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Is Teaching a Lifelong Career? Reflections of English Teachers

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ABSTRACT

This study aims to find out and compare pre-service and in-service English teachers' preferences for choosing teaching profession and their opinions about whether teaching is a lifelong career. 308 pre-service English teachers and 50 in-service English teachers participated. The results showed that 240 pre-service English teachers and 44 in-service English teachers held positive opinions about teaching profession and thought that teaching is a lifelong career. However, 45 student teachers and 3 teachers held negative views. There were both similarities and differences between the pre-service and in-service participants in terms of their preferences for choosing teaching profession and their perspectives about teaching as a lifelong career. Some of the quotations of the participants are given to exemplify participant opinions because the participants were found to have various preferences for choosing teaching career like loving teaching, childhood dream, family encouragement, previous learning experiences, outer obligation or taking previous teachers as model.

Key Words: Teacher Motivation, Teacher Beliefs, Pre-Service Teacher Education, In-Service Teacher Education.

Öğretmenlik Yaşam Boyu Bir Meslek midir? İngilizce Öğretmenlerinin Görüşleri

ÖZET

Bu çalışma, hizmet öncesi ve hizmet içi İngilizce öğretmenlerinin öğretmenlik mesleğini seçme konusundaki tercihlerini ve öğretmenliğin hayat boyu sürecek bir kariyer olup olmadığı konusundaki görüşlerini ortaya koymayı ve karşılaştırmayı amaçlamaktadır. 308 öğretmen aday ve 50 hizmet içi İngilizce öğretmeni katılmıştır. Araştırma sonuçları, 240 öğretmen aday ve 44 hizmet içi İngilizce öğretmenin öğretmenlik mesleği hakkında olumlu görüş sahibi olduğunu ve öğretmenliğin hayat boyu bir kariyer olduğunu düşündüğünü ortaya koymuştur. Bununla birlikte, 45 öğretmen aday ve 3 öğretmen olumsuz görüş bildirmiştir. Hizmet öncesi ve hizmet içi katılımcılar arasında öğretmenlik mesleğini seçme tercihleri ve yaşam boyu kariyer olarak öğretmenliğe bakış açıları açısından benzerlikler ve farklılıklar bulunmuştur. Katılımcıların alıntılarında bazıları katılımcıların fikirlerini örneklendirmek için verilmiştir çünkü katılımcılar, öğretmenlik mesleğini sevmeye, çocukluk hayalleri, aile teşviki, önceki öğrenme deneyimleri, dış yükümlülükler veya önceki öğretmenleri model olarak alma gibi çeşitli sebepler belirtmişlerdir.

Anahtar Kelimeler: Öğretmen Motivasyonu, Öğretmen İnançları, Hizmet Öncesi Öğretmen Eğitimi, Hizmet İçi Öğretmen Eğitimi.

INTRODUCTION

Preferences for choosing teaching profession have influences on the views of teacher candidates about teaching because their choices may have been affected by various factors. For example, views of 92 student teachers in Singapore about the choices for teaching profession were examined, and it was found out that they had mainly nine different reasons to choose teaching career, namely, love of children/young people, interest in teaching, fulfilling a mission, job factor or fit, inspiration by role models, answering a calling, love of the subject, financial reasons and teaching as a stepping stone (Khoh, Ling, Ch'ng & Chuan, 2005).

As for Turkey, it was found out that personal factors were more effective on student teachers' reasons for choosing teaching profession compared to economic and social factors (Özbek, 2007). In a similar vein, Bozdoğan, Aydın and Yıldırım (2007) detected significant differences among student teachers in terms of gender and choices for choosing teaching profession relating to their views about teaching in that female student teachers were found to have more favourable views about teaching

profession. Besides, the participant student teachers who chose teaching profession willingly were found to have more favourable views about teaching compared to those who preferred teaching profession in order to be employed.

Student teachers receiving education in different departments have been the focus of many studies in Turkey. Sağlam (2008) conducted a research with 110 music teacher candidates and found out that views of female student teachers about teaching profession were more favourable than those of the male ones. Besides, it was found that the views of the teacher candidates become more favourable as the grade increases and that those who choose teaching profession as they like it have more favourable views about teaching.

According to Turkish Education Association (Türk Eğitim Derneği) (2009: 83) that conducted a large-scale research in Turkey, the reasons for choosing teaching profession are various. The study took place in 12 different cities representing each region of Turkey namely Adana, Ankara, Balıkesir, Erzurum, Gaziantep, İstanbul, İzmir, Kayseri, Kocaeli, Samsun, Trabzon and Van. The universe of the study included the teachers and administrators working at state schools as well as 6th, 7th and 8th grade students together with their parents. The data were gathered via four different questionnaires designed for teachers, administrators, students and parents separately. 2007 in-service teachers, 272 administrators, 4450 students and 2112 parents participated in the study. It was found out that 28.7% of the participating teachers chose teaching since it was their dream job, 21.8% for it was a job with high employment opportunities, 14.9% did so for it was a respectable profession, 13.5% thought it to be useful to the society and children, 9.2% due to family desire, 3.6% because no other job was found and finally 2.7% for taking their previous teachers as model.

48 graduate students in three teaching departments namely physics (N: 17), biology (N: 12) and mathematics (N: 19) were asked to share their reasons for teaching profession via open-ended questions. It was found out that physics student teachers reported that they liked delivering learning content, loved children, teaching is an esteemed profession and teaching would make them happy. As for biology and mathematics student teachers, they focused more on the availability of work, working hours and conditions aside from loving teaching (Hacıömeroğlu & Şahin Taşkın, 2009). Akkaya's (2009) study presents both similarities and differences with the previous studies in that there were significant differences in favor of the girls in terms of professional views or the averages of the grades while the view or success

of the Turkish teacher candidates were not affected by parents' education levels.

The current move in research on teacher education appears to underline the importance of perspectives of student teachers due to the fact that their beliefs are considered to shape their future teaching practices (Adoniou, 2013). Although there are many studies conducted on the views of student teachers about teaching profession (Özder, Konedralı & Perkan Zeki, 2010; Bieg, Backes & Mittag, 2011; Osguthorpe & Sanger, 2013), there are no studies which compare the preferences of pre-service and in-service teachers in terms of their preferences for choosing teaching profession and their views about the sustainability of teaching. Thus, this study aims to shed light upon an overlooked area in teacher education by comparing the preferences of both pre-service and in-service English teachers in Turkey for choosing teaching profession and comparing their views about teaching as a lifelong career.

Review of Literature

It is claimed that not everybody can teach due to the fact that teaching requires certain skills specific to some individuals. In a similar vein, Fives and Buehl (2014) studied with 443 teachers and found out that teachers have four different views about teaching profession and these views were categorized under innate, learned, hybrid, and requires polish. While some teachers may believe that teaching is an innate ability and some people are born to be a teacher (innate), some think that people must learn how to teach (learned). However, some can state that people could be born to be a teacher but anyone can become a teacher if s/he gets the necessary instruction (hybrid) or some may favour that the teaching gift must be polished with instruction (requires polish).

There could be many reasons to choose teaching profession. Osguthorpe and Sanger (2013) stated that student teachers can choose teaching to fulfill moral aims or the desire to become a teacher could be the most important factor (Özder, Konedralı & Perkan Zeki, 2010). Mercenary, extrinsic, intrinsic and altruistic factors also underlie prospective classroom teachers' career choices (Çermik, Doğan & Şahin, 2010). The related studies in teacher education in terms of the reasons for choosing teaching profession revealed that altruistic reasons (Güzel Stichert, 2005), altruistic and intrinsic motivations (Low, Lim, Ch'ng & Goh, 2011), social and personal utility factors and status of teaching profession (Öztürk Akar, 2012), social utility values (Kılınç, Watt & Richardson, 2012), social utility, intrinsic values of teaching, personal abilities, personal characteristics, working conditions and

collective contribution (Nayır & Taneri, 2013), external (family effect, professional continuity, easier job, permanent staff and suitable job for females) and internal factors (love of children, love of teaching, respect in society, adequate teaching skills and association between personal characteristics and teaching characteristics) (Anılan & Anılan, 2014), social and internal reasons (Balyer & Özcan, 2014), and external factors (Aksoy, 2016) are among the dominant factors.

Özsoy, Özsoy, Özkara and Memiş (2010) focused on the factors that influence student teachers' choices to become a teacher so they applied a questionnaire on 855 student teachers 509 being females and 346 being males. At the end of descriptive statistics, it was found that the participants think that teaching is sacred (54,6%), they have the required qualifications for teaching (53,4%), it is the best profession that suits them (47,3%), they like children very much (46,9%) and teaching is the profession in their ideals (46,9%).

Teachers' reasons for choosing teaching profession may affect their teaching practices and their students' motivation types in the long term, because teacher care could influence students' intrinsic motivation (Bieg, Backes & Mittag, 2011). If teachers are not motivated to teach, how can they be expected to motivate students to learn? When the educational motivation is thought as a whole, the motivational characteristics of students and teachers can be considered as the parts of this whole. In a similar vein, Ozan and Bektaş (2011) found out that there was a relationship between the motivation levels of student teachers upon teaching profession and income level of family in that the higher mean score belongs to the student teachers whose family income is 1000 TL and below for the item I choose teaching profession because I was interested in it.

Erten (2014) studied the motivations of 96 student teachers in ELT Department at state university in Turkey and found out that although their motivations were intrinsic, extrinsic and altruistic, they tended to be more intrinsically motivated to choose teaching. Most of the participants held a combination of extrinsic and intrinsic motivations. Among these motivations, intrinsic motivations included interest in the field, perceived success in the field, love of teaching and long term goal; extrinsic motivations included job opportunities and English as a popular language; and finally altruistic motivations included being beneficial to others.

There are contrasting research findings about the role of demographic features in the views of student teachers about teaching profession. For example, Açıslı and Kolomuç (2012) found out that the

views of primary school teacher candidates about teaching profession are not affected by variables such as gender, grade or the high school graduated because they found no statistically significant differences among the participants. Similarly, Azman (2013) pointed out the declining numbers of male teacher candidates and studied the factors which affected 425 student teachers' preferences for teaching in Malaysian context. It was found out that male and female participants held similar motivations and they underlined extrinsic and altruistic reasons. However, Pektaş and Kamer (2011) revealed that the female student teachers had more favourable views about teaching profession than the male student teachers, and the graduates of Anatolian teacher training high schools had the highest attitude scores. Additionally, Aydın and Sağlam (2012) identified that female student teachers have more favourable views than male student teachers. Additionally, the ones who chose teaching profession to improve themselves were found to have more favourable views than those of the participants who chose teaching profession due to obligation. As for mother's educational status, the student teachers who have mothers graduating from primary school were determined to possess more favourable views than those who have mothers graduating from high school or university. Eret Orhan and Ok (2014) also concluded that various factors namely gender, department, desire to be a teacher, satisfaction from department, satisfaction from conditions of the country, and general life satisfaction affected student teachers' views about teaching. However, education level of family, type of high school or having a teacher in the family did not affect their views.

Arslan (2013) compared the views of Turkish teacher candidates and in-service Turkish teachers, and concluded that Turkish teacher candidates' views were positive and at high level whereas in-service Turkish teachers' views were at medium level. Besides, the pre-service teachers had higher scores compared to the in-service teachers in terms of the items of believing in necessity of Turkish teaching in social aspect and opinions on professional competency level. These findings demonstrate that classroom realities may negatively affect the opinions of teachers and make it harder for them to sustain their initial motivation.

Teachers are appointed to teach in different schools and cities, and the working conditions greatly vary from context to context so student teachers need earlier exposure to changing nature of the educational institutions. Adoniou (2013) presents a model in which the personal, university, practicum and employment contexts count for the preparation of student teachers for their future classrooms. In this way, the harmony among the student teachers' personal experiences and needs, the education received

at university, the practicum experiences and activities and the changing aspects of teaching contexts can be established. Bridging pre-service and in-service training by connecting the theory with the practice will provide the student teacher or beginning teacher with the required professional knowledge and skills, and create sustainable employment opportunities for teachers.

To identify the motivating and demotivating factors for teacher candidates, Başaran and Dedeoğlu Orhun (2013) conducted research on 291 student teachers and found out that the job-related difficulties or unfavourable economic conditions do not affect the motivation of student teachers. However, stakeholder-related issues such as the underestimation of teaching profession, the high-stake examination to select teacher candidates, central application disorders and undesired administrative views were among the factors which reduce student teachers' motivation. Student teachers need to be given the necessary theoretical knowledge and practical experiences in order to be induced into their future teaching context and adapt to the new school environment more easily. When not empowered with the necessary coping strategies, beginning or new teachers may suffer from alienation and their views about teaching profession may be adversely affected. To point out the relationship between the alienation and teaching-related views, Çağlar (2013) studied with 875 participants via various scales and a form at an educational faculty at a state university and found a medium level of negative relationship between student teachers' level of alienation and the views about the teaching profession.

Teachers' motivation depends on internal and/or external motivation. It is reported that if teachers do their job for the sake of personal enjoyment or because of internal desire, then the teacher is considered to be intrinsically motivated. However, if teachers' practices are shaped by outer factors rather than personal factors, then the teacher is considered to be extrinsically motivated. In a similar vein, Fidan (2014) found out that context-bound outer factors like the institution and city, the students and the classroom facilities affect motivation of English language instructors at public universities. Comparison of different stakeholders is also beneficial in terms of detecting the common and differing aspects of beliefs. For this purpose, Uibu, Salo, Ugaste and Rasku-Puttonen (2017) compared the views of 112 Estonian student teachers and 73 Estonian teacher educators via a questionnaire. It was revealed that while student teachers valued knowledge and intrapersonal processes for cognitive development, teacher educators were in favor of students' social development.

Although there are lots of studies which are concerned with the views of pre-service and in-service teachers about teaching profession, there are few studies which compare the views or opinions of both groups of teachers. Among teachers, English teachers deserve special attention since foreign language teaching is a hot topic in Turkey (Okumuş, 2014). Preferences and views of student teachers about teaching profession have attracted considerable attention in recent years. However, there needs to be more studies which compare the perspectives of pre-service and in-service teachers so that what is expected ideally and what happens in reality could be determined and the gap between expectations and realities can be bridged accordingly. It is seen that there is a gap in the relevant literature in terms of comparing pre-service and in-service English teachers' perspectives about teaching profession. The significance of the study results from this overlooked area in teacher education because the comparison will provide important insights into the mismatch between theory and practice and inform stakeholders about improving the content of pre-service and in-service teacher training programs in order for English teachers to have favourable views about teaching and increase their motivation. Besides, the findings will reveal the points that should be taken into consideration to build bridges between universities and schools. Therefore, this study aims to find out:

1. What are pre-service teachers' preferences for choosing teaching profession?
2. What are in-service teachers' preferences for choosing teaching profession?
3. What are pre-service teachers' views about teaching profession as a life-long career?
4. What are in-service teachers' views about teaching profession as a life-long career?

METHODOLOGY

Research Design

This study aims to find out and compare pre-service English teachers' and in-service English teachers' preferences for choosing teaching profession and to identify and compare whether they see teaching profession as a lifelong career in Turkish EFL context. Thus, this study is a descriptive qualitative study. Open-ended questions were used to collect data since it was aimed to get in-depth understanding of the phenomenon in question and

get detailed perspectives of the participants. Only numbers or words may not be enough to explain the gathered data or seem limited to impress the reader. Thus, the the emerging themes were categorized, tables of frequency and percentage were also given in order to benefit from complementary purposes of words and numbers (Cresswell, Plano Clark, Gutmann & Hanson, 2003). In quantifying the qualitative data, the aim was to present data in an understandable and clear way and to triangulate the findings (Dörnyei, 2007).

Participants

The universe of the study includes the pre-service and in-service English teachers in Turkey. Four state universities and teachers working at different level of schools in 14 cities were chosen as the sample to increase the generalizability of the findings. Purposeful sampling was adopted while choosing the participants since there were previously defined criteria. The pre-service participants were chosen among the seniors receiving education in English Language Teaching Departments because they were thought to be equipped with both theoretical and practical courses and introduced to real classroom settings in their practicum. In addition, the student teachers were chosen among the last year students on purpose since they were about to graduate, have already taken the necessary courses about content and pedagogy and were doing practicum at state schools. As to the in-service participants, they were chosen among the ones working at state schools found in different cities representing the seven regions of Turkey. The cities were determined according to the representativeness rules of TÜİK (Türkiye İstatistik Kurumu-Turkish Statistical Institute). 308 pre-service English teachers and 50 in-service English teachers participated in the study so there were 358 participants in total. The pre-service teachers at Gazi University, Hacettepe University, Middle East Technical University and Pamukkale University participated in the study.

The in-service teachers participated from 14 different cities and were working in Ankara, Denizli, İstanbul, Diyarbakır, Trabzon, Yozgat, Mersin, Aksaray, Bolu, Afyon, Şanlıurfa, Niğde, Malatya and Artvin. Out of 50 in-service English teachers, 32 were female and 18 were male. 5 were aged between 21-25, 22 were aged between 26-30, 12 were between 31-35, 1 between 36-40, 8 between 41-15 and finally 2 between 46-50. 34 of the in-service participants were married while 16 were single. 40 in-service participants are graduates of English Language Teaching, 5 graduated from English Language and Literature, 1 graduated from English Linguistics, 1 from Translation and Interpretation and 3 from other departments. 1 had less

than one year teaching experience, 22 had teaching experience between 1-5 years, 13 had 6-10 years, 5 had 11-15 years, 5 had 16-20 years and finally 4 had 21 years and over. 44 had B.A. degrees and 6 had M.A. degrees. 21 in-service participants worked at state high schools, 17 worked at state secondary schools and finally 12 worked at state primary schools in Turkey. 15 of them previously worked at a state primary school, 14 worked at a secondary school, 18 worked at a high school and finally 3 worked nowhere. 11 taught English between 16-20 hours in a week, 15 of them taught English between 21-25 hours, and finally 24 taught 26 hours and over for a week.

Data Collection Tool

A written interview form (WIF) was designed by the researcher and used to collect the opinions of the participant teachers. The form includes an introductory part which introduced the aim of the study and tells the approximate time required to fill out. In the first part, the participants reveal their personal details and in the second part the participants are expected to write their answers to the 9 items including yes/no and open-ended questions. Due to the scope of the study, only two questions were included in this study so this study presents limited parts of a large-scale study. The question items in the written interview form were first formed by the researcher in light of the relevant literature, previous data collection tools employed in these studies, the mostly covered topics in terms of teacher competencies and the research questions of the current study. Then, there was a think-aloud session with 3 academicians in ELT (English Language Teaching) department at Gazi University to collect different views and prepare the interview form. Since holding face-to-face interview was considered to be time-consuming and impractical, the experts in the think-aloud session and the researcher reached the consensus to make the data collection tool as a written interview form. Then, the form was first sent to 6 other academicians at ELT Departments at three different universities to get expert opinion. Each expert made comments on the content and layout of the form. The researcher made all the additions and changes suggested. After that, the form was piloted on 60 pre-service teachers at Gazi University and 10 in-service teachers in three different schools in Ankara. The researcher got feedback from the participants and made some minor revisions suggested by the participants. In the end, the researcher gave the final shape to the form. Since the researcher wanted to collect in-depth responses but aimed to reach a large number of participants, face-to-face interview was not preferred. Rather, the researcher put the interview questions on a written form and created a written interview form where the participants shared their opinions in detail. Since the question items on the form were previously

determined and not changed during the application process, it can be said that a structured interview form was used in the study. The WIF question items are listed at the end of the paper. In this study, the answers given to the 14th question were analysed and presented.

Data Collection Process

The researcher took permission from the lecturers and formal institutions to apply the form since the participants were pre-service teachers at different universities and in-service teachers working at different state schools in different cities. The researcher first sent e-mails to the lecturers delivering instruction at fourth grade courses in which the senior teacher candidates took education. The researcher was able to get confirmation e-mail for the application of the interview form. The lecturers were also informed about the content of the form and application time required to fill out the form. After getting permission from the lecturers at Gazi University, Hazcettepe University, Middle East Technical University and Pamukkale University, the researcher decided to get formal permission from the Ministry of National Education (MoNE). The researcher wrote a petition to the ministry but she was rejected and then redirected to YEĞİTEK (Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü- Directorate General for Innovation and Educational Technology) since there were three different types of schools (primary school, secondary school and high school) and different cities to apply the study.

After getting permission from the ministry, the researcher visited some schools in Denizli and Ankara in-person. The researcher also made announcements in some groups or forums on the internet whose members were in-service English teachers at different levels and contacted ex-friends at university. In addition, some in-service teachers helped the researcher by encouraging their colleagues or teacher friends to participate in the study. In the end, the researcher visited the universities and administered the form in the courses whose lecturers gave permission for the study. The researcher explained the aim of the study and distributed the forms to the student teachers. The researcher visited the school principals who were given the formal permission paper to conduct the study. As for in-service teachers, some filled out the form by hand and handed it to the researcher whereas some filled out the form via computer and sent e-mail to the researcher. Due to the difficulties in reaching and getting answers, it took about one year to collect data from the in-service teachers while it took three weeks to gather data from pre-service teachers in the spring term of 2014-2015 academic year.

Data Analysis Procedures

After the researcher collected the written interview forms from the participants, their responses were written and recorded in Word documents on computer. After coding all the written responses on computer, the researcher started to analyze the data. Since the data were qualitative and personal interpretations of one coder may reduce the objectivity, an independent second coder was also involved in the data analysis procedures. The second coder was a researcher assistant working at the faculty of education at a state university in Turkey. The researcher first trained the second coder about the analysis procedures by informing him/her about the aim of the study, what to focus on or what to ignore and what to do with irrelevant answers. Including a second coder was done to ensure inter-rater reliability while the two coders revised their previously formed categories after three weeks to ensure intra-rater reliability because the coder may prefer making changes in the previously formed categories. The two coders read the statements, interpreted them and finally formed the categories.

While forming the categories, the coders followed a zigzag pattern. They moved back and forth in line with the coming flow of new data (Dörnyei, 2007). Since the coders did not have precise expectations about what to obtain at the end of the analysis, they compared and contrasted the coming data with the previous and next statements all the time and shaped the emerging categories in the course of time. Therefore, the stages in the constant comparison method of grounded theory (Glaser & Straus, 1980) were followed in the data analysis. In the grounded theory, the review of literature is delayed to create more space for the coder(s) in terms of interpretation and categorizing. However, the researcher referred to the Informed Grounded Theory (Thornberg, 2012) where the researcher first examines the related previous studies and then starts to analyze the data in order to avoid the possibility of missing important aspects, dealing with unnecessary items, coming up with unrelated categories and wasting time.

Forming the general framework out of non-numerical data necessitates devoting time and energy due to the repetitive nature of qualitative data analysis. When involved in data analyses, the coders followed the stages since they went through open coding, focused coding, axial coding and selective coding in order to form the categories based on the emerging topics (Kolb, 2012).

After the coders revised and finalized their categories and after the second revision was made for intra-rater reliability, the coders held a meeting to compare and contrast their own categories. To calculate the

agreement levels of the emerging categories of the two coders, the inter-rater reliability formula (Miles & Huberman, 1994: 64) was calculated. In the first meeting, the agreement level was calculated to be 85% according to the formula. The coders discussed about the statements differently coded and recorded them. In the second meeting, the agreement level was calculated to be 92%. The differences were found to be reduced but to reach a 100% agreement, the two coders discussed on the disagreed items again and the meeting went on till there was a complete agreement between the two coders. At the end of the meetings and discussion, the emerging categories were given the final shape and tables showing the frequency and percentage of each emerging category were formed.

FINDINGS

The findings of the study are presented in parallel with the research questions. First, the findings of the all participants are given and then the findings belonging to the pre-service and in-service English teachers are presented separately.

Preferences of All Participants about Teaching Profession

In light of the participant opinions, their views about teaching profession are given in the tables below. To support the numerical data in the tables, participant quotations are also given to exemplify the related emerging category.

Table 1. Views about teaching profession

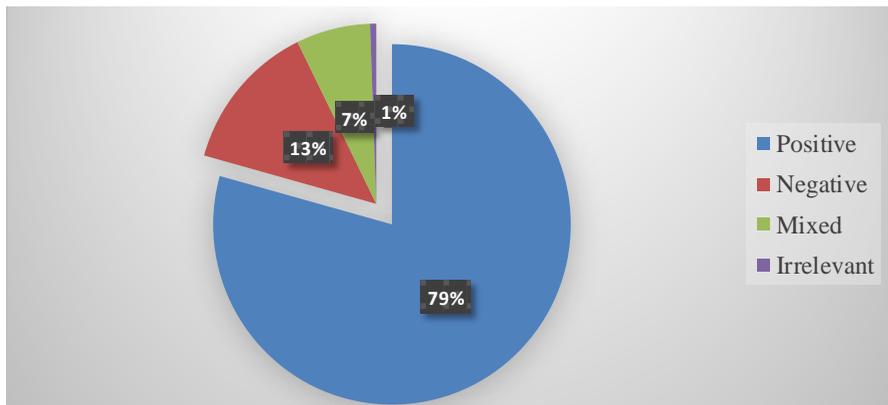
Emerging Category	Pre-service Answers	In-service Answers	Total	Percentage (%)
Positive Opinion	240	44	284	79,3
Negative Opinion	45	3	48	13,4
Mixed Opinion	21	3	24	6,8
Irrelevant Answer	2	0	2	0,5
Total	308	50	358	100

Table 1 demonstrates the emerging categories based upon the written responses of the participants about their preferences for choosing teaching profession and whether they think that teaching profession is a lifelong career. It is seen that there are three different categories in that high majority

of the participants have positive opinions (N: 284) and some have negative opinions (N: 48) while a small number of them have mixed opinions (N: 24) including both positive and negative opinions as well as suspicious statements. A small number of the participants (N: 2) gave irrelevant answers to the research question so these answers were excluded from the study and not taken into consideration for further coding and analysis. It can be said that most of the participants (N: 284; 79,4%) have favourable views about teaching profession and think that teaching is a lifelong career. As to the rest of the participants, 48 participants (13,4%) have unfavourable views and 24 participants (6,8%) have either positive and negative opinions or suspicious.

It should be noted that this study presents only one part of a large scale study. In total 308 pre-service and 50 in-service English teachers participated in the study. Some of them did not prefer to give answers to the written part so they were not considered in the analysis procedures. However, they were still given a specific number to be differentiated from the other participants and easily referred throughout the text. Therefore, the first 366 participants were the pre-service English teachers while the participants numbered 367-450 were the in-service English teachers.

The graphic below summarizes the views of the participant pre-service and in-service English teachers about teaching profession.



Graphic 1. Views about teaching.

As is seen in the graphic above, high majority of the participant teachers (80%) have positive views about teaching profession, some of them (13%) have negative views and finally a small number of them (7%) have

mixed views including a mixture of both positive and negative views about teaching profession. Sub-categories of the positive and negative themes are given below.

Table 2. Motivations for choosing teaching profession

Type of Motivation	Pre-service	In-service	Total	Percentage
Internal	171	37	208	58,4%
External	80	9	89	25%
Altruistic	19	1	20	5,6%
Mixed	33	3	36	10,1%
Other	3	0	3	0,9%
Irrelevant	2	0	2	0%
Total	308	50	358	100%

According to Table 2, 208 (58,4%) participants have internal motivations to choose teaching profession while 89 (25%) have external motivations and 20 (5,6%) have altruistic motivations. Besides, 36 (10,1%) have mixed motivations including internal, external and/or altruistic motivation. Finally, 3 (0,9%) have other reasons to choose teaching and 2 gave irrelevant answers and were not taken into consideration in further analyses.

In terms of pre-service English teachers, 171 (55,9%) participants have internal motivations to choose teaching profession while 80 (26,1%) have external motivations and 19 (6,2%) have altruistic motivations. Besides, 33 (10,8%) have mixed motivations including internal, external and/or altruistic motivation. Finally, 3 (1%) have other reasons to choose teaching and 2 (0%) gave irrelevant answers and were not taken into consideration in further analyses. As to in-service English teachers, 37 (74%) participants have internal motivations to choose teaching profession while 9 (18%) have external motivations and 1 (2%) has altruistic motivations. Besides, 3 (6%) have mixed motivations including internal, external and/or altruistic motivation. In light of the percentages, it can be said that the in-service participants are more inclined to possess internal motivations to choose teaching compared to the pre-service participants. However, the pre-service participants have more altruistic and mixed motivations compared to the in-service teachers. All in all, in both groups,

internal motivations are the primary factors to choose teaching profession and this is followed by external motivations.

For the pre-service participants' internal motivations included teaching passion, harmony between personal qualities and requirements of teaching profession, personal desire, loving teaching profession, childhood dream, loving children, lack of some other abilities, communicating with people easily, being skillful in speaking, loving English, personal pleasure, being good at English, loving to learn languages, having special talent, feeling of happiness, loving to help people, loving to share information and loving school environment. External motivation category included positive qualities of teaching profession (like being nice, changeable, feeding curiosity, having advantages, never dying career), life-long nature of teaching, outer obligation, coming from a different education system, lack of choices for choosing profession, positive sides of teaching, constant learning improvement opportunities of teaching, transferring knowledge, tiring aspect of teaching, social status of teaching profession, guidance of primary school teacher, limitations in alternatives, positive prior learning experiences, taking previous English teachers as models, teacher advice, monetary issues, educational system requirements and existence of ample opportunities. Altruistic motivations of pre-service participants included strong belief in teaching, importance of growing a generation, appreciation about teaching, desire to educate a generation, desire to serve community, interaction with people, working for humanity, responding to national needs, informing others, reflections of teaching in daily life, regarding teaching as a divine job, helping people, raising individuals, butterfly effect, changing people's lives and the need for idealist teachers. Other reasons to choose teaching in this group included having no idea but loving to be on stage and regret about choosing teaching.

For the in-service participants' internal motivations included loving to produce, loving English, loving teaching, loving children and students, personal pleasure, loving to share knowledge, success in English courses, childhood dream, loving learning and interest in English. External motivation category included favourable aspects of teaching profession (satisfying profession, life-long career), outer obligation, educational system requirements, taking previous English teachers as models, tiring aspect of teaching and family pressure. Altruistic motivations of in-service participants included regarding teaching as a life goal. In light of the emerging categories, although there appear to be great similarities between the views of pre-service and in-service participants in terms of their motivation to choose teaching profession, the variety of answers given by

the pre-service participants seems to be more compared to the in-service teachers, which might result from the unequal number of the participants.

Views of Pre-service Participants about Teaching Profession

Emerging categories for the preferences of the pre-service teachers for choosing teaching profession and their views about teaching as a lifelong career are demonstrated in the table below.

Table 3. Views of pre-service participants about teaching profession

Emerging Category	Pre-service Answers	Percentage (%)
Positive Opinion	240	78
Negative Opinion	45	14,6
Mixed Opinion	21	6,8
Irrelevant Answer	2	0,6
Total	308	100

Table 4 shows the categories of the answers of the pre-service English teachers. According to Table 4, it is seen that high majority of the student teachers have favourable views about teaching profession and see teaching profession as a lifelong career. 240 of them (78%) stated positive opinions, 45 (14,6%) stated negative opinions and 21 (6,8%) stated mixed opinions with either positive and negative remarks or suspicious statements. Two answers (0.6%) were irrelevant so they were not further considered in the analyses.

Some of the quotations taken from the written responses of the pre-service teachers are given below to concretize the afore-mentioned categories. S refers to the student teachers and the number represents the order of the participant in the study.

S24: This profession is my dream from my child. I want to be English teacher. I do not mind it is a lifelong career when I chose this department. I like English and teaching. So I'm here.

This student teacher has mixed opinion because while s/he states that teaching is his/her childhood dream, s/he does not care whether teaching is a lifelong career or not.

S33: I didn't, it chose me 😊 I am a victim of Turkish education system. I don't know, I may change my career plans.

This student teacher has negative views because s/he states that choosing teaching profession was an obligatory choice due to the educational system and thinks changing job in the future.

S35: I chose because I love students and when they learn something I feel happy.

This student teacher has a positive view and says s/he loves students and becomes happy when students learn. Teaching is said to be a source of happiness for this participant.

S83: Because I like being model, I love changing people's lives, teaching something, being loved, being remembered. Because of some teachers I have, I believe so. And yes it is a lifelong career.

This student teacher also has a favourable view about teaching because s/he reports some reasons and positive sides of being a teacher.

S182: Because of my family I choose teaching and I am here. So it's not lifelong career for me.

This student teacher has a negative view since s/he had to choose teaching profession due to family recommendation and does not think that teaching is a lifelong career.

S39: I respect and love this job. But I don't think it is a life-long career. It is very tiring and stressful profession. That's why I don't think it will last so many years.

Although this student teacher loves and respects teaching profession, s/he does not think that it is a lifelong career due to the tiring side of it and possibility of teacher burnout in the long term. So this participant has a mixed opinion about teaching profession.

Views of In-service Participants about Teaching Profession

Emerging categories of the views of the in-service teachers about teaching profession are demonstrated in the table below.

Table 4. Views of In-service Participants about Teaching Profession

Emerging Category	In-service Answers	Percentage (%)
Positive Opinion	44	88
Negative Opinion	3	6
Mixed Opinion	3	6
Total	50	100

Table 5 presents the categories of the answers of the in-service English teachers. According to Table 5, it is seen that high majority of the in-service English teachers have favourable views about teaching profession and see teaching profession as a lifelong career because 44 of them (88%) stated positive opinions while 3 (6%) stated negative opinions or mixed opinions with either positive and negative remarks or suspicious statements.

Again some of the quotations taken from the written responses of the in-service English teachers are given below to exemplify the aforementioned themes. T refers to the in-service English teachers and the number represents the order of the participant in the study.

T404: I like teaching and children but it is not a life-long career. It is very tiring and depressing.

This teacher has a mixed view about teaching because s/he states that s/he loves teaching and children but adds that teaching career is not lifelong due to some negative reasons.

T412: I don't think it is a lifelong career. It consumes your energy! I regret choosing this field! Really!

This English teacher seems to be regretful for choosing teaching profession and does not think that it could be carried out in the long term due to tiring aspects so s/he has a negative view about teaching profession.

T 430: I love teaching, I love children. I believe I am a good teacher. I wanted to be an English teacher because I started learning English at my early ages in Australia. I believe people should do what they are good at doing to earn their lives. Lifelong, well it depends on how much you love this job and the school you are working at. I can teach until the age of maybe 60 because the students in vocational schools are not a tiring matter.

This teacher looks very motivated to teach in the long term and reports loving teaching and children. S/he also does not seem to be affected by the tiring or negative aspects of teaching and believes that teaching can be done even at a later age.

DISCUSSION and CONCLUSION

This study aimed to find out the views of pre-service and in-service English teachers about teaching profession in terms of their preferences for choosing teaching profession and their opinions about whether teaching is a

lifelong career or not. 308 pre-service English teachers at four different state universities and 50 in-service English teachers in 14 cities in Turkey participated in the study by filling out a written interview form designed by the researcher and three academicians at ELT departments via a think-aloud session, and revised by six field experts. It has been found out that high majority of the participants have positive opinions (N: 284, 79,3%), some have negative opinions (N: 48, 3,4%) while a small number of them have mixed opinions (N: 24, 6,8%) including both positive and negative opinions. The findings of pre-service and in-service English teachers were in parallel with each other because most of the participants were found to hold positive views about teaching and find teaching as a lifelong career. In light of the analysis, it was found out that the in-service participants (74%) are more inclined to possess internal motivations to choose teaching compared to the pre-service participants (55,9%). However, the pre-service participants have more altruistic (6,2%) and mixed motivations (10,8%) compared to the in-service teachers (2%, 6%). All in all, in both groups, internal motivations (N: 208, 58,4%) are the primary factors to choose teaching profession and this is followed by external motivations (N: 89, 25%). The study findings have common characteristics with some of the previous studies because the participants were found to have internal, external and altruistic motivations (Güzel Stichert, 2005; Low, Lim, Ch'ng & Goh, 2011; Balyer & Özcan, 2014; Aksoy, 2016) to choose teaching. However, in this study some participants were found to have more than two types of motivation and their mixed answers were labelled differently, which showed the changing nature of motivation in the course of time as in self-determination theory (Deci & Ryan, 2000). Participants' preferences also show similarity in that both groups of participants mostly touched upon similar topics like childhood dream, loving English, social status of teaching and harmony with personal traits as positive motives while they emphasize outer obligation, problems of national education, limitations of job alternatives and tiring aspects of teaching as negative motives. In-service teachers added the unmet professional needs as a challenging aspect which makes some of them regret choosing teaching profession. What distinguishes pre-service teachers was the lack of abilities to choose other departments. Another striking point was the mention of monetary issues both as a positive and negative motive to choose teaching and hinders it from being a lifelong career. In other words, while some participants found the salary of teaching profession adequate and encouraging, some other found it inadequate and discouraging, which shows the varying effect of the same variable on different participants.

The study results have some similarities and differences compared to the previous related studies. In parallel with the findings of Turkish Education Association (2009: 83), some of the participants reported that they chose teaching profession because it was their childhood dream job, due to family recommendation, positive effects of previous teaching-learning experiences, monetary issues, employment opportunities and social status of teaching. Similar to the study of Öztürk Akar (2012), and Kılınç, Watt and Richardson (2012), it was found that some social and personal factors as well as prior teaching-learning experiences can motivate teachers since some participants stressed the role of outer factors like educational system, family and money in their choices and some pointed out taking model of previous teachers while some participants touched upon the social status of teaching profession and long-term effects of teaching. Echoing Khoh, Ling and Chuan (2005), Hacıömeroğlu and Şahin Taşkın (2009), Özsoy, Özsoy, Özkara and Memiş (2010), and Anılan and Anılan (2014), this study also concluded that love of children is a highlighted reason for choosing teaching profession. The positive and social status of teaching profession was found to be an important factor for the participant teachers to choose teaching profession, which is in agreement with the findings of Anılan and Anılan (2014), and Mudzielwana (2015). Partly similar to Sağlam (2008), the participants who chose teaching profession due to personal desire, childhood dream or social status were found to have more favourable views about teaching profession. In contrast to Arslan (2013), the percentage of the pre-service and in-service teachers in terms of views about teaching profession was very similar to each other because 78% of the pre-service and 88% of the in-service teachers held positive views. Besides, different from Başaran and Dedeoğlu Orhun (2013), this study concluded that student teachers' attitudes about teaching profession are affected by the job-related difficulties or economic conditions. In sharp contrast to Mudzielwana's (2015) study where participants found teaching income low and regarded it as negative factor, this study showed that monetary issues were among the positive and negative reasons for the participants to choose teaching profession. What this study serves as unique contribution to the existing study is that "love of English" and "achievements in English" have been found to be among the underlying factors that encourage student teachers to choose English language teaching as profession.

In light of the data gathered, it can be said that the participant English teachers (N: 284, 79,3%) have favourable views about teaching profession. However, the minority or the rest of the participants with negative (N: 48, 13,4%) or mixed (N: 24, 6,8%) views should be taken into

consideration as well since their problems, difficulties and suggestions are of great importance to identify the problematic sides in teacher education and empower them according to real needs and expectations. What draws attention is the different sources of motivation to choose teaching and different views about regarding teaching as a life-long career. The same factor, monetary issues or language aptitude, was seen to be interpreted by some participants as encouraging factors while some regarded them as a discouraging factor or lack of some other skills. Increasing awareness of pre-service and in-service teachers about the moral sides of teaching (Osguthorpe & Sanger, 2013) can remove the prejudices or unreal expectations. Practices of teacher educators come to the fore at this point (Zeichner, 2005). If preferences of pre-service teachers for choosing teaching profession are not examined, and the hardships and suggestions of in-service teachers are not considered, then perspectives of student teachers may not be changed in a positive way and in-service teacher education programmes may not reach its aims in real sense. Therefore, student teachers need to have first hand teaching experiences and should be introduced to practicum earlier so that they could see whether their personal qualities and expectations fit the real classroom settings, set a real framework regarding the requirements of teaching profession and arrange their individual expectations in the long term. As for in-service teachers, there should be more practical support from experienced colleagues or teacher educators designed in the form of workshops. In-service training should not be thought of an action which takes place in a month after the school finishes and where there are only formality documents signed in an informal atmosphere. Teacher education should be seen a longterm process and teachers should be supported and given feedback throughout the educational year because teacher needs may undergo changes depending upon the teaching context, individual lacking aspects and teaching experience (Cochran-Smith, 2005). In this way, they can be encouraged to go on teaching and see teaching as a lifelong career.

The study has some limitations. First of all, the number of pre-service and in-service participants is not equal so further studies could focus on equal number of participants to make comparisons. Secondly, the number of female and male participants is not equal. Therefore, further studies may deal with gender-based differences in terms of views about choosing teaching profession. Thirdly, the pre-service teachers in this study are limited to four state universities in two cities in Turkey. Further researchers could collect data from different cities or regions in Turkey in order to increase the generality of findings.

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APPENDIX A

WRITTEN INTERVIEW QUESTIONS FOR PRE-SERVICE TEACHERS

1. Are you informed about both the generic and field-specific teacher competencies set by Turkish Ministry of National Education (MoNE)?
2. When and how were you informed about the above-mentioned MoNE competencies
3. What do you think of these competencies?
4. Do you find these competencies sufficient and realistic enough? Why or why not?
5. How do you think these competencies will contribute to your professional identity?
6. Do you think there should be support from other stakeholders like experienced colleagues, administrators, inspectors, and parents for these competencies? If yes, in what forms it do you think will take place?
7. Do you think contextual factors like administrative support, physical conditions, and crowd of classes could hinder you from doing what you actually would like to do in your future classes?
8. Do you think you will find enough opportunities, time and encouragement to conduct research in your future classes?
9. Do you agree that it is worth doing extra-curricular activities in your future English classes? How will they contribute to your teaching career?
10. Are you provided with autonomy-increasing teaching techniques in your courses? Do you think it is enough for your professional development?
11. Are you content with pre-service training provided by mentors, teacher educators and authorities in your school experience course if you have had any?
12. What are the indicators of a good mentor in your school experience course?
13. Do you follow or participate in academic events in your field? Do you think research results will be applicable in your future classes?
14. Why did you choose the teaching profession? Do you think it is a lifelong career?
15. What should be an English teacher's role?
16. What do you think of the role of inspection in the teaching profession in Turkey? How will inspection affect your teaching competencies?
17. Do you think psychological tests should be used to choose teacher candidates?
18. How would the closure of education faculties affect the teaching profession in terms of teacher competencies?
19. Please indicate if you have any other comments regarding teacher competencies set by MoNE?

