/adolescents, enhance social equity, make social contribution, and work with children/adolescents under the category of social utility value construct (Richardson & Watt, 2006). This framework, in sum, explains the specific career choice of teaching and it provides a fruitful basis for the investigation into motivations for choosing teaching as a career (Watt & Richardson, 2007; Hoy, 2008).

2.4. In-service and Pre-service Teachers' Reasons for Choosing Teaching as a Career

Most educators would agree that classroom teaching is rewarding, but definitely hard work. Moreover, the issues such as poor salary, work load, perceived monotony of teacher's work, pupil behaviour serve as factors which detract persons from becoming teachers or which make teachers leave teaching (Brownell, Smith, McNellis & Lenk, 1995; Barmby, 2006). Nevertheless, the teaching profession attracts the attention of many individuals for a number of reasons.

The literature (Ferrell & Daniel, 1993; Rikard, 1999; Brookhart, Freeman, Loadman, McCague, & Rahman, 1999; Evans, 2000; Stuart & Thurlow, 2000; Rock & Levin, 2002; O'Sullivan, 2002; Dowson & McInerney, 2003; Younger, Brindley, Pedder & Hagger, 2004; Sinclair, Dowson & Thisleton-Martin, 2006; Sinclair, Dowson & McInerney, 2006; Van Eekelen, Vermunt & Boshuizen, 2006; Athanases & Martin, 2006; Watt & Richardson, 2008) reports several types of reasons that individuals may have when entering pre-service teacher education. These reasons consist of a) fondness for children/ youth, desire to work with children, teenagers, b) the perceived value of

teaching to others, c) a desire to help other people, d) dissatisfaction with a previous career, e) perceived benefits of teaching, f) the perceived relative ease of entry into teacher education courses or the job of teaching itself, g) intellectual reasons, h) the influence of other people, i) the status of teaching, j) the opportunities that teaching provides for satisfying interpersonal interactions with others, k) interest in education, l) a life long opportunity for learning, and m) opportunity for a creative or challenging career.

To give a specific example from the earlier studies in the teacher education literature on motivations to enter teaching, Huberman's taxonomy (1993) offered one of the most comprehensive means to date of classifying motivations to choose teaching as a career. He divided motivations into three broad categories: *active, material*, and *passive*. These three categories have also other subcategories. The *active one* consists of many subcategories such as contact with youth-at ease with young people, love of the subject matter, discovery-success with initial substitute teaching, desire to share one's knowledge, modelling-influence of a former teacher or of parents who were teachers, desire to influence young people socially, success as a pupil-desire to remain in an academic environment, natural inclination as a result of prior studies and choices, power-a desire to direct others, and compensate for a perceived educational deficit-desire to do better than one's own teachers. The *material one* also covers several issues, away of earning a living-of being financially independent, favourable working conditions, job freedom, flexibility and diversity in one's work, job security-easily acquired tenure-stability, famine profession-the possibility of family life in parallel, access to a higher status. The *passive one* covers only two items: for lack of something better or by process of elimination, sinking into it-tentative commitment, then the inability to change.

Similarly, as a later study, Barmby (2006) categorized the reasons why people take up teaching as a career in his investigation. According to him, there are three types of reasons for entering teaching: *altruistic reasons* deal with regarding teaching as a socially worthwhile and important job, a desire to help children succeed, and a desire to help society improve; *intrinsic reasons* cover aspects of the job activity itself, such as

the activity of teaching children, and an interest in using their subject matter knowledge and expertise; and *extrinsic reasons* cover aspects of the job which are not inherent in the work itself, such as long holidays, level of pay, and status.

Similar to Barmby's study, Warin, Maddock, Pell and Hargreaves (2006) classified the reasons to enter teaching of pre-service teachers into two broad categories: *extrinsic rewards* and *intrinsic rewards*. *Extrinsic rewards*, namely *material rewards* for teaching, cover what we usually think of the earnings attached to a role such as financial income, vacations, social status, a level of prestige. But, *intrinsic rewards*, in other words *psychological rewards* for teaching, include entirely of teachers' own subjective concerns such as love of children and youth, enjoyment of working with people and an interest in the subject field (Warin, Maddock, Pell & Hargreaves 2006; Malmberg, 2008).

Research conducted on in-service and pre-service teachers' career choices indicate that these choices are shaped by different reasons. These research studies also underpin the necessity of building a robust theory relating to career choice and satisfaction of teachers and teacher candidates through empirical studies which are to be conducted in various contexts.

2.5. Review of Empirical Studies on Pre-service Teachers' Career Decision

2.5.1. Empirical Studies on Pre-service Teachers' Reasons for Choosing Teaching as a Career: A number of studies have investigated the starting points of pre-service teachers: their reasons for choosing teaching profession at the beginning. These research studies advanced our understanding of motivation. They mainly focused on teacher motivation, specifically pre-service teacher motivation for the career choice. In the following articles, the researchers tried to explore the motivation of the teacher candidates who have decided to become school teachers (Brown, 1992; King, 1993; Raine, Donna, & Sampson, 1997; Kyriacou & Kobori, 1998; Shipp, 1999; Kyriacou & Coulthard, 2000; Goh & Atputhasamy, 2001; Su, Hawkins, Zhao & Huang, 2002; Priyadharshini & Robinson-Pant, 2003; Younger, Brindley, Pedder & Hagger, 2004;

Chan, 2005; Harms & Knobloch, 2005; Krecic & Grmek, 2005; Richardson & Watt, 2005; Malmberg, 2006; Taylor, 2006; Warin, Maddock, Pell & Hargreaves, 2006; Chin & Young, 2007; Watt & Richardson, 2007; Hayes, 2008; Olsen, 2008; Temizkan, 2008; Watt & Richardson, 2008).

As an earlier study, Brown (1992) conducted her research on the investigation of the reasons of Jamaican student teachers for choosing the teaching profession. The researcher had three main objectives to be fulfilled in the study: 1) to identify in rank order reasons why beginning Jamaican teachers choose to teach, 2) to compare the rank order of their reasons for teaching with that of a sample of Eastern Caribbean student teachers, 3) to examine in what ways motives for becoming a teacher might inform the planning of teacher education programmes.

108 graduates of six teacher colleges in Jamaica and 170 teachers who had been randomly selected teachers from the population of trained teachers in the Eastern Caribbean states were the participants of the present study. All the participants were required to complete a 21-item questionnaire addressing for the reasons for choosing teaching and the impact of programmes in teaching colleges. The responses to each question were analysed separately and coded according to the themes which emerged.

The findings of the study showed that 'love of and wanting to help children' were the foremost reasons for becoming a teacher. The second most important reason was 'to make a contribution to society' and the third important reason was 'no other available job'. A small amount of participants felt that their choice had been influenced by others (fifth rank), they rated 'opportunity for academic and personal development' as sixth and 'job security' as seventh. Therefore, the main reasons were found to be altruistic. The researcher at the end of her article concluded that the reasons expressed by respondents could be of value to teacher educators when they plan programmes. There is a need to explore these motives so that the teacher education programme might be structured in a new way balancing both altruism and pragmatism. As a suggestion, the researcher proposed to form new courses in which the syllabus can be determined by the

students such as how to teach young children, and how to deal the discipline problems of teenagers.

In another earlier study, King (1993) examined the reasons of African Americans for entering the teaching profession. A total of 41 participants who identified themselves as African American, Caribbean American and African took place in the study. The data explored in this study were derived from two main data collection instruments. First of all, the participants' backgrounds and the reasons why they chose teaching careers, their perspectives on issues influencing the recruitment of other African American and minority individuals were investigated through a specifically designed questionnaire by the researcher. Then, the people and factors that influenced their entry into the teaching profession were also examined through follow-up interviews with selected participants.

The researcher listed the factors that attracted the participants to teaching by percent response as follows: the opportunity to work with young people (83%), the feeling that their abilities were well suited to teaching (78%), the belief that teaching contributed to the betterment of society (73%), the feeling that teaching provided one with the opportunity to be creative (66%), the perception that teaching provided the opportunity to work with students of diverse backgrounds with diverse needs (56%), the intellectual challenge that teaching provided (56%), and the desire for good vacation time (54%). The factors rated lowest by the participants of the study were professional prestige (12%), a high demand for teachers (20%), good salary (20%), and community members who encouraged them to teach (20%). The researcher ended her study with a remarkable concluding statement: she highlighted the importance of exploring the reasons why people entered the teaching profession since only then efforts could be made to ensure that they are given the opportunity to pursue the aspects that attracted them to teaching; and what's more, new attempts could be made to renew teacher education programs. These renovation issues may lead to make some changes in the syllabi of courses.

Raine, Donna, and Sampson (1997) designed their study to examine the students' reasons for choosing a traditional student teaching program or a field-based program of a pre-service teacher education program. The researchers aimed at collecting data on the

students' decision- making processes and their reflections after completing either a traditional or a field-based program of pre-service teacher education.

A total of 109 students participated in the study: 81 students enrolled in the traditional program, and 28 students in the field-based program at Texas A&M University-Commerce. The participants were required to response a four -part questionnaire which was designed by the researchers to investigate the students' primary reasons for their choice of these two programs.

The results showed that for the students who chose the traditional student teaching program time, money and location were major considerations. The ones in the field-based program had set aside time and money factors for the opportunity to work more directly in the classroom for a longer period of time. Moreover, they stated the rationale of their choice by emphasizing on the experience, better preparation, increased confidence, and preparation in content area. The findings also revealed that the students in the traditional program regarded the student teaching experience as a means to an end, rather than the development of skills. In sum, the results of this study determined differences in students' rationale for their choice and defence of their choice with regard to two different teacher education programs.

Kyriacou and Kobori (1998) conducted an empirical study to explore the views of a sample of students with regard to their motivation to learn English as a foreign language and the motivation of university students who had decided to become a teacher of English in Slovenia. Their main aim was to find out the student teachers' reasons for choosing the teaching career in that country. Two different questionnaires were used to obtain data in the study. The first questionnaire asked 226 secondary school pupils to rate the importance of the list of 15 reasons for their desire of learning English in a three-point Likert scale. The second questionnaire asked the teacher candidates to rate the importance of the list of 20 reasons in affecting their decision to become an English teacher in a three-point Likert scale.

The results of the first questionnaire showed that the three items-because English is an international language, because English will help me in my future career, and because English will help me with advanced study- were the most frequent reasons given by secondary school students. The outcomes of the second questionnaire yielded that there were four important reasons for becoming an English teacher for the Slovenian teacher candidates–I enjoy the subject I will teach, English is important to me, I want to help children succeed, and the job has a varied work pattern.

The researchers pointed out that the motivation of learning English and the student teachers' motivation to become a teacher of English should be investigated in different countries due the fact that there would be likely some differences between the studies conducted in different countries which would be a reflection of the different social and cultural teaching and learning contexts. This may well have resulted in making comparison and contrast between different countries in terms of the recognition of the importance of English for pupils and student teachers.

Shipp's study (1999) was designed to examine the factors that were most important to African American college students in deciding a career course and the attractiveness of teaching as a career choice. The participants of the study were 263 African American college students. They were asked to respond a two-part questionnaire. The first of the questionnaire consisted of 10 factors (contribution to society, encouragement of others, ease of entry, salary, job security, fringe benefits, work environment, advancement opportunities, prestige, and intellectual stimulation) regarding career choice. The participants were required to rate them on a 7-point Likert-type scale ranging from 1 (unimportant) to 7 (very important). These factors also were used in the second part of the questionnaire to find out the attractiveness of each one in a career in teaching. The ratings were made on a 7–point Likert-type scale ranging from 1 (weak) to 7 (strong).

The outcomes of the study indicated that the education majors placed significantly greater importance on contribution to society than non education majors. Moreover, for non education majors, salary, job security, prestige and advancement opportunities were important concerns for their career choice. With regard to a teaching career, the majors

in both groups rated salary and prestige as the least attractive factors. The education majors perceived contribution to society, intellectual stimulation, encouragement of others, fringe benefits, and advancement opportunities as significantly more attractive aspects of a career in teaching than non education majors. In short, this current study described a clear picture of the factors influencing the teaching career choices of African American collegians.

In their study, Kyriacou and Coulthard (2000) explored undergraduates' views of teaching as a career. In other words, the researchers aimed to examine the motivation of those who decide to become school teachers. For this examination, they compared the views held by three groups of undergraduates: 1) those that had been and were currently seriously considering teaching as a career, 2) those who are undecided, 3) those who had never considered and were currently not considering teaching as a career.

A total of 298 undergraduates at the University of York were the subjects of this study. The participants were asked to complete a questionnaire to rate the importance of 20 factors in influencing their choice of career. The findings of the study yielded that the ones who were seriously considering a career in teaching were prone to have a much closer match of factors that were important to them in their choice of career with factors that they thought were offered by teaching as a career compared to other undergraduates. The researchers pinpointed an important issue at the end of their study: this approach to researching the views of undergraduates about the teaching profession should be extended by investigating various subject areas (teaching a foreign language, physical education), levels (teaching young children), regions (North of England) to reveal the extent to which the importance of factors in influencing career choice and the extent to which students think teaching offers these factors may vary from context to context.

Goh and Atputhasamy (2001) conducted a study to discover what motivates people to go into teaching. Specifically, they were interested in the motives of new entrants to the National Institute of Education's initial teacher teaching programmes in Singapore. The sample of this present study consisted of 680 students enrolled in the Diploma in

Education, BSc/BA Education and the Postgraduate Diploma in Education programme. The subjects were asked to complete a questionnaire in the form of a five-point Likert scale.

The most popular motives for selecting teaching as a profession were found to be altruistic in nature: 'love for teaching and working with children, ability to influence lives for god, and the intellectually stimulating and noble nature of teaching'. 'No other choice and relatively easy job' were the lowest ranked motives. The authors of the present study underlined the significance of encouraging the young to enter the teaching profession and making teaching attractive in their article owing to the fact that the teacher is the cornerstone of educational development. According to them, the education system of any country can only entice the most capable and appropriate people into the teaching profession and make them stay in that profession by understanding the motives for going into teaching and finding out ways to sustain that motivation.

Su, Hawkins, Zhao and Huang (2002) investigated the entry perspectives of Tibetan teacher candidates, their attitudes towards teaching as a profession, and their commitment to teaching as a lifelong career in a case study. 105 pre-service teachers from two teacher training institutions for elementary schools, the University of Tibet and Lhasa Normal School participated in the study. To obtain triangulation, various data collection instruments and procedures were utilized: survey questionnaires, diaries, individual interviews, observation in classrooms, and review of relevant institutional, curriculum and instructional materials.

The findings of the study showed that the Tibetan teacher candidates rated the intrinsic reasons as more important than extrinsic reasons. The subjects of the study were required to rate a list of 14 selected reasons for entering teaching and they rated the importance of intrinsic reasons on a higher scale: to make a contribution to society (5.4), to be service of others (5.3), to have a personally satisfying job (5.1), to pursue an interest in a particular subject (4.9), to work in a noble, moral, and ethical profession (4.8).They rated the significance of extrinsic reasons on a lower scale: I was influenced by others (3.4), this is my best chance for higher education (3.2), and I did not think

there was any other career open to me (3.2). The researchers focused on the significance of knowing the entry perspectives of teacher candidates and their reasons for becoming a teacher since it is very important for the government policy makers to learn these issues before making changes in the education policy.

Priyadharshini and Robinson-Pant (2003) searched for the answers of the questions related to motivation of trainee teachers. According to the researchers, it is very hard to understand how teaching can still be viable career choice for new entrants into the profession and some of these new entrants consciously chosen teaching in preference to another career in which they were already established. Thus, the researchers aimed to investigate the attractions that drew these career changers to teaching.

34 mature entrants on a range of secondary teacher training courses in England were the subjects of the study. They were interviewed by the researchers to probe their reasons to move towards a career in teaching to have a deeper understanding of why teaching as a career holds attractions. Hence, the data of were collected through the narratives of the participants in a loosely structured interview. The interviews were analyzed with regard to the participants' reasons for switching careers.

The outcomes of the present study revealed that these career changers felt that they had made the right decision to go into secondary school teaching .The participants were both idealistic (wanting to have a moral career, serving the community) and pragmatic (security, stability) in their decisions to switch careers. The findings of the study also pointed out the need for further studies investigating the attractions and irritants of the teaching profession in detail.

In their study, Younger, Brindley, Pedder and Hagger (2004) examined the starting points of student teachers' reasons for becoming teachers and their preconceptions of what this would mean. The researchers focused upon the developing professionalism and emergent thinking of 36 secondary trainee teachers in terms of their motivation to teach, their early beliefs about teaching and the teaching-learning process and their views of themselves as trainee teachers. The participants of the study were from three

different departments: English, mathematics and science in their training year. The researchers conducted semi-structured interviews with the subjects about their sources and nature of the motivation to teach and their understanding of the profession they were embarking upon. These interviews were analysed and coded by using a common schemata by the members of this research team.

The results of the study indicated that the trainees believe that teachers make a valuable contribution to society and they have certain essential qualities and attributes as role models. The trainees were strongly motivated towards a career in teaching and they drew on a strongly moralistic positioning rather than materialistic one. Most of the trainees identified subject as a major factor in their decision to become teachers: the love of subject was the desire to share their own enthusiasm and pleasure in the areas with the others. Their own positive experiences at school, inspirational teachers, emotional commitment to teaching, preference to work with children and youth were the other important factors fostering them to choose the teaching profession. According to the researchers, the trainees' own thinking at the start of their teacher training and their understandings and change during their teacher education should be taken into consideration by the teacher educators to refine their own understandings related to teacher trainees and to educate better quality teachers.

Chan (2005) designed an empirical study to investigate in-service teacher education students' perceptions of teaching as a career. Specifically, the researcher aimed to examine student teachers' motives and commitment in teaching. To achieve this aim, the researcher administered a questionnaire to 106 in-service teacher education students of a university in Hong Kong.

In the study, three motive factors were identified for the in-service teachers to take up teaching as a career: extrinsic motive/job condition, intrinsic/altruistic motive and influence from others. The findings of the present study showed that of the three motive factors, the most influential one was "intrinsic/altruistic motive" followed by "extrinsic motive/job condition" and "influence from others". The outcomes also revealed four commitment factors: students' learning and school development, demands on teaching

and school practices, teaching as a career choice, and teacher-pupils interaction and attitudes. The intrinsic/altruistic motive was found to be significantly related to these four commitment factors. The results of the study also yielded that the factors having deep impacts on student teachers' commitment in teaching involve school head, colleagues, students, parents and educational changes which should hook the attention of the education authority to take appropriate measures. The researcher gave an important message at the end of his article; he focused on the demand for the further studies in other contexts exploring the teacher candidates' motives for choosing teaching as a profession. This would obviously provide useful information for teacher educators and school authorities to understand the situation and address the problems with logical solutions.

Harms and Knobloch (2005) aimed to explore and describe why graduates who were certified to teach agriculture in secondary education chose teaching as a career. The main purpose of the present study was to have a better understanding of pre-service teachers' choices to teach or not to teach. The three objectives of the study were: 1) to identify anticipated career choices for pre-service agricultural education teachers after their student teaching internships, 2) to describe differences in pre-service teachers' motives, self-efficacy, and leadership behaviours based on their career choices, and 3) to describe the relationships of motives, self-efficacy, and leadership behaviours with career choice.

29 pre-service teachers who completed their student teaching internship in agricultural education in a Midwestern state participated in the study. The data were collected through a questionnaire comprised of 48 items measuring five variables and six characteristics. The study had five independent variables:1) intrinsic and extrinsic motives, 2) teacher efficacy, 3) transformal leadership behaviours, 4) transactional leadership behaviours, and 5) nonleadership behaviours. The dependent variable of the study was the expectancy of entering the teaching profession. The six-item instrument asked the subjects to rank six items that affect their career choice from most important (1) to least important (6).

The findings of the study revealed that 24 out of 29 pre-service teachers planned to become teachers. The pre-service teachers choosing formal education as a career had intrinsic motives, but the others who planned to pursue careers in non-formal education had extrinsic career choice motivation. The outcomes of the study also showed that the pre-service teachers identified as having transformational and transactional leadership behaviours and these leadership behaviours were not related to career choice. The authors of this present study indicated the need of further study on the investigation of pre-service teachers' motivation and career development in other contexts in the conclusion part of their article.

Similarly, Krecic and Grmek (2005) conducted another study to present the reasons students at the Faculty of Education in Slovenia chose pedagogy for their study direction. The researchers specifically investigated the most frequent reasons for becoming a teacher in their study. A total of 237 second-year students from various departments such as social studies and humanities, natural science, technical and computer science, mixed subject connections (Slovene and biology), elementary education, and art education took place in the research. A poll questionnaire measuring the reasons for studying pedagogy was used to collect data.

The outcomes of the study yielded statistically significant different reasons for choosing the teaching profession among the students of various pedagogical programs in the Education Faculty. Self-realization reasons were most frequently chosen by the students in the departments of elementary and art education and the least frequently by the students of social studies and humanities. Altruistic reasons were the most frequent among the students of elementary education and the least frequent among the students enrolled in mixed two subject programs. Materialistic reasons were most frequent among the students of art education and the least frequent among students of elementary education. The researchers ended their study with an important concern related to the necessity of designing similar analyses and research studies in the future in order to be able to generalize the results. They also mentioned the significance of studying on choosing pedagogy as a career owing to the fact that this would obviously affect the quality of professional work in the teacher education programs.

In another study, Richardson and Watt (2005) explored reasons behind graduates' decisions to pursue teaching as a career in a 1-year pre-service teacher education program at an Australian university. Their study has conducted in response to the need to provide a profile of people who have decided to undertake teacher education courses, a career change into teaching. In other words, the researchers tried to identify the underlying factors that prompted students to undertake teacher education by asking them to indicate their reasons and motives for deciding on this career change.

The study focused on two groups of students entering secondary teacher education studies in 2001 at a Melbourne University: the first group enrolled in the first year of a 2-year part-time Graduate Diploma of Education undertaken by distance education (n=119) and a smaller group of mature-aged students from a mid-year intake into a 1-year full-time on-campus program (n=33).The study had two components: an extensive survey and a follow-up interview.

The findings of the study showed that there was a strong consensus that teaching would provide a satisfying career among the participants. The participants also indicated that they were more than aware that teaching would be psychologically and socially demanding. They claimed that initially they thought that teaching was an easy job to do, but then they realized that it was hard and challenging. However, prior positive experiences with training/instructing roles and positive experiences with adolescents/young people encouraged the participants' feelings that teaching would be a career that fit their skill set, interests and future goals. In short, the outcomes of the study provided a richer understanding of the motives, emphases, influences and aspirations of graduate trainee teachers.

As a more recent study, Malmberg (2006) carried out two interrelated studies to investigate Finnish student teachers' goal-orientation or professional motivation. In other words, the researcher examined how teacher applicants' and student teachers' goal-orientation for their studies, was related to their perception of themselves as

motivated professionals, and whether goal-orientation and teacher motivation were related to previous achievement and entrance exam scores.

The first study was conducted among 230 applicants to a department of teacher education at Abo University in Finland for various areas of specialization: foreign language teaching, primary school teaching, and special education teaching. Two research questions were posed to guide the study: 1) How does goal-orientation for secondary school studies predict teacher motivation? 2) How does teacher motivation predict entrance exam scores to teacher education? Each participant was administered a questionnaire to complete and was interviewed and rated for overall teacher capacity by two assessors. The results showed that mastery goals predicted intrinsic motivation which in turn predicted entrance score. Secondary school achievement predicted performance goals and avoidance goals which in turn predicted extrinsic teacher motivation. In the light of the findings from Study 1 the following research questions were proposed for Study 2 among student teachers.

In Study 2 it was investigated whether teacher motivation would form a basis for goal-setting during teacher studies. 1) How does teacher motivation predict goal-orientation for teacher studies? 2) How do entrance exam scores and previous achievements predict teacher motivation and goal-orientation for teacher studies?

A total of 114 pre-service students from the Department of Teacher Education at Abo University in Finland participated in the second study. The participants were asked to complete the same scale used in Study 1 and they were also interviewed about their goal-orientation and motivation. In line with Study 1, intrinsic motivation predicted mastery goals and extrinsic teacher motivation predicted performance and avoidance goals. The results also yielded that goal-orientation was instrumental for long-term teacher motivation. Moreover, the outcomes showed that pre-service teachers' previous experiences of education were related to their perceptions of what the future teacher profession might be like; their mastery goals formed a basis which facilitated professional motivation. The participants reported that they gained valuable insights

about self as teacher, their students, the curriculum, teaching, and their roles and responsibilities as teachers during their education.

Similarly, Warin, Maddock, Pell, and Hargreaves (2006) examined the reasons for becoming a teacher and explored discontinuities between actual and desired teacher identities and the transformations that take place over time of practising teachers. This study was a part of a big project named as The Teacher Status Project which is a national four-year study of the status of teachers and the teaching profession in England. 2003 in-service and pre-service teachers from various education faculties participated in the present study. The trainee teachers were required to respond to a scale measuring their reasons for being a teacher.

The researchers identified three strong factors which emerged from a factor analysis of the trainee teacher data: teacher as missionary, teaching as professional status, and professional goals in teaching. Teacher as missionary was found to be related to the personal and social justice goals of trainee teachers who are intrinsically motivated to take up the profession, and who pursue personal fulfilment in their career choice. These teacher trainees positioned themselves as people who could influence the entire society. Teaching as professional status was about the working conditions of the occupation including financial considerations, job security, and pensions. It constituted an expectation for some, but not all trainee teachers. Professional goals in teaching was about trainees' concerns about personal lifelong learning, team membership, challenge, creativity, belonging to a professional community, and enhancing one's own knowledge. These goals were highly preferred by trainee teachers in the scale. The researchers pinpointed the crucial aspect of knowing the factors that lead teacher candidates to be teachers in their study due to the fact that this would be a secure base for coping with the demands of teacher education and for forming sensitive and empathetic relationships with teacher trainees.

Taylor (2006) investigated the question of how prospective entrants in England perceive entry into initial teacher education in his small-scale study. The researcher designed his study to examine the factors leading individuals to enter the teaching profession since

according to him the debate about entry into teacher education gained impetus on an international level in the last decade.

A total of 140 students attending Teaching Taster Courses during a four-year period (1999-2002) run by Brunei University participated in the study. Data were collected by questionnaires completed by the participants. The participants were required to rate on a five-point scale their commitment to enter the teaching profession and point out the possible barriers which might affect their decisions negatively. They were also asked to identify and specify the other factors that might influence their decision to pursue training for a career in teaching.

The findings of the study showed that for the participants of the study, commitment to teaching was very high and they did not regard any of the given factors as barriers to entry to initial teacher education. By less than half of the subjects, finance was seen to be the most likely barrier to entry. The other factors such as teaching experience to date, location, career prospects, the possession or identification of personal attributes for teaching, and school experience prior to application were considered to be the major ones affecting deeply the career choice of these prospective entrants. The researcher ended up his study by emphasizing the need of further work in the area since there has been little research into the theoretical understanding of why teacher candidates choose the teaching profession as a career.

As one of the recent studies, Chin and Young (2008) conducted their research on the exploration of reasons of teacher candidates enrolling in Alternative Certification (AC) Programs in California for choosing teaching as a career. In other words, the researchers tried to describe the pool of beginning teachers in AC programs on the basis of their choices in becoming teachers. They developed a questionnaire to investigate the new entrants' motives for entering teaching and choosing specifically AC programs by making interviews with the teacher candidates.

Three different groups of questions formed the items of the questionnaire: choosing AC pathway (15 items), choosing a specific program (19 items), and choosing teaching as a

career (31 items).1862 teacher candidates enrolling in various AC Programs in California participated in the study. The participants were required to complete the questionnaire. The profiles of the teacher candidates were developed by combining the results of the responses given to the questionnaire with demographic variables through cluster analysis and chi-square tests.

The cluster analysis formed six clusters: compatible life stylists, working-class activists, romantic idealists, followers in the family tradition, second-career seekers, and career explorers. The profiles of the participants belonging to these six groups were described in detail by the researchers, specifically comparing and contrasting the views they held about choosing teaching as a career. The researchers wrapped up their study by emphasizing the urgent need for a better understanding of the persons entering the teaching profession; we must search for it, if we are serious about filling our schools with teachers who are committed to serving all children.

Hayes (2008) conducted a research study to explore the motivation and circumstances of Thai teachers working in government schools to teach English. In other words, the researcher showed an attempt to investigate the reasons of individuals who have chosen English language teaching as a career in Thailand.

The data for this investigation derived from a series of in-depth life history interviews with seven Thai teachers of English. The interviews were transcribed and analyzed by the researcher. In his analysis, Huberman's (1993) classification for motivations to enter teaching was utilized. The results were discussed in terms of two broad perspectives, the influence of the participants' own schooling and sociocultural and economic influences. The outcomes showed that all of the participants had active motivations, primarily modelling of their own English, and two teachers had both active and material motivations, material in that both were affected by the view in their immediate environment that teaching was a stable profession with job security and active in that they both had love of the subject matter and natural inclination.

At the end of his article, the researcher pointed out that there has been little research in TESOL to date into the reasons why individuals become teachers of English. Thus, according to him, there is urgent and clear need for further research in this area in the many and varied education systems in which English is taught.

In his research, Olsen (2008) tried to find out how teachers rely on embedded understanding of and for themselves as teachers. The researcher investigated how multiple components of a teacher's professional identity relate to and change one another as teaching is an ongoing process. For his analysis, he specifically focused on teachers' reasons for entering the profession.

Six secondary English teachers who were recently graduated from the California university teacher education program were selected as the participants. Semi-structured interviews with each teacher were conducted by the researcher to gather data. Interview questions probed teachers' personal and professional histories, teacher education experiences, past and current work with children, perspectives on teaching, and their future career plans. The interviews were transcribed and analyzed by the researcher through teacher development literature.

The results of the study revealed that there were three gender-related influences on the teachers' reasons: 1. the teachers grew up playing teacher, 2. women in their family had worked in education and be a model for them, 3. the schedule of teaching as compatible with mothering. The remaining reasons for entry were as follows: the participants believed that they suited well for teaching, they loved the subject matter, they liked working with youth, they viewed teaching as social justice work.

According to the researcher, his study illuminated how a teacher's reasons for entry bridge prior events and experiences with the kind of teachers one is becoming and this illumination forms an important component of teacher's developing professional identity. Therefore, he underlines the necessity of conducting similar studies to know the students' reasons for entry to better understand them and help them to be an effective teacher.

Watt and Richardson (2008) tried to apply a typological approach to the research on beginning teachers' professional engagement and career development aspirations in their study. They aimed to examine whether there were empirically identifiable types among qualifying teachers at the beginning of their career, develop profiles on the basis of professional engagement and career development aspirations, compare and contrast teaching motivations and perceptions for various teacher types, and track relational pathways for identified types within a methodologically sophisticated, large-scale and longitudinal design.

The sample consisted of 510 graduating teachers who completed a graduate-entry primary or secondary teacher education degree at one of the three Australian universities in Sydney and Melbourne. The participants provided quantitative and qualitative survey data at two time-points: at their entry to teacher education, and immediately prior to completion of their education. Their motivations towards teaching were assessed through the use of the Factors Influencing Teaching Choice Scale (FIT-Choice Scale) developed by the researchers. They were required to complete the scale in 20 minutes and also asked to give some information on demographic characteristics. Teacher types were categorized via cluster analysis with regard to their exit levels of planned effort and persistence within the teaching profession, and their professional development and leadership aspirations.

The analysis of the collected data identified three distinct teacher types: highly engaged persisters, highly engaged switchers, and lower engaged desisters. Highly engaged persisters reported an interest due to its intrinsic rewards, and also stated that they had strong enthusiasm for working with children and teenagers. Many of highly engaged switchers regarded teaching as a back-up plan to build their personal and financial resources in preparation for another career. Lower engaged desisters made comments on the minimal career prospects and rewards of teaching. The researchers ended up their article by pointing out an important issue related to beginning teachers. According to them, teacher education and teacher employing authorities need to take seriously the different types of beginning teachers having different profiles of goals, motives, commitments, plans, and aspirations.

As the most recent study in a Turkish context, Temizkan (2008) evaluated the attitudes of Turkish teacher candidates related to teaching profession. A total of 160 students enrolled in the Turkish Teacher Department of Faculty of Education at Gazi University participated in the study. To collect data, a scale assessing the attitudes of Turkish teacher candidates toward their teaching profession developed by the researcher was utilized. There were 31 items in the scale and its validity and reliability were tested beforehand through reliability and factor analyses. The scale was administered to the participants in a regular classroom hour by their lecturers.

The results of the study showed that the pre-service teachers were developing positive attitudes about their profession since they emphasized that they were interested in every detail related to their career. It was also found out that these student teachers would be happy if they were able to work in their branch. The findings of the study yielded that these participants thought that being a Turkish teacher was very important since this branch could be used to provide a democratic classroom atmosphere. As a negative outcome, most of the students indicated that they were not good at preparing interesting materials, implementing various teaching methods and techniques, presenting the teaching point by using their world knowledge, field knowledge and pedagogical knowledge.

2.5.2. Empirical Studies on Developing Reliable and Valid Instruments Measuring Pre-service Teachers' Reasons for Choosing Teaching as a Career: Student motivation for learning has been one of the main concepts of research in educational psychology. Regarding the importance of motivation in guiding attitudes and behaviour, one might expected to see corresponding interest also in teacher motivation for teaching and student teachers' motivation for entering the teaching profession. Interestingly, however, there has been little systematic research on pre-service teachers' motivation with regard to the career choice (Butler & Shibaz, 2008). To date, several articles have focused on measuring the motives of teacher candidates for choosing teaching as a career through the use of reliable and valid instruments (Ferrell & Daniel, 1993; Sinclair, Dowson & McInerney, 2006; Richardson & Watt, 2006; Watt & Richardson,

2007). There is need for the measurement of teacher candidates' choices to become teachers from various contexts to renovate and refine teacher education programs.

Ferrell and Daniel (1993) were the pioneers in the teacher education field showing an attempt to determine why people select teaching as a career. In their study, they measured the validity of a motivation to teach instrument, the Orientations for Teaching Survey (OTS) in order to investigate the reasons people choose teaching profession through a valid and reliable instrument. A 58-item instrument was developed on the basis of previous ideas and theories of career motivation found in the literature. The items were initially classified with regard to eight career motivation orientations found in the literature. Their sample (n= 255) included 188 pre-service and 67 in-service teachers from various departments at a selected university in the Southern United States.

The participants were asked to complete the OTS using a five-point Likert response format for each of the 58 items. Factor analyses were calculated to examine the responses of the participants given to the survey. The eight proposed motivational orientations were roughly evident in the interpreted factors. The six of them were clearly defined but two of them were poorly defined. These six items were: security-based orientations, service-based orientations, interpersonal-based orientations, stimulation-based orientations, benefit and convenience based orientations, continuation-based orientations. The researchers claimed that this instrument could be a useful and promising tool when conducting research on teacher career motivation.

Having been deeply impressed by the work of Ferrell and Daniel (1993), Sinclair, Dowson and McInerney (2006) conducted another recent study to measure changes over time in pre-service teachers' motivations to teach and to assess the effects that relevant variables such as gender and age may have on temporal changes in motivations to teach. The researchers attempted to examine the possible effects of specific types of motivations on the quality of pre-service teachers' engagement in teacher education courses within a robust framework.

The participants in the study were 98 first-year pre-service teachers studying at a large public university in Sydney, Australia. These students were enrolled in a 4-year teacher education course and undertook practicum experiences in the state schools for one day each week during the first semester of their course while concurrently studying teaching on campus throughout the rest of the week. They also undertook a one-week block practicum experience at the end of the semester.

The Modified Orientations to Teach Survey (MOTS) was designed to measure pre-service teachers' motivations to become teachers. Specifically, items in the MOTS were designed to measure the ten types of motivations to teach. The researchers benefited from the instrument OTS developed by Ferrell and Daniel in 1993 while developing their own instrument. The MOTS consisted of 80 items using a Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). It was administered twice during the participants' first year at the university-once at the beginning and once near the end of the semester. The repeated measures ANOVAs were run to determine whether participants' responses indicated changes over time in their motivations to teach.

The results of the study indicated that the instrument developed in this study was reliable and valid. 10 motivation-to-teach scales were constructed and these were categorized as working with children, worth of teaching, intellectual stimulation, ease of entry, dissatisfaction, career consideration, help others, conditions, influence of others, and patterns of interaction. It was clearly observed that the pre-service teachers were positively attracted to the teaching profession rather than negatively attracted to it. The findings also demonstrated that the pre-service teachers' motivations did change over time and their motivations changed in a negative way. According to the researchers, lowered motivations might be attributable to pre-service teachers developing a more realistic appraisal of teaching during their practicum. It may also be that they encountered negative opinions about teaching expressed by supervising teachers or school communities during their practicum. The researchers made suggestions for future research and highlighted the importance of developing other valid and reliable scales measuring the reasons of pre-service teachers from various teacher education programs

for becoming teachers. They also stated that it would be worthwhile to collect further waves of data to track changes in pre-service teachers' motivations to teach over their entire education and even into the beginning phase of their teaching careers by using a robust scale.

Richardson and Watt (2006) conducted a large-scale study to profile the background characteristics and teaching motivations for individuals entering teacher education programs. Namely, the researchers tried to give sound answers to these two key questions: Who chooses teaching in Australia and Why? They found out the answers of these questions by developing an instrument measuring the motives of student teachers for becoming teachers.

1653 teacher candidates participated in the study. They were all enrolled in teacher education programs at three Australian universities in Sydney and Melbourne. The motivations of the participants for choosing teaching as a career were assessed through the use of Factors Influencing Teaching Scale (FIT-Choice Scale) developed by the researchers. This was a seven-point Likert scale consisting of several factors such as intrinsic values, personal utility values, social utility values, self perceptions of individuals' own teaching abilities, the extent to which teaching had been a fallback career choice, social influences, and prior positive teaching and learning experiences. The subjects were required to complete this questionnaire in 20 minutes.

The results of the current study revealed a broad portrait of teacher candidates as being female, young, from less than affluent family backgrounds, English speaking, and born of Australian parents. The finding also showed that participants' teaching ability related beliefs, personal and social utility values and positive prior experiences of teaching and learning were all important factors for becoming teachers. The researchers focused on the importance of carrying out similar studies in different contexts in their conclusion since the current literature is unclear on why people choose teaching careers and why many leave the profession in their early years. By conducting new research studies on in-service and pre-service teacher motivation, we would more likely target the range of motivations that attracts people to the teaching profession.

In another study, the researchers Watt and Richardson (2007) tried to measure the factors influencing the choice to teach for beginning pre-service teacher education candidates. In other words, they aimed at describing the motivational factors that teacher education candidates identified as most important in their decision to teach. They achieved their goal by developing "factors influencing teaching choice" (FIT-Choice) scale first and then administrating it to two large cohorts (n= 488, 652). Moreover, they examined longitudinal relationships for the participants who had completed their teaching qualification (n= 294) to investigate their entry motivations related to exit levels of teaching engagement and professional development aspects. In other words, they aimed to test the validity and reliability of the instrument they had developed through a large-scale sample.

The first cohort consisted of 488 teacher candidates enrolled in the undergraduate bachelor of education degree and the second-year graduate master of teaching degree at an urban university in Sydney, Australia. The second cohort contained 652 teacher candidates attended their first-year of teacher education studies from undergraduate BEd and graduate BT each degrees in another urban university in Sydney, Australia. The researchers structured the FIT-Choice scale in three main sections: influential factors impacting on participants' choice of a teaching career, beliefs about teaching, and your decision to become a teacher and they also collected background and demographic information. The participants were administered the scale in a regular classroom hour and given 20 minutes to complete. The exploratory factor analysis with image extraction and oblimin rotation was used to analyze the responses given by the participants in the scale.

The findings of the study revealed that the FIT-Choice scale was both a valid and reliable scale providing a psychometrically and theoretically strong instrument to be used to measure the choice of teaching as a career. The analysis of the results indicated that intrinsic value, social utility value, and perceived teaching ability were the highest rated influences on the choice of a teaching career. The positive prior teaching and learning experiences and personal utility were the other commonly rated factors by the participants for their career selection. The results also showed that choosing to teach as

a fallback career was rated very low as a reason for entering the teaching profession; this was found to be a pleasing outcome by the researchers due to the fact that this was not something that people fell back on when their other choices had been realized. Finally, the researchers emphasized the significance of their study and the other studies examining motivational influences on the choice of teaching as a career since this study would obviously shed lights on refining teacher education and professional development.

2.6. Conclusion

> "Schools that prepare new teachers must do something more. From the time student teachers first begin seriously to hone their skills and to assume their professional attitudes, the habits of reflecting, questioning, and trying out and evaluating new ways of teaching- by themselves and with colleagues – should become embedded in their professional identity" (Rock and Levin, 2002:7).

In recent years, the process of learning to be a teacher- and particularly the transition from student to teacher- and student teachers' motivations to teach and choose teaching as a professional career have attracted the attention of many educational researchers trying to gain deeper insights into the nature of learning to teach and to provide effective teacher education programs. These teacher education programs need to be constantly revitalized so that pre-service teachers become actively engaged in building new knowledge, challenging their existing beliefs, and striving to attain realistic goals and motivations that enhance their personal and professional learning (Delandshere & Arens, 2000; Putkiewicz & Witkomirska, 2003; Flores, 2006; Whitcomb, Borko, Liston, 2008b; Zientek, Capraro & Capraro, 2008).

Investigating the reasons of pre-service teachers for studying pedagogy does play an important role in renewing teacher education programs to increase the efficacy of educating qualified teachers. Only in this way, the teacher educators, who are responsible for framing teacher education courses, may create the appropriate contexts and methodologies for their student teachers in which they can reflect upon their own entry perspectives and refine their own understandings as to how they gain new insights

while teaching and to fulfil their own aspirations to become effective teachers (Ben-Peretz, 2000; Whitcomb, Borko, Liston, 2008a).

Entry into teacher education is a period of change, in which student teachers encounter a new world of learning to teach which is complex, uncertain, and demanding. Success will depend on how they relate this world to their previous perceptions. Most of these student teachers are successful and remain positive. Some of them may be successful, but may not have a positive experience. A small number of them may not have a positive experience and may not be successful, either. Others may not be successful, but want to stay on the course (Taylor, 2006). This current study was conducted because knowing the reasons of pre-service teachers for entering teaching could help researchers and teacher educators find out ways to motivate teacher candidates who are successful or unsuccessful, to sustain their motivation for becoming quality teachers, and to address and cope with problematic issues.

There is undoubtedly much to learn about the goals, motives, perceptions, and beliefs of beginning teachers who have been called to the honourable profession of teaching (Alexander, 2008). It is hoped that the findings of the present study will shed some light into the broad area of teacher education literature and this investigation will be an avenue worthy of further exploration.

3. METHODOLOGY

The aim of this study was to construct a valid and reliable instrument measuring pre-service English language teachers' reasons for becoming an English teacher. In other words, the present study showed an attempt to determine why university students select English language teaching as a career. To develop such an instrument, first, pre-service English teachers' career motivation needed to be determined. Thus, this study was conducted in two phases. In Phase 1, the reasons that motivate pre-service teachers to enter English Language Teaching Department were investigated in order to create an item pool which would be used to develop an instrument measuring their reasons for becoming an English teacher. The purpose of Phase 2 was to construct a valid and reliable instrument using the item pool obtained in Phase 1. Each phase is described in details in the following sections.

3.1. Phase 1

The aim of Phase 1 was to compose an item pool for the instrument. To compose an item pool, first, the reasons that motivate university students to choose English language teaching profession needed be determined. Therefore, the motives of student teachers to enter English Language Department and become English teachers were identified in this phase.

3.1.1. Participants: A total of 642 students enrolled in the English Language Department of Faculty of Education at Anadolu University participated in the first part of this study. 168 first- year students (freshman), 155 second- year (sophomore), 161 third- year (junior), and 158 fourth- year (senior) students took place in the study during the second semester of the 2006-2007 academic year.

The participants were chosen from various years at the English Language Teaching Department for three reasons. First, in order to be able to generalize the results, it is advised to use a big sample size which would allow insight into the attitudes and career

choices of a wide range of teacher candidates (Tabachnick & Fidell, 1996; Tezbaşaran, 1996; Field, 2000; Peske, Liu, Johnson, Kauffman, & Kardos, 2001).

Second, the primary aim of this study is to construct an instrument measuring pre-service EFL teachers' reasons for becoming an English teacher so the items which will be created for this scale should cover the opinions of the pre-service teachers having education at each grade.

Third, the language teaching experience of pre-service teachers in the ELT Department for the first academic term ranges from no experience at all to 3 months of experience. Thus, if experience plays a role in having different reasons for becoming an English teacher, then including fourth-year pre-service teachers with various aspects of experience would provide data in relation to identifying the scale items (Price & Valli, 2005). The fourth-year pre-service teachers may change their reasons for becoming an English teacher due to their experience they gain in their School Experience II course.

At the very beginning of the academic year 2007-2008, 62 fourth- year participants were asked to fill out and sign a consent form (Appendix 2). In this consent form, they were informed about the aim of the study and required to give their permission to use the data they provided to develop the instrument.

3.1.2. Instruments: Measuring and identifying the reasons for choosing English language teaching as a profession is the starting point for the present study. Related literature (Ferrell & Daniel, 1993; Dowson & McInerney, 2003; Younger, Brindley, Pedder, & Hagger, 2004; Krecic & Grmek, 2005; Malmberg, 2006; Sinclair, Dowson, & McInerney, 2006, Watt & Richardson, 2008) suggests that reasons for choosing teaching as a career can be measured or identified in one of the following two ways:

1. Questionnaires: The respondents are required to indicate their reasons to become teachers on five point Likert-scale which is specifically designed for the various teacher education programs and departments.

2. Self-reports: There are three subcategories in this group: lists, diaries, and interviews. They are the means of collecting data to measure internal feelings and reactions of the subjects.

a) Listing the reasons: The participants are asked to indicate and list why they have chosen teaching.

b) Keeping diaries: The participants are required to keep a diary about their teaching experience because their reasons may change over time. Such changes may be attributable to a growing awareness of what teaching actually involves during their teaching practicum as opposed to what teaching is thought to involve at the beginning of the teacher education course.

c) Interviews: The subjects are interviewed about their reasons for becoming a teacher.

In the research studies mentioned in the earlier chapters of the present study, the researchers reviewed one of the data collection procedures or a combination of the two types of self-reports. On the other hand, in the present study all the three types of self-reports were utilized to identify the reasons of pre-service teachers for becoming English teachers: listing the reasons, interviews, and keeping diaries. All of these data gathering procedures were used in order to create an item pool for the first phase of the study. The data which were used for this study should be based upon sound and various data collection instruments and procedures in order to achieve triangulation.

3.1.2.1. Listing the reasons: To determine the factors that lead the teacher candidates to become English teachers, lists were used. The participants were given instructions on how to write in their lists (Appendix 3).They were simply required to itemize their reasons to become English teachers. They prepared their lists in their native language, Turkish. As Ferrell and Daniel (1993) pointed out, the participants might feel uncomfortable and hesitate to express their opinions correctly in the target language. Therefore, they were asked to indicate their reasons in their native language, Turkish.

3.1.2.2. Diaries: In order to get deeper insights related to the pre-service English teachers' reasons to enter a teaching career, their perspectives about their career choice, and to be able to follow the changes in their reasons which may occur during their teacher training courses, diaries were used. Among 161 third-year students, 62 of them were chosen randomly to keep diaries related to their teaching experience in the School Experience II course in the academic year 2007-2008 in order to get a clearer understanding of their reasons in entering teaching and follow the changes in their reasons. Since they were the fourth-year students, they were required to take a teacher a teacher training course named as School Experience II. During a 12-week program, they observed classroom teaching and dealt with micro-teaching activities. To conduct micro-teaching activities, the student teachers divided a lesson into stages and explained one of those stages in 15/20 minutes (presentation of a new grammar point, conducting pre-reading activities, conducting post-listening activities). They worked in small groups, in twos or threes, to share their activities and prepare their lesson plans. These 62 participants conducted their lessons in 15 different state primary and high schools (Appendix 1).

The teacher candidates were given clear instructions on how to keep their diary reports and when the reports would be collected (Appendix 4).The diary instructions simply guided what kind of things the candidates were expected to report. By reading the given instructions, the participants had an idea of what they were expected to write in their diaries. To eliminate irrelevant and redundant information, the teacher candidates were given the following instruction to consider while writing in their diaries:

After conducting your lessons, please, think about your reasons for becoming an English teacher again. The incidents that happened in your lesson may lead to some changes in your decisions to be an English teacher: you may confirm your previously held reasons, or find out new ones, or change them in some aspects. Explain all of these issues in detail.

This instruction was designed to help the teacher candidates to focus on the incidents that took place in their lessons to build a relationship between their reasons for

becoming teachers and teacher training courses. Sinclair, Dowson and McInerney (2006) pinpointed the demanding nature of pre-service teachers' practicum experiences since this teaching experience often caused pre-service teachers to evaluate and re-evaluate their commitment to teaching and their reasons for choosing pedagogy to study. They would probably start questioning whether 'teaching is the right career choice for them or not'. Thus, this data collection procedure could be regarded as a prerequisite for determining whether there would be shifts in pre-service teachers' motives to become a teacher or not in order to create a robust instrument.

The participants were asked to write their diaries in their native language, Turkish, assuming that they would feel more comfortable when expressing their feelings related to the things happened in the lessons by providing the linguistic flexibility in their expressions of reasons and motivation to become teachers.

3.1.2.3. Semi-structured Interviews: Semi-structured interviews were also used in order to probe what the pre-service teachers' wrote in their diaries and lists. The participants were asked questions to indicate what other reasons they had to be English teachers other than those they had written in their diaries and itemized in their lists. The responses of the subjects led to further questions; that's to say, the interview questions were driven from the participant's answers.

3.1.3. Data Collection Procedure: In order to investigate the reasons of Turkish teacher candidates to become English teachers, lists, diaries and semi-structured interviews were used. The procedure for each is explained in detail below.

3.1.3.1. Listing the Reasons: 642 students enrolled in the English Language Department of Faculty of Education at Anadolu University participated in this part of the present study. 168 first- year students (freshman), 155 second- year (sophomore), 161 third-year (junior), and 158 fourth- year (senior) students took place in the study in the second semester of the 2006-2007 academic year. The subjects were asked to itemize their reasons for becoming English teachers in their native language, Turkish and submit it to the researcher.

After the lists were collected, they were analyzed by the researcher and another co-rater to create an item pool in order to develop an instrument. The other co-rater was a Ph.D candidate and an experienced lecturer working in the ELT Department of Anadolu University for 10 years. As a result, 79 items were found to be the common reasons of the teacher candidates from different years to become English teachers (Appendix 5). To illustrate, statements such as the following examples were regarded as the factors which motivate the participants to choose the ELT Department:

"kendimi bildim bileli bu mesleği yapmak istemişimdir."
(I have always wanted to become a teacher.)
"İngilizce'yi seviyorum."
(I love the subject matter, English.)
"Türkiye'nin çok sayıda İngilizce öğretmenine ihtiyacı var."
(Turkey needs lots of English teachers so badly.)
"bir bayan için çok uygun bir meslek."
(It is a suitable career for a woman.)
"yaratıcılığı arttıran zorlayıcı bir meslek."
(It is a challenging occupation fostering creativity.)

3.1.3.2. Keeping Diaries: At the beginning of the first semester of the academic year 2007-2008, 65 fourth-year pre-service English teachers agreed to write diaries. 3 of them; however, did not write or submit their diaries on a regular basis, so they were excluded from the study. Therefore, a total of 62 participants wrote diaries for 10 weeks during the first semester of the 2007-2008 academic year. In the first week of the 12-week School Experience II course, the participants were required to observe their classes to familiarize themselves with their cooperating teachers and the classrooms they would be teaching in order to write an observation report. In the second week, there were some changes in their schools or time schedules. Thus, starting from the third week until the end of the first semester, they were asked to submit their diaries to the researcher. Before writing their diaries, they were asked to itemize their reasons for becoming teachers again before taking their School Experience II course, namely teacher training course, and then required to write a diary entry for each week by questioning their motives for choosing English language teaching program. They were given a guideline on how to write their diaries (Appendix 4).

In this guideline, the subjects were required to write their diaries after conducting their lessons on a weekly basis because they were expected to have classes for each week and to explain a teaching point for at least 15/20 minutes. They were also informed about the dates when the diaries would be collected from them.

The diaries were collected weekly. Each week, the diaries of the previous week were collected, analyzed and kept by the researcher. But, in order to avoid making a subjective analysis and achieve reliable outcomes, another rater also analyzed the collected data.

When the diaries of the first two weeks were analyzed, a problem arose. This problem was that some participants tended to provide irrelevant and redundant information in their diaries. They reported what had happened in their lessons related to problematic issues such as classroom management or discipline problems without considering their reasons to become teachers. They were rather expected to evaluate and re-evaluate their factors leading them to be English teachers on the basis of the incidents happened in the class.

The diary entries such as the following were regarded as irrelevant since they are related to classroom management problems or the teaching point:

> *"Bu hafta 7. sınıflara di'li geçmiş zamanı öğrettim. Dikkatlerini çekmek amacıyla renkli resimler kullandım, ama gene de fazla ilgi göstermediler. Sanırım, kullandığım resimleri çocukça buldular..."*
>
> (This week, I taught Simple Past tense to the 7th grades. I had prepared flashcards to get their attention, but they did not show any interest. I think they found it somehow childish....)
>
> *"Bu hafta gramer dersinde form ve anlam odaklı aktivitelerle pratik yaptık. Ayrıca, dersin sonunda gelecek zamanla ilgili özgürce düşüncelerini ortaya koyabilecekleri bir aktivite daha yaptılar. Ben öğrencilerden 5 sorudan oluşan forma odaklı bir aktiviyeyi yapmalarını istedim. Yapıyı daha önceden öğrendikleri için herhangi bir problemle karşılaşmadan aktiviteyi yaptılar..."*
>
> (This week, we only practised grammar with mechanical and meaningful activities. Also, at the end of the lesson, they did a free activity on Future tense. I wanted them to do a mechanical activity consisting of 5 questions. As they had learned the structure beforehand, they did it without any problem...)

In order to overcome this problem, the researcher warned these participants by conducting small meetings as suggested by Lee (2007) for preparing pre-service teachers for reflective practice. In these meetings, the researcher showed the irrelevant and redundant parts of the diary entries and exemplified the good samples. The following statements were taken from the good diary entries revealing the reasons for becoming teachers:

> *"Mutluyum çünkü İngilizce öğretmenliği tam da bana göre bir meslek. Aslında, ilk başta öğretmen olmak istememiştim. Babam sıradan bir işçi, maddi durumu iyi değil, bu yüzden İngilizce öğretmenliğini seçmek durumunda kaldım. Ama, 9-B sınıfındaki öğrenciler sayesinde öğretmen olmakla ilgili düşüncelerim değişti. Her hafta o sınıftaki öğrencilerin yabancı dil hocalarına karşı duydukları saygıyı ve o hocanın da hem işine duyduğu saygıyı hem de öğrencilerini nasıl önemsediğini görüyorum. İngilizce öğretmenliği yapmak bana öğrencilerin sevgi ve saygısını kazandıracak. Bir de şunu fark ettim, ben çocuklarla ve gençlerle çalışmayı da seviyorum..."*
> (I am happy because I think that being an English teacher is the right job for me. In fact, I did not want to be a teacher at first. Because of my father's bad economic situation, -he is an ordinary worker- I had to choose to be an English teacher. However, by the help of the students in 9-B, my idea about being a teacher has changed. I see how much they respect their foreign language teacher and how much their teacher shows respect to his job and considers his students every week. I think English language teaching will allow me to feel the love and respect of children. I also realized that I like working with children and young people...)
> *"...konuşma dersinde, mesleklerin neden popular olup olmadıklarını konuşuyoruz, öğrencilerin kendilerini istedikleri gibi ifade edebilecekleri bir aktivite...Öğrencilerden biri bana eleştiren bir ifadeyle daha iyi ücret alabileceğiniz bir meslek seçemez miydiniz diye sordu. Ben de soğukkanlılığımı kaybetmemeye çalışarak 'evet seçebilirdim, ama bu meslekten daha değerli bir meslek yapabileceğimi sanmıyorum' dedim..."*
> (...in the speaking lesson, in a free activity, we were talking about the jobs, the factors which make some jobs popular... One of the students asked this question to me with a criticisizing manner "Can't you choose a better paid job?" I said "I could have chosen a better paid job, but I can't think of anything I can do that is more valuable" trying to be calm...)
> "*...Bence hayal gücüm kuvvetli. Bana göre bir İngilizce öğretmeninin hayal gücü kuvvetli olmalı. Ben de birşeyler yaratmada, yeni öğretme yolları bulmada başarılıyım..."*
> (… I think I am imaginative. In my opinion, as an English teacher that is a quite good thing, to have imagination. I am quite good at imagining things, finding new ways of teaching something....)

3.1.3.3. Semi-structured Interviews: 62 fourth-year students agreed to be interviewed on their reasons to become English language teachers on the basis of the information they presented in their lists and diaries. The interviews were conducted at the end of the first semester of the 2007-2008 academic year. All the interviews were tape recorded with the permission of the participants. Interviews were done individually in the native language of the subjects, Turkish, and a definite period of time was set for each participant.

At the time of the interviews, the subjects were given their lists back to recall the reasons for becoming English teachers they had listed. They were then asked questions on what they had reported in their lists and diaries.

Conducting semi-structured interviews fulfilled five main purposes:

1. to verify the data presented in the lists and diaries
2. to clarify unclear statements found in the lists and diaries
3. to focus the participants more on the reasons they have for becoming English teachers
4. to retrieve information that they might have forgotten or neglected to report in the lists and diaries
5. to observe the changes in their reasons to become an English teacher, if any, after the School Experience II course.

The participants were asked about their previously held reasons for becoming English teachers and whether they have changed their reasons after their first teaching experience, School Experience II course. Based on their responses, they were asked further questions.

As recommended by Brownell, Smith, McNellis and Lenk (1995) the researcher began each interview with exploratory questions such as "*Why did you decide to become an English teacher?", " What are the main factors leading you to study pedagogy, specifically English language teaching for your future career?", "What was your first teaching experience alike?", "Did you change your reasons to become an English teacher after taking your teacher training course?", " What are those changes, if there is any, in your choice to be English teachers?".* These questions allowed the participants to talk about their career decisions without being influenced by the researcher's assumptions about student teachers' starting points, their reasons for becoming teachers.

The figure below outlines the participants, instruments, and the duration and term of the data collection procedure:

Figure 3. Means of Data Collection, Number of Participants, Duration of Data Collection, Semester Data was Collected in Phase 1

Means of Data Collection	Number of Participants	Duration of Data Collection	Semester Data was Collected
Lists	642	1 week	2nd semester of 2006-2007
Diaries	62	10 weeks	1st semester of 2007-2008
Interviews	62	1 week	1st semester of 2007-2008

3.1.4. Data Analysis: For the second term of the 2006-2007 academic year, a total of 642 participants itemized their reasons to become English teachers in their lists. The analysis was conducted by two raters individually. One rater is the researcher and the co-rater is an experienced teacher trainer and a researcher at the ELT department. They analyzed those items and formed 79 items as a basis for an item pool to construct the instrument (Appendix E). To illustrate, the two raters tried to categorize the reported items in the lists of the participants by finding common points showing similar reasons for the teaching career choice. Then, they found a title covering those similar reasons for the categorization procedure. Finally, they came together to compare ther findings and reached consensus on the titles of the categories and their items. For instance, the items found in the lists such as "babam da İngilizce öğretmeni, ondan etkilendim", "ablam gibi iyi bir İngilizce öğretmeni olmak istiyorum" were placed under the category of *family, community and social influence* and written as " İngilizce öğretmeni olan aile bireylerinden etkilendim-I was influenced by some family members who are also English teachers". Similarly, the other items presented in the lists of the students such as "yaratıcılığı arttıran bir mesleğim olsun istiyorum", "beni zorlayacak bir meslekte çalışmak istiyorum", or "İngilizce öğretmenin kolay olduğunu düşünmüyorum, beni kolaycılığa itmeyecek bir meslek" were categorized under the title of *to have the*

opportunity for a creative and challenging career and transformed into an instrument item like the following statement " yaratılıcık gerektiren zor bir işi başarmak istiyorum- I want to be successful at a hard work which requires creativity".

The inter-rater reliability was calculated by using "point by point method" with a formula of the number of agreements divided by the number of the agreements plus disagreements multiplied by 100 (Tawney & Gast, 1984). It was calculated by using the following formula:

Number of agreed items

----------x 100

Total number of items

As a result, a high inter-rater reliability was found: 91%.

For the first term of the 2007-2008 academic year, 62 participants wrote diary entries for 10 weeks. There were a total of 620 diary entries (62 x 10). In addition, these 62 participants were interviewed at the end of term. Consequently, all of the diary entries and interview transcriptions were analyzed by the researcher and co-rater to create an item pool.

These items were categorized on the pre-service teachers' reasons for becoming English teachers suggested by the literature. Due to the fact that there were several research studies on the reasons of pre-service teachers for becoming English teachers, the factors leading to be teachers in general were used in the analysis of the data. Figures 4, 5, 6 show the pre-service and in-service teachers' reasons for studying pedagogy and these reasons presented in those figures guided the raters to find appropriate titles for the categories. Also, it was observed that there was a need for finding new titles for some items since those items were higly related to the Turkish context. Therefore, new titles were found by the raters and experts in the ELT area for the categories which did not exist in the literature, but emerged from the data specific to the Turkish context.

Figure 4. Categories of the Pre-service and In-service Teachers' Reasons for Studying Pedagogy

Brown (1992)	Ferrell & Daniel (1993)	King (1993)	Kyriacou & Kobori (1998)
a) love of the teaching profession	a) fondness for children/ youth: desire to work with children/youth	a) opportunity to work with young people	a) altruistic reasons
b) love of and wanting to help children	b) opportunity for adequate income/job security	b) abilities are well-suited to teaching	b) intrinsic reasons
c) contribution to society/ country	c) favorable working conditions (good hours, long vacations, desirable personal relations)	c) contributed to betterment of society	c) extrinsic reasons
d) influence of others	d) interest in a particular subject	d) opportunity to be creative	
e) opportunity for academic and personal development	e) a lifelong opportunity for learning	e) opportunity to work with students of diverse backgrounds	
f) no other job/ failed to enter other profession	f) opportunity to use teacher training as a stepping stone to other occupational fields	f) intellectual challenge	
g) secure job	g) opportunity for service of mankind	g) good vacation time	
h) vacation/ working hours	h) influence of a relative, teacher, or other significant individual	h) interest in subject matter field	
i) career status	i) interest in education	i) good working hours	
	j) opportunity for a creative or challenging career	j) opportunity to have control over one's own work	
		k) others whom I respected encouraged me to teach	
		l) job security	
		m) good job to combine with being a parent	
		n) job limited to a specific locality	
		o) community members encouraged me to teach	
		p) good salary	
		q) high demand for teachers professional prestige	

Figure 5. Categories of the Pre-service and In-service Teachers' Reasons for Studying Pedagogy

Shipp (1999)	Chuan & Atputhasamy (2001)	Su, Hawkins, Zhao & Huan (2002)	Chan (2005)
a) contribution to society	a) love working with children	a) to have a personally satisfying job	a) easy to find teaching post
b) encouragement of others	b) love teaching	b) to have a high-paying job	b) better job security
c) ease of entry	c) influence young lives	c) to make a contribution to society	c) higher salary
d) salary	d) intellectually stimulating	d) to help children or young adults, to be of service to others	d) more holidays
e) job security	e) noble profession	e) to have more time off during the year	e) better working hours
f) fringe benefits	f) secure job	f) to pursue an interest in a particular subject	f) higher social status
g) work environment	g) inspired by teacher	g) to have a backup job while pursuing another career	g) good career prospect
h) advancement opportunities	h) inborn talent	h) to work in a noble, moral and ethical profession	h) more opportunities for continuing education
i) prestige	i) high status profession	i) to pursue an interesting career with interesting colleagues	i) government's regard for education
j) intellectual stimulation	j) immediate employment	j) to have job security and a steady income	j) reflecting my religious belief
	k) many fringe benefits	k) I like children and/or youth	k) fitting my personality
	l) others value teachers	l) I didn't know what else to do with my college education	l) meaningful job nature
	m) long vacation	m) I didn't think there was any other career open to me	m) interest to work on campus
	n) friends' encouragement	n) I was influenced by others	n) interest to work with children/ teenagers
	o) attractive training pay	o) This is my best chance for higher education	o) desire to help others
	p) good prospect		p) desire to teach subject(s) I like
	q) high salaries		q) influence of teacher(s)
	r) easy promotion		r) influence of family
	s) parent/ sibling teacher		s) influence of peers
	t) no other choice		t) influence of mass media
	u) relatively easy job		

Figure 6. Categories of the Pre-service and In-service Teachers' Reasons for Studying Pedagogy

Krecic & Grmek (2005)	Sinclair, Dowson & McInerney (2006)	Warin, Maddock, Pell & Hargreaves (2006)	Chin & Young (2007)
a) material reasons (job security, income and long holidays) b) professional motives (love of subject) c) altruistic reasons (a wish to work with children, a desire to be useful to others)	a) working with children b) worth of teaching c) intellectual stimulation d) ease of entry/work e) dissatisfaction related to previous career f) career considerations g) help others h) conditions i) influence of others j) patterns of interaction	a) teacher as missionary (personal and social justice goals of teachers) b) teaching as professional status (working conditions of the occupation, financial aspects, job security, and pensions) c) professional goals in teaching (personal lifelong learning, team membership, challenge, creativity, belonging to a professional learning community, and enhancing one's own knowledge)	a) service (teaching as service to young people or specific communities, to improve education, and to ensure educational access to all children) b) material benefits (alignment of teacher's work schedule with individual's lifestyle, attractions due to perceived job security and benefits) c) intellectual and personal fulfillment (perception that teaching is intellectually stimulating and allows for creativity) d) teaching as tradition (describes influence that others may have had in shaping career choice and the attractions of traditional views of a teacher's role)

The categorization procedure of the items and finding appropriate titles for those categories took the following steps. First of all, the two raters analyzed some part of the data together to decide how the analysis would be carried out. Then, they examined the collected data individually. They tried to figure out the commonly reported statements by the participants in order to categorize them under one heading. Next, they discussed their findings with each other to determine the title of the category and its items. Finally, they reached consensus on the titles of the categories and on the items which formed those categories. They repeated this process for all types of data collection procedures; that's to say, they examined lists, diaries, and interviews seperately in the same way. At the last stage, they analyzed all of the categories and items derived from the collected data and the categories suggested by the literature to finalize the titles of the categories. To refine the titles of the categories and their items, feedback from the experts in the ELT area and educational measurement and survey development was taken. The researcher made the necessary changes on the basis of the given feedback. Those changes consisted of making corrections related to the wording and placement of the items under several categories. As a result, 13 categories and 93 items emerged from the data (Appendix 8). Among these 13 categories, 11 of them were supported by the literature and only two of them were data driven (Figure 7).

To illustrate the previously mentioned data analysis procedure, several examples could be given. For instance, the title of a category "fallback career" suggested by Richard and Watt (2006) was not preferred by the most of the feedback givers since it was thought that this name did not clearly explain the reason to become a teacher; instead, "*to have better opportunities in entering higher education"* as the title of a specific category was chosen. As another example, the titles of the category "love of and wanting to help children" suggested by Brown in 1992, "fondness for children" by Ferrell and Daniel in 1993, or "love working with children" by Chuan and Atputhasamy in 2001 was changed as "to have the opportunity to work with children".

The two categories "to have the opportunity to improve English Language Teaching in the educational system", and "awareness of the advantages of knowing English" were

called as data-driven categories because the items under these categories specifically belonged to the Turkish context. Most of the student teachers in the present study complained about the negative sides of teaching and learning English as a foreign language at the schools in Turkey. As principled and idealistic future teachers, they expressed that they wanted to make some changes in the system. For example, the items such as" idealist bir İngilizce öğretmeni olarak eğitim sistemindeki aksaklıkları gidermek istiyorum- as a principled teacher I want to overcome the shortcomings in the educational system", "Türkiye'deki İngilizce öğrenme sorununun iyi yetişmiş İngilizce öğretmenleriyle giderilebileceğine inanıyorum- I believe that the problem of English language teaching in Turkey could best be solved by well-trained English teachers", and "İngilizce öğretimi ile ilgili bilindik eskimiş yöntemleri yenileriyle değiştirmek istiyorum- I would like to change the traditional methods of teaching English with new ones" showed that there were really serious problems with regard to teaching English according to the participants and these participants were eager to be a part of solution to these problems.

For the other data-driven category "awareness of the advantages of knowing English", the student teachers reported the items such as "İngilizce okullarda yabancı dil olarak daha yaygın bir şekilde öğretiliyor- English is more widely taught in schools as a foreign language", "Türkçe'yi yabancılara bu sayede öğretebilirim- I can teach Turkish to foreigners in this way", "meslek alanımla ilgili bilgilere ve diğer güncel bilgilere İngilizce sayesinde ulaşabilirim. - I can reach information on my profession and current issues through English" and these items were highly related to the Turkish context. Since the items of these two categories revealed the specific contextual issues about becoming English language teachers in Turkey, the raters found new titles for the categories. Then, they asked whether the titles were appropriate or not to the experts. After getting the approval of the experts, the titles of these two categories were determined.

3.1.4.1 Constant Comparative Method for the Data Analysis of Diaries and Interviews: Constant Comparative Method (Glaser & Strauss, 1967, cited in Lockhart & Ng, 1995) was run to analyze the journal entries and interviews of the student teachers. This data

analysis method offers the opportunity of drawing categories from the data instead of using a set categorization.

Data analysis procedure started with dividing the reflection journals of the student teachers into communication units. A communication unit is defined as "a unit being a separate expression about a thought or behaviour" (Langer & Applebee, cited in Mangelsdorf, 1992: 276). The communication units are either in forms of a phrase, or a full sentence, or a paragraph. For example:

> *This week we did a speaking activity. I was responsible for the 'language preparation' part. I made students work in pairs. They worked on the pictures and tried to match the pictures with their captions. Those captions consisted of unknown vocabulary items. I wanted them to find out the meanings of unknown vocabulary items by looking at the pictures and analyzing the other helping words given in the captions. They were able to tell me the meanings of the words that they did not know beforehand. I was very happy. This week I came to realize that students really need these kinds of activities. They participated in the lesson and tried to speak English.* ***If English teachers use such activities in their speaking lessons, they will see the effort of their students to tell a word in English. When I saw their eagerness to join the lesson, my enthusiasm to teach something also increased. I really felt that I love teaching and understood that this was the right decision for my future career***. (This extract was taken from one of the student teacher's diaries.)

The sentences written in bold refer to the communication units out of the whole text provided by the student teacher.

In the present study, communication units would be identified for the reasons of the participants to become English teachers. The task of dividing the data into communication units were conducted by two raters. First, several journal entries had been examined by the two raters together in order to reach a consensus and establish consistency on the wording of the communication units with regard to the motives of the student teachers for becoming English teachers. Then, the rest of the data was analyzed by the two raters individually. These two raters formed 54 items as a basis for an item pool to construct the instrument (Appendix 6). Inter-rater reliability was calculated by using "point by point method" again with a formula of the number of agreements divided by the number of agreements plus disagreements multiplied by 100

(Tawney & Gast, 1984). It was found as 94% and this result showed a high inter-rater reliability between the two raters.

After the communication units appear, the researcher categorized the communication units as the Constant Comparative Method offers. Later, each category and any possible sub-categories were named given the general characteristics of each set based on choosing teaching as a profession literature.

The analysis of the answers given by the student teachers during the semi-structured-interviews were used to support the findings from the lists and the journal entries. A form of triangulation was established with the use of lists and journal entries to see whether they matched with the outcomes from semi-structured interviews.

The interviews were transcribed by the researcher. First, several interviews were analyzed by the researcher and the co-rater individually in order to come to an agreement on the communication units regarding the reasons for becoming an English teacher. Next, the two raters came together and compared their individual analyses. Having reached the consistency on the communication units, the rest of the data, then, was analyzed by the researcher and the co-rater individually. The two raters formed 55 items as a basis for an item pool to construct the instrument (Appendix 7). Inter-rater reliability was again calculated by using "point by point method" with a formula of the number of agreements divided by the number of agreements plus disagreements multiplied by 100 (Tawney & Gast, 1984). It was found as 93% and this was another pleasing result since it was high.

The following is an example of a conversation between the researcher and one of the fourth year student teachers during the interview:

> Researcher: Neden İngilizce öğretmeni olmak istedin*? (Why did you want to become an English teacher?)*
> Participant: Özellikle diğer branşlara bakınca öğretmenliklerden İngilizce öğretmenliği benim ilgimi çeken taraf oldu. *(English language teaching specifically drew my attention when it is compared to the other branches.)*
> Researcher: Peki neden ilgini çekti bu meslek? *(Why did this job take your attention?)*
> Participant: Yaygın bir dil, oldukça popüler olduğunu biliyoruz. Öğretmenlerimin etkisi de yadsınamazdı. Geleceğin dili, sadece Türkiye'de

değil farklı ülkelerde olsan dahi yapabileceğin bir iş dediler. İngilizce alanında birşeyler olmalı diyordum ama öğretmenlikte kararsızdım. Ama şunun farkına vardım, buradan mezun olduğumda rehberlik de yapabilirim tercümanlık da. Ancak tercümanlıktan mezun biri iyi öğretmenlik yapamaz. Onun da çok etkisi oldu. Bunun haricinde ben belki şartlardan dolayı Viyana'da çalışmak isteyeceğim. Viyana'da bu mesleği gayet rahatlıkla yapabilirim. Mesela Japonca öğretmenliğinden mezun olsam dünyanın her yerinde bu işi yapamam. İngilizce'nin daha yaygın olduğu yadsınamaz. *(It is a commonly used foreign language, it is very popular. Also, my teachers had a deep influence on me. They said that it was the language of future; in addition, you could do it not only in Turkey but also in the other countries. I thought that my job should be somehow related to English, but I was so indecisive to become an English teacher. On one hand, I came to realize that when I graduate from this department I can be a tourist guide or an interpreter; but on the other hand, someone graduated from translating department cannot become a good teacher. This point also affected me a lot. Apart from these reasons, perhaps I would like to work in Vienna due to several reasons. I can do this job easily in Vienna .What if I graduated from Japan language teaching department? I cannot do it all over the world. The popularity of English cannot be disregarded.)*

Researcher: Peki sence iyi bir İngilizce öğretmenin özellikleri nelerdir? Bu özellikler sende mevcut mu? Nasıl anladın? *(Well, what are the features of an effective English teacher according to you? Do you have these features? How did you realize that you had those features?)*

Participant: Bence iyi bir İngilizce öğretmeni yaratıcı olmalı, artı sabırlı olmalı.Yaratıcılık bence çok önemli, özellikle bunu aktiviteleri hazırlarken çok iyi anladım. Mesela öğrenciye bir şey anlatırken onu kalıcı kılmak o kadar önemli bir şey ki, öğrenci bunu niye öğreniyor onu anlamlandırabilmesi çok önemli. Burada da öğretmene çok büyük görev düşüyor, yaratıcılık işte burada devreye giriyor. *(In my opinion, an effective English teacher should be creative, plus he should be patient. Being creative is very important, I understood it totally when I was preparing the activities. For example, while explaining something to the student, you should teach it in a way that he learns permanently. It should be meaningful for the student. The teacher has a great role at this point, creativity fosters this process.)*

Researcher: O halde bu özelliklerin sende olduğuna inanıyorsun? (*So, you believe that you have these features?)*

Participant: Evet, elimden geldiğince kendimi geliştirmeye çabalıyorum. Bunda staj derslerinin etkisi de büyük oldu. *(Yes, I try to do my best to improve myself. I cannot deny the help of my teaching practicum lessons on my improvement.)*

Researcher: Bu bölümde okumaktan memnunsun o zaman? (*So, you are satisfied to be a student of the ELT department?)*

Participant: Evet, bu bölümde olmaktan çok memnunum. Hatta akademik anlamda birşeyler yapmak istiyorum. Şu anda ortalamam 3.64. Bu ortalama sayesinde eğitimime bir üst seviyede devam etmek istiyorum, master gibi. *(Yes, I am very happy to be a student at this department. I even want to deal with an academic career. My academic mean is 3,64 now. I want to continue my education at the upper levels such as attending an M.A programme since my academic mean is high.)*

Researcher: Staj derslerinden sonra İngilizce öğretmenliğini seçmendeki sebepler değişti mi? *(After having teaching practicum lessons, did you change your reasons for becoming an English teacher?)*

Participant: Hayır değişmedi de yenileri eklendi. *(No, I did not change them, but new ones were added.)*

Researcher: Neler gibi mesela? *(Can you exemplify them?)*

Participant: İngilizce öğrenmeye karşı öğrencilerde bir önyargı var, çok zor olduğunu düşünüyorlar. Ama ben derslerimde değişik ve eğlenceli aktiviteler yaparak bu önyargıyı yıktım.Yani bizler yeni ve genç öğretmenler olarak şikayet ettiğimiz eğitim sistemini değiştirebiliriz. Sonra öğrencilerin bana hissettikleri saygıyı ve sevgiyi de unutamam. Kendimi çok önemli ve özel hissettim. *(Students have prejudice against learning English; they think that it is very difficult. But, I changed my students' mind by using new and enjoyable activities in the lesson. I believe that as a member of young generation, and as beginning teachers we can change the education system which we also complain a lot. Moreover, I cannot ignore the love and respect of my students. I felt that I was very important and unique in their life.)*

Researcher: Sence İngilizce öğretmenliği neden yapılmalı? *(Why do you think that this job should be done?)*

Participant: Toplumumuzun dil öğrenmeye ihtiyacı var, AB'ye girme durumumuz var ve bu yüzden İngilizce bilmek ve öğretmek çok önemli.Bu görev bizlere düşüyor. Gelecek nesillere dünyada yaygın olarak konuşulan bu dili öğretmeliyiz. *(Our society needs to learn a foreign language. We want to become a member of the European Union, so knowing English as a foreign language and teaching it are the points that should be taken into consideration seriously. We should do this and teach English, as a worldwide used language, to people.)*

Researcher: Demek ki mezun olunca bu mesleği yapacaksın? *(That means you are going to be an English teacher when you graduate?)*

Participant: Evet, başka bir iş yapmayı düşünmüyorum, bu işin benim için biçilmiş kaftan olduğuna inanıyorum. (*Yes, I do not want to do another job, I believe that this is exactly the right job for me to do.)*

3.2. Phase 2

The aim of Phase 2 was to develop a valid and reliable instrument that measures the reasons of pre-service EFL teachers for choosing English language teaching as a profession.

3.2.1. Instrument Construction Procedure

3.2.1.1. Item Construction: To design an instrument measuring the factors motivating university students to become English teachers, first the instrument items needed to be constructed. The items on the instrument were constructed by considering the reasons for becoming English teachers reported by the participants in Phase 1.

3.2.1.1.1 The Pilot Study: The reasons for becoming English teachers reported by the participants in Phase 1 were transformed into instrument items after the categorization

procedure. In the first stage, the researcher categorized the data in the present study as suggested in the literature: "the pre-service and in-service teachers' reasons for studying pedagogy" (Figures 4, 5, 6).When the data did not fit under any category suggested in the literature, a category under which the data fits was added. Therefore, some of the categories in the present study were data driven. (See Figure 7. below for the categories that resulted from Phase 1 and Phase 2).

Figure 7. Categories of the Pre-service Teachers' Reasons for Studying English in this Study

Categories suggested by the literature and found in the data	Data driven Categories
1. to have an interest in English, 2. to have the assumption that one is talented in English, 3. to have personal and/or professional satisfaction, 4. to have the opportunity to work with children, 5. to have the opportunity to work with adolescents, 6. to have the opportunity for adequate income and/ or job security, 7. family, community and social influence, 8. to have lifelong opportunity for professional and personal development, 9. to have the opportunity for a creative and challenging career, 10. to contribute to the betterment of society, 11. to have better opportunities in entering higher education	1. to have the opportunity to improve English Language Teaching in the education system, 2. awareness of the advantages of speaking English

In the second stage, to establish the inter-rater reliability of the categories, 25 experts in the ELT area, 2 experts in educational measurement and survey development, and 2 experts in educational technology and survey development were asked to give feedback on the categories and the instrument items under those categories. The experts suggested several changes, modifications, and clarifications to various categories and items in the instrument. For example, some sentences like "it is a suitable career for a woman" and "it is a suitable career for a man" reported by the participants were combined and stated in one sentence "considering the social facts of our society, I think being an English teacher is a suitable profession for my gender". One of the feedback givers offered a totally new item as "I can read literature and research written in English" and this was added as another item to the instrument. Another expert suggested a change in naming one of the categories; instead of the former name "benefits of speaking English", "awareness of the advantages of speaking English" was preferred to be used as a new heading. The researcher made the necessary changes in the name of the categories and in the placement and the wordings of the instrument items on the basis of the constructive feedback taken from the experts (Appendix 8). As a result, 13 categories under which the data achieved in Phase 1 were categorized (Figure 7).

After constructing all the items, the instrument was given to the same experts again for the face and content validity of the instrument in order to refine it (Appendix 9). On the basis of the feedback provided by the experts, some changes were made on the instructions, the content, the wording and the placement of the items. The edited instrument was piloted with 300 EFL students enrolled in the Faculty of Education at Anadolu University. The sample size, 300 participants is suitable for the present study as Field (2000) and Tabachnick and Fidell (1996) agree that it is plausible to have at least 300 cases for the internal consistency and factor analysis of the instrument. Through piloting, it was aimed to ensure that all of the items are clear and understandable to the participants of the study, to determine the required time for completing the instrument, to get the respondents' feedback about the instrument, to correct any misinterpretations that may occur, and to check for any flaws in the

instrument items that may mislead the respondents (Baltacı-Gökatalay & Cangür, 2008).

Piloting the instrument enabled to test the face validity and construct validity of the instrument for the second time. The first version of the instrument used in the pilot study had several items with low corrected-item total correlations (lower than .30); therefore, these eight items were excluded from the instrument. As a result, the number of items totalled 85 in the instrument.

The instrument was modified based on the statistical interpretations, and was given to three experts, all of which are experts in ELT. These experts approved of the changes. Then in order to have generalizable results, the final version of the instrument (see Appendices 10 and 11 for the Turkish and English version of the instrument) was administered to the rest of the ELT students at Anadolu University. The sample size was 500, which is again suitable, for making the test parameters stable regardless of the subject to variable ratio suggested by Field (2000) and Fidell and Tabachnick (1996).

3.2.2. Data Collection

3.2.2.1. Participants: The second phase of this study was conducted with 800 student teachers enrolled in the ELT Department of Faculty of Education at Anadolu University at the second semester of the academic year 2008-2009. 300 of the 800 participants took place in the pilot study and the rest (N=500) responded to the final version of the instrument. The subjects were chosen randomly from various years; freshman, sophomore, junior, and senior (see Figure 8 below for the number of students from each year in the pilot and second administration of the instrument). For the second administration of the instrument, the other sections in which students had not responded to the instrument before were selected by the researcher in order to prevent a risk of the same student's filling in the instrument twice, namely in the pilot and second administration.

Figure 8. The Number of Participants in the Pilot and Second Administration of the Instrument with regard to Year

Year	Number of Students in the Pilot Administration	Number of Students in the Second Administration	Total
Freshman (1st year)	47	133	180
Sophomore (2nd year)	67	142	209
Junior (3rd year)	102	109	211
Senior (4th year)	84	116	200
Total	300	500	800

There are three reasons why students from different years were chosen as the participants for this study as mentioned before. One, in order to develop a robust instrument, it is advised to use a big sample size (Tezbaşaran, 1996; Field, 2000).Two, the pre-service teachers' motivations to teach and reasons to become English teachers may change over time, especially after practicum experiences. So, selecting the subjects of the study from various grades would obviously enable the researcher to make comparison and contrast among the grades with regard to the reasons to become English teachers. Three, the foremost aim of the study was to develop a valid and reliable instrument measuring the factors leading the student teachers to choose English language teaching as a career. Hence, the reasons gathered at the end of data collection procedures should address all the EFL students' reasons for entry into the profession.

3.2.2.2. Procedure: For the pilot administration of the instrument, 300 EFL students from various years were asked to complete the instrument at the second semester of the academic year 2008-2009. Two weeks later, after making the necessary changes (eight items were excluded from the instrument on the basis of the statistical calculations in the pilot study), the edited version of the same instrument was given to the other 500 EFL students for the second administration. These 500 students also completed the instrument in 20 minutes in their regular classes.

To have a better understanding of the answers they gave to the instrument, to probe their reasons to become English teachers in depth, to achieve triangulation for the validity and reliability of the gathered data, the participants were also interviewed by the researcher for two weeks. The researcher simply questioned the factors and circumstances leading these teacher candidates to choose English language teaching as a profession. A total of 122 students, who were chosen randomly, were interviewed individually in their mother tongue by the researcher for 10 minutes. The number 122 formed approximately 15% of all the participants, as Field (2000) and Tabachnick and Fidell (1996) suggest that it is plausible to have 15% of all the subjects for checking the reliability of the instrument. Among those 122 students, 28 of them were freshmen, 30 of them were sophomores, 30 of them were juniors, and 34 of them were seniors. The interviews were recorded by the permission of the participants and they were transcribed and analyzed by the researcher to verify the data obtained from Phase 2. The figure below outlines the participants, instruments, and the duration and term of the data collection procedures belonging to Phase 2:

Figure 9. Means of Data Collection, Number of Participants, Duration of Data Collection, Semester Data was Collected in Phase 2

Means of Data Collection	Number of Participants	Duration of Data Collection	Semester Data was Collected
Pilot Administration of the Instrument	300	1 week	2nd semester of 2008-2009
Second Administration of the Instrument	500	1 week	2nd semester of 2008-2009
Interviews	122	2 weeks	2nd semester of 2008-2009

3.2.3. Statistical Computations: As a first step of the statistical computations, the frequency distributions with regard to gender, year, and graduation for the pilot and

second administration of the instrument were calculated for the sake of demographic information (Appendix 12).

The initial instrument consisted of 93 items with 13 categories in total. But, after calculating the internal consistency coefficient of the pilot administration, eight items were excluded from the instrument due to having low corrected-item total correlations (lower than .30). All of the items belonging to a specific category, *to have better opportunities in entering higher education*, were the eliminated ones, so this category was also excluded from the instrument. Thus, a total of 85 items with 12 categories emerged. A list of the eliminated items can be seen in Figure 10.

Figure 10. List of Eliminated Items in the Pilot Administration of the Instrument

1. Gidebileceğim başka bir bölüm yoktu.	1. There was no other department that I could attend.
2. Öğretmen lisesi mezunuyum, ek puandan yararlanmak istedim.	2. I am a graduate of a teacher training high school, and I wanted to make use of the extra points given to us.
3. İngilizce öğretmeni olan aile bireylerimden etkilendim.	3. I was influenced by some family members who are also English teachers.
4. Matematik, fen gibi sayısal derslerde İngilizce'de olduğum kadar başarılı değildim.	4. I was not as successful in courses such as Maths and Science as I was in English.
5. Ortaöğretimdeki İngilizce öğretmenimden etkilendim	5. I was influenced by my secondary school English teacher.
6. İngilizce öğretmenliği bölümünden mezun olduğumda rehberlik, tercümanlık gibi farklı iş alanlarında çalışabilirim.	6. When I graduate from English language teaching I can work in different fields such as translation and interpretation
7. İngilizce öğretmenliği programlarına girenlere burs veya maddi destek sağlanma olasılığı yüksek.	7. It is very likely for those students in English language teaching to receive scholarships and other means of financial support.
8. İngilizce öğretmenliği işsiz kalmayacağımın garantisidir.	8. Teaching English guarantees that I will never be unemployed

For the remaining statistical analyses, to be able to have generalizable results with 800 participants, 12 independent-samples t-tests were conducted to compare pilot administration results with the second administration results because there were 12 variables showing the different reasons categorized under different headings. Since the averages were similar in both administrations, it was decided to conduct further analyses on the whole dataset of 800 participants.

To test the internal reliability for the whole instrument and for each category, the Cronbach's Alpha was computed.

The validity of the instrument was tried to be established by applying factor analysis to the instrument. Several factor analyses were run with different eigenvalue limits. But, it was statistically proved that the factor structure was not acceptable both for the pilot and second administration. It was not possible to obtain an ideal factor structure for the instrument without sacrificing half of the items. Therefore, internal consistency coefficients of each category were decided to calculate.

The following chapter gives a detailed description of the results of the validity and reliability computations of the instrument.

4. RESULTS AND DISCUSSIONS

4.1. Introduction

The present study aims at constructing an instrument measuring the reasons of pre-service EFL teachers to become English teachers. The instrument items are based on the factors and circumstances that lead these teacher candidates to be English language teachers in the Turkish context. This study consists of two phases. Phase 1 aims at composing an item pool to construct an instrument that measures the reasons for becoming English teachers. The teacher candidates' motives for choosing English language teaching as a profession are determined in this phase. Phase 2 aims at constructing a valid and reliable instrument measuring pre-service teachers' motives for entering and choosing specifically English language teaching by using the data obtained in Phase 1. Due to the fact that each phase of the current study had a different aim and methodology, the results of each phase are reported and discussed separately.

4.2. Phase 1

The results of the data obtained in Phase 1 yielded that there were 13 categories in which the pre-service teachers' reasons for becoming English teachers could be grouped. The data analysis procedure of this phase consisted of two main steps.

At the first stage, the factors leading teacher candidates to choose English language teaching as a career obtained from various data collection procedures, lists, diaries, and interviews were examined by the two raters. Then, the items derived from those data collection instruments needed to be categorized. Therefore, the reasons for becoming English teachers found in the gathered data and suggested by the literature under the title of "the pre-service and in-service teachers' reasons for studying pedagogy" were used in this categorization.

Analysis of the data necessitated 13 categories of reasons for being English teachers.11 of the categories were found in the related literature and were directly applicable to the data. 2 of the categories were data driven. In order to facilitate the interpretation and analysis of these 13 categories in detail, Kyriacou and Kobori's (1998) taxonomy of reasons for becoming teachers was used. In this taxonomy, the researchers classified the factors leading individuals to study pedagogy under three main groups: intrinsic reasons, altruistic reasons, and extrinsic reasons. These three groups were utilized in the present study to subclassify the categories found in the data. Figure 11 below presents the categories under three headings, the ones written in bold show the data driven categories.

Figure 11. Categories of the Pre-service Teachers' Reasons for Studying English in this study

Intrinsic Reasons	**Altruistic Reasons**	**Extrinsic Reasons**
1. to have an interest in English,	**6.** to have the opportunity to work with children,	**10.** to have the opportunity for adequate income and/ or job security,
2. to have the assumption that one is talented in English,	**7.** to have the opportunity to work with adolescents,	**11.** family, community and social influence,
3. to have personal and/or professional satisfaction,	**8.** to have the opportunity to improve English Language Teaching in the education system,	**12.** as a gateway into the higher education system
4. to have the opportunity for a creative and challenging career,	**9.** to contribute to the betterment of society,	**13.** awareness of the advantages of speaking English
5. to have lifelong opportunity for professional and personal development,		

Each category is discussed below and several sample entries taken from the lists, diaries and interviews of the participants are given.

4.2.1. Intrinsic Reasons: *1. to have an interest in English:*

> *"İngilizce'ye karşı bir ilgim var."*
> "I am interested in English."
> *"Kendimi bildim bileli İngilizce öğretmeni olmak istemişimdir."*
> "I have always wanted to be an English teacher."
> *"İngilizce öğretmeyi seviyorum."*
> "I love teaching English." [items from the lists]
> *"...Bana sevdirildiği gibi ben de İngilizce'yi benden sonra yetişecek öğrencilere sevdirebilmek, onlarla bildiklerimi paylaşabilmek istiyorum..."*
> "...Just as my teachers did for me, I would like to make the students in the new generation like to learn English and I would like to share with them what I already know..."
> *"İngilizce'yi seviyorum. Bence harika bir şey. Bilmiyorum, sadece İngilizce'yi seviyorum ve onu öğrenmeyi kolay buluyorum... Böylece sevdiğim şeyi öğreterek mutlu olabilirim..."*
> "...I love the subject, English. I think it is fascinating. I do not know, I just love it, and find it easy to learn... In this way, by teaching English, I mean, the thing that I love, I can be happy..." [extracts from diary entries]
> *"İngilizce daha çok ilgimi çekiyor, ortaokulda bütün diğer dersler Türkçe anlatılırdı ama İngilizce yabancı bir dildi, bu yüzden ilgimi çekti..."*
> "...I found English more interesting than any other subject since the other subjects were taught in Turkish in secondary school, but English is a foreign language so I was interested in it..."
> *"Neden İngilizce öğretmenliği sorusunun cevabı ise çok basit. Ülkemizde en çok gereksinimi olan alandır İngilizce öğretmenliği. Bunun yanında bu alanı sevmemdeki diğer büyük etken İngilizce'ye yeteneğim ve ilgim olduğunu düşünmemdir. Ya da en azından diğer dallara göre daha başarılı olmamdır..."*
> "The answer to the question why I chose to be an English teacher is very easy. In our country, English language teaching is the area which has the highest need for teachers. Another reason why I like this field is that I believe I have an aptitude and interest for learning English. At least, compared to other fields, I am more successful at this one**..."** [extracts from interviews]

This category was suggested by several researchers Brown (1992), Ferrell and Daniel (1993), King (1993), Chan (2005), and Krecic and Grmek (2005) and it was directly applicable to the data in the present study. It is argued that 'love of teaching a specific subject'; in other words, 'interest in the subject matter' is one of the main factors leading individuals to choose the teaching pedagogy. Here, in our case, the subject matter is English and this argument seems to account for many EFL students in the present study.

The items written in the lists, the diary entries (Appendix 15) and some sentences uttered in the interviews above by the participants reveal the importance of interest in a particular subject, namely, English as a determinating factor of their career choice.

As suggested by the findings of Younger et al.'s study (2004), the participants of our study identified 'subject' as a significant factor in their decision to become an English teacher. For some of them, it was the perceived intrinsic value of the subject itself which drew their attention to choose it as a career (Alexander, 2008). For others, teaching of the subject, English, in which they are very much interested, was regarded as a means of happiness and pleasure since they have got the opportunity to continue working with English, the subject area they like (Chan, 2005). Thus, it could be stated that "to have an interest in the subject matter" was one of the significant reasons for becoming English teachers in the present study.

***2. to have the assumption that one is talented in English*:**

> *"İngilizce' de başarılıyım."*
> "I am good at English."
> *"Öğretebilme yeteneğim var."*
> "I have good teaching skills."
> *"İngilizce karşı bir yeteneğimin olduğunu düşünüyorum."*
> "I think I am talented in English." [items from the lists]
> *"...lisedeki diğer derslerime oranla İngilizce notlarım daha yüksekti. Bu beni İngilizce öğrenmeye dair bir yeteneğimin olduğunu düşündürdü...."*
> "....when compared to other subjects in highschool, my grades in English courses were higher. This made me think that I am somehow more talented in learning English...." [extracts from a diary entry]
> *"Lisede beni çok etkileyen bir İngilizce öğretmenim vardı. Birgün bana ileri de onun gibi bir İngilizce öğretmeni olabileceğimi çünkü yetenekli olduğumu söyledi. Sonra söylediklerini düşündüm, sanki o yeteneği içimde hissettim, öyle bir şey işte, sonra kararımı verdim..."*
> "I had an English teacher in highschool, who had a great influence on me. One day, she told me that I could be an English teacher like her in the future because I have got that talent. I thought what she said later on, then I felt that talent inside my body, something like that, then I made up my mind..."
> *"İngilizce birşeyleri rahatlıkla okuyabiliyorum, dinleyebiliyorum ya da yazabiliyorum. Akıcı bir şekilde de konuşabiliyorum. İngilizce derslerinde kendimi rahat hissediyorum, ama diğer derslerde sanki oraya ait değilmişim gibi. Herhalde İngilizce öğrenme yeteneğim var, öğretebilirim de..."*
> "I can easily read, listen, or write something in English. I can speak in English fluently. I feel comfortable in English lessons, but in the other lessons I feel as if I do not belong to that place. I guess I'm a gifted person, in terms of learning and teaching English." [extracts from interviews]

There are various pulls that the student teachers have experienced on their way into English language teaching. Priyadharshini and Robinson-Pant (2003) explained the importance of the feeling of being talented in doing something that makes teaching as an attractive proposition as one of those pulls in their study. This pull was also regarded as one of the most striking reasons for being teachers in the other studies such as King (1993), Chuan and Atputhasamy (2001), and Hayes (2008) and expressed by our participants in the given statements (Appendix 15).

In their study Watt and Richardson (2007) pointed out the role of 'ability' as one of the factors influencing teaching choice. According to the researchers, if teacher candidates believe that the teaching is a career suited to their abilities, they do not hesitate to a lot to choose it as a profession. This issue is also supported by Hoy and Burke-Spero (2005), the researchers state that one's estimating his own actual abilities and talents may have consequences for the courses of action he chooses to pursue and the effort he spends in these pursuits, specifically in his future career. In our case, the subjects reporting that they are talented in learning and teaching English seems to be one of the important factors shaping their future career as promising English teachers as well.

3. to have personal and/or professional satisfaction:

> *"Tek bir cümleyle özetlemem gerekirse eğer, bence herkesin ölmeden önce denemesi gereken bir şey bu; insanlara bir şeyler öğretmek."*
> "If I should summarize it in one sentence, teaching is one of the things that everyone should try before they die." [an item from a list]
> *"... Ama yine de genel olarak yaptığım bir işten zevk almak çok mutlu edici ki hele bu iş benim yakın gelecekte mesleğim olacaksa. Öğrenciler mektup yazmışlar "öğretmenim inşallah tayininiz buraya çıkar " yazmışlar. Bunları duyunca da çok mutlu oldum. Ve bunları odamdaki panoma astım ki bunları gördükçe umutsuzluğa kapıldığım zamanlarda motive olayım. Kısacası bu hafta güzel bir staj haftasıydı. Aktivitelerim çok güzel ilerledi. Keşke staj hocamız bu hafta gözleme gelseydi diye düşündük. Öğretmenliğin psikolojik yönden tatmin edici ve gurur verici bir meslek olduğunu bir defa daha anlamış oldum..."*
> *"...*Nevertheless, in general, it is very fortunate to enjoy the job you do, especially if this job is going to be your profession in the near future. The students wrote a letter saying "Teacher, we hope that you will be appointed to this school". I felt so happy when I read it. And I hung the letter on the board in my room so that whenever I lose hope, I could read it and get motivated. In short, this week has been a positive practice teaching experience for me. My activities continued very well. We thought we wished our university instructor had also been in class for observation this week. I understand once more that teaching is a psychologically satisfying and honouring profession..."
> *"Bugün geçen haftaya göre çok güzeldi. Dersi çok zevkli bir şekilde işledik. Öğrencilerin de katılımını gördükçe ders anlatmak için daha çok motive*

oluyorum. Onların öğrenmek için gösterdikleri çaba beni mutlu ediyor. En önemlisi emeğinin karşılığını aldığını görmek bir öğretmen için en gurur verici şey olsa gerek. Ben verdiğim emeğin karşılığını aldım bu hafta ve dersten hemen sonra yurda gidip haftaya dersi nasıl anlatsam diye düşünmeye başladım. Emeğimin karşılığını almak beni sevindirdi. Onlar için verdiğim emek boşa gitmedi. Bu hafta kendimi gerçek bir öğretmen gibi hissettim ve kendimle gurur duydum..."

"Today was much better than last week. We taught a very enjoyable lesson. The students' participation motivates me more to teach. Their effort to learn makes me so happy. Most importantly, teachers feel the most proud of themselves when they see the result of their efforts. This week I was able to see the result of my effort and I went to the dormitory right after the class and started to think about the following week's lesson and how I should teach it. It made me very happy to see the result of my efforts. My hard work for them was not wasted. This week I felt like a real teacher and I felt proud of myself."

"...Geçen haftaya göre daha iyi yapabildiklerini görmek, zamanla onlar üzerinde nasıl bir etki oluşturabileceğimizi gösterdi. Öğretmenliğin gerçekten emek istediğini bir kere daha anlamış oldum. Mesleği seçme nedenlerimden biri insanlar bir şeyler öğretebilmekti. Bu hafta bunu yapabileceğimi görmek beni mutlu etti..."

"Compared to the week before, they were able to do more in class and seeing it show us how much effect we could have on their learning. I have once more realized that teaching requires effort. One of the reasons why I chose this profession was to teach people something, and this week, being able to do this, made me happy..." [extracts from diary entries]

"...Sanırım çok uğraşmam gerekecek. Ama hala İngilizce öğretmeni olmak istiyorum. 40 kişilik sınıflarda çok az kişi bir şeyler öğrenmek için can atıyor. Ama sadece onların gözündeki ışık için bu mesleği yapacağım..."

"...I think, I will need to work very hard, but I still want to be an English teacher. In a class of 40, only a few students are willing to learn something. Nevertheless, I will do this profession for the light in the eyes of those few students..."*"...Hepsini parmak kaldırırken görmek gerçekten çok zevkli. Anlattıklarımı anlayabilmeleri beni çok mutlu ediyor. Derste çok eğlendiklerini görebiliyorum. Birkaç resim getirerek ya da derste güler yüzlü olarak onları kolayca motive edebildiğimizi farkettim bugün. Öğretmenlik şimdilik çok zevkli..."*

"...It is terrific to see all of them willing to participate by holding their fingers. It makes me very happy when they can understand what I teach. I can observe that they have a lot of fun in class. Today I realized that by using some pictures and smiling in class, we can easily motivate them. Teaching has been very enjoyable so far..." [sentences from interviews]

As another motivating factor for the choice of teaching profession, King (1993), and Su et al. (2002) highlighted the significance of personal and/or professional satisfaction in their research. To have a personally and/or professionally satisfying job was found to be one of the most popular motives of student teachers for choosing to become teachers in Singapore (Chuan & Atputhasamy, 2001) and this result is in line with our findings.

Johnson and Birkeland (2002) pinpointed that most of the participants in their study said that 'they get a lot of satisfaction from teaching' and this idea has been reported many times by our participants in their lists, diary entries and interviews (Appendix 15).Thus,

it is clear that one of the factors that motivates Turkish students to choose teaching as a career is to get a personal and/or professional satisfaction as a result of higher ideals.

4. *to have lifelong opportunity for professional and personal development*:

> *"Bu meslek hayat boyu öğrenim imkanı sunuyor."*
> "This job offers lifelong learning on English."
> *"Öğrenmeye devam edebilirim, öğrenme işi hiçbir zaman bitmez."*
> "I can continue learning, it never stops." [items from lists]
> *"...İlk staj haftamda doğru bir karar verdiğimi anladım çünkü sınıfta olmayı, okul havasını solumayı, öğrencilerin gözlerinde anladıklarını gösteren ifadeyi görmeyi sevdim. İyi bir öğretmen olmak için devamlı kendini geliştirmen gerektiğini anladım.Sınıfta öğrenci olmakla öğretmen olmanın farkını gördüm, ki bunun yolu alan bilgisinden geçiyor, ve tahtanın önünde olmayı da sevdiğimi anladım. Kısacası sınıfla öğretmen adayı olarak ilk tanışmam İngilizce öğretmeni olmak istememi pekiştirdi..."*
> "...In the first week of practice teaching, I realized that I made the right decision, because I loved to breathe the air at the school and to see the look in the students' eyes which meant that they had understood what I taught. I also realized the necessity of improving yourself in order to become an effective teacher. I saw the difference between being a teacher and a student in the class, which simply means of having area knowledge, and I realized that I like being in front of the class. In short, my first encounter with the classroom as a teacher candidate increased my motivation to become a teacher..." [extracts from a diary entry]
> *"Yabancı bir dilin öğretildiği bölümde okuyoruz ve İngilizce öğreniyoruz. Dil canlı bir şey, yani, gün be gün değişiyor, yeni kelimeler ekleniyor... Bu yüzden, bir öğretmem olarak yenilikleri takip etmeniz gerekiyor..."*
> "This is a foreign language teaching department and we are learning English. Language is something alive, I mean, it is changing day by day, new words are added...So, you have to catch up with the new things as a teacher..."
> *"... Farkettim ki öğretmenler her daim bilgilerini yenilemeli, yoksa bir öğretmen sınıfın karşısında dersiyle ile bilmediği bir şey yüzünden kötü duruma düşebilir..."*
> " ... and I have noticed that teachers should always update their knowledge; otherwise, they may feel embarrassed in front of the whole class, if they do not know a thing related to their course..." [sentences from interviews]

The outcomes of the research studies on the reasons for becoming teachers reveal an awareness on the part of teacher trainees that they have much to learn if they are to become effective teachers (Younger et al., 2004). This covers an ongoing process of developing a repertoire of teaching skills and strategies to use in various contexts and the ways of dealing with stress to achieve their own ideals. This process shows that the teaching career is in demand of lifelong learning on the professional and personal

matters (Su et al., 2001). The extracts above exemplify the awareness and desire of lifelong learning of the student teachers in our study (Appendix 15).

When people make decisions to enter a certain field of profession, they have to take a series of entry perspectives involved in a career choice into consideration. These entry perspectives consist of their preferences for intrinsic rewards such as a desire to continue learning the subject matter; in other words, an opportunity for lifelong learning (Su et al., 2001). Similarly, the two other studies Ferrell and Daniel (1993) and Warin et al. (2006) focused on the significance of the 'lifelong learning' that motivates people to go into teaching. Our findings corroborate with the findings of the previous research, our participants consider lifelong learning as one of the major factors of their entry into the ELT department.

5. to have the opportunity for a creative and challenging career:

> *"Çok zorlayıcı bir meslek."*
> "It is a very challenging career."
> *"Yaratıcılığınızı istediğiniz kadar kullanabilirsiniz."*
> "There is plenty room for your creativity."
> *"Entellektüel anlamda zorlayıcı bir meslek."*
> "It is an intellectually stimulating profession."
> *"Yerine getirilmesi gereken pek çok sorumluluk var."*
> "There are lots of responsibilities to be fulfilled." [items from lists]
> *"...öğrenciler beklediğimizden güzel tepkiler gösterdiler, şarkının sözlerini söyleyemeseler de hareketleri yaptılar. Değişik bir yöntem olması dikkatlerini çekti. Çok eğlenceli bir dersti. Bu şekilde öğrencilerin İngilizce'ye karşı ön yargıları kırılıyor. İngilizce öğretmeni olmamın bir nedeni de bu olmalı..."*
> "…the students reacted better than we expected; although they were not able to sing the lyric, they performed the actions. The unusual method was interesting for them. It was a very enjoyable lesson. This way, the students' prejudices for the English lesson are overcome. This is one of the reasons why I want to be an English teacher..."
> *"... Tahtada öyle kalakaldım kimse katılmayınca. Sonra sorular sorarak durumu toparlamaya çalıştım. Üstelik staj hocamın da sınıfta olması yanlış bir şey yaparsam endişesini arttırdı. Yine de elimden geleni yaptığımı düşünüyorum. Sonuç olarak ilk defa öğretmen olmaktan korktum, öğrencilere doğru aktiviteyi bulmak, işler yolunda gitmezse nasıl toparlanacağını bilmek çok zor. Çok çalışmam gerektiğini anladım, zaten çok çalışmak hem yaratıcılığımı geliştiriyor hem de monoton ders anlatmamı engelliyor ..."*
> "… I just stood still when nobody participated. Then, I tried to make up for the situation by asking them questions. My university instructor's being present in the class increased my anxiety and fear of making a mistake. Still, I think that I did my best. As a result, I was scared to become a teacher for the first time; it is very difficult to find the right activity and know how

to make up when the lesson does not continue as expected. I realize that I have to work very hard. As a matter of fact, this realization not only helps me to improve my creativity but also saves me conducting monotonous lessons..."

" ...Biz bu sınıfta daha önce reading dersi yaptığımız için öğrenciler pre aktivitelerine yabancı değillerdi ve ben de geçen haftaki kadar zorlanmadım. Bu haftanın sonunda öğrencilerin öğrenmelerinde sorumluluğun büyük bir kısmının biz öğretmenlere ait olduğunu anladım, çünkü gerekli olanları biz onlara sunacağız ki onlar da bunları en iyi şekilde değerlendirip anlamlı öğrenmeler gerçekleştirsinler. Bu da tabii ki işimizin ne kadar zorlayıcı bir meslek olduğunun göstergesi, kendin, bilgilerinii devamlı yenilemek gerek, aslında bu benim mesleği seçim nedenlerinden biri…"

"...Because we had done reading activities in that class before, the students were not new to the pre-reading activities and I did not have as much difficulty as I had the week before. At the end of this week, I realize that it is mostly our responsibility as teachers for the students to learn anything, because it is our duty to present them what they need, and then they can evaluate what they are presented with and can achieve at meaningful learning outcomes. This responsibility really shows the challenging part of our job, it refers to updating your knowledge in a way, this can be consired one of my reasons for the choice of this career ..."

"...Aktiviteyi yapabilmeleri için her cümleden sonra durdurmak zorunda kaldık. Bu hafta öğretmenlik mesleğinin çok zor olduğunu bir kez daha anladım. Öğrencilere skill kazandırmak gerçekten çok zor. Çok sabırlı olmamız gerektiğini ve öğretmede çeşitli yöntemlerin kullanılması gerektiğini anladım..."

"...We had to stop the tape after every sentence so that they could do the activity. After this week I realize once more that the teaching profession is very difficult. It is very difficult to make the students acquire a language skill. I gather that we need to be very patient and we need to use a variety of methods in teaching..." [extracts from diary entries]

"...Bir de bu mesleğin ne kadar zor olduğunu bir kez daha anladım.Hiçbir şey bilmeyen, öğrenmek de istemeyen birilerine bir şeyler öğretmeye çalışmak hem de kısıtlı zaman ve imkanlar dahilinde gerçekten çok zor. Neyse ki ben zoru severim!"

"...In addition, I once more realized that this profession was difficult. It very tough to try to teach something to people who do not know anything and do not want to learn anything especially within a limited period of time using limited facilities. Fortunately, I like the difficult!"

"*...Yaşadığım olumsuzluklar bu işe girişmemdeki sebebimi olumsuz yönde etkileyemedi ya da değiştiremedi. Ve ayrıca bu deneyim öğretmenliğin ne kadar özveri ve çaba gerektiren bir iş olduğu görüşümü kendime tekrar kanıtlamamda çok yardımcı oldu..."*

"...The difficulties I experienced were not able to stop me from doing this profession or change the way I did it. Moreover, this experience helped me once more realize that teaching is a profession which requires a lot of self-sacrifice and effort..." [sentences from interviews]

Previous research (Ferrell & Daniel, 1993; King, 1993; Kyriacou & Kobori, 1998; Malmberg, 2008) has suggested that intrinsic reasons constitute an important factor of studies searching for entry reasons of teacher trainees. Opportunity for a creative and challenging career was found to be one of the determinating intrinsic motives leading student teachers to study pedagogy (Taylor, 2006). Likewise, the participants reported

that they had chosen the teaching career because they thought this profession would be creative and intellectually stimulating; it would never turn out to be dull or mundane in Priyadharshini and Robinson-Pant's study (2003). The extracts given above present what our participants think about this issue (Appendix 15).

The subjects of the current study, as the samples indicate, like variety, diversity, challenges and they are ready to experience novel things and fight against difficulties. This finding is in consistent with the other studies in the field (Price & Valli, 2005; Richardson & Watt, 2006; Watt & Richardson, 2008) describing the teachers as agents of change.

4.2.2. Altruistic Reasons: 6. *to have the opportunity to work with children:*

> *"Çocuklarla birlikte çalışma fırsatı var."*
> "There is the opportunity to work with children."
> *"Çocuklarla birlikte çalışmayı seviyorum."*
> "I am fond of working with children." [items from lists]
> *"...Ama aksine aktivitenin çocukların ilgisini çekmesi çok hoşuma gitti katılım çok olunca gürültüyü duymadım bile. Anladım ki insan öğretmenliği sevince ve biraz da sabırlı olunca bence öğretmenlik çok güzel bir meslek, çoçuklarla çalışmayı seviyorum..."*
> "...But when the activity received the children's attention, I liked it, and when the participation was high, I did not hear the noise. I realize that when a person loves teaching and can be a little patient, teaching becomes a wonderful profession. I like working with children..."
> *"...Beni oldukça uğraştırdıklarını söyleyebilirim ama hiç yorulmadım. Yani, bu haftaki stajım da kararımdan şüphe duymama sebep olmadı. Aksine öğretmenliği daha çok sevmeme yol açtı. Birilerinin sana ihtiyacı olduğunu (hem de bunlar çocuklarsa) ve onlara yardım edebildiğini görmek çok güzel bir duygu bence..."*
> "...I can say that they made me try really hard, but I was not tired at all. I mean, this week's practice teaching experience did not make me doubt my decision to become a teacher. On the contrary, it made me love teaching even more. I think it is a very nice feeling to see that some people- especially children- need you and you are able to help them..." [extracts from diary entries]
> *"...Değişik ve öğrenciyi motive edecek şeyler öğrendim. Hala nedenlerim aynı, hatta üstüne daha da ekleniyor. Özellikle çocuklara olan sevgim. Ve içimde her geçen gün bu istek daha da büyüyor. Bu da benim motive olmamı sağlıyor..."*
> *"...*I learnt different ways to motivate the students. My reasons are still the same, and they are gradually increasing. Especially, my love for children. Everyday my enthusiasm is growing more and more and this motivates me..."
> *"...Birşeyler öğretiyor olmak gerçekten çok güzeldi ve çocukların yapılan aktiviteyi anladıklarını görmek benim öğretmenlik mesleğini seçmekle ne kadar isabetli bir iş yaptığımı gösteriyordu. Artık üniversitede aldığımız*

eğitimi uygulamaya başlamıştık ve çocuklara hakkıyla İngilizce öğretiyorduk. Kendi adıma konuşuyorum: çok mutluyum hem de çok..."
"...Teaching something was very pleasing and the fact that children were able to do the activity showed me that I was right in choosing this profession. We were applying what we had learnt at the university to the real life and we were teaching English to children as it should be taught. For my part, I feel happy, so happy..." [sentences from interviews]

Fondness for children and desire to work with children are found to be one of the outstanding factors leading pre-service teachers to study pedagogy (Brown, 1992; Ferrell & Daniel, 1993; Krecic & Grmek, 2005; and Sinclair et al., 2006). As Younger et al. (2004) indicate, there are individuals who simply love children, these people are natural caregivers and have a desire to provide for children, they are not usually driven by material reasons such as job security, income, and social status. The statements above simply reveal this reality from our students' perspectives (Appendix 15). Our participants claimed that they really liked to work with children and pointed out that this teaching practicum made them happy.

Most of the teachers are concerned with young children's well-being and education. It seems that their time in school with children will be more active and enjoyable. Also, it is a great attitude to instil a child early on his or her life (Nicole, 2007) since being a good language model will make them like the subject matter. Many teacher candidates, like the ones in the present study, share the same opinion with in-service teachers and they prefer to work with children to teach English. Moreover, they state that studying with children is an important motivating factor for them to choose this career.

7. to have the opportunity to work with adolescents:

"Genç insanlarla birlikte çalışmayı seviyorum."
"I love working with young people."
"Gençlerle birlikte çalışma isteği duyuyorum."
"I have a desire to work with youth." [items from lists]
"...Staja başladığımız ilk hafta yaşadığım korkular, gençlere İngilizce öğretmekle ilgili kafamı karıştıran şeyler yavaş yavaş yok olmaya başladı. Galiba iyi bir tercih yapmışım. Evet sanırım İngilizce öğretmeni olmak benim yaptığım en güzel şey olacak. Okulumun bitmesini ve mesleğe başlamayı çok istiyorum ve bu beni gerçekten çok heyecanlandırıyor..."
"...My initial fears in the first week of practice teaching and the questions about teaching English to young people that were confusing me have gradually started to disappear. I guess I made a good choice. Yes, I think becoming an English

teacher is going to be the best thing I have ever done. I really look forward to my graduation and starting to teach, and I feel very enthusiastic about it..."
"...Sorunlu olan birkaç ergenlik çağındaki öğrenciyle konuştum. Sorunlarını dinledim. Elimden geldiğince yardımcı olmaya çalıştım. Ve bundan çok büyük bir keyif aldım. Öğretmenliği artık iyice çok sevmeye başladım. Kendimi "şu sınavı kazanmalıyım" ve "öğretmenliğe başlamalıyım bir an önce" derken buluyorum bu aralar. Sanırım mesleğime çok alıştım..."
"...I talked to a few adolescent students who had problems. I listened to their difficulties. I tried to help them as much as I could and I felt very pleased about it. I started to adore teaching. Recently, I find myself saying "I need to pass this test and start teaching as soon as possible". I guess I got used to my profession a lot..." [extracts from diary entries]
"...Ben gençlere yeni bir şeyler öğretmeyi severim, ondan öğretmenliği seviyorum. Ben normal günlerimde bile yeni bir şey öğrendiğimde bunu arkadaşlarımla paylaşırım. Dolayısıyla öğretmenlik mesleğini seve seve yapacağıma inanıyorum. Çünkü ben paylaşmayı seven biriyim... En önemlisi onların yeni bir şey öğrenme çabaları benim öğretmenliğe daha da sıcak bakmamı sağladı..."
"...I like to teach young people something new and this is why I like being a teacher. Even in my daily life, whenever I learn something new, I share it with my friends. Thus, I believe that I will become a willing teacher because I like to share... Most importantly, their effort to learn something new made me feel more ambitious about teaching..."
"...gençleri İngilizce öğretimi konusunda her zaman yönlendirici bir öğretmen olmak istiyorum, İngilizce'ye karşı korkularını yenmeleri konusunda onları her zaman yönlendireceğim..."
"...I want to be a teacher who guides adolescents all the time in terms of English education. I will always help them overcome their fears related to learning English..." [sentences from interviews]

The researchers Chuan and Atputhasamy (2001), Chan (2005), Chin and Young (2007) indicate that some people become teachers in order to guide individuals, specifically adolescents at their critical age period. Much like children lovers, this type of teacher may not be driven by extrinsic reasons such as income, holidays and career advancement (Nicole, 2007). These teachers will do what is necessary to help young people as shown in the extracts above (Appendix 15).

A wish to work with adolescents and a desire to be useful to others, especially to teenagers are the samples of altruistic reasons to become teachers (Kyriacou & Kobori, 1998). According to Krecic and Grmek (2005) the main motive for choosing pedagogy is a feeling of responsibility towards adolescents, together with a wish to change for the better lives of them. A desire to work with adolescents to influence their learning and to make a difference in their lives was central to the reasons people gave for choosing teaching as a career (Watt & Richardson, 2008). Likewise, in our study, the participants

expressed similar views with regard to being helpful to young people to shape their lives.

8. to have the opportunity to improve English Language Teaching in the education system:

> "*Ülkemdeki İngilizce öğretim sistemini değiştirmek istiyorum."*
> "I want to change English language teaching system in our country."
> *"Yabancı dil olarak Türkiye'de öğretilen İngilizce ile ilgili sisremde değişikler yapmak istiyorum."*
> "I want to make changes in teaching English as a foreign language in Turkey."
> [items from lists]
> *"....öğrencilerin öğrendiklerini gördükçe, öğretme isteğim ve hevesim kat kat artıyor. " İyi ki seçmişim bu işi, iyi ki bir öğretmenim, başka hiçbir iş yapamazdım!" diyorum kendi kendime.*
> *Okuldaki staj hocamız sürekli "burada sizin öğrendiğiniz gibi olmuyor. 5-10 yıl sonra değişirsiniz, sistem böyle" diyor. Ben de ona "sistemi değiştirmek bizim elimizde, biz değişirsek her şey değişir. Sistem değişmiş ama öğretmenler değişmemiş ne fayda" diye cevap veriyorum. Onun bu konuşmaları beni söndürmek yerine aksine daha da hırslandırıyor. "Böyle bir öğretmen olmak istemiyorum, faydalı olmak istiyorum" diyorum kendi kendime..."*
> "… when I observe that the students actually learn, my enthusiasm for teaching increases to a high extend. I say to myself, "It is fortunate that I chose this profession, it is fortunate that I am a teacher, I couldn't have chosen another profession."
> My mentor teacher often says "Things are not like what you are taught at the university. You will change in 5 or 10 years' time, this is how the system works." Then I reply to her "It depends on us to change the system. If we change, everything will change. Even if the system was changed but the teachers did not, it would be no use then, either." Her ideas make me more determined rather than reduce my enthusiasm. I say to myself, "I do not want to be a teacher like that, I want to be beneficial."..."
> *"... Bu hafta yaşadıklarım yine bir an önce mesleğe başlayıp bu kötü giden düzenin en azıdan bana düşen kısmını iyileştirmek ve yeni yetişecek öğrencilerin İngilizce'yi gerçek anlamda öğrenebilmelerini sağlama amacım bir kez daha pekişmiş oldu..."*
> "...What I experienced this week… I felt like starting to teach as soon as possible, in order to improve my part of the situation at least, which as a whole goes really bad. Also my aim to teach English -as it should be taught- to the new generation became stronger..."
> *"...Her şeyden önce bu materyaller görsel ve daha kalıcı öğrenmelerini sağlıyor. Keşke milli eğitimdeki hocalarımız da bu şekilde düşünseler de eğitim sistemimiz doğru yolu bulsa. İnşallah biz geleceğin öğretmenleri olarak bu fosilleşmiş yapıya son verebiliriz..."*
> "...More than anything else, these materials are visual and make the students' learning permanent. I wish the teachers in the national education system also thought the same way and improved the system. I hope, as future teachers, we could change this structure which has been fossilized..." [extracts from diary entries]
> *"... mükemmel bir öğretmen adayı olamasam da en azından buna ulaşmaya çalışacağım. Milli eğitimdeki o tipik öğretmen tiplerinin değişmesi gerekiyor.*

İnşallah diğer arkadaşlarım da bu şekilde düşünür ve bizim nesildeki öğretmen adayları bu önceden beri gelen kopuk zinciri tamir ederler..."
"… even if I cannot become a perfect teacher candidate, I will at least try to achieve it. The traditional teacher type in the national education system needs to change. I hope my other peers think in the same way and the teacher candidates in our generation can repair the broken chain coming from the past..." [sentences from an interview]

The participants in this study indicated that they are not satisfied with the English language teaching system and want to change it. The extracts presented above are the samples of their complaints about the system (Appendix 15).

It seems that different sociocultural contexts potentially frame and shape motivations for the choice of teaching career (Watt and Richardson, 2007). Research investigating the reasons why individuals choose the teaching profession has yielded data which suggest that people are motivated by desires which are altruistic in nature such as to help others, to give something back to the educational system which nurtured them (Brown, 1992; Kyriacou & Kobori, 1998; Krecic & Grmek, 2005). But, sometimes, the students may not be happy with the things found in that educational system and they want to payback the system by making changes in it. The teacher candidates who participated in this study indicated their wish and desire to improve English language teaching system as one the foremost reasons to become English teachers.

9. to contribute to the betterment of society:

"Ülkeme yararlı olmak için çalışmak istiyorum."
"I want to work for the benefits of my country."
"Topluma katkı sağlamak istiyorum."
"I want to make a contribution to society."
"Topluma hizmet etmek için öğretmen olarak çalışmak istiyorum."
"I want to work as a teacher in order to service to people in society." [items from lists]
"... Amacım her şeyden önce güzel, mutlu huzurlu bir dünyaya katkıda bulunmak, tertemiz dimağları gerekli, güzel ve olumlu bilgilerle donatmak, insanların barış içinde yaşamasına, mutluluğa ulaşmasına yardımcı olmaktır. Bu amaca ulaşmak için insanın öğrencilerinden olumlu dönüt alması, onların sizi mutlu etmesi gayet güzel ancak her şey insanın istediği gibi gitmiyor. Bunun bilincindeyim. Tamamen iyimser olup gerçekleri görmezlikten gelemiyorum. Elbette zorluklarla karşılaşacağız. Özellikle öğretmenliğe atandıktan sonra bu işin gerçek yüzünü daha iyi göreceğiz..."
"...My aim is, more than anything else, to contribute to the formation of a happy and peaceful world, to convey useful and positive information to decent brains, and to help people live in peace and reach happiness. When a

person receives positive feedback from the students with respect to this aim, it is very pleasing, however, everything is not always on an even keel. I'm well aware of that. I cannot be a complete optimist and ignore the reality. Of course, we will meet difficulties. Especially after we are appointed as teachers, we will see the real side of this profession..."

"...Ama ben İngilizce öğretmeni olmak istiyorum çünkü paylaşmak da benim için ayrı bir tutku! İnsanları bildiğim şeylerden mahrum bırakmak kötü hissettiriyor bana kendimi. Benim yaratılıcılığımı geliştiren olguları onlarla paylaşmak istiyorum ki onlar da hayata daha önce hiç bakmadıkları bir açıdan bakabilsinler. Benim kendime yeni bir şey kattığımda hissettiğim mutluluğu derinden hissedebilsinler. İstiyorum ki iyi düşünceler, parlak fikirler paylaştıkça çoğalsın, tüm insanlığı sarsın.

Geçen sene bir ilköğretim okulunda tanıştığım küçük yüzleri hatırlıyorum isteğim bu denli arttığında. Öyle anlamlıydılar, öyle yansıtıyorlardı ki küçük dünyaları içinde olup bitenleri, yalnızca bakmak okumaya yeterdi. Gözlerini kaplayan o öğrenme hevesi yeninin taşıp akan merakı fazlası ile yetmişti beni mutlulukla doldurmaya. O an çok güçlü bir his belirmişti içimde öğretmen olmak adına. Evet demiştim yapmalıyım bu mesleği içimdeki tüm öğretme isteğiyle! Aç bakan o gözleri doyurursam ben de doyarım hem ruhum hem bedenimle içimdeki çelişkiyi görmezden gelerek… Öğretmen olmak istiyorum çünkü hayatımıza hakim olan ve yıkılması gereken pek çok tabuyu kendiliğinden ortadan kaldırmak istiyorum. Ve öğretmen olmak istiyorum çünkü öğretmek hayatı oluşturmak demektir…"

"…, but I want to be an English teacher because sharing is another ambition of mine. I feel bad when I know something and I don't share it with others. I would like to share the facts that improve my creativity with them so that they can see the life the way that they have not seen before, so that they can feel the deep happiness I have when I learn something new. I want all the good thoughts and the bright ideas to be multiplied through sharing and involve all humanity.

When my wish increases that much, I think of the small faces I met last year in a primary school. They were so meaningful and they reflected all the things that happened in their little worlds so well that, only by looking at them I was able to see everything. The hunger for learning and curiosity for new things in their eyes were enough to make me feel completely happy. I said, yes, I should do this job with all the passion for teaching inside me. If I can feed those hungry and curious eyes, I can feed my soul and body despite the conflict in me. I want to be a teacher because I want to come over all the difficulties and taboos that prevail in our lives. And I want to be a teacher because teaching means creating the life itself..." [extracts from diary entries]

"...Özellikle İngilizce öğretmeni olup geleceğin olan gençlerimize İngilizce öğretmenin dünyada her açıdan (siyasi, ekonomik) söz sahibi olabilmek açısından çok gerekli ve yararlı olacağını bir kez daha düşündüm..."

"...I especially thought that in order to have a say in the world in the future in terms of everything including politics and economics, it is very important and necessary for us as English teachers to teach English to our youth..."

"...İngilizce öğretmeni olmak istedim çünkü İngilizce ile ilgili olmayı, zaman geçirmeyi seviyorum. Çok az insan iyi İngilizce biliyor ve onlardan farklı olduğumu hissediyorum. Sadece dili değil kültürü hakkında da donanımlı olmak hayata bakış açımı değiştiriyor ve vizyonumu geliştiriyor. Böylesine önemli bir dili herkesin öğrenmesi gerektiğini düşünüyorum. Ayrıca birilerine bir şeyler öğretip bunun güzel sonuçlarını görmek çok tatmin edici bir duygu. Kısaca benim karakterim yeteneklerim ve idealim doğrultusunda İngilizce öğretmenliği en doğru tercihti..."

"...I want to be an English teacher, because I like dealing with English and spending time working on it. Only a few people know English well and I think I am different from many people like them. Being informed about not only the language itself but also the culture of that language changes my point of view about life and improves my vision. I believe, everyone should learn such an important language. Moreover, teaching something to somebody and seeing its results is a very satisfactory feeling. In short, considering my personality, abilities and ideals, becoming an English teacher was the correct choice for me..." [sentences from interviews]

Some people become teachers to help others to learn, this is a kind of desire to fill a particular educational gap in society (Nicole, 2007). These teachers devote their whole career into teaching to make contribution to the betterment of the society they live in (Shipp, 1999; Su et al., 2002; Chan, 2005; Chin & Young, 2007). The views above reflect the opinions of our teacher candidates related to how they provide and are planning to provide benefits to their society and country as sacrificing teachers (Appendix 15).

One of the most important decisions a young adult has to make is choosing the right profession for himself. There can be numerous reasons for that choice. Choice can be based on reasons which stem from the feeling that work is a moral issue, a responsibility an individual has to society to be a contributing member, to do something that provides benefits to humanity and to repay society for all that has provided for that individual (Brown, 1992). It is clearly observed that the subjects in our study regard making contribution to the betterment of society and being in the service of others, especially children and adolescents, as one of the most striking factors of becoming English teachers.

4.2.3. Extrinsic Reasons: *10. to have the opportunity for adequate income and/ or job security:*

" Güvenli bir meslek."
"It is a secure job."
"Yeterli miktarda para kazanabilirim."
"I can earn adequate income." [items from lists]
"İngilizce öğretmeni öğreten olmalı, öğretmenlik mesleği deyince insanların aklına hep bayanlar için ideal bir meslek, hem para kazanıp hem de ailenle ilgilenebileceğin bir meslek gözüyle bakılır. Aslında, ilk başlarken ben de öyle düşünmüyor değildim fakat artık fazla bir önem taşımıyor, hiç de etkisi yok değil. Eğer bir öğretmen sadece para kazanmak,

rahat meslek diye seçiyorsa, ne işinden bir haz alır, ne de öğrencilere faydalı bir öğretmen olur..."
"An English teacher should be an educator. The teaching profession reminds people of an ideal occupation for a female where you can both earn money and have time for your family. Actually, at the beginning I had the same idea; however, it is not too important for me anymore. It only has a little effect. If a teacher chooses this profession to earn money and have an easy job, he or she can neither get pleasure nor be a beneficial teacher for his or her students..."
"...Yazdıkları kağıtları toplayıp okuduğumda çok mutlu oldum çünkü ne yapacaklarını anlayıp yaptıklarını görmek insana büyük bir mutluluk veriyor. Ve anladım ki öğretmek ve öğrencinin öğrendiğini görmek, öğretmenliğin en mutluluk verici yanlarından birisi benim için, bunun para kazanmakla ölçülebileceğini sanmıyorum..."
"...When I collected the papers they wrote on, I felt very happy, because it gives great pleasure to a teacher when students understand what they are supposed to do and do it as required. I realize that teaching and seeing that the students have learnt what they have been taught are one of the most motivating parts of being a teacher for me, this motivation cannot be compared with earning money..." [extracts from diary entries]
"...Bir öğretmen gibi hissederek, öğrencilere bir şeyler katabilmek, verebilmek çok haz verici. Bu emeklerin boşa çıkmadığını gösteriyor…Para kazanmak çok sonra geliyor benim için..."
"...It is very awesome to feel like a teacher and give something to the students. It shows that the efforts spent are worth it... Earning money is not so important to me..."
"...Öğretmenlikle ilgili düşüncelerimde birtakım yenilikler oldu. İlk başlarda öğretmenlik için olumsuz duygularım olmasına rağmen, şimdi daha olumlu duygular besliyorum...İngilizce öğretmeni olduğumda yüksek bir maaşım olur diye düşünüyordum ama bu fikir gitgide yok olmaya başladı çünkü öğretirken aldığım haz daha bir önem kazandı... Birşeyler sunarken, mutlu oluyorum. Bütün öğrenciler beni dinliyor, pek çok arkadaşımın aksine, bu beni rahatsız etmiyor..."
"...As a new thing I can talk about my attitudes towards being a teacher. Although at the beginning of the year I had negative feelings now I have more positive feelings towards being a teacher... I think I can have a high salary when I work as an English teacher, but this idea begins to fade away because getting pleasure while teaching becomes much more important... While I am doing my presentation I feel myself happy. All of these students listen to me and contrary to most of my friends; this makes me feel comfortable..." [sentences from interviews]

The category of having adequate income and/or job security has been reported as one of the important materialistic reasons for becoming teachers in most of the studies (Brown, 1992; Ferrell & Daniel, 1993; King, 1993; Shipp, 1999; Chuan 6 Atputhasamy, 2001; Su et al., 2002; Chan, 2005; Krecic & Grmek, 2005; Chin & Young, 2007). But, data from the present study indicated that most of the participants did not cite job salary and security as the first and foremost reasons for becoming teachers. Apparently, other reasons for entering English language teaching were much more profound and allowed

the student teachers to overlook these materialistic reasons. The extracts above reflect our participants' views on the issue (Appendix 15).

Reasons for becoming teachers can be many and varied. They might be economic in order to satisfy an individual's basic needs and achieve a sense of security which is major concern of many people (Brown, 1992). Although these reasons have been and remain a claim among the general public, media, and politicians, when it has been empirically tested, strong support for this issue has been lacking (Watt & Richardson, 2007). In view of research findings in the related literature, it has been observed that the entrants to the teaching profession often have a strong desire to make a social contribution to the society instead of high income, long holidays or job security (Warin et al., 2007; Watt & Richardson, 2007). The statements of our subjects show that most the student teachers do not give much importance to the materialistic factors such as long holidays, and high salary.

11. family, community and social influence:

> "Erkek kardeşim de İngilizce öğretmeni."
> "My brother was also an English teacher."
> *"Toplumumuzda İngilizce öğretmenliği değerli ve prestijli bir meslek olarak görülüyor."*
> "Being an English teacher is regarded as a valuable and prestigous job in our society." [items from lists]
> *"...Liseden hatırladığım bir İngilizce öğretmenim var...Kendisi benim idolümdü, gerçek bir öğretmendi....Ondan bayağı etkilendim ve onun gibi bir öğretmen olmaya karar verdim..."*
> "...The one teacher I remember from highschool was an English teacher...She was my ideal one, and she was a real teacher to me...I was affected from her and I decided to be a teacher like her..."
> *"...Bir komşumuz vardı...Okulumuzda İngilizce öğretmeni olarak çalışıyordu.Gençti ama İngilizce öğretmekte çok başarılıydı... İngilizce öğretmeni olmamı o bana tavsiye etti..."*
> "...We had a neighbour...She was an English teacher at our school....She was young, but very good at teaching English...She advised me to be an English teacher..." [extracts from interviews]
> *"...Babam, mesela, ona çok saygı duyuyorum... O da İngilizce öğretmeni ve onun herşeyine, kişiliğine, öğretme yeteneğine imreniyorum..."*
> "... My father, for example, I really respect.... He is an English teacher and I am impressed with his personality, teaching ability, everything..."
> *"...İngilizce öğretmenliğinin toplumuzda bir prestiji olduğunu düşünüyorum, yabancı bir dil bilmek herkesi imrendiriyor..."*
> "... I think that being an English teacher has a high prestige in our society, knowing a foreign language impresses other people..."

"...Ailem İngilizce öğretmenliğinin benim için ideal bir meslek olduğunu düşünüyordu ve ben de neden olmasın dedim. Şimdi bunun uygun bir karar olduğunu düşünüyorum..."
"...My parents think that being an English teacher is an ideal job for me and I said why not? Now, I think that it was a right decision...." [sentences from interviews]

Pre-service and in-service teachers reported that they were influenced by the members of their family, and the community for their choice of becoming teachers in various studies (Brown, 1992; King, 1993; Shipp, 1999; Su et al., 2002; Sinclair et al., 2006). The extracts above show how our participants were affected from the views of other people in their surroundings at the time of decision making process for their future profession (Appendix 15).

The respondents in Brown's study (1992) stated that they were influenced by the view points of other people in their vicinity such as their parents, relatives, friends, teachers for choosing teaching as a career. Direct family wishes and cultural influences forming part of an individual's socialization have traditionally regarded as major determinants of career choices in Asian cultures, young people are expected to enter the profession which their families approve (Hayes, 2008). The findings of our study confirm this cultural factor for the choice teaching profession.

12. *as a gateway into the higher education system:*

"Gidebileceğim başka bir bölüm yoktu."
"There was no other department that I could attend."
"Diğer bölümlerin arasında bana en uygunu İngilizce öğretmenliğiydi."
"Being an English teacher was the most suitable occupation for me among other branches." [items from lists]
"Öğretmen lisesi çıkışlıyım, ek puandan yararlanmak istedim, başka bölümleri tercih etseydim, belki de üniversite sınavını kazanamazdım..."
"I am a graduate of a teacher training high school, and I wanted to make use of the extra points given to us. If I had chosen another branch, perhaps I could not have passed the university entrance exam..." [extracts from a diary entry]
"İngilizce öğretmenliğinde okuyan öğrencilere burs ya da maddi yardım sağlama olanağı daha fazla...."
"It is very likely for those students in English language teaching to receive scholarships and other means of financial support..." [a sentence from an interview]

Few subjects in the present study reported that they did not have many options to choose any other branch apart from being an English teacher; this was the only logical alternative for them. However, such reasoning was termed as "fallback career" in the literature (Su et al., 2002; Watt & Richarson, 2008) showing that becoming a teacher is the best alternative among other options. The extracts presented above reveal that our participants do not have many alternatives for the other professions (Appendix 15).

This category was expressed by only small of amount of participants in the current study as a reason for becoming English teachers. Obviously, it did not address all the participants; and as a result, it was found that this category and its items had low corrected-item total correlations (lower than .30) in statistical interpretations. Therefore, this category with its items was decided to be eliminated from the instrument since they did not serve to the purpose of the whole instrument.

13. ***awareness of the advantages of speaking English:***

> *"İngilizce vazgeçilmez bir unsur, hayatımızın önemli bir parçası haline geldi".*
> "English has become an indispensable element and important part of our lives."
> *"İngilizce Türkiye'de okullarda yabancı dil olarak daha yaygın bir şekilde öğretiliyor."*
> "English is more widely taught in schools as a foreign language." [items from lists]
> *"...Bazen Türkçe bilmek bilgiye ulaşmada yetersiz kalıyor, bilgiye birinci elden direk İngilizce sayesinde ulaşabilirim..."*
> "...I can get information easily and directly through English, sometimes speaking Turkish won't be sufficient...." [a sentence from a diary entry]
> *"...İngilizce evrensel bir dil her yerde kullanılıyor, yurt dışında bile İngilizce öğretmenliği yapabilirim, sadece Türkiye'de kalmak zorunda değilim, yani, aslında İngilizce bilmek pek çok fırsatı da beraberinde getiriyor..."*
> "...English is an international language and is spoken everywhere, I can even be an English teacher abroad, I don't have to stay in Turkey, I mean, speaking English provides many opportunities..."
> *"...İngilizce'yi kullanarak kendi fikir ve görüşlerimi diğer ülke insanlarına sunmak istiyorum... İngilizce sayesinde diğer ülkelerin ve insanların olaylara bakış açılarını anlayabilirim..."*
> "I want express my own opinions and viewpoints to the other people living indifferent countries in English...Through English, I can understand the perspectives of other countries and people with respect to different events..." [sentences from interviews]

The subjects indicated the advantageous sides of knowing English as a foreign language in the Turkish context. Student teachers may have various reasons for choosing the teaching profession because of living in different sociocultural contexts. The literature does not suggest such a category. Thus, this category was added as the second data driven category. The extracts above clarify which sides our participants find speaking English in the Turkish context beneficial (Appendix 15).

Obviously, the ideas expressed by our participants are directly related to the advantages of speaking English as a foreign language in the Turkish context. It seems that these student teachers are very well aware of the fact that English is a key opening many and different doors in their country. Thus, this category, 'awareness of the advantages of knowing English' is one of the important factors for entering the English language teaching profession for our subjects.

In our research, we set out to investigate the motives of the young generation of English language teachers now entering the profession who might bring with them new and varied conceptions of career. We assumed that by coming to grasp the range of their views on their career choice, we might productively develop a robust instrument measuring the reasons for becoming English teachers in the Turkish context. We conducted the first phase of our study with a sample of students (642) enrolled in the ELT Department of Faculty of Education at Anadolu University in order to learn how these individuals choose a career in teaching. We simply wanted to know the factors leading to their entry into the ELT department, whether they have changed their reasons during their education; perhaps they have added new ones, deleted old ones or modified their previously held concerns about the profession. In other words, we sought to explore what drew them into English language teaching and how we could measure it through a valid and reliable instrument.

We deliberately selected a large sample that would allow insight into the career choices of pre-service English teachers. We used various data collection procedures, lists, diaries, and interviews to obtain data from the participants to be able to determine the entry perspectives of the student teachers. We expected that the participants in this present study could offer invaluable insight into a larger pool of student teachers who choose the ELT department as a career.

The findings of the Phase 1 yielded that our participants had multiple motives for becoming English teachers. There were 13 main categories under three main groups which could be regarded as umbrella terms to cover all the reasons reported by our participants: intrinsic, altruistic, and extrinsic. The results of Phase 1 supported some of the entry reasons into teaching suggested in the literature.11 categories out of 13 were investigated in the other research studies in the teacher motivation and career choice areas. The eleven categories mentioned above, were both found in the obtained data and in the literature. And, the two categories were data driven since they were not mentioned in the literature but emerged from this study. Thus, it can be argued that the student teachers' reasons for becoming English teachers should not be restricted to those reasons suggested in the literature.

4.3. Phase 2

Based on the data obtained in Phase 1 a five-point Likert-scale instrument that consisted of 85 items was developed.

The items on the instrument initially constituted 13 categories with 93 items of the reasons leading student teachers to choose English language teaching as a professional study. After constructing an instrument of 93 items based on the item pool gathered in Phase 1, it was piloted with 300 EFL students enrolled in the ELT department of Faculty of Education at Anadolu University for checking its face and content validity and reliability. The statistical computations yielded that there were 8 items with low corrected-item total correlations (lower than .30). These items should be eliminated from the instrument. Some of these eliminated ones belonged to a specific category which was referred as 'having better opportunities in entering higher education'; thus, this category with its items and the other items were omitted from the instrument, resulting in a 85-item instrument.

As a next step, the 85-item instrument was administered to a different student body of 500 EFL students from various years at the same department. To enlarge the number of the participants and to have more generalizable outcomes, it was decided to run

statistical computations to see whether the averages of the pilot and second administrations were similar or not. The statistical interpretations indicated that the further analyses could be conducted on the whole dataset of 800 participants.

The reliability of the instrument as a whole and in terms of categories in the pilot administration was tested separately through the calculation of internal consistency coefficients using Cronbach's alpha values (α). The analyses were interpreted according to Özdamar (2004).The first version of the instrument was highly reliable, but several items were found to be unreliable since they had low corrected-item total correlations (lower than .30). These items needed to be excluded from the instrument (Pallant, 2001).

For the validity of the instrument in the pilot study, several factor analyses were implemented. But, the factor structure was not acceptable at the first trial. Then, different eigenvalue limits were computed to set up an ideal factor analysis (Field, 2000). This suggested eliminating half of the items of the instrument. Therefore, it was admitted that the factor analysis should be abandoned. The categories and their items were examined to check for internal consistency.

Next, for the analysis of the instrument for the second administration, as mentioned before, it seemed redundant to conduct the same statistical computations on both administrations if their averages were similar. Hence, 12 independent-samples t-tests were run to compare the results of pilot administration with the second one. The findings revealed that averages were similar in both administrations since none of the significance values was below .05. Thus, the responses of 800 subjects could be used for the further analyses.

In order to compare the participants from different grades (freshman, sophomore, junior, senior) in terms of their averages in each category, a total of 12 one-way between groups ANOVA was utilized since there were 12 variables showing the different reasons for becoming English teachers under various categories. Before conducting ANOVAs, the Levene's test was used to check for the homogeneity of

variance assumption. To see whether there were statistically significant differences among the means of various grades, one-way between-groups ANOVAs were computed. Finally, multiple comparisons for each category were conducted through the use of Scheffe, a post-hoc multiple comparison test (Huck, 2000) in order to understand the influence of grade on choosing the teaching career.

The reliability of the final version of the instrument at the second administration was calculated through the use of Cronbach's alpha values (α). The validity of the instrument was tried to be tested via several factor analyses similar to the pilot implementation. Unfortunately, an ideal factor structure could not be figured out. Then, different eigenvalue limits were examined. Again, this procedure did not work. As a last resort, different numbers of factors were computed, resulting in the elimination of many items. Thus, it was decided not to use factor analysis, the categories were examined to check for internal consistency.

The descriptive statistics was also used to demonstrate demographic information of the participants concerning their gender, grade, and graduation (see Appendix 12). The frequency distributions of all responses given by the subjects of the present study were calculated as well and showed in Appendix 13.

All the statistical computations of this study were carried out through the use of the SPSS (Statistical Package for Social Sciences) 15.0 package program.

4.3.1. The Pilot Administration of the Instrument: The instrument was piloted with 300 EFL students from various years at the ELT department of Faculty of Education at Anadolu University. The first version of the instrument had an internal consistency coefficient of .959. However, there were several items with low corrected-item total correlations (i.e. lower than .30). These items (n=8) should be eliminated from the scale as suggested by Pallant (2001), since they did not serve to the purpose of the whole instrument.

The three items belonged to the first version of the instrument formed a specific category termed as ‘to have better opportunities in entering higher education’ with item numbers 21, 43, and 60 were presented in Table 1. They were also needed to be excluded from the instrument since none of the category items had satisfying corrected-item total correlations. Thus, the instrument to be implemented for the second time consisted of 85 items and 12 categories (see Appendix 10).

Table 1.

Items with Low Corrected Item-total Correlation Values

Item	**Corrected Item-Total Correlation**
21. *öğretmen lisesi mezunuyum, ek puandan yararlanmak istedim.* I am a graduate of a teacher training high school, and I wanted to make use of the extra points given to us.	-0,126
43. *İngilizce öğretmenliği programlarına girenlere burs veya maddi destek sağlanma olasılığı yüksek.* It is very likely for those students in English language teaching to receive scholarships and other means of financial support.	0,248
54. *İngilizce öğretmenliği bölümünden mezun olduğumda rehberlik, tercümanlık gibi farklı iş alanlarında çalışabilirim.* When I graduate from English language teaching I can work in different fields such as tranlation and interpretation.	0,23
60. *gidebileceğim başka bir bölüm yoktu.* there was no other department that I could attend.	-0,184
64. *İngilizce öğretmeni olan aile bireylerimden etkilendim.* I was influenced by some family members who are also English teachers	-0,096
70. *ortaöğretimdeki İngilizce öğretmenimden etkilendim.* I was influenced by my secondary school English teacher.	0,205
80. İngilizce öğretmenliği işsiz kalmayacağımın garantisidir. Teaching English guarantees that I will never be unemployed.	0,261
89. *matematik, fen gibi sayısal derslerde İngilizce’de olduğum kadar başarılı değildim.* I was not as successful in courses such as Maths and Science as I was in English.	0,066

Several factor analyses were implemented with the pilot dataset using different resources (Field, 2000; Pallant, 2001) for testing the validity of the instrument as a scale. The first version had 22 factors with 68 percent variance. Most factors had only one item. Many factors had complex items; that is, factors had items with close loadings under different factors. Thus, the factor structure was not acceptable. Then, different eigenvalue limits were examined for extraction (i.e. 1, 1.5, and 2) to reduce the number of factors with an ideal explained variance. However, none of the trials revealed ideal values without losing significant items. Furthermore, different numbers of factors were examined (i.e. 3, 4, 5, 6, 7, 8, and 9) by limiting the number of factors during extraction. Each time, almost all items were loaded within the first factor explaining a trivial amount of variance (less than 30 %). Many items had complex loads again. This suggested that an ideal factor structure could not be obtained from the present instrument without sacrificing half of the instrument items. In this regard, the factor analysis was abandoned, and previously determined categories were examined to check for internal consistency.

Internal consistency coefficients were calculated as Cronbach's alpha values (α) and interpreted according to Özdamar (2004). Alpha values between .80 and 1.00 were considered as highly reliable, values between .60 and .80 were considered as reliable, values between .40 and .60 were considered as fairly reliable, and values between .40 were considered as not reliable (p: 632-633). (Words or phrases were used to shorten the names of the categories presented in the tables.)

Table 2.

Internal Consistency Coefficients of Instrument Parts:

Pilot Administration

Number	Variable (Categories)	N of items	Alpha
	Intrinsic reasons		
1	Interest	16	.881
2	Talent	5	.721
3	Satisfaction	12	.798
4	Challenge-creativity	4	.543
5	Lifelong learning	4	.70
	Altruistic Reasons		
6	Children	5	.72
7	Adolescents	5	.704
8	Improving educational system	5	.70
9	Betterment of society	10	.88
	Extrinsic Reasons		
10	Income-security	7	.61
11	Influence of others	6	.61
12	*Higher education*	*3*	*.22*
13	Advantages	11	.83
	TOTAL	93	.959

It was clear from the internal consistency coefficients that the category named ‘high education’ referring to ‘to have better opportunities in entering higher education’ did not have an acceptable internal consistency (.22). As mentioned before, this part was totally removed in addition to items with low corrected item-total correlation values given in Table 2. This reduced the total number of questions to 85 (from 93) for the second implementation.

4.3.2. The Second Administration of the Instrument: The second implementation was conducted with 85 items with 500 EFL students from different grades enrolled in the ELT department of Faculty of Education at Anadolu University. Similar to the pilot implementation, several factor analyses were tried. The first trial explained 61 percent of the variance with 18 factors. Many factors had just one item again. Even though the complex items with close loadings under different factors were eliminated, ideal values were not obtained. Similar to the pilot implementation, different eigenvalue limits were

examined to reduce the number of factors with an ideal explained variance. Again, none of the procedures revealed ideal values without losing significant items. Different numbers of factors were examined as well. Each time, almost all items were loaded within the first factor explaining a trivial amount of variance (less than 30 %). In addition, several items still had complex loads. Even if 15 or 20 complex items were deleted, it was not possible to get an ideal and interpretable factor structure with a reasonable explained variance. For instance, to get a single-factor structure with an explained variance above 30 %, 10 to 15 items should be deleted.

These trials suggested that an ideal factor structure could not be obtained from the current instrument without sacrificing approximately half of the instrument items. In this regard, the factor analysis was abandoned, and previously determined categories were examined to check for internal consistency. This instrument could not be regarded as *'a scale'* due to the fact that an ideal factor structure could not be set up; thus, it would be sound idea to regard it as *'a questionnaire'* from now on. A scale is a kind of instrument designed for measuring one notion such as motivation, anxiety, foreign language learning aptitude (Büyüköztürk, 2005), but here in this study, the entry perspectives of the student teachers into English teaching profession were investigated. And, these reasons were multiple and could not be grouped under one category or factor. In other words, they were many and varied. Therefore, it was impossible to conduct factor analyses for this instrument. The findings of the statistical computations suggested that the nature and content of the present instrument did not accept factor analysis. This was a plausible outcome supported by the field of statistics (Huck, 2000; Özdamar, 2004).

4.3.2.1. Analyses after the Second Administration: First of all, internal consistency coefficients of 12 categories in the questionnaire were calculated. The internal consistency of the whole questionnaire was .964, which was considered highly reliable (Özdamar, 2004). Because the questionnaire addressed varying categories, each should be investigated in terms of internal consistency. The following table provides the alpha values of each category.

Table 3.

Internal Consistency Coefficients of Questionnaire Parts

Number	Variable	N of items	Alpha
	Intrinsic Reasons		
1	Interest	16	.863
2	Talent	4	.669
3	Satisfaction	12	.838
4	Challenge-creativity	4	.519
5	Lifelong learning	4	.648
	Altruistic Reasons		
6	Children	5	.715
7	Adolescents	5	.724
8	Improving educational system	5	.747
9	Betterment of society	10	.881
	Extrinsic Reasons		
10	Income-security	5	.601
11	Influence of others	4	.618
12	Advantages	11	.815
	TOTAL	85	.964

As shown in Table 3, only the 'challenge-creativity' part was found to be fairly reliable. However, the rest such as improving educational system, lifelong learning, influence of others, income-security, adolescents, children and talent were reliable (i.e. between .60 & .80). Interest, satisfaction, betterment of society and advantages were highly reliable (i.e. between .80 & 1.00). It should be noted that highly reliable variables had higher number of items. That is, reliable and fairly reliable variables could have been highly reliable if more items existed. In brief, it can be suggested that the internal consistency coefficients of each part within the questionnaire were ideal since the number of items for each category were sufficient to make deep analyses. Thus, averages of these items can be calculated to conduct further parametric tests such as t-test and ANOVA.

As mentioned before, a total of 300 participants were administered the questionnaire for piloting and 500 participants were administered the questionnaire during the second administration. It might be redundant to conduct same analyses on both administrations if averages are similar in both administrations. To prove this claim, 12 independent-

samples t- tests were conducted to compare pilot administration results with the second administration results. The table below summarizes these analyses.

Table 4.

Independent Samples t-tests Comparing Pilot Administration and Second Administration Averages

Variable	Group	N	Mean	SD	t	df	sig.
Interest	Pilot	300	4,173	0,530	-0,799	798	0,425
	Original	500	4,201	0,450			
Talent	Pilot	300	4,283	0,600	-0,181	798	0,857
	Original	500	4,291	0,505			
Satisfaction	Pilot	300	3,944	0,596	-0,378	798	0,706
	Original	500	3,960	0,550			
Children	Pilot	300	3,976	0,653	0,515	798	0,607
	Original	500	3,952	0,611			
Adolescents	Pilot	300	3,985	0,590	0,312	798	0,755
	Original	500	3,972	0,583			
Income-Security	Pilot	300	3,794	0,624	-1,297	798	0,195
	Original	500	3,851	0,584			
Influence of others	Pilot	300	3,924	0,681	-1,683	798	0,093
	Original	500	4,007	0,669			
Lifelong learning	Pilot	300	4,111	0,596	-0,053	798	0,958
	Original	500	4,113	0,541			
Challenge-creativity	Pilot	300	4,139	0,547	-0,981	798	0,327
	Original	500	4,176	0,482			
Betterment of society	Pilot	300	4,206	0,538	-0,128	798	0,899
	Original	500	4,211	0,501			
Improving	Pilot	300	4,169	0,534	1,168	798	0,243
educational system	Original	500	4,121	0,581			
Advantages	Pilot	300	4,195	0,483	-,750	798	0,453
	Original	500	4,219	0,420			

As shown in Table 4, averages were similar in both administrations. That is, none of the significance values was below .05 indicating that both administrations revealed similar findings. Even though an adjustment on the probability value was not done, the p values were still non-significant. In this regard, it is plausible to conduct further analyses on the whole dataset of 800 participants, rather than repeating the same analyses for the first and second groups.

Table 5 reports the averages of each part sorted in descending order along with the one-sample t- test results comparing the averages with the middle value of the scale (i.e. 3):

Table 5.

One-sample t-test Summaries Comparing the Averages of Variables with the Middle Value of the Likert Scale (i.e. 3)

Variable	Mean	SD	t	df	p<
Talent	4,288	0,543	67,122	799	0,001
Advantages	4,210	0,445	76,951	799	0,001
Betterment of society	4,209	0,515	66,421	799	0,001
Interest	4,190	0,481	69,936	799	0,001
Challenge-creativity	4,162	0,507	64,774	799	0,001
Improving educational system	4,139	0,564	57,125	799	0,001
Lifelong learning	4,112	0,562	55,973	799	0,001
Adolescents	3,977	0,585	47,204	799	0,001
Influence of others	3,969	0,680	40,287	799	0,001
Children	3,961	0,627	43,362	799	0,001
Satisfaction	3,954	0,567	47,564	799	0,001
Income-Security	3,830	0,600	39,120	799	0,001

N=800

As shown in the table above, the highest average belonged to the talent and the lowest average belonged to income-security. Even the lowest average had a mean of 3.830 which was significantly higher than the middle value of the scale (i.e. 3) with a very high t value (39.120) and a probability value below .001. In this regard, it is clear that participants agreed with all variables addressed.

4.4. Analyses of the Categories

From now on, all items constituting the sub-parts of the questionnaire were addressed one by one. Items of variables were ordered in a descending order from the one with the highest average to the one with the lowest average. In these tables, means and standard deviations were given. In order to see the frequency distribution of all responses, see Appendix 13.

4.4.1. Analyses of Intrinsic Reasons: Table 6 presents the descriptive statistics of the category 'to have an interest in English'. There are 16 items forming this category. As clearly observed, item numbers 80, 61, 28, 32, and 60 had the highest means and 11, 50, 39, and 67 had the lowest means. The others 35, 19, 46, 45, 29, 2, and 22 were in between. The first five items were preferred more than the other items in the category showing that they were the most popular reasons for becoming English teachers within the category of interest. The last four items were not regarded as very attractive factors for the choice of profession compared to others.

Table 6.

Descriptive Statistics of the Items Forming the Interest Variable

Item I want to become an English teacher because...	Mean	SD
80. İngilizce'yi anadilim gibi konuşmak istiyorum. I want to speak English like my native language.	4,566	0,675
61. İngilizce yazılan ya da söylenen şeyleri kimsenin yardımı olmadan tek başıma anlamak istiyorum. I would like to understand written or spoken texts in English on my own without anybody's help.	4,494	0,700
28. İngilizce hazırlanmış programları, filmleri seyredip anlayabilmek hoşuma gidiyor. I enjoy watching the programs and films prepared in the English language.	4,468	0,657
32. İngilizce'yi mükemmel bir şekilde kullanabilmeyi hep merak ederdim. I have always wondered to be able to use English in a perfect way.	4,405	0,766
60. İngilizce öğrenmeyi seviyorum. I like learning English.	4,401	0,679
35. İngilizce şarkıları dinleyip, onların sözlerini anlayabilmeyi seviyorum. I like listening to songs in English and being able to understand their lyrics.	4,376	0,805
19. İngilizce yazılmış kitapları okuyup, anlayabilmek hoşuma gidiyor. I like to read and understand the books written in English.	4,338	0,781
46. İngilizce kelimeleri telaffuz etmekten hoşlanıyorum. I enjoy pronouncing the words in English.	4,214	0,807
45. İngilizce'yi yabancı dil olarak iyi bir şekilde öğrenebileceğim. I will be able to learn English well as a foreign language.	4,204	0,706
29. İngilizce öğrenmek çok ilginç bir deneyim. learning English is a very interesting experience.	4,166	0,814
2. İngilizce öğrenmek diğer dersleri öğrenmekten çok daha eğlenceli. it is more fun to learn English than to learn other subject matters.	4,130	0,893
22. İngilizce konuşmayı seviyorum. I like to speak English.	4,113	0,884
11. İngilizce öğrenmek bulmaca çözmek gibi, kendi başıma kuralları bulup, bu dilin yapısını çözmeyi seviyorum. learning English is like solving a puzzle, I enjoy working on the rules and finding out the structures of this language.	3,888	0,843
50. İngilizlerin/Amerikalıların kültürünü öğrenmek istiyorum I would like to learn British/American culture.	3,855	0,977
39. diğer yabancı dillerin arasında en ilgimi çeken dil İngilizce. among all the foreign languages, English is the language that interests me the most.	3,789	1,143
67. İngilizlerin/Amerikalıların edebiyatını öğrenmek istiyorum. I would like to learn British/American literature.	3,643	1,130

The second category ‘to have the assumption that one is talented in English’ consists of only four items. Table 7 shows that the means of all items are really high. But, among these four items, item number 6 was considered an outstanding factor for the career choice within the category of talent by the participants of the study.

Table 7.

Descriptive Statistics of the Items Forming the Talent Variable

Item I want to become an English teacher because...	Mean	SD
6. ortaöğretim yıllarımda İngilizce derslerinde başarılıydım. I was good at English lessons in secondary school.	4,355	0,937
21. İngilizce öğrenmeye yatkın olduğumu düşünüyorum. I think I have a predisposition to learn English.	4,330	0,636
15. İngilizce öğretmenliği yapabilecek kapasitem var diye düşünüyorum. I think that I have the capacity to become an English teacher.	4,260	0,739
77. İngilizce öğrenmeye dair bir yeteneğim olduğunu düşünüyorum. I think I have an ability to learn English.	4,206	0,722

The third category ‘to have personal and/or professional satisfaction’ is one of the big-sized categories since it has 12 items. As displayed in Table 8, the first five items, 72, 63, 56, 17, and 37 were placed at the top and the last two items, 44 and 48 were found to be the least effective entry reasons into the teaching profession by the subjects of the present study.

Table 8.

Descriptive Statistics of the Items Forming the Satisfaction Variable

Item I want to become an English teacher because...	Mean	SD
72. İngilizce öğretmenleri diğer branşlardaki öğretmenler gibi geleneksel bir öğretmen profili çizmiyor, ben de yeniliklere açık bir öğretmen olacağım. English teachers are not seen as traditional teachers as in other branches, and I will also be a teacher who is open to innovations.	4,345	0,705
63. İngilizce öğrettiğim öğrencilerin kendi başlarına bu dille ilgili bir şeyler başarabildiklerini görmek beni mutlu ediyor. it makes me happy to see the students I taught English to be able to achieve things on their own in terms of this language.	4,321	0,706
56. İngilizce'yi kullanarak yabancılarla iletişim kurmayı seviyorum. I like communicating with foreigners through English.	4,288	0,799
17. öğrencilerimin İngilizce bilmedikleri için kendilerini yaşamdan soyutlanmış hissetmelerini istemiyorum. I do not want my students feel isolated from life because they do not speak English.	4,225	0,814
37. İngilizce öğretmenliğini diğer branşlara göre daha eğlenceli ve dinamik buluyorum. I find English language teaching more enjoyable and dynamic compared to other fields of study.	4,214	0,899
7. İngilizce öğretmenliğinin meslek olarak bana yakışacağını düşünüyorum. I think that teaching English will suit me as a profession.	4,160	0,933
65. İngilizce öğretmeni olmak beni mutlu edecek. becoming an English teacher will make me happy.	4,078	0,919
85. idealim İngilizce öğretmeni olmaktır. my ideal is to become an English teacher.	4,036	1,115
42. ikinci bir dille ikinci bir insan yaratmak istiyorum. I would like to create a second person through a second language.	4,019	0,824
4. İngilizce öğretmenliği yapmak kendime olan güvenimi arttırıyor. being an English teacher improves my self-confidence.	3,955	0,905
44. kendimi bildim bileli İngilizce öğretmeni olmak istemişimdir. since my childhood, I have always wanted to be an English teacher.	2,919	1,365
48. sadece İngilizce öğretmeni olunca duygusal anlamda tatmin olabilirim. I can only feel emotionally satisfied if I become an English teacher.	2,889	1,150

The other category 'to have the opportunity for a creative and challenging career' has four items. Table 9 displays the mean scores of these items. Item number 69 was considered to be the most striking and 57 the least striking entry perspectives within this category by the subjects of the present study.

Table 9.

Descriptive Statistics of the Items Forming

the Challenge-Creativity Variable

Item I want to become an English teacher because...	Mean	SD
69. beni aktif kılan ve değişimlerden haberdar olmaya zorlayan bir mesleğim olsun istiyorum. I would like to have a profession which makes me active and forces me to be informed about new developments.	4,338	0,670
84. İngilizce öğretmenliği sınıf için pek çok materyali hazırlamayı ve kullanmayı gerektiriyor. teaching English requires preparing and using a lot of materials for the class.	4,324	0,760
3. yaratılıcılık gerektiren zor bir işi başarmak istiyorum. I want to be successful at a hard work which requires creativity.	4,024	0,816
57. İngilizce öğretmenliği entelektüel açıdan doyurucu bir meslektir. teaching English is an intellectually satisfying profession.	3,963	0,907

The category ‘to have lifelong opportunity for professional and personal development’ has also four items similar to the previous one. Table 10 below presents that item number 13 is the most popular reason within this category since our participants believed in the fact that being an English teacher provides lifelong learning for them. Item number 36 was not a very popular reason compared to the others.

Table 10.

Descriptive Statistics of the Items Forming

the Lifelong Learning Variable

Item I want to become an English teacher because...	Mean	SD
13. İngilizce öğretmeni olmanın bana hayat boyu öğrenme imkanı sunacağını düşünüyorum. I think becoming an English teacher will provide me a lifelong learning opportunity.	4,224	,782
62. İngilizce öğretirken kendimi daha iyi geliştirebileceğimi düşünüyorum. I think that I can improve myself better when I teach English.	4,186	0,766
79. İngilizce öğretmenliği sayesinde öğrencilerime de kendilerini geliştirme yollarını gösterebilirim. by becoming an English teacher, I can also demonstrate my students the ways to improve theirselves.	4,108	0,663
36. İngilizce sayesinde akademik kariyer yapabilirim. I can purse an academic career with the help of English.	3,931	0,979

4.4.2. Analyses of Altruistic Reasons

'To have the opportunity to work with children' is the first category of altruistic reasons covering five items. Table 11 below shows the mean scores of each item in a descending order. Item number 74 was the most preferable and 81 was the least preferable factor for our participants to become English teachers within this category.

Table 11.

Descriptive Statistics of the Items Forming the Children Variable

Item I want to become an English teacher because...	Mean	SD
74. İngilizce bilgimi çocuklarla paylaşmak istiyorum. I would like to share my knowldge of English with children.	4,243	0,724
70. İngilizce öğretmeni olarak çocuklara iyi bir rol model olacağım. I will be a good role model by becoming an English teacher.	4,170	0,768
8. çocuklarla bir arada olup, onlara İngilizce öğretmeyi seviyorum. I like being with children and teaching them English.	4,049	0,966
20. İngilizce öğretirken çocuklarla olduğumda yetişkinlerle olduğumdan daha rahat hissediyorum. I feel better when I teach English to kids than when I am with adults.	3,686	1,087
81. İngilizce öğretmenleri bir çocuğun eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyor. English teachers have a more active role in the education of a child compared to the teachers of other branches.	3,659	0,990

Similar to the previous category, the present category 'to have the opportunity to work with adolescents' involves 5 items. As presented in Table 12, item number 9 was placed at the highest rank and 64 at the lowest as an entry perspective into the profession by the student teachers.

Table 12.

Descriptive Statistics of the Items Forming the Adolescents Variable

Item I want to become an English teacher because...	Mean	SD
9. İngilizce bilgimi genç öğrencilerimle paylaşmak istiyorum. I would like to share my knowledge of English with younger students of mine.	4,176	0,808
41. İngilizce öğretmeni olarak gençlere iyi bir rol model olacağım. I am going to be a good role model for young people by becoming an English teacher.	4,065	0,779
24. gençlerle bir arada olup, onlara İngilizce öğretmeyi seviyorum. I like being with young people and teaching them English.	4,051	0,764
78. İngilizce öğretmenleri bir gencin eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyorlar. English teachers have a more active role in the education of a young person compared to teachers of other branches.	3,804	0,916
64. İngilizce öğretirken gençlerle olduğumda yetişkinlerle olduğumdan daha rahat hissediyorum. I feel more comfortable when I teach English to young people than I do when I am with adults.	3,789	0,961

There are five items in the other category, 'to have the opportunity to improve English Language Teaching in the education system'. Table 13 presents the mean scores belonging to each item. As it is clearly seen, the first two items, 34 and 43 had the highest mean score indicating the fact that our participants want to make big changes in English language teaching system. Item number 12 was considered to be the least effective factor among the other items.

Table 13.

Descriptive Statistics of the Items Formingthe Improving

Educational SystemVariable

Item	I want to become an English teacher because...	Mean	SD
	34. İngilizce öğretirken öğrencilerimizi bu sürece dahil ederek, sınıflarımızda öğrenci merkezli öğretim yapılabileceğini düşünüyorum. I think in teaching English, we can make our students participate in the process and apply student-centred teaching to our classes.	4,287	0,693
	43. Türkiye'deki İngilizce öğretimi sorununun iyi yetişmiş İngilizce öğretmenleriyle giderilebileceğine inanıyorum. I believe that the problem of English language teaching in Turkey could best be solved by well-trained English teachers.	4,248	0,822
	26. İngilizce öğretimi ile ilgili eski yöntemleri yenileriyle değiştirmek istiyorum. I would like to change the traditional methods of teaching English with new ones.	4,138	0,828
	16. ilkeli bir İngilizce öğretmeni olarak eğitim sistemindeki aksaklıkları gidermek istiyorum. as a principled teacher I want to overcome the shortomings in the educational system.	4,113	0,829
	12. İngilizce öğrenmekten hoşlanmayan öğrencilerin fikrini değiştirebileceğimi düşünüyorum. I think I can change the minds of those students who do not like learning English.	3,900	0,817

The next category 'to contribute to the betterment of society', being one of the big-sized categories of the instrument, consists of 10 items. As shown in Table 14, the mean scores are really high. But, item numbers 82, 49, and 73 were found to be more attractive factors leading students to become English teachers than the others. The least attractive one within this category was item number 1.

Table 14.

Descriptive Statistics of the Items Forming

the Betterment of Society Variable

Item	I want to become an English teacher because...	Mean	SD
82.	*ülkemizin çok sayıda iyi yetişmiş İngilizce öğretmenine ihtiyacı var.* our country needs a high number of well-educated English language teachers.	4,510	0,684
49.	*başka bir dil bilmenin kendi kültürünü kaybetmek demek olmadığını öğrencilerime benimsetmek istiyorum.* I would like my students to adopt the idea that knowing another language does not make one lose his or her culture.	4,376	0,684
73.	*gelişmiş ülkelerin arasına girebilmek için toplumumuzda insanların yabancı dil bilmeye ihtiyaçları var, ben de buna katkıda bulunmak istiyorum.* in order for our country to become a developed one, the people in our society need to know foreign languages and I would like to contribute to that.	4,311	0,678
71.	*İngilizce öğreterek öğrencilerimin yabancılarla iletişim kurmalarını sağlamak istiyorum.* by teaching English I want to make my students be able to communicate with foreigners.	4,283	0,675
14.	*İngilizce öğreterek öğrencilerimi çağdaş bir şekilde yetiştirmek istiyorum.* by teaching English, I would like to educate my students in a modern way.	4,234	0,740
38.	*ülkem için sorumluklarını bilen, İngilizce'ye hakim, araştırmacı insanlar yetiştirmek istiyorum.* for my country, I would like to educate students who are aware of their responsibilities, who speak English well, and who are researchers.	4,200	0,755
47.	*ideallerine ulaşmak için İngilizce bilmesi gereken öğrencileri yetiştirmek istiyorum.* I would like to educate students who need to know English to reach their ideals.	4,166	0,758
58.	*İngilizce öğretmeni olarak toplumdaki düşünsel ve kültürel yönden gelişmemiş kesimlerin değişimine katkıda bulunmak istiyorum.* by being an English teacher, I would like to contribute to the improvement of those groups in the society who have not developed intellectually and culturally.	4,036	0,734
25.	*İngilizce öğreterek ülkemin geleceğine daha fazla katkı sağlayabileceğime inanıyorum.* I believe I can contribute to the future of my country better by teaching English.	4,004	0,838
1.	*İngilizce bildiğim için yaşadığım toplumun gelişmesini daha kolay sağlayabilirim.* I can make the society I live in develop more easily since I know English.	3,970	0,843

4.4.3. Analyses of Extrinsic Reasons: The first category of extrinsic reasons, being one of the pragmatic reasons (the reasons to satisfy the basic needs such as salary, secure job, easy promotion) for becoming teachers is 'to have the opportunity for adequate income and/ or job security' consisting of five items. Table 15 below summarizes the mean scores of each item. It is clearly observed that item number 5 has the highest and 59 has the lowest mean score denoting the descending reasoning of the participants for the teaching career in this category.

Table 15.

Descriptive Statistics of the Items Forming

the Income-security Variable

Item I want to become an English teacher because...	Mean	SD
5. İngilizce öğretmenliğinde iyi bir iş bulma imkanının oldukça yüksek olduğunu düşünüyorum. I think that it is easier to find a good job as an English teacher.	4,155	0,907
66. İngilizce ile ilgili değişik türdeki işleri okulda öğretmenlikle beraber veya tatillerde yürütebilirim. I can carry on various kinds of work related to English while I am teaching or on holidays.	4,065	0,795
18. iyi bir İngilizce ile her yerde iş bulabileceğime inanıyorum. I believe I can find a job anywhere with a high level of English proficieny.	3,984	0,939
10. yurt dışında bile İngilizce öğretmenliği yapabilirim. I can even be an English teacher abroad.	3,655	1,031
59. İngilizce öğretmenliği sayesinde beni tatmin edebilecek parayı kazanabileceğimi düşünüyorum. I think that I can earn a satisfactory amount of money by teaching English.	3,289	1,128

The other category is ‘family, community and social influence’, one of the small-sized categories having only four items. As shown in Table 16 below, item number 40, the viewpoints of their family, was very important to the teacher candidates and 76, the opinions of society, was relatively not so important.

Table 16.

Descriptive Statistics of the Items Forming the Influence Variable

Item I want to become an English teacher because...	Mean	SD
40. ailem benim için İngilizce öğretmenliğinin iyi bir kariyer olacağına inanıyor. my family believes that becoming an English teacher will be a good career for me.	4,185	0,932
52. İngilizce öğretmenliği toplum tarafından diğer branş öğretmenliklerine nazaran daha saygın bir meslek olarak görülüyor. teaching English is seen as a more respectable profession than teaching other fields of study by the society.	3,923	0,991
83. çoğu kişi İngilizce öğretmenliğinin yüksek bir sosyal statüsü olduğunu düşünüyor. many people think that English teachers have a high status in the society.	3,898	0,966
76. toplumumuzun sosyal koşulları sebebiyle İngilizce öğretmenliğinin benim cinsiyetim için uygun bir meslek olduğunu düşünüyorum. considering the social facts of our society, I think being an English teacher is a suitable profession for my gender.	3,870	1,088

The last category ‘awareness of the advantages of knowing English’ covers 11 items. As displayed in Table 17, most of the items have high mean scores. The first four items, 31, 68, 54, and 33 were chosen to the most plausible advantages of knowing English as a foreign language in the Turkish context. Item number 30 was found to be the least popular reason within the present category.

Table 17.

Descriptive Statistics of the Items Forming the Advantages Variable

Item I want to become an English teacher because...	Mean	SD
31. İngilizce evrensel bir dil, her yerde konuşuluyor. English is an international language and is spoken everywhere.	*4,468*	*0,712*
68. İngilizce bilmek bana başka fırsatlar sağlayabilir. knowing English can provide me with other opportunities.	*4,366*	*0,662*
54. İngilizce okullarda yabancı dil olarak daha yaygın bir şekilde öğretiliyor. English is more widely taught in schools as a foreign language.	*4,346*	*0,728*
33. İngilizce bilmek pek çok konuda hayatı kolaylaştırır. knowing English makes life easier in many respects.	*4,310*	*0,717*
55. İngilizce vazgeçilmez bir unsur, hayatımızın önemli bir parçası haline geldi. English has become an indispensable element and important part of our lives.	*4,295*	*0,777*
75. İngilizce sayesinde diğer ülkelerin ve insanların olaylara bakış açılarını anlayabilirim. through English, I can understand the perspectives of other countries and people with respect to different events.	*4,265*	*0,660*
51. meslek alanımla ilgili bilgilere ve diğer güncel bilgilere İngilizce sayesinde ulaşabilirim. I can reach information on my profession and other current issues through English.	*4,164*	*0,730*
53. İngilizce yazılmış eserleri ve bilimsel çalışmaları okuyabilirim. I can read literature and research written in English.	*4,110*	*0,725*
27. öğrencilerimin ufkunu İngilizce öğreterek genişletebileceğime inanıyorum. I believe I can broaden the horizons of my students by teaching English.	*4,109*	*0,745*
23. İngilizce’yi kullanarak kendi fikir ve görüşlerimi diğer ülke insanlarına sunmak istiyorum. via English, I would like to present my thoughts and ideas to the people of other countries.	*4,041*	*0,825*
30. Türkçe’yi yabancılara bu sayede öğretebilirim. I can teach Turkish to foreigners in this way.	*3,834*	*0,942*

4.5. Comparisons in terms of Years

In order to compare participants from different years (i.e. freshman, sophomore, junior, senior) in terms of their averages in each part, a total of 12 one-way between groups ANOVA was conducted. As mentioned before during t-tests, conducting several parametric tests within the same research question creates the risk of committing a Type I Error. Thus, through the Bonferroni Adjustment Procedure (Huck, 2000), the new alpha value was set to .004. While interpreting the statistical significance of the findings, values below .004 should be considered as significant. Before conducting ANOVAs, the homogeneity of variance assumption was checked through Levene's Test. Summary of the homogeneity tests are given in the table below:

Table 18.

Test of Homogeneity of Variances

Variable	Levene Statistic	df1	df2	Sig.
Interest	1,807	3	796	0,144
Talent	0,911	3	796	0,435
Satisfaction	1,096	3	796	0,350
Challenge-creativity	1,445	3	796	0,228
Lifelong learning	2,543	3	796	0,055
Children	0,512	3	796	0,674
Adolescents	0,193	3	796	0,901
Improving educational system	2,271	3	796	0,079
Betterment of society	2,015	3	796	0,110
Income-Security	0,553	3	796	0,646
Influence of others	0,883	3	796	0,449
Advantages	1,496	3	796	0,214

As shown in Table 18, none of the significance values was below .05 indicating that the homogeneity of variance assumption was met for each variable. That is, when ANOVAs were found to be significant, multiple comparisons among groups could be done with a post-hoc test, which assumes the homogeneity of variance assumption was met. In this regard, Scheffe was used as the multiple comparison tests, since it is

considered a conservative test (Huck, 2000). Means and standard deviations of each class regarding each variable are provided in Table 19:

Table 19.

Descriptive Statistics regarding each Year

Variable	Statistics	Freshman (1st year)	Sophomore (2nd year)	Junior (3rd year)	Senior (4th year)	Total
	N	180	209	211	200	800
Interest	Mean	4,226	4,103	4,148	4,294	4,190
	SD	0,424	0,534	0,436	0,498	0,481
Talent	Mean	4,325	4,234	4,241	4,360	4,288
	SD	0,552	0,544	0,506	0,562	0,543
Satisfaction	Mean	4,005	3,859	3,842	4,125	3,954
	SD	0,575	0,578	0,551	0,520	0,567
Children	Mean	4,004	3,830	3,912	4,112	3,961
	SD	0,625	0,675	0,617	0,551	0,627
Adolescents	Mean	4,019	3,878	3,906	4,117	3,977
	SD	0,585	0,608	0,578	0,540	0,585
Income-Security	Mean	3,978	3,764	3,777	3,820	3,830
	SD	0,564	0,621	0,607	0,582	0,600
Influence of	Mean	4,104	3,934	3,897	3,959	3,969
Others	SD	0,674	0,653	0,648	0,733	0,680
Lifelong	Mean	4,136	4,023	4,089	4,209	4,112
Learning	SD	0,602	0,613	0,502	0,515	0,562
Challenge-	Mean	4,208	4,000	4,128	4,325	4,162
Creativity	SD	0,518	0,547	0,440	0,468	0,507
Betterment of	Mean	4,294	4,100	4,129	4,330	4,209
Society	SD	0,538	0,575	0,463	0,438	0,515
Improving	Mean	4,111	4,023	4,083	4,342	4,139
Educational system	SD	0,576	0,593	0,538	0,495	0,564
Advantages	Mean	4,283	4,119	4,159	4,292	4,210
	SD	0,405	0,511	0,404	0,423	0,445

As shown in the table above, in almost all variables, freshman and senior classes had higher means than sophomore and junior classes. However, just checking the means does not give a clue about the statistical significance among classes. To see whether the differences among means were statistically significant, one-way between-groups ANOVAs were conducted. Summaries of ANOVAs are provided in Table 20:

Table 20.

Summaries of one-way ANOVAs Comparing

Years in terms of each Variable

Variable	Source	SS	df	MS	F	Sig.
Interest	Between Groups	4,368	3	1,456	6,409	0,001
	Within Groups	180,843	796	0,227		
	Total	185,212	799			
Talent	Between Groups	2,358	3	0,786	2,686	0,04
	Within Groups	232,936	796	0,293		
	Total	235,294	799			
Satisfaction	Between Groups	10,884	3	3,628	11,728	0,001
	Within Groups	246,239	796	0,309		
	Total	257,124	799			
Children	Between Groups	9,015	3	3,005	7,840	0,001
	Within Groups	305,104	796	0,383		
	Total	314,119	799			
Adolescents	Between Groups	7,324	3	2,441	7,292	0,001
	Within Groups	266,493	796	0,335		
	Total	273,817	799			
Income-Security	Between Groups	5,458	3	1,819	5,137	0,002
	Within Groups	281,926	796	0,354		
	Total	287,384	799			
Influence of	Between Groups	4,659	3	1,553	3,387	0,018
Others	Within Groups	364,935	796	0,458		
	Total	369,594	799			
Lifelong	Between Groups	3,755	3	1,252	4,008	0,008
Learning	Within Groups	248,613	796	0,312		
	Total	252,369	799			
Challenge-	Between Groups	11,430	3	3,810	15,614	0,001
Creativity	Within Groups	194,233	796	0,244		
	Total	205,662	799			
Betterment of	Between Groups	8,017	3	2,672	10,440	0,001
Society	Within Groups	203,758	796	0,256		
	Total	211,775	799			
Improving	Between Groups	11,824	3	3,941	12,958	0,001
Educational	Within Groups	242,127	796	0,304		
System	Total	253,951	799			
Advantages	Between Groups	4,557	3	1,519	7,881	0,001
	Within Groups	153,429	796	0,193		
	Total	157,986	799			

As shown in the table above, except for the variables of talent, influence of others, and lifelong learning; all variables significantly differed with regard to year. On the other hand, analyses on those three variables were marginally significant. If these were considered as unique research-questions, these would be considered as significant at a probability value below .05 as well. Finding significant ANOVA results required conducting multiple comparisons to see the differences among classes for each variable where class created a significant difference.

In this section, multiple comparisons were conducted for all variables in order to see the difference patterns among classrooms. However, it should be remembered that three variables – talent, influence of others, and lifelong learning- were not actually significant within the scope of the current study, which set the probability value to .004. Conducting several parametric tests within the same research question creates the risk of committing a Type I Error, that is, the risk of finding significant results while the findings are actually not significant. In this regard, to reduce the likelihood of committing a Type I Error risk, the probability value of .05 was divided by the number of t-tests (i.e. 12). This procedure is called Bonferroni Adjustment, which should be used to attain plausible and robust results in statistics (Huck, 2000). The new alpha value was .004 after the adjustment procedure. That is, while interpreting the probability values, values below .004 should be considered as significant.

4.6. Multiple Comparisons among Years

Multiple comparisons for each variable are summarized one by one in multiple comparison tables, the mean differences between the groups are given as suggested by Huck (2000). If a group in the column named "Group" had lower average than the group it is compared to (i.e. columns in alphabetical order), the mean difference value in the cell is written with a minus (-). Significant mean differences are marked with an asterisk (*). All multiple comparisons were conducted with the Scheffe Test, which is considered really conservative and robust to pairwise comparison errors (Huck, 2000).

4.6.1. Multiple Comparisons among Years in terms of Intrinsic Reasons: As shown in Table 21, the source of the significance in terms of the 'interest' variable stems from the difference between the senior class and sophomores / juniors. That is, senior class average was significantly higher than the averages of both sophomore and junior classes. Other differences were not significant.

As expected from the ANOVA findings, none of the differences among classes in terms of 'talent' were statistically significant. This finding justifies the Bonferroni Adjustment Procedures. That is, significance levels below .05 are not sufficient for the current comparison. Setting it to .004 helped to see the actual differences.

As presented in Table 21, average of the senior class was significantly higher than the averages of both sophomore and junior classes with regard to the 'satisfaction' category. In addition, the average of the freshman class was also higher than that of the junior class.

In terms of the category 'challenge-creativity', senior students had significantly higher means than both sophomore and junior students. In addition, the average of the freshman group was significantly higher than that of the sophomore group. Other differences were not significant.

The difference between the senior and sophomore classes in terms of the 'lifelong learning' variable was significant at a probability value of .01 as presented in Table 21. That is, the average of the senior class was significantly higher than that of the sophomore class. The ANOVA p value for the lifelong variable was .008. Even though the Scheffe is the most conservative post-hoc test (Huck, 2000), this significant difference between the sophomore and senior classes in terms of the lifelong variable was marked with an asterisk at a probability value of .01. Thus, the difference should be taken into account.

Table 21.

Multiple Comparisons among Years in terms of Intrinsic Reasons:

Interest, Talent, Satisfaction, Challenge-Creativity, and Lifelong Learning Variables

Variable	Group	A(1st)	B(2nd)	C(3rd)	D(4 th)
Interest	Freshman (1st year) (A)	-	0,123	0,079	-0,068
	Sophomore (2nd year) (B)		-	-0,045	-0,191*
	Junior (3rd year) (C)			-	-0,147*
	Senior (4th year) (D)				-

Variable	**Group**	**A(1st)**	**B(2nd)**	**C(3rd)**	**D(4th)**
Talent	Freshman (1st year) (A)	-	0,091	0,084	-0,035
	Sophomore (2nd year) (B)		-	-0,006	-0,126
	Junior (3rd year) (C)			-	-0,119
	Senior (4th year) (D)				-

Variable	Group	A(1st)	B(2nd)	C(3rd)	D(4th)
Satisfaction	Freshman (1st year) (A)	-	0,146	0,163*	-0,120
	Sophomore (2nd year) (B)		-	0,017	-0,267*
	Junior (3rd year) (C)			-	-0,283*
	Senior (4th year) (D)				-

Variable	Group	A(1st)	B(2nd)	C(3rd)	D(4th)
Challenge-Creativity	Freshman (1st year) (A)	-	0,208*	0,080	-0,117
	Sophomore (2nd year) (B)		-	-0,128	-0,325*
	Junior (3rd year) (C)			-	-0,197*
	Senior (4th year) (D)				-

Variable	Group	A(1st)	B(2nd)	C(3rd)	D(4th)
Lifelong learning	Freshman (1st year) (A)	-	0,113	0,047	-0,073
	Sophomore (2nd year) (B)		-	-0,066	-0,186*
	Junior (3rd year) (C)			-	-0,12
	Senior (4th year) (D)				-

4.6.2. Multiple Comparisons among Years in terms of Altruistic Reasons: As shown in Table 22 below, the source of the significance in terms of the 'children' variable stems from the difference between the senior class and sophomores / juniors. That is, senior class average was significantly higher than the averages of both sophomore and junior classes. Other differences were not significant.

Similar to the previous analysis, the source of the significance in terms of the 'adolescents' variable stems from the difference between the senior class and sophomores/ juniors. That is, senior class average was significantly higher than the averages of both sophomore and junior classes. Other differences were not significant.

In terms of the category 'improving educational system', the source of the significance stemmed from the differences between the senior group and all other groups. That is, the average of the senior class was significantly higher than all other classes. Other comparisons were not significant.

In terms of the variable 'betterment of society' as presented in Table 22, averages of the freshman and senior group were significantly higher than the averages of both sophomore and junior groups.

Table 22.

Multiple Comparisons among Grades

in terms of Altruistic Reasons: Children, Adolescents,

Improving Educational System, and Betterment of Society

Variable	Group	A(1st)	B(2nd)	C(3rd)	D(4th)
Children	Freshman (1st year) (A)	-	0,175	0,093	-0,108
	Sophomore (2nd year) (B)		-	-0,082	-0,282*
	Junior (3rd year) (C)			-	-0,200*
	Senior (4th year) (D)				-

Variable	Group	A(1st)	B(2nd)	C(3rd)	D(4 th)
Adolescents	Freshman (1st year) (A)	-	0,140	0,113	-0,092
	Sophomore (2nd year) (B)		-	-0,027	-0,239*
	Junior (3rd year) (C)			-	-0,211*
	Senior (4th year) (D)				-

Variable	Group	A(1st)	B(2nd)	C(3rd)	D(4 th)
Improving Educational System	Freshman (1st year) (A)	-	0,088	0,028	-0,231*
	Sophomore (2nd year) (B)		-	-0,060	-0,319*
	Junior (3rd year) (C)			-	-0,258*
	Senior (4th year) (D)				-

Variable	**Group**	**A(1st)**	**B(2nd)**	**C(3rd)**	**D(4 th)**
Betterment of Society	Freshman (1st year) (A)	-	0,194*	0,165*	-0,035
	Sophomore (2nd year) (B)		-	-0,030	-0,229*
	Junior (3rd year) (C)			-	-0,200*
	Senior (4th year) (D)				-

4.6.3. Multiple Comparisons among Years in terms of Extrinsic Reasons: Interestingly, in terms of the 'income-security' variable, the significant finding stemmed from the difference between the freshman and sophomore / junior students. That is, the average of the freshman group was significantly higher than those of both sophomore

and junior students as displayed in Table 23 below. Other differences were not significant.

In terms of the 'influence of others' variable, the ANOVA result was not significant as mentioned before. However, the difference between freshman and junior groups was marginally significant (p<.029). That is, the average of the freshman group in terms of the influence variable might be higher than that of the junior group. This finding should be considered with caution as the probability value of the ANOVA was not significant enough to be considered in the current study, which adjusted the probability value through the Bonferroni Procedure. However, the decrease in the significance stems from multiple comparisons among four different classes.

Finally, in terms of the last category 'advantages', senior group had significantly higher average than both the sophomore and junior groups as presented in Table 23. In addition, the average of the freshman group was significantly higher than that of the sophomore group.

Table 23.

Multiple Comparisons among Years

in terms of Extrinsic Reasons: Income-Security,

Influence of Others, Advantages

Variable	Group	A(1st)	B(2nd)	C(3rd)	D(4th)
Income-security	Freshman (1st year) (A)	-	0,214*	0,201*	0,158
	Sophomore (2nd year) (B)		-	-0,013	-0,056
	Junior (3rd year) (C)			-	-0,043
	Senior (4th year) (D)				-

Variable	Group	A(1st)	B(2nd)	C(3rd)	D(4th)
Influence	Freshman (1st year) (A)	-	0,17	0,207	0,145
	Sophomore (2nd year) (B)		-	0,037	-0,025
	Junior (3rd year) (C)			-	-0,061
	Senior (4th year) (D)				-

Variable	**Group**	**A(1st)**	**B(2nd)**	**C(3rd)**	**D(4th)**
Advantages	Freshman (1st year) (A)	-	0,164*	0,123	-0,009
	Sophomore (2nd year) (B)		-	-0,040	-0,173*
	Junior (3rd year) (C)			-	-0,132*
	Senior (4th year) (D)				-

4.7. Discussion

Little research has been done with regard to the motivation of language teachers. The literature on motivation to enter language teaching is even scarcer than on motivation of language teachers in general. Given this paucity of investigation into why individuals become language teachers, to fill in the gap in the attractions of foreign language

teaching, the present study shows an attempt to explore the reasons of a group of Turkish students for becoming teachers of English.

This study uses data derived from various data collection procedures such as lists, diaries and in-depth interviews to analyze the factors influencing the career choice of the participants. By focusing on the entry perspectives of these Turkish student teachers, the present research also has a wider purpose in contributing to a robust instrument on why English language teaching is a viable career choice for new entrants into the profession. It is hoped that the findings of this current investigation will shed light into the factors that make English language teaching an attractive career choice in the Turkish context.

There has been a growing interest in the experiences, beliefs and motivation of teachers but this field of literature does not address in any depth the reasons for individuals to become language teachers. Rather, it concentrates heavily on why people choose to teach in general, without focusing on a specific branch. These reasons may be grouped in three categories: altruistic, pragmatic (extrinsic or materialistic), and intrinsic (developmental) (Brown, 1992; Kyriacou & Kobori, 1998; Krecic & Grmek, 2005). For example, Ferrell and Daniel (1993) and King (1993) listed the following factors 'love of the teaching profession', 'opportunity for academic and personal development', 'interest in a particular subject', and 'opportunity for a creative and challenging career' as the intrinsic reasons in their studies. Similarly, Shipp (1999) highlighted 'intellectual stimulation', Chuan and Atputhasamy (2002) 'inborn talent', and Chan (2005) 'fitting my personality' and 'interest to work on campus' as the other examples of intrinsic reasons.

Several other research studies (Su et al., 2002; Chan, 2005; Price & Valli, 2005; Sinclair et al., 2006) strongly support the view that individuals choose teaching mainly because of their desire to serve for society and help children and adolescents to fulfil altruistic reasons. Likewise, Richardson and Watt (2006) reported that social utility values such as opportunities to shape the future and enhance social equity influenced the career choices of people as being altruistic reasons. Taylor (2006) also pointed out the

desire to help children to succeed and ensure educational access to young people as the other samples of altruistic reasons. This desire was also stated by the students of a teacher educator Block (2008: 418) in his study: "When I query my students about their motives for becoming a teacher, the only one they voice: making a difference in student's lives."

Extrinsic reasons for teaching teaching as a career were also cited by the participants in Priyadharshini and Robinson-Pant's (2003) and Harms and Knobloch's (2005) studies. The researchers clarified that 'job security', 'income', and 'long holidays' could be the attractive extrinsic reasons for individuals to choose the teaching career. The other studies (Shipp, 1999; Chuan & Atputhasamy, 2001; Peske et al., 2001; Chan, 2005) listed the samples of extrinsic benefits such as 'ease of entry', 'immediate employment', 'attractive training pay', 'easy promotion', and 'better working hours'.

Different from the previously mentioned reasons, namely the intrinsic, altruistic, and extrinsic ones, there are also other factors influencing people to be teachers in the related literature. For instance, Warin et al. (2006) categorized the starting points of teaching entrants in three groups: teaching as mission referring to personal and social justice goals of teachers, teaching as professional status covering working conditions of the occupation, financial considerations, and teaching for professional goals such as belonging to a professional learning community, team membership. Similarly, Chin and Young (2007) divided the most popular motives for selecting teaching as a profession into four categories: service (teaching as service to society and to improve education), material benefits (job security, high salary, long vacation), intellectual and personal fulfilment (intellectually stimulating, challenging career, creativity), and teaching as tradition (influence of others in shaping career choice, the attractions of traditional views of a teacher's role).

The outcomes of the present study supported that intrinsic and altruistic reasons were the most preferred ones by the participants who were planning to become teachers. In contrast, extrinsic reasons were found to be the least influential factors behind student teachers' decisions to pursue teaching as a career (see Table 5). Our findings conform to

Brown's (1992), King's (1993), Kyriacou and Kobori's (1998) and Kyriacou and Coulthard's (2000) studies owing to the fact that these researchers found that their participants' choice had been deeply influenced by the intrinsic and altruistic factors such as 'love of and wanting to help children', ' to make a contribution to society', 'to feel that one is well suited to teaching', and 'to have the opportunity to be creative'. Our findings also corroborate Buskist's (2002:188) opinion stating that becoming an effective teacher is not as simple as reading a book or a few articles about teaching, there is much more behind the scene, according to him "among other things, effective teaching requires expertise in a subject matter, enthusiasm for teaching that topic, knowledge of pedagogy, and in general an ability to connect with students"; the basic characteristics to be found even at the stage of decision making on the teaching career.

The results of the current study showed that of the intrinsic motive factor, the most effective one was 'talent' followed by 'interest' and 'challenge-creativity'. That's to say, our participants gave importance to being talented in learning English as a foreign language and interested in English as a subject matter for the professional study at most. They were also in the demand of having an intellectually stimulating career in which they could use their creativity. They would like to be more open to trying new things and broaden their horizons by updating their knowledge. Our findings are in consistent with Chan (2005) and Richardson and Watt (2005) due to the fact that they found that the teacher trainees drew on strongly moralistic positioning rather than materialistic one in their studies. Our outcomes also support Malmberg's (2008: 440) conclusion since he highlighted the strong influence of intrinsic motivation on student teachers by stating "...when applicants are asked why they choose the profession, their answers are related to intrinsic sources of motivation..."

The results of our research indicated that of the altruistic reasons, the most outstanding one was 'betterment of society' followed by 'improving educational system' and 'working with adolescents and children'. The subjects of our study positioned themselves as people who could affect the entire society. What's more they reported that they would like to make changes in the educational system concerning English language teaching. They expressed that they were not satisfied with the present

condition of the learning –teaching process of English and were determined to renovate the system by applying novel techniques. Findings in this study lend support to the views often expressed in a number of related studies pointing to the significance of altruistic reasons in choosing pedagogy as a career. For example, in the studies that focus directly on what motivates people to go into teaching, the researchers (Goh & Atputsahamy, 2001; Younger et al., 2004; Olsen, 2008) reported the altruistic reasons to be the most popular motives for becoming teachers among teacher candidates. In addition, Kyriacou and Coulthard (2000) identified altruistic motive as a major factor for the participants to take up teaching as a career in their study and pinpointed that extrinsic factors were not as determining as intrinsic and altruistic factors. Similar findings were reported in Priyadharshini and Robinson-Pant (2003) and according to them "...the buzz of teaching and the satisfaction that came from helping someone see something differently was an important attraction that teaching provided" (p: 106).

The data analysis of the present study showed that our participants were leastly affected by the extrinsic reasons since this motivating factor had the lowest mean score among 12 categories. That means material rewards such as job security, vacations, financial income were not regarded as worthwhile and important concerns as the other factors while making decision on becoming English teachers. The results of the present study also revealed that in terms of 'income-security' category as an extrinsic motivating factor was mostly preferred by our freshman, 1st year students, but for the other grades, especially junior, 3rd grade and senior, 4th grade students its importance just faded away (see Table 26). It can be argued that the subjects of the current investigation tended to put vacation and money factors aside and placed intrinsic and altruistic reasons at the top ranks to draw a clear picture of the motives influencing their career choice. Several studies in the literature did not support this finding; in contrast, their results revealed the striking importance of extrinsic reasons in the choice of studying teaching as a profession. For instance, Raine et al. (1997) found that for the students who chose teaching as a career, time, money, and location were major considerations. Shipp's (1999) and Su et al.'s (2001) studies also indicated that for some students salary, job security, prestige, and advancement opportunities were very important concerns for their profession.

As another finding, the subjects of the present study did not find the 'influence of others' category as a very important reason in their decisions to become an English teacher. This is in line with other studies (Kyriacou & Kobori, 1998; Kyriacou & Coulthard, 2000; Su et al., 2002) which indicate that only a small proportion of student teachers reported that they were encouraged by others, namely family members, peers or highschool teachers, to consider teaching as a career. The results of Richardson and Watt's study (2006) also confirm to our findings since they found that previous teachers and family were not highly influential on the career choice of teacher candidates.

We were pleased to figure out that our participants were not likely to fallback on English language teaching due to a lack of career options or other pragmatic factors. Becoming an English teacher as a fallback career was not regarded as one of the pull factors for going into teaching and this was statistically proved. The category 'to have better opportunities in entering higher education' with its three items was excluded from the instrument due to having low internal consistency (.22). That is to say, this category was not found as a determinating factor to choose teaching and was largely ignored by our subjects. Our findings confirm to Richardson and Watt's (2006), and Watt and Richardson's (2008) studies because the lowest rated motivation by teacher trainees was choosing teaching as a fallback career. But, interestingly in two studies conducted in China, the participants openly declared that they were ready to change jobs and leave the teaching profession since they considered this job as a fallback career (Su et al. 2001, Su et al. 2002).

Thus, overall, the outcomes pointed out that the participants in this study were committed to entering teacher education programs and deliberately choosing to be English teachers. Because they perceived teaching to have intrinsic and altruistic worth, they did not much consider the pragmatic sides of the profession.

In short, our study profiled the motivations for choosing teaching and the perceptions about the profession of EFL students, who were enrolled in Anadolu University, one of the major teacher education providers. Most of the students in the present study claimed

that they had chosen a suitable profession, even though we revealed statistically significant differences between separate groups of students from various grades (see Appendix 13).

It is obviously seen that our participants did not arrive at the ELT department of Faculty of Education by chance; they consciously made up their minds to become English teachers. 42,1 % of our participants (N=337) were the graduates of teacher training high schools (see Appendix 12). This demographic information proves that nearly half of our subjects made their career choice at an earlier age to select the right schools even for their secondary education. However, there were differences between the groups of students from various classes in their reasons for choosing English language teaching.

As presented in Table 20, except for the categories of 'talent', 'influence of others', and 'lifelong learning'; all the other remaining categories significantly differed with regard to class. In order to make comparisons among classes, we conducted Scheffe tests as suggested by Huck (2000) as a conservative and robust post-hoc test (see Tables 21, 22, and 23). It is noteworthy to discuss these differences and the potential sources of these differences among various grades on the basis of several categories.

To begin with, in terms of the category 'challenge-creativity' the senior (4th year) students in the present study had significantly higher means than the other years, resulting in that these students were more prone to think that the teaching was a stimulating career allowing for creativity. The analysis of post-hoc Sheffe test showed that the averages of the freshman (1st year) and senior groups were significantly higher than both of sophomore (2nd year) and junior (3rd year) groups with regard to 'betterment of society' category. That simply means these students selected teaching for service condition as a result of higher ideals. These ideals mirrored higher altruistic motives belonging to the mentioned groups compared to the others. Lastly, in terms of the category 'improving educational system' the average of senior class was significantly higher than all the other classes. That's to say, the students in the last year of their education had a more tendency to make changes in English language teaching system in Turkey than the other students.

With respect to grades of the participants in the current study, the senior class students seemed to choose teaching for more altruistic reasons than the other classes. This may be due to their teaching practicum courses and the information they learned in methodology lessons. In the interview procedure after the second implementation of the instrument, the subjects were asked if there were some changes related to their career choice, and if so, what the possible sources of these changes were. The following extracts were taken from those interviews to show that these senior students had a romantic altruistic view of teaching:

> *"...Öğrencileriniz size öğretmenim dediğinde ve derse katılmak için etrafınızda pervane olduğunda gerçekten öğretmenliğin ne olduğunu anlıyorsunuz. Bu hafta öğrencilerimden o kadar etkilendim ki eve gittiğimde dahi hala gülümsüyor olduğumu fark ettim. Yaptığım gramer aktivitesinde sınıfın en sorunlu öğrencilerinin dahi derse katılması beni daha da mutlu etti..."*
> "...You finally understand what it means to "teach" when students come to you and call you "teacher". This week my students affected me so much that even when I went home I was still smiling. What made me even happier was that even the most troublesome students participated in the grammar activity I did in the lesson..."
> *"....ama galiba evet bazen şımarıp delirtseler de gülüşlerini görmek, doğru bir cevap verdiklerini görmek, 'my teacher' diye diye arkamdan bağırdıklarını duymak birçok şeye bedel..."*
> "…but, I guess, yes, it's worth so many things to see their smiles and that they give the correct answer, and hear them call me "my teacher" even though they sometimes drive me crazy by their misbehaviour..."
> *"...Mesela şöyle bir olay yaşadım: Birkaç öğrenci bilmedikleri kelimeleri bana sordu ve cevabı alınca gözlerindeki ışığı gördüm. Sanırım bilginin değeri paylaşıldıkça artıyor ve ben bilgimi sonsuza kadar paylaşma konusunda kararlıyım..."*
> "...For example, I experienced something like this: A few students asked me some words they did not know, and when I told them there was that light in their eyes. I think the value of knowledge increases when you share it and I am determined to share my knowledge forever..."
> *"...İnsanlara bir yerden katkıda bulunmak istiyorsam neden İngilizce öğretmeni olmayayım ki? Hani içimize sinen bir işi yaptığımızda huzur duyarız ya bende de o huzur var. Doğru tercih yapıp bu bölümü seçtiğim için mutluyum…"*
> "...If I want to do something for other people, why should not I become an English teacher? I have the same peace of mind when I do something that I believe to be right. I am so happy that I have made the correct choice and attended this department..."
> *"....İngilizce öğretmeni olmak istememe bir neden daha eklendi. Öğrencilerin İngilizce'yi kurallar bütünü olarak değil, iletişim aracı olarak bilmelerini sağlamak için İngilizce öğretmeni olmak istiyorum. Bunu metot derslerinde de işliyoruz, bu yöntem kesinlikle daha iyi sonuç veriyor..."*
> "...I have added one more reason to why I want to become an English teacher. I want them to realize that English is not only a total of grammar rules but also

a tool for communication. We talked about this issue in our methodology lessons; I think this teaching method definitely yields better results..."

"...Kendime güvenim daha çok geldi. Çünkü zor durumda kalsam da üstesinden gelebileceğimi, anında çözüm yolları bulabileceğimi, metot dersleri sayesinde, en azından elimden gelenin en iyisini yapabileceğimi düşündüm. Bu özelliği de öğretmenliği seçme nedenlerim arasına koymaya karar verdim..."

"...My confidence has increased, because I found that even in a difficult situation, I was able to deal with it and find different solutions immediately, thanks to methodology courses, or at least I was able to do my best. I have decided to add this characteristic to the reasons why I want to be an English teacher..."

It is clearly observed that the students who had more teaching experiences due to their practicum lessons were more altruistically oriented towards teaching than those with no teaching experience. Moreover experienced teacher students, senior class, were aware of the fact that teaching is really demanding and challenging fostering the use of imagination and creativity. This result is in line with the findings of Chuan and Atputhasamy (2001) and Malmberg (2008). According to them, the older students with work experience were more altruistically attracted to teaching than the younger student teachers and the periods of practice carried out in real-world schools reflected the difficult aspects of teaching.

In the present study, we also observed individual changes from being a student to becoming a teacher during the process of teacher education program. The ones who were at the very beginning of their career had some doubts related to their teaching skills and abilities, but the ones who were nearing the end of their education were more likely to believe themselves strongly as promising teachers.

"...yüzlerce kişiyi işleyip onlara şekil vermek yeri gelir büyük bir külfet verir insana. Bu yükün alına girmeye hazır mıyım peki? Bu soruya tatminkar bir yanıt bulamıyorum henüz kafamda. Ve bu belirsizlik içindeki tek güvencem önümdeki üç yıl içinde bu yükü sırtlayabilecek hale gelip bu okuldan ayrılma düşüncesi…"

"...It would be a huge responsibility for a person to work on hundreds of people and shape them. Am I ready for this commitment? I have not been able to find a satisfactory answer to this question yet. And my only hope in this uncertainty is the thought of being trained in the three years to come and getting ready for this profession by graduating from the university..." [a freshman student]

"...4. sınıfta farkına vardım. Öğretmen oluyorum galiba dedim. Şu an staja gidiyoruz ve elimden gelenin en iyisini yapmak için çabalıyorum ve çabalıyacağım da. İngilizce öğretmeni olucağım ve bir öğretmen olarak sadece İngilizce anlatırım, çıkarım sınıftan diye düşünmüyorum. Boş beyinlerle dolu bir nesil istemiyorum, başaracağım..."

"...In the fourth year I realized that I am becoming an English teacher. At present, we have just started our practice teaching and I am trying to do my best. I will try to do so in the future as well. I do not think that "I will just teach English and forget about it after I leave the class". I do not want the new generation to have empty minds. I want to succeed as an English teacher..." [a senior student]

"... Bu tür şeylere ne kadar çok ihtiyaçları olduğunu anladım ve bunu onlara yaşatacak olan öğretmenlerden biri olacağım için de gurur duydum kendimle. Her stajımda biraz daha iyi anlıyorum, ben bu meslekten başka hiçbir şey yapamam. Öğretmenlik benim için biçilmiş kaftan!"

"...I recognized how much they needed this kind of education and I felt proud of myself for being one of the teachers who will make them experience it. In each of my teaching practices, I realized better that I wouldn't be able to do anything other than this profession. I must be tailor made for teaching." [a senior student]

Entry into teacher education is a period of change because students encounter a new world of learning to teach which is really complex, uncertain and demanding (Taylor, 2006). The data analysis of interview protocols revealed this factual detail. Although senior students were satisfied with the teacher education they had and eager to start working as a teacher, they reported that questioned themselves with regard to being an effective teacher. This was another pleasing result showing that many participants in this study were choosing this career because they perceived teaching to have both intrinsic and altruistic worth. This revealed an idealism and a sense of moral commitment clearly defined in the following sentences:

"...işlenen konuyla ilgili bir oyun hazırlamıştım. Oldukça eğlenceli olacağını düşünmüştüm ama öğrencilerin kafası karışınca o da planladığım gibi gitmedi zaten. Bugün kendimi iyi bir öğretmen olabilecek miyim diye sorguladım ilk defa çünkü bazı şeyler planladığımız gibi gitmiyor..."

"...I had prepared a game on the topic of the lesson. I had thought that it would be quite enjoyable, but when the students got confused it did not continue as I had planned it. Today, for the first time, I questioned myself on whether I could make a good teacher in the future, because sometimes things do not happen as we have planned them..." [a senior student]

"İngilizce öğretmeni olmak istiyorum çünkü kendimde bu gücü, isteği, yeteneği görüyorum. Ama bir tek korkum var, öğrencilere yetebilecek miyim? Onlara burda üniversite öğrendiğim metodları, yöntemleri kullanarak faydalı olacak mıyım? Stajdaki öğretmenimizin teyip bile yok demesi çok garip geldi. Okulumuz (staj) gayet büyük, Eskişehir'in göbeğinde, düşünüyorum böyle bir okulda teyip bile yokken ben üniversitede öğrendiklerimi nasıl uygulayacağım, tabii herşeyin bir çözüm yolu var, biz de öyle yaptık, kendi imkanlarımızla gene listening yaptık sınıfta ama ilerisini düşünüyorum. Korkularım var, öğrencilerime yetecek miyim, onlara faydalı olabilecek miyim? Kendime güveniyorum, öğretmenliği öğrencilerle birlikte olmayı seviyorum ama öğretmen olmak için bunlar yeterli midir acaba?"

"I want to be an English teacher because I think I have the power, willingness and ability to become one. Still I have one fear, am I going to be adequate for them? Can I help them by using the techniques and methods I

have learnt here at the university? It was very strange for me when my mentor teacher said that there was no tape-recorder. Our practice teaching school is a big one and it is in the middle of the city. If even this school does not have a tape-recorder, how can I use the techniques I learnt at the university? Of course, there is a solution for every problem and we did the listening activities by other methods, but I am considering the future. I have fears, can I be adequate for them, can I be helpful to them? I have confidence; I like teaching and being with the students, but are these enough for being a teacher?" [a senior student].

5. CONCLUSION AND IMPLICATIONS FOR FL TEACHING

5.1. Summary of the Study

Teacher education has been subjected to number of research studies over the last thirty years and yet we are still trying to understand why people are attracted into teaching. Such a situation suggests that we need a different approach to understand the factors leading individuals to become teachers. Therefore, the basic purpose of the present study is to develop a valid and reliable instrument measuring motivations of student teachers to enter English teacher education programs.

In order to develop such an instrument, first, pre-service English teachers' career motivation needed to be determined. The study was conducted in two phases. In Phase 1, the reasons that motivate pre-service teachers to enter the ELT department were investigated in order to create an item pool that would be used to develop an instrument. A total of 642 students enrolled in the ELT department of Faculty of Education at Anadolu University participated in the first phase of the study. Their motives to become English teachers were identified through the use of various data collection procedures; listing reasons, keeping diaries and interviews to achieve triangulation. The reasons for becoming English teachers reported by the participants in Phase 1 were categorized under several categories supported by literature and the experts in the area, and then transformed into the instrument items. In Phase 2, the instrument in the form of a questionnaire was developed on the basis of the data provided in the first phase and it was administered to a different group of students numbered 800.

The validity and reliability of the questionnaire was calculated and it was found out that it could be used as an instrument for measuring the career choice of teaching English in the Turkish context. The outcomes of the study also revealed that understanding the

starting points of these student teachers would help the teacher trainers to motivate them during their education in the teaching career.

5.2. Conclusions based on the Analysis of the Results

What is quality in English language teacher education? How can qualified English teachers be educated at the universities? These questions have been raised in the discourse on quality which has become widespread in the mainstream educational literature (White, 1998). It is obvious that defining quality in English teacher education is a complex matter. Certainly, achieving consensus about quality teacher education will not be easy among such a diverse and large group of people such as pupils, parents of pupils, trainees, mentor teachers at schools, instructors at the universities, academicians, researchers, methodologists, authors of teacher training and language teaching materials, teacher educators; and parties such as central governments, especially the Ministry of Education, local governments, particularly local management of schools, schools in which trainees undertake teaching practice, faculties of education, and universities (Younger et al., 2004). But, nevertheless, according to many researchers (Brown, 1992; King, 1993; Kyriacou & Kobori, 1998; Kyriacou & Coulthard, 2000; Goh & Atputhasamy, 2001; Su, Hawkins, Zhao & Huang, 2002; Priyadharshini & Robinson-Pant, 2003; Chan, 2005; Harms & Knobloch, 2005; Krecic & Grmek, 2005; Richardson & Watt, 2005; Taylor, 2006; Warin, Maddock, Pell & Hargreaves, 2006; Chin & Young, 2007; Watt & Richardson, 2007; Hayes, 2008; Olsen, 2008; Watt & Richardson, 2008) a fundamental step in achieving quality in teacher education is to clarify the student teachers' views of the teaching career. What about their starting points? What are their reasons for becoming teachers? What are the sources and nature of motivation to choose the teaching career? What is the nature of their understandings of the profession they are being trained? How will they envisage the professional learning process that they will go through themselves as they learn to become a teacher?

We also believe that in any attempt to promote good English language teacher education, it might be a logical idea to consider the starting points of the student teachers. This consideration might help to achieve a balance between the requirements

of the authorities and these student teachers' expectations. Taking into account the reasons of the student teachers for their career choice could be of value to the authorities when they plan programmes. Therefore, to build an effective English teacher education program and to enhance pre-service English teacher development in professional settings, there is a need for the examination of the reasons for becoming an English teacher in depth and the identification of pre-service teachers' motivations to teach. Thus, this study specifically aims at developing a valid and reliable instrument to measure the reasons of Turkish pre-service teachers for becoming an English teacher in depth.

All in all, our study was a preliminary attempt to provide an instrument to guide research into why individuals choose English language teaching as a career in the Turkish context. We did this by drawing together recurring entry perspectives from the teacher education and career-choice literature and alongside by collecting data from student teachers. We are pleased to see that the developed questionnaire would provide a useful framework for us to understand the question of why Turkish EFL students choose to pursue a teaching career because we believe in the idea expressed by Chin and Young (2007:82) "If we are serious about filling our schools with teachers who are committed to serving all children, especially those with the greatest needs, we need a better understanding of the persons entering the profession, the commitments and dispositions they bring, and how they as persons engaged with other teachers and students interpret and make sense of their initial experiences in schools, the settings in which many of their beliefs and attitudes are first established."

The identification of student teachers' motivations to enter the teaching profession might help teacher educators in providing appropriate counselling and related support as stated by Olsen (2008: 23) "as teacher educators better understand the recurved, holistic, and often deeply embedded ways in which teachers learn, they can better support meaningful professional preparation that serves teachers' careers, the students they teach, and the profession of teaching as a whole". Similarly, MacDonald (1992) states that when the concerns of student teachers are taken into consideration in planning teacher education programs, it is possible to create a more meaningful and

relevant teaching and learning environment and practicum experience for student teachers. The findings of the present study revealed that there are some question marks in the minds of many teacher candidates about becoming an efficient teacher. As one participant noted:

> *"….öğretmen olmak istiyorum da kendime çok fazla güvenemiyorum. İngilizce öğretimiyle ilgili pek çok aksaklık var ülkemizde, bu aksaklıkları gidermenin bir parçası olmak istiyorum aslında. Belki de bu dört yıllık eğitimin sonunda, hocalarımın da yardımıyla iyi bir İngilizce öğretmeni olurum. Onların yol göstermeleri bu yolda yürümemi kolaylaştıracak ya da zorlaştıracak….Bilemiyorum, herhalde lisedeki öğretmenlerimin beni etkilediği gibi meslek seçimim konusunda, burdakilerin de mezun oldukdan sonra bu işi yapıp yapmamam konusunda etkisi olur…"*
> *"… I want to become a teacher, but I cannot trust myself. There are lots of problems related to English language teaching in our country, and I want to be the part of solution to this problem. Perhaps, I will become an efficient English teacher at the end of the four-year education programme thanks to my instructors. Their guidance will encourage me or discourage me…I do not know, I think they will affect my decision whether to do this job or not after the graduation like the ones at the highschool who heavily influenced my career choice…"*

This student has decided to become an English teacher, but he needs to be encouraged a bit on his way. Also, he wants to go further in his chosen career by the help of his instructors. Perhaps, more people like him would enter teaching if they realized that their emotional and affective states of mind are being taken into account by the teacher educators.

According to Chan (2005), there are many factors for the turnover of teachers and student teachers in the teaching profession. For instance, the salary, the status and working conditions would be considered by some people as determining reasons to decide whether to join, stay or leave the teaching profession. Besides, the psychology or perception of them should not be ignored. Stress and burnout resulting from the teaching tasks and environment may cause student teachers to feel tired and diminish their enthusiasm and commitment to teaching. Unfortunately, some of them leave the teaching profession with disappoinment and a sense of helpnessness in a couple of years. Therefore, studies of student teachers's motives and commitment in teaching would provide useful information for teacher educators and authorities to better understand their situation and address the problems with appropriate precaution.

5.2.1. Conclusions based on the Analysis of the Intrinsic Reasons: In our present data analysis, motivations of teacher candidates appeared to be highly related to the intrinsic reasons in nature, which were identified as influential factors in choosing a teacher career in previous studies across various contexts. Intrinsic reasons consist entirely of student teachers' subjective valuations such as an interest in the subject field, a desire to continue staying with scools, enjoyment of working with people (Su et al., 2001).

The findings of the present study yielded that the most popular intrinsic reasons to become English teachers were "talent", "interest", and "challenge-creativity" categories in turn. That simply means, our student teachers chose this profession due to the fact that they had the assumption that they were talented in learning English and had an individual interest in this target language for the professional study. Most of the students stated that they had fun while learning English than learning any other subject matter. Moreover, they claimed that learning English was a very interesting experience for them. In addition, they found English language teaching more enjoyable and dynamic compared to other branches.

These participants also reported that they would like to do such a job which stimulated their mental faculties and fostered their creativity. In other words, they expressed that they did not want to deal with monotonous things leaving no room for the use of novelty and imagination. In fact, they were open to trying new and modern techniques. To illustrate, they pointed out that they would like to change the traditional methods of teaching English with the new ones. What's more, they believed that teaching English was an intellectually satisfying profession which would make them active and well-informed about new developments. Also, they claimed that they were aware of the fact that their job required preparing and using a lot of materials for the class.

The other intrinsic reasons "lifelong learning", and "getting personal/ professional satisfaction" were not found to be very popular motives to become English teachers

compared to the previously mentioned ones by the participants of the current study. With regard to the category of lifelong learning, the student teachers believed that learning English would help to improve both themselves and their students. In other words, learning and teaching English would provide lifelong learning opportunity for them and their students. For the other category "getting personal/ professional satisfaction", the participants reported that they got personal and professional satisfaction while doing this job. For instance, most of them stated that they could only feel emotionally satisfied if they became an English teacher and their ideal was to become an English teacher. Moreover, they claimed that they would be very happy to see the students they taught English to be able to achieve things on their own in terms of this language. In addition, they thought that English teachers were not seen as traditional teachers as in other branches, and they would also be a teacher who was open to innovations because they found English language teaching more enjoyable and dynamic compared to other fields of study. They obviously did not want their students feel isolated from life due to not being able to speak English.

5.2.2. Conclusions based on the Analysis of the Altruistic Reasons: Our data analysis proved that altruistic reasons were found to be the outstanding factors affecting the career choice of teacher candidates. Similar to the intrinsic reasons, they were also popular among our participants. Altruistic reasons deal with seeing teaching as a socially worthwhile job such as a desire to improve the society or the system, the opportunity for service of mankind, and a willingness to help children or young adults (Su et al., 2002).

The outcomes of the current study showed that among the altruistic reasons the three categories "betterment of society", "improving educational system", and "working with adolescents and children" were found to be the most significant ones. As might be anticipated, our participants were not happy with the English language learning and teaching system taking place at the primary and secondary schools. They reported their dissatisfaction on the basis of their prior negative foreign language learning experiences as a student or observation at teaching practicum schools. They felt driven to become English teachers because they wanted to rectify educational problems related to English

language teaching they had experienced or observed. They draw our attention to the fact that Turkey needed a high number of well-educated English teachers. And, according to them, the problem of English language teaching in our country could best be solved by those well-trained English teachers. As principled teachers, they stated that they were ready to overcome the shortcomings in the educational system. Notably, most of the students expressed that they would like to make contributions to the betterment and future of the country by teaching English to people. They thought that they could change the minds of the students who do not like learning English. Additionally, they claimed that they would like to educate students who are aware of their responsibilities, who speak English well, and who are good researchers.

In terms of working with young adults and children, these pre-service teachers indicated that they liked being with young people and teaching them English. They expressed that they would like to share their knowledge of English with younger students. They believed that English teachers had a more active role in the education of a young person compared to teachers of other branches and they were sure that they would be a good role model for children and teenagers by becoming an English teacher.

5.2.3. Conclusions based on the Analysis of the Extrinsic Reasons: In terms of extrinsic reasons, the category of "advantages of speaking English" was chosen as the most popular factor for the teaching career. Among the items under this category, the pre-service teachers expressed that they were aware of the benefits of speaking English as a foreign language in Turkey and ranked related items such as "English is an international language and is spoken everywhere", "English is more widely taught in schools as a foreign language in our country", "speaking English can provide me with other opportunities", and "English has become an indispensable element and important part of our lives" at the top. It seems that sociocultural contexts shape motivations for career choice (Watt and Richardson, 2008) and our participants framed their career choice on the grounds of the realities of their country. For example, they were aware of the fact that English is more widely taught as a foreign language in schools than German or French, and also of the other fact that our country is in demand of English language teachers. What's more, they were sure that being able to speak English would

make life easier in many aspects. To illustrate, they could reach information easily on the current issues through English, they could read literature and research written in English, and they could understand the perspectives of other countries and people with respect to different events via English.

The other category titled as "income -job security" consisting of several extrinsic reasons was the least frequently nominated reasons for career choice among the participants. The analysis of the results suggested that the rewards of salary, long holidays and the easiness of finding a job were not a high priority for these student teachers. It is also noteworthy to clarify that our participants did not find choosing to teach as a fallback career, being an English teacher is not something that they fall back on when their other choices are not realized. This shows that our participants are deliberately choosing this profession knowing its challenging and demanding nature.

5.2.4. Conclusions based on the Analysis of the Similar Studies in Different Contexts: The analysis of the results of the present study and the other studies conducted in different parts of the world highlighted that intrinsic, altruistic and extrinsic reasons were the most important groups of factors for deciding to become teachers. A review of this body of research carried out until 2000s suggested that service-oriented goals, intrinsic and extrinsic motives were the primary reasons pre-service teachers report why they chose teaching as a profession (Watt and Richardson, 2007).

As might be anticipated, the teacher candidates in the present study reported that intrinsic and altruistic reasons are highly influential in attracting them into an English language teaching career. Equally, a report of studies conducted with pre-service teachers from the United States (King, 1993; Younger et al., 2004; Harms and Knobloch, 2005), the United Kingdom (Priyadharshini and Robinson-Pant, 2003; Taylor, 2006; Malmberg, 2008), Australia (Richardson and Watt, 2006; Watt and Richardson, 2007), Finland (Malmberg, 2005); Slovenia (Kyriacou and Kobori, 1998; Krecic and Grmek, 2005), Hong Kong (Chan, 2005), Singapore (Chuan and Atputhasamy, 2001), Thailand (Hayes, 2008), and Jamaica (Brown, 1992) confirmed

that the mostly frequently nominated reasons for career choice among student teachers were a desire to work with children and adolescents, to make a contribution in order to improve the society together with the potential for the job to provide for intellectual fulfilment, personal satisfaction, and interest and enjoyment of learning and using English. Likewise, our participants regarded teaching as a socially worthwhile and important job which would help shaping the future of youth and the entire society. What's more, they stated that they had a passion for teaching which was satisfying and interesting for them. This career was their dream ambition or calling. Their eagerness for the intrinsic and altruistic rewards of teaching could be captured in a sample of their comments: "I love teaching English to students", "It is my calling, I have always wanted to be a teacher","This is what I really want to do", "It is a career that is satisfying", "I enjoy working with children", "I want to make a difference in the lives of young ones", "I like to share my knowledge with others and know I can be beneficial to them", " I will be able to contribute something worthwhile", "I like challenges and I feel that there are more things to try, so this job is available to me".

On the other hand, studies conducted in various sociocultural contexts such as the United Kingdom (Kyriacou and Coulthard, 2000), China (Su et al., 2001), and Tibet (Su et al., 2002) found that more extrinsic reasons such as salary, long holidays, job security, and career status were important motives for becoming teachers. Most of the teacher candidates in those studies also reported that they had chosen this profession as a fallback career; that's to say, they preferred to change to another career. In contrast, our participants ranked the items belonging to the extrinsic motives as the leastly popular and important ones. And interestingly, the items under the category of "to have better opportunities in entering higher education" were not counted as significant factors for the career choice at all by the subjects of our study and these items were totally excluded from the instrument. Therefore, for our teacher candidates teaching was their first option, and they were planning a long career in this profession. Their enthusiasm related to their career choice could be exemplified by the following statements: "I am sure, I want to become an English teacher", "I am not planning to do another job", "I am going to stay in teaching to achieve my goals", "I never saw teaching as a starting

point for other career options", "earning money and having long holidays cannot be the only reasons for choosing this career".

Our research study highlights an encouraging fact that the new teacher trainees who continue to sign up to become teachers at the ELT department of Faculty of Education at Anadolu University signal hope for this profession. Most of these new entrants have consciously chosen teaching and are planning to stay at this career. As mentioned before, 42,1 % of our participants (N=337) were the graduates of teacher training high schools (see Appendix 12). This demographic information shows that nearly half of our participants decided to enter the teaching profession at an earlier age and they selected the right schools even for their secondary education. Their career choice also depends on various factors that together impact the decision to enter teaching. We therefore argue that it is essential to target those multiple factors to understand why people are attracted into teaching in the first place in order to recruit and retain high quality teachers.

5.3. Pedagogical Implications for Pre-service English Teacher Education

> "Why should I be a teacher? Perhaps we might suggest that the satisfactions of teaching are to be achieved in its difficulties and these satisfactions are hard wrung. Standing ethically before our students, commanding them to command us, we demand their attention with our devotions. We demand they learn to be attentive. To teach is to assume an ethical position in an immoral world. To teach is to be a prophet in a degraded world. To teach is to not suffer silently, but to suffer nonetheless. To teach is to change the world student by student and paper by paper." (Block, 2008: 425)

Our study aimed to provide theoretical and empirical clarification of this basic question: Why do I want to become an English teacher? To this end, we gathered self-report data through the use of lists, diaries and interviews from a representative sample of Turkish EFL students enrolled in the ELT department of Anadolu University. As expected, several categories under which the reasons of the participants to choose English language teaching career could be grouped emerged from the data collection procedure. These categories were used to develop an instrument measuring the factors that shape the choices pre-service teachers make to become English teachers. Most importantly, our findings highlight the significance of motivation to become a teacher being a

stronger predictor of qualified future teachers and show an attempt to fill in the gap found in the literature. The scarcity of such research studies has been focused upon by several researchers (Ferrell and Daniel, 1993; Sinclair et al., 2006; Richardson and Watt, 2006; Watt and Richardson, 2007) voiced in a sentence "there is a clear and urgent need for further research into the reasons why individuals become teachers of English in the many and varied state education systems in which the language is taught" by Hayes (2008: 490).

A number of implications for pre-service teacher education can be drawn based on the findings of the present study. Firstly, the results of this study indicated the major reasons of teacher candidates to become English teachers. This is a very important to step for the teacher educators to know something about the student teachers as expressed by Zhan (2008: 67) "There are possibly many issues for educational providers to take into account... First and foremost is the issue of who are student teachers...What about their entry perspectives?" Some teacher candidates may have a tendency to make quick and simple judgements about choosing this profession based on a superficial understanding of the complexities of the classroom situation and of the roles which teachers exercise in these situations. Other candidates, in contrast, may have a growing interest in the awareness of these complexities and try to solve them to form their professional identities (Younger et al., 2004). Hence, it is clearly seen that trainees bring with them superficial or rich understandings, commitments and skills which give them a sound foundation for learning to become teachers, professional development and training. It is crucial, therefore, that teacher educators learn their students' entry perspectives, their career intentions, dreams, hopes, frustrations in order to motivate them and sustain this motivation through out their training.

Secondly, the identification of pre-service teachers' motives to become English teachers might assist teacher educators in providing appropriate counselling and related support to them, especially at critical phases such as before or after teaching practicum experiences (Sinclair, Downson & McInerney, 2006). The data analysis of the present study revealed that senior students during their practicum and the other students in their private teaching experiences faced with some difficulties resulting in some changes in

their motivation to teach. It was found out that many trainees in the fourth grade had limited notions of how they were going to deal with the problematic issues such as maintaining classroom management, preparing appropriate and interesting materials for the right level of their students, etc. They seemed less clear about how they would learn from such experiences or about how they would analyze these experiences to develop their own professional skills. Therefore, constructive feedback from teacher educators would be beneficial to these student teachers in a general sense if the teacher educaters happen to know the motives of them for choosing this profession. The teacher educators could remind them their main reasons for becoming teachers and persuade them to have the idea that becoming a teacher is a kind of process consisting of learning from these experiences.

Another implication is that, university-based teacher educators might also find the identified motivations to become teachers useful in their interactions with mentoring and supervising teachers in schools (Rock & Levin, 2002). University-based teacher educators might give information to the school-based teachers about the types of reasons that particular group of pre-service teachers may bring to their practicum experiences since the outcomes of the present study yielded that most of the participants stated that they wanted to make changes in English language teaching system. This information may in turn assist school-based educators in providing more targeted support for pre-service teachers.

Next, there can be positive or negative changes in pre-service teachers' motivations to become teachers (Sinclair, Downson & McInerney, 2006). Knowing the factors causing these changes may assist teacher educators to evaluate the situation from a different perspective and provide additional support to pre-service teachers if necessary (Bell, 2005). Simply, it is our wish to see such positive changes as expressed by one of our participants: "Even though becoming an English teacher has never been my wish, I get used to the idea since I have been studying it. Now, I believe in my teaching abilities which make me think that I will be a good teacher in the future."

Obviously, entry into teacher education is a period of change, in which student teachers encounter a new world of learning to teach that is a complex, uncertain and demanding process (Taylor, 2006). Examining the motives to become teachers of our participants with regard to various grades, from the first grade to the fourth, mirrors those changes. The findings of the present study revealed that the senior class students chose the teaching profession for more altruistic reasons than the other classes. Many participants from the first and second grades were choosing to enter English language teaching programme because they perceived teaching to have intrinsic worth and to be suited to their personality. But, in the forthcoming years, as senior students reported, they would like to make a valuable contribution to society, have certain essential qualities and attributes as role models for children and adolescents, draw on a strongly moralistic positioning to improve the educational system.Thus, there are some changes related to the types of reasons for the career choice from intrinsic to altruistic ones.

An issue deserves attention is the identification of pre-service teachers' reasons to become teachers causing university and school-based teacher educators to reflect on the same issue. In other words, by the help of this identification, in-service teachers may also think about their own motives to become teachers and to stay in that profession. According to Block (2008: 418), teacher educators should never forget the factors leading them passionately to enter this profession and should often question themselves on keeping that motivation: "I want to re-examine what I have been doing for the past 35 years that I might support to those I now teach to be teachers." This reflection may help them enhance their engagement and retention in their career. What's more, this crucial understanding may enable teacher educators to be good role models for their students.

As mentioned before, the outcomes of the present study indicated that the first and second year students were more attracted to to teaching than the third and fourth year students in terms of intrinsic reasons. However, the third, especially the fourth year students seemed to choose this profession more for altruistic reasons than the lower classes since the third and fourth year students' responses to the questionnaire pooled more around the altruistic reasons compared to the first and second year students. As the

upper grades had more work experience, they seemed to be attracted to teaching as a result of higher ideals. What might this important finding imply for the teacher education programmes? It might lead to significant changes in curriculum design of teacher training courses. For example, the teaching practicum courses could start at an earlier year to make student teachers gain experience in real-world schools which is necessary for the development of their teaching competence. At the same time, the periods of practice could be lengthtened to help teacher trainees to increase their responsibilities to plan and implement individual lessons for longer sequences providing the opportunity for assessing the learning outcomes of their students. During these periods in practice schools, student teachers could become aware of the demands of their profession.

These suggestions related to the practicum courses were also made by another researcher from the same institution. Çekiç (2009) conducted a study with the fourth year students who were enrolled in the ELT department of Anadolu University to examine their views on their own classroom performance. The participants reported that they had found teaching practicum courses very beneficial for the development of their professional identity. They also expressed that such courses should start from the earlier years, most probably from the very beginning of their education, from the first and second grade, to realize the demanding nature of the teaching career and to prepare them for their profession. This finding corroborated with our results showing that there is a need for the teaching context to move from lecture-heavy phase to more self-directed studies which should be carried out in real classes with real students. In other words, there could be tendency to focus more on practical application of knowledge about teaching and education than on the theoretical knowledge. This change in the teacher education programme might help to give teacher trainees a realistic view of what schooling is all about with its positive and negative aspects.

The reasons expressed by the respondents of the current study could be of value to structure programmes for teacher educators while planning the content of various lessons. For instance, there is need of further exploration for one of the reasons given by the majority of our participants, wanting to help children and adolescents, becoming

role models. Discussions in different courses such as teaching English to young children, methodology in the area of specialization, educational psychology should clarify what is meant by "helping children and adolescents, becoming role models". In the perceptions of the teacher candidates, the notion "disciplining children and adolescents and being an authoritative figure in class" could be "helping" them or "being a role model" for them. Therefore, the reasons expressed by our participants should be analyzed deeply in order to prevent ego-centric motives from being disguised as altruistic ones.

In closing, as stressed by Chan (2005) good teaching is fundamental to raising standards, and it is clearly responsibility of the teacher educators, teacher education programs, schools, policy-makers to ensure that beginning teachers are able to have and continue sustain their motivation to teach. Otherwise, we can have prospective teachers only focusing on the materialistic and pragmatic aspects of becoming a teacher as clarified by White (1998:138) "without providing trainees with the space in which to develop their professional skills and judgement, their teaching will be reduced to the level of craft, which will not provide a sound basis for quality in English language teacher education." Providing that space may start from learning their motives for becoming teachers and sustaining their motivation to keep them there.

5.4. Suggestions for Further Research

The current study focuses on a sample of undergraduates at one university. In other words, this research is limited only to the ELT department of Anadolu University. In order to generalize the findings of this study, other studies are needed to be conducted in different educational settings both in Turkey and other countries. This replication will cast more light on teacher education students' career decisions and the role of sociocultural context in these reasons. In addition, studies in various contexts will enable researchers to make comparison and contrast about teacher candidates' motives to be teachers and see the entry perspectives of people into the teaching profession from a wider point of view.

This approach to researching undergraduates' views of teaching as a career option can usefully be extended by focusing more specifically on different subject areas such as physical education, special education, levels such as teaching young children or adults, backgrounds and regions to explore the extent to which the importance of factors in influencing career choice.

This present study could be enhanced by tracking the participants using interviews. Follow-up work of the participants is needed to ask such questions as: who entered the teaching profession and why?, who has not stayed and why not?, have they changed their reasons for becoming teachers? If so, how? Collecting data at different future points in time will allow more depth to understand the influences in the participants' choice to enter teaching. This kind of research could be used to determine causal relationships and change among variables, career choice and time.

Finally, a longitudinal study could be designed with the same group of students from the first year to the fourth year in order to find out if anything changes in their attitude. The same questionnaire could be used to obtain data at the end of each semester in order to follow the possible changes and interviews could be made to probe to understand the factors causing those changes.

APPENDIX 1

TEACHING PRACTICUM SCHOOLS

ATATÜRK PRIMARY SCHOOL

S1,S2,S3,S4

BARBAROS PRIMARY SCHOOL

S5,S6,S7,S8,S9

CAHİT KURAL PRIMARY SCHOOL

S10,S11,S12,S13

ESKİŞEHİR TİCARET LİSESİ

S14,S15,S16

ETİ SOSYAL BİLİMLER HIGH SCHOOL

S17,S18,S19,S20

GAZİ MUSTAFA KEMAL HIGH SCHOOL

S21,S22,S23,S24,S25

İBRAHİM KARAOĞLANOĞLU HIGH SCHOOL

S26,S27,S28,S29

MEHMETÇİK HIGH SCHOOL

S30,S31,S32,S33

MURAT ATILGAN PRIMARY SCHOOL

S35,S36,S37,S38,S39

PİLOT BİNBAŞI ALİ TEKİN PRIMARY SCHOOL

S40,S41,S42,S43

SİNAN ALAAĞAÇ PRIMARY SCHOOL

S44,S45,S46,S47

ÜLKÜ PRIMARY SCHOOL

S48,S49,S50,S51

VALİ MÜNİR RAİF GÜNEY PRIMARY SCHOOL

S52,S53,S54,S55

YUNUS EMRE PRIMARY SCHOOL

S56,S57,S58

ZİYA GÖKALP PRIMARY SCHOOL

S59,S60,S61,S62

APPENDIX 2

CONSENT FORM

Değerli 4. sınıf Okul Deneyimi II öğrencisi,

Bu çalışmanın amacı İngilizce öğretmen adaylarının meslek seçimine ilişkin nedenlerini saptamak için geçerli ve güvenilir bir anket geliştirmektir. Bu anket bir doktora tez çalışması kapsamında hazırlanacaktır.Çalışmada yer alacak bireyler kişisel olarak kesinlikle değerlendirilmeyeceklerdir ve isimleri hiçbir şekilde açıklanmayacaktır. Çalışmada içten ve samimi olmanız çok önemlidir. Sizlerden elde edilecek bilgiler sadece bilimsel amaçlar için kullanılacaktır.
Bu çalışmaya yapacağınız katkılardan dolayı sizlere çok teşekkür ederim.

Gonca SUBAŞI
Anadolu Üniversitesi
Eğitim Fakültesi
İngilizce Öğretmenliği Programı

Yunus Emre Kampüsü
Eskişehir

İSİM:
İMZA:

APPENDIX 3

LISTING REASONS FOR BECOMING ENGLISH TEACHERS

Değerli İngiliz Öğretmenliği Programı öğrencisi,

Bu çalışmanın amacı İngilizce öğretmen adaylarının meslek seçimine ilişkin nedenlerini saptamak için geçerli ve güvenilir bir anket geliştirmektir. Bu anket bir doktora tez çalışması kapsamında hazırlanacaktır.Çalışmada yer alacak bireyler kişisel olarak kesinlikle değerlendirilmeyeceklerdir ve isimleri hiçbir şekilde açıklanmayacaktır. Çalışmada içten ve samimi olmanız çok önemlidir. Sizlerden elde edilecek bilgiler sadece bilimsel amaçlar için kullanılacaktır.
Bu çalışmaya yapacağınız katkılardan dolayı sizlere çok teşekkür ederim.

Gonca SUBAŞI

Lütfen neden İngilizce öğretmeni olmak istediğinizi maddeler halinde yazınız ve maddelerinizi kısaca açıklayınız.

İngilizce öğretmeni olmak istiyorum çünkü
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APPENDIX 4

GUIDELINE AND DIARY INSTRUCTIONS

Değerli Okul Deneyimi II öğrencisi,

1. **Lütfen neden İngilizce öğretmeni olmak istediğinizi maddeler halinde yazınız ve bu maddeleri kısaca açıklayınız.**

İngilizce öğretmeni olmak istiyorum çünkü
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5.

Bunu dönem başında sadece bir kez yazıp araştırmacıya teslim edeceksiniz.

2. Her hafta dersinizi anlattıktan sonra düzenli olarak yazacağınız bir günlük tutmanız gerekmektedir.

Günlüğünüze anlattığınız ders ve günlüğünüze geçirdiğiniz gün için tarih ve isim yazmayı unutmayınız. Günlükler ders anlattıktan sonra en geç üç gün içinde araştırmacıya teslim edilmelidir. Günlükler dönem sonuna kadar tutulacaktır.

Lütfen dersinizi anlattıktan sonra neden İngilizce öğretmeni olmak istediğinizi bir kez daha sorgulayınız. Dersinizde meydana gelen olaylar nedenlerinizi doğrulayabilir, değiştirebilir, yeni nedenler bulmanıza yol açabilir. Bunları detaylı olarak anlatınız.

APPENDIX 5
ITEMS DERIVED FROM THE LISTS

İngilizce öğretmeni olmaya karar verdim çünkü

1. İngilizce'yi seviyorum.
2. diğer branşlardaki öğretmenler gibi geleneksel bir öğretmen tipi olmak istemiyorum.
3. İngilizce bilgimi öğrencilerime aktarmak ve onlarla paylaşmak istiyorum.
4. İngilizce öğreterek öğrencilerimi çağdaş bir şekilde yetiştirmek istiyorum.
5. İngilizce şu anda dünyada en yaygın olarak öğretilen yabancı dil.
6. matematik, fizik, kimya gibi fen alanındaki derslerden nefret ediyorum.
7. İngilizce öğretmeni olarak iyi bir iş bulma imkanım oldukça yüksek.
8. bol bol tatil yapma yapma fırsatım olacak.
9. bu sayede İngilizce'yi yabancı dil olarak iyi bir şekilde öğrenebileceğim.
10. kendi İngilizcemi üniversite ortamında geliştirebileceğim.
11. İngilizce öğretmenliği diğer branş öğretmenliklerine nazaran daha prestijli bir meslek.
12. İngilizce sayesinde pek çok insanla iletişim kurabilirim.
13. çağımızda iletişim kurmak çok önemli; İngilizce öğreterek öğrencilerimin diğer insanlarla iletişim kurmalarını sağlamak beni mutlu eder.
14. İngilizce konuşmayı seviyorum.
15. İngilizce öğrenmeye dair bir yeteneğim olduğunu düşünüyorum.
16. İngilizce öğretmeni olunca diğer ülkelerdeki insanlarla iletişim kurarak dünya bilgimi ilerleteceğim.
17. İngilizce öğretimi ile ilgili bilindik eskimiş yöntemleri yenileriyle değiştireceğim.
18. İngilizce öğrenmekten nefret eden insanların fikrini değiştirebileceğimi sanıyorum.
19. para kazanmak için esnek çalışma saatleri olan bir meslek.

20. İngilizce şarkıları dinleyip, onların sözlerini anlayabilmeyi seviyorum.
21. İngilizce bilmek bana pek çok şeyin kapısını açabilir.
22. İngilizce öğretmeni olarak çocuklara iyi bir rol modeli olacağım.
23. kendimi bildim bileli bu mesleği yapmak istemişimdir.
24. bir bayan için çok uygun bir meslek.
25. ailem bu mesleğim benim için uygun olduğuna inanıyor.
26. bence İngilizce öğretmek o kadar da kolay bir şey değil; dolayısıyla İngilizce'nin nasıl öğretileceğini bilmek bana ayırt edici bir özellik kazandıracak.
27. lisedeki İngilizce öğretmenimden çok etkilendim.
28. bence İngilizce öğrenmek diğer dersleri öğrenmekten çok daha eğlenceli.
29. bence öğretmenlikte maddiyat kadar maneviyat da önemli ve ben sadece İngilizce öğretmeni olarak duygusal anlamda tatmin olabilirim.
30. sahip olduğum İngilizce öğretmeyi bilmeyen öğretmenlerim gibi kötü bir öğretmen olmak istemiyorum.
31. İngilizce öğretmenliği özel bir eğitim ister.
32. kendisi de İngilizce öğretmeni olan babamdan/annemden/diğer aile bireylerinden etkilendim.
33. ideallerine ulaşmak için yabancı dil bilmesi gereken öğrencileri yetiştirmek istiyorum.
34. İngilizce öğrenmek çok ilginç bir deneyim.
35. İngilizce çok popüler bir dil.
36. yaratıcılığı arttıran zorlayıcı bir meslek.
37. sınıf için pek çok değişik materyali hazırlamayı ve kullanmayı gerektiriyor.
38. İngiliz dilinin kültürünü ve edebiyatını öğrenmek istiyorum.
39. mezun olduktan sonra değişik iş fırsatları önüme çıkacak.
40. İngilizce ile ilgili değişik türdeki işleri okulda öğretmenlikle beraber ve/ya da tatillerde yürütebilirim.
41. İngilizce bilmek pek çok konuda hayatı kolaylaştırır.
42. Türkiye'ye iyi bir gelecek sağlayabilmek için eğitim sisteminde İngilizce öğretmeni olarak etkin bir rol almak istiyorum.

43. İngilizce yazılan ya da söylenen şeyleri kimsenin yardımı olmadan tek başıma anlamak istiyorum.
44. İngilizce'yi kullanarak kendi fikir ve görüşlerimi diğer ülke insanlarına sunmak istiyorum
45. İngilizce öğretmenin çok önemli olduğuna inanıyorum.
46. lise yıllarımda İngilizce derslerinde başarılıydım.
47. yabancı dil öğretimi yapılırken o dilin kültürü de öğretilmelidir, ben de İngiliz kültürünü bu sayede öğrenebileceğim.
48. Türkçe'yi yabancılara bu sayede öğretebilirim.
49. Türkiye'nin çok sayıda İngilizce öğretmenine ihtiyacı var.
50. bana göre İngilizce öğretmenleri bir çocuğun eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyorlar.
51. bence İngilizce öğretmenleri olaylara daha değişik açılardan bakabiliyorlar.
52. İngilizce öğretmenliği entellektüel açıdan doyurucu bir meslek.
53. İngilizce'yi mükemmel bir şekilde kullanabilme hissini hep merak ederdim.
54. İngilizce yeni nesilleri yetiştirmedeki en önemli unsurlardan biri.
55. İngilizce bilmek demek bilim ve teknoloji alanındaki her şeyi takip edebilmek demek.
56. bu mesleği yapabilecek potansiyelim ve kapasitem var diye düşünüyorum.
57. İngilizce öğretmenliği kişisel ihtiyaçlarımı giderecek meslekler arasında en iyisiydi.
58. İngilizce öğrenmek bulmaca çözmek gibi, kendi başıma kuralları bulup, bu dilin yapısını çözmeyi seviyorum.
59. İngilizce öğrettiğim insanların kendi başlarına bu dille ilgili bir şeyler başarabildiklerini görmek beni mutlu ediyor.
60. İngilizce'yi fazla çaba harcamadan kolay bir şekilde öğrenebildiğimi fark ettim, dil öğrenmeye yatkınlığım var.
61. İngilizce öğretmenliği sadece dilin kurallarını öğretmek değil, aynı zamanda onu gereğince kullanabilmek demek.
62. bu meslek kendime olan güvenimi arttırıyor.
63. İngilizce öğretirken öğrencilerimizi bu sürece dahil edebiliriz ve sınıflarımızda öğrenci merkezli öğretim yapabiliriz.

64. Yazın bile istersem para kazanmaya devam edebilirim.
65. İngilizce evrensel bir dil; yurtdışında bile İngilizce öğretmenliği yapabilirim.
66. ülkem için yararlı bir şey yapmak istiyorum; bu meslek de amacıma ulaşmamı sağlayacak.
67. Türkçe bilerek ulaşamayacağım şeylere İngilizce sayesinde ulaşabilirim.
68. İngilizce sayesinde diğer ülkelerin ve insanların olaylara bakış açılarını anlayabilirim.
69. İngilizce öğretmenliği yaşadığımız toplum içinde saygı duyulan mesleklerden biri.
70. diğer yabancı dillerin arasında en ilgimi çeken İngilizceydi.
71. İngilizce sayesinde akademik kariyer yapabilirim.
72. İngilizce bildiğim için yaşadığım toplumu daha kolay etkileyebilirim.
73. İngilizce öğretmek bir insana yeni bir kimlik kazandırmak anlamına geliyor.
74. İngilizce dersleri öğretmen merkezli olmadığı için eğlenceli geçer.
75. bu meslek işsiz kalmayacağımın garantisidir.
76. bu meslek sayesinde kendimi aileme ve arkadaşlarıma kanıtlayabileceğime inanıyorum.
77. İngilizce'nin çok güzel bir ritmi var; kelimeleri telaffuz etmekten hoşlanıyorum.
78. İngilizce yazılmış kitapları okuyup, anlayabilmek hoşuma gidiyor.
79. İngilizce hazırlanmış programları, filmleri seyredip anlayabilmek hoşuma gidiyor.

APPENDIX 6

ITEMS DERIVED FROM THE DIARIES

İngilizce öğretmeni olmaya karar verdim çünkü

1. insanlara bir şeyler öğretmekten zevk alıyorum.
2. ülkemin geleceğini İngilizce öğretmeni olarak kurtarabileceğime inanıyorum.
3. insan yetiştirmek dünyadaki en güzel meslek.
4. her zaman İngilizce'yi sevdim.
5. iyi bir İngilizce öğretmeni olarak anadilimi yozlaşmadan koruyabileceğimi düşünüyorum.
6. İngilizce öğretmeni olarak farklı bir insan olmayı istiyorum.
7. toplumda İngilizce öğretmenliğinin ne kadar değerli bir meslek olarak görüldüğünün farkındayım.
8. İngilizce'ye karşı duyulan önyargıları iyi bir İngilizce öğretmeni olarak yıkmak istiyorum.
9. ortaokuldaki/lisedeki İngilizce öğretmenimin büyük bir etkisi var.
10. İngilizce dünyada en yaygın konuşulan dil.
11. ülkemizi uluslar arası arenada iyi bir şekilde temsil etmek istiyorum
12. bu çağda İngilizce bilmeyince insan kendini soyutlanmış hissediyor, öğrencilerimin böyle hissetmesini istemiyorum.
13. özel sektörde iş bulabilirim.
14. garanti meslek.
15. öğretmenlik branşları içinde bana en uygun olanı İngilizce öğretmenliğiydi.
16. ülkemizin İngilizce öğretmenlerine ihtiyacı var.
17. meslek olarak bana yakışacağını düşünüyorum.
18. İngilizce'ye karşı yeteneğimin olduğunu ve başarılı olacağımı düşünüyorum.
19. yabancı ülkeler ve kültürlerle iletişimde bulunmak istiyorum.
20. bu meslekte beni tatmin edecek parayı kazanabileceğimi düşünüyorum.

21. öğretmen lisesi mezunuyum ve ek puanım var.
22. ailemden bu bölümü kazanan ve bana örnek olan insanlar var.
23. çocuklara ve gençlere yol göstermeyi seviyorum.
24. dil öğretirken kendimi daha iyi geliştirebileceğimi düşünüyorum.
25. yabancı dil olarak İngilizce bilmek bir ayrıcalık.
26. sayısal derslerde İngilizce kadar başarılı değilim.
27. yurtdışına ilişkin planlarımda İngilizce bilmenin büyük bir avantajı var.
28. İngilizce yabancı dil olarak okullarda daha yaygın olarak öğretiliyor.
29. her yıl sınıflarda başka başka öğrencilerin karşısına çıkmak istiyorum.
30. uzun bir tatil dönemi var.
31. öğrencilerime iyi bir model olmak istiyorum.
32. İngilizce öğretmenleri farklı kültürlerden haberdar oldukları için kendi kültürlerini diğerleriyle karşılaştırıp gelecek nesillere aktarabilir.
33. bir yabancı dili anadilim gibi konuşmak istiyorum.
34. prestijli bir meslek olduğunu düşünüyorum.
35. bilgilerinizi aynı anda pek çok kişiyle paylaşabilirsiniz.
36. bu mesleğin bayanlara/erkeklere uygun olduğunu düşünüyorum
37. bu meslek sayesinde iyi bir kariyer yapabilirim.
38. İngilizce öğrenmeye karşı bir ilgim var.
39. diğer branşlara göre daha eğlenceli ve dinamik.
40. İngilizce evrensel bir dil, her yerde kullanılıyor.
41. bu mesleği yapabilmek için yeterli kapasiteye sahibim.
42. İngilizce öğretmenliğinin yüksek bir sosyal statüsü var.
43. toplumda bilgili ve yol gösterici olarak algılanmak istiyorum.
44. ikinci bir dille ikinci bir insan yaratmak istiyorum.
45. sorumluluk sahibi olmayı istiyorum, bu insanın kendini geliştirmesini sağlıyor.
46. idealist bir İngilizce öğretmeni olarak eğitim sistemindeki aksaklıkları gidermek istiyorum.
47. İngilizce öğretmeni olarak toplumdaki düşünsel ve kültürel yönden gelişmemiş kesimlerin değişimine katkıda bulunmak istiyorum.
48. durağan, sabit bir iş yerine beni aktif kılan ve değişimlerden haberdar olmaya zorlayan bir meslek olsun istiyorum.

49. öğretmenliğin sınırları yoktur, öğrenecek olan da öğretilecek olan da bitmez.
50. dünyada en yaygın konuşulan dili bilmek onu takip edebilmek demektir.
51. başka bir dil bilmenin kendi kültürünü kaybetmek demek olmadığını öğrencilerime benimsetmek istiyorum.
52. kendi kişiliğime ve çevreme uygun bir meslek olduğunu düşünüyorum.
53. ülkeme sorumluklarını bilen, araştırmacı ve bilgiye aç insanlar yetiştirmek istiyorum.
54. öğretmenliğin liderlik ve danışmanlık yönlerini çok beğeniyorum.

APPENDIX 7

ITEMS DERIVED FROM THE INTERVIEWS

İngilizce Öğretmeni olmaya karar verdim çünkü

1. benim ideallerime uygundu.
2. insanlarla iletişim kurmayı ve onlara bir şeyler anlatmayı seviyorum.
3. okul ortamında bulunmayı seviyorum.
4. İngilizce'yi seviyorum.
5. ortaokuldaki/lisedeki öğretmenimin büyük etkisi oldu.
6. İngilizce vazgeçilmez bir unsur, hayatımızın önemli bir parçası.
7. ne kadar çok kişi İngilizce'yi sever ve öğrenirse ülkenin kalkınması kolaylaşır.
8. bu meslek sayesinde insan kendini geliştirebilir.
9. İngilizce'ye yatkınım.
10. İngilizce evrensel bir dil.
11. Türkiye'nin çok sayıda İngilizce öğretmenine ihtiyacı var.
12. üç ay tatil imkanı var.
13. Avrupa Birliği'ne girebilmek için iyi seviyede İngilizce bilmek gerekiyor.
14. bu çağda ülkemizde artık insanların Türkçe dışında ikinci bir dil bilmeye ihtiyaçları var.
15. iş imkanları oldukça fazla.
16. diğer derslerde İngilizce'ye oranla başarısızım.
17. insanların ufkunu İngilizce genişletebilir.
18. bayanlar için uygun bir meslek.
19. Anadolu Öğretmen Lisesi'nden mezun olduğum için puan avantajı var.
20. İngilizce öğretmenliğinin toplumda önemli bir statüsü var.
21. dünyanın önde gelen ülkeleri arasına girebilmek için toplumun büyük bir kısmının İngilizce bilmesi gerekiyor.

22. kendimi bildim bileli İngilizce öğretmeni olmak istemişimdir.
23. diğer insanlardan farklı olmak istiyorum.
24. kötü ve yetersiz İngilizce öğretmenlerinin yerine geçmek istiyorum.
25. çocuklarla/gençlerle çalışmayı seviyorum.
26. vicdani olarak hizmet anlamında bana uygun bir meslek.
27. İngilizce konuşmayı seviyorum.
28. İngilizce öğrenmeyi seviyorum.
29. aile üyelerinden biri İngilizce öğretmeni ve bu beni etkiledi.
30. diğer ülkelerdeki insanlarla iletişim kurmak için İngilizce gerekli.
31. İngilizce dünyada kabul görmüş bir dil ve dünyaya ayak uydurabilmek için İngilizce öğretilmeli.
32. çevremde bu meslek saygın bir meslek olarak görülüyor.
33. bu dili çok iyi öğrenebilmek ancak üniversite ortamında olur.
34. bu işi yapmak beni mutlu eder.
35. dil bilmek ayrıcalıklı gösteriyor insanı.
36. Türkiye'de yabancı dil öğrenme sorunu var ve bu iyi yetişmiş İngilizce öğretmenleriyle giderilir.
37. İngilizce çok popüler bir dil.
38. farklı ülkelerde dahi yapılabilinecek bir meslek.
39. mezun olduğumda rehberlik, tercümanlık gibi farklı iş alanlarında çalışabilirim.
40. İngilizlerin kültürünü merak ediyorum.
41. kesin iş garantisi var.
42. bu işi yapabileceğime inandım.
43. eğitim sisteminde kötü giden şeyleri değiştirebileceğime inanıyorum.
44. en zevkli işlenen dersin İngilizce olduğunu düşünüyorum.
45. iyi bir İngilizce öğretmeni öğrencide büyük değişikliklere yol açar.
46. bu meslek sayesinde sıradanlığın dışına çıkabilirim.
47. dil öğretmek çok zevkli, pek çok değişik aktivite yapılabilir.
48. öğrenciler bu sayede kendilerini geliştirebilir.
49. bu meslek sayesinde insanlara yardım edebileceğim.
50. bu meslek bana işimde özerk olma fırsatını veriyor.
51. kendinizi devamlı geliştirmeniz gereken zorlayıcı bir meslek.

52. öğrencilerin sevgi ve saygısını hissetmek çok güzel.
53. çok yaratıcı bir meslek.
54. bu meslek sayesinde öğrencilere iyi bir model olabilirim.
55. iyi bir maaş alma şansım olacak.

APPENDIX 8
CATEGORIES

Kategoriler

İngilizce öğretmeni olmak istiyorum çünkü

1. İngilizce ilgimi çekiyor.

(to have an interest in English)

1. İngilizce'yi seviyorum.
2. İngilizce'yi yabancı dil olarak iyi bir şekilde öğrenebileceğim.
3. İngilizce konuşmayı seviyorum.
4. İngilizce öğrenmeyi seviyorum.
5. İngilizce öğrenmek diğer dersleri öğrenmekten çok daha eğlenceli.
6. İngilizce öğrenmek çok ilginç bir deneyim.
7. İngilizlerin/Amerikalıların kültürünü öğrenmek istiyorum.
8. İngilizlerin/Amerikalıların edebiyatını öğrenmek istiyorum.
9. İngilizce yazılan ya da söylenilen şeyleri kimsenin yardımı olmadan tek başıma anlamak istiyorum.
10. İngilizce'yi mükemmel bir şekilde kullanabilme hissini hep merak ederdim.
11. İngilizce öğrenmek bulmaca çözmek gibi, kendi başıma kuralları bulup, bu dilin yapısını çözmeyi seviyorum.
12. diğer yabancı dillerin arasında en ilgimi çeken İngilizce.
13. İngilizce kelimeleri telaffuz etmekten hoşlanıyorum.
14. İngilizce yazılmış kitapları okuyup, anlayabilmek hoşuma gidiyor.
15. İngilizce hazırlanmış programları, filmleri seyredip anlayabilmek hoşuma gidiyor.
16. İngilizce şarkıları dinleyip, onların sözlerini anlayabilmeyi seviyorum.
17. İngilizce'yi anadilim gibi konuşmak istiyorum.

2. İngilizce'ye karşı özel bir yeteneğimin olduğunu düşünüyorum.

(to have the assumption that one is talented in English)

18. matematik, fen gibi sayısal derslerde İngilizce'de olduğum kadar başarılı değildim.
19. İngilizce öğrenmeye dair bir yeteneğim olduğunu düşünüyorum.
20. ortaöğretim yıllarımda İngilizce derslerinde başarılıydım.
21. İngilizce öğretmenliğini yapabilecek kapasitem var diye düşünüyorum.
22. İngilizce öğrenmeye yatkın olduğumu düşünüyorum.

3. İngilizce öğretmeni olunca kişisel ve/ya da mesleki anlamda tatmin olabilirim.

(to have personal and/or professional satisfaction)

23. idealim İngilizce öğretmeni olmaktır.
24. İngilizce öğretmenleri diğer branşlardaki öğretmenler gibi geleneksel bir öğretmen profili çizmiyor, ben de yeniliklere açık bir öğretmen olacağım.
25. İngilizce öğrettiğim öğrencilerin kendi başlarına bu dille ilgili bir şeyler başarabildiklerini görmek beni mutlu ediyor.
26. İngilizce öğretmenliği kendime olan güvenimi arttırıyor.
27. ben sadece İngilizce öğretmeni olunca duygusal anlamda tatmin olabilirim.
28. İngilizce'yi kullanarak yabancılarla iletişim kurmayı seviyorum.
29. kendimi bildim bileli İngilizce öğretmeni olmak istemişimdir.
30. İngilizce öğretmeni olmak beni mutlu edecek.
31. İngilizce öğretmenliğinin meslek olarak bana yakışacağını düşünüyorum.
32. öğrencilerimin İngilizce bilmedikleri için kendilerini soyutlanmış hissetmelerini istemiyorum.
33. İngilizce öğretmenliğini diğer branşlara göre daha eğlenceli ve dinamik buluyorum.
34. ikinci bir dille ikinci bir insan yaratmak istiyorum.
35. İngilizce öğretmeni olarak diğer insanlardan farklı olmayı istiyorum.

4. İngilizce öğretmenliği sayesinde çocuklarla çalışma fırsatına sahip olacağımı düşünüyorum. ***(to have the opportunity to work with children)***

36. İngilizce bilgimi çocuklarla paylaşmak istiyorum.
37. İngilizce öğretmeni olarak çocuklara iyi bir rol model olacağım.
38. İngilizce öğretmenleri bir çocuğun eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyor.
39. çocuklarla bir arada olup, onlara İngilizce öğretmeyi seviyorum.
40. İngilizce öğretirken çocuklarla olduğumda yetişkinlerle olduğumdan daha rahat hissediyorum.

5. İngilizce öğretmenliği sayesinde gençlerle çalışma fırsatına sahip olacağımı düşünüyorum. ***(to have the opportunity to work with adolescents)***

41. İngilizce bilgimi genç öğrencilerimle paylaşmak istiyorum.
42. İngilizce öğretmeni olarak gençlere iyi bir rol model olacağım.
43. İngilizce öğretmenleri bir gencin eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyorlar.
44. gençlerle bir arada olup, onlara İngilizce öğretmeyi seviyorum.
45. İngilizce öğretirken gençlerle olduğumda yetişkinlerle olduğumdan daha rahat hissediyorum.

6. İngilizce öğretmenliğinin yeterli bir gelir ve/ya da iş güvenliği sağlayan bir meslek olduğunu düşünüyorum.

(to have the opportunity for adequate income and/ or job security)

46. İngilizce öğretmenliğinde iyi bir iş bulma imkanının oldukça yüksek olduğunu düşünüyorum.
47. İngilizce ile ilgili değişik türdeki işleri okulda öğretmenlikle beraber ve/ya da tatillerde yürütebilirim.
48. İngilizce öğretmenliği işsiz kalmayacağımın garantisidir.

49. İngilizce öğretmenliği sayesinde beni tatmin edebilecek parayı kazanabileceğimi düşünüyorum.
50. İngilizce öğretmenliği bölümünden mezun olduğumda rehberlik, tercümanlık gibi farklı iş alanlarında çalışabilirim.
51. iyi bir İngilizce ile her yerde iş bulabileceğime inanıyorum.
52. yurt dışında bile İngilizce öğretmenliği yapabilirim.

7. İngilizce öğretmenliğini seçmemde aile bireylerinin, çevremin ve içinde yaşadığım toplumun etkisi var. ***(family, community and social influence)***

53. kendisi de İngilizce öğretmeni olan aile bireylerinden etkilendim.
54. ortaöğretimdeki İngilizce öğretmenimden etkilendim.
55. İngilizce öğretmenliği toplum tarafından diğer branş öğretmenliklerine nazaran daha saygın bir meslek olarak görülüyor.
56. içinde yaşadığımız toplumun sosyal koşullarını göz önüne alarak İngilizce öğretmenliğinin benim cinsiyetim için uygun bir meslek olduğunu düşünüyorum.
57. çoğu kişi İngilizce öğretmenliğinin yüksek bir sosyal statüsü olduğunu düşünüyor.
58. ailem benim için İngilizce öğretmenliğinin iyi bir kariyer olacağına inanıyor.

8. İngilizce öğretmenliğinin mesleki ve kişisel anlamda bana hayat boyu öğrenim imkanı sunacağını düşünüyorum.

(to have lifelong opportunity for professional and personal development)

59. İngilizce öğretirken kendimi daha iyi geliştirebileceğimi düşünüyorum.
60. İngilizce sayesinde akademik kariyer yapabilirim.
61. İngilizce öğretmenliği sayesinde öğrencilerime de kendilerini geliştirme yollarını gösterebilirim.
62. İngilizce öğretmenliğinin bana hayat boyu öğrenim imkanı sunacağını düşünüyorum.

9. İngilizce öğretmenliğinin yaratılıcılığı arttıran, zorlayıcı bir meslek olduğunu düşünüyorum. ***(to have the opportunity for a creative and challenging career)***

63. İngilizce öğretmek kolay bir iş değildir, yaratılıcılığı arttıran, zorlayıcı bir meslektir.

64. İngilizce öğretmenliği sınıf için pek çok materyali hazırlamayı ve kullanmayı gerektiriyor.
65. İngilizce öğretmenliği entelektüel açıdan doyurucu bir meslektir.
66. beni aktif kılan ve değişimlerden haberdar olmaya zorlayan bir mesleğim olsun istiyorum.

10. İngilizce öğretmenliğinin toplumun gelişmesinde bir rolü olduğunu düşünüyorum.

(to contribute to the betterment of society)

67. İngilizce öğreterek öğrencilerimi çağdaş bir şekilde yetiştirmek istiyorum.
68. çağımızda kültürler arası iletişim kurmak çok önemli; İngilizce öğreterek öğrencilerimin yabancılarla iletişim kurmalarını sağlamak istiyorum.
69. ideallerine ulaşmak için İngilizce bilmesi gereken öğrencileri yetiştirmek istiyorum.
70. Türkiye'ye iyi bir gelecek sağlayabilmek için eğitim sisteminde İngilizce öğretmeni olarak etkin bir rol almak istiyorum.
71. İngilizce bildiğim için yaşadığım toplumunun gelişmesini daha kolay etkileyebilirim.
72. dünyanın önde gelen ülkelerinin arasına girebilmek için toplumumuzda insanların Türkçe dışında ikinci bir dil bilmeye ihtiyaçları var, ben de buna katkıda bulunmak istiyorum.
73. İngilizce öğretmeni olarak toplumdaki düşünsel ve kültürel yönden gelişmemiş kesimlerin değişimine katkıda bulunmak istiyorum.
74. ülkem için sorumluklarını bilen, İngilizceye vakıf , araştırmacı insanlar yetiştirmek istiyorum.
75. başka bir dil bilmenin kendi kültürünü kaybetmek demek olmadığını öğrencilerime benimsetmek istiyorum.
76. ülkemizin çok sayıda iyi yetişmiş İngilizce öğretmenine ihtiyacı var.

11. İngilizce öğretmenliği sayesinde ülkemizdeki İngilizce öğretiminin gelişimine katkıda bulunabileceğimi düşünüyorum.

(to have the opportunity to improve English Language Teaching in the educational system)

77. İngilizce öğretimi ile ilgili bilindik eskimiş yöntemleri yenileriyle değiştirmek istiyorum.
78. İngilizce öğrenmekten hoşlanmayan insanların fikrini değiştirebileceğimi düşünüyorum.
79. İngilizce öğretirken öğrencilerimizi bu sürece dahil ederek, sınıflarımızda öğrenci merkezli öğretim yapılabileceğini düşünüyorum.
80. Türkiye'deki İngilizce öğrenme sorununun iyi yetişmiş İngilizce öğretmenleriyle giderilebileceğine inanıyorum.
81. idealist bir İngilizce öğretmeni olarak eğitim sistemindeki aksaklıkları gidermek istiyorum.

12. İngilizce öğretmenliği üniversite eğitimi alabilmem için seçebileceğim bölümlerden biriydi. ***(as a gateway into the higher education system)***

82. öğretmen lisesi mezunuyum, ek puandan yararlanmak istedim.
83. İngilizce öğretmenliği programlarına girenlere burs veya maddi destek sağlanma olasılığı yüksek.
84. gidebileceğim başka bir bölüm yoktu.

13. İngilizce bilmenin bana pek çok avantaj sağlayacağını düşünüyorum. ***(awareness of the advantages of speaking English)***

85. İngilizce vazgeçilmez bir unsur, hayatımızın önemli bir parçası haline geldi.
86. insanların ufkunu İngilizce genişletebilir.
87. İngilizce evrensel bir dil, her yerde kullanılıyor.
88. İngilizce okullarda yabancı dil olarak daha yaygın bir şekilde öğretiliyor.
89. İngilizce bilmek bana pek çok şeyin kapısını açabilir.
90. İngilizce bilmek pek çok konuda hayatı kolaylaştırır.
91. İngilizce'yi kullanarak kendi fikir ve görüşlerimi diğer ülke insanlarına sunmak istiyorum.
92. Türkçe'yi yabancılara bu sayede öğretebilirim.
93. Türkçe bilerek ulaşamayacağım şeylere birinci elden direk İngilizce sayesinde ulaşabilirim.

94. İngilizce sayesinde diğer ülkelerin ve insanların olaylara bakış açılarını anlayabilirim.

100. İngilizce yazılmış eserleri ve bilimsel çalışmaları orijinal dilde okuyabilirim.

APPENDIX 9

THE QUESTIONNAIRE DESIGNED FOR THE PILOT STUDY

Değerli Öğretmen Adayı,

Bu anket, İngilizce öğretmen adaylarının meslek seçimine ilişkin nedenlerini saptamak amacıyla geliştirilmiştir. Anket bir doktora tez çalışması kapsamında hazırlanmış olup sonuçları sadece bilimsel amaçlar için kullanılacaktır.

Anketteki maddelerin tümünü ve kişisel bilgi içeren soruları (yaş, cinsiyet vb. gibi) eksiksiz olarak cevaplamanız araştırmada gerçekçi bulgular ortaya koyabilmek açısından son derece önemli görülmektedir.

Bu ankette yer alan hiçbir ifadenin "doğru" ya da "yanlış" cevabı yoktur. Tüm ifadeleri okuyup, her bir ifade ile ilgili size göre en uygun cevabı işaretlemeniz önemlidir. İçtenlikle vereceğiniz, sizlerin gerçek düşüncelerini yansıtan cevaplar çalışmamıza büyük bir katkı sağlayacaktır.

Yardımlarınızdan dolayı çok teşekkür ederim.

Gonca Subaşı
Anadolu Üniversitesi
Eğitim Fakültesi
Yabancı Diller Eğitimi Bölümü
İngiliz Dili Eğitimi ABD

BÖLÜM I

KİŞİSEL BİLGİLER

Öğrenci No: Şube:

Cinsiyet: K ( ) E ( ) Yaş:

Mezun olunan lise:

Anadolu / Fen Lisesi ( )
Genel Lise ( )
Meslek Lisesi ( )
Öğretmen Lisesi ( )
Özel Lise ( )
Süper Lise ( )
Diğer ( ) (Lütfen yazınız) ….....

BÖLÜM II

İNGİLİZCE ÖĞRETMEN ADAYININ BU MESLEĞİ SEÇME SEBEPLERİNİ SORGULAYAN ANKET

Aşağıdaki her bir ifadeyi dikkatle okuyunuz. Belirtilen durumları onlara katılıp katılmama derecesine göre "Kesinlikle katılıyorum", "Katılıyorum", "Ne katılıyorum ne katılmıyorum", "Katılmıyorum" veya "Kesinlikle katılmıyorum" seçeneklerinden birini seçerek, sütundaki kutucuğa (X) işaretini koyunuz. Doğru ya da yanlış cevap yoktur. Tüm ifadeleri okuyup, her bir ifadeyle ilgili size en uygun cevabı işaretleyiniz.

	İngilizce öğretmeni olmak istiyorum çünkü	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1	İngilizce bildiğim için yaşadığım toplumun gelişmesini daha kolay etkileyebilirim.					
2	İngilizce öğrenmek diğer dersleri öğrenmekten çok daha eğlenceli.					
3	İngilizce öğretmek kolay bir iş değildir, yaratılıcılığı arttıran, zorlayıcı bir meslektir.					
4	İngilizce öğretmenliği kendime olan güvenimi arttırıyor.					
5	İngilizce öğretmenliğinde iyi bir iş bulma imkanının oldukça yüksek olduğunu düşünüyorum.					
6	ortaöğretim yıllarımda İngilizce derslerinde başarılıydım.					
7	İngilizce öğretmenliğinin meslek olarak bana yakışacağını düşünüyorum.					
8	çocuklarla bir arada olup, onlara İngilizce öğretmeyi seviyorum.					
9	İngilizce bilgimi genç öğrencilerimle paylaşmak istiyorum.					
10	yurt dışında bile İngilizce öğretmenliği yapabilirim.					
11	İngilizce öğrenmek bulmaca çözmek gibi, kendi başıma kuralları bulup, bu dilin yapısını çözmeyi seviyorum.					
12	İngilizce öğrenmekten hoşlanmayan insanların fikrini değiştirebileceğimi düşünüyorum.					
13	İngilizce öğretmenliğinin bana hayat boyu öğrenim imkanı sunacağını düşünüyorum.					
14	İngilizce öğreterek öğrencilerimi çağdaş bir şekilde yetiştirmek istiyorum.					
15	İngilizce öğretmenliğini yapabilecek kapasitem var diye düşünüyorum.					
16	idealist bir İngilizce öğretmeni olarak eğitim sistemindeki aksaklıkları gidermek istiyorum.					

17	öğrencilerimin İngilizce bilmedikleri için kendilerini soyutlanmış hissetmelerini istemiyorum.					
18	iyi bir İngilizce ile her yerde iş bulabileceğime inanıyorum.					
19	İngilizce yazılmış kitapları okuyup, anlayabilmek hoşuma gidiyor.					

	İngilizce öğretmeni olmak istiyorum çünkü	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
20	İngilizce öğretirken çocuklarla olduğumda yetişkinlerle olduğumdan daha rahat hissediyorum.					
21	öğretmen lisesi mezunuyum, ek puandan yararlanmak istedim.					
22	İngilizce öğrenmeye yatkın olduğumu düşünüyorum.					
23	İngilizce konuşmayı seviyorum.					
24	İngilizce'yi kullanarak kendi fikir ve görüşlerimi diğer ülke insanlarına sunmak istiyorum.					
25	gençlerle bir arada olup, onlara İngilizce öğretmeyi seviyorum.					
26	Türkiye'ye iyi bir gelecek sağlayabilmek için eğitim sisteminde İngilizce öğretmeni olarak etkin bir rol almak istiyorum.					
27	İngilizce öğretimi ile ilgili bilindik eskimiş yöntemleri yenileriyle değiştirmek istiyorum.					
28	insanların ufkunu İngilizce genişletebilir.					
29	İngilizce hazırlanmış programları, filmleri seyredip anlayabilmek hoşuma gidiyor.					
30	İngilizce öğrenmek çok ilginç bir deneyim.					
31	Türkçe'yi yabancılara bu sayede öğretebilirim.					
32	İngilizce evrensel bir dil, her yerde kullanılıyor.					
33	İngilizce'yi mükemmel bir şekilde kullanabilme hissini hep merak ederdim.					
34	İngilizce bilmek pek çok konuda hayatı kolaylaştırır.					
35	İngilizce öğretirken öğrencilerimizi bu sürece dahil ederek, sınıflarımızda öğrenci merkezli öğretim yapılabileceğini düşünüyorum.					
36	İngilizce şarkıları dinleyip, onların sözlerini anlayabilmeyi seviyorum.					
37	İngilizce sayesinde akademik kariyer yapabilirim.					
38	İngilizce öğretmenliğini diğer branşlara göre daha eğlenceli ve dinamik buluyorum.					
39	ülkem için sorumluklarını bilen, İngilizceye vakıf , araştırmacı insanlar yetiştirmek istiyorum.					
40	diğer yabancı dillerin arasında en ilgimi çeken İngilizce.					
41	ailem benim için İngilizce öğretmenliğinin iyi bir kariyer olacağına inanıyor.					
42	İngilizce öğretmeni olarak gençlere iyi bir rol model olacağım.					
43	İngilizce öğretmenliği programlarına girenlere burs veya maddi destek sağlanma olasılığı yüksek.					

44	ikinci bir dille ikinci bir insan yaratmak istiyorum.					

	İngilizce öğretmeni olmak istiyorum çünkü	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
45	Türkiye'deki İngilizce öğrenme sorununun iyi yetişmiş İngilizce öğretmenleriyle giderilebileceğine inanıyorum.					
46	kendimi bildim bileli İngilizce öğretmeni olmak istemişimdir.					
47	İngilizce'yi yabancı dil olarak iyi bir şekilde öğrenebileceğim.					
48	İngilizce kelimeleri telaffuz etmekten hoşlanıyorum.					
49	ideallerine ulaşmak için İngilizce bilmesi gereken öğrencileri yetiştirmek istiyorum.					
50	ben sadece İngilizce öğretmeni olunca duygusal anlamda tatmin olabilirim.					
51	başka bir dil bilmenin kendi kültürünü kaybetmek demek olmadığını öğrencilerime benimsetmek istiyorum.					
52	İngilizlerin/Amerikalıların kültürünü öğrenmek istiyorum					
53	Türkçe bilerek ulaşamayacağım şeylere birinci elden direk İngilizce sayesinde ulaşabilirim.					
54	İngilizce öğretmenliği bölümünden mezun olduğumda rehberlik, tercümanlık gibi farklı iş alanlarında çalışabilirim.					
55	İngilizce öğretmenliği toplum tarafından diğer branş öğretmenliklerine nazaran daha saygın bir meslek olarak görülüyor.					
56	İngilizce'yi seviyorum.					
57	İngilizce yazılmış eserleri ve bilimsel çalışmaları orijinal dilde okuyabilirim.					
58	İngilizce okullarda yabancı dil olarak daha yaygın bir şekilde öğretiliyor.					
59	İngilizce vazgeçilmez bir unsur, hayatımızın önemli bir parçası haline geldi.					
60	İngilizce'yi kullanarak yabancılarla iletişim kurmayı seviyorum.					
61	gidebileceğim başka bir bölüm yoktu.					
62	İngilizce öğretmenliği entelektüel açıdan doyurucu bir meslektir.					
63	İngilizce öğretmeni olarak toplumdaki düşünsel ve kültürel yönden gelişmemiş kesimlerin değişimine katkıda bulunmak istiyorum.					
64	İngilizce öğretmenliği sayesinde beni tatmin edebilecek parayı kazanabileceğimi düşünüyorum.					
65	kendisi de İngilizce öğretmeni olan aile bireylerinden etkilendim.					
66	İngilizce öğrenmeyi seviyorum.					

	İngilizce öğretmeni olmak istiyorum çünkü	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
67	İngilizce yazılan ya da söylenen şeyleri kimsenin yardımı olmadan tek başıma anlamak istiyorum.					
68	İngilizce öğretirken kendimi daha iyi geliştirebileceğimi düşünüyorum.					
69	İngilizce öğrettiğim öğrencilerin kendi başlarına bu dille ilgili bir şeyler başarabildiklerini görmek beni mutlu ediyor.					
70	İngilizce öğretirken gençlerle olduğumda yetişkinlerle olduğumdan daha rahat hissediyorum.					
71	ortaöğretimdeki İngilizce öğretmenimden etkilendim.					
72	İngilizce öğretmeni olmak beni mutlu edecek.					
73	İngilizce ile ilgili değişik türdeki işleri okulda öğretmenlikle beraber ve/ya da tatillerde yürütebilirim.					
74	İngilizlerin/Amerikalıların edebiyatını öğrenmek istiyorum.					
75	İngilizce bilmek bana pek çok şeyin kapısını açabilir.					
76	beni aktif kılan ve değişimlerden haberdar olmaya zorlayan bir mesleğim olsun istiyorum.					
77	İngilizce öğretmeni olarak çocuklara iyi bir rol model olacağım.					
78	çağımızda kültürler arası iletişim kurmak çok önemli; İngilizce öğreterek öğrencilerimin yabancılarla iletişim kurmalarını sağlamak istiyorum.					
79	İngilizce öğretmenleri diğer branşlardaki öğretmenler gibi geleneksel bir öğretmen profili çizmiyor, ben de yeniliklere açık bir öğretmen olacağım.					
80	dünyanın önde gelen ülkelerinin arasına girebilmek için toplumumuzda insanların Türkçe dışında ikinci bir dil bilmeye ihtiyaçları var, ben de buna katkıda bulunmak istiyorum.					
81	İngilizce öğretmenliği işsiz kalmayacağımın garantisidir.					
82	İngilizce bilgimi çocuklarla paylaşmak istiyorum.					
83	İngilizce sayesinde diğer ülkelerin ve insanların olaylara bakış açılarını anlayabilirim.					
84	içinde yaşadığımız toplumun sosyal koşullarını göz önüne alarak İngilizce öğretmenliğinin benim cinsiyetim için uygun bir meslek olduğunu düşünüyorum.					
85	İngilizce öğrenmeye dair bir yeteneğim olduğunu düşünüyorum.					
86	İngilizce öğretmenleri bir gencin eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyorlar.					

	İngilizce öğretmeni olmak istiyorum çünkü	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
87	İngilizce öğretmenliği sayesinde öğrencilerime de kendilerini geliştirme yollarını gösterebilirim.					
88	İngilizce'yi anadilim gibi konuşmak istiyorum.					
89	İngilizce öğretmeni olarak diğer insanlardan farklı olmayı istiyorum.					
90	İngilizce öğretmenleri bir çocuğun eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyor.					
91	matematik, fen gibi sayısal derslerde İngilizce'de olduğum kadar başarılı değildim.					
92	ülkemizin çok sayıda iyi yetişmiş İngilizce öğretmenine ihtiyacı var.					
93	çoğu kişi İngilizce öğretmenliğinin yüksek bir sosyal statüsü olduğunu düşünüyor.					
94	İngilizce öğretmenliği sınıf için pek çok materyali hazırlamayı ve kullanmayı gerektiriyor.					
95	idealim İngilizce öğretmeni olmaktır.					

APPENDIX 10
THE QUESTIONNAIRE DESIGNED FOR THE SECOND ADMINISTRATION

Değerli Öğretmen Adayı,

Bu anket, İngilizce öğretmen adaylarının meslek seçimine ilişkin nedenlerini saptamak amacıyla geliştirilmiştir. Anket bir doktora tez çalışması kapsamında hazırlanmış olup, sonuçları sadece bilimsel amaçlar için kullanılacaktır.

Anketteki maddelerin tümünü ve kişisel bilgi içeren soruları (yaş, cinsiyet vb. gibi) eksiksiz olarak cevaplamanız araştırmada gerçekçi bulgular ortaya koyabilmek açısından son derece önemli görülmektedir.

Bu ankette yer alan hiçbir ifadenin "doğru" ya da "yanlış" cevabı yoktur. Tüm ifadeleri okuyup, her bir ifade ile ilgili size göre en uygun cevabı işaretlemeniz önemlidir. İçtenlikle vereceğiniz, sizlerin gerçek düşüncelerini yansıtan cevaplar çalışmamıza büyük bir katkı sağlayacaktır.

Yardımlarınızdan dolayı çok teşekkür ederim.

Gonca Subaşı
Anadolu Üniversitesi
Eğitim Fakültesi
Yabancı Diller Eğitimi Bölümü
İngiliz Dili Eğitimi ABD

BÖLÜM I

KİŞİSEL BİLGİLER

Öğrenci No: Şube:

Cinsiyet: K ( ) E ( ) Yaş:

Mezun olunan lise:

Anadolu / Fen Lisesi ( )
Genel Lise ( )
Meslek Lisesi ( )
Öğretmen Lisesi ( )
Özel Lise ( )
Süper Lise ( )
Diğer ( ) (Lütfen yazınız) ….....

BÖLÜM II

Aşağıdaki her bir ifadeyi dikkatle okuyunuz. Belirtilen durumları onlara katılıp katılmama derecesine göre "Kesinlikle katılıyorum", "Katılıyorum", "Ne katılıyorum ne katılmıyorum", "Katılmıyorum" veya "Kesinlikle katılmıyorum" seçeneklerinden birini seçerek, sütundaki kutucuğa (X) işaretini koyunuz. Doğru ya da yanlış cevap yoktur. Tüm ifadeleri okuyup, her bir ifadeyle ilgili size en uygun cevabı işaretleyiniz. Lütfen boş bırakmayınız.

	İngilizce öğretmeni olmak istiyorum çünkü	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1	İngilizce bildiğim için yaşadığım toplumun gelişmesini daha kolay sağlayabilirim.					
2	İngilizce öğrenmek diğer dersleri öğrenmekten çok daha eğlenceli.					
3	yaratılıcılık gerektiren zor bir işi başarmak istiyorum.					
4	İngilizce öğretmenliği yapmak kendime olan güvenimi arttırıyor.					
5	İngilizce öğretmenliğinde iyi bir iş bulma imkanının oldukça yüksek olduğunu düşünüyorum.					
6	ortaöğretim yıllarımda İngilizce derslerinde başarılıydım.					
7	İngilizce öğretmenliğinin meslek olarak bana yakışacağını düşünüyorum.					
8	çocuklarla bir arada olup, onlara İngilizce öğretmeyi seviyorum.					
9	İngilizce bilgimi genç öğrencilerimle paylaşmak istiyorum.					
10	yurt dışında bile İngilizce öğretmenliği yapabilirim.					
11	İngilizce öğrenmek bulmaca çözmek gibi, kendi başıma kuralları bulup, bu dilin yapısını çözmeyi seviyorum.					
12	İngilizce öğrenmekten hoşlanmayan öğrencilerin fikrini değiştirebileceğimi düşünüyorum.					
13	İngilizce öğretmeni olmanın bana hayat boyu öğrenme imkanı sunacağını düşünüyorum.					
14	İngilizce öğreterek öğrencilerimi çağdaş bir şekilde yetiştirmek istiyorum.					
15	İngilizce öğretmenliği yapabilecek kapasitem var diye düşünüyorum.					
16	ilkeli bir İngilizce öğretmeni olarak eğitim sistemindeki aksaklıkları gidermek istiyorum.					
17	öğrencilerimin İngilizce bilmedikleri için kendilerini yaşamdan soyutlanmış hissetmelerini istemiyorum.					
18	iyi bir İngilizce ile her yerde iş bulabileceğime inanıyorum.					
19	İngilizce yazılmış kitapları okuyup, anlayabilmek hoşuma gidiyor.					

	İngilizce öğretmeni olmak istiyorum çünkü	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
20	İngilizce öğretirken çocuklarla olduğumda yetişkinlerle olduğumdan daha rahat hissediyorum.					
21	İngilizce öğrenmeye yatkın olduğumu düşünüyorum.					
22	İngilizce konuşmayı seviyorum.					
23	İngilizce'yi kullanarak kendi fikir ve görüşlerimi diğer ülke insanlarına sunmak istiyorum.					
24	gençlerle bir arada olup, onlara İngilizce öğretmeyi seviyorum.					
25	İngilizce öğreterek ülkemin geleceğine daha fazla katkı sağlayabileceğime inanıyorum.					
26	İngilizce öğretimi ile ilgili eski yöntemleri yenileriyle değiştirmek istiyorum.					
27	öğrencilerimin ufkunu İngilizce öğreterek genişletebileceğime inanıyorum.					
28	İngilizce hazırlanmış programları, filmleri seyredip anlayabilmek hoşuma gidiyor.					
29	İngilizce öğrenmek çok ilginç bir deneyim.					
30	Türkçe'yi yabancılara bu sayede öğretebilirim.					
31	İngilizce evrensel bir dil, her yerde konuşuluyor.					
32	İngilizce'yi mükemmel bir şekilde kullanabilmeyi hep merak ederdim.					
33	İngilizce bilmek pek çok konuda hayatı kolaylaştırır.					
34	İngilizce öğretirken öğrencilerimizi bu sürece dahil ederek, sınıflarımızda öğrenci merkezli öğretim yapılabileceğini düşünüyorum.					
35	İngilizce şarkıları dinleyip, onların sözlerini anlayabilmeyi seviyorum.					
36	İngilizce sayesinde akademik kariyer yapabilirim.					
37	İngilizce öğretmenliğini diğer branşlara göre daha eğlenceli ve dinamik buluyorum.					
38	ülkem için sorumluklarını bilen, İngilizceye hakim, araştırmacı insanlar yetiştirmek istiyorum.					
39	diğer yabancı dillerin arasında en ilgimi çeken dil İngilizce.					
40	ailem benim için İngilizce öğretmenliğinin iyi bir kariyer olacağına inanıyor.					

	İngilizce öğretmeni olmak istiyorum çünkü	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
41	İngilizce öğretmeni olarak gençlere iyi bir rol model olacağım.					
42	ikinci bir dille ikinci bir insan yaratmak istiyorum.					
43	Türkiye'deki İngilizce öğretimi sorununun iyi yetişmiş İngilizce öğretmenleriyle giderilebileceğine inanıyorum.					
44	kendimi bildim bileli İngilizce öğretmeni olmak istemişimdir.					
45	İngilizce'yi yabancı dil olarak iyi bir şekilde öğrenebileceğim.					
46	İngilizce kelimeleri telaffuz etmekten hoşlanıyorum.					
47	ideallerine ulaşmak için İngilizce bilmesi gereken öğrencileri yetiştirmek istiyorum.					
48	sadece İngilizce öğretmeni olunca duygusal anlamda tatmin olabilirim.					
49	başka bir dil bilmenin kendi kültürünü kaybetmek demek olmadığını öğrencilerime benimsetmek istiyorum.					
50	İngilizlerin/Amerikalıların kültürünü öğrenmek istiyorum					
51	meslek alanımla ilgili bilgilere ve diğer güncel bilgilere İngilizce sayesinde ulaşabilirim.					
52	İngilizce öğretmenliği toplum tarafından diğer branş öğretmenliklerine nazaran daha saygın bir meslek olarak görülüyor.					
53	İngilizce yazılmış eserleri ve bilimsel çalışmaları okuyabilirim.					
54	İngilizce okullarda yabancı dil olarak daha yaygın bir şekilde öğretiliyor.					
55	İngilizce vazgeçilmez bir unsur, hayatımızın önemli bir parçası haline geldi.					
56	İngilizce'yi kullanarak yabancılarla iletişim kurmayı seviyorum.					
57	İngilizce öğretmenliği entelektüel açıdan doyurucu bir meslektir.					
58	İngilizce öğretmeni olarak toplumdaki düşünsel ve kültürel yönden gelişmemiş kesimlerin değişimine katkıda bulunmak istiyorum.					
59	İngilizce öğretmenliği sayesinde beni tatmin edebilecek parayı kazanabileceğimi düşünüyorum.					
60	İngilizce öğrenmeyi seviyorum.					
61	İngilizce yazılan ya da söylenen şeyleri kimsenin yardımı olmadan tek başıma anlamak istiyorum.					

	İngilizce öğretmeni olmak istiyorum çünkü	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
62	İngilizce öğretirken kendimi daha iyi geliştirebileceğimi düşünüyorum.					
63	İngilizce öğrettiğim öğrencilerin kendi başlarına bu dille ilgili bir şeyler başarabildiklerini görmek beni mutlu ediyor.					
64	İngilizce öğretirken gençlerle olduğumda yetişkinlerle olduğumdan daha rahat hissediyorum.					
65	İngilizce öğretmeni olmak beni mutlu edecek.					
66	İngilizce ile ilgili değişik türdeki işleri okulda öğretmenlikle beraber veya tatillerde yürütebilirim.					
67	İngilizlerin/Amerikalıların edebiyatını öğrenmek istiyorum.					
68	İngilizce bilmek bana başka fırsatlar sağlayabilir.					
69	beni aktif kılan ve değişimlerden haberdar olmaya zorlayan bir mesleğim olsun istiyorum.					
70	İngilizce öğretmeni olarak çocuklara iyi bir rol model olacağım.					
71	İngilizce öğreterek öğrencilerimin yabancılarla iletişim kurmalarını sağlamak istiyorum.					
72	İngilizce öğretmenleri diğer branşlardaki öğretmenler gibi geleneksel bir öğretmen profili çizmiyor, ben de yeniliklere açık bir öğretmen olacağım.					
73	gelişmiş ülkelerin arasına girebilmek için toplumumuzda insanların yabancı dil bilmeye ihtiyaçları var, ben de buna katkıda bulunmak istiyorum.					
74	İngilizce bilgimi çocuklarla paylaşmak istiyorum.					
75	İngilizce sayesinde diğer ülkelerin ve insanların olaylara bakış açılarını anlayabilirim.					
76	toplumumuzun sosyal koşulları sebebiyle İngilizce öğretmenliğinin benim cinsiyetim için uygun bir meslek olduğunu düşünüyorum.					
77	İngilizce öğrenmeye dair bir yeteneğim olduğunu düşünüyorum.					
78	İngilizce öğretmenleri bir gencin eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyorlar.					
79	İngilizce öğretmenliği sayesinde öğrencilerime de kendilerini geliştirme yollarını gösterebilirim.					
80	İngilizce'yi anadilim gibi konuşmak istiyorum.					

	İngilizce öğretmeni olmak istiyorum çünkü	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
81	İngilizce öğretmenleri bir çocuğun eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyor.					
82	ülkemizin çok sayıda iyi yetişmiş İngilizce öğretmenine ihtiyacı var.					
83	çoğu kişi İngilizce öğretmenliğinin yüksek bir sosyal statüsü olduğunu düşünüyor.					
84	İngilizce öğretmenliği sınıf için pek çok materyali hazırlamayı ve kullanmayı gerektiriyor.					
85	idealim İngilizce öğretmeni olmaktır.					

APPENDIX 11

THE FINAL VERSION OF THE QUESTIONNAIRE IN ENGLISH

	I want to become an English teacher because	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	I can make the society I live in develop more easily since I know English.					
2	It is more fun to learn English than to learn other subject matters.					
3	I want to be successful at a hard work which requires creativity.					
4	being an English teacher improves my self-confidence.					
5	I think that it is easier to find a good job as an English teacher.					
6	I was good at English lessons in secondary school.					
7	I think that teaching English will suit me as a profession.					
8	I like being with children and teaching them English.					
9	I would like to share my knowledge of English with younger students of mine.					
10	I can even be an English teacher abroad.					
11	learning English is like solving a puzzle, I enjoy working on the rules and finding out the structures of this language.					
12	I think I can change the minds of those students who do not like learning English.					
13	I think becoming an English teacher will provide me a lifelong learning opportunity.					
14	by teaching English, I would like to educate my students in a modern way.					
15	I think that I have the capacity to become an English teacher.					
16	as a principled teacher I want to overcome the shortcomings in the educational system.					
17	I do not want my students feel isolated from life because they do not speak English.					
18	I believe I can find a job anywhere with a high level of English proficiency.					
19	I like to read and understand the books written in English.					

	I want to become an English teacher because	Stronly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
20	I feel better when I teach English to kids than when I am with adults.					
21	I think I have a predisposition to learn English.					
22	I like to speak English.					
23	via English, I would like to present my thoughts and ideas to the people of other countries.					
24	I like being with young people and teaching them English.					
25	I believe I can contribute to the future of my country better by teaching English.					
26	I would like to change the traditional methods of teaching English with new ones.					
27	I believe I can broaden the horizons of my students by teaching English.					
28	I enjoy watching the programs and films prepared in the English language.					
29	learning English is a very interesting experience.					
30	I can teach Turkish to foreigners in this way.					
31	English is an international language and is spoken everywhere.					
32	I have always wondered to be able to use English in a perfect way.					
33	speaking English makes life easier in many respects.					
34	I think in teaching English, we can make our students participate in the process and apply student-centred teaching to our classes.					
35	I like listening to songs in English and being able to understand their lyrics.					
36	I can purse an academic career with the help of English.					
37	I find English language teaching more enjoyable and dynamic compared to other fields of study.					
38	for my country, I would like to educate students who are aware of their responsibilities, who speak English well, and who are researchers.					
39	among all the foreign languages, English is the language that interests me the most.					
40	my family believes that becoming an English teacher will be a good career for me.					

	I want to become an English teacher because	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
41	I am going to be a good role model for young people by becoming an English teacher.					
42	I would like to create a second person through a second language.					
43	I believe that the problem of English language teaching in Turkey could best be solved by well-trained English teachers.					
44	since my childhood, I have always wanted to be an English teacher.					
45	I will be able to learn English well as a foreign language.					
46	I enjoy pronouncing the words in English.					
47	I would like to educate students who need to know English to reach their ideals.					
48	I can only feel emotionally satisfied if I become an English teacher.					
49	I would like my students to adopt the idea that knowing another language does not make one lose his or her culture.					
50	I would like to learn British/American culture.					
51	I can reach information on my profession and other current issues through English.					
52	teaching English is seen as a more respectable profession than teaching other fields of study by the society.					
53	I can read literature and research written in English.					
54	English is more widely taught in schools as a foreign language.					
55	English has become an indispensable element and important part of our lives.					
56	I like communicating with foreigners through English.					
57	teaching English is an intellectually satisfying profession.					
58	by being an English teacher, I would like to contribute to the improvement of those groups in the society who have not developed intellectually and culturally.					
59	I think that I can earn a satisfactory amount of money by teaching English.					
60	I like learning English.					
61	I would like to understand written or spoken texts in English on my own without anybody's help.					

	I want to become an English teacher because	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
62	I think that I can improve myself better when I teach English.					
63	it makes me happy to see the students I taught English to be able to achieve things on their own in terms of this language.					
64	I feel more comfortable when I teach English to young people than I do when I am with adults.					
65	becoming an English teacher will make me happy.					
66	I can carry on various kinds of work related to English while I am teaching or on holidays.					
67	I would like to learn British/American literature.					
68	speaking English can provide me with other opportunities.					
69	I would like to have a profession which makes me active and forces me to be informed about new developments.					
70	I will be a good role model for children by becoming an English teacher.					
71	by teaching English I want to make my students be able to communicate with foreigners.					
72	English teachers are not seen as traditional teachers as in other branches, and I will also be a teacher who is open to innovations.					
73	in order for our country to become a developed one, the people in our society need to know foreign languages and I would like to contribute to that.					
74	I would like to share my knowledge of English with children.					
75	through English, I can understand the perspectives of other countries and people with respect to different events.					
76	considering the social facts of our society, I think being an English teacher is a suitable profession for my gender.					
77	I think I have an ability to learn English.					
78	English teachers have a more active role in the education of a young person compared to teachers of other branches.					
79	by becoming an English teacher, I can also demonstrate my students the ways to improve their selves.					
80	I want to speak English like my native language.					

	I want to become an English teacher because	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
81	English teachers have a more active role in the education of a child compared to the teachers of other branches.					
82	our country needs a high number of well-educated English language teachers.					
83	many people think that English teachers have a high status in the society.					
84	teaching English requires preparing and using a lot of materials for the class.					
85	my ideal is to become an English teacher.					

APPENDIX 12

STATISTICAL COMPUTIONS OF THE PARTICIPANTS WITH REGARD TO GENDER, YEAR, AND GRADUATION

Table 1. Frequency Distributions with regard to Gender

	Pilot		**Second administration**		**Total**	
Gender	F	%	f	%	F	%
Female	234	78	394	78,8	628	78,5
Male	66	22	106	21,2	172	21,5
Total	300	100	500	100	800	100

Table 2. Frequency Distributions with regard to Year

	Pilot		**Second administration**		**Total**	
Year	f	%	F	%	F	%
Freshman	47	15,7	133	26,6	180	22,5
Sophomore	67	22,3	142	28,4	209	26,13
Junior	102	34	109	21,8	211	26,37
Senior	84	28	116	23,2	200	25
Total	300	100	500	100	800	100

Table 3. Frequency Distributions with regard to Graduation

Graduation	f	%
Teacher training high schools	337	42,1
Super high schools	272	34
Anatolian / Science high schools	154	19,3
General public high schools	19	2,4
Vocational high schools	8	1
Private high schools	7	0,9
Other high schools	3	0,4
Total	800	100

APPENDIX 13

FREQUENCY DISTRIBUTIONS OF ALL RESPONSES

ITEM	Statistic	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. İngilizce bildiğim için yaşadığım toplumun gelişmesini daha kolay sağlayabilirim.	f	9	57	71	475	188
	%	1,13	7,13	8,88	59,38	23,5
2. İngilizce öğrenmek diğer dersleri öğrenmekten çok daha eğlenceli.	f	11	51	54	391	293
	%	1,38	6,38	6,75	48,88	36,63
3. yaratılıcılık gerektiren zor bir işi başarmak istiyorum.	f	7	39	98	440	216
	%	0,88	4,88	12,25	55	27
4. İngilizce öğretmenliği yapmak kendime olan güvenimi arttırıyor.	f	6	65	115	387	227
	%	0,75	8,13	14,38	48,38	28,38
5. İngilizce öğretmenliğinde iyi bir iş bulma imkanının oldukça yüksek olduğunu düşünüyorum.	f	10	49	69	351	321
	%	1,25	6,13	8,63	43,88	40,13
6. ortaöğretim yıllarımda İngilizce derslerinde başarılıydım.	f	21	40	13	286	440
	%	2,63	5	1,63	35,75	55
7. İngilizce öğretmenliğinin meslek olarak bana yakışacağını düşünüyorum.	f	19	33	81	335	332
	%	2,38	4,13	10,13	41,88	41,5
8. çocuklarla bir arada olup, onlara İngilizce öğretmeyi seviyorum.	f	25	37	93	364	281
	%	3,13	4,63	11,63	45,5	35,13
9. İngilizce bilgimi genç öğrencilerimle paylaşmak istiyorum.	f	12	29	44	436	279
	%	1,5	3,63	5,5	54,5	34,88
10. yurt dışında bile İngilizce öğretmenliği yapabilirim.	f	24	61	283	231	201
	%	3	7,63	35,38	28,88	25,13
11. İngilizce öğrenmek bulmaca çözmek gibi, kendi başıma kuralları bulup, bu dilin yapısını çözmeyi seviyorum.	f	4	62	124	440	170
	%	0,5	7,75	15,5	55	21,25
12. İngilizce öğrenmekten hoşlanmayan öğrencilerin fikrini değiştirebileceğimi düşünüyorum.	f	7	39	151	431	172
	%	0,88	4,88	18,88	53,88	21,5
13. İngilizce öğretmeni olmanın bana hayat boyu öğrenme imkanı sunacağını düşünüyorum.	f	6	27	58	400	309
	%	0,75	3,38	7,25	50	38,63
14. İngilizce öğreterek öğrencilerimi çağdaş bir şekilde yetiştirmek istiyorum.	f	7	21	42	438	292
	%	0,88	2,63	5,25	54,75	36,5
15. İngilizce öğretmenliği yapabilecek kapasitem var diye düşünüyorum.	f	5	17	60	401	317
	%	0,63	2,13	7,5	50,13	39,63
16. ilkeli bir İngilizce öğretmeni olarak eğitim sistemindeki aksaklıkları gidermek istiyorum.	f	8	30	96	394	272
	%	1	3,75	12	49,25	34
17. öğrencilerimin İngilizce bilmedikleri için kendilerini yaşamdan soyutlanmış hissetmelerini istemiyorum.	f	8	34	45	396	317
	%	1	4,25	5,63	49,5	39,63
18. iyi bir İngilizce ile her yerde iş bulabileceğime inanıyorum.	f	9	54	143	329	265
	%	1,13	6,75	17,88	41,13	33,13
19. İngilizce yazılmış kitapları okuyup, anlayabilmek hoşuma gidiyor.	f	8	24	34	358	376
	%	1	3	4,25	44,75	47

20. İngilizce öğretirken çocuklarla olduğumda yetişkinlerle olduğumdan daha rahat hissediyorum.	f	25	100	187	277	211
	%	3,13	12,5	23,38	34,63	26,38
21. İngilizce öğrenmeye yatkın olduğumu düşünüyorum.	f	1	11	34	431	323
	%	0,13	1,38	4,25	53,88	40,38
22. İngilizce konuşmayı seviyorum.	f	13	44	62	402	279
	%	1,63	5,5	7,75	50,25	34,88
23. İngilizce'yi kullanarak kendi fikir ve görüşlerimi diğer ülke insanlarına sunmak istiyorum.	f	8	34	106	421	231
	%	1	4,25	13,25	52,63	28,88
24. gençlerle bir arada olup, onlara İngilizce öğretmeyi seviyorum.	f	7	26	94	465	208
	%	0,88	3,25	11,75	58,13	26
25. İngilizce öğreterek ülkemin geleceğine daha fazla katkı sağlayabileceğime inanıyorum.	f	7	39	120	412	222
	%	0,88	4,88	15	51,5	27,75
26. İngilizce öğretimi ile ilgili eski yöntemleri yenileriyle değiştirmek istiyorum.	f	3	35	103	365	292
	%	0,38	4,39	12,91	45,74	36,59
27. öğrencilerimin ufkunu İngilizce öğreterek genişletebileceğime inanıyorum.	f	4	29	72	466	229
	%	0,5	3,63	9	58,25	28,63
28. İngilizce hazırlanmış programları, filmleri seyredip anlayabilmek hoşuma gidiyor.	f	3	12	19	340	426
	%	0,38	1,5	2,38	42,5	53,25
29. İngilizce öğrenmek çok ilginç bir deneyim.	f	7	34	65	407	287
	%	0,88	4,25	8,13	50,88	35,88
30. Türkçe'yi yabancılara bu sayede öğretebilirim.	f	15	56	174	357	198
	%	1,88	7	21,75	44,63	24,75
31. İngilizce evrensel bir dil, her yerde konuşuluyor.	f	6	18	13	322	441
	%	0,75	2,25	1,63	40,25	55,13
32. İngilizce'yi mükemmel bir şekilde kullanabilmeyi hep merak ederdim.	f	5	24	36	312	423
	%	0,63	3	4,5	39	52,88
33. İngilizce bilmek pek çok konuda hayatı kolaylaştırır.	f	4	23	27	413	333
	%	0,5	2,88	3,38	51,63	41,63
34. İngilizce öğretirken öğrencilerimizi bu sürece dahil ederek, sınıflarımızda öğrenci merkezli öğretim yapılabileceğini düşünüyorum.	f	0	16	62	399	323
	%	0	2	7,75	49,88	40,38
35. İngilizce şarkıları dinleyip, onların sözlerini anlayabilmeyi seviyorum.	f	9	29	24	328	410
	%	1,13	3,63	3	41	51,25
36. İngilizce sayesinde akademik kariyer yapabilirim.	f	23	31	181	308	257
	%	2,88	3,88	22,63	38,5	32,13
37. İngilizce öğretmenliğini diğer branşlara göre daha eğlenceli ve dinamik buluyorum.	f	12	40	64	333	351
	%	1,5	5	8	41,63	43,88
38. ülkem için sorumluklarını bilen, İngilizce'ye hakim, araştırmacı insanlar yetiştirmek istiyorum.	f	6	24	56	432	282
	%	0,75	3	7	54	35,25
39. diğer yabancı dillerin arasında en ilgimi çeken dil İngilizce.	f	26	119	111	286	258
	%	3,25	14,88	13,88	35,75	32,25
40. ailem benim için İngilizce öğretmenliğinin iyi bir kariyer olacağına inanıyor.	f	22	32	59	350	337
	%	2,75	4	7,38	43,75	42,13
41. İngilizce öğretmeni olarak gençlere iyi bir rol model olacağım.	f	8	25	95	451	221
	%	1	3,13	11,88	56,38	27,63
42. ikinci bir dille ikinci bir insan yaratmak istiyorum.	f	5	45	99	432	219
	%	0,63	5,63	12,38	54	27,38
43. Türkiye'deki İngilizce öğretimi sorununun iyi yetişmiş İngilizce öğretmenleriyle giderilebileceğine inanıyorum.	f	11	27	48	379	335
	%	1,38	3,38	6	47,38	41,88

44. kendimi bildim bileli İngilizce öğretmeni olmak istemişimdir.	f	132	250	103	181	134
	%	16,5	31,25	12,88	22,63	16,75
45. İngilizce'yi yabancı dil olarak iyi bir şekilde öğrenebileceğim.	f	5	14	62	451	268
	%	0,63	1,75	7,75	56,38	33,5
46. İngilizce kelimeleri telaffuz etmekten hoşlanıyorum.	f	8	30	55	397	310
	%	1	3,75	6,88	49,63	38,75
47. ideallerine ulaşmak için İngilizce bilmesi gereken öğrencileri yetiştirmek istiyorum.	f	7	28	48	459	258
	%	0,88	3,5	6	57,38	32,25
48. sadece İngilizce öğretmeni olunca duygusal anlamda tatmin olabilirim.	f	95	225	222	190	68
	%	11,88	28,13	27,75	23,75	8,5
49. başka bir dil bilmenin kendi kültürünü kaybetmek demek olmadığını öğrencilerime benimsetmek istiyorum.	f	3	14	33	379	371
	%	0,38	1,75	4,13	47,38	46,38
50. İngilizlerin/Amerikalıların kültürünü öğrenmek istiyorum	f	25	63	109	409	194
	%	3,13	7,88	13,63	51,13	24,25
51. meslek alanımla ilgili bilgilere ve diğer güncel bilgilere İngilizce sayesinde ulaşabilirim.	f	6	23	53	470	248
	%	0,75	2,88	6,63	58,75	31
52. İngilizce öğretmenliği toplum tarafından diğer branş öğretmenliklerine nazaran daha saygın bir meslek olarak görülüyor.	f	15	77	105	361	242
	%	1,88	9,63	13,13	45,13	30,25
53. İngilizce yazılmış eserleri ve bilimsel çalışmaları okuyabilirim.	f	3	23	84	463	227
	%	0,38	2,88	10,5	57,88	28,38
54. İngilizce okullarda yabancı dil olarak daha yaygın bir şekilde öğretiliyor.	f	5	22	25	387	361
	%	0,63	2,75	3,13	48,38	45,13
55. İngilizce vazgeçilmez bir unsur, hayatımızın önemli bir parçası haline geldi.	f	8	30	20	402	340
	%	1	3,75	2,5	50,25	42,5
56. İngilizce'yi kullanarak yabancılarla iletişim kurmayı seviyorum.	f	10	24	41	376	349
	%	1,25	3	5,13	47	43,63
57. İngilizce öğretmenliği entelektüel açıdan doyurucu bir meslektir.	f	17	42	116	404	221
	%	2,13	5,25	14,5	50,5	27,63
58. İngilizce öğretmeni olarak toplumdaki düşünsel ve kültürel yönden gelişmemiş kesimlerin değişimine katkıda bulunmak istiyorum.	f	5	31	78	502	184
	%	0,63	3,88	9,75	62,75	23
59. İngilizce öğretmenliği sayesinde beni tatmin edebilecek parayı kazanabileceğimi düşünüyorum.	f	72	112	227	291	98
	%	9	14	28,38	36,38	12,25
60. İngilizce öğrenmeyi seviyorum.	f	4	13	25	374	384
	%	0,5	1,63	3,13	46,75	48
61. İngilizce yazılan ya da söylenen şeyleri kimsenin yardımı olmadan tek başıma anlamak istiyorum.	f	5	14	24	295	462
	%	0,63	1,75	3	36,88	57,75
62. İngilizce öğretirken kendimi daha iyi geliştirebileceğimi düşünüyorum.	f	4	27	69	416	284
	%	0,5	3,38	8,63	52	35,5
63. İngilizce öğrettiğim öğrencilerin kendi başlarına bu dille ilgili bir şeyler başarabildiklerini görmek beni mutlu ediyor.	f	2	11	67	368	352
	%	0,25	1,38	8,38	46	44
64. İngilizce öğretirken gençlerle olduğumda yetişkinlerle olduğumdan daha rahat hissediyorum.	f	18	59	186	348	189
	%	2,25	7,38	23,25	43,5	23,63
65. İngilizce öğretmeni olmak beni mutlu edecek.	f	15	30	129	330	296
	%	1,88	3,75	16,13	41,25	37
66. İngilizce ile ilgili değişik türdeki işleri okulda öğretmenlikle beraber veya tatillerde yürütebilirim.	f	3	22	144	382	249
	%	0,38	2,75	18	47,75	31,13

67. İngilizlerin/Amerikalıların edebiyatını öğrenmek istiyorum.	f %	49 6,13	94 11,75	128 16	352 44	177 22,13
68. İngilizce bilmek bana başka fırsatlar sağlayabilir.	f %	2 0,25	7 0,88	49 6,13	380 47,5	362 45,25
69. beni aktif kılan ve değişimlerden haberdar olmaya zorlayan bir mesleğim olsun istiyorum.	f %	3 0,38	12 1,5	36 4,5	410 51,25	339 42,38
70. İngilizce öğretmeni olarak çocuklara iyi bir rol model olacağım.	f %	8 1	13 1,63	92 11,5	409 51,13	278 34,75
71. İngilizce öğreterek öğrencilerimin yabancılarla iletişim kurmalarını sağlamak istiyorum	f %	3 0,38	16 2	35 4,38	444 55,5	302 37,75
72. İngilizce öğretmenleri diğer branşlardaki öğretmenler gibi geleneksel bir öğretmen profili çizmiyor, ben de yeniliklere açık bir öğretmen olacağım.	f %	2 0,25	20 2,5	36 4,5	384 48	358 44,75
73. gelişmiş ülkelerin arasına girebilmek için toplumumuzda insanların yabancı dil bilmeye ihtiyaçları var, ben de buna katkıda bulunmak istiyorum.	f %	5 0,63	11 1,38	35 4,38	428 53,5	321 40,13
74. İngilizce bilgimi çocuklarla paylaşmak istiyorum.	f %	6 0,75	23 2,88	31 3,88	451 56,38	289 36,13
75. İngilizce sayesinde diğer ülkelerin ve insanların olaylara bakış açılarını anlayabilirim.	f %	1 0,13	13 1,63	51 6,38	443 55,38	292 36,5
76. toplumumuzun sosyal koşulları sebebiyle İngilizce öğretmenliğinin benim cinsiyetim için uygun bir meslek olduğunu düşünüyorum.	f %	36 4,5	72 9	100 12,5	344 43	248 31
77. İngilizce öğrenmeye dair bir yeteneğim olduğunu düşünüyorum.	f %	7 0,88	7 0,88	80 10	426 53,25	280 35
78. İngilizce öğretmenleri bir gencin eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyorlar.	f %	7 0,88	69 8,63	180 22,5	362 45,25	182 22,75
79. İngilizce öğretmenliği sayesinde öğrencilerime de kendilerini geliştirme yollarını gösterebilirim.	f %	3 0,38	15 1,88	74 9,25	509 63,63	199 24,88
80. İngilizce'yi anadilim gibi konuşmak istiyorum.	f %	7 0,88	9 1,13	15 1,88	262 32,75	507 63,38
81. İngilizce öğretmenleri bir çocuğun eğitiminde diğer branş öğretmenlerine göre daha aktif bir rol oynuyor.	f %	15 1,88	95 11,88	200 25	328 41	162 20,25
82. ülkemizin çok sayıda iyi yetişmiş İngilizce öğretmenine ihtiyacı var.	f %	7 0,88	8 1	21 2,63	298 37,25	466 58,25
83. çoğu kişi İngilizce öğretmenliğinin yüksek bir sosyal statüsü olduğunu düşünüyor.	f %	15 1,88	67 8,38	127 15,88	367 45,88	224 28
84. İngilizce öğretmenliği sınıf için pek çok materyali hazırlamayı ve kullanmayı gerektiriyor.	f %	6 0,75	22 2,75	41 5,13	369 46,13	362 45,25
85. idealim İngilizce öğretmeni olmaktır.	f %	36 4,5	58 7,25	93 11,63	267 33,38	346 43,25
N=800						

APPENDIX 14

INDEPENDENT SAMPLES T- TESTS COMPARING MALES AND FEMALES FOR EACH VARIABLE

Variable	Group	N	Mean	SD	t	df	Sig.
Interest	Female	628	4,205	0,455	1,623	798	0,105
	Male	172	4,138	0,565			
Talent	Female	628	4,309	0,508	2,146	798	0,032
	Male	172	4,209	0,648			
Satisfaction	Female	628	4,002	0,534	4,674	798	**0,001**
	Male	172	3,777	0,645			
Children	Female	628	4,028	0,577	5,875	798	**0,001**
	Male	172	3,717	0,734			
Adolescents	Female	628	4,012	0,550	3,230	798	**0,001**
	Male	172	3,850	0,686			
Income-Security	Female	628	3,839	0,590	0,900	798	0,368
	Male	172	3,793	0,633			
Influence of others	Female	628	4,001	0,676	2,587	798	0,010
	Male	172	3,850	0,683			
Lifelong learning	Female	628	4,143	0,535	2,969	798	**0,003**
	Male	172	4,000	0,641			
Challenge-creativity	Female	628	4,194	0,492	3,431	798	**0,001**
	Male	172	4,045	0,545			
Betterment of society	Female	628	4,249	0,470	4,197	798	**0,001**
	Male	172	4,065	0,635			
Improving educational system	Female	628	4,172	0,527	3,177	798	**0,002**
	Male	172	4,018	0,669			
Advantages	Female	628	4,225	0,419	1,831	798	0,068
	Male	172	4,155	0,526			

APPENDIX 15
(SAMPLES OF STUDENT TEACHERS' LISTS AND DIARY ENTRIES)

İngilizce öğretmeni olmak istiyorum. Çünkü;

1- Öğretmenliğin özellikle bayanlar için ideal bir meslek olduğunu düşünüyorum.

2- İngilizce öğretmenliğinin geleceği aydınlık bir meslek olduğuna inanıyorum.

3- Dil öğrenmek konusunda yetenekli olduğumu düşünüyorum ve bu yeteneğimi mesleki alanda değerlendirmek istiyorum.

4. İngilizce öğrenmeyi seviyorum. İngilizceyle ilgili aktivitelerde bulunmak hoşuma gidiyor.

5. İngilizce bilmenin öğretmenlik dışındaki avantajlarından yararlanmak istiyorum. Yabancılarla iletişim kurmak, yabancı eserleri kendi dillerinde okuyabilmek gibi.

İngilizce öğretmeni olmak istiyorum çünkü

1- Öğretmenlik mesleğini ve çocukları çok seviyorum.

2- Kendimi bu alanda yetenekli hissediyorum.

3- Türkiye'deki dil öğretiminden hiç memnun değilim, ve yeni nesil İngilizce öğretmenlerine ihtiyaç olduğunu düşünüyorum.

4- Bu mesleğin çok kutsal bir meslek olduğunu düşünüyorum.

5- Bayanlar için ideal bir meslek olduğunu düşünüyorum.

6- İngilizce alanında öğrendiklerime paralel olarak yapabileceğim çalışma olduğunu düşünüyorum.

7- İngilizce artık günümüzde şart oldu. Ama Türkiye'de 11 yıl İngilizce gören bir öğrenci 11 yıla rağmen "What is your name?" sorusundan öteye gidemiyor[redacted]. Bu duruma çok üzülüyorum. Gönülden bu bölümü seçmiş olan insanların bunu değiştirebileceğine inanıyorum.

8- Sınıf ortamında, tahta ve kürsü önünde rahat olacağıma inanıyorum.

9- Çocuklarla ve gençlerle çok rahat diyalog kurduğuma inanıyorum.

10- Hitap yeteneğimin güçlü ve etkili olduğuna inanıyorum.

11- Öğretmenler odasındaki samimi ortamı çok seviyorum.

12- Okullarda, sınıflarda ve Eğitim Sisteminde birşeylerin değişmesi gerektiğine inanıyorum. Bu alanda birşeyler yapabileceğimi düşünüyorum.

✓ İngilizce öğretmeni olmak istiyorum. Çünkü;

✓ Eğitmeyi, öğretmeyi seviyorum.
✓ Yol gösterici olmayı istiyorum.
✓ İnsanların iyi hayatlara ulaşmasının eğitimle olacağına inanıyorum ve onların bu hayata ulaşmalarına vesile olmak istiyorum.
✓ İnsanlara hayal kurmakta değil, kurdukları hayallere ulaşmakta yardımcı olmak istiyorum.
✓ Öğrenmenin sürekli olması gerektiğine ve bu öğrenmenin en iyi öğretmekle olacağını düşünüyorum.
✓ Farklı ruhlara, farklı dünyalara hitap etmek istiyorum.
✓ Dil öğretmenliğini seçtim. Durağan, sabit bir iş yerine beni aktif kılan, değişimlerden haberdar olmaya zorlayan bir meslek olsun istiyorum. Bu da her an değişime açık olan bir dilin öğretmenliğini yapmakla gerçekleşir.
✓ Öğrenmek için okula gelen öğrencilerin amaçlarına, isteklerine en iyi şekilde ulaşmalarını sağlamak istiyorum.
✓ Başarılı olmanın verdiği hazzı, öğrenmenin mutluluğunu öğrettiklerimde görmek istiyorum.
✓ Öğrencilerime onların birer değer olduğunu, geleceğimizin onların olduğunu öğretmek istiyorum.
✓ Benden sonraki yaşama; kattıklarımla dönem, başarı ve bilgi kazanan öğrencilerimle değerli miraslar bırakmak istiyorum.
✓ Öğrencilere bilmenin üstünlüğünü yaşatmak istiyorum. (Bu sözümle anlatmak istediğim eğitim olmayanları yermek değil; eğitimli olanların, bilmenin getirdiği avantajlardan yararlanmalarını sağlamaktır)
✓ Doğruyu, yanlışı anlatmak istiyorum.
✓ Bildiklerimi anlatmak, paylaşmak istiyorum.
✓ "İngilizce"yi öğretmek istiyorum.
✓ Yeni nesil öğretmenlerin eseri olacaksa, malzemeyi en usta şekilde işleyip, şaheserler yaratmayı dilerim.

İngilizce öğretmeni olmak istiyorum çünkü;

- öğretmeyi ve birilerinin benden birseyler öğrendiğini görmek beni mutlu ediyor için.
- öğretmenliğin saygın bir meslek olduğunu düşünüyorum.
- Dil öğrenmeye herkesin ihtiyacı olduğunu düşünüyorum.
- İngilizce öğretmeni olarak kolay iş bulabileceğimi düşünüyorum.
- İngilizce öğretmeni olarak Milli Eğitime bağlı okullarda çalışmanın güven vereceğini düşünüyorum.
- Karakteristik özelliklerime uygun olduğunu düşündüğüm için.
- İngilizceyi sevdiğim için.
- Şimdiye kadar ders aldığım İngilizce öğretmenlerinden etkilendiğim için

İngilizce öğretmeni olmak isteme nedenlerim

— İngilizce'yi seviyorum, bir dille uğraşmak özellikle de sevdiğim bir dille uğraşmak çok eğlenceli.

— Bildiklerimi insanlarla paylaşmak, onların benden birşey öğrendiklerini görmek hoşuma gidiyor.

— İngilizce'nin yaygın bir dil olarak kullanılması, İngilizce'nin öğrenimini zorunlu kılmakta bu yüzden İngilizce öğretmenliğinin geleceğinin parlak olduğunu düşünüyorum.

— İnsanlara başka bir dil yani başka bir kültür öğretmenin faydalı olduğunu düşünüyorum. İnsanlara kendi kültürleriyle başka kültürleri karşılaştırma fırsatı verildiğini sanıyorum.

— Özellikle ilköğretimde çalışmak istiyorum. Çünkü pırıl pırıl beyinlerin daha çekirdekten iyi yetişmelerini istiyorum. Ve onlara yardımcı bir öğretmen olmak en büyük idealim. Bu üniversitede aldığım eğitimi de işin içine katarak iyi bir öğretmen olmak istiyorum.

— Öğretmenliğin sabır ve çaba gerektiren kutsal bir meslek olduğunu düşünüyorum. Öğretmenlik sürecim boyunca öğrencilerime bu çaba ve sabrı verebileceğimi düşünüyorum.

— ÖSS'ye hazırlanırken öğretmenliğe temiz ve sağlam meslek gözüyle bakıyordum sadece ama artık bunun yanında çok önemli birşey öğrendim. Aslında çok zor bir meslek olduğunu çok çaba ve emek gerektiren bir meslek olduğunu burda aldığım eğitim, özellikle metot dersleri açıkça gösterdi. Aslında öğretmenliğin çok ince noktaları olduğunu ve bunu herkesin yapamayacağını anladım ve bunları yaparak iyi bir öğretmen olup, herkesin etkili bir şekilde başaramayacağı bu mesleği layıkıyla yapmayı istiyorum.

İngilizce öğretmeni olmak istiyorum çünkü,

— Dil öğretmenliği diğer öğretmenliklerden farklı diye düşünüyorum. Daha zevkli görünüyor ve kullanacağımız materyaller, yöntemler, değişik tekniklerle daha da renkli hale getirebiliriz. Hem öğretip, hem eğlenmek demek bence.

— Öğretmenlik benim beklentilerime, kişisel özelliklerime en uyan meslek, kendimi en rahat ifade edebileceğim, insanlarla sıcaklı iç içe olmak, örnek teşkil etmek, sizden küçüklerin sizi model alması. En temelinde ise toplumu insan yetiştirmek, iyi, sağlıklı düşünen, bilgili bireyler hazırlamak.

— İngilizce benim ortaokul ve lisede çok çaba harcamadan, kolaylıkla başarılı olduğum bir dersti, lise de bölüm seçimini ona göre yaptım. Sayısal derslerin üzerine düşmediğim için pek başarılı değildim. Şimdi ise açıkcası İngilizce öğretmeni deyince bile insanlar biraz daha imrenerek bakıyor. Öğretmenlik statü olarak ve maaş olarak pek tatmin etmiyor görünse bile İngilizce öğretmenliğinin farklı olduğunu düşünüyorum. Özel sektörde iş bulma kolaylığı var.

25.10.2007

İngilizce öğretmeni olmak istedim çünkü ingilizceyle ilgili olmayı, zaman geçirmeyi seviyorum. Çok az insan iyi ingilizce biliyor ve onlardan farklı olduğumu hissediyorum. Sadece dili değil kültürü hakkında da donanımlı olmak hayata bakış açımı değiştiriyor ve vizyonumu geliştiriyor. Böylesine önemli bir dili herkesin öğrenmesi gerektiğini düşünüyorum ve öğretebilecek yeteneğe sahip olduğumu biliyorum. Ayrıca birilerine bişeyler öğretip, bunun güzel sonuçlarını görmek çok tatmin edici bir duygu. Kısacası, benim karakterim, yeteneklerim ve idealim doğrultusunda ingilizce öğretmenliği en doğru tercihti.

Öğretmen olmak için ne kadar istekli ve hevesli olduğumu bahsettiklerimden anlayabilirsiniz. Ama stajа gittiğimde gördüm ki insanlar çalışmaya başladıklarında herşey değişiyor. Öğretilen ve uygulanan her bilgi unutulup, kendi istekleri doğrultusunda eğitim veriliyor. Açıkçası öğrencilere acıdım, ama diğer insanların umutsuz, bıkmış ve hevessiz olması beni yıldırmadı. Ümitliyim, herşey güzel olacak :)

İngilizce Öğretmenliği

Öğretmenlik öğretmektir. Sadece bilgiyi değil herşeyi öğretmektir. Güzel ahlakı, iyiyi, güzeli, doğruyu bunların yanında kötü olanı da öğretmektir. Çünkü dünyanın hep iyi şeylerden oluşmadığını da öğrenmelidir öğrencisi. Öğrenmelidir ki doğruyu kendi bulabilsin. Çünkü öğretmen ona seçenekleri sunan rehberdir.

Ben de öğretmen olmaya karar verdim. Çünkü birilerinin hayatına benim de katkım olsun istiyorum. İnsanların hayatına girebileyim istiyorum. Bunun yanında okul hayatını çok seviyorum ve öğretmenlik mesleğiyle birlikte bu hayatı para kazandıran meslek haline dönüştürebileceğimi biliyorum. Ayrıca meslek gereği gençlerle içiçe bulunarak yenilikleri onların katkısıyla öğrenebileceğim ve sürekli bir şekilde geliştirebileceğim kendimi. Toplum içinde prestijli bir statü kazanacağım öğretmenlik mesleği sayesinde.

"Neden ingilizce öğretmenliği?" sorusunun cevabı ise çok basit. Ülkemizde en çok gereksinimi olan alandır İngilizce öğretmenliği. Bunun yanında bu alanı seçmemdeki diğer büyük etken ingilizceye yeteneğim olduğunu düşünmemdir. Ya da en azından diğer dallara göre daha başarılı olmamdır. Bir de bu kararı ortaokulda vererek liseyi öğretmen lisesinde okumamla aldığım avantaj da bu bölüme gelmem de etkilidir.

Sonuç olarak tabiki benim isteklerimin yanında aslında benim bu mesleği ne kadar başarılı yapıp yapamayacağımdır önemli olan. Şuanda tabiki pekçok yönden eksiklerim var. Ama alacağım 4 yıllık eğitimin ardından ileri seviyeye ulaşabileceğimi düşünüyorum. Bilgi donanımının yanında kendimi insan olarak geliştireceğim ve karakter özelliklerimi sağlam temellere oturtmaş olacağım. Ve böylece öğretmenlik mesleğine hazır olacağım.

NEDEN İNGİLİZCE ÖĞRETMENİ OLMAK İSTİYORUM?

Çocukları çok sevdiğim için öğretmenliği bir meslek olarak seçtim. İngilizce öğretmenliğini seçmemin sebebi ise; ilk olarak lisedeki İngilizce öğretmenimi çok sevmem ve ingilizceyi çok sevmem. Çok fazla avantajının olduğunu düşünüyorum. İnsanın ana dilinden başka bir dili bilmek ve konuşabilmek insanı ayrıcalıklı kılıyor. Özellikle bir yabancı dili bir başkasına sevdirmek ve en önemlisi öğretebilmek çok önemli. Sanırım biz öğretmenlere (adaylarına) bu görev düşüyor. Bu saydıklarım biraz da manevi yönden avantajları. Diğer taraftan, annelerimizin babalarımızın dediği gibi "Temiz iş öğretmenlik". Üç ay tatil, çok makul olmasa da para; ekonomik özgürlük... Dördüncü sınıfta farkına vardım. Öğretmen oluyorum galiba dedim. Şu an staja gidiyoruz ve elimden gelenin en iyisini yapmak için çabalıyorum ve çabalıycam da. İngilizce öğretmeni olucam ve bir öğretmen olarak sadece ingilizce anlatırım, çıkarım sınıftan diye düşünmüyorum. Boş beyinlerle dolu bir nesil istemiyorum. Umarım başarıcam. Belki de sizin sayenizde hocam! Daha sizden öğrenicek çok fazla şeyim var.

17.10.2007

08.00 8. A ya derse girdik. Öğretmenleri: çocuklar eksik
09.00 oldukları için bizden Simple Present Tense'i anlatma-
mızı istedi. Biz bir hatırlatma, tekrar gibi konuyu iste-
10.00 yeceğimizi düşünmüştük. Ama çocukların durumu bundan
çok daha kötüydü. Önce kendim geldim aklıma ben
11.00 8. sınıftayken böyle değildim. Biz ingilizceyi 8.
sınıftaki bir öğrencinin bilmesi gereken düzeyde bili-
12.00 yorduk. Bu çocuklardanmıydı sorun? Hayır. Bir yerlerde
ciddi bir sorun vardı bu da sistemin ve öğretmen-
13.00 lerin eksikleri, yetersizlikleri. Bu sınıfın ingilizce öğret-
meni ben olmak istedim. En basta başlanmalıydı.
14.00 durumları oldukça kötüydü ve ben kendi öğret-
menlerinden daha faydalı olabilirim en azından
15.00 ingilizceyi sevdirebilirim diye düşündüm. Ve bu
çocuklara yardım etme isteğim meslege olan
16.00 kırmamı sağladı. Sonuçta bizler en azından ingilizceyi
az da olsa bilen insanlar yetiştirebilir, İngilizceye karşı
17.00 önyargıları yıkabilir birilerine faydalı olabiliriz.
Çocukların çok ciddi bir bilgi açığı var ve bu bizi
18.00 derste zorladı. Öğrenci profilini çok iyi bilmek
gerektiğini farkettim. Yoksa yapılan ders olası bir
19.00 ise yaramayabilir.
Şimdilik iyi gidiyor. Doğa yedeğim sonucum :)))

Ben öğretmenliğin bir adım ötesinde İngilizceyi seviyorum için onunla ilgili bir şeyler yapmak istiyorum aslında, çünkü benim için İngilizce bir yaşam tarzı haline geldi. Bunun yanında öğretmenlik mesleğinin özellikle bir bayan için ideal olduğunu düşünüyorum. Hele ki sevdiğin, ilgi duyduğun bir alandaki bilgileri başkalarıyla paylaşmak bambaşka bir duygu veriyor insana. Yani bunu şuanda sadece hocalarımda gözleyebiliyorum tabiki.

Bana sevdirildiği gibi, ben de İngilizceyi benden sonra yetişecek öğrencilere sevdirebilmek, onlarla bildiklerimi paylaşabilmek istiyorum-- Bu yüzden İngilizce öğretmenliği--

20.11.2007

İngilizce öğretmeni, ~~olma~~ "öğreten" olmak, öğretmenlik mesleği deyince insanların aklına hep bayanlar için ideal bir meslek, hem para kazanıp hem ailenle ilgilenebileceğin bir meslek gözüyle bakılır. Aslında, ilk başlarda bende öyle düşünmüyor dujildim fakat artık bu neden- bayan için ideal meslek- benim için artık fazla bir örem taşımıyor, hiçte etkisi yok dujil. Eğer bir öğretmen sadece para kazanmak, rahat meslek diye seçiyorsa, ne işinden bir haz alır, ne de öğrencilere faydalı bir öğretmen olur.

Bu hafta stajında speaking yaptırmamız gerekiyodu, Ama staj hocamızın planına göre grammer anlatmak zorundaydık. O yüzden hocanın planını bozmamak için gramer planı yaptık. Ben production aktivitesi yaptırdım. Sınıfa aktivite için getirdiğim zar öğrencilerin çok ilgilerini çekti. Aktivitegi heyesle yaptılar. Öğrenciler her yaptıkları cümlede gözlerin içine baktılar acaba doğru mu yanlış mı diye. Sınıfta herkesin dikkatinin üzerde olması çok heyecan verici bir şey. Herkes senin ağzından çıkacak kelimelere bakıyor. Bu çok farklı bir duygu. Ben kesinlikle öğretmen olmak istiyorum.

Yıldız Kılıç

07.12.2007.

Bu hafta speaking yaptık. Öğrenciler ilk defa speaking ile karşılaştıkları belliydi ama genede birşeyler yapmaya çalıştılar. İngilizce dersini sadece grammer olarak algılıyorlar ama biraz bizim sayemizde ingilizce dilinin farklı yönlerini görmüş oldular. Başta biraz zorlansalarda eğlendiklerini, eğlenerek öğrendiklerini hissediyorum ve bu ~~bana~~ çok mutlu ediyor. Onlara faydalı olmak ingilizce dilinin farklı yönlerini göstermek çok güzel.

22.11.2007
Perşembe

Bu haftaki konumuz "listening skills" idi. Benim bu derstaki bölümüm "vocabulary teaching" idi. Gayet güzel geçti. Öğrencilere hazırladığım "crossword" aktivitesini çok beğendiler. Ancak, "reading" de olduğu gibi "listening" de de öğrenciler zorlandılar. Daha önce hiç İngilizce birşey dinlemedikleri için hiçbir şey anlamadılar. Çok zorlandılar. Aktiviteyi yapabilmeleri için her cümleden sonra durdurmak zorunda kaldık. Bu hafta, öğretmenlik mesleğinin çok zor olduğunu bir kez daha anladım. Öğrencilere "skill" kazandırmak gerçekten çok zor. Çok sabırlı olmamız gerektiğini ve öğretmede çeşitli yöntemlerin kullanılması gerektiğini anladım.

Bu hafta stajımdan çok zevk aldım. Öğrenciler yine derse katılmakta çok heveslilydiler. Bu hafta during listening aktivitesi yaptırdım. Ama yine sınıfta gürültü oldu. Sınıfı kontrol etmek çok zormuş. Hepsi birden parmak kaldırıp "öğretmenim!" "öğretmen" dedikçe uğultular arttı. Sınıftan çıktığımda başım ağrıyordu. Ama yine de öğretmenlik çok zevkli. Öğrencilerin "öğretmenim yada hocam" demesi bile yüzümü güldürmeye yetiyor. Öğretmenlik sabır ve emek işi gerçekten. Aynı konuyu defalarca anlatmak, sınıfta olan gürültüye tolerans gösterebilmek hakikaten zor. Sabırlı bir insan olmam öğretmenlikte zorluk çekmeyeceğimi düşündürüyor.

04.01.08

Bugünkü dersimiz yine 6.B sınıfına ve
writing becerisi idi. Öğreteceğimiz genre
descriptive paragraph idi, benim yaptığım
kısım language structure için practice idi
ders güzel geçti. Biraz öğrencilere veda
gibiydi çünkü son ders anlatışımız olduğu
için hepimiz ayrılıyor olmanın bürukluğunu
yaşadık. Olaylı, tartışmalı günler olmasına rağmen
öğretmenliği ve özellikle öğrencilere olan sevgim
kat kat daha arttı. Bize hatıra niteliğinde
ufak notlar yazdılar ve onları okuyunca
bir öğretmenin öğrencisi için ne kadar büyük
bir anlam ifade ettiğini gördüm ve bizi
benimsemeleri ve bizim gidişimizden duydukları
üzüntü beni bir taraftan mutlu ederken bir
taraftanda üzdü. Artık öğrencilerimi göremeyecek
olma fikrini kabullenmek ordukça zor.

22.11.2007

Bu hafta sınıfta "listening" yaptık. Çocuklar zaten listening'e karşı önyargılıydı ve listening boyunca "anlamadık" diye bağırıp durdular. O durumda ne yapacağımızı bilemedik. 3-4 defa dinletmemize rağmen "anlamadık" deyince çaresiz kaldık ve sınıf kontrolünü biraz kaybettik. Bu durumda biraz sanki bu meslek bana göre değil diye düşündüm. Çünkü öğretmenliğin gerçekten sabır gerektirdiğini bir kere daha gördüm ve acaba ben bu kadar sabırlı mıyım, bu işi yapabilir miyim diye düşündüm.

Bu haftaki stajım da yine çok zevkliydi. Öğrenciler yine çok heveslilydiler. Hatta fazlasıyla çünkü bu hafta oyun oynattım daha doğrusu puzzle yaptırdım. Hepsi çok aktifti. Bu yeter de sınıfın neredeyse tamamı aktiviteye katılmak için yarıştı. O kadar çok gürültü oldu ki sabırlı bir insan olmasaydım Ah!! Yeter artık Sessiz olun diye bağırabilirdim" Ama aksine aktivitenin öğrencilerin ilgisini çekmesi çok hoşuma gitti katılım sok olunca, gürültüye duymadım bile. Anladım ki insan öğretmenliği seviince ve biraz da sabırlı olunca bence öğretmenlik çok güzel bir meslek

Bu haftaki stajımda 7. sınıflara "Comparatives" konusunu presentation yaptım. Resimlerim ilgilerini çekti ve resimlerle ilgili eliciting için sorduğum sorulara heyesle cevap verdiler. Derse katılım yine çoktu. Ama sınıfta gürültü problemi yine oldu çünkü sorularıma cevap verirken hep bir ağızdan cevap vodiler. Checking understanding'de de durum değişmedi. Öğretmen olmak gürültüye sabır göstermeyi gerektiriyor. Bunu öğrendim. Zaten sabırlı bir insan olduğum, öğrencileri sevdiğim, ve bildiğim şeyleri paylaşmak hoşuma gittiği için öğretmen olmak istediğim hala devam ediyor, hem de hiç azalma göstermeden...

4.12.2007

Bu hafta 2. kez speaking yaptık. Benim yaptığım kısım language preparation'dı, Bu haftaki stajda öğrencilerin speaking'le ne kadar çok ihtiyaçları olduğunu daha iyi anladım. Derse sürekli katıldılar ve konuşmaya çalıştılar. Onları öyle gördükçe benim öğretme isteğim de arttı. öğretmekten ne kadar çok zevk aldığımı daha çok hissettim ve doğru meslegi seçtiğimi bir kez daha anladım.

Ehliyet sınavının dolayısıyla eve gitmek zorunda kaldım bu hafta sonu. Aksam 9:30'da otobüse bindim, sabah 8'de burdaydım. 8:45'te okuldaydım, sabah fotokopilerimi çektirip çektirmez okula gittim çok yorgun ve bitkindim. Bana sıra gelinceye kadar ders anlatmak istemiyordum fakat sıra bana gelince ne olmuştu bilmiyorum ama tüm yorgunluğum gitmişti sanki tüm gece yolculuk eden ben değildim. Bugün tekrar anladım ki, öğrencilerin önünde olmak onlarla birşeyler yapmak, onlara faydalı olmak beni çok mutlu ediyor. Sanki tahtanın önüne geçince yorgunluğumu, halsizliğimi bir çantaya koyup kapının önünde bırakmış gibiydim.

Ders arasında staj okulundaki öğretmenimiz yine, her zamanki gibi üniversitedeki öğrendiklerimizle, buradaki hayatın, öğrencilerin sistemin farklı olduğunu söyledi. Sınıfta sürekli ingilizce konuşmayın öğrenciler birşey anlamıyorus. diyip durdu. Aslında o da farkında değil, türkçe konuştukça öğrenciler türkçeye alışıyor ve türkçe konuşmamızı bekliyor ama biz ingilizce konuştukça, ingilizceye alışacaklar. Ona ters düşmemek için bazen susmak zorunda kalıyoruz ama bugün biraz fazla konuştum karşısında.

23.10.2007
Salı

Bugün 3. staj haftam ve 3. kez ders anlattım. 8. sınıf öğrencileriyle staj yapıyorum. Bu hafta "The Fox and the Crow" adlı reading parçasını işledik. Ben pre-reading'ten önce vocabulary teaching yaptım. Benim için çok zevkli geçti, öğrencilerin de eğlendiklerini düşünüyorum çünkü katılım fazla oldu. Kelimeleri öğrendiler, alıştırmada hemen hemen hepsi doğru cevaplar verdi.

Öğrencilerin öğrendiklerini gördükçe öğretme isteğim ve hevesim kat kat artıyor. "İyi ki seçmişim bu işi, iyi ki bir öğretmenim, başka hiçbir iş yapamazdım!" diyorum kendi kendime.

Okuldaki staj hocamız sürekli "Burada sizin öğrendiğiniz gibi olmuyor. 5-10 yıl sonra değişirsiniz, sistem böyle diyor." Ben de ona "Sistemi değiştirmek bizim elimizde, biz değişirsek her şey değişir. Sistem değişmiş ama öğretmenler değişmemiş ne fayda." diye cevap veriyorum :). Onun bu konuşmaları beni söndürmek yerine, aksine daha da hırslandırıyor, "Böyle bir öğretmen olmak istiyorum, faydalı olmak istiyorum." diyorum kendi kendime.

16.11.2007

Cuma

Bu hafta, bir başka 7. sınıfla reading dersi yaptık. Bu kez dersin pre-reading bölümünden sorumluydum. Pre-reaing aktivitesi olarak "guessing the content of the text"i kullandım ve öğrencilere üç şık sunarak onlardan birisini seçmelerini istedim; ama öğrencilerden her zaman doğru olan istendiği için ve daha önce böyle bir aktiviteyle karşılaşmadıkları için ilk başta ne yapmaları gerektiğini bilemediler. Benim açıklamalarım sonucunda aktiviteyi anlayıp yapmaya çalıştılar. Bu hafta yaşadıklarım yine bir an önce mesleğe başlayıp bu kötü giden düzenin en azından bana düşen kısmını iyileştirmek ve yeni yetişecek öğrencilerin İngilizceyi gerçek anlamda öğrenebilmelerini sağlama amacım bir kez daha pekişmiş oldu.

12.11.2007

İngilizce öğretmeni olmak istiyorum çünkü kendimde bu gücü, isteği yeteneği görüyorum. Ama bir tek korkum var öğrencilere yetebileceksiyim? onlara burda üniversitede öğrendiğim metodları, yöntemleri kullanarak faydalı olacak mıyım? Stajdaki öğretmenimizin teyip bile yok demesi çok garip geldi. Okulumuz (staj) gayet büyük eskişehirin göbeğinde, düşünüyorum böyle bir okulda teyip bile yokken ben üniversitede öğrendiklerimi nasıl uygulayacağım, tabi herşeyin bir çözüm yolu bizde öyle yaptık tekdi imkanlarımızla gere isteniş yaptık sınıfta ama ilerisini düşünüyorum. Korkularım var, öğrencilerime yetecekmiyim, onlara faydalı olabilecekmiyim? Kendime güveniyorum öğretmenliği, öğrencilerle birlikte olmayı seviyorum ama öğretmen olmak için bunlar yeterli midir acaba?

20.11.2007
SALI

Bu hafta dersine girdiğimiz sınıfta dinleme yaptırdık. Çocuklara hayvan resimlerini içeren bir şarkı dinlettik. Bu hafta, 6 hafta içindeki en zor haftaydı. Özellikle sınıfın kontrolü konusunda ciddi problemler yaşadım. İngilizce öğretmeni olmanın hiç de kolay birşey olmadığını bir kez daha fark ettim. Sanırım çok uğraşmam gerekecek. Ama hala İngilizce öğretmeni olmak istiyorum. 40 kişilik sınıflarda çok az kişi birşeyler öğrenmek için can atıyor. Ama sadece onların gözündeki ışık için bu mesleği yapacağım.

Geçen hafta dediğim gibi bu hafta stajda gramer çalıştık. Gramer dersi aslında alışkın oldukları tek şey olduğu için zorlanmıyorlar. Sadece kaç haftadır öyle olmasına rağmen, İngilizce ders anlatmamızı ısrarla reddediyorlar. Bu hafta normalde ders anlattığımız sınıfımız değildi. 7. sınıflara ders anlattık ve daha küçük bir sınıftı. Öğrenci sayısı azdı. Tek istekleri Türkçe anlatmamız olsa da, en basit İngilizce ile dersimizi anlattık ve çok güzel bir ders işledik. Bunun en büyük sebeplerinden biri de kendi öğretmenlerinin derse girmemiş olmasıydı. Tek öğretmen olarak o sınıfta biz vardık ve herşeyi bize sardılar ve herşey güzeldi. Staja başladığımız ilk hafta yaşadığım korkular, öğretmenlikle ilgili kafamı karıştıran şeyler, yavaş yavaş yok olmaya başladı. Galiba iyi bir tercih yapmışım. Evet sanırım İngilizce öğretmeni olmak benim yaptığım en güzel şey olacak. Okulumun bitmesini ve mesleğe başlamayı çok istiyorum ve bu beni gerçekten çok heyecanlandırıyor.

Bu haftaki stajım çok kötüydü. 8. sınıflara reading yaptırdık. Metnimizde bence çok güzel bir metindi. Ama son ders olunca öğrenciler günün yorgunluğundan olsa gerek suss-puss oturdular. Staj hocamızda tam bizi gözlemeye gelmişti. Ben post-reading aktivitesi hazırlamıştım. Ama zaman problemi oldu ve during-aktivitesi yaptıran arkadaşım comprehension sorularını yaptıramadı ve doğal olarak öğrenciler metni anbaanadan post aktivitesine geçince afalladılar. O derse katılmak için can atan çocuklar gitti yerine suspuss oturan öğrenciler geldi. Tahtada öyle kalakaldım kimse katılmayınca. Sonra sorular sorarak durumu toparlamaya çalıştım. Üstelik staj hocasının da sınıfta olması yanlış bişey yaparsam endişesini artırdı. Yine de elimden geleni yaptığımı düşünüyorum. Sonuç olarak ilk defa öğretmen olmaktan korktum, öğrencilere doğru aktiviteyi bulmak, işler yolunda gitmezse nasıl toparlayacağını bilmek çok zor. Çok çalışmam gerektiğini anladım.

DIARY

Date: 26.10.2007
(Okul Deneyimi)

Bu hafta, ikinci kez ders anlattık. Nedenlerimi doğrulayacak ya da değiştirmeme yolaçacak herhangi bir olay yaşamadım. Staj hocamız bizi izlemeye geldiği için – hem de hiç beklemiyorken – endişeli ve heyecanlı bir hafta geçirdik. Arkadaşım konuyu anlattıktan sonra, sıra bana geldi. Sınıfın seviyesinin düşük olduğunu bildiğim için endişeliydim; hatta ders hocası, fiilleri öğretilmiş kabul etmemizi istediği halde fiillerin 2-hallerini gösteren büyük bir materyal hazırlamıştım. Ama, maalesef materyali kullanamadım. Arkadaşımın sunumu uzun sürmüştü, öğrenciler de verdiğim aktiviteyi – ders kitabından olmasına rağmen – yapamayınca bana çok az vakit düştü. Aslında, her türlü olumsuzluğu düşünüp, kendimi hazırlamıştım ama hayal gücümü yeterince yalıştıramamışım, çünkü türkçe açıklamalarımı anlamayacakları hiç aklıma gelmemişti!

Bu olay, nedenlerimi değiştirmese de yeni birşey öğrenmeme yol açtı. Ne kadar hazırlıklı olsam da, aktivite basit gibi gücünse de, sınıfın düzeyi yüksek olsa da sınıfta her an her şeyle karşılaşabilirim.

Bir de, bu mesleğin ne kadar zor olduğunu bir kez daha anladım. Hiçbir şey bilmeyen, öğrenmek de istemeyen! birilerine birşeyler öğretmeye çalışmak – hem de kısıtlı zaman ve imkanlar dahilinde – gerçekten çok zor. Neyse ki, ben zor severim...!

16.11.2007

Cuma

Bu hafta, bir başka 7. sınıfla reading dersi yaptık. Bu kez dersin pre-reading bölümünden sorumluydum. Pre-reaing aktivitesi olarak "guessing the content of the text"i kullandım ve öğrencilere üç şık sunarak onlardan birisini seçmelerini istedim; ama öğrencilerden her zaman doğru olan istendiği için ve daha önce böyle bir aktiviteyle karşılaşmadıkları için ilk başta ne yapmaları gerektiğini bilemediler. Benim açıklamalarım sonucunda aktiviteyi anlayıp yapmaya çalıştılar. Bu hafta yaşadıklarım yine bir an önce mesleğe başlayıp bu kötü giden düzenin en azından bana düşen kısmını iyileştirmek ve yeni yetişecek öğrencilerin İngilizceyi gerçek anlamda öğrenebilmelerini sağlama amacım bir kez daha pekişmiş oldu.

23.11.2007

Cuma

Bu hafta, 7. sınıfların bir başka şubesinde listening dersine başladık. Ben bu kez de listening dersinin pre-listening kısmından sorumluydum ve kullandığımız şarkıya en uygun olan "guessing the content of the song" pre-listening activitesini kullandım. Biz bu sınıfta daha önce reading dersi yaptığımız için öğrenciler pre aktivitelerine yabancı değillerdi ve ben de geçen haftaki kadar zorlanmadım. Bu haftanın sonunda, öğrencilerin öğrenmelerinde sorumluluğun büyük bir kısmının biz öğretmenlere ait olduğunu daha iyi anladım; çünkü gerekli olanları biz onlara sunacağız ki onlar da bunları en iyi şekilde değerlendirip anlamlı öğrenmeler gerçekleştirsinler.

DIARY

Date: 02.11.2007

Bu hafta "reading" yaptırmaya başladık. Bizim için yeni olduğu dan ne yapmamız gerektiğini tam bilmiyorduk ama sonunda iyi bir çıkarttığımızı düşünüyorum. Benim bölümüm "post reading" olduğu için biraz endişeliydim; açıkçası tek kelime bile konuşamayacakları düşünüyordum. Fakat konuyu en uygun speaking/pair work yaptırmak olacağından fikrimi değiştirmedim.

Daha önce hiç "speaking" ya da "pair work" yapmadıkları bariz bir şekilde belli olan öğrenciler, başlangıçta biraz şaşkındılar fakat sıraları tek tek dolaşıp hepsine açıklama yapınca konuşmaya başladılar. Daha sonra da tahtaya çıkıp konuştular. "Speaking" konusunda umutsuz olduğum için bu beni çok sevindirdi. Öğretmenlerin "Bu çocuklar İngilizce anlamaz, konuşamaz vs." sözlerinin boş ve anlamsız olduğunu anladım. Bence doğru yönlendirilip, desteklendikleri sürece pekala hepsini başarabilirler. Ayrıca, bu tür şeyler alışkanlık meseleri.

Beni oldukça uğraştırdıklarını söyleyebilirim ama hiç yorulmadım. Yani, bu haftaki stajım da kararımdan şüphe duymama sebep olmadı. Aksine, öğretmenliği daha çok sevmem yol açtı. Birilerinin sana ihtiyacı olduğunu (hem de bunlar çocuklarsa) ve onlara yardım edebildiğini görmek çok güzel duygu bence.

Heyecan verici bir duygu insanlara birşeyler öğrettiğini görebilmek. Her ne kadar on dakikalık kısa bir zaman dilimi olsa da, sınıfın hakimiyetini elinde bulundurmak güzel birşey. İnsan okuduğu makaleleri, hocaların söylediklerini ve sayın Jeremy Harmer'in bize öğrettiklerinin hepsini uygulamaya çalışayım derken eli ayağına karışmıyor değil açığı zaman. Her sınıfta olduğu gibi problem çocuklar mevcut tabi ama biz hepsinin üstesinden geliyoruz, ne de olsa geleceğin öğretmen adaylarıyız değil mi? Tek bir cümleyle özetlemem gerekirse eğer, bence herkesin ölmeden önce en azından bir kere denemesi gereken birşey bu; insanlara birşeyler öğretmek...

Bu hafta 6. sınıflarda "Listening" dersi yaptık. Konu renklerdi. Renklerle ilgili güzel bir şarkı bulduk. Çok eğlenceli ve akıcı bir ders oldu. Katılım çok iyiydi. Öğrencilerin dersten zevk aldığını görünce bende çok mutlu oldum. Aslında öğrencilerin hepsi çok iyi niyetli. Herşeyi almaya müsaitler. Yeterki, siz kendinizi bu işe adayın ve görevinizi hakkıyla yerine getirmek için elinizden geleni yapın.

Bu hafta bu güzel duyguları yaşadıktan sonra, niçin öğretmen olmak istediğimi tekrar düşündüm. Öğrenciler ve birşeyler öğretmeyi, birşeyler paylaşmayı seviyorum. Öğrencilerden olumlu karşılık alınca, kendimi çok iyi hissediyorum. Amacıma ulaştığımı ya da bir adım daha yaklaştığımı hissediyorum. Bu beni mutlu ediyor.

Amacım herşeyden önce güzel, mutlu, huzurlu bir dünyaya katkıda bulunmak, tertemiz elmasları gerekli, güzel ve olumlu bilgilerle donatmak, insanların barış içinde yaşamasına, mutluluğa ulaşmasına yardımcı olmaktır. Bu amaca ulaşmak için insanın öğrencilerinden olumlu dönüt alması, onların sizi mutlu etmesi gayet güzel ancak herşey insanın istediği gibi gitmiyor. Bunun bilincindeyim. Tamamen iyimser olup gerçekleri görmezlikten gelmiyorum. Elbette zorluklarla karşılaşacağız. Özellikle öğretmenliğe atandıktan sonra bu işin gerçek yüzünü daha iyi göreceğiz.

24.10.2007

Bugün altıncı sınıfın dersine girdim. Öğrencilere bir mektup okutacaktık. Ben, okuma parçasına karşı merak uyandıracak ve tahminlerde bulunmalarını sağlayacak bir alıştırma hazırlamıştım. Ama hazırladığım alıştırma okuma parçasına uygun olmadığı için değiştirildi. Onun yerine öğretmenimin önerdiği alıştırmayı uyguladım. İtiraf etmeliyim ki aldığım dönüt sayesinde ders çok eğlenceli geçti. Ben öğrencilerin çok fazla tahminde bulunmayacaklarını düşünmüştüm; ama hayal güçlerini hafife almışım. Çok yaratıcılar. Onlardan ne beklediğimizi anladıkları anda bir şeyler üretmeye başlıyorlar. Bugünkü derste fark ettim ki öğrenciler kâğıt üzerinde çözecekleri aktivitelerden çok, konuşup tartışabilecekleri aktiviteler hazırlamalıyım. Yaşları küçük olduğu için konuşmadan bir şeylerle uğraşmaktan sıkılıyorlar ve dikkatlerini çok uzun süre aynı noktaya veremiyorlar. Bundan sonra hazırladığım planlarda bunlara dikkat etmeye çalışacağım. Dersin sonunda öğrencilerden biri "Öğretmenim siz her hafta ders anlatsanız çok eğleniyoruz hem de anlıyoruz" dedi. Çok mutlu oldum. Sanırım meslğimi sevmeye başlıyorum. Umarım soğutmazlar.

ÜSTÜ ÖRTÜNEMEYEN TUTKULAR

Kimi zaman iyimin bana cevabı kolaya verebildiği, kimi zamansa epey kafa patlattığı bir soru benim için öğretmenlik. Geleceğim söz konusu oldu mu, hep karışan aklım, belirsizliği sevmeyen ruhum gibi relişkili.

Tutkuyla yaşamak olmalı asıl mutluluk. Her şeyini tutkuyla yapmak. Üzerine eğildiğin işle kaybolmak zamanda ve bitişte onca yadın harcanmasının verdiği hissin yadece mutluluk olması. Bunu yakalayabildi mi insan hem ruhunu, hem bedenini doyurabilir. Bir söz vardır ya, "bedeni güzel olanın, ruhu da güzeldir." diye, işte bu derece dengeli olmalı hayattan aldığımız vitaminler ve dışarı attığımız atık maddeler.

Öğretmek benim için bir tutku şu an, uzunca zamandır iyimde barınan. Ancak istediğim tutkudaki hayat kadar değil. Birçok kolum var bir ağacı gibi, pek çok yapmağı olan. Hepsi farklı birer dünya iyimde henüz büyük patlamalarını gerçekleştirememiş. Bense bu dayamıyorum kendimi hiçbir şekilde, hiçbirinden vazgeçemediğim için. Hangisinde yoğunlaşsam daha fazla meyve veririm ona da karar vermiş değilim. Şimdilik hepsini bünyemde barındırma kararlılığımla yol alıyorum.

Yalnız, kollarımın biri şanslı geldi dünyaya. Onu seçtiler ve akademik olarak donatmakta karar kıldılar. Ben kendimden pek emin değil, gidip kaydoldum bu yeni donanım dünyasına. Pek ilgi çekilmeyen bir broşürde görülmüş, bilirkişi tavsiyesiyle çıkılmış bir tur gibi.

Çelişkiler iu dünyamızı oluşturan temelin en bol malzemesi belki de. Bir yanım öyle bir tutkuyla bu mesleğe bağlı ve onu tüm hevesiyle yapmak istiyor; bir yanımda hayatına başka alanların hakim olduğu, monotonluğun olabildiğine uzak olduğu bir hayat istiyor. Ama, ben öğretmen olmak istiyorum. Çünkü; paylaşmak da benim için ayrı bir tutkul insanları bildiğim şeylerden mahrum bırakmak kötü hissettiriyor bana kendimi. Benim yanatıklığımı geliştiren olguları onlarla paylaşmak istiyorum, ki onlar da hayata daha önce hiç bakmadıkları bir açıdan bakabilsinler. Benim, kendime yeni

Bu hafta stajımdan çok zevk aldım. 7. sınıflara "was/were" yapısını anlattık. Ben presentation aşamasını uyguladım. Ben öğrencilere konuyu anlatırken beni dikkatle dinlediler. Sorularıma yanıt vermek için neredeyse sınıfın tamamı parmak kaldırdı. Onların bu derli aktif olması beni çok mutlu etti ve benim öğretmen olmak istemem nedenlerimden biri olan bildiklerimi paylaşma isteğimi doğruladı. Karşımda benim ağzımdan çıkacak kelimeleri dikkatle bekleyen bir sınıf bulunca çok mutlu oldum ve zamanın (zaten kısa) nasıl geçtiğini hiç anlamadım. Sonuç olarak bu haftaki stajım üzerinde çok olumlu etki bıraktı. Tiyatrocuların bir deyimi vardır "Sahnenin bir kere tozunu yuttun mu hep orda kalmak istersin" Ben de aynı şekilde karşımda gözlerinin içine bakan öğrencileri görünce kesinlikle öğretmenlik yaparak iş tadını düşünüyorum.

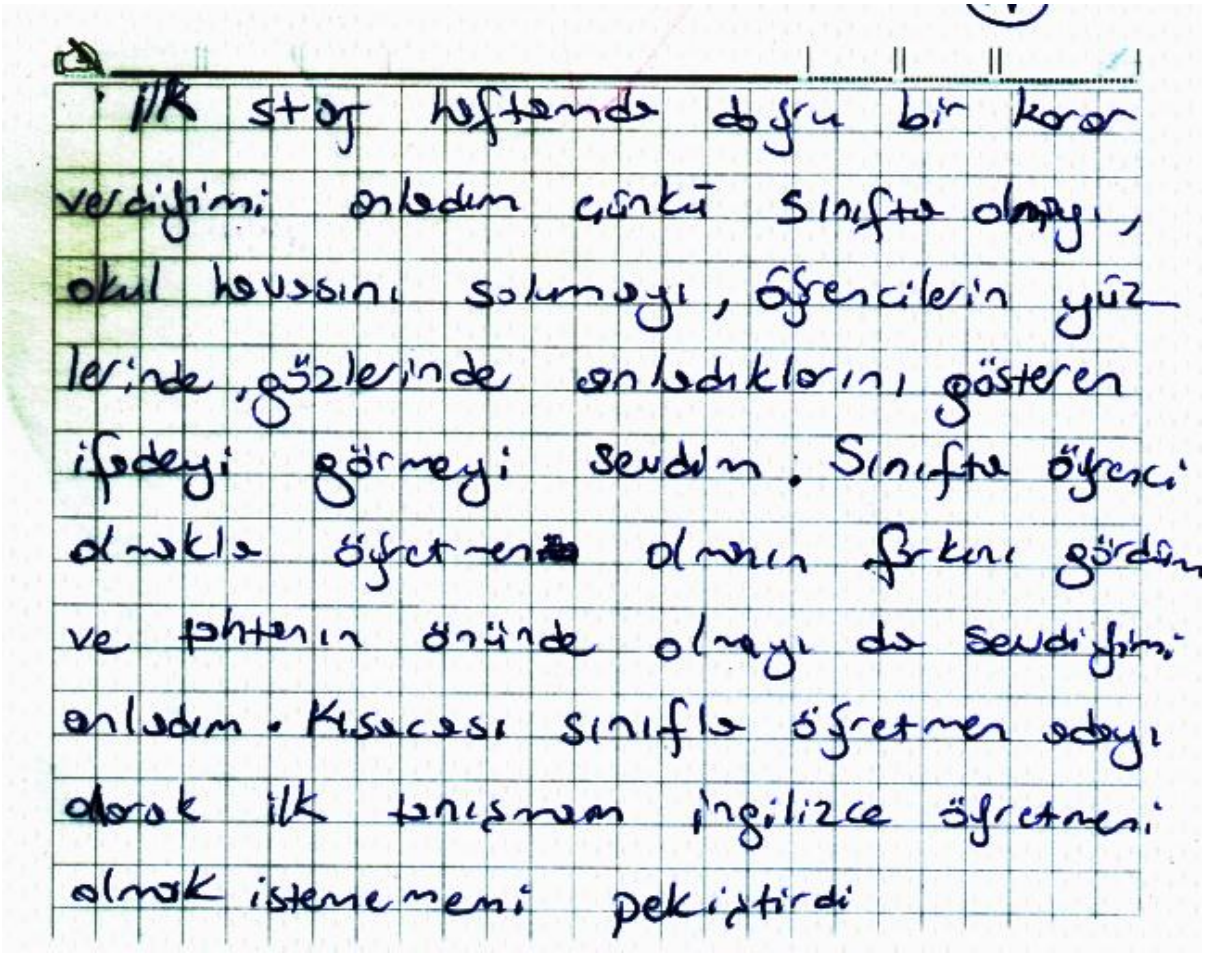
Bugün stajı okulunda 6/B sınıfına 15.10.2007
dersi anlattık. Konumuz yoksulluk idi. Aslında daha
iyi ilerleyeceğini düşünmüştüm ama stajdaki hoca
mızın bize anlatmamız için verdiği konularda
karşaza çıkınca iki konuyu aynı anda tekrar
ettirme gibi bir durum ortaya çıktı ve öğrenerlerin
kafaları karıştı ve yapamadılar tabiki. Okuldaki
hocamız da ikinci dersi bizden alarak konuyu
tekrar anlattı. Aslında birazcık hayal kırıklığına
uğradım. Çünkü ortaya siz iyi anlatamadınız
gibi bir durum çıktı. Benim anlatacağım kısımda
ben, işlenen konuyla ilgili bir Oyun hazırlamıştım
Oldukça çalanacak olacağını düşünmüştüm ama öğrenerlerin
kafası karışınca o da planladığım gibi gitmedi zaten
Bugün kendimi, iyi bir öğretmen olabilecekmiyim
diye sorguladım ilk defa. Çünkü bazen
bazı şeyler planladığımız gibi gitmiyor.

15.11.2007

Bu hafta konumuz yine "reading text"-ti. Ama bana göre daha iyi geçti. Geçen hafta çocuklara "reading text" çok uzak gelmişti. Ne yapacaklarını bir türlü anlayamamışlardı. Ama bu hafta en azından ne yapacakları hakkında genel bir fikirleri vardı. Bu yönden, onlara faydalı olabildiğimi düşünmek beni çok mutlu etti. Geçen haftaya göre biraz daha iyi yapabildiklerini görmek, zamanla onlar üzerinde nasıl bir etki oluşturabileceğimi gösterdi. Öğretmen için gerçekten emek istediğini bir kere daha anlamış oldum. Meslegi seçme nedenlerimden biri de insanlara birşeyler öğretebilmekti. Bu hafta bunu yapabileceğimi görmek beni mutlu etti.

13.11.2007

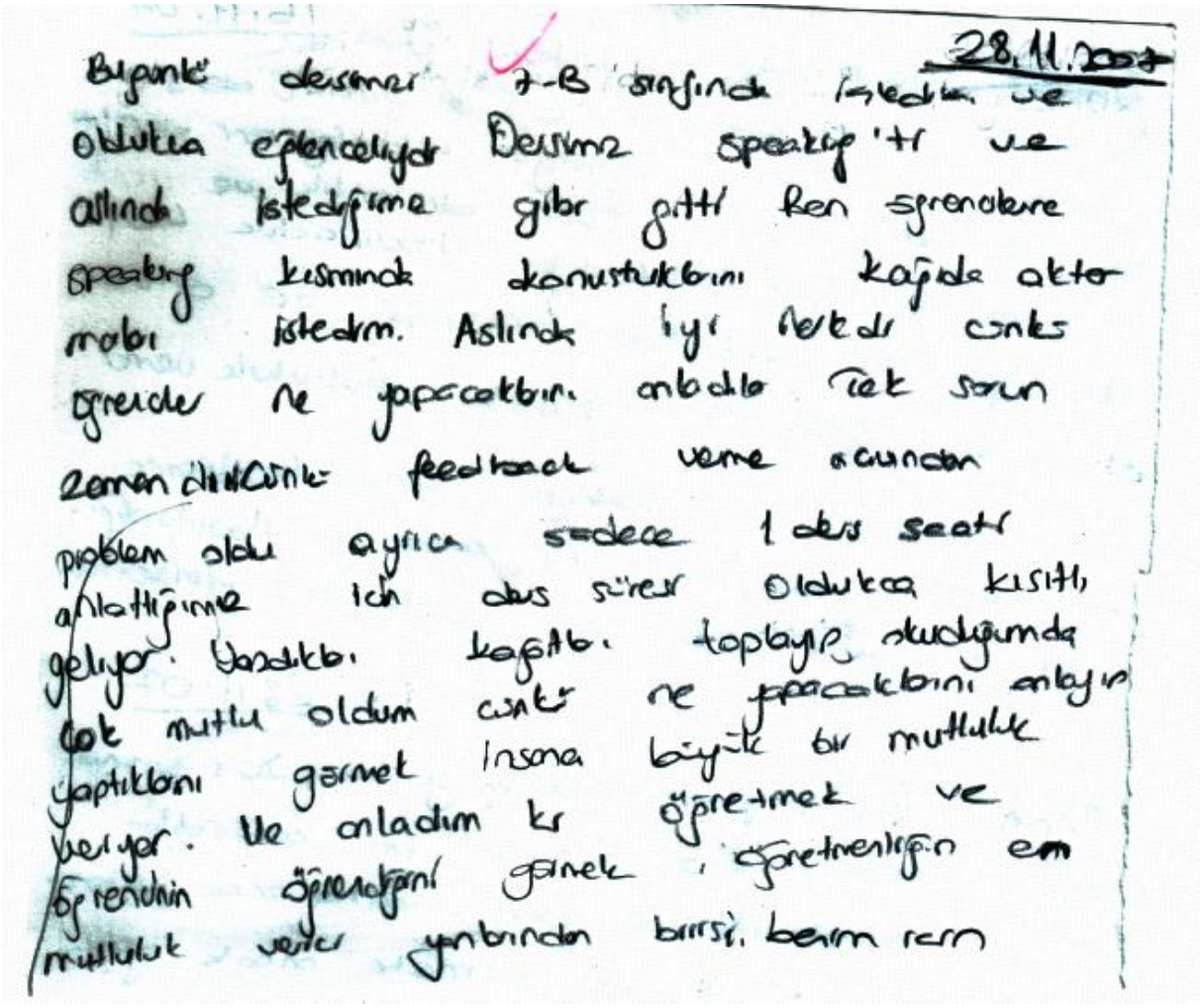
Bu hafta, grup arkadaşlarımla birlikte 6-B sınıfına Türkiye aktiviteri yaptırdık. Dinlettiğimiz şarkı "If you're happy and you know it". Önce bu şarkının 6. sınıflar için uygun olmayacağını düşündük. ama bu onların yapacakları ilk Türkiye dersi olduğu için çok basit bir şarkı seçmeniz gerekiyordu. Bu yüzden çıkabilecek bütün sorunları göze aldık ve bu şarkıyı yapmaya karar verdik. Öğrenciler beklediğimizden güzel tepkiler gösterdiler, özellikle çok iyi hareketleme hareketleri yaptılar. Değişik bir yöntem olmanı dikkatlerini çekti. Çok eğlenceli bir dersti. Bu şekilde öğrencilerin İngilizce'ye karşı ön yargılarını kırılmasına İngilizce öğretmeni olmanın bir nedeni de bu oldu.


İlk staj haftamda doğru bir karar verdiğimi anladım çünkü sınıfta olmayı, okul havasını solumayı, öğrencilerin yüzlerinde, gözlerinde anladıklarını gösteren ifadeyi görmeyi sevdim. Sınıfta öğrenci olmakla öğretmen olmanın farkını gördüm ve onların önünde olmayı da sevdiğimi anladım. Kısacası sınıfla öğretmen odayı olarak ilk tanışmam İngilizce öğretmeni olmak istememi pekiştirdi

16.11.07

Bugünkü dersimizde Listening yaptırdık
ve oldukça eğlenceliydi. 6.B sınıfında ders
İsledik ve onları bilgisayar teknolojisini dersliği
ne götürdük onlara şarkı dinlettik ve
o şarkı ile ilgili aktiviteler hazırladık ben
çok eğlendim aktiviteler sırasında ve öğren-
dilerin de eğlendiğini görmek mutluluk verici

Dersin sonunda o şarkıyı kendi kendilerine
söylerken gördüğümde ne kadar iyi hazırlandığı-
mızı ve dersi çok iyi yürüttüğümü farkettim


28.11.2007

Bugünkü dersimiz 7-B sınıfında işledik ve oldukça eğlenceliydi. Dersimiz speaking'di ve aslında istediğime göre speaking kısmında konuştuklarını kağıda aktarmalarını istedim. Aslında iyi değildi çünkü öğrenciler ne yapacaklarını anlamakta zorlandılar çünkü feedback verme açısından problem oldu ayrıca sadece 1 ders saati anlattığımız için ders süresi oldukça kısıtlı geliyor. Yazdıkları kağıtları toplayıp okuduğumda çok mutlu oldum çünkü ne yapacaklarını anlayıp yaptıklarını görmek insana büyük bir mutluluk veriyor. Ve anladım ki öğretmek ve öğrenmenin öğrencilerini görmek, öğretmenliğin en mutluluk veren yanlarından birisi. Benim için

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