

AN INVESTIGATION OF CAREER PLANS (CAREER, PROFESSIONAL AND
WORKPLACE INTENTIONS) AND CAREER CHOICE SATISFACTION OF
SENIOR YEAR PRE-SERVICE ENGLISH TEACHERS IN TURKEY

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ABSTRACT

AN INVESTIGATION OF CAREER PLANS (CAREER, PROFESSIONAL AND WORKPLACE INTENTIONS) AND CAREER CHOICE SATISFACTION OF SENIOR YEAR PRE-SERVICE ENGLISH TEACHERS IN TURKEY

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English teachers' professional journey begins to emerge before candidate teachers graduate from teacher education programs and continues after on. The aim of this study is to investigate the career plans and career choice satisfaction of senior year English teachers before they graduate from the program, and the factors that has an influence on them. Pre-service teachers' career plans embrace their career intentions, professional intentions and workplace intentions.

Career intentions refer to their decisions to stay, change or give up teaching English career. Professional intentions are the intended professional development strategies, intended professional identities and leadership motivations of the participants. Workplace intentions are further divided into four as organization based, region based, district-based and country-based intentions. In this regard, a mixed methods research was designed to answer the research questions. 672 participants from 13 different universities'

English teaching programs answered the questionnaire, and 88 participants from 8 universities took part in the semi-structured interviews.

The results of the study indicate that most of the participants aim to teach English till the end of their career. Intended professional identities are defined around their methodological, interpersonal and professional orientations. For professional development they plan to use personal strategies, institutional strategies and to go abroad. In addition to these, they have low leadership intentions. State organizations are preferred over the private ones. The socio-economic characteristics of the regions and the districts define participants' intention to work in those places. A majority of participants want to teach English in Turkey. Finally, career choice satisfaction and career intentions are found to be related. The results would be useful for teacher educators and teacher workforce planners.

Key Words: Pre-service English teachers, career plans, intentions, career choice satisfaction, influential factors

ÖZ

TÜRKİYE' DE SON SINIF İNGİLİZCE ÖĞRETMEN ADAYLARININ KARIYER PLANLARI (KARIYERE, MESLEĞE VE ÇALIŞMA YERINE İLİŞKİN HEDEFLERİ) VE KARIYER SEÇİM MEMNUNİYETLERİNİN İNCELENMESİ

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İngilizce öğretmenlerinin kariyer yolculuğu aday öğretmenler öğretmen yetiştiren bölümlerden mezun olmadan önce ortaya çıkmaya başlar ve sonrasında da devam eder. Bu araştırmanın amacı son sınıf İngilizce öğretmenlerinin mezuniyet öncesi sahip oldukları kariyer planları ve kariyer seçim memnuniyetlerini, ve bunları etkileyen faktörleri incelemektir. Hizmet öncesi öğretmenlerin kariyer planları, kariyere, mesleğe ve çalışma yerlerine ilişkin hedeflerini kapsamaktadır.

Kariyer hedefleri öğretmenlik kariyerinde devam etme, kariyer değiştirme veya kariyeri bırakmaya dair kararlarına ilişkindir. Katılımcıların mesleki hedefleri: mesleki gelişim stratejileri, mesleki kimlik ve liderlik motivasyonlarıdır. Çalışma yerine dair hedefleri ise kurumsal, bölgesel, yerleşim yeri bazında ve ülke bazında hedefler olmak üzere dörde ayrılmıştır. Araştırma sorularını cevaplamak için bir karma yöntem araştırması tasarlanmıştır. 13 farklı üniversitenin İngilizce öğretmenliği bölümünden 672

katılımcı araştırma anketini yanıtlamış, ve 8 üniversiteden 88 katılımcı yarı yapılandırılmış görüşmelere katılmıştır.

Katılımcıların çoğu kariyerlerinin sonuna değin İngilizce öğretmenliği yapmayı hedeflemektedir. Hedeflenen mesleki kimlikler metodolojik, kişilerarası (ilişkilere dair)ve mesleki yönelimler etrafında tanımlanmıştır. Mesleki gelişim için kişisel ve kurumsal stratejileri kullanmayı ve yurt dışına çıkmayı planlamaktadırlar. Bunlara ek olarak, katılımcılar düşük liderlik eğilimi göstermektedirler. Devlet kurumları özel kurumlardan daha çok tercih edilmektedir. Bölgelerin ve yerleşim yerlerinin sosyo-ekonomik özellikleri katılımcıların bu alanlarda çalışma eğilimlerini tanımlamaktadır. Katılımcıların büyük bir kısmı Türkiye'de çalışmak istemektedir. Son olarak, kariyer seçim memnuniyeti ve kariyer hedeflerinin birbiri ile ilintili olduğu bulunmuştur. Bu sonuçlar öğretmen eğitimi ile ilgilenenler ve öğretmen işgücünü planlayanlar için yararlı olacaktır.

Anahtar Kelimeler: Lisans İngilizce öğretmenleri, kariyer planları, kariyer

hedefleri, kariyer seçim memnuniyetleri, etkili faktörler.

Geniř Ailem ve Gönül Dostlarıma...

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The Turkish name for thesis has double-meaning, “the final work a student writes in a long period of time to get a degree” and “early”. The existence of these two contrasting meanings in one simple, three-letter word seems ironical to me. Here, only one name is recorded on my thesis. Indeed, there are many more names who have a great role in this process, and a cover page is too small to mention all these people.

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CHAPTER 1

INTRODUCTION

1.0. Introduction

This chapter consists of five sections entitled as background to the study, aim of the study and research questions, significance of the study, definitions of the key terms in the study, and limitations of the study.

1.1. Background to the Study

As in many other countries, the growing interest in learning English in Turkey has eventually affected the market of English teacher labor. Today, there is a need for more competent English teachers in primary, secondary and tertiary education institutions in the country (Şallı-Çopur, 2008). Therefore, understanding career plans of pre-service English teachers is more important today than it was in the past. The market of English language teacher workforce is closely related to the market of English language in Turkey. Hence, before discussing issues regarding English teacher workforce, certification procedures and teacher career plan, it is necessary to elaborate on the place and prestige of English in the country.

1.1.1. English in Turkey

Being the commonly used language of worldwide organizations, technology and science, and having a large population of nonnative speakers all around the world, English is the ineluctable lingua franca of today's global milieu. As the concept of ownership of English has changed with this lingua

franca era, it became a world language in the 20th century (Widdowson, 1994). The global power of English has affected its position in Turkey as well. The role of English language in the local realm is a complex phenomenon. Despite the recognizable power and prestige of it in Turkey, there are also anti-movements against its countrywide influence (Selvi, 2011).

According to the concentric circles of English defined by Kachru (1992), as English has never got an official status in this context, Turkey is regarded as an Expanding Circle country. Foreign language policies of Turkey have been gravitated to English which has been the worldwide language of technology, science and economy. Though Turkey is an Expanding Circle country, this inclination is very similar to the cases observed in the colonized Outer Circle countries. Today, the place of English in education both as the dominant foreign language at schools and as the medium of instruction, and its power in professional life and media support the idea that Turkey reflects the characteristics of Outer Circle countries according to the Kachruvian definition (Selvi, 2011).

As the corollary of the high status of English in educational and professional realm, there is a relationship between knowing English and social stratification in Turkish society. Knowing English in Turkey proposes significant opportunities for people to get more prestigious jobs and better education opportunities, and therefore indirectly affects the social status and income of people. More than that, Dogançay-Aktuna and Kızıltepe (2005) underline the fact that the dissemination of English in Turkish society has a horizontal orientation. Thus, the quality and quantity of English language learning opportunities are considerably different for people from different social strata. Selvi (2011) also supports this argument and states that educational policies to hinder this disparity are still ineffective:

“English is increasingly going to become a ‘commodity’ of those belonging to the upper middle class. The current educational policies that paradoxically assume knowledge of English and aim for a second foreign language will eventually fail. Recent educational policy reforms posit challenges to the spread of English to all strata of Turkish society, which will consequently transform English into a privilege given to higher socioeconomic status.” (p.196)

Although the aim of national education policies is to provide citizens with equal opportunities of learning English, this is not an easy target to execute. In order to achieve this goal, the Ministry of National Education (MoNE) and Turkish Higher Education Council (HEC) make efforts to improve teacher education programs and increase the number of qualified English teachers in the country. In that sense, in the following sections, a brief information about English teacher workforce and English Language Education programs in Turkey will be presented.

1.1.2. English Teachers in Turkey

Overcoming educational problems and promoting quality at schools are closely related to training and hiring highly qualified teachers. Nevertheless, finding well-trained and successful teachers is not easy for public and private organizations. Especially for some specific subjects, demand for more teachers is becoming a challenge. The perpetual need for English teachers in Turkey has been a significant sample for such cases.

Each year more English teachers have been hired by MoNE. A research study was conducted with the support of the MONE, the largest governmental institution responsible for the development and implications of policies about primary and secondary education in the country, in order to figure out the rate of teacher need for different subject areas until 2023. According to the results of this study, English language has been listed among the first 10 subjects with high teacher demand for the following 10 years (MEB, 2012). When high-need regions are taken into consideration, hiring English teachers to work in these regions and motivating them to teach there for a long period of time is another issue to be taken into consideration by the MoNE.

In addition to MoNE, there are many other public and private organizations like private language courses, public and private universities, private colleges in which English teachers can find a teaching position. In order to supply this growing demand for English teachers in Turkey, different

solutions have been employed by the policy makers. For example, graduates of linguistics and English literature have been certificated as English language teachers through “teacher formation programs” offered in universities. In addition, more English language teacher education programs have been opened both in public and private universities. Besides, the student capacities of English language teacher education programs were increased.

Connected to the prestige of English and its power in Turkey, there are many job and career opportunities for the people who speak English well. This situation increases the number and variety of career paths for English teachers as well. In other words, a graduate of English teacher education program can be recruited by different state and private organizations. This person, for example, can work for a bank, a program in the Ministry of International Affairs, or an international trade organization. All these career gates are opened with the help of their English proficiency. Eventually, compared to other subject teachers, English teachers are more prone to change their careers into another field.

Considering the significant position of demand and supply chain in English language teacher labor in Turkey, this study aims to investigate prospective English teachers’ career plans and their career choice satisfaction before they graduate from the teacher education programs.

1.1.3. Pre-Service English Teacher Education in Turkey

English teacher education programs in the education faculties of universities are the main institutions in Turkey responsible for pre-service English teacher training. In order to study in these programs, the graduates of secondary schools should take two exams under the title of Central Exam System. First they should sit for an exam called Higher Education Entrance Exam (YGS). Then, in order to get into the English teacher education programs, candidates should take another exam, Undergraduate Placement Test (LYS), which is a Foreign Language Test. In addition to English, German

and French are the other two languages offered in the exam. The questions in the exam are about vocabulary and grammar knowledge, reading comprehension and translation. Speaking, writing and listening skills are not evaluated. Therefore, it can be claimed that the language part of the university exam is not sufficient and comprehensive enough to evaluate whole language proficiency of candidates. The candidate students who want to enter English language teacher education programs should also answer multiple choice questions in the subjects of literature, social sciences, and mathematics.

In 2009, when the participants of the study took the exam for university applications, the name of the exam was Student Placement Exam (Öğrenci Yerleştirme Sınavı). According to the statistical documents of 2009, 958.628 students took the exam and 786.677 of them entered the universities (OSYM, 2009). The number of candidates who wanted to get Foreign Language Exam (Yabancı Dil Sınavı) were 32.345.

English language teaching programs in Turkey offer four-year education. Occasionally the students take language preparation courses for one year and in such cases the program lasts for five years. Courses to motivate English teacher workforce to teach in high-need areas and schools, to develop their leadership aspirations, or to help English teacher candidates figure out their future career pathways are not included in the program. Following the curricular regulations provided by HEC, the same courses are taught in English teacher education programs in different universities; on the other hand, the content and the significance of the courses vary from one program to another depending on the instructors' teaching philosophies.

In English Teacher Education programs, theoretical and practical courses are offered to the candidates. Theoretical courses can be grouped as literature, linguistics, language teaching, general education, language (second language and Turkish, subject area (English), and history). In addition, practicum and school experience courses are offered to the student-teachers to allow them combine the theory with practice in real teaching contexts and also to get familiar with the school environment and regulations. Compared

to the theoretical part of the program, the practical courses are very few in number and credit (Appendix 6).

1.1.4. English Language Teacher Demand and Supply

Considering the discussions about the status of English in Turkish context, it is conceived that English is not simply a school subject or a foreign language offered to the learners. Prestigious position of English in professional and educational settings inexorably affects English teacher demand and supply chain. Especially the increase in the number of English courses in education system paves the way of need for more English teachers. Most of the English teachers in Turkey are recruited by the MoNE. In addition to that, there are many other educational institutions which are in need of qualified English teachers like cram schools, private schools, public and private universities, army schools. Together with teaching pursuits, the graduates of ELT programs can use their English language proficiency to apply for other occupational opportunities. These wide-ranged prospects for English language teachers in Turkey eventually increase the demand for more English teachers.

In order to satisfy the demand for English teachers, different solutions have been employed by the policy makers. In accordance with the decisions of 9th National Development Plan for 2007-2013, the number of English teacher education programs has been increased by opening new programs in public and private universities. Besides, the duration of English language teaching certification was shortened through open-university training in which the candidate English teachers attended to in-class education for two years and then started teaching English. They completed their teacher education program through distant education (Durmuşoğlu-Köse et al., 2002). In addition to these, graduates of German and French teaching programs who had 40-credit English courses were also hired by the MoNE as English teachers (Ceylan & Yorulmaz, 2010). Graduates of the English Language and Literature, English Literature and Culture, American Culture

and Literature, English Interpretation and English Linguistics programs are hired by the MONE after taking some pedagogic certification courses offered by universities (MEB, 2012).

Even though these practices were employed to solve the English teacher shortage problem, they generated other problems (Ceylan & Yorulmaz, 2010). These short-term solutions affected the teacher supply and demand chain negatively. First the number of English teachers increased to the extent that it exceeded the demanded number. and second lack of training in teaching affected teacher candidates' professional efficacy negatively. Though different strategies have been employed to overcome English teacher shortage, according to a recent report by the MONE, English teachers are within the first ten subject teachers planned to be hired more until 2023 according to the 10 year long plans (MEB, 2012).

1.2. Aim of the Study and Research Questions

The growing need for qualified English Teachers in Turkey is the take-off point for the present study which aims to understand prospective English teachers' future career plans and the factors affecting these choices. Hitherto, prospective teachers' motivations for choosing teaching career have been frequently questioned by the researchers (Richardson & Watt, 2006; Watt & Richardson, 2008; Anthony & Ord, 2008; Ozturk-Akar, 2012; Zehir-Topkaya & Uztosun, 2012; Kılınc et al., 2012). Nevertheless, a few studies have been conducted to understand future career plans of prospective teachers (Eren 2012a, 2012b, 2012c; Eren & Tezel, 2010; Towse et al., 2002; Wang & Fwu, 2002; Watt & Richardson, 2008). Particularly, to the researcher's knowledge, studies concerning English teacher candidates' career plans are scarce (Eren & Tezel, 2010). Knowing prospective English teachers' future career plans and understanding the factors that affect these plans are very important in Turkish context which has a big English teacher need. Standing on a descriptive ground, this study aims to figure out the career plans and career choice satisfaction of English teacher candidates from different teacher

education programs, and to unearth motivational factors that have an impact on these plans.

In this study, career plans of teacher candidates are investigated from three perspectives; career intentions, professional intentions and workplace intentions. Career intentions refer to decision for sustaining in teaching profession. Parallel with previous studies on this topic (e.g., Watt and Richardson, 2008), three types of career intentions are considered here, continuing teaching, do not teaching at all, and moving to another career after a period of time. Professional intentions comprises intended teacher identity, professional development strategies and leadership aspirations. The workplace dimension of English teacher candidates' future career plans constitutes four sub-dimensions. From general to more specific, these sub-categories can be listed as country-based, region-based, district-based and organization-based preferences. In today's ever globalizing world more teachers are becoming internationally mobile, and especially for language teachers, this opportunity is higher. Therefore, teacher candidates' plans about staying in Turkey or going abroad after graduation are included in the study. Similar to many other countries, the socio-economic development level of different regions affect the quality of education and teacher retention in Turkish context. Regional differences in socioeconomic development level cannot be accurately pinpointed through a larger geographical scope comprising large topologies. It is advisable to use a local approach based on urbanization level and life standards in the area. Indeed, the seven geographical regions of Turkey refer to large areas which are heterogenous in many ways; on the other hand, this regional division will be used in the present study for two paramount reasons. First, the differences between the geographical regions of Turkey regarding their socio-economic development levels are mostly accurate according to the statistical reports by Turkish Statistical Institute. Especially socio-economic development level increases from East to West. This difference affects the educational profile of these provinces. Teacher need in developing geographical regions is relatively higher compared to the much developed regions. Second, after a discussion

session with local researchers, it is concluded that for the participants of the present study, a geographical definition is a familiar perspective and easy to conceptualize.

School quality, students background and teacher need in different districts are changing according to the location of the school. Besides, teacher retention is also affected by school district and the life conditions offered to teachers in these contexts. Therefore, prospective English teachers' preferences in terms of school district (either in village, courtyard or city center) are questioned in the present research. Finally, English teacher candidates' organizational preferences (like teaching in public or private organizations, or working for cram schools, schools or universities) are questioned within the scope of this research. The following research questions will be the guiding frame of reference for the study:

- 1) What are the career plans of senior year pre-service English teachers?
 - a) What are their career intentions, professional intentions and workplace intentions?
 - b) What are the factors that affect their career intentions, professional intentions and workplace intentions?
 - c) Do senior pre-service English teachers' career intentions, professional intentions and workplace intentions change significantly according to the program that they are enrolled in?
- 2) How do senior pre-service English teachers define their career choice satisfaction?
 - a) What is the career choice satisfaction level of senior pre-service English teachers?
 - b) What are the factors that affect pre-service English teachers' career choice satisfaction?
 - c) Do senior pre-service English teachers' career choice satisfaction change significantly according to the program that they are enrolled in?
 - d) Is there a significant relationship between senior pre-service English teachers' career intentions and their career choice satisfaction?

1.3. Significance of the Study

This research study aims to investigate pre-service English teachers' future career plans and their career choice satisfaction with the purpose of defining temptations in potential English teacher workforce in Turkey. The need for this research has become obvious with the observations of the researcher who recognized that a significant number of pre-service English teachers studying in the English teacher education program that she was working as a research assistant aimed not to be in teaching profession, while in some others many candidates were planning to retain in the field. Besides, some student teachers did not want to teach in public schools while some yearned for being recruited by the Ministry of Education. All these fluctuating intentions of pre-service teachers and informal discussions with the faculty in her program attracted the attention of the researcher. As there has been no study that intentionally focuses on pre-service English teachers' career plans, this study will be the first attempt to enlighten this issue.

Not only the focus of research but also the scope of data increases the value of the study. The data were conducted from a wide range of English Teacher Education programs scattered around the country and this wide scope of setting will provide a representative framework.

The workplace choices of English teacher candidates indicate the common inclination in English teacher labor towards different school types, regions, settlements, and countries. In Turkish context, especially the region and district-based problems in teacher retention has been a controversial debate for both policy makers and laymen. On the other hand, to the researcher's knowledge, there has been no comprehensive study that questions English teacher candidates' plans about their future workplaces. Hence, this study will be a pioneer for this research area.

Attracting teacher candidates to stay in English teaching career is as important as training effective English teachers. Understanding pre-service English teachers' future career aspirations and career choice satisfaction will be very useful for the policy makers who arrange English teacher labor in

Turkey. Besides, English teacher training institutions may benefit from the results of the study while taking attempts to motivate English teachers stay in their teaching career and preserve their professional aspirations. The results will boost the literature on English teacher career plan and satisfaction in both universal and local realm by presenting an overarching perspective professional and workplace aspirations of teacher candidates.

1.4. Definitions of the Key Terms in the Study

Career: The definition of the term is still vague and there is not one and only specific definition which is used in every context. Besides, the terms career, vocation and occupation are used interchangeably (Patton & McMahon, 2006). The term includes both pre-vocational and post-vocational processes (Patton & McMahon, 2006. Super (as cited in Patton & McMahon, 2006) describes career as “the sequence of major positions occupied by a person throughout his pre-occupational, occupational and post-occupational life; includes work related roles such as those of student, employee, and pensioner, together with complementary vocational, familial and civil roles” (p.20). As this definition provides a general perspective which comprises of pre and post vocational time, within the scope of this study, which is interested in pre-service English teachers’ career plans, this definition will be used by the researcher.

Intentions: Within the scope planned behavior theory, Ajzen (1991) defines intentions as “the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior”. Attitude toward the behavior, subjective norm, and perception of behavioral control are the three agents that determine the formation of intentions (Ajzen, 2001). When individuals have the more positive attitudes towards a behavior, favorable subjective norms, and control over their behavior the stronger their intentions become. Behavioral intentions are defined to be the immediate antecedents of actual behavior (Ajzen, 2001). In this study, the term

intentions will be employed to define the constituents of pre-service teachers' future career plans namely, their career intentions, professional intentions and workplace intentions.

Career intentions: Career intentions of pre-service teachers refers to their plans about pertaining in teaching profession. Accordingly, teacher candidates' career intentions are divided into three main categories; not to teach at all, teaching as a whole life career and moving to another career after a period of time (Watt and Richardson, 2008).

Professional Intentions: In this study, professional intentions refers to the future professional aspirations of pre-service teachers who want to be in teaching profession for at least for a period of time. Watt and Richardson (2008) use a frame for future professional aspirations of pre-service teachers as professional engagement and career development aspirations. They define four factors under professional engagement and career development aspirations which are planned effort, planned persistence, professional development, and leadership aspiration. Within the scope of this study, professional intentions refer to intended teacher identity, leadership intentions and intended professional development strategies.

Workplace Intentions: One of dimensions of pre-service teachers' career plans is their workplace intentions. Majority of the studies are concerned about workplace plans of pre-service teachers from a district-based perspective (Adie & Barton, 2012; Akdağ & Haser, 2010; Boyd et al., 2003; Boyd et al., 2005; Boylan, 2004; Hudson & Hudson, 2008; Mason, 1997; Reininger, 2011; Rinke, 2011; Ryan et al., 2009). However, this study has a wider perspective. Within the scope of this study, workplace intentions comprises four dimensions: country, district, region and organization-based intentions.

Career Choice Satisfaction: In different studies, different terms like vocational satisfaction and job satisfaction are interchangeably used for career choice satisfaction (Çevik et al, 2012; Denning, 2008). Denning (2008) defines it as "a subjective measure of contentment with one's job." (p.16). For the purpose of this study, career choice satisfaction is used as the research is

focused on pre-service teachers' satisfaction with being in teaching profession. As they are not in the field yet, this term is found to be more appropriate. In similar studies concerning pre-service teachers' satisfaction with their professional choice, the same term was employed by the researchers (Eren, 2012; Eren & Tezel, 2010; Kılınç et al., 2012; Watt & Richardson, 2006; 2007; 2008)

1.5. Limitations of the Study

There are mainly four major limitations in the study. The first limitation is the data collection instruments of the research. Only two instruments, questionnaire and semi-structured interviews, were used in the study. Having some other techniques like focus group interviews, repeated interviews might be more effective. However, time limitations of this thesis work led the researcher to use only two instruments. On the other hand, having abundant samples of interviewees allowed the researcher to get satisfying data and weaken the effects of this limitation. Secondly, distribution of questionnaires was handled by different people and this might affect the procedure. To overcome this problem, the researcher contacted with the cooperating researchers beforehand, and gave the necessary information about the data collection instruments and the nature of the study. Thirdly, rather than a cross-sectional research, a longitudinal study would provide deeper understanding of the issue. However, considering the time which can be allocated for this Ph.D. thesis work, a cross-sectional research design was more applicable. Finally, the contextual differences between the universities and English teacher education programs might be an important factor for the variety in participants' responses. However, these characteristics were excluded in the scope of current research.

CHAPTER 2

LITERATURE REVIEW

2.0. Introduction

The purpose of this research is to identify pre-service English teachers' career plans and their career choice satisfaction together with the salient reasons preparing the ground for their future intentions and current dispositions. This literature review considers research on the issue of pre-service teacher career plans and career choice satisfaction. Since career decision making is at the center of this study, first of all basic career theories that are commonly used in career studies will be presented. Then, research concerning different dimensions of pre-service teachers' career plans, namely career intentions, professional intentions and workplace intentions, will be reported. Finally, preceding research concerning teacher candidates' career choice satisfaction will be presented here.

2.1. Career Theories

Arthur et al. (1989) claim that *career* is a term which does not belong to any specific theory or discipline, from psychology to history a wide range of disciplines refer to the term from different perspectives. It is stated that there are two characteristics of career theories. First, they focus on both individual and organization. In career theories, not only organizations but also individual and his social and psychological processes are taken into consideration. Second, emergence and relativity are a natural part of career theories. Emergence refers to the time constraint in career experience and relativity is used for describing the social space of career experience. Career

development processes are salient for different contexts in different countries (Leung, 2008). In the table below, Arthur et al. (1989) provide a summary of relevant descriptions suggested in different fields of social sciences.

Table 2.1 Examples of Social Science Viewpoints on the Career Concept

<p><i>Psychology</i></p> <p><i>Career as vocation:</i> a viewpoint accepting the traditional psychological position on stability of personality in adulthood; associated theory is intended to help guide individuals and organizations fill job openings in a mutually satisfactory way (e.g., Holland, 1985).</p> <p><i>Career as a vehicle for self-realization:</i> a humanistic viewpoint focusing on the opportunities a career can provide for further individual growth and how that growth can in turn benefit organizations and society (e.g., Shepard, 1984).</p> <p><i>Career as a component of the individual life structure:</i> from this viewpoint eras and transitions throughout career are predictable and are to be accommodated in the work arrangements made (e.g., Levinson, 1984).</p>
<p><i>Social psychology</i></p> <p><i>Career as an individually mediated response to outside role messages:</i> a viewpoint that studies particular occupational circumstances, such as those priests (Schneider and Hall, 1972) or scientists and engineers (Bailyn, 1980), for their psychological effects.</p>
<p><i>Sociology</i></p> <p><i>Career as the unfolding of social roles:</i> this viewpoint overlaps with social psychology but places greater emphasis on the individual's reciprocal contribution to the social order (e.g., Hughes, 1958; Van Maanen and Barley, 1984).</p> <p><i>Career as social mobility:</i> seeing a person's title as an indicator of social position (e.g., Blau and Duncan, 1967; Featherman and Hausr, 1978; Warner and Abegglen, 1955).</p>
<p><i>Anthropology</i></p> <p><i>Career as status passages:</i> a viewpoint overlapping with functional sociology about how rites and ceremonies serve to maintain a society or culture over time (e.g., Glaser and Strauss, 1971).</p>
<p><i>Economics</i></p> <p><i>Career as a response to market forces:</i> a viewpoint emphasizing the near-term distribution of employment opportunities and the long-term accumulation of human capital (e.g., Becker, 1975; Doeringer and Piore, 1971).</p>

Table 2.1 Examples of Social Science Viewpoints on the Career Concept

(Contiued)

<p><i>Political science</i></p> <p><i>Career as the enactment of self-interest:</i> this views individual needs such as power, wealth, prestige, or autonomy as prominent objects of self-interested behavior in the context of institutional political realities (e.g., Kaufman, 1960).</p>
<p><i>History</i></p> <p><i>Career as a correlate of historical outcomes:</i> looking at the reciprocal influence of prominent people and period events on each other (e.g., Schlesinger, 1965).</p>
<p><i>Geography</i></p> <p><i>Career as a response to geographic circumstances:</i> focusing on variables such as availability of raw materials, a natural harbor, or a population ready for work or trade as they affect the way working lives unfold (e.g., Van Maanen, 1982).</p>

Adopted from Handbook of Career Theory, edited by Michael Bernard Arthur, Michael B. Arthur, Douglas T. Hall, Barbara S. Lawrence, Cambridge University Press, Aug 25, 1989; p.10

The variety of perspectives indicate that career can be defined differently according to researcher's standpoint. The increasing common interest for boosting workforce and production in organizations, many more researchers have studied on issues like career management and career development. Meanwhile, different career theories have been developed overtime. These theories were mainly used in organizational studies and occupational counseling, and they explain career decision making and development processes in a systematic way. Therefore, they are also labelled as career development theories. According to Wolfe and Kolb (as cited in Patton & McMahon, 2006), "Career development involves one's whole life, not just occupation... More than that, it concerns him or her in the ever-changing contexts of his or her life. The environmental pressure and constraints, the bonds that tie him or her to significant others, responsibilities to children and aging parents, the total structure of one's circumstances are also factors that must be understood and reckoned with." (pp. 1-2). Career theories are generally based upon some mainstream social, psychological or cognitive theories. For example, social cognitive career

theory by Lent et al. (1994) is based upon the principles of Bandura's social cognitive theory (1986).

Career theories prepare a ground for understanding the career development processes and they "recognize the changes that people go through as they mature, and they emphasize a life-span approach to career choice and adaptation. These theories usually partition working life into stages, and they try to specify the typical vocational behaviors at each stage" (Greenhaus & Callanan, 2006, p.2) .

Although many career theories have been developed for different functional and theoretical reasons, caused by space limitation, here only theories which have been commonly mentioned in career development and organizational studies will be given. These theories are widely used in career guidance studies; they offer reliable and applicable grounds for different contexts, and they are internationally applicable (Leung, 2008; Niles & Hartung, 2000). They are Holland's Theory of Career Choice, Krumboltz's Learning Theory, Super's Career Theory, and Social Cognitive Career Theory.

Holland's Theory of Career Choice: The theory of vocational choice by John L. Holland basically assumes that personality factors affect the career decisions of people. Having a typological framework, Holland's theory proposes that vocational interests can be classified according to six typologies, namely (R) Realistic, (I) Investigative, (A) Artistic, (S) Social, (E) Enterprising, and (C) Conventional. A person's interests are named with a three-letter code. The Interests are labeled with the capital letter of the name of typology. The most dominant typology is written as the first letter. Then the following two typologies are added. For example, a person with a dominant interest in Artistic issues and also having a Social and Realistic nature is defined as ASR.

Like people, organizations are grouped according to these six typologies and the aim of successful career development is to find a congruence between personality and organization types (Leung, 1994). According to the theory, high and low interest types of a person should be

distinguishable so that a healthy classification of his interests can be figured out. Otherwise, a vague definition would not be applicable in career development process. One more issue about Holland's Theory of Career Choice is the applicability of interest typologies in different cultures. Although his theory is a widely used frame of reference for researchers and counselors from different cultures, interest types can be revised and redefined according to the characteristics of the local culture (Leung, 2004).

Super's Career Theory: In SAGE Encyclopedia of Career Development (Greenhaus & Callanan, 2006), it is stated that Super's Career Development Theory can be considered as "the most widely known life-span view of career development". The theory has an international impact and it is used in different contexts (Leung, 2008). In this theory, the interests and capabilities of a person should match with the requirements of the occupation. Career development is considered as a life-long process which includes a series of decision making processes. According to the theory, there are five main developmental stages, Growth (between 4-13 years), Exploration (between 14-24 years), Establishment (between 25-44 years), Maintenance (between 45-65 years), and Disengagement (over 65). Although an age-based process is proposed by Super, it is also underscored that for each individual these stages might appear in different ages and an occupational maturity is required before stepping into a stage.

Self-concept is an important agent in career development according to Super's model. Self-concept refers to one's beliefs about his abilities and other attributes. According to the model, self-concept is not a stable unit but rather it changes in time. Not only self-concept and developmental readiness but also contextual factors and multiple social roles of the individual affect his career development process in Super's career development model. In this theory, career choice and development is an unfolding process which has a dynamic nature.

John Krumboltz's Learning Theory: Krumboltz's theory is based on Bandura's (1969, 1977, 1986) Social Cognitive Theory. It is a two-fold theory which includes theoretical and functional parts. First, it aims to explain the reasons for career choice process, which is labeled as social learning theory of career decision making. This part of the theory identifies four factors that affect career decision making; these are genetic endowments and special abilities, environmental conditions and events, instrumental and associative learning experiences, and task approach skills. According to the theory these four factors generally affect career decision making process in four ways; through self observation and generalizations made over these observations, worldview generalizations, task approach skills, and actions. Krumboltz et al. (as cited in Niles and Hartung, 2000) state that career decision making is affected by a set of complex environmental factors. According to the theory, someone will choose a career path when the following three conditions are satisfied: succeeding at task like the tasks performed by members of that occupation, observing a valued model being reinforced for activities similar to the ones performed by members of that occupation, and having a valued friend or relative who stressed the occupation's advantages and observing positive words and images being associated with it, or both (Krumboltz, 1994 as cited in Niles and Hartung 2000). On the other hand, people would be likely to avoid an occupation when they have failed at tasks that they believe to be similar to the tasks performed by people in that occupation, when they observe a valued person being punished or ignored for behaving in a way which is likely to be held by people in that occupation, and when a valued person underscores the disadvantages of the occupation. The other part of the theory, learning theory of career counseling, is more functional and it offers applicable solutions for career counselors.

Lent, Brown, and Hackett's Social-Cognitive Career Theory: Like Krumboltz's career development theory, Social- Cognitive Career Theory by Lent et al. (1994) is also based on Bandura's Social Cognitive Theory. However, the authors claim that the two theories have different features

(Lent et al., 1994). The most powerful distinction between these theories are based on the role of self-efficacy in them. The role of self-efficacy in Social Cognitive Theory is relatively more significant. Besides, in Social Cognitive Career Theory, the researchers focus on “the interlocking processes of interest development, choice, and performance’; on the other hand, Krumboltz's theory is mainly concerned with career choice behavior (Lent et al., 1994).

The theory is based on the three pillars of Bandura’s theory, self-efficacy beliefs, outcome expectations and personal goals. They are the socio-cognitive mechanisms for career development (Lent et al., 1994). Self efficacy beliefs refer to one’s beliefs about his capabilities, and they are formed by four factors; personal performance accomplishments, vicarious learning, social persuasion, and psychological states and reactions. Outcome expectations are beliefs about the outcomes of doing certain actions. Personal goals are the determination of a person to take an action to reach an expected outcome (Bandura, 1986). Among these three components there is a complex relationship which builds up the triadic reciprocal model of causality in Bandura’s theory (1986).

Social-Cognitive Career Theory is composed of two theoretical bases. In the first stratum, the individual and his interest development, choice and performance are taken into consideration. The second layer is focusing of the other agents in the context; such as intrapersonal, interpersonal, historical and contemporaneous mechanisms (Lent et al., 1994). The researchers offer three models that explain career decisions: model of interest development (defining the steps for developing career or academic interest), model of career choice (defining the factors that prepare the ground for career (academic choice), and model of performance (dealing with the level of accomplishments and indices of behavioral persistence).

2.2. Career Plans: Career Intentions, Professional Intentions, and Workplace Intentions

Many studies have been conducted to understand career plans of in-service teachers, especially to scrutinize issues like teacher recruitment, attrition, turnover and dropout. When it comes to pre-service teachers' career plans fewer research studies have been recorded. In addition, although an abundant number of studies have been concerned about the motivations of pre-service and in-service teachers for choosing teaching as a career, there are very few studies that focus on pre-service teacher candidates' future career plans.

In this sub-section, studies about career plans will be presented. Career plans in this study include a wide array of subtopics; i.e. career intentions, professional intentions and workplace intentions. First, studies mostly focusing on career intentions will be mentioned, and this will be linked to professional intentions. Finally, studies concerning workplace intentions will be provided.

2.2.1. Career Intentions

Pre-service teachers' career intentions, which refers to the plans concerning pursuing teaching after graduation or not, is an important issue as teacher attrition in the very early years of profession is a common problem for many countries. Collecting data from freshman student teachers in Turkey through questionnaire, Aksu et al. (2010) claim that a majority of the candidate teachers plan to pursue their teaching career whole life. Studies concerning pre-service teachers' career intentions have mainly aspired to define the factors that have impact on career intentions (Amani, 2013; Rots et al., 2012; Wang and Fwu, 2001), understand the effects of pre-service education on career intentions (Bruinsma and Jansen, 2010; DeAngelis et al., 2013; Roberts et. al, 2009 a; Roberts et al. , 2009 b; Wang & Fwu, 2002), investigate the relationship between self-efficacy beliefs and

career intentions (Bruinsma & Jansen, 2010), evaluate the consistency between stated plans about career intentions and actual performance (Rots et al., 2010), unearth the perceptions about teaching and career intentions (Towse et.al., 2002), and create data clusters based on stated career intentions (Pop & Turner, 2000; Watt & Richardson, 2008).

Amani (2013) collected questionnaire data from freshman and senior university students enrolled in different subjects in Tanzania in order to investigate their career intentions and influential factors. The author stated that career intentions of undergraduate university students from different programs including education were highly affected by significant others like family members, friends or lecturers and their occupational knowledge. Economic strength is also defined to be one of the motives that have an impact on career intentions. Especially for the candidate teachers, it is revealed that financial support from the government and job security offered to teachers positively affect student teachers' intentions to continue teaching.

According to the results of a qualitative research conducted by Rots et al. (2012), new graduate teachers' intention for job entrance was influenced by the teacher education program. During their training period, the trainees' experiences affected their perception of the profession as they were faced with the complexity, and unpredictable, normative nature of the profession, as well as relational difficulties (relations with pupils, mentors, teacher educators etc.) as teachers. It is concluded in the study that the positive experiences during teacher education might have a significant effect on candidate teachers' decision about job entrance.

Reporting the first stage of a longitudinal study concerning experiences of beginning teachers, Maldarez et al (2007) claim that four factors are mainly effective on student teachers' motivation for entering initial teacher preparation after completing the theoretical education: teacher identity, relationship (with students, mentors, their own teachers, family members and friends), relevance of theory with practice, and emotions. Results suggested by Maldarez et al. (2007) is convergent with the conclusions by Rots et al. (2012) in the sense that it highlights the

importance of relations on career entrance intentions of the candidates teachers.

Roberts et al. (2009 b) claim that practicum experiences do not affect career intentions of pre-service teachers to stay in the profession or to continue with a different career path. The researchers evaluated teacher candidates' intentions before, during and after the practicum experience. A total of 103 student teachers from Texas A & M University, Oklahoma State University, the University of Minnesota, and the University of Georgia participated in the study. The survey results indicated that a majority of participants did not change their career intentions during their practicum experiences.

In some cases teacher candidates might have an intention to teach after graduation; however, rather than having high degrees of professional commitment they choose teaching as a backup career. Wang and Fwu (2002) questioned if teacher candidates choose teaching as a backup career when they have education in a prestigious university and have a chance to enjoy more prestigious career opportunities. The participants were chosen from a high-prestige university in order to see the relationship between institutional prestige of the training program and student teachers' attitudes towards teaching career. Collecting data through in-depth interviews with 44 teacher candidates, the researchers concluded that contrary to the expectations of the researchers, pursuing in a high-prestige university did not negatively affect the career engagement of pre-service graduate teachers. According to their motivational inclinations the participants were grouped as devoted educators, responsible teachers, career explorers, pragmatists and the uncommitted. In the study, high motivation of teacher candidates for pursuing teaching profession is stated to be closely linked to the prestige of being a teacher in the local culture of Taiwan.

Similarly, in another study by Towse et al. (2002), prestige of teaching in society is found as an influential factor for career intentions of student teachers. However, participants in this study indicated a different inclination from the ones reported in Wang and Fwu (2002). Investigating student

teachers' motivations for teaching, their perceptions about teaching and their future aspirations, Towse et al. (2002) allege that a significant portion of the participants do not plan to incept teaching at all or they plan quitting profession after a while. The poor prestige of the career in the country is stated to affect candidates' perceptions negatively. It is suggested that teacher recruitment should be supported with policies offering more incentives that will increase teacher welfare. In addition, it is proposed that teachers can be motivated to teach in rural regions through these supportive implementations.

Pop and Turner (2009) conducted a survey study and grouped pre-service teachers into three: fully committed to teaching, undecided, and not currently interested in teaching. Accordingly, three student teachers were selected from each group and interview sessions were held with them. When the three groups were compared in terms of their motivation for teaching, altruistic reasons were the most powerful factors for teaching motivation. Unlike other two groups, participants who were not interested in teaching take teaching as a fallback career. Identities, beliefs, opportunities, confidence in the profession and emotions of participants affected their willingness to continue teaching. The fully committed group was found to have more positive emotions and favorable views about teaching compared to other two groups (undecided and uninterested) who stated that teaching is a highly demanding, challenging and overwhelming job. The fully committed group was foun to have considerable high profesional confidence than the other two.

Effects of pre-service education on candidate teachers' career intentions come to forth in a study conducted by Bruinsma and Jansen (2010). Examining the relationship between prospective teachers' adaptive and maladaptive motives for becoming a teacher, and their perceptions about the teacher training program, expressed self-efficacy level, and tendency to sustain in teaching profession, Bruinsma and Jansen (2010) found out that positive experiences and perceptions of the candidates regarding their teacher training experiences are positively related to their decision to persist

in the profession. The candidate teachers with extrinsic maladaptive motives reported to have negative experiences in teaching practices and thereby they were recorded to have a tendency to sustain in the profession for a shorter period. On the other hand, intrinsic adaptive motives are positively related to their perceptions about the program and classroom teaching experiences.

DeAngelis et al. (2013) claim that the quality of pre-service preparation, together with the quality of mentoring and induction, have influences on teachers' career intentions. When the teachers are satisfied with their pre-service education, they are more likely to stay in the profession. Roberts et al. (2009 a) also highlight the role of pre-service education on career intentions of pre-service teachers. They reported that student teachers' career intentions vary by their universities. On the other hand, contrary to the results by DeAngelis et al. (2013), according to their research findings practice teaching experiences do not affect undergraduate teachers' career intentions. The researchers suggest that career intentions of pre-service teachers should be monitored from the very early years of teacher education.

Rots et al. (2010) conducted a two-time survey to investigate the consistency between the job related decisions of teacher candidates and their actual entrance decision after graduation. It is reported that trainees' intention to enter the profession before graduation is a robust predictor of their actual performance. In the study, through two-phase administration of the survey, a hypothetical model developed by Chapman in 1983 in order to explain teachers' career entrance decisions was tested and confirmed. In this model personal characteristics, educational preparation, initial commitment to teaching, quality of first employment experience, external influences like employment climate or alternative employment opportunities, integration into teaching and career satisfaction affect candidate teachers' decision to persist or leave the profession.

2.2.2. Professional Intentions

Within the frame of this study, professional intentions of teacher candidates refers to planned professional identity (such as committed teacher, choice of teaching strategies, interpersonal relations as a teacher etc.), professional development strategies, and leadership aspirations. Pre-service teachers' future professional motivations are a brand new topic which has been studied recently (Young, 1995; Watt& Richardson, 2008). In a number of studies, professional intentions of pre-service teachers were measured by making use of Professional Engagement and Career Development Aspirations scale, which was originally developed by Watt and Richardson (2008) and used in other studies conducted by other researchers (Eren & Tezel, 2010; Eren, 2012 a; b; c; Kılınç et al., 2012). The same scale will be used in the present study as well.

In an early attempt to define motivation for teaching and professional plans of prospective teachers, Young (1995) conducted a survey study with undergraduate teacher candidates enrolled in a prestigious university. The study was inspired by the manpower forecasting theories taken from the field of economics. Investigating pre-service teachers' motivations for entering a teacher education program, work perceptions, and future career plans, the author concluded that most of the candidates chose to enter the teacher education program for altruistic reasons. The data concerning job and workplace perceptions of pre-service teachers were compared with the data obtained from in-service teachers in order to understand if candidate teachers had realistic views about their future career. The candidates were found to be aware of the difficulties and unpleasant work conditions; however, compared to their in-service counterparts, veteran teachers gave more importance to the protection of moral values despite the challenges emerging in workplace. In addition to that, pre-service teachers had more idealistic expectations about classroom management and student control.

Candidate teachers' leadership aspirations are explained with their awareness about the workplace problems and professional potential to make

changes in the system to encourage development. The researcher highlights some important issues that can be taken into consideration by the policy makers. According to the author, teacher graduates from high prestigious universities have different job opportunities and this may make them change their career paths from teaching to another field. Sense of success in teaching profession is one of the most significant motivators for them to sustain in the profession. Therefore, in their early practices novice teachers should be supported and assisted to prevent the experience of early failure and disappointment. Besides, the leadership system at schools should be organized in such a way that qualified teachers could be able to sustain both in teaching and leadership positions. The author suggests that more research studies should be conducted in the fields concerning high potential teacher candidates and their career plans.

Watt and Richardson (2008) conducted a typological study to understand the relationship between prospective teachers' planned effort, planned persistence, professional development and leadership motivations, and their motivations for teaching and beliefs about the profession in Australia. The typological classification of the participants was created according to their career intentions. In this study, a quantitative instrument was developed to measure teacher candidates' professional development and persistence plans. Comprising 17 Likert items and four factors, professional effort, planned persistence, professional development aspiration and leadership aspiration, Professional Engagement and Career Development Aspirations (Henceforth PECDA) scale was developed and used in this study. The participants answered the questionnaire twice, first when they entered the training program and second before they finalized it. Through cluster analysis, based on their responses to PECDA scale, the participants were grouped into three as highly engaged persisters, highly engaged switchers, and lower engaged desisters. In terms of their professional plans, highly engaged persisters reported the highest inclination for choosing teaching as their whole life career and the results of the qualitative data revealed that they are intrinsically motivated to teach. Highly engaged switchers who

perceive teaching as a stepping stone for other outclass jobs, and lower engaged desisters who regard teaching as a dispiriting profession have a tendency to change their profession. Career satisfaction for different groups of teachers were evaluated at the beginning and at the end of the program, the results indicated that highly engaged persisters were highly satisfied with their career choice at the beginning. Their career choice satisfaction was strengthened by their experiences throughout the training program. Therefore, satisfaction level of these candidates was high before the inception of their career. On the contrary, lower engaged desisters did not have high levels of satisfaction neither at the beginning nor at the end of their training. As for the highly engaged switchers, their career choice satisfaction level was stable during the training and they developed another career plan right before they get the teaching certificate.

One of the prevailing results of the study is the difference between teaching motivations, career perceptions and background of the three groups of teacher candidates. Specifically, the significant relationship between motivations for teaching and professional developmental aspirations was underscored in the study. Highly engaged persisters were found to be the least highly qualified group which included teacher candidates who did not have any other qualified job opportunities. Conversely, lower engaged desisters were the group of candidates with higher occupational opportunities than teaching profession. Highly engaged switchers were younger than the others and they had parental support. It is interpreted by the authors that these opportunities probably make them more likely to turn over the teaching profession.

The same study was replicated with another group of pre-service teachers in the United States and a cluster analysis was conducted in accordance with quantitative data. Besides, through open-ended questions detailed information is obtained in the research (Watt et al., 2013). In this study, the teacher candidates were put into three clusters according to their career intentions: highly engaged persisters, lower engaged desisters and classroom engaged careerists. Classroom engaged careerists want to pursue

teaching as a whole life career, and they are satisfied with their career choice. They are the group with the lowest degrees for leadership aspirations. Besides, among the other clusters, classroom engaged careerists have the least number of participants. As in Australian case, the majority of participating student teachers in the United States are highly engaged persisters. They have very high scores for planned effort, persistence, planned development and leadership aspirations. Besides, they are satisfied with their career choice. However, different from classroom engaged careerists, highly engaged persisters have alternative future careers like law, politics, sports, professor, Ph.D. studies, leadership at schools and universities etc. that they might leave teaching to switch their career trajectories. Contrary to highly engaged persisters, lower engaged desisters were the group with very low scores for planned effort, persistence, planned development and leadership aspirations.

PECDA scale was used in a number of studies conducted in Turkey. These studies present a correlational relationship between candidate teachers' future career plans and some other variables like motivation for teaching and future time perspective (Eren & Tezel, 2010), career choice satisfaction (Eren, 2012a), future time perspective and academic optimism (Eren, 2012b), and interest in teaching (Eren, 2012c).

Collecting data from pre-service English teachers in a Turkish university, Eren and Tezel (2010) investigated the mediating role of future time perspective, which is defined as “the present anticipation of future goals” (Simons et al., as cited in Eren & Tezel, 2010) in relation with teacher candidates' professional plans, motivation for teaching and their beliefs about profession and their career choice satisfaction. In this survey study PECDA Scale, FIT Choice Scale developed by Richardson and Watt (2006), and Zimbardo Time Perspective Inventory (ZTPI-Zimbardo & Boyd, 1999) were used by the researchers. 423 student teachers responded the questionnaires. The results of the study verified the mediating role of the future time perspective between professional plans, motivation for teaching and their beliefs about profession and career choice satisfaction.

Eren (2012a) in another study, investigated teacher candidates' professional engagement and career development aspirations, and their career choice satisfaction. In this research PECDA scale and CCS (Career Choice Satisfaction) scale were administered. The results indicated that teacher candidates' planned effort has a mediating role between their career choice satisfaction and their professional development aspirations. In addition, the mediating role of teacher candidates' planned effort is significantly observed in the relationship between their career choice satisfaction and leadership aspirations.

Also Eren (2012b) investigated the mediating role of academic optimism between prospective teachers' future time perspective and their professional plans about teaching. In this quantitative study, Teacher Sense of Academic Optimism (TSAO) Scale, Future Time Perspective (FTP) Scale and PECDA scale were answered by 396 prospective teachers. The results of the statistical analysis indicated that all three factors (academic optimism, future time perspective and professional plans about teaching) are positively and significantly related. Overall, the mediating role of academic optimism between future time perspective and professional plans was proven in the study except for the relationship between leadership aspirations future time perspective.

Eren (2012c) found out that prospective teachers' professional plans and career choice satisfaction are positively related to their interest in teaching. In other words, student teachers with high interest in teaching were planning to make more effort and to persist in the profession and vice versa. Student teachers with high interest in teaching were more satisfied with their career choice and also highly motivated for professional development. On the other side, their leadership aspirations do not indicate any significant correlation with their interest in teaching. This is associated with leadership perceptions of pre-service teachers. The author claims that teacher candidates perceive leadership as a remote and different career trajectory. According to their interest level in teaching, the student teachers were divided into three groups as high, moderate and low interest in teaching. The

participants responded to three different scales, namely Teacher Interest Scale (TIS), CCS Scale and PECDA Scale. The results indicated that a majority of student teachers have low interest in teaching and this is interpreted as the side effect of the university entrance system exam in Turkey, which is merely based on a central entrance exam excluding professional interests of the candidates.

To investigate pre-service teachers' aspirations for transformational leadership, Harms and Knobloch (2005) conducted a study with 53 student teachers. Only 24 of the total population claimed to pursue a teaching career in formal education. Compared to the other half of the group who stated to have career change and extrinsically motivated in their career choice, the first group found to have intrinsic motives in their career choice. Besides, efficacy beliefs of the first group are higher than the efficacy beliefs of career changers. Finally, both groups were found to have transformational leadership aspirations regardless of their career decisions.

Although professional identity is a hot topic in recent literature, definition of identity itself has still been a big question for researchers. Akkerman and Meijer (2011) propose a postmodern perspective to identity and, based on the definitions suggested in different studies, come up with a dichotomous definition claiming that teacher identity is both unitary and multiple, continuous and discontinuous, individual and social. Bullough (1997) emphasizes that teacher identity starts to develop in teacher education years and therefore teacher education programs should enforce this process by guiding candidates.

Urzu'a and Va'squez (2008) investigate the relationship between reflection and novice teachers' identity formation. The authors claim that future orientation in identity formation has been neglected in the research studies. The present and the past dimensions of identity have been dominating the literature on teacher identity. Therefore, they collected proactive ideas of novice English teachers and focused on their reflection for future teacher identities. To achieve this goal they investigated the expressions stated in future forms and conditionals. The results indicated

that future-oriented reflections show various dimensions of teacher identity like awareness, intentionality, and commitment. It is suggested that reflection for future teacher identity should be included in pre-service education to help identity development of prospective teachers.

In a mixed-methods study, Hong (2010) questioned the factors that constitute identity of teachers at different levels (pre-service before and after practicum, and beginning teachers in their first five years, and beginning teachers who gave up teaching profession). In addition, the relationship between teacher identity and career intentions is questioned in the study. In the study based on relevant literature six factors of teacher identity are defined as value, efficacy, commitment, emotions, knowledge and beliefs, and micropolitics (power relations relevant to teaching practices). Compared to in-service teachers, pre-service teachers were found to have vague concerns about their future identity. They were optimistic about possible problems and feel strong enough to handle them. On the other hand, this optimism decreases in the group who had practicum experience compared to the one who did not.

Thomas and Beauchamp (2011) attempted to unearth participants' teacher identity through metaphors. Teacher candidates were asked to find a metaphor for themselves right after graduation and they did the same thing after a year of teaching. Comparing first and second metaphors, it is found out that teacher identity has changed from a person ready to take challenge to a adopting to survive in the profession. This means they become more realistic in time. It is suggested by the researchers that more studies concerning teacher identity in pre-service period should be conducted.

In a qualitative study, Timostsuk and Ugaste (2010) investigated the professional identity of the pre-service teachers with questions like "How do you describe yourself as a teacher? How do others perceive/describe you as a teacher?, What other life roles do you have besides that of being a student teacher?". Participants' responses showed that candidate teachers are mostly conscious about their classroom implications. They are concerned about interaction with others (pupils, schoolteachers, university teachers, fellow

students). Emotions of the participants are found to be intensified with the effect of practice teachings. Students who could not be afforded financially by the family and started teaching before graduation experienced the difficulties of job, became aware of low salaries and low prestige of teaching which made them doubtful about their future in teaching profession.

Pillen et al. (2013) claim that teacher candidates in their senior year and after they begin teaching experience conflicts in their professional identity which results in tensions. They categorize these tensions into three ;(1) the change in role from student to teacher; (2) conflicts between desired and actual support given to students; and (3) conflicting conceptions of learning to teach. Although the effects of these conflicts might be negative on one side, they are claimed to create an opportunity for the teachers to revise and strengthen their professional identity, on the other.

2.2.3. Workplace Intentions

Regional disparities are the problem for every country. Recruiting teachers for neediest schools and attracting them to stay in these regions is a problem for both developed such as the USA, and developing countries such as Kenya. There are not many studies on the relation of geography with teacher workforce, the scarcity of research on this issue increases in the literature about Turkish context. Yılmaz (2001) states that regional disparities in Turkey are caused by three types of factors: historical factors, geographical factors, and economical factors. The author states that the Southeastern and Eastern Anatolia are the least advantageous regions of the country; on the other hand, the Marmara and Aegean regions are stated to be the most advantageous parts of the country. Teacher need in the Southeastern and Eastern Anatolia is still a problem in Turkish education. In order to motivate teachers to teach in those unprivileged regions it is necessary to understand the reasons that affect their workplace decisions.

In literature there are certain reasons that affect teachers' workplace decisions, namely beliefs about the context (Sharplin, 2002; Kızılaslan, 2012;

Şahin, 2011), media (Kızılaslan, 2012), familiarity with the context (Reininger, 2012; Boyd et al., 2005; Boyd et al, 2003), practicum experiences (Mason, 1997; Hudson & Hudson, 2008; Boylan, 2004; Kline et al., 2013; Lock, 2008; Ryan et al., 2009; White & Reid, 2008; Roberts et al., 2009; Adie & Barton, 2012) , and chance factors (Bright et al., 2005). In addition to these studies, research concerning international teaching (Kabilan 2013;Cushner& Mahon, 2002; Yang, 2012; Willard-Holt, 2001; Wigedren& Doherty, 2010; Bertram et al., 2006) and teaching in public and private schools (Foster & D'Andrea, 2009) will be exhibited in the following paragraphs.

Although they are not engaged in teaching profession yet, pre-service teachers have expectations about their future workplace. These expectations might reflect reality to some extent, but sometimes they might be irrelevant assumptions based on biases. Sharplin (2002) asked candidate teachers in a rural education unit in Australia explain their ideas about rural teaching. The results indicated that the participants were not well-informed about such contexts and they have vague and dichotomous images about remote and rural teaching environments. Teacher candidates have negative and horrific expectations regarding rural education settings, and their ideas were considerably different from the realities of these contexts.

Though teacher recruitment in rural areas and rural education problems have been a crucial issue in Turkish context, most of the relevant studies have focused on multigrade classrooms and there is lack of studies on preparing teacher candidates for these contexts (Kızılaslan, 2012). As a preliminary attempt in Turkish context, Kızılaslan (2012) conducted a qualitative study with 115 senior pre-service English teachers in order to unearth their perceptions about rural areas and teaching in these districts. It is stated that media and common judgments about rural areas affect teacher candidates' perceptions negatively. Participants had vague and dichotomous images about rural areas which negatively affect their preconceptions. According to participants' perceptions, possible challenges of rural teaching are lack of familiarity with the students' cultural background, limited access to resources, lack of personal experience, attitude to a foreign language (lack

of interest and motivation), parents' attitudes, restrictions in a small community, dislocation from family, security issues, denial by the community, and transportation and accommodation. Attractions for teaching in rural context are mainly caused by three motivations: fulfillment of an idealistic mission, increased respect for teachers and the teaching profession, and having a new and exciting experience. The researcher pinpoints the insufficient (nearly none) focus on rural teaching in pre-service education and states that teacher education curriculum should address this issue as an attempt to solve the ongoing question of rural education in Turkey.

In a longitudinal study Akdağ, (2012) questions the career perceptions, expectations, concerns and experiences of beginning early childhood education teachers. In this phenomenological study, the researcher collects data in three phases, before the participants graduate from the teacher education program, after the first semester, and at the end of the first year. The results indicated that the candidates were aware of most of the problems awaiting them in the field. Besides, they were concerned about developing good relations with the management, colleagues, and parents. Especially, they were highly concerned about their relations with the managers. When they became teachers, they claimed that their relations with other colleagues and the managers positively affected their motivation to work in that school and also their performance, and vice versa. It was seen that the beginning teachers were not trained to teach in remote areas and also to face with problems caused by socio-economical problems and the language barrier. Finally, it is revealed that the increasing prestige of early childhood education in the society positively affects the attitudes of beginning teachers to their profession.

Eret (2013) conducted a study to evaluate the teacher education programs in terms of their adequacy in preparing candidate teachers for future professional implications. Collecting data from different subject areas in different faculties of education, it was investigated that candidate teachers feel prepared to communicate with students effectively, use technology for instructional purposes, have discipline in class, have enough subject

knowledge to teach, continue professional development and keep enthusiasm, use best methods and materials, and communicate by using language, voice and body language. On the other hand, it was claimed that they were not prepared enough to develop good relations with parents, teach students with special needs, conduct administrative/official tasks and duties; cooperating with others in school context (colleagues, school management and other experts). In addition, the candidates were not prepared enough to teach in diverse and remote settings with poor facilities and difficult conditions. The results indicated that most of the candidates plan to work as teachers after graduation and they have high attitudes to teaching.

Şahin (2011) also collected data from 149 senior students enrolled in a teacher education program in Turkey. The research aimed to answer six main questions through a questionnaire comprising open-ended questions: opinions about being a teacher, opinions about permanent and temporary teaching recruitment, opinions about working in any part of the country, opinions about their career, and opinions about their life if they cannot find a job. A majority of participants claimed to work as a teacher (87%); however, half of this group stated that they would change their career trajectory if they had an opportunity to do so. The main reasons affecting their views are low salaries in teaching, recruitment problems, lack of prestige in society, and mismatch of the profession and personality. Most of the participants were against temporary recruitment (81 %). One-third of the participants stated that they would not work in all regions of the country and be selective, because some regions were considered to be far from their families, insecure and life standards in such places were found to be unsatisfying. Finally, a great majority of the candidate teachers in this study were pessimistic about their future career and anxious about finding a teaching position.

Teachers' workplace preferences are claimed to be influenced by the distance of the workplace to their hometowns (Reininger, 2012; Boyd et al., 2005; Boyd et al, 2003). As studies in the field of education are very scarce in number, Reininger (2012) refers to the studies in other fields concerned

about workers' locational preferences and labor market to create a frame of reference. The researcher suggests that there are two types of geographical movements in the literature, namely local mobility and longer-distance (relocation) mobility. Local mobility is defined as the workplace changes in a small-scale area which does not require residential relocation. On the other hand, longer-distance mobility generally refers to the permanent moves that occur over significant distances. Working on statistical data obtained from a national data set, Reininger (2012) concludes that young teachers prefer working at closer regions after their graduation. Compared to other occupations, teachers are found to be more likely to live in their local context 8 years after their high school graduation. This tendency is explained as their willingness to teach in familiar contexts. The author highlights that in low income districts student achievement levels are not sufficient; therefore, most of the graduates from these districts cannot become teachers after their graduation. As a result, locally educated teachers in low income districts are small in number. Thus, these geographical regions cannot get teacher supply from their own graduates. On the other hand, teachers have a tendency to work around their familiar district and the ones from high income districts generally do not prefer teaching in these high-need contexts.

Boyd et al. (2003; 2005) conducted study on teacher workforce in relation with geographical preferences. The researchers highlighted similar conclusions with Reininger (2012). They claim that spatial geography affects the distribution of teacher workforce. They studied on the spatial distribution of teacher workforce in New York State by using local administrative data base. The results of the study indicated that new teachers prefer working at districts which are close to the areas where they grew up and show similar characteristics with their hometowns. On teachers' workplace preferences, location of college is not as effective as similarity with hometown. Teachers from suburban and rural districts tempt to teach in workplaces that resemble their hometowns; therefore, urban areas have problems with teacher supply. More than that, the quality of teachers who want to work in urban cities is not satisfactory. The inequality in teacher

supply negatively affects student success in urban locations. This creates an unbreakable circle, urban areas cannot create their own pool for potential teachers from their high school graduates. To sum up the topic, urban teachers' perceptions and biographies filter their career intentions (Rinke, 2011).

In addition to the proximity of teaching context to teachers' hometown and familiarity to the environment, practice teaching experiences are claimed to have an effect on teacher preferences (Mason, 1997; Hudson & Hudson, 2008). Context of teacher education has an impact on candidate teachers' attitudes to teach in a context that is different from their pre-service education setting. Research results indicate that teacher candidates in non-rural areas tempt to teach in non-rural areas. Therefore, providing pre-service teachers with regional orientation through practicum has been a hot topic in teacher education studies.

Pre-service teacher education programs in Turkey are located in city centers and therefore practicum courses are offered in these regions. This affects teacher education process negatively because teacher candidates graduate from the programs with lack of awareness for deprived regions (Akdağ & Haser, 2010). Akdağ and Haser (2010) state that prospective teachers should have rural practicum opportunities to become familiar with the conditions of the rural context such as crowded classes, lack of structural quality and low socioeconomic level.

Especially in Australia researchers and policy makers put great effort to solve teacher supply problems in rural and remote areas. In order to attract new teachers to teach in these settings, they focus on developing place conscious teacher education programs. Integrating teaching experiences in rural areas, designing place-oriented teacher education curriculum and financially supporting pre-service teachers who want to have teaching experience in rural and remote areas are the prominent attempts that have been discussed in scholarly articles. Although rural practicum is offered in some teacher education programs, it is optional for teacher candidates.

Having compulsory rural practicum is claimed to increase the effect of these efforts (Boylan, 2004).

The important role of teacher education program for motivating teachers to work in rural areas is highlighted in a study conducted by Lingam in 2012 in Fiji. Evaluating a teacher education program from this perspective, the author found out that rural practice teaching and theoretical support for teaching in rural context in pre-service education improve teacher practices and educational standards in rural context.

Focusing on junior and senior level pre-service teachers, Mason (1997) aimed to understand the effect of practicum on their attitudes towards working at inner-city. Their attitudes towards teaching in this context were measured twice, before and after practicum. Besides, their ideas about the possibility of problems that might be observed in these two settings (student ability, language proficiency, motivation, parental support, cooperation with peers, general teacher morale, school discipline, and administrative support) are questioned. After the first implementation of the questionnaire, some of the participants were sent to urban schools and the others had their practicum in rural contexts. Pre- and post-measurements indicated that compared to suburban practicum group, urban practicum group's overall interest in teaching in inner-city increased. On the other hand, beliefs about the high possibility of problems in urban schools were the same in pre and post tests for both groups. Finally, participants in the urban field experience group were recorded to believe that they get more knowledge about teaching diverse students in their method courses when compared to their suburban counterparts.

Hudson and Hudson (2008) aimed to understand the effect of rural practicum experience on the attitudes of pre-service teachers who had their pre-service education in non-rural context towards their attitudes about teaching in rural areas. Candidate teachers' attitudes were evaluated before and after the practicum. The results indicated that a five- day long experience including interaction with local communities and families, and observing teaching practices in rural schools changed their misconceptions about

teaching in these regions and positively affected their attitudes to work in these schools after graduation.

In a grounded study, Kirchhoff and Lawrenz (2011) aimed to understand the effects of teacher education program on candidates' career paths. More specifically, the relation between teachers' tendency to retain in high-needed schools and the teacher education programs is examined in the study. The programs under investigation were supported with a scholarship (Noyce scholarship program) to educate teachers for high-need schools. The results of the study indicated that the effect of teacher education program on teachers' decision to sustain in high-need schools is not very significant. Nevertheless, the ongoing support from the teacher education programs, and specific preparation opportunities provided to the trainees regarding high-need schools were recorded to be effective on teachers' retention in high-need schools.

Kline et al. (2013) asked contextual perceptions of pre-service teachers who voluntarily took part in rural teaching experience. The results showed that the teacher candidates took part in this experience for three main reasons: having rural experience in their life and wishing to help people in these districts, and not having previous experience in rural context but wishing to do something good for those people, not having previous experience in rural context and aiming to learn about different teaching contexts. At the end, the student teachers had first-hand experience in rural context, improved their teaching skills and took responsibilities. The participants stated that lack of privacy, problems in having access to the facilities like the internet or the shopping centers, and isolation are among the major disadvantages of working in rural context.

In order to attract pre-service teachers' attention to have their student teaching in rural and remote areas, a local funding program was developed in West Australia. Lock (2008) collected qualitative and quantitative data from the participant teacher candidates to make an evaluation of the program. Participants were positive about the program as it gave them an opportunity to become familiar with rural teaching. On the other hand, it is mentioned in

the research that to increase teacher candidates' motivation they should be supported with peer network opportunities and good mentoring. Besides, increasing funding and life standards for student teachers might increase the positive effects of the program.

Similar results were highlighted by White and Reid (2008). The authors reported their observations about a program that offers voluntary pre-service teachers opportunities to have rural teaching experiences in Australia. They claim that teacher education curricula, not only for the programs in urban setting but also for the ones in city centers, should develop place conscious pedagogy. In order to improve rural education in rural contexts by sorting high qualified teachers in these schools, all the teacher education programs should have place conscious curricula.

Ryan et al. (2009) evaluate a pre-service course that offers teacher candidates teaching experience in rural area together with online education and intensive theoretical education. The issue was evaluated from the perspectives of the three stakeholders: university instructors, candidate teachers and school teachers. The results indicated that the course was found to be effective by the three groups. On the other hand, some candidate teachers and instructors have problems in using online education system. Besides, lack of internet facilities in rural contexts was the problem for some candidates.

Adie and Barton (2012) studied on the perceptions of urban pre-service teachers about rural teaching after a four week of teaching practice in the context. Parallel with the results of other studies, rural practicum had positive impacts on teacher candidates' professional and personal improvement. On the other hand, the authors claim that even after a period of field experience, some deficit images of "rural" still exists in candidate teachers' discourse.

There have been no studies on the organization-based intentions of pre-service teachers in the literature. Studies concerning in-service teachers and their organization-based intentions are also very scarce. Using a nationwide survey conducted by the U.S. Program of Education; the Schools

& Staffing Survey, Foster and D'Andrea (2009) investigated in-service teachers' beliefs about teaching environment namely, public and private schools. The results provide answer for the questions about the recruitment of unqualified teachers in public schools and problems in the quality of educational outcomes. In terms of teacher workload the two groups of teachers are not different from each other. However, in general teachers in private schools are working in better conditions than public school teachers in the sense that they teach in a secure environment and they have more autonomy on their teaching. Besides, in terms of facilities and equipments, private school teachers are well supported. Therefore, teachers in private schools claim to be in the profession as long as they can, on the other hand, public school teacher plan to leave the profession as soon as they reached the necessary requirements for retirement. Private school teachers mostly teach in urban schools and in rural areas and state school teachers are mostly recruited in rural settings. The results show that private school teachers are more satisfied in their job.

The lure for internationalization in education triggered new attempts to revise teacher preparation process accordingly. In a report by Longview Foundation (2008), global competence is defined as "a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment" (p.7). It is stated that global competence of students should be developed and to achieve this goal teacher educators should boost global competence of future teachers. They figured out a framework for internalizing teacher preparation:

1. Revising teacher preparation programs to ensure that:
 - General education coursework helps each prospective teacher develop deep knowledge of at least one world region, culture, or global issue, and facility in one language in addition to English.
 - Professional education courses teach the pedagogical skills to enable future teachers to teach the global dimensions of their subject matter
 - Field experiences support the development of pre-service teachers' global perspectives.

2. Facilitating at least one in-depth cross-cultural experience for every pre-service teacher by:
 - Promoting study or student teaching in another country, or service-learning or student teaching in a multicultural community in the United States
 - Financial support for such experiences
 - Appropriate orientation, supervision, and debriefing to tie these experiences to prospective teachers' emerging teaching practice.
3. Modernizing and expanding programs for prospective world language teachers by:
 - Preparing more teachers to teach less commonly taught languages
 - Updating language education pedagogy based on current research and best practice.
4. Creating formative and summative assessments to evaluate the effectiveness of new strategies in developing the global competence of prospective teachers. (p.6)

Although there is no research on pre-service teachers' future plans about abroad teaching, there are many studies concerning the effects of overseas teaching on teacher candidates' cultural and professional development. Opportunities that increase candidate teachers' international mobility like student exchange programmes, international teaching practicum, and the immersion programmes are found to be effective for widening students' worldviews and cultural adaptation skills (Kabilan, 2013). Investigating the experiences of Malaysian pre-service teachers having their practicum in Maldives, Kabilan (2013) found out that international practicum increased cultural competence and professional skills of teacher candidates in terms of teaching in diverse classrooms. More than that, they had a chance to use English language, the teaching subject, in a meaningful setting and improve their target language communication skills.

Fifty American pre-service teachers having international student teaching in Australia, Ireland, and New Zealand participated in a study conducted by Cushner and Mahon (2002) by responding to a series of open-ended questions. The aim was to understand the nature of overseas teaching experience and its effects on teacher candidates' professional and personal development. The results indicated that overseas teaching experience

increased participants' cultural awareness, global-mindedness and self-efficacy.

Karaman and Tochon (2010) conducted a case study with a candidate Spanish teacher who was going to Ecuador from the US to have her pre-service abroad practicum. The researchers had four interviews with the participants before, during and after abroad practicum. In the study the importance of peer group on the abroad teaching experience, cultural perceptions, and language practices is underscored. The study also indicates that abroad experience has positive effects on subject language proficiency, identity and worldviews.

In a qualitative study, Yang (2012) focused on Canadian pre-service English teachers having overseas teaching practice in Hong Kong. The results indicate that the participants had positive perceptions regarding their overseas experiences. More specifically, teaching in another context increased their professional skills as well as cultural awareness.

Willard-Holt (2001) also found out that teacher candidates benefited from international teaching experience a lot. This experience increased their ability to teach in diverse classrooms and also their intercultural awareness. Moreover, the researcher investigated if the effects of this experience are long-lasting. The results indicated that even after a year, the participants reported that this experience still affect their teaching and personality.

Wigedren and Doherty (2010), collecting data through semi-structured interviews, highlights the increasing offshore occupational opportunities for new graduate teachers and their effects on teacher candidates' imagined career. The researchers state that the impact of exposure to media presenting offshore opportunities pulls pre-service teachers to have aspirations for international teaching. On the other hand a majority of the participants claimed to stay in Australia and have their career in their country. The authors claim that, with the influence of globalization teacher mobility increases and pre-service teachers' imagined careers are also affected by this. Nevertheless, teacher education programs still offer a

localized curriculum. Finally, the authors underline the need for de-localization of teacher education programs.

On the other side of the coin, a critical approach to teacher mobility is highly required in some regions of the world. For example, teacher mobility from South Africa to other developed countries results in two main problems, racial inequality among new teachers and brain drain in the country (Bertram et al., 2006). According to Bertram et al. (2006), white teacher candidates find jobs abroad easily while African teachers are not preferred by abroad organizations. Besides, qualified teachers teach abroad and this increases teacher shortages in the country.

2.3. Career Choice Satisfaction

The issue of career and job satisfaction has been commonly studied in organization and counseling studies as it has a relation with career commitment (Yücel & Bektaş, 2012) and retention (Perrachione et al., 2008). Although the two concepts might be used interchangeably in some cases, career satisfaction and job satisfaction are different concepts in the literature. Indeed, the main concern of this study does not directly refer to career satisfaction but within a narrower perspective it specifically deals with career choice satisfaction before actively involved in the job. Therefore, here the discussions will start with the definition of and differences between the two terms: job satisfaction and career satisfaction. Then, studies concerning career choice satisfaction before working in the field will be presented here.

Kalleberg (1977) defines job satisfaction as "an overall affective orientation on the part of individuals toward work roles which they are presently occupying" (Kalleberg, 1977). The researcher proposed a theory of job satisfaction which is based on the effects of work values and job rewards on perceived job satisfaction. Work values, for Kalleberg (1977), are the meanings that an individual attaches to his/her job. They are not inherent in the job, but they are perceptions and beliefs of the individual which are mainly determined by three factors: preceding life experiences of the

individual, work experiences of mature workers, and social roles of the individual. Work values are claimed to have an independent effect on the perceived job satisfaction of the worker. The researcher pointed out that job rewards are linked to six variables in the workplace: intrinsic dimension (characteristics associated with the task), convenience dimension, financial dimension, extrinsic dimension (relations with the co-workers), career opportunities dimension, and resource adequacy. It is claimed that there is a link between workers' attainment to job rewards and their perceived job satisfaction. Factors affecting job satisfaction are claimed to have an international nature (Sousa-Poza & Sousa-Poza, 2000). On the other hand, each country has different levels of job satisfaction based on characteristics of work-role inputs and work-role outputs, the main determinants of job satisfaction. Sousa-Poza & Sousa-Poza (2000) claim that there are five variables of work-role inputs: years of schooling, usual working time per week, working in an exhausting job, working in a physically demanding job, and working in a dangerous job. Job satisfaction and work-role input levels are negatively correlated, which means an increase in work-role inputs would result in a decrease in job satisfaction. Work-role outputs consists of nine variables: work compensation, job security, advancement opportunities, interesting job, independent work, helping people, usefulness to society, good relationship with management, and good relationship with colleagues. There is a positive correlation between the variables of work-role output and job satisfaction which refers to an increase in job satisfaction based on an increase in the level of variables of work-role outputs. Sousa-Poza & Sousa-Poza (2000) underscores the impact of self-perception on career satisfaction. Having good relationships with the managers and pursuing an interesting job are claimed to be the most prevalent variables for job satisfaction. The most important work-role input is claimed to be having an exhausting job.

According to Sage Online Encyclopedia of Career (2006), career satisfaction is different from job satisfaction. It is stated that "satisfaction with career as a whole, covering all jobs, is conceptually differentiated from job satisfaction, which is usually a person's satisfaction with a single job,

typically the job he or she currently holds or most recently held". It is stated that there are multiple factors that affect career satisfaction. In addition to the demographic issues like gender, age, family background etc., the fit between vocational interests and abilities, and occupational membership and career choice is stated to be one of the factors that determine career satisfaction. Besides, personality traits, intelligence, career characteristics, organization characteristics and job characteristics are stated to be the variables that affect career satisfaction. Clark et al. (2009) claim that rather than job satisfaction, career satisfaction is more appropriate for the studies in which the participants are not fully engaged in the profession. According to the authors "although job satisfaction is relevant for professionals, career choice satisfaction is perhaps a more relevant construct for graduate students, because students are not yet working full-time in their chosen professions." Therefore, in this study the term career satisfaction is decided to be more appropriate than job satisfaction.

Studies about career choice satisfaction are mainly concerned about influential factors (Margaritoiu & Simona Eftimie, 2012) and the relationship between career choice satisfaction and some other concepts like self-regulated decision making (Eun et al., 2013), stress (Clark et al., 2009), career intentions, motivation for teaching and professional plans (Fokkens-Bruinsma & Canrinus, 2012; Eren & Tezel, 2010; Eren, 2012 a, c; Jugović et al., 2012; Kılınç et al., 2012; Lin et al., 2012; König & Rothland, 2012; Young, 1995; Watt & Richardson, 2006, 2007, 2008; Watt et al., 2012).

In a qualitative study, Margaritoiu and Simona Eftimie (2012) collected data through focus group interviews and document analysis in order to understand factors affecting pre-service teachers' satisfaction with being in the profession. The results indicated that rather than financial problems, lack of appreciation from colleagues, managers and parents make them unsatisfied with being in the profession. Besides, working with children and having appreciation from the superiors were claimed to be the major factors that have an impact on pre-service teachers' satisfaction.

Eun et al. (2013) examine the role of self-regulated decision making on major-related career choice satisfaction and career choice in Korean context. The research was twofold. First, the mediating effect of career choice satisfaction of undergraduate students between self-regulated decision making and major-related future careers were examined. The participants replied an online inventory including The Decision Making Competency Inventory, five items from Lauver and Kristof-Brown (2001) to assess person-job fit, eighteen items from Brayfield and Rothe (1951) Index of Job Satisfaction to assess major satisfaction, five items from Jang, Park, Na, and Lee's research (1986) to assess if they will pursue a career parallel with their major or change the career path. Second, the workers who were already involved in the profession responded a questionnaire including the same items for self-regulated decision making, person-job fit, and job satisfaction. In addition they answered Graduates Occupational Mobility Survey which is for assessing the congruence between university major and job and five items for major satisfaction. The aim was to examine the mediating role of major satisfaction between self-regulated decision making and major-related future careers and self-regulated decision making and major-job congruence. The results indicated that self-regulated decision, which refers to self-awareness and goal regulated actions to reach a goal, has an effect on major satisfaction and job satisfaction. Besides, major satisfaction has a mediating role between self-regulated decision making and sustaining in the profession someone majoring in.

Clark et al. (2009) conducted a study in order to understand if social support has a buffering role on the effects of stress upon counseling psychology doctoral students' burnout and career choice satisfaction. The results of two hierarchical multiple regression analyses indicated that psychological sense of community was found to be the only significant predictor of career choice satisfaction. Besides, it is found to moderate the effects of stress which means that low stress leads to increase in career choice satisfaction and also psychological sense of community; on the other

hand, when the global stress is high the moderating effects of psychological sense of community seemed to disappear.

Çevik et al. (2012) tested if Adam's Equity Theory (1963) could be employed to explain pre-service music teachers' satisfaction with their career choice. According to the theory, satisfaction from a job is based on the equity between the input and output in a career. Input refers to the things like effort, experience that a person puts into a job and output is the things that someone gets from his job like salary, prestige, rewards etc. As much as these two assets meet each other, then there is a balance that makes the individual satisfied with the career. Focusing on qualitative data collected through semi-structured interviews with a small group of participants, Çevik et al. (2012) concluded that Adam's Equity Theory is suitable for explaining career satisfaction of pre-service teachers.

Young (1995) examines pre-service teachers' motivation for teaching, career perceptions and future career plans. The participants were teacher candidates from a very prestigious university. The results indicated that majority of the participants entered the profession with altruistic reasons and they have realistic ideas about the profession. On the other hand, decisions concerning retention in teaching profession are linked to satisfaction with working with children. It is also seen that these bright students had leadership aspirations and they are willing to leave the classroom for leadership positions in education.

In a series of studies, Factors Influencing Teaching Choice Scale, developed by Watt and Richardson (2007), was employed to examine the reasons that motivate teacher candidates to become a teacher. Among the items used to unearth perceptions about teaching, Watt and Richardson (2007) used three items to measure career choice satisfaction of participants. The instrument has been used by many scholars around the world in a series of studies (Fokkens-Bruinsma & Canrinus, 2012; Jugović et al., 2012; Kılınc et al., 2012; König & Rothland, 2012; Lin et al., 2012). The results of these studies provide information about career choice satisfaction and its relation with different variables.

In order to see the applicability of FIT Choice Scale in Germany, Fokkens-Bruinsma and Canrinus (2012) conducted a study with pre-service teachers. The results indicated that among the other factors perceptions about teaching dimension (social status, social dissuasion and salary), task demand and satisfaction from choosing teaching were high. The last two were also found to be the significant predictors of affective commitment for the participants responded to the questionnaire.

In Lin et al. (2012), FIT Choice Scale was used to compare two groups of pre-service teachers, one group is from the US and the other one is from China. Both groups entered the career considering the social utility value in it. Compared to Chinese participants, American participants had more altruistic reasons for becoming a teacher. The perceptions about teaching was the same for the two groups and they believed teaching to be a secure job which also provides opportunities for family time. In addition, US teachers were attracted by the mobility (both national and international) of the job which allows them to see different places. In terms of career choice satisfaction, American participants were more satisfied with their decision than the Chinese. This difference is explained with the difference in program entrance conditions of the two groups. Teacher candidates in China choose the profession as a fall back career with low entrance grades while the US participants had more idealistic reasons for entering the profession.

Jugović et al. (2012) adapted the FIT Choice Scale to their context, Croatia, and they examined the relation between teaching motivations and personality types; i.e., neuroticism, extraversion, openness, agreeableness and conscientiousness, by using The Big Five Inventory (BFI; John et al., 2008). In this study, only two of the three items originally used by Watt and Richardson (2007) were used to evaluate career choice satisfaction: *How satisfied are you with your choice of becoming a teacher?* and *How happy are you with your decision to become a teacher?* The results indicated that personality traits had a predictive value for teaching motivation of pre-service teachers and career choice satisfaction. Especially the two

interpersonal dimensions, extraversion and agreeableness are found to be the key predictors of intrinsic career value and career choice satisfaction.

Konig and Rothland (2012) investigated the relationship between general pedagogical knowledge and teaching motivations of student teachers by using FIT Choice scale and a short version of TEDS-M instrument. According to the results, general pedagogical knowledge is negatively correlated with extrinsic motivation and on the other hand it is found to be positively correlated with intrinsic motivation. Career choice satisfaction of the participants was measured by using the two items which were also used by Jugović et al. (2012) and it is found out that there is a slightly higher correlation between career perception and career choice satisfaction of pre-service teachers.

In order to measure teacher candidates' career motivations and to assess the applicability of the translated version of FIT choice scale in Turkish context, Kılınç et al. (2012) conducted a comprehensive study comprising participants from a wide array of subjects including English. Social utility values and motivation for a secure job were claimed to be the major factors that motivate candidate teachers to be in the profession. Career choice satisfaction of the participants were measured with three items: *How carefully have you thought about becoming a teacher?*, *How satisfied are you with your choice of becoming a teacher?* and *How happy are you with your decision to become a teacher?* Candidate English teachers were highly satisfied with their career choice decision. On the contrary, candidate science teachers were found to be the low satisfied participants. They claimed to choose teaching as a fallback career as they were not able to get better scores in the university entrance exam in order to be able to enter more prestigious programs. Besides, female participants were found to be more satisfied than the male and they were less likely to choose teaching as a fallback career.

Eren (2012c) conducted a study with Turkish pre-service teachers and he reported that there is a significant relationship between career interests and career choice satisfaction. Except for leadership aspirations, it is found out that there is a positive relationship between career choice

satisfaction and subject interest, didactic interest, educational interest, planned effort, planned persistence and professional development aspirations. Eren & Tezel (2010) focused on the mediating role of future time perspective regarding motivations for teaching, career choice satisfaction beliefs about the profession, professional plans. All the three items (*How carefully have you thought about becoming a teacher?*, *How satisfied are you with your choice of becoming a teacher?* and *How happy are you with your decision to become a teacher?*) were used in the scale to evaluate career choice satisfaction. It is stated in the study that there is a significant correlation between future time perspective and career choice satisfaction of pre-service teachers. This relationship is explained as future time oriented people are talented in making appropriate and successful decisions about their future, thus they are supposed to be more satisfied with their future career choice. Richardson and Watt (2006) used the three items to measure pre-service teachers' career choice satisfaction when they enter the program. Some participants were graduates of other programs and they entered the teacher education program to change their career path into teaching. Both groups of participants reported high degrees of satisfaction with their career choice though they perceive teaching as a high-demand & low-income career, and the two groups do not have significant differences in their career choice satisfaction. Similar results were reported in Watt and Richardson (2007). Besides, Watt and Richardson (2007) reported high results for career choice satisfaction among pre-service teachers who chose teaching for the following reasons: intrinsic values, perceived teaching ability, working with children/adolescents, making social contributions and shaping the future of children and adolescents. The instruments were applied both at the entry and exit levels and it is found out that there was not a significant difference between the satisfaction levels of participants at these periods.

Watt and Richardson (2008) used a typological framework in which they separated pre-service teachers into three groups (highly engaged persisters, highly engaged switchers, and lower engaged desisters) according to their planned effort and persistence within the teaching profession, and

their professional development and leadership aspirations before they graduated from the program. The change in the career choice satisfaction of the three groups indicated that highly engaged persisters' satisfaction level increased from the beginning till the exit level of the program, while lower engaged desisters' satisfaction with their choice decreased in the course of pre-service education. On the other hand, stable satisfaction levels for highly engaged switchers were reported in the study.

In an international setting, Watt et al. (2012) used the last two items to measure career choice satisfaction of candidate teachers from Australia, the United States, Germany, and Norway. They reported very high degrees of career choice satisfaction among participants. The results also highlighted that there is not a significant relationship between pre-service teachers' perceptions about teaching and career choice satisfaction.

2.4. Summary

Career plans of pre-service teachers have been a neglected issue in literature and the scarcity of studies affect the nature and difficulty of doing literature review. The researcher undertook a hard task that she had to find, select and refer to different studies which are somewhat related to the issues under scrutiny. Then, she was to present them in a coherent and meaningful style which was harder than finding relevant studies. Three coverage strategies are offered by Cooper (1985) for a literature review and they are defined in accordance with the aim of the research; selected sample of works, representative works, central or pivotal works. Within the scope of this review, including selected sample of works which are relevant to the research framework is chosen as a guiding tenet.

Career intentions of pre-service teachers are affected by significant others, job security, prestige of teaching, financial support from the government, need for money, pre-service education, teacher identity, emotions, alternative career opportunities, altruistic reasons, self-efficacy beliefs (Amani, 2013; Bruinsma & Jansen, 2010; DeAngelis et al., 2013;

Maldarez et al., 2007; Po p& Turner, 2009; Roberts et al. 2009 b; Rots et al., 2010; Rots et al., 2012; Towse et al., 2002; Watt et al., 2012)

Professional development intentions of pre-service teachers are not stressed in the literature. Rather it is included as a part of the research in studies which used PECDA Scale. In terms of teacher identity, pre-service teachers are found to be more idealist before they enter the profession and felt the power that they can face challenges to achieve their goals (Thomas and Beauchamp, 2011). Classroom implications, relationships and emotions are found to be important factors affecting professional identity among candidate teachers. Besides, role of reflection and pre-service education in the development of healthy teacher identity is stressed in the literature (Hong, 2010; Timostsuk & Ugaste, 2010; Urzu'a & Va'squez, 2008). Professional identities of teachers, both senior year in-service teachers and beginning teachers, are claimed to be affected by conflicts in their professional identity, both positively and negatively. Leadership aspirations of Turkish teacher candidates are stated to be low and this is interpreted as a consequence of their perceptions about leadership position (Eren, 2012c). On the other hand, teacher candidates in a highly prestigious training program are found to be motivated to get a leadership position at schools (Young, 1995). In addition, transformational leadership aspirations of the candidate teachers are found to be high by Harms and Knobloch (2005).

In terms of workplace intentions, most of the studies are concerned about district-based intentions of pre-service teachers; organizational, regional and country-based intentions of the participants are ignored in the literature. Focusing on the district-based intentions of the participants, it is seen that they have biased and unrealistic perceptions about high-need districts which is fostered by negative images reflected in media and unfamiliarity with the context. In addition, distance from hometown and biographies of candidate teachers are found to be effective on their district-based intentions (Adie & Barton, 2012; Akdağ & Haser, 2010; Boyd et al., 2003; Boyd et al., 2005; Reininger, 2012; Rinke, 2011). The effect of practicum experience in a district on candidate teachers' attitudes to teach

there is found to be significant (Boylan, 2004; Hudson & Hudson, 2008; Mason, 1997; Ryan et al., 2009).

Career choice satisfaction of pre-service teachers is found to be affected by prestige of teaching in society, self-regulated decisions, gender, difficulty of entrance to teacher education program, personality traits, working with children, having future time perspective, making social contributions, shaping the future of children and adolescent (Clark et al., 2009; Çevik et al., 2012; Eren & Tezel, 2010; Eun et al. 2013; Kılınç et al., 2012; Lin et al., 2012; Margaritoiu & Simona Eftimie , 2012; Young, 1995; Watt and Richardson , 2007).

CHAPTER 3

METHOD OF RESEARCH

3.0. Introduction

This chapter is allocated to the definition and presentation of research method that is used in the current study. Within this frame of reference, the following topics will be discussed respectively; purpose of the study, design of the study, participants, data collection and analysis, reliability and validity issues and limitations of the study.

3.1. Purpose of the Study

This study is to define exit-level pre-service English teachers' career plans and career choice satisfaction together with the underlying influential factors. Here the dependent variables are career plans and career choice satisfaction of pre-service teachers and the influential factors for these are the independent variables of the study. Based on these findings guidelines to benefit qualified teacher workforce will be presented. The following research questions guided the research process:

- 1) What are the career plans of senior year pre-service English teachers?
 - a) What are their career intentions, professional intentions and workplace intentions?
 - b) What are the factors that affect their career intentions, professional intentions and workplace intentions?
 - c) Do senior pre-service English teachers' career intentions, professional intentions and workplace intentions change significantly according to the English teacher education program that they are enrolled in?

- 2) How do senior pre-service English teachers define their career choice satisfaction?
- a) What is the career choice satisfaction level of senior pre-service English teachers?
 - b) What are the factors that affect pre-service English teachers' career choice satisfaction?
 - c) Do English pre-service English teachers' career choice satisfaction change significantly according to the English teacher education program that they are enrolled in?
 - d) Is there a significant relationship between senior pre-service English teachers' career intentions and their career choice satisfaction?

3. 2. Design of the Study

A combination of qualitative and quantitative techniques for data collection and analysis will be employed for the present research. Therefore, it is designed as a mixed-methods study. As the name suggests mixed-methods is a purposeful and harmonious combination of qualitative and quantitative techniques in a research. There are different pathways possible for mixed-methods studies. According to Clark and Creswell (2008), there are six major types of mixed-methods design which are built upon four criteria: implementation, priority, stage of integration and theoretical perspective. Definition of each criterion for each design type is provided in the following Table 3.1.

For the current, research concurrent nested design is used as a research paradigm. In concurrent nested design, both qualitative and quantitative data are collected simultaneously. On the other hand, one of them is posed as the primary data collection method and the other one is nested in this main method. Nesting one of the methods (either qualitative or quantitative) into a main one paves the way for using this supporting method for answering a research question different from the one answered by the main research method. Although quantitative data provides generalizable

results, the research questions of this descriptive study requires an indepth understanding of underlying reasons and therefore the qualitative data becomes more prominent in the research. In this research, the qualitative inquiry will be the main method of data collection and analysis, and quantitative results will be nested to it in order to provide a general view.

Table 3.1 Types of Design by Four Criteria (Clark & Creswell, 2008, p. 179)

Design Type	Implementation	Priority	Stage of Integration	Theoretical perspective
Sequential explanatory	Quantitative followed by qualitative	Usually quantitative; can be qualitative or equal	Interpretation phase	May be present
Sequential exploratory	Qualitative followed by quantitative	Usually qualitative; can be quantitative or equal	Interpretation phase	May be present
Sequential transformative	Either quantitative followed by qualitative or qualitative followed by quantitative	Quantitative, qualitative or equal	Interpretation phase	Definitely present (i.e., conceptual framework, advocacy, empowerment)
Concurrent triangulation	Concurrent collection of qualitative and quantitative data	Preferably equal; can be quantitative or qualitative	Interpretation phase or analysis phase	May be present
Concurrent nested	Concurrent collection of qualitative and quantitative data	Quantitative or qualitative	Analysis phase	May be present
Concurrent transformative	Concurrent collection of qualitative and quantitative data	Quantitative, qualitative or equal	Usually analysis phase; can be during interpretation phase	Definitely present (i.e., conceptual framework, advocacy, empowerment)

In this study, the participants were exit-level English teachers from different English teacher education programs in Turkey. Quantitative data were collected through questionnaire and qualitative data were collected via semi-structured interviews.

3.3. Setting, Participants and the Researcher

Convenience sampling was used to choose both questionnaire respondents and the interviewees. Although, compared to stratified or random sampling, convenience sampling is claimed to be weaker, within the frame of current study which aims to reach as many volunteering participants as possible, it is a very appropriate technique to be used. The respondents for the questionnaire are 672 pre-service senior English teachers from 13 different universities and semi-structured interview sessions were held with 88 participants from 8 different universities who responded the questionnaire and accepted to participate in the interviews. The researcher contacted with university faculty from different programs to ask for cooperation in order to collect questionnaire data. Among 28 English teacher education programs which will have graduates in 2013 spring semester, 13 of them accepted to cooperate with the researcher.

The variety in universities is established on university rankings and location. In Table 3.2 , location and ranking of the universities are provided in detail. University rankings were based on two criteria, the entrance points of the English Teacher Education programs in 2010 (when the participants were supposed to enter the university) and national University ranking by URAP (University Ranking by Academic Performance) for Social Sciences. According to the results of these two criteria Bogazici, ODTU, Gazi and Necmettin Erbakan Universities (in 2009 the name of the university was Selçuk University, and therefore in the ranking reports this university was mentioned as Selcuk University) are among the first 10 universities (OSYM, 2010; URAP, 2011).

Table 3.2 Location and the Ranking of Universities

University	City	Region	Ranking		Number of Participants	
			2009 OSYM Entrance Grade	URAP Ranking	Questionnaire	Interview
Mugla University	Mugla	Aegean	18	33	18	
19 Mayıs University	Samsun	Blacksea	14	38	24	
Pamukkale University	Denizli	Aegean	24	26	27	
18 Mart University	Canakkale	Marmara	21	66	31	
Dicle University	Diyarbakır	Southeastern Anatolia	27	50	40	6
Bogazici University	Istanbul	Marmara	1	7	49	
Abant İzzet Baysal	Bolu	Blacksea	20	28	54	13
Ataturk University	Erzurum	Eastern Anatolia	28	23	57	11
Orta Dogu Teknik University	Ankara	Central Anatolia	2	1	61	14
Gazi University	Ankara	Central Anatolia	9	4	64	8
Trakya University	Edirne	Marmara	25	48	67	10
Uludag University	Bursa	Marmara	11	19	76	11
Necmettin Erbakan University	Konya	Central Anatolia	26	9	104	15
Total	13	6			672	88

The variety in location was ensured with data from different geographical regions. Turkey has 7 geographical regions which show different socio-economical and cultural characteristics. Sargin (2007) claims that the number of universities in the regions changes according to the population and socio-economical development level. The research shows that the highest number of universities is in the Marmara Region (N= 39) and the Central Anatolia Region (N=19). On the other hand, in the Eastern and Southeastern Anatolia Regions (N= 6; N=4) the number of universities for per

region is very low (Sargin, 2007). In order provide a representative sampling for regional variety, the aim was to collect data from all geographical regions in the country. However, the Mediterranean region was excluded in the study because the researcher could not find a cooperating researcher from universities located in this area. Still, considering the similarities between the geographical and socio-economical characteristics of the Mediterranean and the Aegean regions, it can be claimed that this exception does not result in a big loss in the data and the interpretations.

After collecting the questionnaire data, the universities for the interview sessions were chosen based on three criteria: variety in region, variety in entrance ranking and ease of transportation. Within this frame 8 universities are selected to have interview sessions. At the end of the questionnaire, participants who wanted to take part in the interview session were asked to note their contact information in the allocated section. Using these phone numbers and e-mail addresses the researcher contacted with the participants before she went to the city and arranged meetings. The number of participants interviewed in each university is given in Table 3.3 (See Appendix 1 for detailed information).

Table 3.3 Distribution of the Interviewees for Each University

University	N	Male	Female
Abant Izzet Baysal University	13	1	12
Ataturk University	11	1	10
Dicle University	6	5	1
Gazi University	8	3	5
Necmettin Erbakan University	15	4	11
Orta Doğu Teknik University	14	2	12
Trakya University	10	6	4
Uludag University	11	3	8
<i>Total</i>	<i>88</i>	<i>25</i>	<i>63</i>

In qualitative studies presenting researcher characteristics (background, qualifications and experience) is a strategy which is used to boost researcher credibility (Patton, 1990; Shenton, 2004). Therefore, in addition to the participant description, researcher description will be given here as well.

The researcher who collects, analyzes and interprets the data is the same person. This intensive work makes her indulge in the phenomenon under investigation. She has been having her graduate studies in Middle East Technical University (Orta Doğu Teknik Üniversitesi) English Language Teaching Program. She has taken courses on language acquisition, foreign language teaching, program and curriculum design, program evaluation and teacher education. She has collected and interpreted both qualitative and quantitative data to meet the requirements of the courses. In addition to these, she had personal attempts like reading materials on effective communication, attending relevant seminars and speeches etc. to develop her practical skills in human relations and thereby qualitative data gathering techniques, especially in conducting interviews. She has had reflections on her previous interview studies to train herself in encouraging the interlocutor to talk and to minimize the side effects of emotions and personal relations on the interviewee. Although they are not fully structured, she has been actively taking part in face-to-face and online discussions about research studies conducted by different PhD and MA students from Turkey and the USA.

In addition to these, she has been actively working as a research assistant in the program that she has been pursuing her PhD studies for 8 years, meanwhile she was assisting materials adaptation and development, and practicum courses offered in the final year of the teacher education program. Therefore, she had various opportunities to observe senior year English teacher candidates and discuss their plans and ideas about their career journeys. Additionally, contacting with program graduates, she can follow the whole process of career planning. Moreover, having bachelor's degree from the same English language teaching program, she shares a

similar background with the participants and this helps her develop a comprehensive outlook for the research and the phenomenon under examination.

3.4. Data Collection Instruments

In order to answer the aforementioned research questions, the questionnaire and semi-structured interviews were used. Here, detailed information about the questionnaire items and the interview questions will be provided.

3.4.1. Questionnaire

The questionnaire is used to understand career intentions, satisfaction level, and professional engagement and career development aspirations of teacher candidates. It consists of some extra questions which were not included in this study and saved to be used for other works. It is two pages long and designed to be reader friendly (Appendix 4).

The questionnaire has three parts labeled as Part A, Part B and Part C. Part A includes demographic questions. These are gender, age, high school background, GPA, university, expected graduation date (month and year) and early abroad experience (lasting longer than 3 months).

Part B includes three sub-sections. The first sub-section includes an open-ended question which asks participants to explain their entrance motivations. The second sub-section requires participants to answer three questions about how happy and how satisfied they are for being in the profession and how carefully they have thought about becoming a teacher. The items were taken from Watt and Richardson (2008) and their Turkish translations were adapted from (Eren, 2012a). Although in the original questionnaire 7-point likert items were used, here items had five options from 1- very much to 5- none. Only the first two items were used in this study. The third section is for career intentions. The participants had three

options (don't want to be an English teacher, changing career after a period of time, and want to teach English whole career life), and they were required to choose the one that reflects them the best. Besides, they were asked to explain the reason why.

Part C, includes 17 five- point likert items (from 1- very much to 5- none) which were taken from Watt and Richardson Professional Engagement and Career Choice Satisfaction Scale (2008). Again the original version includes 7-point likert items. The items were translated into Turkish and used by Eren (2012a). For the present study, this translation is employed with little changes in the wording of two items. After two bilingual researchers read the items of the questionnaire, the translation of the items which sound rather nonnative in Turkish were highlighted. Afterwards, another researcher who is a professional in both English language teaching and English-Turkish translation was asked to evaluate these problematic expressions. According to her feedback, it was concluded that the translation of the questionnaire is highly acceptable; however, the expression "ne kadar" is more frequently used than " ne denli". Therefore, the expressions (ne denli) used in three items to evaluate career choice satisfaction were changed into "ne kadar". Besides, the instructions for eight items were missing in the copy used by Eren (2012a); therefore, appropriate instructions were added to these questions. Emerging factors of the scale items are given in following sections allocated for reliability, validity and factor analysis.

In Part C, after these likert items, three multiple choice questions were asked for workplace intentions. The first question is to figure out English teacher candidates' organizational preference (state schools, private schools, private courses & cram schools, state universities, private universities). Besides, a free option which allows respondents to mention their own choice if they do not choose any of the options provided. The second question is to understand participants' preferences in terms of the type of district that they prefer to live and teach in, a village (population less than 2000), a country yard (population 2000-20000), a small city (population 20000-100000), a moderately big city (population 100000-300000), a big city (population

300000-1000000), a metropolis (population 1000000). Fourth, a multiple choice question requires participants to choose one of the seven geographical regions of Turkey that they want to work the most. Finally, the participants are asked to mention if they want to work in Turkey or abroad and note down the country if they mention that they plan to teach abroad.

After the design of the questionnaire was determined, the draft copy was sent to a researcher. According to the feedback given by this researcher, necessary revisions were conducted and the questionnaire became more reader friendly. In addition to that, based on expert suggestions, rather than a seven-point likert scale, the likert items in Part B were decided to be given as five-point likert scale.

3.4.2. Piloting the Questionnaire

Two pilotings were conducted before the real application. The first version of the questionnaire was piloted with 82 student teachers from Hacettepe and Mehmet Akif Ersoy Universities. However, after the meeting with the supervisors, it was decided to have some changes in the design of the questionnaire and the expressions used to guide the respondents. After the new version was created and the supervisors gave feedback, the revised questionnaire was piloted with a new group of participants. New and old versions of them are in Appendix 4.

The new version of the questionnaire entitled "İngilizce Öğretmen Adaylarının Mesleki Kariyer Planları Anketi" (Questionnaire for Candidate English Teachers' Professional Career Plans) was piloted with 75 senior students studying at Gazi Üniversitesi English Language Teaching program (Evening School). Although the sample size is small for factor analysis, reliability analysis of likert items showed high reliability rates ($\alpha = .933$). Besides, 5 of the participants were asked to give feedback about the design of questionnaire and tell if there were any confusing or misleading points in the design and the expressions of the instrument. Participant feedback indicated that the revised version of questionnaire is clear to understand and also the

length of questionnaire encourages them to respond to it. It is seen that answering the questionnaire takes nearly 15-20 minutes.

3.4.3. Semi-structured Interview Questions

Interview questions were prepared considering the research questions and the questionnaire items. After a meeting with the supervisors, interview questions were revised by the researcher on the basis of relevant feedback. It is concluded that the number of interview questions should be decreased by asking comprehensive main questions that consist of sub-questions. Two research assistants in the field of English Language Teaching were also asked to evaluate the interview questions. The new and old versions of the interview questions are provided in Appendix 4.

3.4.4. Piloting the Interview Questions

The interview questions were piloted with 5 participants from Gazi University English Language Teaching program (Evening Education) who responded to the questionnaire for piloting. After the interview sessions were completed, the participants were asked to give feedback about the intelligibility and comprehensiveness of interview questions by considering the aims and scope of research. The participants claimed that the questions are clearly stated and they are comprehensive enough to meet research aims. These interviews were conducted by the researcher and recorded by means of a digital voice recorder. The interview sessions were noted to last for 30-45 minutes.

3.5 Data Collection Procedure

3.5.1. Ethical Issues

Before starting the data collection, the researcher received ethical approval from the Ethics Committee in the Middle East Technical University. Besides, all the participants answered the questionnaire and interview questions only if they voluntarily wanted to do it.

3.5.2. Collecting Questionnaire Data

Two months before the real applications, the researcher contacted with the participating universities' English Language Teaching programs via e-mail. Then, the university faculties who accepted to help data collection on voluntary basis were enlisted. Meanwhile, the researcher got official permission from the administrations of the universities. After that, the questionnaires were posted to these people and after they collected data the questionnaires were posted back to the researcher. Whenever available the researcher herself distributed the questionnaires, i.e., some classes of Orta Dogu Teknik University, Bogazici University, Dicle University and Gazi University. Meanwhile, the researcher got official permission from the administrations of the universities. Answering the questionnaire took nearly 15 minutes of the respondents. The students answered the questionnaire in lesson time.

3.5.2. Collecting Interview Data

The researcher herself went to the cities which the universities were located in, i.e., Konya, Bolu, Bursa, Diyarbakır, Edirne, Erzurum, to have the interviews. Before going to the city, the researcher contacted with the instructor from the English Language Teaching program who also helped for the distribution of questionnaires. She took information about the setting and

the appropriate contexts to have interview sessions. Selection of the universities for the interview was based on two criteria: ensuring diversity in location and diversity in entrance requirements of universities. The visits for the cities lasted at least for two days depending on the number of interviewees.

Collecting interview data lasted 2 months from mid-April to mid-June. 88 interviewees took part in the study in total. All the data were conducted by the researcher and recorded by means of a digital voice recorder. Meetings for the interviews were arranged in both indoor and outdoor places as long as the participant attention was sustained and clear voice recording was possible.

The lowest number of participants is recorded for Dicle University. First of all, the total number of senior students who were enrolled in the program was very low. Besides, the insecure atmosphere in the city caused by a recent political tension limited the time for interview meetings. As a result of this insecurity, it was difficult to have meetings after a time, nearly after 16:00.

Interview spans range between 15-83 minutes with a mean of 32 minutes. Total recording time is 47 hours 16 minutes. Detailed information about interview spans is provided in Table 3.4. As the researcher is a research assistant at Orta Doğu Teknik University, participants had a tendency to be more expressive and give longer answers. The meetings were held in Turkish. The quotations taken from interview transcripts are translated into English by the researcher. And then the transcriptions are revised twice. In order to prevent possible manipulations of translator on the data both English and Turkish forms of the quotations are given in Appendix 3.

Table 3.4 Interview Spans

University	Duration	N
Abant Izzet Baysal University	363 min.	13
Ataturk University	372 min.	11
Dicle University	170 min.	6
Gazi University	297 min.	8
Necmettin Erbakan University	384 min.	15
Orta Doğu Teknik University	517 min.	14
Trakya University	375 min.	10
Uludag University	352 min.	11
<i>Total</i>	<i>2830 min. (nearly 47 h. 16 min.)</i>	<i>88</i>

3.6 Data Analysis Procedure

3.6.1. Analyzing Questionnaire Data

The researcher entered the questionnaire data into the software program, IBM-SPSS statistics. Questionnaire items included in the study were analyzed by a professional who is specialized in statistics. Descriptive statistics and analysis of variance were used to analyze the data by using Micro Soft Excel and SPSS.

3.6.2. Analyzing Interview Data

The recordings were transcribed verbatim by a professional transcriber who was contacted through a research center. The qualitative data analysis process has a recurrent nature which requires constant backs and forwards. In this study, analyzing interview data were based on two steps: pre-coding and coding. Pre-coding involves four steps before content analysis: creating codes, revising them, application and final revision.

At first step, possible codes for content analysis were created on four bases: research questions, interview questions, researcher's observations developed through interview sessions, and relevant literature. Then, some of these codes were eliminated as they were overlapping with each other (Appendix 2).

In the next step, the researcher applied these codes on randomly selected 10% of data to check if they are applicable. During this step new codes were added and wording of some codes were revised if necessary.

In the final session, another researcher was asked to code 10% of the data which was selected through stratified sampling (the first recordings for each university). First, the codes were explained to this researcher and she coded the data. Then, based on her codings and the phone conferences conducted twice, the applicability of the codes and coding process were discussed. Overlapping and vague codes were eliminated or merged.

In the second step, the whole data were coded twice by the researcher. The second coding was conducted after 25 days of the first coding. Conflicting points were revised by re-evaluating the original data. While writing the Results section, the final codings were again checked by referring back to the original data. Regardless of the frequency of appearance, each and every code was reported in the results. After the codings are done, the results are collected under larger themes.

3.7. Reliability and Trustworthiness

As both qualitative and quantitative data were used in this mixed-methods study, different reliability and validity analysis procedures were conducted for these two sets of data.

3.7.1. Validity, Reliability and Factor Analysis for the Questionnaire Data

Entrusting the validity of research instruments is to make sure that the instruments can assess the phenomenon under investigation. As suggested by Mackey and Gass (2005), there are different types of validity including internal, external, content, face, construct, criterion-related, and predictive validity. To support internal validity in this research, the fourth-grade pre-service teachers selected as participants and they answered the

questionnaire in their final term, just before they exit from the program. Besides, to be sure that they answered the items properly only the voluntary participants were asked to answer the questionnaire.

The instructions in the questionnaire were evaluated in the piloting and it is ensured that they were clear and guiding respondents well. To increase external validity, which refers to "the extent to which the findings of the study are relevant not only to the research population, but also to the wider population..." (Mackey and Gass, 2005; p.119), the questionnaire was answered by participants from a wide range of English Teacher Education programs located in different cities and regions.

Content validity means that the instrument can address all the dimensions of the issue under investigation. Here different aspects of pre-service English teachers' career plans are included in the questionnaire. Face validity is ensuring the familiarity and convenience of the instrument for the participants. In piloting, the questionnaire was given to the students and after that they were asked to evaluate the questionnaire and tell if there are any unfamiliar points. By doing so, face validity of the instrument was supported.

In order to verify the reliability and define factors of 17 item PECDA scale, reliability analysis and explanatory factor analysis were conducted. PECDA scale consists of two parts, the first 8 items are allocated to assess professional engagement and the last 9 items are to evaluate career development aspirations. Explanatory factor analysis for the first eight items is conducted with varimax rotated analysis and the results are provided in the table below:

Table 3.5 Variance Table for Professional Engagement

Item	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
How much effort will you put into your teaching?	4,599	57,482	57,482	3,351	41,884	41,884
How hard will you strive to be an effective teacher?	1,974	24,675	82,157	3,222	40,273	82,157
How much effort do you plan to exert as a teacher?	0,335	4,189	86,345			
How much will you work at being a good teacher?	0,304	3,804	90,150			
How sure are you that you will stay in the teaching profession?	0,281	3,515	93,664			
How certain are you that you will remain in teaching?	0,216	2,704	96,369			
How confident are you that you will stick with teaching?	0,196	2,452	98,821			
How sure are you that you will persist in a teaching career?	0,094	1,179	100,000			
Kaiser-Meyer-Olkin Sampling Adequacy:0.865						
Bartlett's Test of Sphericity= 3992,823 Sd= 28 p=0.000						

The results for Kaiser-Meyer-Olkin measure of sampling adequacy is 0,865 which is over 0.50; therefore, it is interpreted that sampling for factor analysis is adequate (Kalaycı, 2005). Bartlett's Test of Sphericity results demonstrate that the data is suitable for factor analysis ($p < 0.05$).

In variance table, it is presented that for the 8 items of the professional engagement part there are two factors having eigenvalues over 1 and it is observed that 82% of the evaluated feature is evaluated with these two factors. According to scree plot it is also confirmed that there are two factors for these 8 items (Figure 3. 1).

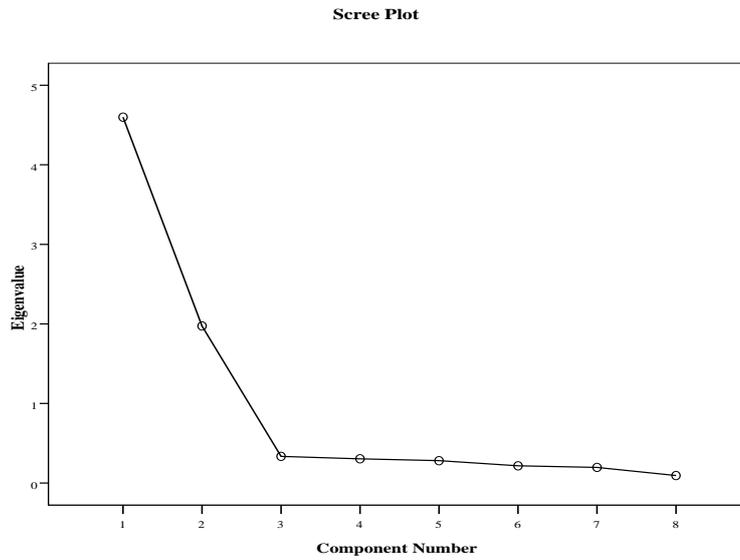


Figure 3.1 Scree Plot Results for the Items of Professional Engagement

Rotated factor loadings for these 8 items with two factors are shown in the table below:

Table 3.6 Rotated Factor Loadings for the Items of Professional Engagement

Item		Component	
		1	2
1.	How much effort will you put into your teaching?		0,871
2.	How hard will you strive to be an effective teacher?		0,901
3.	How much effort do you plan to exert as a teacher?		0,881
4.	How much will you work at being a good teacher?		0,857
5.	How sure are you that you will stay in the teaching profession?	0,897	
6.	How certain are you that you will remain in teaching?	0,833	
7.	How confident are you that you will stick with teaching?	0,927	
8.	How sure are you that you will persist in a teaching career?	0,925	

Looking at the factor loadings, it is observed that there is not an item below 0,30. It is seen that factor loadings are changing between 0.833 and 0.927. The first 4 items (1-4) construct one factor and the other 4 (5-8) construct the other. Considering the content of the items the factor for items 1,2,3, and4 can be labeled as "planned effort" and the other factor consisting of items 5,6,7,and 8 can be named as "planned persistence". These results are parallel with factor analysis results of the PECDA scale by Watt and Richardson (2008).

Factor analysis with varimax rotation is conducted for 9 items about English teacher candidates' career development aspirations and the results are presented in the table below:

Table 3.7 Variance Table for Career Development Aspirations

Item	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Participate in professional development courses?	4,064	45,161	45,161	3,480	38,664	38,664
Undertake further professional development?	2,633	29,253	74,414	3,218	35,750	74,414
Learn about current educational developments?	0,696	7,734	82,149			
Continue learning how to improve your teaching skills?	0,436	4,845	86,994			
Continue to acquire curriculum knowledge?	0,309	3,435	90,429			
Reach a position of management in schools?	0,287	3,191	93,620			
Take up a leadership role in schools?	0,235	2,607	96,227			
Seek a staff supervision role in schools?	0,201	2,234	98,462			
Have leadership responsibility in schools?	0,138	1,538	100,000			
Kaiser-Meyer-Olkin Sampling Adequacy:0.816						
Bartlett's Test of Sphericity= 3677,750 Sd= 36 p=0.000						

As the statistical results for KMO test (0.816) indicates, the sample is factorable. Bartlett Test of Sphericity demonstrates that the data are suitable for factor analysis ($p < 0.05$).

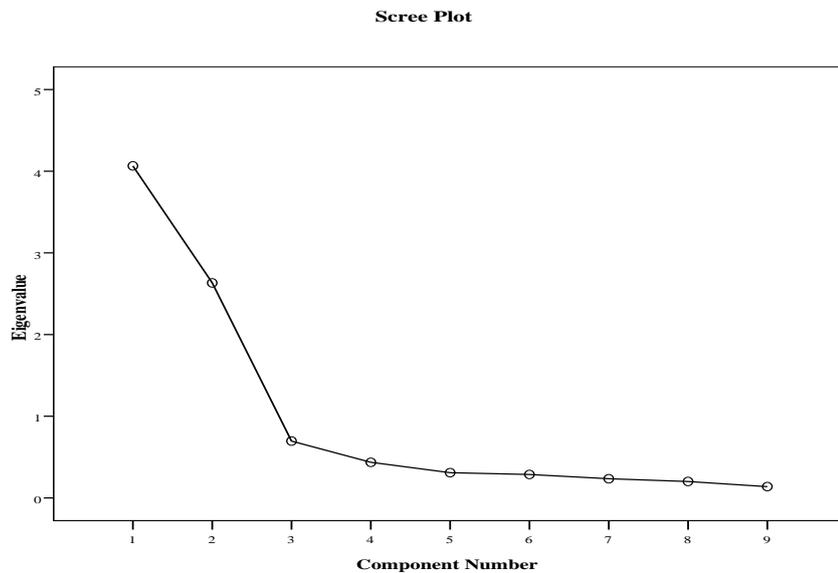


Figure 3. 2 Scree Plot for Career Development Aspirations

According to the total variance results for the 9 items, there are two factors with eigenvalues over 1. It is observed that these two factors evaluate 74% of the topic. The scree plot for the eigenvalues also confirms that there are two factors out of these 9 items (see Figure 3.2).

It is seen that factor loading for all items is over 0.30 and between 0.711-0.899. Therefore, it is concluded that items 9,10,11,12 and 13 load one factor and items 14,15,16 and 17 load the other factor. Therefore, considering the content of the questionnaire items it can be claimed that items 9-13 can be labeled as "professional development aspirations", and the factor for items 14-17 can be named as "leadership aspirations" (Table 3.7). These factors are the same with the factorial analysis for PECDA by Watt and Richardson (2008).

Table 3.8 Rotated Factor Loadings for the Items of Career Development Aspirations

Item		Component	
		1	2
9.	Participate in professional development courses?	0,711	
10.	Undertake further professional development?	0,838	
11.	Learn about current educational developments?	0,878	
12.	Continue learning how to improve your teaching skills?	0,844	
13.	Continue to acquire curriculum knowledge?	0,852	
14.	Reach a position of management in schools?		0,899
15.	Take up a leadership role in schools?		0,892
16.	Seek a staff supervision role in schools?		0,890
17.	Have leadership responsibility in schools?		0,875

Reliability analysis of PECDA scale is evaluated with Cronbach Alpha test. The results indicate that the scale is very reliable ($\alpha = 0.872$). The subscales are also found to be highly reliable ($\alpha \geq 0.886$). Reliability analysis for PECDA scale and the subscales are provided in Table 3.9.

Internal reliability for the first 8 items about "professional engagement" is 0.890 and internal reliability for the 9 items about "professional development aspirations" is 0.839. Item total correlation for the scale items is over 0.30; therefore, none of the items is excluded from the scale.

To evaluate reliability of career choice satisfaction items Cronbach's Alpha reliability test was conducted. The test results demonstrated high reliability of the two likert items for career choice satisfaction ($\alpha = 0.902$). The results for reliability analysis is provided below:

Table 3.9 Reliability Analysis for Career Choice Satisfaction Items

Cronbach's Alpha	N of Items
,902	2

Table 3.10 Reliability for Measures of Professional Engagement, and Career Development Aspirations

	Sub-scale	Item	Corrected Item-Total Correlation	Cronbach's Alpha
Professional Engagement (Alpha=0,890)	Planned effort	How much effort will you put into your teaching?	0,80	0,919
		How hard will you strive to be an effective teacher?	0,84	
		How much effort do you plan to exert as a teacher?	0,82	
		How much will you work at being a good teacher?	0,79	
	Planned persistence	How sure are you that you will stay in the teaching profession?	0,85	0,936
		How certain are you that you will remain in teaching?	0,76	
		How confident are you that you will stick with teaching?	0,89	
		How sure are you that you will persist in a teaching career?	0,89	
Career Development Aspirations	Professional development aspirations	Participate in professional development courses?	0,61	0,886
		Undertake further professional development?	0,76	
		Learn about current educational developments?	0,79	
		Continue learning how to improve your teaching skills?	0,74	
		Continue to acquire curriculum knowledge?	0,75	
	Leadership aspirations	Reach a position of management in schools?	0,82	0,919
		Take up a leadership role in schools?	0,84	
		Seek a staff supervision role in schools?	0,79	
		Have leadership responsibility in schools?	0,80	

3.7.2. Trustworthiness in Qualitative Data

Strategies to ensure and evaluate reliability and validity in quantitative research are found to be inappropriate and insufficient to meet the rigor of qualitative paradigm (Merriam, 1995). Therefore, a qualitative researcher aims to address trustworthiness in the study. Guba (1981) suggests four major concerns for ensuring trustworthiness, namely credibility, transferability, dependability and conformability. A number of

strategies that can be used for these major concerns are also provided by the author. Accordingly, credibility is the dimension that is concerned about creating plausible results. Prolonged engagement, persistent observation, peer debriefing, triangulation in collecting referential and adequate materials, member checks and coherent structure of presentation are the strategies that can be used for increasing credibility.

Transferability refers to the reliability of research which can be achieved through purposive/theoretical sampling, thick descriptions of the context and thick descriptive data.

Dependability is used to define stability of data and it can be ensured through using overlapping methods, using stepwise replications, leaving audit trail, doing dependability audit.

The term conformability is the confirmation of data interpretation which is achieved through triangulation and reflexivity. Shenton (2004) lays out the strategies that can be used to support trustworthiness of data in a table (Table 3.10) which is adapted here as well. *Trustworthiness in the present research*: Based on mixed-methods research design, this study consists of qualitative data gathered through semi-structured interviews. Some of the strategies that are suggested in the literature in order to support trustworthiness are used by the researcher and they are presented here.

In order to assure credibility in research, data triangulation was used by the researcher. Shanton (2004) claims that different methods can be used for data triangulation. One of these methods is site triangulation which refers to the collection of data from different settings sharing similar characteristics. Having interviews with different students enrolled in a variety of universities scattered around the country site triangulation is used in the study. Another strategy used to increase credibility is employing the tactics to ensure honesty in informants. Choosing participants on voluntary basis and making sure that they want to take part in the study are used to increase honesty of participants.

Table 3.11 Guba’s Four Criteria for Trustworthiness (Adapted from Shenton, 2004, p. 73).

<i>Quality criterion</i>	<i>Possible provision made by researcher</i>
Credibility	Adoption of appropriate, well recognized research methods Development of early familiarity with culture of participating organizations Random sampling of individuals serving as informants Triangulation via use of different methods, different types of informants and different sites Tactics to help ensure honesty in informants Iterative questioning in data collection dialogues Negative case analysis Debriefing sessions between researcher and superiors Peer scrutiny of project Use of “reflective commentary” Description of background, qualifications and experience of the researcher Member checks of data collected and interpretations/theories formed Thick description of phenomenon under scrutiny Examination of previous research to frame findings
Transferability	Provision of background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made
Dependability	Employment of “overlapping methods” In-depth methodological description to allow study to be repeated
Confirmability	Triangulation to reduce effect of investigator bias Admission of researcher’s beliefs and assumptions Recognition of shortcomings in study’s methods and their potential effects In-depth methodological description to allow integrity of research results to be scrutinized Use of diagrams to demonstrate “audit trail”

In addition, iterative questioning, rephrasing the questions to unearth vague expressions, is used during semi-structured interviews. Through examination of previous research findings from relevant literature in the literature review and using them for design and interpretation procedures, credibility of study is supported. Background qualifications of the researcher are also important for high credibility. The researcher has been working as a research assistant in an English language teacher education program in Turkey for 8 years when the time she started to collect data. She had enough experience in qualitative data collection as well as interpretation. In the debriefing sections with the supervisors, interview questions were revised

and rearranged, and this also positively affects credibility. Finally, peer scrutiny of the research project is used as a strategy to increase credibility (Shanton, 2004). In this study, the researcher asked another researcher, who is a doctorate student writing her thesis in English language teaching, studying on teacher education and entitled as all but dissertation, to code every first recording from each university. Her consciousness towards the issues under investigation, together with her critical thinking abilities and her mental agility in grasping the issues under discussion were the reasons that affected the researcher to choose her as the peer for the research. The two researchers discussed on the codes and also the coding practices. During this process, the researcher who was conducting the study revised both her practices and also the codes created.

In addition to these, during the development of research instruments the researcher asked another researcher to read the questions in accordance with the research questions at hand. As this researcher was assisting the undergraduate research courses in the English language teaching program, he was chosen to evaluate the research instruments. Besides, after the piloting of interview questions, the interviewees were asked to evaluate the interview questions and state the misleading or opaque expressions.

Transferability is named as a very difficult dimension for qualitative studies as they focus on a specific set of data, look for deeper understanding and do not have rigor to generalize the results to other contexts. To ensure transferability, context and the phenomenon under investigation should be defined well. Here in this study, data were collected from universities' English language teaching programs. Depending on the availability of the classes and the atmosphere, the interview sessions were held in an empty classroom or an isolated space in the school garden. Here, the most important criterion was the isolation of the researcher and the interviewee from other distracters like noise or other students that might affect the concentration of the participant.

The research process should be defined in detail to ensure dependability. Therefore, the research design and implementations are

explained in a detailed way under the sections of data collection and data analysis procedure.

Confirmability is comparable to objectivity in quantitative studies in the sense that it aims to overcome the effects of researcher bias. Giving detailed information about data collection, analysis and interpretation in the sub-sections of this chapter increases the confirmability of study. In addition, integrating another researchers' ideas in the data analysis procedure also increases the confirmability of qualitative data analysis procedure.

CHAPTER 4

RESULTS

4.0. Introduction

The results of questionnaire and interview data will be presented in three major parts: demographic information, career plans, and career choice satisfactions of pre-service teachers. The part allocated for career plans include further subsections: career intentions, professional intentions and workplace intentions. Here, questionnaire results provide a general view and the in-depth explanations for the topics are provided by the interview results. Therefore, questionnaire results are given first in order to present the large-scale view and to prepare the ground for the upcoming in-depth investigation offered by the interview results.

4.1. Results for Demographic Information

4.1.1. Large-Scale View

Respondents' gender, age, graduated high school, the teacher education program currently enrolled in, and abroad experiences are recorded through questionnaire items provided in Section A.

Demographic data were analyzed through descriptive statistics (frequency and percentage results). The number of participants who responded to the questionnaire is 672 in total. The results indicated that 77,1 % of participants are female (N= 518) and 22,9 % (N=154) of them are male. The female dominance in English language teaching profession in Turkey is

observed in the demography of participants in the current study as well, Table 4.1.

Table 4.1 Descriptive Statistics for Gender Distribution

Gender	f	%
Female	518	77,1%
Male	154	22,9%
<i>Total</i>	<i>672</i>	<i>100,0%</i>

A majority of the participants are graduates of Anatolian High Schools (N=212), and the others can be listed from the most to the least as the graduates of Teacher Training High Schools (N=203), Super High Schools (N=141), High Schools (N=69), Private High Schools (N=11), and the others (e.g., Imam Hatip High Schools) (N=36) (Table 4.2).

Table 4.2 Descriptive Statistics for High School Background

School	f	%
Anatolian High School	212	31,6%
Teacher Training High School	203	30,3%
Super High School	141	21,0%
High School	69	10,3%
Private High School	11	1,6%
Other (like Imam-Hatip High School)	36	5,2%
<i>Total</i>	<i>672</i>	<i>100,0%</i>

The number of participants who answered the item about GPA is 607. Most of the students' have GPAs between 3.00-3,50 (N=246). The others can be listed from the highest to the lowest as 2.5-3.00 (N= 201), 2.00-2.50

(N=96), above 3.5 (N=61), and below 2.00 (N=3). The results are provided in Table 4.3.

Table 4.3 Descriptive Results for GPA

GPA	f	%
1,0-2,0	3	0,5%
2,1-2,5	96	15,8%
2,6-3,0	201	33,1%
3,1-3,5	246	40,5%
3,5 above	61	10,0%
<i>Total</i>	<i>607</i>	<i>100,0%</i>

Participants who answered the questionnaire are from 13 different English teacher education programs located in 13 different universities. The frequency results show that most of the participants are from Necmettin Erbakan University (N= 104). The participant population for other universities can be ordered from the least to the most as Mugla University (N=18), 19 Mayıs University (N=24), Pamukkale University (N=27), 18 Mart University (N=31), Dicle University (N=40), Bogazici University (N=49), Abant İzzet Baysal University (N=54), Ataturk University (N=57), Orta Doğu Teknik University (N=61), Gazi University (N=64), Trakya University (N=67), and Uludag University (76), Table 4.4.

Table 4.4 Descriptive Statistics for University Distribution

University	f	%
Mugla University	18	2,7%
19 Mayıs University	24	3,6%
Pamukkale University	27	4,0%
18 Mart University	31	4,6%

Table 4.4 Descriptive Statistics for University Distribution (Continued)

Dicle University	40	6,0%
Bogazici University	49	7,3%
Abant Izzet Baysal	54	8,0%
Ataturk University	57	8,5%
Orta Doğu Teknik University	61	9,1%
Gazi University	64	9,5%
Trakya University	67	10,0%
Uludag University	76	11,3%
Necmettin Erbakan University	104	15,5%
<i>Total</i>	<i>672</i>	<i>100,0%</i>

According to the responses of 668 participants who answered the item about abroad experience, it is seen that most of the students have not been abroad (N=551). In the questionnaire, the participants who had been abroad were asked to note down the name of country that they had been before. For ease of reference, they are grouped according to their geographical characteristics like European countries, Turkic countries, Arabic countries. The countries that are reported by the participants can be listed as, from the most frequently mentioned to the least, European countries (N= 79), USA (N=23), Turkic countries (N=7), Arabic countries (N=4), Mongolia (N=1) and Australia (N=1). Two participants reported that they had been abroad but they did not specify the name of the country (N=2), Table 4.5.

Table 4.5 Descriptive Statistics for Abroad Experiences

Abroad experience	f	Percentage
No experience	551	82,5%
Europe	79	11,8%

Table 4.5 Descriptive Statistics for Abroad Experiences (Continued)

USA	23	3,4%
Australia	1	0,1%
Yes, but not specified	2	0,3%
Mongolia	1	0,1%
Turkic Countries	7	1,0%
Arabic Countries	4	0,6%
<i>Total</i>	<i>668</i>	<i>100,0%</i>

4.1.2. In-Depth Investigation

Semi-structured interview sessions were conducted with 88 volunteering participants, and 79 of them are found to be appropriate for the analysis. Although no specific question about abroad experiences was asked in the interview, 34 of the participants in the interviews mentioned their previous abroad experiences. Participant responses laid out the reasons for these experiences which can be listed as student exchange programs, international projects, working abroad and having vacation. Two participants have been settled in a foreign country for a while, and 16 participants have been abroad with student exchange programs. Seven participants have been abroad to take part in projects, three to work and one of them has been abroad to have vacation. A detailed presentation of these results is in Appendix 5.

4.2. Results for Career Plans

Career plans of candidate English teachers are defined as their career, professional, and workplace intentions. First questionnaire, and then interview results for career plans will be presented. Reporting the interviews will have both qualitative and quantitative perspectives. In other words, the

statistical results of content analysis will be followed by the representative quotations excerpted from the interview transcriptions.

4.2.1. Career Intentions and Influential Factors

4.2.1.1. Large-Scale View

Career intentions refers to the plans about staying in English teaching career, or having different alternatives in mind. In the questionnaire, career intentions of participants are evaluated through the item that requires respondents to choose among the following three options: teaching English whole life, changing career after a while, and never teaching at all. In addition, one of the four factors in PECDA Scale, professional persistence is used to see the career intentions of participants. Statistical analysis show that the mean for planned persistence is very high for all universities (\bar{X} between 3.41-4.20). According to the descriptive statistics results, most of the participants stated to stay in teaching profession (N=419). Eliminating the missing values and invalid answers, the frequency analysis of 655 participants shows that 11,5 % of the participants (N=75) plan to leave the profession after graduation, 24,6 % of them (N=161) plan to change their career into another one after teaching for a period of time, and 64,0 % of them (N=419) have an intention to stay in the profession till the end of their career life, Table 4. 6.

Table 4. 6 Descriptive Statistics for Career Intentions

Career intentions	f	Percentage
Never Become an English Teacher	75	11,5%
Changing Career	161	24,6%
Always Pursuing Teaching English	419	64,0%
<i>Total</i>	<i>655</i>	<i>100,0%</i>

In order to investigate if participants from different universities show different career intentions, chi-square test was conducted. The results show that the number of cells under 5 is less than 20% (15.4 %), so the assumption for chi-square is not violated and the results can be interpreted. It can be suggested that participants' career intentions change on university basis ($p < 0.05$) (Table 4. 7).

Table 4.7 Chi-Square Test Results for Career Intentions and Universities

Chi-Square Tests			
	Value	df	Sig.
Pearson Chi-Square	68,869(a)	24	0,000
Likelihood Ratio	69,669	24	0,000
Linear-by-Linear Association	4,012	1	0,045
N of Valid Cases	655		

a. 6 cells (15,4%) have expected n less than 5. The minimum expected n is 2,06.

The frequencies and the percentages for each university are given in Table 4. 8. Interpreting the basic statistical results, it is seen that participants from Bogazici University (18.7%) and Orta Dogu Teknik University (18.7%) have the highest percentage among the others in terms of having intentions to give up English teaching profession right after graduation.

Table 4. 8 Chi-square Test Results for Career Intentions and Universities

University	Career Intentions							
	Never Become an English Teacher		Changing Career		Always Pursuing Teaching English		Total	
	n	%	n	%	n	%	n	%
Abant Izzet Baysal	8	10,7%	11	6,8%	34	8,1%	53	8,1%
Ataturk	6	8,0%	8	5,0%	43	10,3%	57	8,7%
Bogazici	14	18,7%	17	10,6%	18	4,3%	49	7,5%

Table 4. 8 Chi-square Test Results for Career Intentions and Universities
(Continued)

18 Mart	2	2,7%	7	4,3%	22	5,3%	31	4,7%
Dicle	4	5,3%	13	8,1%	23	5,5%	40	6,1%
Gazi	8	10,7%	21	13,0%	34	8,1%	63	9,6%
Mugla	2	2,7%	4	2,5%	12	2,9%	18	2,7%
Necmettin Erbakan	4	5,3%	15	9,3%	80	19,1%	99	15,1%
Orta Doğu Teknik	14	18,7%	20	12,4%	27	6,4%	61	9,3%
Pamukkale	2	2,7%	8	5,0%	17	4,1%	27	4,1%
19 Mayıs	4	5,3%	8	5,0%	12	2,9%	24	3,7%
Trakya	1	1,3%	10	6,2%	50	11,9%	61	9,3%
Uludag	6	8,0%	19	11,8%	47	11,2%	72	11,0%

Among the respondent groups, participants from Gazi University (13%) and Orta Doğu Teknik University (12.4%) show the highest frequencies for changing career after a period of time. On the other hand, participants from Necmettin Erbakan University (19.1%) observably outrange the other programs considering their tendency to maintain in English language teaching profession.

4.2.1.2. In-Depth Investigation

In the interview sessions, the participants are asked to explain their future career intentions. The responses are categorized into four:

- 1) Intention to pursue teaching English as a whole life career is marked as *Whole Life Career*.
- 2) The ones who want to change their career after a while and continue with another career path are labeled as *Career Change* and *Changing Career-Academician*. As the participants who stated to have academic career and give up teaching were found to be very frequent in the data the second label was added to the codes.
- 3) The respondents who plan not to teach English at all but to start and continue with another career like in academy and tourism are named as *Never Teaching English*.

4) Participants who are totally undecided about their career intentions or planning to try teaching first and revise career plans accordingly are marked as *Undecided* (Table 4.9).

Table 4.9 Descriptive Statistics for Career Intentions and Universities

Career intentions	University								Total
	Gazi	N. Erbakan	AIBU	Uludag	Ataturk	ODTU	Dicle	Trakya	
Changing career	2	2	1	0	2	0	1	1	9
Changing career-Academician	3	5	1	2	2	5	0	5	23
Never teaching English	0	1	0	0	0	2	0	0	3
Whole life career	3	2	8	5	5	2	3	1	29
Undecided	0	2	2	0	2	5	1	1	13

It is observed that two career intentions appear to be commonly preferred by the participants: staying in the profession whole life (N=29) and changing career path after a while (N=32) (Changing to academic career, N=23; changing career, N=9). Only three interviewees stated not to teach at all (N=3). Thirteen participants claimed to be undecided.

Using the coding schema prepared for career intentions and influential factors, the stated factors that affect participants' career intentions are coded and presented in Appendix 5. In Table 4. 10 below, a summary of influential factors for each career intention is exhibited. On the left column the intentions are provided and in the right column the influential factors attached to each career intention are presented.

Table 4.10 Career Intentions and Influential Factors

Career intentions	Influential Factors	
Changing career	(Low) career satisfaction Alternative opportunities Development opportunities Earning money Entrance motivation	Having education on language teaching Learner experiences Personality Practice teaching experiences Teaching is monotonous
Changing career- Academician	(Low)prestige of teaching Alternative opportunities Career satisfaction Continuing learning Development opportunities Earning money Getting experience in teaching	Keeping improvement lecturers Making a change Other teaching experience Others' experiences Personality Self-efficacy beliefs Working with young people
Never teaching English	Alternative opportunities Career satisfaction Other teaching experience Personality Prestige of teaching Earning money	
Whole life career	Career satisfaction Entrance motivation Having education on language teaching Job security Other teaching experience Practice teaching experiences	Saving time for yourself& family Self-efficacy beliefs Undergraduate courses Working with children
Undecided	Alternative opportunities Prestige of teaching Others' experiences Career satisfaction Checking personal inclination	

Descriptive statistics was used to understand the frequency of stated influential factors for each career intention. As it is presented in Table 4.11, the most frequently mentioned reason for staying in English language teaching is career choice satisfaction (f=14). The other prominent factors can be named as entrance motivation (f=6) and positive effect of teaching experiences (practice teaching, f=3; other teaching experiences, f=2). Although they are not mentioned frequently, the following factors are also seen in the responses: working with children, high self- efficacy beliefs, having education in this field, undergraduate courses, job security and saving time for family life.

Table 4. 11 Frequency of Influential Factors for Teaching English Whole Life

	Count of frequencies for influential factors
Job security	1
Self-efficacy beliefs	1
Undergraduate courses	1
Having Education on language teaching	1
Other teaching experience	2
Saving time for yourself& family	2
Practice teaching experiences	3
Working with children	3
Entrance motivation	6
Career satisfaction	14

These numerical results will be supported with selected scripts excerpted from the interview transcripts. Gazi 5 and N. Erbakan 9 clearly express that they are very happy and satisfied with their career choice and thereby they are planning to be an English teacher till the end of their career lives. The participants claim that being in this profession makes them significantly happy.

...teaching is both easy and, how can I say, teaching something to students has been my dream since my childhood. I was teaching something to children, to my sister's friends etc. I mean it makes me happy. (N. Erbakan 9)

I cannot imagine myself in another field, I don't know if it (*another profession*) could make me happy but I don't think so, I mean I am very happy now as I am graduating from English language teaching (*program*). I mean, if I graduated from another program it wouldn't make me that much happy. I mean, the job that I will do, the job is very difficult, but if I get pleasure doing it, I think, it deserves being done. (Gazi 5)

Other influential factors like saving time for family, working with children, teaching experiences, and self- efficacy beliefs are proposed by Ataturk 10 and Uludag 3 as the reasons for staying in English teaching profession.

I am a woman. I mean, teaching is a profession more suitable for women. After a while, when I have children I will be able to have time for them and

also I will be doing my job. Besides, being with students makes me very happy. I mean, for example I am going practicum now. Everything is quite different there, I feel better feelings. Therefore, always teaching... (Ataturk 10)

My priority will be teaching English. I mean, this is a field that I will not want to get apart even after retirement. I mean, because, as far as I could see in practicum, I mean I become really very very happy there. I mean, I feel very close to the students whom we have met just at the beginning of the semester, I saw them one or two hours a week in their lessons. They feel the same.....how should I explain what I did, if I had my own students and I could spend time with them I mean in the same school our interaction would become stronger... I could prepare better activities. I would create challenge for them and at the same time I will make them enjoy the lesson... Even in this limited time with these limited activities they can appreciate me and learn with my teaching. This makes me very very happy. Because of this reason (*I will be an English teacher*). (Uludag 3)

According to the coded data in Table 4.12, the most frequently suggested reasons behind the decision to change career into academic studies are development opportunities offered in the academy (f=7) and the participants yearn for keeping improving (f=5) in professional life. Besides, some participants mentioned to have low career choice satisfaction (f=4) also teaching older students affect their intentions to become academicians (f=4). The highest score is coded for earning money (f=9), which illustrates that the participants want to switch their career into academic studies; on the other hand, they need money to support themselves and this leads them to start with teaching English professions. Other factors are making a change, personality, (low) prestige of teaching, others' experiences, other teaching experience, lecturers, self-efficacy beliefs, continuing learning, getting experience in teaching, alternative opportunities.

Table 4. 12 Frequency of Influential Factors for Changing Career into Academic Studies

	Count of frequencies for influential factors
Making a change	1
Personality	1
(Low)Prestige of teaching	1
Others' experiences	1
Lecturers	2
Other teaching experience	2
Self-efficacy beliefs	2
Continuing learning	2
Getting experience in teaching	2
Alternative opportunities	3
(lack of)Career satisfaction	4
Working with young people	4
Keeping improving	5
Development opportunities	7
Earning money	9

Ataturk 4 sets out the difference between being an academician and a teacher. He explains that there are many opportunities for professional development in academic life and therefore it is more preferable.

I want an academic career because you have more opportunities to create something... The idea of producing something new and the idea that this production might become important, there is such a difference between being an academician and a teacher. This is the prevalent feature of academy. I mean teaching is teaching everywhere. Either you teach a student at the age of 19 or 10 ... Nothing will change for us, however, the university gives you this freedom. I mean you are flexible, you can focus on your studies, you have facilities. There are many alternatives in the universities or for example you have abroad opportunities in universities, there is not such a thing in the Ministry of Education... Your manager should be informed even when you are going to another city. (Ataturk 4)

Gazi 8 defines teaching as a career with limits and adds that having young students at university level makes her motivated to become an academician.

... I don't want to start with a limited job, I mean if I become a teacher, if I become a teacher in a primary or secondary school, it has a limit. (*Suppose that*) I entered the career (*teaching*) I can only be a good teacher at most, I

start as a teacher and finish as a good teacher but I do not want that, I mean the job that I will have should not have limits. I mean if I become an instructor, I can ascend in the career, have my PhD, write my thesis, do research, I can get higher degrees. Besides, university is more appealing for me, I always think that I am 22 years old but there is nothing more pleasurable than working with young students. The young are always, how should I say, the ones who will make a country improve and also make innovations are the young generation. To make things change we need them therefore working with them (*young people*) sounds more plausible to me. (Gazi 8)

Trakya 7 clearly states that he will need financial support to pursue his academic studies after graduation thereby he is planning to teach English till he can get an academic position in a university program.

Indeed, I wanted to use teaching as a step, of course I wanted to get my financial freedom and advance my career on my own. A primary school or a high school, I am going practicum now and I really do not want to, by no means, I do not want to (to work as a teacher). (Trakya 7)

Previous teaching experiences of ODTU 4 make her have low self-efficacy beliefs which is demotivating to teach English; on the other hand, she needs money to survive. Therefore, she is planning to give up teaching English after she gets a better position at a university:

If I become an English teacher, I mean, I would do it loving children and also for the fact that I can get money, but I am not sure if I become a good teacher. I don't feel confident in this sense...I offered a private lesson, and it is my only experience, it was like he (*the student*) was getting bored, how can I motivate him, what would I do, then I start to have games etc. Then, this child could not pass the proficiency exam and I got upset, I mean, I taught and worked on it but he did not learn anything (*from my teachings*). (ODTU 4)

AIBU 3 believes that becoming an academician is more preferable than becoming a teacher because she wants to keep improving and she has a hardworking personality.

In general, I mean I should renew myself, do something that would keep my mind busy with, be busy with such a job. I mean, with superficial or more materialistic jobs I don't feel satisfied. There should always be something that would make my mind busy. I (*easily*) get bored. Therefore,

I mean things like writing a thesis, doing research, I mean the things that I can make myself busy with, always be busy with without getting bored. Therefore, I mean being a faculty member or an instructor in a university is more appealing for me. (AIBU 3)

Lecturers are also claimed to have impact on career intentions, however, the way that they affect learners differ from one university to another. For example, in one university the candidate appreciates her instructors, wants to follow the same career path and be in academic life. On the other hand, another participant is critical about lecturers and wants to change the way that they train English teachers by becoming an academician. Some participants (N=9) also claim to have a tendency to change their career but they do not mention a specific profession. Lack of career choice satisfaction, need for money, finding teaching monotonous and alternative opportunities are the main reasons that make participants aim to change career after a period. Other influential factors are provided in Table 4. 13.

Table 4. 13 Frequency of influential factors for changing career (aiming no specific career in mind)

	Count of frequencies for influential factors
Personality	1
Development Opportunities	1
Learner Experiences	1
Entrance motivation	1
Practice teaching experiences	2
Having Education on language teaching	2
Alternative opportunities	3
Teaching is Monotonous	3
Earning money	3
(Low) Career satisfaction	4

For Ataturk 3 her observations in practicum period are highly influential, and she believes that she should change her career after a while. And she insistantly states that she can be in any other career but not in teaching.

... In the week I went (*to practicum*), frankly, I said that I wouldn't feel upset if I am not recruited. I am not sure if my patience and conscience would be sufficient for always working as an English teacher. Seeing this scene facing with it every day. Because there are people in their 60ies, they are just sitting there Hocam. Even one of them has a personal chair and s/he is there during whole break. There is no one like looking for something, searching for something or reading a book. In 45-minute breaks, I mean if I don't have a lesson I observe them, they either read something of personal interest or dealing with something else, go home. I don't know, reading exam papers, preparing exams are very easy tasks. Seeing such a career, having such people around I lost all my enthusiasm. If I get an opportunity I will never lose it. You know, as we know a foreign language even working as a flight attendant, I mean a very unhealthy job, high radiation unhealthy context etc., but still I will use the first opportunity I have (*in order to change my career*). (Ataturk 3)

According to AIBU 2 teaching is a monotonous job and she wants to change it after a while, on the other hand, she does not suggest a specific career path.

(*Teaching*) would make me lazy, for sure it would make me lazy. I can't stand routine jobs. As I love moving, dealing with people and helping them, therefore teaching is not a career for me. I should think more, my brain should work. (AIBU 2)

For Gazi 7, rather than being unemployed working as English teacher is more acceptable.

I am studying for the KPSS (*Public Staff Selection Exam*) to guarantee my future I mean rather than being unemployed of course I can teach. When you get over 90 from the first part of the exam there are good career opportunities. For example, one of them is air traffic controlling, they work in the airports. Graduates of English language teaching programs are also being accepted for these positions... If I get a very good point (*from the exam*) I am planning to work there. If this doesn't happen and I get recruited as a teacher (*by the Ministry of Education*) I am planning to teach for a year and then get a tourist guide certificate from the Ministry of Tourism and work as a tourist guide. (Gazi 7)

Participants who are undecided about their career intentions (N=8) are mostly affected by alternative opportunities (f=8). And other factors personality (f=1), prestige of teaching (f=1), self-efficacy beliefs (f=1), others'

experiences (f=1), earning money (f=1), checking personal inclination (f=1), entrance motivation (f=1), having education on language teaching (f=1), career satisfaction (f=2).

Table 4. 14 Frequency Of Influential Factors for being Undecided in Career Intentions

	Count of frequencies for influential factors
Personality	1
Prestige of teaching	1
Self-efficacy beliefs	1
Others' experiences	1
Earning money	1
Checking personal inclination	1
Entrance motivation	1
Having Education on language teaching	1
Career satisfaction	2
Alternative opportunities	8

Dicle 6 has different plans in mind, he is sure that he will do something in addition to teaching or change his career to a more prestigious career.

For sure I won't be limited to English teaching. Even if I continue with English teaching I will have an office, an office for translation or tourist guidance. Then, I will be able to have contact with foreigners so that I want to be in a career in which I can both improve myself and my language (*English*)... I want to be an air traffic controller; I don't know it sounds more prestigious. (Dicle 6)

ODTU 12 is planning to teach for a while but she is not sure about the time and duration.

After graduation as it has been my dream, I will try having MA in translation and interpretation. I am planning to teach while having my MA studies, I mean it would be quite good... I can say that I will be teaching for a while in my life, but this might not be at the very beginning of my career or it might not take a long time. (ODTU 12)

ODTU 11 states that she hasn't made her mind yet.

I believe that I cannot develop myself (*if I become a teacher*), if I have an MA degree I don't have money (*to afford myself*)... there are many questions in my mind but I do not know what I want. If I want something I will be canalized to it, but I do not know what I exactly want.(ODTU 11)

Ataturk 7 is highly affected by her teacher's experiences and therefore she became undecided about her career decision.

I plan to teach English but English teachers in practicum schools and also my English teacher say that it became more difficult to teach English in the Ministry of Education. For example, they say that don't become a teacher, work in a private organization but do not become a teacher. Because, for example, my teacher says that I have 12 students in my classroom a number of them have psychological treatment, these students are not students like you. Time has changed a lot he says, you cannot make students listen to the lesson. They chew in the lesson for example. They give very naughty responses but you can do nothing. Because they limited teachers. When you criticize a student this might be accepted as an insult and the teacher can be punished. He says having authority on students is very difficult... Therefore, I think that I will not teach whole life. (Ataturk 7)

A number of participants are also undecided about their intentions therefore they claim that they will try teaching English first and decide on their career intentions accordingly, ODTU 6 is among this group of participants.

...this (*indecisiveness*) related to my personality not to my profession, I mean I really enjoy when I have activities in class and I say if this will always be such enjoyable I can continue with this job. But this puts on you extra workload, I mean everything will not always be such bright, I think in such cases I may think about (*another career*)... If I work with adults if I become an instructor in a university, if I feel happy there, I may not change my career. (ODTU 6)

Although they are few in number, three participants do not want to start English language teaching career at all. Influential factors are given in Table 15.

Table 4. 15 Frequency of Influential Factors for Never Teaching English

Never teach English	Count of frequencies for influential factors
Alternative opportunities	1
Personality	1
Practice teaching experiences	1
Other teaching experience	1
(low) Prestige of teaching	1
Career satisfaction	2

N.Erbakan 2 has been in tourism sector and he wants to continue in this career after graduation, in the interview he explained how the prestige of teaching decreased in time.

I was going to be (*a teacher*), but I came to university. Here in my second year I started to work in an organization, in a tourism agency. And I have been working for four years. I mean they want me too, they want me not to leave them. I want them as well because I enjoy doing this job and I will continue working there. Therefore, I won't teach. (N. Erbakan 2)

ODTU 9 thinks that she is not mature enough to work, she plans to find a scholarship or guarantee family support so that she can have her graduate studies in English literature.

If possible I want to have my MA and PhD first and then I want to work... As I have always focused on my studies in my life, I do not know, whether I am mature enough to work somewhere. (ODTU 9)

ODTU 14 took part in different international projects. Affected by her previous teaching experiences she wants to have another career but not to become a teacher.

I entered METU then my mom's friends wanted me to offer English courses and in my first year on December I have started teaching with a private lesson. Then in my summer holiday of my first year, my sister's cram school offered me to teach there. I started there nearly for a year or a year and a half till the end of the second year and the beginning of the third year I worked there and this affected me. I mean, I thought that it made me wore out and after five years I could not imagine myself doing the same thing I mean I thought that I would get bored...As I told you I

thought that I would not be able to do, I am such a person that I make myself exhausted and also I am a little bit impatient. I want to see the results immediately and I think this is not a profession suitable for me. (ODTU 14)

4.2.2. Professional Intentions and Influential Factors

4.2.2.1. Large-Scale View

Turkish translation of PECDA Scale (Watt& Richardson, 2008) was used in the study. The scale is consisting of 17 five-point likert items (1=Very Much; 5=Never). Items were reverted before statistical analysis. There are four major factors in the scale; planned effort, planned persistence, professional development aspirations and leadership aspirations.

Planned effort is measured with the following four items: *How much effort will you put into your teaching? How much will you work at being a good teacher? How much effort do you plan to exert as a teacher? How hard will you strive to be an effective teacher?*

Planned persistence is measured with the following questions: *How sure are you that you will stay in the teaching profession? How certain are you that you will remain in teaching? How confident are you that you will stick with teaching? How sure are you that you will persist in a teaching career?*

As for professional development aspirations the following questions were used: *When you become a teacher to what extent do you aim to - participate in professional development courses?-undertake further professional development? -learn about current educational developments?-continue to acquire curriculum knowledge? -continue learning how to improve your teaching skills?*

Leadership aspirations were assessed with these items: *To what extent do you aim to.-reach a position of management in schools? -take up a leadership role in schools? -seek a staff supervision role in schools?-have leadership responsibilities in schools?*

ANOVA results indicate that there is not a significant difference between the universities in terms of overall PECDA scores obtained from senior class English teachers ($p>0.05$). In Table 4. 16, mean scores for each factor are presented. Mean values are interpreted as; 1.0-1.8 very low, 1.81-2.61 low, 3.41-4.20 high, 4.21-5.00 very high agreement with the items in that factor.

Table 4. 16 ANOVA Results for PECDA Scale

University	Planned effort		Planned persistence		Professional development aspirations		Leadership aspirations	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Abant Izzet Baysal	4,52	0,82	3,98	1,13	4,34	0,83	3,12	1,29
Ataturk	4,66	0,52	4,17	1,09	4,59	0,48	3,02	1,33
Bogazici	4,42	1,07	3,63	1,17	4,24	0,84	3,15	0,98
18 Mart	4,72	0,41	3,84	1,11	4,64	0,46	3,61	0,92
Dicle	4,26	1,04	4,07	1,13	4,14	0,92	2,82	1,33
Gazi	4,44	0,62	3,81	0,98	4,29	0,68	3,04	1,21
Mugla	4,64	0,41	4,20	0,90	4,33	0,50	3,45	1,22
Necmettin Erbakan	4,57	0,58	4,20	0,84	4,37	0,72	3,04	1,25
Orta Doğu Teknik	4,63	0,63	3,76	1,05	4,44	0,64	3,10	1,05
Pamukkale	4,58	0,67	4,06	1,13	4,45	0,69	2,91	1,10
19 Mayıs	4,55	0,43	3,58	1,19	4,43	0,68	2,49	1,17
Trakya	4,40	0,63	4,09	0,86	4,20	0,68	3,05	1,25
Uludag	4,42	0,72	3,98	1,05	4,31	0,69	2,84	1,26
ANOVA analyze F value and sig.	F= 1,421 p=0,152		F= 1,690 p=0,065		F= 1,702 p=0,063		F= 1,380 p=0,171	

Overall, the mean scores for the PECDA Scale is high. In particular, participants from all universities have very high mean scores for planned effort and professional development aspirations ($\bar{X} \geq 4.21$). The factor planned persistence is not about professional intentions but it is related to the career intentions aforementioned in this chapter. Although it is not very high as in the cases of planned effort and professional development

aspirations, mean for planned persistence is high for all universities (\bar{X} between 3.41-4.20). Compared to other three factors, the lowest mean scores are recorded for leadership aspirations (\bar{X} between 2.49-3.45).

Participants from 18 Mart University recorded the highest scores for leadership aspirations (\bar{X} =3.61), professional development aspirations (\bar{X} =4.64), and planned effort (\bar{X} =4.72). The highest means for planned persistence are recorded for Mugla and Necmettin Erbakan Universities (\bar{X} =4.20). For planned effort (\bar{X} =4.26) and professional aspirations (\bar{X} =4.14) Dicle University has the lowest mean scores. Respondents from 19 Mayıs University are marked to have the lowest mean score for leadership aspirations (\bar{X} =2.49). The lowest scores for planned persistence is marked for 19 Mayıs University (\bar{X} =3.58).

4.2.2.2. In-Depth Investigation

In the interview, participants answered three main questions about professional intentions. These questions are parallel with the factors in PECDA and they are concerned about their professional development strategies (related to professional development aspirations in PECDA), intentions for future teacher identities (related to planned effort in PECDA) and leadership intentions (related to leadership aspirations in PECDA).

4.2.2.2.1. Professional Development Strategies

In the interview sessions, the aim was to understand the professional development strategies that are intended to be used by the participants. With this aim, the interviewees were asked to explain what they are planning to do to improve themselves as English teachers and why. Coded strategies for professional development were put into SPSS for descriptive statistics and they are presented in Table 4.17. It should be highlighted that 12 participants could not respond to this question with a proper answer and 3 others stated

that they had not thought about this before; therefore, they could not answer the question.

The statistical results show that the most frequently stated strategies for professional development is going abroad (N=18). Others mentioned by the interviewees are attending conferences/workshops/trainings (N=14), attending graduate studies (N=11), using technology for professional development (N=9), attending in-service training (N=7), reading field books (N=4) and scholarly journals (N=4), participating in projects (N=3), learning other languages (N=3), and reading and listening in English (N=3).

Table 4. 17 Descriptive Statistics for Professional Development Strategies

Major codes for strategies	Sub-codes for strategies	Frequency	Percent	Valid Percent	Cumulative Percent
Personal Strategies	Reading and listening in English	3	1,0	1,0	78,9
	Learning other languages	3	1,0	1,0	79,9
	Scholarly Journals	4	1,3	1,4	97,2
	Field books	4	1,3	1,4	98,6
	Using technology for professional development	9	3,0	3,1	91,0
Institutional Strategies	In-service training	7	2,3	2,4	83,0
	Graduate studies	11	3,7	3,8	94,8
	Participating in projects	3	1,0	1,0	95,8
	Attending conferences/workshops/trainings	14	4,7	4,8	87,9
Abroad experiences		18	6,0	6,2	73,7
Do not mention a clear attempt		12	4,0	4,2	77,9
Haven't considered yet		3	1,0	1,0	99,7

These strategies are put into three larger groups and these three groups are coded as:

- 1) Personal strategies which can be achieved with personal effort (*reading and listening in English; learning other languages; scholarly journals; field books; using technology for professional development*),
- 2) Institutional strategies which can be achieved through the medium of an institutions (*participating in projects; in-service training; graduate studies; attending conferences/workshops/trainings*),

3) Abroad experience.

The most frequently mentioned personal strategy is using technology for self-improvement (f=9). For institutional strategies, attending conferences, workshops and trainings (f=14) and pursuing graduate studies (f=11) are the most commonly referred ones.

Influential factors are coded for each strategy and they are further clustered into three major codes: professional aims, experiences, and personality. Professional aims refers to the goals that the candidate is planning to achieve by using the relevant strategy; i.e., broaden professional perspective, continuing professional improvement, improve L2 (English) skills, make a change in English teaching practices. Experiences include previous first-hand personal experiences like going abroad or using scholarly articles, in addition to being exposed to others' experiences like listening to a story of a teacher who participated in a project and had opportunities for professional development. Personality is also stated to be effective in the use of professional development strategies and it refers to the personality traits like being hard working, open to innovations. Coded responses to each participant are given in Appendix 5 in detail. An overall presentation for professional development strategies and influential factors are given in Table 4.18.

As mentioned in the table (Table 4. 18) professional development activities which can be done alone are named as personal strategies; i.e., using technology, reading and listening in English, learning new languages, and reading field books and articles. Being aspired to reach their professional aims (i.e., broadening professional perspective, continuing professional improvement and improve English skills), and affected by early experiences, the interviewees want to use the aforementioned personal strategies. In addition, personality traits, like feeling a thirst for learning, are also effective in these aspirations.

Table 4. 18 Professional Development Strategies and Influential Factors

Strategies		Influential Factors	
Personal strategies	Reading and listening in English	Improve L2 skills	Professional aims <i>(broaden professional perspective, continuing prof. improvement, improve L2 skills)</i> Experiences (Personal) Personality
	Learning other languages	Broaden professional perspective	
	Using technology for professional development	Broaden professional perspective Improve L2 skills Continuing prof. improvement Personal experiences	
	Scholarly Journals	Broaden professional perspective Continuing prof. improvement Personal experiences Personality	
	Field books	Broaden professional perspective Continuing prof. improvement Personal experiences Personality	
Institutional strategies	In-service training	Broaden professional perspective Improve L2 skills Continuing prof. improvement Others' experiences	Professional aims <i>(broaden professional perspective, make a change, continuing prof. improvement, improve L2 skills)</i> Experiences (Personal and others' experiences) Personality
	Participating in projects	Continuing prof. improvement Make a change Others' experiences Personal experiences	
	Graduate studies	Broaden professional perspective Continuing prof. improvement Make a change Personality	
	Attending conferences/workshops / trainings	Broaden professional perspective Improve L2 skills Continuing prof. improvement Make a change Others' experiences Personality	
Abroad Experiences	Abroad experiences	Broaden professional perspective Improve L2 skills Continuing prof. improvement Make a change Personal experiences	Professional aims <i>(broaden professional perspective, make a change, continuing prof. improvement, improve L2 skills)</i> Experiences (Personal and others' experiences)

Professional development strategies which can be accomplished with an institutional connection are framed as institutional strategies. Attending conferences, workshops and trainings, taking part in projects and in-service trainings, and pursuing graduate studies are the institutional strategies emerging in the data. The professional aims of the interviewees (broaden professional perspective, make a change, continuing professional improvement, and improve English skills), effects of experiences (personal or others' experiences) and personality traits are the influential factors on the preferences regarding institutional strategies.

Going abroad is a very frequently mentioned professional strategy among the interviewees (f=18). Achieving the following professional aims i.e., broaden professional perspective, make a change, continuing professional improvements, improve L2 skills is one of the main reasons that motivate participants to go abroad. In addition, the effects of personal experiences and being exposed to others' experiences are coded to be the influential factors that make candidates motivated to go abroad.

The following quotations related to professional development strategies are selected from the interview data. N. Erbakan 7 has teaching experiences in private courses. She believes that professional development should continue in real teaching context because the real needs to develop some professional skills appear in real teaching environments. Besides, pre-service theory cannot be sufficient to answer every question acquainted in real teaching and there is still more to learn after graduation. Therefore, in addition to asking for the guidance of other colleagues, referring to books and the internet is a strategy for professional development.

...when you are in the task (*teaching*) you see the things that you have learnt are not always sufficient. You always have to learn extra things. As an example, we saw in special education course; but as we take it as a course we think we should learn one or two points, we learn and pass it and when we come across (*with real situations*) we see that it is not enough. For example I came across with a learner having learning difficulties. I mean I saw that it is possible to refer back and internalize more things when there is need... I mean sometimes (*we learn*) from

books, from the internet, from more experienced teachers, and its effect is like a magic stick. Really it is. I cannot come across with a sentence which is more effective than an experienced teacher who says you can achieve your aim if you do this or that even after reading hundreds of books. I personally experienced it. (N. Erbakan 7)

Reading and discussing articles as a theoretical requirement of the practicum lessons, ODTU 12 discovers the benefits of scholarly articles and concludes that they are very helpful to get updated.

Indeed reading articles for self development, it didn't not seem so (*useful*) I mean I was not even thinking about it, but after reading the articles that Yelda Hoca gave us I recognized how beneficial it is. Really we learn very good things, very different or sometimes the things that we have thought before and then said aa really such a thing exists (*in literature*). Really, I know that I will absolutely read articles to have update knowledge. Other than that, of course my colleagues would be very helpful to me if they are not classical teachers. (ODTU 12)

After becoming a teacher, Ataturk 8 plans to go abroad by using an abroad teaching program offered by the Ministry of Education. He assumes that this experience would help him develop English skills and meanwhile he would enhance his professional perspective and use this newline to improve local practices.

I think, to develop myself in English teaching MoNE has projects, they send you abroad after 5 years. I honestly plan to work here 5 year. Then, after five years, I will go abroad, I will learn something from the education system there, then my English will absolutely improve more, I will become a better teacher. Then, as they have a different education system their techniques and methods are different. I plan to come back and apply the methods that I learn there, and my English with my students here. (Ataturk 8)

N.Erbakan 4 wants to develop speaking skills in English and therefore she wants to go abroad. Dicle 5 also wants to go to an ESL country sharing similar motivations with N.Erbakan 4 because he has been abroad before and this early experience makes him believe that living in another country will help him improve English skills.

I want to develop myself in speaking skills. We can speak, but we tried to improve ourselves by the force of exams or such things. And here in N. Erbakan there are not many opportunities. I mean, we always have let's speak English but it is not working. (*The interlocutor*) is Turkish, I am Turkish too. After a while it does not work. Once I was thinking about the programs like abroad trainings, you go abroad for a year for social projects, I was thinking about them. Then I said I am getting older, and we have KPSS. I had to postpone; but I plan to use in-service trainings and abroad programs in the future. (N. Erbakan 4)

After I become a teacher I want to get some trainings abroad, to make things (*teaching skills*) stronger. Because I do not want to become a clerk working between 8-5... Because, in Turkey nearly everyone knows English very well according to reports; but indeed when it comes to practice we are not that much successful. It (*abroad experience*) will be helpful in this sense. I mean in short term, this was the case in Lithuanian. I couldn't speak for the first two months and I was not sociable as well. I mean I was hesitant. Because they were not used to the English that we were speaking. Finally we started to speak English. Therefore, we felt its positive effects more. (Dicle 5)

Both ODTU 2 and Dicle 4 attended conferences and trainings in pre-service level and this make them motivated to take part in such occasions after graduation.

I plan to join trainings, yes. Here there were trainings on computer assisted teaching and they gave certificates, I participated in it. A professor from the USA came for it, it was good. In addition, I can join in the in-service trainings offered by the MoNE. In addition I plan to develop myself through using the internet. Maybe I can find friends from different countries who are in the same profession with me. I mean I can exchange knowledge with them. I think this would be helpful. (Dicle 4)

After explaining how she loves attending trainings and workshops, ODTU 2 adds that attending such organizations is necessary to continue professional improvement; otherwise, a teacher might become de-skilled in time. Besides, she believes that conferences would provide opportunities to broaden professional perspective and improve local practices accordingly.

... a few years pass, I don't get any training and I become worse therefore I think I should always be actively involved in seminars. This is not only for me but for all English teachers; otherwise, it would be meaningless and one goes back to the starting point. Apart from that I want to get trainings on issues like using literature or linguistics in language teaching. I had courses on this and they are somehow effective but more than trainings I want to have seminars from different scholars, I mean in international conferences these are taught very well. I mean I think I really want to observe and try how teachers from different countries do this. (ODTU 2)

The importance of continuing professional improvement is very prominent for ODTU 4. Based on her learner observations, she concludes that participating in projects would be helpful for herself and for her students.

Of course, I would absolutely look for the projects like the one conducted by Kemal Hoca because this absolutely makes students love (*the course*). We had a similar experience we went (*abroad*) and came back, it was very good. Still we have contact with people whom we met there via Facebook. It was a very good experience and I want to do the same thing with my students. I plan to follow the conferences as well because I think that development is very important in education, in teaching. (ODTU 4)

4.2.2.2.2. Intentions for Future Teacher Identity

Interviewees were asked to explain the kind of teacher they are planning to be in the future, in other words, they defined their intended professional teacher identity. The teacher characteristics that they intend to have are coded and presented in Table 4. 19. A more detailed presentation of these results are given in Appendix 5. Descriptive statistics results indicate that using new techniques and materials is the most frequently reported teacher characteristic (N= 42). Other teacher characteristics mentioned by the interviewees are having friendly attitudes to learners (N= 27), focusing on communicative skills (N=19), teaching devotedly (N=11), being professionally competent (N= 6), being serious & disciplined (N=6), using

technology in class (N= 4), using target language (N= 3), always being a learner (N= 3), integrating culture in lessons (N= 2), using traditional teaching strategies (N= 2), having contact with parents (N= 2), localizing teaching methods (N= 2), being physically active in lessons (N= 1), working individually (N= 1), being open to criticisms (N= 1).

Table 4.19 Intended Professional Teacher Identities

	Frequency	Percent	Valid Percent	Cumulative Percent
Physically Active	1	,3	,3	59,6
Individualist	1	,3	,3	65,0
Localizing teaching methods	2	,7	,7	56,6
Interaction with parents	2	,7	,7	59,3
Do not have clear ideas	2	,7	,7	60,3
Traditional	2	,7	,7	60,9
Integrating culture	2	,7	,7	99,7
Using target language	3	1,0	1,0	72,4
Technology oriented	4	1,3	1,3	97,0
Serious& Disciplined	6	2,0	2,0	58,6
Competent	6	2,0	2,0	99,0
Devoted	11	3,7	3,7	64,6
Focusing on communicative skills	19	6,3	6,4	71,4
Friendly	27	9,0	9,1	81,5
New techniques & materials	42	14,0	14,1	95,6

These identities are clustered into three larger groups as methodological, professional and interpersonal orientations. Methodological orientations are about the classroom implementations. Most of the teacher identities suggested by the candidate teachers are in this group and they can be listed as being physically active, being traditional, integrating culture, using target language, localizing teaching methods, contacting with parents, being technology oriented, focusing on communicative skills, and using new techniques & materials. Professional orientations are about very general attitudes towards teaching profession, i.e., being competent and devoted. Finally, interpersonal orientations are about the relations between other colleagues, parents and the learners namely, individualist (unmotivated for cooperating with colleagues), contacting parents, being friendly and being serious & disciplined towards students.

Participants explained influential factors regarding their intentions for future teacher identities (Appendix 5). After further examination, some of these codes are clustered into larger themes as aims (*favoring spoken skills, improve learners' L2 competence, make a change, motivate learners*), observations and experiences -both as a learner and a teacher (*instructors, empathy with learners, learner experiences, mentor teachers, teaching experiences*). In addition to these two major codes, the following codes emerged in the data i.e., teacher education courses and personality. All in all, four influential factors for intended professional identities are determined, namely aims, observations and experiences, teacher education courses, and personality. A detailed presentation of intended professional identities and influential factors are provided in Table 4. 20

In the table below, it is seen that aims, observations & experiences, teacher education courses are the influential factors for all three types of teacher orientations; i.e., methodological, interpersonal and professional. Personality is an influential factor mentioned only for interpersonal and professional orientations but not for methodological orientations.

Table 4.20 Intended Professional Identities and Influential Factors

Teacher characteristics		Influential factors	
Methodological orientations	Physically Active	Improve learners' L2 competence	Aims <i>(favoring spoken skills; improve learners' L2 competence; make a change; motivate learners)</i> , Observations& Experiences <i>(instructors; empathy with learners; learner experiences; mentor teachers; teaching experiences)</i> , Teacher Education Courses
	Traditional	Learner experiences Personality	
	Integrating culture	Improve learners' L2 competence Motivate learners Teacher education courses	
	Using target language	Mentor teachers Motivate learners Teacher education courses	
	Localizing teaching methods	Motivate learners	
	Technology oriented	Instructors Motivate learners Teaching experiences	

Table 4.20 Intended Professional Identities and Influential Factors(Continued)

	Focusing on communicative skills	Favoring spoken skills Improve learners' L2 competence Instructors Learner experiences	Make a change Mentor teachers Motivate learners Teacher education courses Teaching experiences	
	New techniques& materials	Empathy with learners Favoring spoken skills Improve learners' L2 competence Instructors Learner experiences	Make a change Mentor teachers Motivate learners Teacher education courses Teaching experiences	
Professional orientations	Competent	Improve learners' L2 competence Learner experiences Make a change Motivate learners Personality Teaching experiences		<p>Aims <i>(favoring spoken skills; improve learners' L2 competence; make a change; motivate learners)</i></p> <p>Observations and experiences <i>(instructors; empathy with learners; learner experiences; mentor teachers; teaching experiences)</i></p> <p>Personality</p> <p>Teacher Education Courses</p>
	Devoted	Empathy with learners Improve learners' L2 competence Learner experiences Make a change Mentor teachers Motivate learners Personality Teacher education courses Teaching experiences		
Interpersonal orientations	Individualist	Personality		<p>Aims <i>(favoring spoken skills; improve learners' L2 competence; make a change; motivate learners)</i></p> <p>Observations and experiences <i>(instructors; empathy with learners; learner experiences; mentor teachers; teaching experiences)</i></p> <p>Personality</p> <p>Teacher Education Courses</p>
	Contacting parents	Motivate learners		
	Friendly	Empathy with learners Favoring spoken skills Improve learners' L2 competence Instructors Learner experiences Make a change Mentor teachers Motivate learners Personality Teacher education courses Teaching experiences		
	Serious& Disciplined	Learner experiences Classroom Management strategy Motivate learners Personality Teaching experiences		

In order to reflect participants' ideas, selected quotations will be presented here. Ataturk 7 claims that she will speak English only. She is planning to get into contact with parents in order to motivate learners. Using new techniques and being in a friendly manner in the lessons are the other teacher identities mentioned by the interviewee. Her intentions are mainly affected by teacher education courses, observations in practicum experiences, and personality traits. She is ready to work devotedly:

My first rule is never using Turkish (*in class*). I will have my courses without using Turkish and I will teach the subject with games, and I will –I do not plan to teach in class time only- continue (*after class time*). For example, we have a similar case in my practicum school. The teacher just come in class, open the book and do something from the book and go out. An extra study or task, there is nothing (*such that*). I don't want to do in that way. I want to make students love English, in Turkey we have a perception like why should I learn the language of other people. In order to have this perspective change, I will fight against parents as well. Therefore, I should be a person who is loved both at school and among parents. Indeed, I am a sociable person. I don't think that I will have problems in this sense (*communication with parents and the students*). I am a cheerful person... In a way I plan to teach them (*the students*) that they need it (*English*) in life and they should learn English. I will use games, inshallah. I do not plan to teach English in the old way that we have learnt. This is the thing that our instructors here (*in this university*) told us. Use games for young learners, speak English only. They always taught these to us. (Ataturk 7)

N.Erbakan 4 plans to have a friendly manner in class. The interviewee explains that motivating learners to learn English is highly important, and the student who loves the teacher eventually loves the subject.

Firstly the teacher whom the students love. I mean the students love English if they love it at the very early stages. If they do not love then it is over. I observe this case in most of my friends. I ask them "haven't you studied English before". They say "we studied but we do not pay attention to it, we don't love as our teachers were like bla bla bla...". I mean they didn't pay attention at all. Therefore, although we have been learning English for years, when it comes to interacting with friends from other programs or when they (*friends from other programs*) ask questions to my

friends, they (*my friends*) cannot answer it. I mean, this is something bad. First I will try to make students love the course. (N. Erbakan 4)

Although friendly attitudes to students are a favorable teacher identity among the participants, being disciplined and serious is also preferred by them as in the cases of Gazi 8 and Ataturk 10. Gazi 8 has teaching experiences in different private courses. She plans to have a balance between being disciplined and also close to teacher.

I am neither close nor away from the students, we make jokes sometimes, I laugh with them, I play games with them when we have games in class. But if I teach something, trying to teach something, they must listen to me. This is the profile I have in mind. (Gazi 8)

Based on learner observations, Ataturk 10 has developed a moderate stance. She thinks that being disciplined and also loved by the students are compatible identities, and therefore she plans to achieve this.

I want to be a teacher who is disciplined and at the same time loved by the students. If I can achieve that I will reach one of my goals. Because I think it is important that to learn a language the students should love the teacher first. For example, I didn't love my English teacher in secondary school prep class, and my English was terrible. I was not studying at all; I was not concerned about the course at all. But after I went abroad and saw the attitudes of teachers there and saw that English is very enjoyable, I came up with this decision. I mean I will also be disciplined so that the students will be afraid of me to some extent; otherwise, you can lose the control. But at the same time they should love me so that they come to class and learn with motivation. (Ataturk 10)

ODTU 8 also plans to have a moderate interaction with the learners, friendly but at the same time disciplined to a certain extent. She plans to be a competent teacher who is benefiting from development opportunities. This is a part of her personality. She is aware of the difficulties and handicaps that await her, but she is eager to be the teacher she wants to be, and she is highly devoted.

I think I will be a smiling teacher; I mean there would be a space between me and the learners. I mean neither too much smiling nor too much serious. I will try to have a moderate role in this sense... There are opportunities in MoNE like European Union projects. I really want to join

them because our high school teachers were joining such programs. They were going abroad, making presentation etc. If I get accepted by MoNE (*as a teacher*) I really want to be a part of such a project... I really want to have such a project as a teacher. I will be open to self- improvement. I try not to fall behind the era I mean I always try to follow the recent issues. I am a person who loves doing research, always, when I turn on the computer the first thing I do is to look for the new. I love reading too... Now, I (*would*) try to apply the things that have learnt at METU. Though I might come across with difficulties, I know that this is better (*and I will apply it*). I know that I will be more beneficial for the learners with the things that I have learnt at METU. (ODTU 8)

Trakya 2 states that she wants to be a competent and effective teacher in the future. She also plans to change the attitudes towards learners and to make a change in her school.

Competent, competent, effective, productive and lively... It is a very good feeling that you have effect on others' lives. It gives a great pleasure. I also think that the students are badly treated in Turkish education system. The more I can decrease this effect as a teacher I would become happier. It is not possible to decrease this effect or change the system totally when you are in the system, but I will be very happy if I can decrease this torture. (Trakya 2)

According to Gazi 1, his personality is appropriate for individual work. He explains that having personal relations with other colleagues and working in groups might create problems and therefore he prefers being an individualist teacher in the future.

I do not want to take others' responsibilities. For example, when an assignment or something else is given here (*in the university*) it is always better to do it on my own... at schools there is not a relaxed context as the one we have here (*at university*). When you say a simple thing like "I do this, why don't you do the same" , they (*teachers*) can get offensive easily... When you want to cooperate with a teacher, she might misunderstand you... (*therefore*) for a while you have to hang out on your own. (Gazi 1)

4.2.2.2.3 Leadership Intentions

The participants were asked to explain their plans about future leadership positions at schools (e.g., becoming a group coordinator, manager or vice manager). Their responses were coded and descriptive statistics results are given in Table 4. 21. As it is reflected by the frequency results, most of the participants stated that they will never accept any leadership roles during their career as an English teacher (N=34). Lack of motivation to have managerial roles in the future is observed in both interview and questionnaire results. 11 participants stated that they can be group coordinators, but they are not planning to accept other leadership positions. 13 participants claimed to plan a leadership position after starting their career. 8 participants were undecided, and 8 other participants stated that they had not thought about such a thing before and therefore they would not answer the question.

Table 4.21 Descriptive Statistics Results for Leadership Aspirations

Leadership intentions	Frequency	Percent	Valid Percent	Cumulative Percent
Only group coordinator	11	3,7	3,7	78,4
Undecided	8	2,7	2,7	81,1
Never have a managerial position	34	11,3	11,5	92,6
Haven't considered before	8	2,7	2,7	95,3
Planning to have a managerial position	13	4,3	4,4	99,7

Influential factors for each intention are coded and presented in a table, see Appendix 5 for detailed presentation. A group of influential factors are recorded to be related to ideas about managerial roles, and therefore they are put under a major code which is labeled as ideas about managerial roles (*responsibilities; students' attitudes; hierarchy; difficulty in managing people; detaching from students; detaching from teaching profession*). In Table 4.22 coded influential factors for each state of leadership aspiration are presented.

Table 4.22 Intended Leadership Aspirations and Influential Factors

Leadership intentions	Influential factors
Never pursue a managerial position	Ideas about managerial roles <i>(responsibilities; students' attitudes; hierarchy; difficulty in managing people; detaching from students; detaching from teaching profession)</i> Others' experiences Learner observations Personality (Low) self-efficacy beliefs
Only group coordinator	Ideas about managerial roles <i>(responsibilities; students' attitudes; hierarchy; difficulty in managing people; detaching from students; detaching from teaching profession)</i> Personality Make a change
Planning to have a managerial position	Having power Self efficacy beliefs Make a change Personality

According to the results, the interviewees who do not plan to have any managerial roles in the future are affected by their ideas about these positions (*requiring responsibilities, students' negative attitudes; hierarchical structure, difficulty in managing people, getting detached from students and teaching profession*), others' experiences, learner observations, ideas about their personalities and low self-efficacy beliefs in managerial skills. On the other hand, high self-efficacy beliefs in managerial skills, beliefs about having a personality suitable for leadership, motivation to make a change in the education system, getting powerful in the organization are the influential factors that motivate participants to have managerial roles. The interviewees who do not intend to be a school manager or a vice-manager, but planning to be a group coordinator are affected by both type of influential factors listed for the first two groups. On one hand, they do not want to become a manager or a vice-manager, because like the ones who plan not to become a manager at all, they have negative ideas about managerial roles (*responsibilities, students' attitudes, hierarchy, difficulty in managing people, detaching from students, detaching from teaching profession*) and find their personality traits

incompatible with these positions. But on the other hand, they want to become a group leader because like the interviewees planning to have a managerial role, they plan to make changes in English teaching practices by using the power of group leadership.

The following quotations are selected from the transcribed data. Ataturk 8 does not plan to become a leader in the future. Based on her learner observations and experiences, she thinks that students have negative attitudes towards managers which is undesirable for her. Besides, she believes that managerial roles are not suitable for her.

Because I haven't loved my school managers or vice managers. It's like they do not have a relation with students... Therefore students have antipathy towards managers and vice-managers. I don't want such a thing. When I become a teacher, I want my students love me. I mean I don't want high positions, in the sense that I haven't thought to become a manager or vice-manager. Indeed, I don't want to be. Managing a school is not something for me. The only thing which is important for me is to take students to a certain level and make them idealist (*people*). (Ataturk 8)

Taking people's responsibility makes ODTU 12 unmotivated to accept any leadership position in the future. In addition, as the interviewee got education in English language teaching, being a manager is defined to be a totally different profession.

I mean such a big responsibility scares me, I don't know being responsible for many people in the future. For students that's OK., teaching is the field that I got my profession here, however being a manager is something totally different, I don't think that I will plan such a thing in the future. (ODTU 12)

AIBU 2 also thinks that responsibilities increase the burden on the manager because she believes that managers work more than teachers and they have to make explanations to other managers and also to the people they are managing. Therefore, she is not planning to take any kind of leadership role in the future.

The only thing that I am not thinking about is becoming a manager, it seems like they work more. If teachers leave school at four they (*managers*) leave at five. Why? They have administrative duties. They have to give report to someone else. Every day you have to give reports. S/he is sitting in her room...I should to be more interwoven with people. There shouldn't be a huge task on me that I have to give reports on it. Ok, we all have responsibilities, but they are under a very big responsibility. When something happens to a student in school, s/he (*the manager*) will be the person who will be questioned first, even before the teacher. They would say what kind of a manager, leader you are?.. Also students have an attitude towards managers... Therefore I don't want it. (*Researcher asks: "What about group coordinator?"*) I don't want it too, becoming a manager, leader etc. I don't want them, and I have never wanted to become. (AIBU 2)

The hierarchical structure of managerial roles looks boring and undesirable for Gazi 7 Thus, he prefers being a teacher rather than a leader.

Indeed I haven't planned such things. Because as I mentioned before, as they are in a hierarchy, they are more in the high-low relations and I don't like this. I mean, in class, class is teacher's place, I mean teacher is the master of classroom. At least the classroom will be my space. I mean, I will be a teacher. (Gazi 7)

Gazi 1 mentions negative stereotypes about managers. His ideas are mostly affected by his learner observations. For him, being close to students is more desirable. He thinks that managerial roles put a barrier between the manager and the students. In addition, he claims to have an approachable personality and therefore he is not appropriate even for a position like English teachers' group coordinator.

When one becomes a vice-manager, it is like I can do whatever I want, I am the manager here and I am the superior (*master*) here. I remember from high school that we had a teacher he was a different person before he became a vice-manager, he was on students' side, when he became a vice-manager we said what happened to him/her. After a short time he changed his attitudes. He became a tough man towards students. If I would be the same, I don't want to be (*a manager*) at all... I mean, students always feel reluctant in front of you... (*regardless of*) how close you are to them, it is a problem that they would say what the manager will say, do or he will scold at us when he comes. Therefore, I don't want to be a manager when I become a teacher. Being a group coordinator, no. Yes I am an assertive person but I am a person who cannot say no to others. Somebody

would ask for something. I wouldn't be able to say no, then one other person would come and I would be mixed up in the affair. (Gazi 1)

Although managerial positions are undesirable for the speakers above, some others are very motivated to be in such a position. When Trakya 1 was asked whether she had leadership in her future professional plans, she stated to have such aspirations claiming that she is critical about the current practices at schools and becoming a manager would increase her potent to be able to make changes. She also wants to be an untraditional manager who is in contact with teachers.

As I am against the system, I think that there are things to be fixed and I want to do at least a part of this (*fixing the system*)... I mean, it's like, even fixing a school would be good at the first step. Being a manager is something different, I do not want to be an ordinary manager too, I mean, not someone who just sits in his room. Indeed the manager in my mind is in complete cooperation with the teachers and (*motivated*) with the aspiration of fixing the education at school. (Trakya 1)

Like Trakya 1, Ataturk 2 also wants to have a managerial role and become powerful in order to be able to make changes. But her aspirations are more specific, and she is focusing on making changes in English teaching practices.

I firmly think about it (*to become a manager*). As I mentioned before, everybody is concerned about exams thereby they cannot learn English. I want people sharing similar thoughts with me or I (*myself*) become (*a manager*) so that I can do it, I can canalize them to speaking skills. (Ataturk 2)

Uludag 5 and Gazi 8 are volunteering to have a leadership position as they find their personality suitable for such tasks, and they also have high self-efficacy beliefs in this sense.

I thought about (*becoming a manager*). Indeed, as far as I know, after seven years of teaching we can become a superintendent by taking the exam for superintendents... Because I love checking people and giving feedback to them. Maybe, I love critical thinking. When I realize that there is a problem, I want to fix it. Therefore, a position like manager, vice manager or superintendent might be good for me in the future. In addition to that, I believe that I should teach for a while in order to learn about the

procedures at schools and ways of effective course implementation. (Uludag 5)

My friends around me sometimes say to me that I have a high tendency (*for becoming a group leader*)... Yes, I have (*a tendency*) I want to become (*a manager*), who doesn't want to, I mean, become a group leader or manager, I am sure that everybody wants to. And I don't think that I am not talented in this sense, yes I can do such a thing (*become a manager*). (Gazi 8)

Some participants stated that they plan to be a group coordinator of English teachers; however, they are not planning to be a manager or a vice manager. Gazi 2 claims that it is difficult to make a change in the system; besides, managers are under big responsibility. But one can make small scale changes in English teaching practices by becoming a group leader.

I think being a school manager is a very big responsibility, it is not only being with the students but more than that guiding them... But it is difficult to do something with people and fix something. Especially if this person is a teacher who has some fossilized things (*behavior*), it is more difficult to fix them... I mean at MoNE, maybe it is not true to judge all the teachers but unfortunately a majority of them are like that, they lecture monotonously and have the salary. I mean it is difficult to change the perception that teaching is a source of income and therefore at that point being a manager is difficult. However, maybe becoming a group leader, I think it is possible to do something by awakening a group of teachers in a small context, in terms of teaching English. (Gazi 2)

For Dicle 5, a managerial position would limit his creativity and developmental motivation; on the other hand, group leadership is more appropriate for using his creativity.

Indeed I plan to be a group coordinator. I feel that I can do something to be more creative; however, being a manager or being a vice-manager are the positions that would deject me. I would become ordinary because I wouldn't feel an urge for refreshment. Both the administrative tasks and decreased number of courses to teach (*would affect me negatively*), indeed many of them do not teach at all. Being stick to the existing system. But I favor novelty because things change each year. Especially, they change very fast in the field of language. Therefore, I want to continue with my profession (*teaching English*). (Dicle 5)

Being a group leader is giving developmental aspirations to other English teachers at school for ODTU 13. Therefore, this position is highly preferable. Other managerial roles, like being school manager or a vice manager, are believed to be detaching from both teaching profession and also from students.

I have never thought about becoming a manager and when I think now I think I don't want to be. Because you get detached from your profession or this is the case that I have seen till now, I mean if a teacher is a manager he cannot come to the lessons regularly as he is to deal with some other staff... However being a group coordinator is acceptable. It might be a good opportunity for me because it is something related to my profession, and I want to do as many things as I can for my profession. I mean I can motivate the English teachers in my school. If I have some innovative ideas I can present these to them as well. I can facilitate English teaching (*practices*) in my school or organization. I mean, being a group coordinator is acceptable but I do not think about being a manager, administrator. No. I think they are not for me. (ODTU 13)

4.2.3. Workplace Intentions and Influential Factors

4.2.3.1. Organization-Based Intentions

4.2.3.1.1. Large-Scale View

In the questionnaire, the participants were asked to choose the organization that they plan to work after graduation. In Table 4.23, frequency analysis indicate that a majority of the participants want to teach at state schools (f=403). Results for other organizations can be listed as state universities (f=91), private schools (f=53), private universities (f=8) and private courses/cram schools (f=8). There were some other intentions like working in tourism agents or personal entrepreneurships (f=9). The results indicate that state organizations were preferred more frequently than the private ones, likewise primary and secondary level organizations were more frequently preferred than university level organizations.

Table 4. 23 Descriptive Statistics for Organization-based intentions

In which organization are you planning to teach English?	f	%
Private Courses and Cram Schools	8	1,4%
Private Universities	8	1,4%
Other	9	1,6%
Private Schools	53	9,3%
State Universities	91	15,9%
State Schools	403	70,5%
<i>Total</i>	<i>572</i>	<i>100,0%</i>

University-based distribution of participants are provided in Table 4. 24. In order to have statistical analysis the options are grouped into two as state and private organizations. The results indicate that frequency for state organizations outnumbers the frequency for private organizations in each university.

Table 4. 24 Descriptive Statistics for Organization-based Intentions

In which organization are you planning to teach English?						
University	State Schools and Universities		Private Universities/Courses and Cram Schools		Total	
	N	%	N	%	N	%
Mugla	13	2,6%	2	2,6%	15	2,6%
19 Mayıs	18	3,6%	1	1,3%	19	3,3%
Bogazici	21	4,3%	9	11,5%	30	5,2%
18 Mart	22	4,5%	6	7,7%	28	4,9%
Pamukkale	22	4,5%	4	5,1%	26	4,5%
Dicle	32	6,5%	1	1,3%	33	5,8%
Orta Doğu Teknik	34	6,9%	10	12,8%	44	7,7%

Table 4. 24 Descriptive Statistics for Organization-based Intentions
(Continued)

Abant Izzet Baysal	40	8,1%	5	6,4%	45	7,9%
Gazi	45	9,1%	9	11,5%	54	9,4%
Ataturk	47	9,5%	2	2,6%	49	8,6%
Trakya	56	11,3%	9	11,5%	65	11,4%
Uludag	57	11,5%	10	12,8%	67	11,7%
Necmettin Erbakan	87	17,6%	10	12,8%	97	17,0%

In order to investigate whether the organization-based intentions of the candidate teachers change according to the university that they are enrolled in, a chi-square test was conducted. Although the chi-square test indicates that organization-based intentions significantly change on university basis ($p < 0.05$), as the percent of cells expected to be less than five is over 20%, it is not appropriate to make interpretations on the results (Field, 2000)(Table 4. 25).

Table 4. 25 Chi-Square Test Results for Organization-based intentions and Universities

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21,176(a)	12	0,048
Likelihood Ratio	21,956	12	0,038
Linear-by-Linear Association	0,225	1	0,635
N of Valid Cases	572		
a. 6 cells (23,1%) have expected n less than 5. The minimum expected n is 2,05.			

4.2.3.1.2. In-Depth Investigation

In the interview session, participants answered a question which asks for their organization-based intentions and the factors influential on these intentions. As the participants had more than one organization-based intention in many cases (for example, one person might claim having an intention to work either in private schools or state universities), each organization-based intention is coded together with the reasons allocated for it. The detailed coding results are provided in Appendix 5.

In addition, participants not only mentioned the organizations that they are motivated to work in but they also stated the ones they intend not to choose. These intentions are also taken into consideration and coded by putting a "not" at the beginning of the selected intention like Not-Private University, Not-State University. For numbered codings a minus (-) was put before the allocated number. For example, if 5 stands for intention to teach English in public schools, -5 was coded for the participants who claimed that they would never teach in public schools.

The frequency results of the different intentions suggested by the interviewees are presented in Table 4.26. According to the frequency results, state organizations (State University, N=9; State School, N=51) are more preferable for the interviewees than the private ones (Private University, N=5; Private School, N=26). Besides, primary and secondary level schools (State School, N=51; Private School, N=26) are more favorable than universities (State University, N=9; Private University, N=5). These results are parallel with the questionnaire responses which indicate that there is a significant tendency for teaching in public organizations and schools.

Cram schools and private courses are also stated to be preferable by the participants (N=8). One participant stated that she is undecided. And finally, four interviewees claimed that all organizations are acceptable for them.

Table 4.26 Descriptive Statistics for Distribution of Organization-based intentions

	Frequency	Percent	Valid Percent	Cumulative Percent
Undecided	1	,3	,3	99,7
Not-Private Universities	3	1,0	1,0	50,0
All	4	1,3	1,3	59,4
Private Universities	5	1,7	1,7	72,5
Cram Schools	8	2,7	2,7	58,1
Private Courses	8	2,7	2,7	62,1
State Universities	9	3,0	3,0	92,6
Not-Cram Schools	13	4,3	4,4	37,6
Not-Private Courses	14	4,7	4,7	42,3
Not-State School	15	5,0	5,0	55,0
Not-Private School	20	6,7	6,7	49,0
Private School	26	8,7	8,7	70,8
State School	51	17,0	17,1	89,6

According to the results, unfavorable organizations are listed as private schools (N=20), state schools (N=15), private courses (N=14), cram schools (N=13), and private universities (N=3).

Influential factors for each organization-based intention are coded (Table 4. 27). Four major themes appeared at the end; beliefs & attitudes, altruistic goals, fallback opportunity and academic career. Although the latter two themes do not have any minor codes and they stand alone, the first two themes cover interrelated minor codes. To make things clear, beliefs and attitudes about the organization are framing a wide array of influential factors; i.e., opportunities for applying teaching methods which are favored by the candidate teachers, professional development opportunities and career development ladders offered by the organization, prestige of the organization, ideological criticisms to the organization, salaries, job security, workload for teachers in the organization, having a challenging or monotonous work condition, resources offered to teachers, ideas about students, students' age, practice teaching and other teaching experiences, recruitment requirements like the KPSS exam, and finally university instructors' shared ideas about the organization. The other theme, altruistic

goals, which comprises sub-codes includes desire to make a change in people's lives and feeling social responsibility to the people in need.

Table 4.27 Organization-based intentions of Interviewees and Influential Factors

Organization-based intentions		
Influential factors		
	Intention to work	Intention not to work
Private Universities	Beliefs& Attitudes: <i>Applying teaching methods, Professional development opportunities, Beliefs about students, Student age</i> Fallback opportunity	Beliefs& Attitudes: <i>Professional development opportunities, Prestige, Beliefs about students, Ideology, Job security, Salary, Workload</i>
Private Schools	Beliefs& Attitudes: <i>Beliefs about students, Challenge Professional development Opportunities</i> Fallback opportunity	Beliefs& Attitudes: <i>Professional development opportunities, Prestige, Beliefs about students, Ideology, Job Security, Salary. Teaching experiences, Workload</i>
Cram Schools	Beliefs& Attitudes: <i>Challenge ,Professional development Opportunities</i> Fallback opportunity	Beliefs& Attitudes: <i>Applying teaching methods, Professional Development opportunities, Prestige, Beliefs about students, Ideology, Job security, Salary, Teaching experiences, Workload</i>
Private Courses	Beliefs& Attitudes: <i>Challenge ,Professional development Opportunities</i> Fallback opportunity	Beliefs& Attitudes: <i>Professional development opportunities, Prestige, Beliefs about students, Ideology, Job security, Salary, Teaching experiences, Workload, Self-efficacy beliefs</i>
State Schools	Beliefs& Attitudes: <i>Professional development, Opportunities, Beliefs about students, Job security, Salary, Mobility, Work hours, Workload</i> Fallback opportunity Altruistic Goals: <i>Making a change, Social responsibility</i>	Beliefs& Attitudes: <i>Applying teaching methods, Career development ladders, Professional development opportunities, Monotonous, Resources, Salary, Instructors, Practice teaching experiences, KPSS Exam</i> Academic career
State Universitie	Beliefs& Attitudes: <i>Applying teaching methods, Job security, Salary, Beliefs about students, Student age, Work hours, Workload</i> Academic career	
All	Beliefs& Attitudes: <i>Professional development opportunities, Getting experience</i>	

Content analysis results for participants' organization-based intentions and the influential factors are strengthened through the presentation of direct quotations. In the following session, first the results for public organizations and then the results regarding private organizations will be exhibited respectively.

Public Organizations: Public organizations in which participants can work as English teachers are public schools and universities. The three factors that motivate candidate English teachers to teach in public schools are their beliefs and attitudes, altruistic goals and using these organizations as fallback opportunities. The sub-factors listed under beliefs and attitudes are professional satisfaction coming with professional development opportunities, positive beliefs about learners, having job security, satisfactory payment, and work conditions including mobility, work hours and workload. Altruistic reasons are motivated by feeling social responsibility and aspirations to make a change in public education. In addition to these, a group of participants claimed that they plan to teach in public schools as a fallback career; in other words, they want to work there until they have a teaching or academic career somewhere else.

Ataturk 1 compares state schools to other private organizations in terms of work hours and job security, and finds state schools more preferable to teach in.

You know state organizations are believed to be safer. I mean, once I get recruited, I will work there whole life. You know, teaching is a flexible position. You will leave at three, four and go home. I mean, also unlike private organizations, you don't have a problem like getting fired. I mean, work hours are good, I mean, if I work in a cram school they will make me work from morning till evening, you know. I mean in the Ministry of Education, you feel secure; it can be like job security or safety. That's the reason (*for working there*). (Ataturk 1)

For Dicle 4, teaching in state schools is a social responsibility. He is critical about English teachers working at state schools and he thinks that he can make a change at least in the English teaching practices in his future school.

I mean, students there (*in state schools*) are in need of teachers open to novelties, I mean especially the proficiency of English teachers at schools is very low. What I mean by low is they think somewhat traditional. They are not that much open to new things. Therefore, I think this must change. And they always speak Turkish in class. And the students do not learn anything. Maybe creating a common change in whole Turkey is not possible, but it can happen (*be achieved*) in a school. (Dicle 4)

Ataturk 8 approaches the issues from an economic perspective and claims that parents in private schools can do many things for their children, but this is not the case for state schools. Then, as presented in the quotation below, she states that learners in private schools are naughty. On the other hand, she finds students in state schools more motivated to learn. Claiming that she had her primary education in a state school, she feels empathy with such learners.

On organizational basis, in the National Education Directorate... I mean rather than dealing with the naughty behavior of students in a private school... I want to work in a state school in the Ministry of Education in order to teach better. I mean they understand you better. Because I was also one of them. I mean, I do not think that I can work in a private school. I mean, to be frank, I cannot bear naughty students... I do not want to deal with them; otherwise, it is not because of the fact that I cannot deal with them... (Ataturk 8)

Uludag 3 observes her sister's teachers teaching in a private school, and she concludes that for self-improvement she needs personal time and this is only possible if she teaches in state schools.

...first I want to improve myself in these years, therefore (*teaching in*) the Ministry of Education would give me this advantage. At least half a day in a week will be mine. I can have developmental activities after work, but in private schools this would definitely be impossible. Because, as far as I know from my sister, they have daily study hours, homework, many different books, doing all of these things takes time... Therefore, I want the Ministry of Education (*state schools*). (Uludag 3)

In state universities teacher candidates can work as instructors in preparatory schools or research assistants at programs. Interview results show that participants with academic aspirations have an intention to work in these organizations. Besides, positive beliefs and attitudes to state

universities (i.e., flexibility for applying English teaching methods, job security, salaries, positive beliefs about students, desire to teach older students, moderate workload and work hours) affect their intention to work in public universities positively.

For N. Erbakan 16, state universities are more preferable as she thinks that they offer job security and work conditions are better there. Working at state organizations is not just a personal decision for her, but rather this is a family tradition.

...first I should be accepted by a state university in order not to be a burden for my family anymore... I mean in private universities you are more dependent to a person, I don't know, there is a probability that they might fire you, I don't know I want a public organization. I have always had state organizations in my plans. As a family, we always had state (*organizations in preference*) it has been like that (*in our family*).Of course I don't want private ones as they are more laborious. I mean there are certain work hours in state organizations. You do not have to exceed it, but in private organizations you don't have such an opportunity. (N. Erbakan 16)

Learners' age, development opportunities and opportunities for applying theoretical knowledge acquired in pre-service years make ODTU 8 motivated to teach in state universities. Based on her practicum teachers' personal experiences she concludes that working at state schools would result in decay in her professional skills.

It will be a high school in the Ministry of Education or a university I mean I want to teach something to older people. Therefore, now, universities attract my attention... I want to keep doing the things that I have learnt (*in the program*) because I believe that we got a very good education at university... When I talk to teachers teaching at MoNE schools they say there is a big gap between the teaching performance that they had in pre-service years and the one that they do in class. They say that they have lost some of their skills, and as I mentioned before, my friend who is a METU graduate also said that s/he felt some kind of a rustiness and decided to work at university level after teaching at MoNE for one or one and a half year. I mean it might be the same for me, being a graduate of METU I want to do something more than becoming an ordinary teacher, I want to develop myself and get expertise in this field, have authority. (ODTU 8)

None of the interviewees stated negative intentions about public universities. Nevertheless, some participants claimed that they do not want to teach in public schools. Beliefs and attitudes about public schools namely, lack of opportunities to use teaching methods taught in pre-service education, lack of career development ladders, insufficient resources and lack of professional development opportunities, monotonous work life, and low salaries affect their intentions to work there negatively. In addition, negative attitudes towards the recruitment exam (KPSS), negative experiences in practice schools and negative ideas of university instructors affect candidate English teachers' intention to teach in public schools negatively.

Based on her observations in state schools AIBU 5 believes that state schools are limiting and it is difficult to record self-development there. Therefore, she prefers private schools to state schools.

I see that we limit many things and ourselves in state schools. I mean, in my practicum experiences here I felt that if we want to broaden our vision we won't be able to do this there (*at MoNE*). Therefore, I think that private schools would be more beneficial for me; thereby I want to work in private schools. (AIBU 5)

ODTU 2 is critical about the recruitment exam (KPSS) for state schools and she does not want to take this exam.

I think this is partly because of the fact that I do not want to take the KPSS exam... because I got tired of the system of answering multiple choice exams. Because I feel that this makes me blunt. (ODTU 2)

For ODTU 3, in addition to the recruitment exam and lack of development opportunities, state schools are not preferable in the sense that it is difficult to apply new teaching techniques in the insufficiently equipped classrooms of state schools.

Both KPSS is a difficult marathon and I am not ready for this and also teaching at MoNE is not something for me... I don't think that I can apply the things that I have learnt here in state schools; therefore, I want to stay at university level, being an instructor at basic English programs of universities seems more logical to me... Till now I always dreamed about teaching in fully-equipped classrooms and state schools are too weak in

this sense. There are not sufficient facilities, they force you to implement a specific curriculum and you cannot overcome its' limits, which means I may not apply the things I have learnt here in there. (ODTU 3)

Working conditions and attitudes towards teachers, decent salaries, and lack of facilities are the factors that make ODTU 13 unmotivated to teach in public schools. The interviewee wants to work in a school with resources and facilities that can support a teacher.

I don't think about it (*teaching at MoNE*)... The things that you have achieved are never appreciated; for example, there are very few samples of managers who would say thank you this is a very good job when you prepare a project... Neither the money nor the facilities attracts my attention to MoNE, therefore I haven't studied for KPSS... Many teachers in MoNE or considering at least the ones whom I have been taking courses till now; they want to pass 45 minutes in class and go out (*end the lesson*). Because the money and other conditions do not satisfy many people, and therefore I don't want to be in this system. I don't want to become dull after a while, I want to work somewhere that I can refresh and develop myself. (ODTU 13)

Private Organizations: Private universities, cram schools, private courses and private schools are the private organizations in which the participants may have an intention to teach English after graduation. The common factor which is claimed to affect intention to work in private organizations is using it as a fallback opportunity. In other words, they plan to teach in these organizations in order to earn money and get experience until guaranteeing a more desirable teaching or academic position in somewhere else.

For N. Erbakan 12 state schools have the priority, on the other hand, teaching in a private school is a plausible option.

My priority for now is teaching in state schools. As I mentioned I have a teaching background in a cram school. I think I will be more productive in state schools. My first preference is state schools but I don't claim that I don't work in cram schools... Private schools are also possible. But my priority is state school. I think this comes from my family. My family is a clerk and I can say that this is trust in state (*organizations*); therefore, I want state schools. (N. Erbakan 12)

Work conditions, especially work hours, in private schools are found to be unsatisfactory by Ataturk 9. However rather than being unemployed teaching in private schools seems more reasonable for the interviewee.

I prefer state schools... Because private schools are more tiring; and morning, noon, evening all are mingled... I mean at state schools there are specific time schedules. Being there would be better for me. I mean, I would prefer it... If it does not happen (*I cannot find a position at state schools*) I would apply for private schools, I don't like to be unemployed. I mean I would apply there at least for the sake of working somewhere, producing something and self development. (Ataturk 9)

In ODTU 10's case private teaching is preferred for survival purposes. Teaching in cram schools or private courses would provide the financial support for having graduate studies in Ankara.

Indeed, I want to pursue with MA studies... I don't plan to teach but I have to survive somehow and therefore I can teach... I can stay in Ankara for a year, work in cram schools or offer private courses, then after a year I will apply for MA studies again. (ODTU10)

Among private organizations, private schools are the most popular organizations for the participants. Intentions to teach in private schools are affected by interviewees' positive beliefs and attitudes about the organization. Namely, private schools create a challenging context which motivates the teacher to keep improving and also professional improvement is supported in private schools. In short, challenge and improvement are the key words for motivational factors concerning the intention for teaching in private schools. Intention to teach in cram schools and private courses is also inspired by similar influential factors: challenging teaching environment and professional development opportunities.

Practicum experiences affect ODTU 4's attitudes towards private schools positively. Having experience in public and private schools, the interviewee thinks that learners in the private school were more attentive and motivated to learn.

Indeed, private schools are more plausible for me. Because I saw the two contexts (*private and public schools*) by means of practice teaching

courses, in the first semester we were in YYY (*a private school in Ankara*) and in the second semester we were in XXX (*a state primary school in Ankara*)... It is impossible to teach something (*in XXX primary school*)... in ODTU college this was not the case... They (*students*) were taking active roles, when they were silent they were listening to the teacher, it was very good, I mean it was productive. (ODTU 4)

Making a comparison between state and private schools, challenges and demands in private schools are considered as motivators for development by Gazi 2.

I really believe how far a teacher can develop, to the extent that the students create challenge for her... When we are assigned to a town or a village by MoNE maybe we will face with reluctance of learners for schooling. I think after a while it may make us feel burn-out and we can experience a lag in our professions. But in a private organization this does not happen because people make an investment and in return they have expectations, and you have to give it to them. (Gazi 2)

On the other hand, some participants stated not to teach in private organizations. There are common factors that affect candidates negatively. Interviewees find teaching in private organizations non-prestigious. Besides, according to them, professional development opportunities are not satisfactory. Low salaries, high workload, lack of job security, and ideology (identifying working conditions as labor abuse) are the other factors that negatively affect the participants and prevent them from teaching in private organizations.

Having teaching experience in a cram school, AIBU 7 believes that private organizations are tiring and demanding.

I worked in a cram school for a year, private organizations are very tiring. It is both tiring and also demanding devotion. I don't think that they pay the satisfying amount for it. State organizations are better in this sense. At least your work hours and payment are pre- identified. (AIBU 7)

Work conditions in private schools are samples of labor abuse for Dicle 6, and therefore they are not preferable.

Private schools in this region are somewhat bad and therefore I don't plan (*to teach there*). Indeed they exploit teachers. We have such a case indeed. Less salary much work. (Dicle 6)

Uludag 3 shares similar ideas with Dicle 6 in the sense that private schools exploit teacher workforce.

As far as I searched about it, for example my sibling is studying in a private school and I talked to the manager and the group leader of English teachers. Likewise, we have been going cram schools for years and I know the case of teachers teaching there. I don't want to be in such a case, (*observed in*) private and cram schools. Because I think that these people are exploited. That much work and effort in return for low salaries, after spending that much time, it is very disappointing. (Uludag 3)

For some participants all organizations are equally acceptable as long as they provide professional development opportunities. Besides, they only want to get experience in English teaching profession working as English teachers somewhere. As an example for such cases, Ataturk 2 states that teaching in different organizations is an opportunity for getting professional qualifications.

I don't plan that I will choose one (*organization*) and continue with it whole life... I want to work and also have experience in all of them. They would add me many things. Teaching in private schools, cram schools or in MoNE, each of them will add me attributes and quality... I mean, I plan to work in each of them. (Ataturk 2)

4.2.3.2. Region-based intentions

4.2.3.2.1. Large-Scale View

The participants were asked to select one of the seven geographical regions of Turkey where they want to work after graduation; Eastern Anatolia, Southeastern Anatolia, Mediterranean, Black Sea, Central Anatolia, Marmara, and Aegean Regions. Data is analyzed through descriptive statistics. In Table 4. 28 frequency and percentage for regional preferences are provided. 583 participants gave acceptable responses to this question.

Table 4. 28 Descriptive Statistics for Distribution of Region-based intention

In which region are you planning to work as an English teacher?	f	%
Eastern Anatolia Region	29	5,0%
Southeastern Anatolia Region	36	6,2%
Mediterranean Region	74	12,7%
Black Sea Region	79	13,6%
Central Anatolia Region	92	15,8%
Marmara Region	134	23,0%
Aegean Region	138	23,7%
Other	1	0,2%
<i>Total</i>	<i>583</i>	<i>100,0%</i>

A majority of candidate English teachers prefer working in the Aegean (23.7%) and Marmara (23%) regions. The least preferred regions are the Southeastern Anatolia (6.2%) and Eastern Anatolia Regions (5%). These results are parallel with the socio-economic development of these regions. In other words, the Aegean Region and Marmara Region are the most developed regions in terms of their socioeconomic development capacities (Kulaksız, 2008). On the other hand, the Southeastern and Eastern Anatolia Regions are on the other side of the regional socioeconomic continuum in the Turkey (Kulaksız, 2008).

Chi-square test was conducted to see if regional preferences of the participants change based on their universities. Test results are provided in Table 4. 29.

Table 4. 29 Chi-square Test Results for Region-based intention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	223,863(a)	36	0,000
Likelihood Ratio	187,561	36	0,000
Linear-by-Linear Association	12,539	1	0,000
N of Valid Cases	583		
a. 10 cells (19,2%) have expected n less than 5. The minimum expected n is 1,78.			

Interpreting the chi-square results, it is seen that regional preferences of the participants significantly changes on university basis ($p < 0.05$). The distribution of respondents' regional preferences according to the universities that they are enrolled in is presented in Table 4. 30 below. In order to have statistical analysis, some regions are merged based on their economic wealth level (Kulaksız, 2008). The regions were put into four groups: Marmara Region, Aegean and Central Anatolia Regions, Mediterranean and Black Sea Regions and Eastern and Southeastern Anatolia Regions.

The results indicate that the distance of the university to a region is very effective on the participants' tendency to teach in these regions. The highest percentages for the Marmara region are from Bogazici (14,1%), Uludag (21,5%) and Trakya (20,5%) Universities which are located in the region. The highest percentage for the Mediterranean and Black Sea regions are from Necmettin Erbakan (24,2%) and Abant Izzet Baysal(13,1) Universities. Necmettin Erbakan University is very close to the Mediterranean Region, and Abant Izzet Baysal University is in the Black Sea region. The Central Anatolia and Aegean Regions were mostly preferred by the candidate teachers from Necmettin Erbakan (17,8%) and Gazi (13,0%) Universities. Both universities are located in the Central Anatolia.

Table 4.30 Distribution of Region-based intention on University Basis

In which region are you planning to work as an English teacher?										
University	Marmara Region		Aegean/ Central Anatolia Regions		Mediterranean/ Black Sea Regions		Eastern/ Southeastern Anatolia Regions		Total	
	n	%	n	%	n	%	n	%	n	%
Abant Izzet Baysal	11	8,1%	13	5,7%	20	13,1%	3	4,6%	47	8,1%
Ataturk	7	5,2%	17	7,4%	17	11,1%	10	15,4%	51	8,7%
Bogazici	19	14,1%	10	4,3%	5	3,3%	0	0,0%	34	5,8%
18 Mart	9	6,7%	14	6,1%	4	2,6%	2	3,1%	29	5,0%
Dicle	2	1,5%	3	1,3%	7	4,6%	22	33,8%	34	5,8%
Gazi	8	5,9%	30	13,0%	13	8,5%	4	6,2%	55	9,4%
Mugla	5	3,7%	8	3,5%	3	2,0%	0	0,0%	16	2,7%
Necmettin Erbakan	9	6,7%	41	17,8%	37	24,2%	11	16,9%	98	16,8%
Orta Doğu Teknik	6	4,4%	24	10,4%	11	7,2%	2	3,1%	43	7,4%
Pamukkale	1	0,7%	17	7,4%	5	3,3%	3	4,6%	26	4,5%
19 Mayıs	1	0,7%	8	3,5%	11	7,2%	0	0,0%	20	3,4%
Trakya	28	20,7%	24	10,4%	9	5,9%	2	3,1%	63	10,8%
Uludag	29	21,5%	21	9,1%	11	7,2%	6	9,2%	67	11,5%

The majority of the students who want to teach in the Eastern or Southeastern Anatolia Regions are from Dicle University (33,8%), which is located in the Southeastern Anatolia. In addition, Ataturk University, which is located in Eastern Anatolia (15,4%) has very high percentages for the Eastern and Southeastern Anatolia regions. The percentage of the students from Necmettin Erbakan University who wants to work in Eastern and Southeastern Anatolia (16,9%) is also very high .

The results indicate that there is a special case for the Eastern and Southeastern Anatolia regions, which is not observed in other regions. According to the results, none of the candidates from three universities, 19 Mayıs University, Bogazici University, and Mugla University chose to teach in these regions.

4.2.3.2.2. In-Depth Investigation

Interviewees were asked to explain in which regions they plan to work and explain the reason for it. Unlike the questionnaire data, they could choose more than one region in the interview sessions. As they mentioned both the regions where they want to work and the ones that they do not want to, both negative and positive statements about the regions are coded.

Fourteen participants claimed that they can teach in any region and therefore they do not have a specific intention for a specific region. One participant claimed that she had not thought about this issue before and one other claimed that she was undecided, thereby they did not stated any intentions. The results indicate that the Aegean region (N=19) and the Black Sea region (N=16) are the most popular regions among interviewees. The other geographical regions from the most preferred to the least are the Marmara region, the Central Anatolia region, the Southeastern Anatolia region and the Eastern Anatolia region.

The participants stated that they do not intend to work in some regions, descriptive statistics of the coded data indicate that the Eastern Anatolia (N=16) and Southeastern Anatolia regions (N=17) are the ones which are not preferred by most of the interviewees. This result is parallel with the questionnaire data in which these two regions are scarcely selected by the respondents. Although they are less in number, the following regions were also stated not to be preferred: the Mediterranean region (N=3), the Central Anatolia region (N=3), the Black Sea region (N=2), the Aegean region (N=2), the Marmara region (N=1) (Table 4. 31).

Table 4. 31 Region-based intention of Interviewees

	Frequency	Percent	Valid Percent	Cumulative Percent
Not-Marmara Region	1	,3	,3	58,5
Haven't thought before	1	,3	,3	71,1
Undecided	1	,3	,3	99,7
Not-Aegean Region	2	,7	,7	51,0
Not-Black Sea Region	2	,7	,7	51,7
Not-Central Anatolia Region	3	1,0	1,0	52,7
Not-Mediterranean Region	3	1,0	1,0	59,5
Mediterranean Region	7	2,3	2,4	90,8
Eastern Anatolia Region	11	3,7	3,7	84,4
Southeastern Anatolia Region	11	3,7	3,7	94,6
Central Anatolia Region	12	4,0	4,1	80,6
Marmara Region	12	4,0	4,1	88,4
Not-Southeastern Anatolia Region	14	4,7	4,8	64,3
All	14	4,7	4,8	99,3
Not-Eastern Anatolia Region	16	5,3	5,4	58,2
Black Sea Region	16	5,3	5,4	76,5
Aegean Region	19	6,3	6,5	70,7

Factors affecting region-based intention of each participant are given in Appendix 5 in detail. Here, the influential factors for region-based intention of the interviewees are presented. For some regions, both negative and positive factors were recorded. These cases are exhibited side by side in Table 4. 32.

Table 4. 32 Region-based intention of the Interviewees and Influential Factors

Regions	Influential factors			
	Planning to work		Not planning to work	
Mediterranean	Attitudes to local people Climate (S)Close to sea Cultural familiarity	*Distance General Attitude Others' experiences Social facilities	Climate Cultural familiarity	
Eastern Anatolia	Attitudes to local people *Distance (S)Do not have chance to choose	(S)Making a change Others' experiences Social responsibility	Attitudes to local people Climate Conservative culture Cultural familiarity	Distance General Attitude (S)Life security Others' experiences Social facilities Development opportunities Difficulties

Table 4. 32 Region-based intention of the Interviewees and Influential Factors (Continued)

Southeastern Anatolia	Attitudes to local people Cultural familiarity *Distance	(S)Making a change Others' experiences Social responsibility	Attitudes to local people Climate Conservative culture Cultural familiarity	Distance General Attitude (S)Life security Others' experiences Social facilities Development opportunities Difficulties
Central Anatolia	Cultural familiarity Development opportunities *Distance	Having a close person (S) Life is easy Distance from academic life	Attitudes to local people Conservative culture	Cultural familiarity General Attitude
Marmara	Attitudes to local people (S)Crowded Cultural familiarity Development opportunities *Distance	Flora General Attitude Job Opportunities Others' experiences Social facilities Distance from academic life	(S)Crowded	
Aegean	*Distance General Attitude Cultural familiarity Climate Attitudes to local people	Flora Social facilities Others' experiences (S)Close to sea Having a close person	Cultural familiarity Climate	
Black Sea	Attitudes to local people General Attitude Social responsibility	Cultural familiarity *Distance Flora Climate		
All	Cultural familiarity Distance from academic life Do not have chance to choose	Knowing different cultures Social responsibility		
* Common for all regions (S) Very specific for these regions				

Fourteen participants stated that they do not have a preference among regions and all are equally possible choices for them. Reasons for this claim are being motivated to know different cultures, the recruitment procedure in the Ministry of Education that do not give a chance for regional preference, being familiar to all kind of cultures, and feeling social responsibility for all people from different regions. Besides, it is also stated that the region is not

important as long as there is a university close to the workplace in order to carry on academic studies.

When the influential factors, which motivate participants to work in a region, are put into larger groups six major themes for region-based intention emerge: beliefs and attitudes, distance & having a close person, environmental factors, facilities & sociability, goals, and recruitment requirements.

1. Beliefs and attitudes (cultural familiarity, attitudes to local people, others' experiences, and general attitude): It is stated by the participants that they just have positive attitudes to the region, and thereby they want to work there. The regions counted in this group are the Black Sea, Aegean, Marmara and Mediterranean regions. Having positive attitudes towards local people is a very commonly mentioned factor used for all geographical regions, except for the Central Anatolia region. Hearing other peoples' positive experiences in a region is recorded to affect English teacher candidates' decision to work in the Aegean, Mediterranean, Marmara, Eastern Anatolia and Southeastern Anatolia regions. Cultural familiarity is also another factor mentioned for all regions except for the Eastern Anatolia region.
2. Distance & having a close person: For all regions, distance from hometown is recorded to be a strong influential factor. In addition, having a close person, like a relative or a fiancé, in the region also positively affects candidates' intentions to work in the Central Anatolia and Aegean regions.
3. Environmental factors (the sea, climate, and flora): These factors are suggested for the regions by the sea. Especially green nature affects participants positively and makes them plan to work in the Black Sea Region, the Aegean Region, and the Marmara Region. Climate is a suggested factor for the Aegean, Marmara and Mediterranean regions. Besides, being close to sea, the Aegean and Mediterranean regions are appealing for the participants.
4. Facilities & sociability (crowded population, job opportunities, ease of life, development opportunities, social facilities, and distance from academic life): Distance from academic life and existence of professional development

opportunities positively affect teacher candidates' intention to work in the Central Anatolia and Marmara Regions. Candidate teachers stated to live in regions where they can have satisfactory social facilities like shopping malls, cinemas etc.; therefore, the Aegean, Marmara and Mediterranean regions are preferred to work in. Being crowded and offering various job opportunities are stated to be appealing characteristics specific only for the Marmara Region. Finally, living in the Central Anatolia is stated to be easy and therefore a reason for the preference of this region.

5. Goals (making a change, social responsibility): Sense of social responsibility is the reason that makes interviewees intend to work in the Black Sea, Southeastern Anatolia, and Eastern Anatolia regions. Connected with the sense of social responsibility, motivation to make a change in the area is also an influential reason specific for the Southeastern Anatolia and Eastern Anatolia regions.

6. Recruitment requirements (cannot choose): One participant wants to have his compulsory rural teaching in Eastern Anatolia Region and complete it as soon as possible so that he can be appointed to a desirable region and this reason is coded as "do not have a chance to choose".

Four themes emerge for the influential factors for the lack of motivation to teach in a region; beliefs and attitudes, distance, environmental factors, facilities & sociability. Aforementioned in the preceding paragraphs, participants stated that they do not plan to teach in some regions. Among these regions, lack of motivation for the Southeastern Anatolia, and Eastern Anatolia regions is considerably significant. In this respect, questionnaire and interview results are parallel with each other. Regarding the high number and variety of influential factors that negatively affect the motivation to teach in these regions, first the factors for these regions will be presented in detail, and then the other regions will be taken into consideration.

1) Beliefs and attitudes (Attitudes to local people, general attitude, others' experiences, conservative culture, life security, and cultural familiarity): It is indicated in the results that having negative attitudes to the region negatively

affects participants' intentions to work there. Some participants have negative attitudes towards local people claiming that it is difficult to communicate with them. Local culture is found to be conservative, and some interviewees stated that they are unfamiliar with the local culture. It is stated only for these two regions that lack of security in these areas negatively motivates candidate teachers. Other peoples' negative experiences in these regions are the other reason affecting participants' beliefs and eventually motivations negatively.

2) Distance: Some participants claimed that these regions are far from their hometowns and therefore unfavorable.

3) Environmental factors: Especially the climate in these regions is found to be harsh thereby undesirable.

4) Facilities & sociability (Social facilities, difficulties, and development opportunities): Life in these regions is found to be full of difficulties. Lack of development opportunities and social facilities like cinemas, theatres, shopping malls affect candidates negatively.

Factors which are claimed to have negative influence on motivation to teach in other regions are lack of cultural familiarity and hot climate for the Aegean and Mediterranean regions; being highly populated and crowded for the Marmara region; and having negative attitudes towards the area and the people, conservative nature of the local culture, and cultural unfamiliarity for the Central Anatolia region.

Selected quotations below present a concrete depiction of candidates' plans about geographical regions and relevant influential factors. Dicle 5 is from Diyarbakır and he is studying in Dicle University. He wants to work in MoNE as he thinks that this would provide him with the opportunity of seeing different regions.

For the time being I plan to work in MoNE because I want to see different places in Turkey... There are various people from different cultures and in the short run this makes one (*culturally*) enriched. My first preference will be the schools of MoNE because I want to see different regions, for example I don't want to stay somewhere for 2-3 years. Staying in somewhere for 3 or 2 years at most, seeing the Black Sea region or

working in the Central Anatolia region, these provide experience for a person. (Dicle 5)

Uludag 5 is also ready to go any region that she is assigned to because the recruitment system in MoNE does not provide many opportunities to beginning teachers.

Indeed my first preference is the Marmara and Aegean regions, but these regions are the first regions (*in terms of recruitment regions*) and their points are very high therefore I have to go wherever they (MoNE) send me, I mean, for now I cannot make choices. (Uludag 5)

Working in unprivileged regions is a social responsibility for N.Erbakan 6.

I don't have prejudices, for example I will go even if I am assigned to eastern regions. I don't know why but it doesn't sound bad to me. They, the people living there, also need teachers... I mean, "no I don't want to go there" and such attitudes do not sound ethically correct to me. (N. Erbakan 6)

AIBU 2 claims that people in Eastern regions have a different culture and it is difficult for her to survive in it. She has negative bias towards parents and this makes her unmotivated to teach there. On the other hand, she plans to teach in the Central Anatolia region as she thinks that both eastern and western cultures mingle together and create a more tolerable environment to live in.

Indeed the Central Anatolia region is preferable. Compared to the Southeastern and Eastern Anatolia regions, people in the Central Anatolia are more moderate. I mean, as they are in the middle of east and west people can synthesize the cultures easily... In the east, I know people from the east (*of Turkey*) they have stereotypical ideas. I especially hate that they do not send girls to school, and try to get them married. Then I will get a slipper and kick this father and mother... I don't like the East and Southeastern Anatolia for that reason. People are stereotyped, they look at you strangely, you cannot change it. Because they have been used to this culture for years and this culture has collapsed... However, I specifically prefer the Central Anatolia, because I can synthesize the east and the west very well. The people easily get the culture of east and west, and they do not have bigotry. (AIBU 2)

Eastern regions are not secure for AIBU 3 and terror in the region prevents her from planning to work there. She wants to be a teacher in the Marmara region because social facilities and crowded population make the region appealing for her.

I will prefer the Marmara region as the first one... The place that I want to live in is a big city where there are many people and I can find social activities. Especially the East and Southeastern Anatolia regions are among the places that I don't prefer, however it is not because of an antipathy towards these cities, but because of the terrorist events... I don't know, I also gave a sample before. In the preceding years when there were the cases like the kidnapped teachers and nurses. As I am afraid of experiencing similar things I am reluctant to work there. (AIBU 3)

Trakya 7 is affected by his friends' experiences in eastern regions; therefore, he has negative attitudes towards the region, local people and the culture.

Indeed it looks like discrimination but this is something that they did, I don't want to work either in the Southeastern or Eastern Anatolia... I have friends assigned there; they are in depression, and they say that their psychology is terrible. When they go out they cannot talk to a female friend freely even if this person is a colleague of them. They also say that local people do not accept the teacher; they say it is a lie that they are hospitable... They say everything has changed after Kurdish declination and the ethnic discrimination started with this declination. (Trakya 7)

Like Trakya 7, having a close person with negative experiences in the region makes AIBU 10 strict about her region-based intention and she states that she would absolutely not teach in eastern regions.

I don't want to prefer the Southeastern and East Anatolia... In the sense that I can have difficulties in getting used to difficult conditions. My older sister was in the East Anatolia. I know the difficulties there... She taught there, in Ardahan, for a year. As I have seen her, I never want to (*work there*). I think if I cannot be assigned to the regions that I want to I can study one more year and try to be assigned to the region that I want. (AIBU 10)

Local language in Eastern regions is another issue for candidate teachers and they think that this might negatively affect communication with people and also students. They believe that they will not share a common language with the learners and local people, and eventually this would

become a problem for them. Ataturk 4 is one of the participants who mention language problem and he is highly affected by a relevant movie in this sense.

For example that film affected me very much indeed, I mean the basic problem of teaching in Turkey, Two Languages and a Suitcase, I think it was a film telling everything. I mean, I think how would I teach English by using Turkish to the students who could not acquire Turkish properly. If I knew the language of the students at least, it would be more beneficial, but I haven't had such a chance. I couldn't learn the language... (*Suppose that*) I will go there and teach English, but if I teach English through English it is not appropriate. If I teach English through Turkish the child does not know Turkish. If I learn Kurdish or Lazuri or other languages or accents, they are also important, I believe that accents would create a big problem. Thereby, I try to apply for the regions that I know. (Ataturk 4)

Although, like Ataturk 4, Ataturk 11 is aware of the local problems in eastern regions through listening to others' experiences and visiting these regions personally, she definitely wants to go to these regions. She believes that these regions are in need of qualified teachers.

I don't want to work in the west and therefore my fiancé is getting angry with me. However, I want to work in the east... The East and Southeastern... I even want to work in Hakkari, Şırnak because I think that there are people who have a thirst for learning... I went to Ağrı I mean the children living there are very different, more natural, how should I say, untouched and they should learn something different... We shouldn't take the issue only as an English teacher, we can teach many things, I am talking about this perspective... I went to Adıyaman, again the children there, for example their Turkish was not very good. There were Arabs, Kurds, of course we are all respectful to their culture, I want to teach something different without changing their culture. To make them see different things, the west as well... I mean I want the facilities in west are offered there as well... (*my friends from the east part of country*) say that it is not like as it is seen here, I mean to be able to give something to the students there, but I love challenge. (Ataturk 11)

N.Erbakan 3 also states that he wants to teach in eastern regions as he thinks that people need teachers there.

I only want to go to the east, the Southeastern region because as I mentioned before people need (*teachers*) there. Nobody prefers there (*the region*); the ones who go there escape from the region and come back after a while. Moreover, there is a strange attitude to the people in the east... but

the people there need us. I want to go there not to escape from the region but to do something good. (N. Erbakan 3)

Uludag 8 wants to work in eastern regions after graduation. He states that he wants to have conscription in eastern regions first and then go to his hometown.

I mean I want to have my conscription first, for example with the help of luck I might be assigned to a place in the west, one day I have to have conscription in the east. In order not to go and come back (*to the west*) again I want to finish my conscription (*in the east*) first. (Uludag 8)

Gazi 2 wants to live in a developed region with many social facilities in order to achieve her goals like attending courses for personal improvement. She prefers the Central Anatolia and Marmara regions. Like some of the aforementioned participants, she also does not want to teach in the eastern part of Turkey claiming that her personality and emotional state are not appropriate to overcome the difficulties in eastern regions.

Maybe in order to have my dreams real I prefer the Central Anatolia and Marmara regions. I know myself and I am aware of my emotional nature, and I know that I will have real difficulties in the east and I think that I will have difficulties in dealing with these problems. Therefore, I don't want to prefer (*the east*)... for example the problems caused by having many siblings and the ignorance in the family reflect in the class as a classroom management problem... To develop myself further in the language skills, in terms of courses and some other issues about language big cities have more opportunities, I prefer these two regions. (Gazi 2)

Abundant job opportunities and having a chance for interacting with nonnatives in the Marmara region is appealing for N.Erbakan 1.

...what I mean by a big place is the Marmara region. As the number of tourists is higher, there are job opportunities, organizations, production, and these lead me to the region. As I have had a work experience there I know the context. Since I love hustle and bustle, I have more inclination to the regions with hustle and bustle. (N. Erbakan 1)

On the other hand, for Ataturk 8 the Marmara region is too crowded and cosmopolitan to work in.

I don't prefer the Marmara Region because it is very crowded for me. I mean there are all kinds of people, people from different classes, (*it is*) very populated. I mean there is mass of people and therefore I don't want it. I mean, I want a quite, beautiful but also a livable place. (Ataturk 8)

Climate and nature are highly effective on region-based intention. Warmer climate and the sea affect AIBU 6's region-based intention and makes her more motivated to teach in the Aegean and Mediterranean regions.

The Aegean region, I want a region close to the sea like the Mediterranean and Aegean regions. The climate should be hot for me, indeed these are the things that attract me first. I mean I hate cold weather. Bolu is also very cold, I don't like this, it's like a torture in the winter. Therefore I will go to a warm and hot region. Hot and by the sea, the Aegean and Mediterranean regions are very suitable for me. (AIBU 6)

For similar reasons with AIBU 6, ODTU 1 plans to work in the Aegean, Marmara or Black Sea regions.

First of all I love green, green is my color; therefore, I really want to work in a green place. When I say green the Aegean, Marmara and Black Sea regions come to my mind. These are the places that I would like to work in, because of its nature and maybe the local people. (ODTU 1)

Ataturk 7 went to Erzurum, a city in the Eastern Anatolia, to pursue her BA studies, and she was seriously affected by the cold weather in the region. This experience made her plan not to work in these regions after graduation.

I haven't visited or seen many places. I haven't seen everywhere in Turkey. The places that I have seen are very limited in number. As I mentioned before, I came here from the Black Sea region. I had difficulties in living in Erzurum. Here it is very cold, we usually eat cabbage and vegetables there (*in the Black Sea region*), but here I have met with meals with meat, they add meat to every meal. It was difficult for me. For example, I was 50 kilos when I came here and now I am 45-44 kilos. (Ataturk 7)

AIBU 7 also plans to work in the Aegean and Mediterranean regions as these territories are warmer and they are by the sea. On the other hand, she believes that working in eastern regions is waste of her potential and she is

not the person who would be successful there. Besides, according to her learners in eastern regions are not educated even to deal with their self-care.

I am a person who loves hot whether very much, who loves hot climate very much. Thereby, I am a person who loves the sea very much as well. I want to live in such a place... I don't plan to work in the east; it is not because of the fact that I make a kind of discrimination. I have friends who can make any kind of behavioral changes in students when they go to the east. For example I have a friend who is in Habur, but I don't have such a personality. If I am an English teacher and I work hard to develop my English skills in summers while people were enjoying themselves at home, I don't want to lose it (*my English*) in the east... If I go to east I mean my life standards would change a lot as well. I have doubts if I can be successful with the children. I can teach English very well to the students but as far as I have heard from people who went there, the students do not need only English. They say that they give toilet training ... I don't know if I can do these. Therefore, I wouldn't prefer the east. The Aegean and Mediterranean regions would be good for me. (AIBU 7)

Being close to family and hometown affects region-based intention of the participants. For AIBU 8, the Southeastern Anatolia is very preferable as her family lives in the region. In addition, she highlights the gap between the east and west of Turkey and she feels social responsibility towards eastern regions.

I want the Southeastern Anatolia region because my family is living in Gaziantep. They will be living there for a while as well... I want to be in somewhere close to them because I have been far from them for years, in Izmir in AIBU. Now that I want to be close to them... I am from Elazığ, I was born in Elazığ, now that I want to be there. Indeed I want to be with the people living there. I want this for students as well, not only for my family... I mean the facilities for students in the west are not the same with the ones in the east. (AIBU 8)

Distance from family and familiarity with the context affect Uludag 4's decisions concerning the region-based intention. Although she has not been in the eastern regions before and she has good friends coming from these regions, she is still strict about working there as she is highly affected by the negative fame of these regions in media.

I would prefer the Aegean region because my family live there, and also Bursa and the neighboring regions might be Ok. I mean I am used to Bursa because I had my university education here. I mean, I don't want to go to the eastern regions, because of the media, and the events happening

there... indeed my friends from these regions say that there is nothing like that in the context but still one gets affected after hearing about the events... As I have never been there and I have no idea about there, I have prejudices about these regions. (Uludag 4)

Dicle 2 is from the Eastern Anatolia region. He actually had a place in a prestigious university located in Istanbul; however, he transferred to Dicle University (located in Southeastern Anatolia) after two years. He knows the difference between the east and west by personal experience. He claims that he plans to teach in eastern regions because he feels familiar with the context and this familiarity comforts him.

As I believe that people who need education are mostly in this region I prefer here... Besides, one feels comfortable here. I mean you were born and grown up here, your family and your friends are here. Therefore, I prefer teaching here. (Dicle 2)

Like Dicle 2, Dicle 6 is from the Southeastern Anatolia and he states that he wants to do something for his hometown and people living there.

Our region, I mean the Southeastern Anatolia has always left underdeveloped. I mean there was always something made incomplete here. Therefore, if I will be beneficial for somewhere I want to be beneficial to my people. Therefore, I think this region, the Southeastern region, to work in. (Dicle 6)

4.2.3.3. District-Based Intentions

4.2.3.3.1. Large-Scale View

In the questionnaire the respondents answered an item which required them to choose one of the districts that they are most likely to work in. The districts were categorized according to the population in the region; for example, village with a population less than 2000, small city with a population between 20000 - 200000. Descriptive statistics results indicate that most of the participants prefer working at cities, especially in big cities (30,0%) and moderately big cities (27,4 %). In Table 4. 33, it is seen that very

few students want to work in villages (3.6%) and towns (4,0 %). Compared to cities, metropolises are preferred less (16.2%) by the participants.

Table 4. 33 Descriptive Statistics for District-based Intentions

In how big cities you are planning to work as an English Teacher?	f	%
Village	21	3,6
Town	23	4,0
Small City	90	15,5
Moderately Big City	159	27,4
Big City	174	30,0
Metropolis	94	16,2
Other	1	,2
<i>Total</i>	562	96.9

The distribution of participants from different universities according to their district-based plans is exhibited in Table 4. 34. For statistical analysis districts are clustered as villages and towns, small and moderately big cities, big cities and metropolises.

Descriptive statistics results show that pre-service English teachers enrolled in the universities located in very big cities and metropolises have the highest percentage for teaching in bigger districts. To make things clear, it is exhibited in the table above that mostly the participants from universities located in or near to the following big cities; Ankara, Istanbul, Konya and Bursa are intended to work in very big cities and metropolises (Gazi University (9,7%) and Orta Doğu Teknik University (8,6%) in Ankara, Necmettin Erbakan University (14,4%) in Konya, Bogazici University (9,4%) in Istanbul, Uludag University (14%) in Bursa, Trakya University (11, 9%) which very close to Istanbul)

Table 4. 34 Distribution of District-based Intentions on University Basis

In how big cities you are planning to work as an English Teacher?								
University	Villages and Towns		Small and Moderately Big Cities		Big Cities and Metropolis		Total	
	n	%	n	%	n	%	n	%
Abant İzzet Baysal	2	4,3%	27	10,4%	18	6,5%	47	8,0%
Ataturk	6	13,0%	22	8,5%	22	7,9%	50	8,6%
Bogazici	0	0,0%	7	2,7%	26	9,4%	33	5,7%
18 Mart	3	6,5%	14	5,4%	12	4,3%	29	5,0%
Dicle	3	6,5%	13	5,0%	18	6,5%	34	5,8%
Gazi	2	4,3%	26	10,0%	27	9,7%	55	9,4%
Mugla	4	8,7%	7	2,7%	5	1,8%	16	2,7%
Necmettin Erbakan	8	17,4%	50	19,2%	41	14,7%	99	17,0%
Orta Doğu Teknik	2	4,3%	17	6,5%	24	8,6%	43	7,4%
Pamukkale	3	6,5%	15	5,8%	8	2,9%	26	4,5%
19 Mayıs	1	2,2%	14	5,4%	5	1,8%	20	3,4%
Trakya	4	8,7%	28	10,8%	33	11,9%	65	11,1%
Uludag	8	17,4%	20	7,7%	39	14,0%	67	11,5%

Chi-square test was used to investigate if candidate teachers' district-based preferences change on university basis. The results are presented in Table 4. 35. Although there is a significant difference between the district-based preferences of participants from different universities ($p < 0.05$) as 10 cells have expected counts less than 5 the assumption for the test cannot be met (Field, 2000). Therefore, statistically it is not appropriate to make interpretations based on the statistical data.

Table 4. 35 Chi-square Test Results for District-based Intentions in Different Universities

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45,246(a)	24	0,005
Likelihood Ratio	46,220	24	0,004
Linear-by-Linear Association	0,000	1	0,988
N of Valid Cases	584		
a. 10 cells (25,6%) have expected n less than 5. The minimum expected n is 1,26.			

4.2.3.3.2 In-Depth Investigation

In the interview session, the interviewees were asked to mention in which districts they are intending to work and explain the factors influencing their intentions. A detailed presentation of interview codings is presented in Appendix 5. Although in the questionnaire the participants are asked to choose among these six districts metropolis, big city, moderately big city, small city, town, village, in the interview a code for moderately big city is not included as it is not mentioned by the participants. The following three cities, Ankara, Istanbul, Izmir, frequently appeared in the data set; therefore, these three cities are included in the coding scheme. Finally, considering frequent reference in recorded data, hometown and all (districts) are added to the coding scheme.

Since the participants mentioned both the preferred and not preferred districts, both positive and negative intentions are coded for each district together with related influential factors. Negative intentions are coded adding a minus before the code number, i.e., 1= willing to work in big cities, -1=unwilling to work in big cities.

The frequency results in Table 4.34 indicate that the most frequently preferred districts are small cities (N=20), big cities (N=15) and towns (N=

15). On the other hand, the less preferred districts are villages (N=15) and metropolises (N= 11). To a certain extent, these results are parallel with the questionnaire results in which big and moderately big cities are defined to be the most frequently preferred districts; on the other hand, villages, towns and metropolises are relatively the less preferred ones. 15 participants claimed that they do not have any specific preference and all choices are preferable for them. Finally, 1 participant was undecided.

The three important metropolises in Turkey, Ankara (N=13), Izmir (N=6) and Istanbul (N=9) are claimed to be highly appealing for some participants. On the other side, people who do not prefer Istanbul are recognizably high in number (N=9) though it is not the case for Ankara (N=2) and Izmir (N=0)(see Table 4.36).

Table 4. 36 Frequency Results for District-based Intentions of The Interviewees

	Frequency	Percent	Valid Percent	Cumulative Percent
Undecided	1	,3	,3	92,3
Not-Ankara	2	,7	,7	52,2
Not-Small City	3	1,0	1,0	40,1
Izmir	6	2,0	2,0	59,3
Not- Istanbul	9	3,0	3,0	51,5
Istanbul	9	3,0	3,0	95,3
Not-Big City	10	3,3	3,4	33,7
Not-Town	10	3,3	3,4	43,4
Hometown	10	3,3	3,4	67,7
Not Metropolis	11	3,7	3,7	37,7
Village	11	3,7	3,7	91,9
Ankara	13	4,3	4,4	99,7
Metropolis	14	4,7	4,7	73,4
Not-Village	15	5,0	5,1	48,5
Big City	15	5,0	5,1	57,2
All	13	5,0	5,1	64,3
Town	15	5,0	5,1	88,2
Small City	20	6,7	6,7	83,2

When codings for influential factors are meaningfully merged into larger clusters, four themes emerged: social and economic concerns, professional concerns, personal concerns, and altruistic goals. Social and economical concerns are about participants' beliefs and shared experiences regarding social life and economic conditions in the district. They are listed

as familiarity with the context, social activities (theatre, clubs, cinema), crowd, difficulty of life, being expensive, being time consuming, others' experiences, life is easy, interaction with local people, and security. Professional concerns are the factors related to teaching practices, learners, subject matter and they are listed as development opportunities, student characteristics, English practice opportunities, distance from academic life, job opportunities, resources, prestige of teaching. Personal concerns are about family life, experiences, and personal interests and they are enlisted as children, marriage, personal experiences, interest in flora. Altruistic goals refer to feeling social responsibility and aspirations to make a change.

In the following table, influential factors for each district-based intention are provided. At that point, it should be highlighted that a factor might be coded for both negative or positive intentions. For example, crowd affects some participants positively and motivates them to teach in metropolises; on the other hand, it affects some other participants negatively and makes them unwilling to teach in metropolises. Both cases are coded and reported here. In the following table, the influential factors that have effect on positive and negative intentions for each district are presented.

Table 4. 37 District-based intentions of interviewees and influential factors

Influential factors		
	Intention to work	Intention not to work
Metropolis	<p>Professional concerns: Development opportunities, student characteristics, English practice opportunities, distance from academic life, job opportunities, resources</p> <p>Social and economical concerns: Familiarity with the context, social activities (theatre, clubs, cinema), crowd</p>	<p>Professional concerns: Student characteristics</p> <p>Social and economical concerns: Crowd, difficulty of life, expensive, time consuming</p> <p>Personal concerns: Children, marriage, personal experiences</p>

Table 4. 37 District-based Intentions of Interviewees and Influential Factors
(Continued)

Big City	<p>Professional concerns: Development opportunities, Student characteristics, English practice opportunities, Distance from academic life, Job opportunities, resources</p> <p>Social and economical concerns: Familiarity with the context , Social activities (theatre, clubs, cinema), crowd</p>	<p>Social and economical concerns: Crowd, Difficulty of life, Expensive, Time consuming</p> <p>Personal concerns: Children, Marriage, Personal experiences</p> <p>Professional concerns: Student characteristics</p>
Small City	<p>Altruistic goals: Making a change, Social responsibility</p> <p>Personal concerns: Children, marriage</p> <p>Professional concerns: Development opportunities, Prestige of teaching, Student characteristics</p> <p>Social and economical concerns: Life is easy, (less populated) Crowd, Interaction with local people, Familiarity with the context, security</p>	<p>Social and economical concerns: Others' experiences, Social activities (theatre, clubs, cinema), (less populated) Crowd</p>
Town	<p>Altruistic goals: Social responsibility</p> <p>Personal concerns: Children, Interest in flora</p> <p>Professional concerns: Prestige of teaching, Student characteristics</p> <p>Social and economical concerns: (less populated) Crowd, Familiarity with the context, Interaction with local people, Life is easy</p>	<p>Social and economical concerns: (less populated) Crowd, Familiarity with the context, Social activities (theatre, clubs, cinema)</p> <p>Professional concerns: Resources</p>
Village	<p>Altruistic goals: Making a change, Social responsibility</p> <p>Personal concerns: Children</p> <p>Professional concerns: Student characteristics</p> <p>Social and economical concerns: Familiarity with the context , (less populated) Crowd, Life is easy, Interaction with local people, Others' experiences</p>	<p>Social and economical concerns: Familiarity with the context , (less populated) Crowd , Problems with interaction with local people, Social activities (theatre, clubs, cinema) Others' experiences, Security, Difficulty of life</p> <p>Professional concerns: Development opportunities, Resources</p>
Istanbul	<p>Professional concerns: Development opportunities, English practice opportunities, Distance from academic life, Job opportunities, Resources</p> <p>Social and economical concerns: Familiarity with the context, Crowd, Social activities (theatre, clubs, cinema)</p>	<p>Personal concerns: Children, Marriage, Personal experiences</p> <p>Professional concerns: Prestige of teaching, Student characteristics</p> <p>Social and economical concerns: Crowd, Interaction with local people, Expensive</p>

Table 4. 37 District-based Intentions of Interviewees and Influential Factors
(Continued)

Ankara	<p>Personal concerns: Marriage</p> <p>Professional concerns: Development opportunities, English practice opportunities, Distance from academic life, Job opportunities, Resources</p> <p>Social and economical concerns: Familiarity with the context, social activities (theatre, clubs, cinema), crowd, life is easy</p>	<p>Personal concerns: Children, Marriage, Personal experiences</p> <p>Professional concerns: Prestige of teaching</p> <p>Social and economical concerns: Crowd, Interaction with local people , Expensive</p>
Izmir	<p>Professional concerns: Job opportunities, Resources, Development opportunities, Prestige of teaching, English practice opportunities</p> <p>Social and economical concerns: Familiarity with the context, Interaction with local people</p>	
Hometown	<p>Altruistic goals: Social responsibility</p> <p>Social and economical concerns: Familiarity with the context</p> <p>Personal concerns: Distance</p>	
All	<p>Social and economical concerns: Familiarity with the context</p> <p>Professional concerns: Job opportunities, Distance from academic life</p> <p>Altruistic goals: Social responsibility</p> <p>Personal concerns: Distance</p> <p>Cannot choose</p>	

In the following paragraphs, detailed results about the emerging themes which are taken as influential factors for district-based intentions; i.e., social and economical concerns, professional concerns, personal concerns, and altruistic goals, will be presented respectively.

Results for social and economic concerns show that familiarity with the context is a commonly mentioned influential factor which is seen for all types of districts and positively affects intention to work in these places. Nevertheless, lack of contextual familiarity affects participants' motivations to work in towns and villages negatively. Life in towns, villages, small cities and Ankara is found to be easy and it positively affects intentions to work in these places. On the other hand, in metropolises, big cities and Istanbul, life is claimed to be difficult and this has a negative effect on the intentions to work

in these districts. Having social activities appeals to participants to work in big cities, metropolises, Ankara and Istanbul. However, lack of social activities negatively affects the motivation to teach in small cities, towns and villages. It is observed that population density, which is labeled as crowd, is highly effective on both positive and negative district-based plans. According to the results, local people in towns and small cities are generally stated to be friendly and hospitable; therefore, interaction with local people affects motivation to teach in these contexts positively. On the contrary, some participants stated that interaction with villagers might be problematic for them and their motivations are negatively affected by this idea. In addition, the cosmopolitan nature of Ankara and Istanbul, lack of interaction between people living there makes participants less motivated to teach in these cities. Life in metropolises and big cities are also found to be expensive and time consuming and thereby undesirable.

In the following section, selected quotations from the interview scripts will be presented. Living in metropolises, towns and villages is problematic for Uludag 8. Big cities are found to be expensive for a teacher and small districts like villages and towns do not offer social activities. Therefore, smaller cities are more preferable.

I don't want towns and villages. I mean I want places that I can be on my own and entertain myself. I want movement (*in the place*) and therefore I want a city. I mean I don't want places like Izmir, Istanbul because they are very big and this affects my salary, I will be a teacher at the end. I want to live well. Therefore, it is better to (*work in*) moderate (*moderately big*) districts. (Uludag 8)

Trakya 9 wants small districts as he is familiar with these places. He states that even going to Istanbul for a weekend trip is very tiring for him. Besides, people in small districts are found to be calm.

I came from a place, Çarşamba, which has a population of 100000 – 110000 and I had a comfort there. For example, I didn't have any difficulty when I came to Edirne. I have been here for four years and it is like I am lingering in my hometown... But when I go to Istanbul in the weekends to

spend some time, I come back from Istanbul and have a rest (*in Edirne*) here for a week... I am a person who never likes crowd and big cities... a town, a rural district maybe with low population; I love such places very much... People are relaxed and you get relaxed among them, you learn not to disturb anyone. (Trakya 9)

Living in small districts is not appealing for some participants. Ataturk 1's family lives in a village and based on personal observations and experiences, life in smaller districts is found to be monotonous and socially limited by the interviewee.

Because my parents live in a village, when I go there I cannot stay there even for two days. There is nothing in the village; a small grocery store, a coffee shop (*kahvehane*) and there is nothing else. The villages are such small (*places*). Therefore, it is boring, I mean there should be something that a person can be busy with. For example, if I want to go out with my friends in the village, where can I go. Nowhere. I have to go to a bigger city. Therefore, I really do not want a village. I am thinking about a moderately big place. (Ataturk 1)

Although metropolises are found to be too crowded and expensive to survive by some participants, for some others life in metropolises is really attractive. ODTU 11 is a sample for such attitudes. She knows the financial problems awaiting her in metropolises but still she wants to live in Istanbul after graduation.

As the first preference I would like to be in a metropolis, I got used to (*live in a metropolis*) here (*in Ankara*), I can live in Istanbul as I really want there. Besides, I hate silent and remote places and I cannot stand being alone, I like being in crowded places, I mean, although there could be many impossibilities and problems still I would prefer living in a metropolis. (ODTU 11)

For some participants lack of experience in a district is the main reason that makes them feel unmotivated to work there. Being unfamiliar with the context affects ODTU 6 negatively. Therefore, it is stated by the participant that smaller districts like small cities, villages and towns are not attractive.

I haven't lived in a small city and I am not sure if I can live in. However, I think that I cannot live in. I mean, I easily get bored and sometimes I get bored even from my best friend. Therefore getting bored of a city looks so normal to me. Therefore it is more logical to go to the places with many opportunities (*social opportunities*). For example, my friend was assigned to Muş, I cannot imagine myself assigned to Muş, what can I do there. Because, friends are important as well as social activities, no, I cannot survive in a small city. (ODTU 6)

Like social and economic concerns, professional concerns also have both positive and negative effects on participants' district-based intentions. The number of sub-factors for professional concerns decreases from larger to smaller districts. For example, sub-factors for professional concerns about teaching in metropolises are recorded to be development opportunities, student characteristics, English practice opportunities, distance from academic life, job opportunities, and resources; on the other hand, for villages only one sub-factor is listed (i.e, student characteristics).

Besides, it is seen that the nature of influential factors changes in the metropolis to village continuum. To make the issue clear, it is seen that in larger districts academic and job-related concerns like development opportunities, easy access to academic resources, English practice opportunities appear; on the other hand, as the districts get smaller emotional and relational factors like student characteristics, prestige of teaching in society become prominent.

Having professional development opportunities are stated to be effective on the intention for teaching in cities and mentioned for all cities in different sizes. Except for small cities, English practice opportunities, easy access to academic resources, and job opportunities are suggested as influential factors to teach in cities. Being close to academic environment also affects participants positively to work in metropolises, big cities, Ankara and Istanbul. In addition, positive ideas about the student characteristics in small & big cities and metropolises affect participants' plans to teach in these districts positively. High prestige of teaching in small cities and Izmir has positive influences on participants. Student characteristics is the only professional factor affecting intention to teach in villages positively. For

towns, together with student characteristics, prestige of teaching in the area is mentioned to be effective.

It is seen that some of the professional factors might have a negative influence on the motivation to teach in some districts. Although student characteristics affects some participants positively and motivate them to teach in small cities, it has negative effects on some participants and makes them unmotivated to teach in big cities, metropolises and Istanbul. Low prestige of teaching also has negative effects on the interviewees to teach in Ankara and Istanbul. Lack of resources and professional development opportunities negatively affects the intentions to work in villages and towns.

The results for professional concerns will become concrete with the selected interview excerpts presented below. For ODTU 10, working in villages is undesirable because technical opportunities are limited there.

I mean, I, probably, would not want to work in a village because facilities are very few and limited there. I mean technical equipments are very few and therefore I would like to work in the centers (*bigger districts*). I mean considering the facilities (*offered in these districts*) I would like to work in the centers. (ODTU 10)

The competitive context in bigger districts is appealing for Ataturk 10 as she thinks that it is an opportunity for self-development.

Indeed, considering my self-development, city centers would be better... For example, there will be competitive context. I mean if I get assigned to a village, I will be the only English teacher there; however, suppose that I am assigned to or teaching a school in the city center there will be a competitive context. Ok, teachers may get on well with each other, however, inevitably there is a competitive context and I believe that it should be so. Because it is something that helps us improve ourselves. (Ataturk 10)

On the other hand, for some participants smaller districts are more preferable. For Ataturk 4, prestige of teaching in smaller districts and interaction with local people are motivating to teach in these areas. Personal experiences and shared experiences of friends make him believe that working in smaller districts (a small city, town or a village) is more satisfying.

I want a smaller district; being known by people is good. It is very good to hear people welcome you when you go out. Still I live in Ağrı. My mom is in Ağrı. Some of my friends are teachers there (*in Ağrı*). (*They say that*) when we go out people welcome us, offer tea or coffee. I mean this respect seems appealing to me. Although people say that the prestige of teaching is lowered, and some of my friends also think so, indeed, this is not the case. Teaching still has its value and it will pursue having it. Therefore, smaller districts look more advantageous and appealing to me. (Ataturk 4)

N.Erbakan 6 is concerned about the student characteristics and the parents in urban schools. Practicum observations have a significant impact on these beliefs.

I don't want a very big city. I mean I go to practicum and I see that the students are very conscious, I mean rather than (*having*) consciousness, how should I say, like having misbehavior, I mean they are very different. I mean with students in a village or town... I believe that I would be more beneficial there... nowadays parents are trying to be such conscious that, but I mean, they interfere with everything about the learner. When we went for practicum the school manager warned us about not to indulge them, (*the manager said that*) if they can do the parents would join the lessons with their children... I mean such things very frequently happen in big cities. (N. Erbakan 6)

Personal concerns like plans about future family, distance from family and also the imprints of previous experiences are positively effective on work intentions for smaller districts (small cities, villages and towns). On the contrary, these factors have negative effects on motivation to teach in larger districts (metropolises, big cities, Ankara, Istanbul). The following quotations are about the effects of personal concerns on district-based plans. Trakya 7 explains that the social context in big cities is not preferable in the sense that it is difficult to raise a child in such environments.

I mean there is sincere context (*in small contexts*), how can I explain it, you are alienated in big cities, everybody is strange to one another, I mean there is not a sincere context. I mean suppose that you have a child, you should be considered about the context where you want to raise the child. I mean, will I be able to have time with her, care her and is this a context that I can control her behavior? Or is this a context in which people from various cultures come together and awful things occurs? (Trakya 7)

In the following excerpt it is seen that being close to family is highly influential on AIBU2's district-based concerns.

First of all I want a place close to my family; I want a place which is not much far from them. Other than that it is not important whether it is a small or a big district. (AIBU 12)

Altruistic goals have only positive effects on the participants, and they are effective only for smaller districts: small cities, towns and villages. Making a change and social responsibility are the sub-factors emerging as altruistic goals. In the sample quotation below, it is observed that reasons like feeling responsible for the students in smaller districts and low prestige of teaching in big cities motivate ODTU 12 to teach in small cities, towns and villages.

Indeed, I really want to teach in villages, because, it is like an idealist stance but many people do not want to go there. Therefore, I (*think*) that who we are that we make these students deprived of (*education*), we are teachers and we do not have a right to choose learners. I mean If I am a teacher I should not have the luxury of taking the education right of students in order to fulfill my wishes... Besides, I think that recently in cities, in big cities, respect towards teachers has really decreased. I think that there is not such a thing in villages, I mean having the students here (*in urban schools*) do what I require them to do is very difficult, I mean it seems very difficult in big cities. The students in villages, villages, towns or small cities I should not limit to villages only, are more likely to get whatever you teach them. (ODTU 12)

4.2.3.4. Country-based Plans

4.2.3.4.1. Large-Scale View

In the questionnaire the participants were asked to mention if they want to work in another country as an English teacher. The ones who wanted to work abroad were required to specify the name of that country (Table 4.38).

Table 4. 38 Descriptive Statistics for Country-based Plans

After graduation do you have another country apart from Turkey that you are planning to teach English? If yes please specify.	f
Don't want to go abroad	406
Want to go abroad but the place is not specified	22
USA	19
Japan	5
Africa	6
Canada	6
Australia	4
Europe	93
Middle Eastern Countries	8
Turkic Countries	3
East Asian Countries	3
Total	575
Missing	5

A great number of participants mentioned that they do not want to teach abroad (N=406). European countries (N=93) and the USA (N=19) are the most frequently mentioned ones. Other than these, Japan (N=5), Africa (N=6), Canada (N=6), Australia (N=4), Middle Eastern Countries (N=8), Turkic Countries (N=3) and East Asian Countries (N=3) were also reported by the participants. Some of the participants (N=22) recorded that they want to work abroad but they did not specify the country.

In Table 4. 39, responses recorded for different universities are given on two bases: planning to teach abroad and not planning to teach abroad. The highest percentages for teaching abroad option are from Necmettin Erbakan (12,5%) and Trakya (12,5%) Universities.

Table 4. 39 Distribution of Responses on University Basis

After graduation do you have another country apart from Turkey that you are planning to teach English? If yes please specify.						
University	Not Planning		Planning		Total	
	n	%	n	%	n	%
Abant Izzet Baysal	36	8,6%	12	6,8%	48	8,1%
Ataturk	32	7,6%	18	10,2%	50	8,4%
Bogazici	24	5,7%	12	6,8%	36	6,0%
18 Mart	18	4,3%	11	6,3%	29	4,9%
Dicle	27	6,4%	9	5,1%	36	6,0%
Gazi	38	9,0%	18	10,2%	56	9,4%
Mugla	10	2,4%	6	3,4%	16	2,7%
Necmettin Erbakan	74	17,6%	22	12,5%	96	16,1%
Orta Doğu Teknik	32	7,6%	16	9,1%	48	8,1%
Pamukkale	19	4,5%	6	3,4%	25	4,2%
19 Mayıs	13	3,1%	7	4,0%	20	3,4%
Trakya	44	10,5%	22	12,5%	66	11,1%
Uludag	53	12,6%	17	9,7%	70	11,7%

In order to test if teaching abroad plans of the participants change according to their universities, a chi-square test was conducted and the results are provided in Table 4. 40. Chi-square results show that there is no statistically significant difference between the participants from different universities considering their motivations for teaching abroad ($p>0.05$).

Table 4. 40 Chi-square Test Results for Country-based Intentions

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,130(a)	12	0,775
Likelihood Ratio	8,170	12	0,772
Linear-by-Linear Association	0,364	1	0,546
N of Valid Cases	596		
a. 1 cells (3,8%) have expected n less than 5. The minimum expected n is 4,72.			

4.2.3.4.2. In-Depth Investigation

Country-based intentions of the participants are coded as "always Turkey", "willing to teach", "Comenius", "undecided", and "haven't thought before". The frequency results indicate that 4 interviewees stated to be undecided about their decisions and 10 participants stated that they have not thought this option before. Thirty participants stated that they will always be English teachers in Turkey. Six interviewees stated that they will go abroad with Comenius exchange program. Twenty-two participants were ready and willing to go abroad by using the opportunities that will be offered when they become teachers.

Table 4. 41 Frequency Results for Country- Based Intentions of The Interviewees

	Frequency	Percent	Valid Percent	Cumulative Percent
Undecided	4	1,3	1,4	96,2
Comenius	6	2,0	2,0	94,9
Haven't thought before	10	3,3	3,4	99,7
Willing to teach	22	7,3	7,5	92,8
Always Turkey	30	10,0	10,2	85,3

A detailed presentation of the factors that affect interviewees' plans about teaching English in other countries of codings is provided in Appendix

5. Two main themes emerged after coding, i.e., goals and personal issues. Goals refer to the influential factors that the candidate teachers aim to achieve through teaching abroad (meeting different cultures, seeing different countries, seeing different education systems, developing English skills, to work for Turkey). Personal issues are listed as personality, cultural (un)familiarity, (lack of) job opportunities, ideas about Turkey, early abroad experiences, experience of teaching abroad, family, low self-efficacy beliefs, being close to family and friends, attitudes to foreign culture, feeling social responsibility.

Table 4. 42 Country-based Intentions of the Interviewees and Influential Factors

Comenius	Goals: Seeing different education systems	
Willing to teach Abroad	Goals: Meeting different cultures Seeing different countries Seeing different education systems Developing English Skills	Personal issues: Personality Cultural familiarity Job opportunities Ideas about Turkey Early abroad experiences Social responsibility Experience of teaching abroad
Always Turkey	Goals: To work for Turkey	Personal issues: Cultural unfamiliarity Family Low self-efficacy beliefs Personality Lack of job opportunities Early abroad experiences Close to family and friends Attitudes to foreign culture Social responsibility

Participants who are willing to teach abroad by Comenius exchange program mentioned that they want to see different education systems. They are affected by their goals in mind and personal issues. They want to teach abroad because they aim to meet different cultures, see different countries and education systems, and develop their English skills. Besides, personal factors like feeling familiar to different cultures and being open to them,

intercultural potential, having abroad job opportunities, having early abroad experiences for different reasons, feeling socially responsible to the people living in undeveloped countries, negative ideas about Turkey and desire to leave the country are the influential factors for planning to teach English abroad. In the following scripts the participants explain the influential factors for being motivated to teach in other countries.

Uludag 9 feels alienated from Turkish culture and wants to live abroad; therefore, he is planning to teach in another country.

There are some issues about Turkey, yes we have grown up here and acculturated within this culture however after researching something have changed in me and I have become alienated. (Uludag 9)

For N.Erbakan 3, abroad teaching is an opportunity to develop his L2 skills.

As we always use Turkish in our country English is left in the back plan; therefore, this takes our English proficiency to a back level. Indeed, being abroad might be good; however, as I mentioned before, I want to go for abroad teaching in the first 5-7 years to develop myself further and then come back to Turkey. (N. Erbakan 3)

The participants who want to work as an English teacher in Turkey are also affected by their goals and personal issues. However, the sub-factors for goals is very few when it is compared to the number of sub-factors suggested by the participants willing to go abroad. As they want to work for Turkey and use their energy to make their country develop, they claim to work always in Turkey. There are many personal issues that affect participants' intentions to stay and teach in Turkey namely, being unfamiliar to other cultures and personality, negative effects of early abroad experiences, negative attitudes to foreign cultures, low self-esteem in professional skills and lack of abroad occupational opportunities, feeling social responsibility to Turkish people, limitations by the families, desire to be close to family members and other significant people.

Here are the sample quotations from the interviewees who do not want to teach abroad. Dicle 5 has been abroad with Erasmus exchange

program and his experiences negatively affect his decisions. Especially the cultural differences in other countries make him hesitant to work abroad.

No, I firmly don't plan (*to teach abroad*) because I have stayed in Lithuania for 4-5 months, as I mentioned you. We can travel maybe, or we can get education as well; but Turkey is the most appropriate place for me to live in... You may not have money or even clothes here, or you may be hungry, but, very simply for example, you can feel that a human being in a real human here. In Europe, absolutely, there is nothing like that. For example, there was a drunken man sleeping at our door, he was a drunken wearing suits... I mean it was a very bad situation. Besides, here there is a different variety in the cuisine culture. This is not the only reason, as I will have my family I feel lucky when I live in Turkey. (Dicle 5)

Although ODTU 8 was planning to teach abroad by means of Comenius program, he changes his mind after being abroad with an Erasmus project and gives up this idea.

I was curious about other countries, and after going abroad my aspirations to go with Comenius program decreased, and though I was a very motivated person (to go with Comenius) I didn't go. I gave up, I directly wanted to start with a job in Turkey. There is also something like being unwilling to leave the country. Therefore, I directly wanted to do something in Turkey. (ODTU 8)

Uludag 3 believes that it is nearly impossible to have teaching opportunities abroad because they are the nonnative speakers of English. Besides, patriotism is recorded to be influential on the participant's abroad teaching plans.

It is highly unlikely for teaching English, it looks very ridiculous that a foreign teacher will teach me my subject (mother tongue). I mean an ordinary person living there know more than me, in terms of idioms of daily talk... Therefore, considering English I will be put out of circle... I am a person with strong patriotism. Therefore, I don't want to leave my country. (Uludag 3)

4. 3. Results for Career Choice Satisfaction

4.3.1. Large-Scale View

For career choice satisfaction, descriptive statistics were conducted for the answers of 669 participants. Mean for the first item (How happy are you with your decision to become a teacher?) is $\bar{X}=3.97$. For the second item (How satisfied are you with your decision to become a teacher?) the mean score is $\bar{X}=3.72$. As the mean scores are between 3.41-4.20 it is concluded that participants' overall level of career choice satisfaction is high.

Table 4. 43 Descriptive Statistics for Career Choice Satisfaction

	None		2		3		5		Very much		Mean	Std. Dev.
	f	%	f	%	f	%	f	%	f	%		
How happy are you with your decision to become a teacher?	32	5	54	8	106	16	190	28	287	43	3,97	1,16
How satisfied are you with your decision to become a teacher?	37	6	58	9	152	23	231	35	191	29	3,72	1,13

In order to understand whether career choice satisfaction changes on university basis, Kruskal Wallis test was conducted. The results indicate that the difference between the career satisfaction levels of participants from different universities are statistically significant ($p<0.05$). Candidate English teachers from 18 Mart University were found to be the group with the highest score for career choice satisfaction ($\bar{X}=4.42$; $\bar{X}=4.10$). The lowest mean scores are recorded for Bogazici ($\bar{X}=3.47$; $\bar{X}=3.29$) and 19 Mayıs ($\bar{X}=3.38$; $\bar{X}=3.29$) Universities (Table 4. 44).

Table 4. 44 Kruskal Wallis Test Results for Career Choice Satisfaction

		N	Mean	Std. Deviation	Kruskal Wallis	p
How happy you are with your teaching decision?	Abant Izzet Baysal	54	3,91	1,07	40,060	0,000*
	Atatürk	57	4,09	1,24		
	Bogazici	49	3,47	1,21		
	18 Mart	31	4,42	0,89		
	Dicle	40	3,58	1,45		
	Gazi	64	4,00	0,99		
	Mugla	18	4,28	0,75		
	Necmettin Erbakan	102	4,22	1,08		
	Orta Doğu Teknik	61	3,69	1,13		
	Pamukkale	27	4,19	1,14		
	19 Mayıs	24	3,38	1,35		
	Trakya	66	4,02	1,21		
	Uludag	76	4,11	1,08		
How satisfied you are with your teaching decision?	Abant Izzet Baysal	53	3,64	1,09	25,502	0,013*
	Atatürk	57	3,88	1,15		
	Bogazici	49	3,29	1,19		
	18 Mart	31	4,10	0,98		
	Dicle	40	3,48	1,32		
	Gazi	64	3,67	1,13		
	Mugla	18	3,94	0,94		
	Necmettin Erbakan	104	3,97	1,02		
	Orta Doğu Teknik	60	3,58	1,08		
	Pamukkale	27	3,96	1,19		
	19 Mayıs	24	3,29	1,23		
	Trakya	66	3,65	1,21		
	Uludag	76	3,76	1,06		

*p<0.05

As the data are not normally distributed, Kruskal Wallis test was used to investigate if candidates' career choice satisfaction level changes in accordance with their career intentions. The results are presented in Table 4.45.

Table 4.45 Career Intentions and Career Choice Satisfaction Level of Pre-Service English Teachers

		N	Mean	Std. Deviation	Kruskal Wallis	Sig.	Significant difference
How happy are you with your decision to become a teacher?	(1) Not teaching at all	75	2,51	1,21	185,241	0,000*	* 1 and 2 *1and 3 *2 and 3
	(2) Changing career	161	3,53	1,08			
	(3) Teaching whole life	416	4,41	0,85			
How satisfied are you with your decision to become a teacher?	(1) Not teaching at all	73	2,49	1,26	130,921	0,000*	* 1 and 2 *1 and 3 *2 and 3
	(2) Changing career	161	3,34	1,01			
	(3) Teaching English whole life	418	4,09	0,94			

*p<0.05

Participants' answers for the first item "How happy are you with your decision to become a teacher?" show that candidate teachers planning to persist in English language teaching profession have the highest level of happiness for being in English teaching profession ($\bar{X}=4.41$). There is a statistically significant difference between the three groups with different career intentions (teaching whole life, changing career and not teaching at all) in terms of their level of happiness for being in the profession (p<0.05).

The second item is about the question of "How satisfied are you with your decision to become a teacher?". As in the case of the first item, the participants intending to teach whole life have the highest level of satisfaction for being in this profession ($\bar{X}=4.09$). The difference between the groups with different career intentions is found to be statistically significant ($p<0.05$) when their satisfaction level for being in the profession is taken into consideration.

4.3.2. In-Depth Investigation

In the interview sessions, the participants were asked to explain how satisfied they are about their career choice (as a candidate English teacher) and the reasons behind their decisions. Responses of the interviewees were coded as satisfied, not satisfied or undecided. The number of satisfied candidates outnumbers the ones who were unsatisfied. The high tendency for being satisfied for choosing English teaching career in the interviews is parallel with the results of questionnaire results. Sixteen interviewees were coded as not satisfied and 52 of them stated to be satisfied with their decisions (Table 4. 46).

Table 4. 46 Career Choice Satisfaction of the Interviewees

	Frequency	Percent	Valid Percent	Cumulative Percent
Not satisfied	16	5,3	5,3	79,0
Satisfied	52	17,3	17,3	96,3
Undecided	10	3,3	3,3	99,7

Factors influencing English teacher candidates about their career choice satisfaction are coded and the results are presented in Appendix 5 in detail. In Table 4. 47, a general frame for influential factors are given. The influential factors for candidate English teachers' career choice satisfaction are grouped into two; personal and peripheral reasons. Personal reasons refers to the issues related to the beliefs, attitudes and emotions of the candidate teachers and the experiences influential on them; i.e., loving

teaching, loving English language, positive effects of teacher education courses and teaching experiences, working with children, positive beliefs about teaching, high entrance motivation, motivation to make a change in English teaching practices and self-efficacy beliefs. The sub-factors listed under peripheral reasons refer to the social and organizational factors which are not under the control of the participants; i.e., alternative income opportunities, satisfactory salary, and recruitment opportunities, feeling social responsibility and prestige & facilities of English in the society.

Table 4. 47 Career Choice Satisfaction and Influential Factors

Satisfied	Not satisfied	Undecided
Personal reasons Beliefs about teaching Entrance motivation Love English Loving teaching Self-efficacy Beliefs Teaching experiences Working with children Make a change Peripheral reasons Alternative income opportunities Prestige& Facilities of English Recruitment opportunities Salary Social responsibility Teacher education courses	Personal reasons (not) Love English (not)Loving teaching (negative)Beliefs about teaching Job difficulty Personality Teaching experiences Peripheral reasons (Lack of) Development opportunities/career ladders Descent salary (Lack of) Recruitment opportunities (Lack of) Alternative income opportunities (Lack of) Prestige of teaching Teacher education courses	Personal reasons Beliefs about teaching Entrance motivation Personality Self-efficacy Beliefs Teaching experiences Peripheral reasons Alternative income opportunities Prestige of teaching Recruitment opportunities Descent salary Teacher education courses

The interviewees who claim to be satisfied with their career choice are affected by personal (i.e., beliefs about teaching, entrance motivation, love English, loving teaching, self-efficacy beliefs, teaching experiences, working with children, make a change) and peripheral (i.e., alternative income opportunities, prestige & facilities of English, recruitment opportunities, salary, social responsibility, and teacher education courses) reasons.

AIBU 4 compares teaching to other professions and finds teaching English more preferable. Loving English is another motivation for career

choice satisfaction. In addition to these, the participants claim that teacher salaries are satisfying.

I said I love the language. When I think about other professions, teaching seems good me... teaching is an applicable profession with many facilities... you will have a regular life. I mean compared, to other jobs the payment is better now... I mean I love it and also the salary is not that bad. (AIBU 4)

High entrance motivation, practicum experiences and working with children are the influential factors that make Ataturk 1 satisfied with being in English teaching profession.

This was my goal; therefore, I am very pleased to graduate from this program. As I said before this was something that I wanted, I didn't come here by force. If it were a program that I didn't want to come, there might be some problems; however, I think that I can do this job with great pleasure. As you know we go to practicum. I feel really satisfied with spending time with children while teaching the course. I do it with pleasure. (Ataturk 1)

In addition to high entrance motivation, high self-efficacy beliefs and loving English make Uludag 11 feel satisfied for being in this career. For her, English teaching is a career for women.

I have always wanted to be a teacher and I have a tendency (*talent*) for teaching... Besides, I love English, I don't know why but I find it more suitable for women, I don't know, I think I am more inclined to language subject. (Uludag 11)

Facilities and prestige of English in social life motivate Dicle 5 to be in English teaching. In addition, teaching experiences in the practicum supports his career choice satisfaction.

It is true that I am not regretful at all... for example, while using the internet I see the benefits of knowing a language. For example, one has a broken cell phone or something else, and brings it to me as s/he does not know English, I help this person. Even in such a situation I get pleasure and become more active. Even when I was a child, for example, at

secondary school I knew very little English our neighbours or people around us were coming and requiring help from me. Feeling satisfaction in such cases is effective, something gets stronger in you. I am very satisfied because I was in practicum in this morning , I taught learners. It was very pleasant. (Dicle 5)

The participants who are unsatisfied with their career choice are affected by personal and peripheral reasons. The sub-factors for personal reasons are job difficulty, not loving teaching and English, negative effects of teacher education courses, negative beliefs about teaching profession, negative effects of teaching experiences and personality traits. The emerging sub-factors for peripheral reasons are lack of development opportunities/career ladders, lack of recruitment opportunities, lack of alternative income opportunities, descent salaries, and lack of prestige in teaching.

N.Erbakan 2 believes that teaching is not a prestigious profession any more and more than that it becomes more dangerous with recent policies. Decrease in job security and professional prestige negatively affects career choice satisfaction of the interviewee. Practicum experiences confirm his beliefs about the profession and alleviate dissatisfaction.

I am not happy with teaching... Teaching, let me say, there is not respect for teaching in Turkey. I think that it is not a profession to be done any more. It has begun to be a job as dangerous as being a police or a soldier. This year I go practicum and students are not respectful. Besides, government's attitudes to the teachers are very different, they put us in the place of a laborer. As I mentioned before, students and parents are disrespectful. When I was a student we could not react the teacher. Let me tell you something happened around me. A primary school teacher has been in jail for two years, the only reason is to help two female students who got their clothes wet. Nobody has trust to teachers, it became such a dangerous job. (N. Erbakan 2)

Personality traits namely, being quick tempered, make Trakya 9 feel unsatisfied with his career choice. In practicum, he experiences difficulty in controlling his temper, and this strengthens his beliefs about the mismatch between his personality and teaching profession.

Indeed I am not happy with being in teaching profession because it is not a job that I can do...because I am a quick tempered person who gets easily angry. Now we go to practicum, Ok., I have patience but after a time you come to the point of explosion. (Trakya 9)

Undecided participants claimed that they are undecided and feel confused because they are affected by the following personal reasons: beliefs about teaching, entrance motivations, personality, self-efficacy beliefs, teacher education courses, teaching experiences. The peripheral reasons are recorded to be alternative opportunities prestige of teaching, recruitment opportunities, and descent salary.

Dicle 6 is concerned about alternative income and career opportunities and he thinks that he might be more beneficial if he could study in a field related to sciences.

50 %, I mean I am not very regretful for choosing this...in time, when one returns back, one can think that this is somehow a wrong decision. Maybe if I had today's ideas in the past I wouldn't choose language, I would choose something on science. I mean, I think that I won't be very beneficial for people when I become an English teacher. (Dicle 6).

For ODTU 4, lack of self-efficacy beliefs accompanied with positive beliefs about teaching are the two contradictory factors that make her feel undecided about her career choice satisfaction.

English teaching seems good to me, I mean when I enter the classroom I enjoy; however, I don't have the talent of teaching at all. I have discipline problem. (ODTU 4)

Although ODTU 8 believes that teaching has lost its prestige in the society, his entrance motivation and love for English and teaching profession make him feel undecided about her career choice satisfaction.

Recently many things have happened about teaching and it is like it has started to lose its popularity. In the past, when one becomes a teacher, people had a different attitude like this person studied a lot and became a teacher, however now they have an attitude like if I cannot get a

profession I can become a teacher. Especially the graduates of literature programs can become teacher after getting formation courses without having any methodological knowledge. Recently, the (*prestige*) of teaching has got lowered through things like political attitudes, news and media etc. When we talk among friends, everybody says this. Now it does not have its previous popularity. I am happy with learning language... I mean I might not become a teacher but only learn English... Being a teacher is something that I have wanted , I try to do it with pleasure, I love being busy with learners, but I sometimes think that I wish I had learnt English but I had another career, not teaching. (ODTU 8)

4. 4. Summary

Results of the study will be summarized here based on two pillars of research: career plans and career choice satisfaction. Beforehand, the demographic information will be presented. The results indicate that a great majority of the participants are female (Questionnaire respondents: Female =518, Male=154; Interviewee: Female=63, Male=25). Considering the questionnaire results, most of them are graduates of Anatolian High Schools (31,6 %) or Teacher Training High Schools (30,3 %). Overall, their GPAs are over 2.5 (GPA between 2.6-3.00=33.1%; GPA between 3.0-3.5= 40,5%; GPA above 3.5=10,0%). The largest group of participants is from Necmettin Erbakan University (15,5), and the lowest is from Mugla University (2,7 %). Most of the participants have not had abroad experiences (82,5%). European countries (N= 79), USA (N=23), Turkic countries (N=7), Arabic countries (N=4), Mongolia (N=1) and Australia (N=1) are the countries that are visited by the participants who had abroad experience.

Career plans cover three sub-titles as career, professional and workplace intentions. Questionnaire results indicate that majority of the participants plan to be in English teaching profession whole life (Never Become an English Teacher=11,5%; Changing Career=24,6%; Always Pursuing Teaching English=64,0 %). Besides, the mean score for the factor Planned Persistence in PECDA scale is very high (\bar{X} between 3.41-4.20). In terms of career intentions, there is a significant difference between universities ($p<0.05$). With a closer look, it is seen that graduates of Bogazici

University (18.7%) and Orta Doğu Teknik University (18.7%) have the highest tendency for leaving profession right after graduation. Graduates of Gazi University (13%) and Orta Doğu Teknik University (12.4%) have the highest percentages for changing career after some time. Finally, graduates of Necmettin Erbakan University (19.1%) observably have the highest tendency to stay in English teaching profession.

As for the influential factors, it is seen that the most frequently mentioned reason for staying in English language teaching is career choice satisfaction (f=14) and the others can be named as entrance motivation (f=6) and positive effect of teaching experiences (practice teaching, f=3; other teaching experiences, f=2), working with children (f=3), high self- efficacy beliefs (f=1), having education in this field(f=1), undergraduate courses (f=1), job security (f=1)and saving time for family life (f=2).The participants who want to change career mostly want to change it into academic studies and they are affected by development opportunities offered in the academy (f=7) and desire to keep improving (f=5) in professional life, low career choice satisfaction (f=4), teaching older students (f=4), earning money (f=9), making a change (f=1), personality (f=1), (low)prestige of teaching (f=1), others' experiences (f=1), other teaching experience (f=2), lecturers(f=2), self-efficacy beliefs (f=2), continuing learning (f=2), getting experience in teaching (f=2), alternative opportunities (f=3). The participants who do not plan to teach at all are affected by alternative opportunities (f=1), personality (f=1), practice teaching experiences (f=1), other teaching experiences (f=1), (low) prestige of teaching (f=1), (low) career satisfaction (f=2). Some participants are recorded to be undecided about their career plans and they are affected by personality (f=1), prestige of teaching (f=1), self-efficacy beliefs (f=1), others' experiences (f=1), earning money (f=1), checking personal inclination (f=1), entrance motivation (f=1), having education on language teaching (f=1), career satisfaction (f=2), alternative opportunities (f=8).

Professional intentions refer to intended teacher identity, professional development strategies and leadership aspirations. It is seen that there is not

a significant difference between the universities in terms of overall PECDA scores obtained from senior class English teachers ($p > 0.05$). The results indicate that participants from all universities have very high mean scores for planned effort and professional development aspirations ($\bar{X} \geq 4.21$); on the other hand, compared to the first two factors lower mean scores are recorded for leadership aspirations (\bar{X} between 2.49-3.45).

In the interviews it is seen that intended teacher identities can be grouped into three as methodological (being physically active, being traditional, integrating culture, using target language, localizing teaching methods, being technology oriented, focusing on communicative skills, using new techniques & materials), professional (being competent and devoted) and interpersonal orientations (individualist, contacting parents, being friendly and being serious & disciplined towards students). Intentions for teacher identities are affected by aims (favoring spoken skills, improve learners' L2 competence, make a change, motivate learners), observations and experiences both as a learner and a teacher (instructors, empathy with learners, learner experiences, mentor teachers, teaching experiences), teacher education courses and personality.

Intended professional strategies are 1) personal strategies which can be achieved with personal effort (reading and listening in English; learning other languages; scholarly journals; field books; using technology for professional development), 2) institutional strategies which can be achieved through the medium of an institutions (participating in projects; in-service training; graduate studies; attending conferences/workshops/ trainings) and 3) abroad experience. The influential factors on intentions regarding professional strategies are professional aims (broaden professional perspective, continuing professional improvement, improve L2 (English) skills, make a change in English teaching practices), experiences (personal and others' experiences) and personality.

Five main domains appear for leadership aspirations of participants: never getting a managerial role ($f=34$), becoming group coordinator only

(f=11), planning to become a manager (f=13), being undecided (f=8), and having not considered yet (f=8). The participants who are planning to have a managerial position are affected by having power, self efficacy beliefs, make a change, and personality. The ones who plan not to have any kind of managerial roles are affected by beliefs about managerial roles (responsibilities; students' attitudes; hierarchy; difficulty in managing people; detaching from students; detaching from teaching profession), others' experiences, learner observations, personality, (low) self-efficacy beliefs. The ones who plan to be group coordinator only are affected by the factors suggested for the first two groups. On one side, they do not intend to become a manager or a vice-manager, because like the ones who plan not to become a manager at all, they have negative beliefs about managerial roles (*responsibilities, students' attitudes, hierarchy, difficulty in managing people, detaching from students, detaching from teaching profession*) and find their personality traits inappropriate for these positions. But on the other side, they want to become a group leader because like the interviewees planning to have a managerial role, they intend to make changes in English teaching practices by using the power of group leadership.

Workplace intentions comprises organizational, district-based, region-based and country-based intentions. The questionnaire results indicate that state organizations (state schools, f=403; state universities, f=91) are more preferable than the private ones (private schools, f=53; private universities, f=8; private courses/cram schools, f=8). Besides, intentions to teach at school level is more common than the intentions to teach at universities. The results indicate that there is a significant difference between universities in terms of organizational tendencies of the participants ($p<0.05$). The results indicate that, the factors that affect the intention to work or not to work in an organization are beliefs & attitudes (opportunities for applying teaching methods which are favored by the candidate teachers, professional development opportunities and career development ladders offered by the organization, prestige of the organization, ideological criticisms to the organization, salaries, job security, workload for teachers in the organization,

having a challenging or monotonous work condition, resources offered to teachers, beliefs about students, students' age, practice teaching and other teaching experiences, recruitment requirements like the KPSS exam, university instructors' shared beliefs about the organization), altruistic goals (desire to make a change in people's lives and feeling social responsibility to the people in need), using the position as a fallback opportunity and planning to have academic career.

Region-based intention of the questionnaire respondents indicate that the regions ordered from the most to the least preferred are the Aegean Region (23,7%), Marmara Region (23,0%), Central Anatolia Region (15,8 %), Black Sea Region (13,6 %), Mediterranean Region (12,7%), Southeastern Anatolia Region (6,2 %), Eastern Anatolia Region (5,0 %). According to the results region-based intention significantly changes on university basis ($p < 0.05$) and this is associated with the distance of the university to the region. The interview codings also indicate that distance is a strong motivator for all regions. In the interviews, further influential factors for positive and negative region-based intention are figured out; i.e., beliefs and attitudes (cultural familiarity, attitudes to local people, others' experiences, conservative culture, life security, general attitude), distance & having a close person, environmental factors (the sea, climate, and flora), facilities & sociability (crowd, job opportunities, ease/difficulty of life, development opportunities, social facilities, and distance from academic life), goals (making a change, social responsibility), recruitment requirements (cannot choose the place).

The district-based intentions of the candidate teachers, according to the questionnaire results, are mostly in favor of big cities (30,0 %) and moderately big cities (27,4 %). Very big districts like metropolises (16,2 %) and very small ones like villages (4,0 %), towns (3,9 %) and small cities (15,5 %) are not preferable for the participants. The results indicate that there is a significant difference between universities in terms of district-based intentions of the participants ($p < 0.05$). The influential factors emerge from the interview data for positive and negative district-based intentions are

social and economic concerns (familiarity with the context, social activities (theatre, clubs, cinema), crowd, difficulty of life, being expensive, being time consuming, others' experiences, life is easy, interaction with local people, and security), professional concerns (development opportunities, student characteristics, English practice opportunities, distance from academic life, job opportunities, resources, prestige of teaching), personal concerns (children, marriage, personal experiences, interest in flora), and altruistic goals (feeling social responsibility and aspirations to make a change).

The questionnaire results for country-based intentions show that most of the participants do not plan to go abroad (N=406). For the ones who want to go abroad to teach English, European countries (N=93) and the USA (N=19) are the most frequently mentioned countries. Other than these, Japan (N=5), Africa (N=6), Canada (N=6), Australia (N=4), Middle Eastern Countries (N=8), Turkic Countries (N=3) and East Asian Countries (N=3) are enlisted in the results. It is seen that respondents' country-based plans do not change on university basis ($p > 0.05$). The interview results indicate that participants' country-based intentions are affected by goals (meeting different cultures seeing different countries, seeing different education systems, developing English skills, to work for Turkey) and personal issues (attitudes to foreign culture, beliefs about Turkey, close to family and friends, cultural (un)familiarity, early abroad experiences, experience of teaching abroad, family, (lack of) job opportunities, low self-efficacy beliefs, personality, social responsibility).

According to the mean score results for the two questionnaire items ($\bar{X} = 3,97$; $\bar{X} = 3,72$) for career choice satisfaction, it is seen that the overall level for career choice satisfaction is high. Besides, there is a statistically significant difference between the universities in terms of the scores for career choice satisfaction ($p < 0.05$). In addition, career choice satisfaction is found to be changing in accordance with the career intentions of the participants ($p < 0.05$). The ones planning to teach whole life have the highest satisfaction level ($\bar{X} = 4,09$; $\bar{X} = 4,41$) while the ones who plan to quit

profession after graduation have the lowest ($\bar{X} = 2,49$; $\bar{X} = 2,51$). The results indicate that participants' career choice satisfaction levels are affected by personal (loving teaching, loving English language, positive effects of teacher education courses and teaching experiences, working with children, positive beliefs about teaching, high entrance motivation, motivation to make a change in English teaching practices and self-efficacy beliefs) and peripheral (alternative income opportunities, satisfactory salary, and recruitment opportunities, feeling social responsibility and prestige & facilities of English in the society) reasons.

CHAPTER 5

DISCUSSION OF RESULTS AND IMPLICATIONS

5.0. Introduction

In this chapter, discussion of the findings and suggested implications are presented. The first section is for the summary and the discussion of the results. The second section includes the suggestions for implications and recommendations to be considered by policy makers and for further research.

5.1. Discussion of Results

5.1.1. Participant Demography

It is seen in the demographic data that most of the participants are female (F=518; M=154). This picture is an illustration for the female dominance in English teaching profession. Most of them are graduates of Anatolian High Schools (f=212) and Anatolian Teacher Training High Schools (f=203). A majority of the participants have GPA scores between 3.1-4.00 (f=246). Most of them have no abroad experience (f=551). European countries (f=79) and the USA (f=23) are the most frequently visited ones. This might be the effect of English practice opportunities in these countries. Interview data show that main reasons for abroad experiences are student exchange programs and European projects. In addition, having vacation and work opportunities are mentioned by the interviewees among the reasons for going to other countries.

5.1.2. Career Plans

Under the phenomenon of career plans, career intentions, professional intentions and workplace intentions of pre-service English teachers were investigated. The results are presented under these sub-categories in the previous chapter. Here, they will be discussed in the same order.

5.1.2.1. Career Intentions

Results for career intentions are to answer the following research questions: What are the career intentions of pre-service English teachers before they graduate? Do their career intentions change on university basis? and What are the factors that affect these intentions?

Responses to the questionnaire items about career intentions show that the most common career intention is teaching English whole life (N=419). In addition, the results for one of the four factors in PECDA Scale, i.e., planned persistence, show that general tendency to stay in English teaching profession is very high ($\bar{X} = 3.41-4.20$). This tendency is parallel with Aksu et al. (2010). On the other hand, changing career (N= 161) and never teaching English at all (N=75) are also high career intentions when their total percentage is taken into consideration (36, 1%). According to the results of Rots et al. (2010), career intentions before graduation are strong indicators of actual behaviors after graduation. Therefore, the high portion of people who plan to change career abruptly or after a period should be taken seriously.

Chi-square results indicate that there is a significant difference between the universities ($p < 0.05$) in terms of candidate English teachers' career intentions. Results for the two universities, Bogazici (18.7%) and ODTU (18.7%), are the highest among others in terms of their intention for not teaching English at all. Changing career is significantly higher for the participants from ODTU (12.4%) and Gazi University (13%). Statistical

results indicate that among other universities participants from Necmettin Erbakan University have the highest intention for teaching English whole life (19.1%).

Teacher candidates educated in high-rank universities have different opportunities stemming from their social capital and educational background. Bogazici University, ODTU and Gazi University are the high rank universities in this study and they are located in two big metropolises of the country. Graduates of these universities are found to be more prone to the idea of career change or quitting the career at the very beginning. Towse et al. (2002) report similar results with the preset study and claim that low prestige of teaching negatively affect prospective teachers' career trajectories. On the other hand, Wang and Fwu (2002) laid out the fact that prestige of teaching in local culture affect career intentions of the graduates of prestigious universities. Although they can find a new career, they plan to stay in teaching. Together with the results of previous research, the results of the present study also make it clear that prestige of teaching in local context is influential on career intentions of prospective teachers.

In addition to the prestige of teaching in local context, significant others such as friends, parents, instructors (Amani, 2013), experiences and relations with students, mentors and instructors in pre-service years (Maldarez, 2007; Rots et al., 2012) are also claimed to be effective on career intentions. Parallel with preceding studies, the participants in this research are also found to be affected by significant others and their experiences in the teacher education program.

The present study supports the results by Pop and Turner (2009) which propose that identities, beliefs, opportunities, confidence in the profession, and emotions of participants affect their willingness to pursue a teaching career. Interview results show that the main factor affecting English teacher candidates' intention to stay in profession is career choice satisfaction (f=14). Entrance motivation (f=6) and positive effect of teaching experiences (practice teaching, f=3; other teaching experiences, f=2) are claimed to be the other prominent influential factors on career intentions.

The effect of teaching practices on career intentions is highlighted in other studies as well (DeAngelis et al., 2013; Maldarez et al., 2007; Rots et al., 2012; Bruinsma&Jansen, 2010). Especially the candidate teachers who start to teach before graduation for financial reasons are more aware of the challenges in the field (Timotsku & Ugaste, 2010), and this eventually affects their future intentions. Other factors that make candidate English teacher to pursue teaching whole life are working with children, high self-efficacy beliefs, having education in this field, job security and saving time for family life.

Interview results show that switching into academic career (f=23) is the main option for participants who want to change career. The main reason that makes them start with English teaching career first is need for financial support after graduation. In this sense teaching is a fallback career for them. Interview results show that development opportunities and motivation to keep improving make candidates have academic aspirations. Other factors are named as working with young people, (lack of) career satisfaction, alternative career opportunities, getting experience in teaching, continuing learning, self-efficacy beliefs, other teaching experience, lecturers, others' experiences, (low) prestige of teaching, motivation to make a change, and personality.

Participants who plan to switch into another career right after graduation and not to teach English at all have similar reasons with the ones who plan to change their career after a period of time: lack of career choice satisfaction, alternative income and career opportunities, negative beliefs about teaching profession (caused by low salary, low prestige, negative teaching experiences), and personality. Here, the effect of career choice satisfaction on career intentions become prominent once more.

Some of the interviewees claimed that they are undecided in terms of their future career intentions. Alternative income and career opportunities coming with the knowledge of English affect the candidates and make them undecided about their career intentions. On one hand, they have aforementioned alternatives in mind, and on the other, negative beliefs about

teaching profession (related to low salaries, low prestige), lack of career satisfaction, hearing about other teachers' negative experiences reinforce this state of indecisiveness. Low self-efficacy beliefs and personality factors are also found to affect this situation.

5.1.2.2. Professional Intentions

Results for the professional intentions are to answer the following questions: What are the professional intentions of pre-service English teachers before they graduate? Do their professional intentions change on university basis? and What are the factors that affect these intentions?

Overall results for the Professional Engagement and Career Development Aspirations Scale indicate high mean scores for the participants and the ANOVA analysis show that there is not a statistically significant difference between candidate English teachers from different universities ($p>0.05$).

In order to understand participants' professional intentions, three factors from PECDA Scale (professional engagement, career development aspirations and leadership aspirations) and responses to three main interview questions (the questions about intended teacher identity, intended strategies for professional development, and leadership intentions) are taken into consideration. Professional intentions is a frame for three concepts: teacher identity, professional development strategies, and leadership intentions.

Considering interview results about intended professional identity, participants' intentions can be put into three main categories intentions about:

- 1) methodological orientations (*focusing on communicative skills; integrating culture; localizing teaching methods; new techniques& materials; physically active; technology oriented; traditional; using target language*),

2) interpersonal orientation (*Teacher -Students : serious& disciplined/friendly ; Teacher-Teacher: individualist; Teacher-Parent: interaction with parents*) and

3) professional orientation (*devoted; subject competent*). PECDA results also support the interview results about professional orientations as it reveals high mean scores for professional engagement ($\bar{X} \geq 4.26$).

The results indicate that a majority of the teacher characteristics mentioned by the candidates are about methodological issues. Moreover, the frequencies for these characteristics are very high (e.g., New techniques & materials, $f=42$; Focusing on communicative skills, $f=19$). This supports the results by Timostuk and Ugaste (2010) in the sense that future teacher identities of the candidates are mostly concerned about classroom applications employed to convey the subject. In addition, interpersonal orientations of the participants, which became prominent in this study, are highlighted in Timostuk and Ugaste (2010) as well. In their study, the candidate teachers are concerned about interaction with others (pupils, schoolteachers, university teachers, fellow students) when they become teachers.

According to the results, influential factors for intended teacher identities are aims, observations & experiences, teacher education courses and personality. The teacher candidates develop aims to achieve in the future as an English teacher. These aims are favoring spoken skills in L2 classes, improving learners' L2 competence in general, making a change in English teaching practices, and motivating language learners to learn English. These aims are influential on the depiction of teacher identities. It is significant that most of the interviewees are highly concerned about the development of spoken skills in English language classes. The interview quotes show that they are critical about current English teaching practices in Turkey and they plan to make a change in them. It is also frequently claimed that motivating Turkish students to learn English is an important step to improve teaching practices. All in all, in order to achieve these aims, candidates intend to have aforementioned identities.

Based on the *apprenticeship of observation* (Lortie, 1975, as cited in Borg, 2004), the candidates create favorable and unfavorable teacher identities for themselves. In the scope of this study, observing the instructors and mentors, being affected by teaching and learner experiences, and feeling empathy with learners are found to be effective on the definition of intended teacher identities. As the concern is on identity, the effect of personality traits is an inevitable result for the present study. For instance, a sociable student English teacher is more intended to have a friendly attitude in class.

Quantitative data from PECDA Scale reveal that candidate teachers have very high levels of professional development aspirations ($\bar{X} \geq 4.21$). Intended professional strategies are figured out in the interview sessions. Interviewees' responses indicate that they plan to employ three types of strategies: 1) personal strategies that they can do on their own (*reading and listening in English; learning other languages; scholarly journals; field books; using technology for professional development*), 2) institutional strategies that they achieve through the medium of an institution like universities, Ministry of Education etc. (*participating in projects; in-service training; graduate studies; attending conferences/workshops/ trainings*), and 3) going abroad either on their own or as a part of an organization offered by an institution. Participants' professional aims (i.e., broadening professional perspective, continuing professional improvement, improving L2 skills), experiences and their personality are the main factors that affect their intentions for choosing the aforementioned strategies. It is obviously seen in the qualitative data that candidate English teachers' have low self-efficacy beliefs in their English proficiency level, especially in spoken skills, and this is a significant factor that urges them to go abroad.

It should be highlighted that a majority of the interviewees could not suggest a proper answer for professional development strategies. Considering the fact that self-development aspirations are the primary step towards teacher autonomy, lack of developmental strategies in these cases should be taken seriously.

Unlike other professional intentions, leadership aspirations of candidate English teachers are recorded to be very low ($\bar{X} = 2.49-3.45$). Eren (2012c) also highlighted the low motivation for leadership among candidate teachers and proposed that candidate teachers' perceptions about the leadership positions, such as leadership and teaching are different tasks or leadership is a remote position, might be a factors affecting their future motivation for such positions. Concerning the influential factors for candidates' low motivation for leadership, in this study, Eren's (2012c) assumptions are verified by the in-depth qualitative investigation. Most of the participants in the interviews stated that they will never want to have any leadership positions (N=34). Their resistance to become managers is based on their beliefs about managerial roles (*responsibilities; students' attitudes; hierarchy; difficulty in managing people; detaching from students; detaching from teaching profession*), experiences (*others' experiences; learner observations*), personality, and low self-efficacy beliefs about management skills. On the other hand, the participants having managerial intentions are affected by their aims (*make a change*) and the idea that managerial roles can provide the power to achieve these aims. Believing to have a personality suitable for managerial tasks and high self efficacy beliefs in their managerial skills also affect their motivation to become leaders in the future.

The participants who intend to be only a group coordinator have underlying reasons which are shared by former two groups. In other words, like the ones who never plan to have a leadership position, they have negative beliefs about managerial roles (*responsibilities; students' attitudes; hierarchy; difficulty in managing people; detaching from students; detaching from teaching profession*). Besides, they think that their personality is not appropriate for such positions. On the other hand, like the participants who want to have managerial roles at school, they have aims to be accomplished; they are motivated to make a change in English teaching profession, and they want to be group coordinators to achieve these aims.

The results indicate that candidate English teachers' beliefs and attitudes regarding managerial positions are full of stereotypes which are

mostly based on observations. In other words, they do not have a professional perspective about leadership roles.

5.1.2.3. Workplace Intentions

Within the frame of workplace intentions, the aim was to answer the following questions: What are the workplace intentions of pre-service English teachers before they graduate? Do their workplace intentions change on university basis? and What are the factors that affect these intentions?

Workplace intentions are divided into four sub-sections; organizational, district-based, region-based and country-based intentions. Questionnaire results for organization-based intentions indicate that, among respondents, state organizations (state universities, $f=91$; state schools, $f=403$) are more preferable than private organizations (private universities, $f=8$; private schools, $f=53$; private courses and cram schools, $f=8$). The same tendency is observed among the interviewees as well. Although the chi-square test indicates that organization-based intentions change on university basis ($p<0.05$), the assumption for the test cannot be met thereby making interpretations on these results will not be appropriate.

According to the interview results, four main factors are found to be influential on organization-based intentions (positively and negatively): beliefs and attitudes to organization, perceiving the position as a fallback opportunity, motivations to have academic career, and having altruistic goals. The results indicate that different participants have different perceptions about an organization. For example, some participants claim that private schools provide opportunities for professional development while some others have a completely opposite perception. Likewise, the students in private schools are found to be naughty by some participants and for some others the case is evaluated vice versa. However, it is obvious that there is a general tendency towards public organizations. As it is commonly mentioned by the participants, public organizations have moderate work hours and provide job security. However, private organizations are claimed to abuse

teacher labor. In addition, teaching in public schools for social equity is a significant influential factor.

On the other hand, teaching in public schools may not be always preferable for the participants. In the interview sessions, very significant beliefs about public schools are recorded; i.e., the teacher cannot use the teaching methods that she wants, lack of career development ladders is demotivating, teaching in public schools looks monotonous and the teachers cannot find sufficient development opportunities, salaries are descent and resources are insufficient in public schools. In addition the candidates are highly critical about the validity of recruitment exam (KPSS) for these organizations. Practice teaching experiences and listening to university instructors' negative attitudes to public schools also make candidates unwilling to teach in public schools.

Region-based intention refers to interviewees' preferences concerning seven geographical regions. Questionnaire results indicate that the Eastern (f=29) and the Southeastern (f=36) Anatolia Regions are less favorable among others, and the most frequently appealing regions for the participants are the Aegean (f=138) and the Marmara (f=134) Regions. Region-based intention change on university basis according to chi-square results ($p < 0.05$). The results indicate that the geographical region where the university is located or closer to are preferred more than the others. The interviews show that intentions to work in regions are affected by six major reasons; beliefs and attitudes, distance & having a close person, environmental factors, facilities & sociability, goals, recruitment requirements.

The Southeastern and the Eastern Anatolia Regions are the two most frequently mentioned regions where the participants stated to be unmotivated to work. The factors that affect the participants and make them unmotivated to teach in some regions are negative beliefs and attitudes, distance from hometown, environmental factors, lack of facilities & sociability.

Although socioeconomic situation in the Eastern and Southeastern Anatolia Regions (Kulaksız, 2008) is a reasonable explanation for lack of

motivation to teach in these parts of the country, it should be noted that negative bias towards the area is also significantly influential on participants' intention for not teaching in these regions. Effects of media, movies, stories of other people, and also unfamiliarity with the context promote the stereotypes of the people and local culture in these regions. These results are similar to the ones suggested by Kızılaslan 2012.

The district-based intentions of the participants are about their preferences for different locations, from villages to metropolises. Questionnaire results indicate that very big (metropolises) and very small districts (villages) are not preferred by the participants. Big cities and moderately big cities are the most commonly preferred districts for the candidate English teachers. Chi-square test results show that district-based intentions change significantly on university basis ($p < 0.05$). However, the test assumption cannot be met, and therefore these differences cannot be interpreted. District-based intentions are affected by the following factors: personal concerns, altruistic goals, and professional concerns, social and economical concerns, and being unauthorized to choose a district.

In the literature, teachers are defined to have a tendency to teach in the places close to the regions that their families live in (Reininger, 2012; Boyd et al., 2005; Boyd et al, 2003). Both regional and district-based intentions of the participants in the present study show parallel results with the literature and the distance is recorded to be an influential factor for region- and district-based intentions.

The questionnaire results show that a majority of the candidate English teachers do not want to teach English abroad ($N=406$). The participants who want to teach abroad prefer teaching in European countries (15,8%), the US (3,4%), Japan (0,8%), Africa (1%), Australia (0,7 %), Middle Eastern Countries (1,7%), Turkic Countries (0,7%) and East Asian Countries. According to chi-square test results, country-based intentions do not change on university basis ($p > 0.05$). According to interview results, country-based intentions of the participants can be categorized into three: abroad teaching with Comenius, willing to teach abroad, and always teaching in Turkey. The

abroad teaching intentions of the participants are affected by two main factors: goals in mind (meeting different cultures, seeing different countries, seeing different education systems, developing English skills, to work for Turkey), and personal issues (personality, cultural familiarity, job opportunities, negative beliefs about Turkey, early abroad experiences, social responsibility, experience of teaching abroad, cultural familiarity, self-efficacy beliefs, lack of job opportunities, being close to family and friends, attitudes to foreign culture). The results show that intercultural competence of participants is an important issue for being motivated or unmotivated to teach abroad. On the other hand, abroad practicum is an opportunity to promote intercultural competence and global-mindedness of teacher candidates (Willard-Holt, 2001; Cushner and Mahon, 2002; Yang, 2012; Kabilan, 2013). Besides, the interview results indicated that most of the participants are not informed about abroad teaching or the opportunities offered by different organizations.

5.1.3. Career Choice Satisfaction

Career choice satisfaction level of the participants are evaluated with two items in the questionnaire and the means for the two items are high ($\bar{X}=3.97$; $\bar{X}=3.72$). Kruskal Wallis results show that satisfaction levels of the participants change on university basis ($p<0.05$). Previous research indicate that career choice satisfaction is related to career intentions (Watt and Richardson, 2008) and this study confirms the preceding findings. Kruskal Wallis test results in this study show a statistically significant relation between career choice satisfaction and career intentions ($p<0.05$). Accordingly, participants intending to stay in English teaching profession whole life have the highest mean scores for career choice satisfaction. The ones who never want to enter the profession have the lowest mean for career choice satisfaction. This relationship is confirmed with the interview data as

well. Career choice satisfaction is reported to be one of the most prevailing influential factors for career intentions of the interviewee.

Interviewees who are satisfied with their career choice are affected by positive beliefs about teaching, high entrance motivation, loving English, loving teaching, high self-efficacy beliefs, positive effects of teaching experiences, and the idea of working with children, alternative career and income opportunities, intention to make a change in the local education system, prestige & facilities of English, recruitment opportunities, salary, social responsibility, teacher education courses. Parallel with the results of the present study, Jugović et al. (2012) underscores that there is a correlation between career perception and career choice satisfaction of pre-service teachers. The effect of entrance motivation on career choice satisfaction is also emphasized in Kılınç et al. (2012). Compared to Science teachers, English teacher candidates were found to be more satisfied with their career choice because the first group claimed to choose their program as a fallback career because they could not get higher marks from the entrance exam (Kılınç et al., 2012).

Unsatisfied participants claim that they are affected by not loving English and teaching, negative beliefs about teaching, beliefs about job difficulty, personality traits, teaching experiences, lack of development opportunities/career ladders, recruitment opportunities, alternative income and career opportunities, low prestige of teaching, descent salary.

5.2.1. Implications of Results

5.2.1.1. Implications for Policy Makers

Teacher workforce policies are concerned about the regulations about in-service and pre-service period. Developing a proactive pre-service education will help solve the problems about teacher recruitment and placement.

In 2013 OECD reports the problematic areas in Turkish education system are summarized as follows:

Turkey has various priorities to address, including improving equity between regions and urban and rural areas; addressing the needs of disadvantaged students; preparing quality teachers and school leaders; improving access to and completion of upper secondary education, vocational education and training (VET), and tertiary education; strengthening links to the labour market; and adequately funding the education system. (Education Policy Outlook: Turkey, 2013; p.4)

Recently, Turkish Ministry of Education has initiated planned implementations in arranging teacher workforce. In Strategies for Teacher Recruitment Projections Project (Öğretmen İstihdam Projeksiyonları Stratejileri Projesi), completed in 2013, a digital provision of region and subject based teacher workforce need was created. The system was based on the statistics about migration and demographic information. According to initial project reports, the need for English teachers will sustain for the following decade.

This descriptive study, being an initiative for understanding pre-service English teacher workforce in Turkey from a career planning perspective, aims to present suggestions based on research results by addressing the current problems at hand. These suggestions can be useful for the policy makers that arrange English teacher workforce in local context, namely the Ministry of National Education and Turkish Higher Education Council.

Career intentions and career satisfaction: Although a majority of new English teachers plan to stay in teaching, a significant portion of them are planning to change their career sooner or later. Despite the fact that teacher candidates are not in the field yet, and they do not have real experiences, their beliefs, attitudes and actions about teaching are affected by factors like their observations, media and personal experiences.

The decision of career change has strong relations with career choice satisfaction which is negatively affected by personal and peripheral reasons. Personal reasons, as defined in the present research, are issues like the lack of interest in the profession and subject matter, beliefs about teaching, self-efficacy beliefs, and effects of teaching experiences on these beliefs, peripheral reasons which are related to teaching career itself are the lack of development opportunities, descent salaries, low prestige in the society, recruitment opportunities and teacher education courses.

Connected to aforementioned reasons, a great portion of candidate teachers want to become academicians as they think that being in academy would provide opportunities for development and advancement in career ladders. On the other hand, teaching English is a limiting career with low prestige and being in this path is not desirable for these new teachers. Especially the graduates of highly prestigious universities are more prone to career change.

Considering the influential factors on prospective teachers' career intentions, two types of strategies can be suggested for the policy makers. First, pre-service education should motivate teacher candidates to develop positive attitudes towards teaching. Besides, increasing candidate teachers' self-efficacy beliefs and providing support in their teaching experiences to help them develop positive teacher identities would increase their motivation to stay in English teaching career. Second, the prestige of teaching should be increased through new regulations. Salaries for teachers should be increased to the extent that it both increases the life standards of teachers and also increases the prestige of the career. In-service teachers should be supported with development opportunities. Career ladders should be designed so that teachers can experience advancement in this profession. In addition to these two strategies, detrimental effects of media on teaching career should be limited; moreover, it can be suggested that creating a nationwide discourse that promotes teaching profession by using media would be helpful to increase the prestige of teaching and thereby the motivation to be in this career.

Strategies for professional development: It is significant that a great deal of candidates in the interview sessions could not answer the question about professional development strategies properly. However, teachers must be autonomous and self-conscious in order to keep developing after graduation. Therefore, pre-service education should include courses and activities that train candidates to become autonomous teachers who can have appropriate and applicable strategies for professional development after graduation.

Another important result of the study is that candidate English teachers' professional development strategies are mainly to improve their subject competence. In other words, although they are about to graduate from the programs, they are not confident with their English skills. Living in an EFL context, they do not have enough opportunities to practice English in real life. Although subject courses are offered in pre-service education, they are offered in the first two years. Having skills courses spread in four years might help teacher candidates to refresh their L2 skills. Besides, creating opportunities to use English for authentic purposes like hiring instructors who do not share the mother tongue with candidate teachers for English teacher education programs, increasing opportunities for exchange students programs or having international students in the programs might be helpful for the candidate teachers in this sense.

Intended teacher identities: Focusing on the development of teacher roles Kumaravadivelu (2003) states that three definitions have emerged in language teacher characteristics: "(a) teachers as passive technicians, (b) teachers as reflective practitioners, and (c) teachers as transformative intellectuals" (p. 8). The first role, passive technician, refers to a state in which the teacher transmits the defined set of information through the medium of defined strategies. In the second one, teachers as reflective practitioners, teachers have the autonomy to reflect on their practices and make context-sensitive revisions when necessary. In the final one, teachers as transformative intellectuals, the teacher is defined as a critical social activist

who is concerned about equity and democracy in the context and works for social transformation.

In this study, the participants were asked to define the teacher that they are planning to become. According to the results a majority of the interviewees are mostly concerned about the techniques and methods which can be used to teach English in the best way, and also the competence and commitment of the teacher in her profession. In other words, the characteristics of intended teacher identities resemble the characteristics of technician role. Although some participants talk about integrating culture and localization of implementations and they get closer to the boundaries of reflective teacher, looking at the overall tendency the first role is very common among the participants. It is also obvious that they are far from creating a social transformative identity. Kumaravadivelu states that teachers can reach to transformative level through the development of critical thinking skills (2003).

Considering the discussions above, it can be suggested that English teacher education curriculum should include courses designed to promote critical thinking skills and social consciousness so that the candidate teachers can develop more autonomous and active future teacher identities before they graduate. This would increase the quality of future English teachers and support English teaching at schools.

Leadership aspirations: The role of school principals at Turkish schools is limited to managerial tasks and the educational perspective is ignored (Education Policy Outlook: Turkey, 2013; p.11). Therefore, “...With numerous reforms and challenges in schools, school leaders should have access to quality initial training and on-going support to develop their effectiveness, not only as administrative leaders, but also as pedagogical leaders to support school improvement.” (Education Policy Outlook: Turkey, 2013; p.11)

Candidate English teachers’ beliefs are mostly parallel with these reports claiming that school managers are dealing with boring administrative works and they are separated from the students and teaching profession.

Therefore, a majority of them do not plan to have any kind of managerial roles when they become a teacher. Their perceptions are mostly based on observations and personal experiences. Hence, it can be proposed that candidate English teachers do not have a professional perspective regarding school leadership.

Although teacher candidates' perceptions reflect reality to a certain extent, changing these perceptions would help change the reality. To make the case clear, when teacher candidates are informed about the dual role of managers, administrative and pedagogical leader, and the strategies to perform these roles successfully they might be more positive to become managers in the future so that they would be able to change the managerial system which has been limited to administrative tasks only. Therefore, managerial potentials of the candidate English teachers can be activated and necessary strategies can be taught to them in pre-service education through seminars or elective courses.

Organizational plans: Although state organizations are more preferable than the private ones among the participants, interview results show that pre-service English teachers might have negative attitudes towards state schools and do not want to work there. Lack of challenge and development opportunities, low salaries and the assumptions about the difficulty of using new language teaching methods at state schools are among the reasons which are suggested by prospective English teachers for not choosing state schools. Regulations that would make teachers active and financially satisfied would increase their motivation to teach English at state schools, enhance teacher workforce pool and increase the number of qualified teachers to be recruited for state schools.

District-based and regional issues: Based on 2008 TALIS reports, it is revealed by OECD that "18% of teachers in Turkey were in their first two years of teaching in 2008 (more than double the OECD average), and also that beginning teachers tend to be assigned to disadvantaged areas, which can further hinder capacity in these schools." (Education Policy Outlook: Turkey, 2013; p.11).

Although most of the beginning teachers are recruited for high need regions and districts, it is seen in the results that a majority of candidate teachers do not want to work in these places. Especially the Eastern Anatolia and Southeastern Anatolia regions are not preferred by the candidates. It is seen in the data that participants' negative attitudes mostly stem from bias and unfamiliarity with the context.

Based on the discussion above, it can be suggested that pre-service teachers should be informed about rural education in pre-service education. Although preparing English teachers for rural context is ignored in teacher training curriculum, prospective teachers should become familiar with local realities before they graduate from the program. In addition, teaching in diverse classes and developing intercultural communication skills would be useful to make candidate teachers ready to teach in developing regions and districts. Practicum experiences can also be arranged in the sense that candidate teachers can have experiences in rural provinces before they enter the profession.

5.3. Suggestions for Further Research

As the study has been conducted only with one researcher and all the tasks are completed by the same person within a limited period of time, it was difficult to add more data collection instruments like focus groups or observations. Therefore, with a group of researchers who can share the tasks and the workload more data can be collected and so that different dimensions might be added to the results. In addition, this snapshot study provides prompt information about the situation, with a longitudinal study a deeper perspective might be obtained. The effects of teacher education programs on candidates' career decisions is an important issue which requires closer scrutiny. Qualitative studies on this issue would be illuminating for the relevant literature and also for the teacher education practices.

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APPENDICES:

APPENDIX 1

Coding Interviewees

Codes for the Interviewees							
N.Erbakan_1_M	ODTU_1_M	AIBU_1_F	Uludag_1_F	Ataturk_1_F	Trakya_1_F	Gazi_1_M	Dicle_1_F
N.Erbakan_2_M	ODTU_2_F	AIBU_2_F	Uludag_2_F	Ataturk_2_F	Trakya_2_F	Gazi_2_F	Dicle_2_M
N.Erbakan_3_M	ODTU_3_F	AIBU_3_F	Uludag_3_F	Ataturk_3_F	Trakya_3_F	Gazi_3_F	Dicle_3_M
N.Erbakan_4_F	ODTU_4_F	AIBU_4_F	Uludag_4_F	Ataturk_4_M	Trakya_4_M	Gazi_4_M	Dicle_4_M
N.Erbakan_6_F	ODTU_5_F	AIBU_5_F	Uludag_5_F	Ataturk_5_F	Trakya_5_M	Gazi_5_F	Dicle_5_M
N.Erbakan_7_F	ODTU_6_F	AIBU_6_F	Uludag_6_M	Ataturk_6_F	Trakya_6_M	Gazi_6_F	Dicle_6_M
N.Erbakan_8_F	ODTU_7_F	AIBU_7_F	Uludag_7_F	Ataturk_7_F	Trakya_7_M	Gazi_7_M	
N.Erbakan_9_F	ODTU_8_M	AIBU_8_F	Uludag_8_M	Ataturk_8_F	Trakya_8_M	Gazi_8_F	
N.Erbakan_10_F	ODTU_9_F	AIBU_9_M	Uludag_9_M	Ataturk_9_F	Trakya_9_M		
N.Erbakan_11_F	ODTU_10_F	AIBU_10_F	Uludag_10_F	Ataturk_10_F	Trakya_10_F		
N.Erbakan_12_F	ODTU_11_F	AIBU_11_F	Uludag_11_F	Ataturk_11_F			
N.Erbakan_13_F	ODTU_12_F	AIBU_12_F					
N.Erbakan_14_M	ODTU_13_F	AIBU_13_F					
N.Erbakan_15_F	ODTU_14_F						
N.Erbakan_16_F							
Code order: Name of the university_interview order_gender							

APPENDIX 2

Codes for Content Analysis

Codes for Content Analysis			
Career Intentions: CI			
Intentions	Codes	Influential factors	Codes
CI: Changing career CI: Changing career-Academician CI: Never teaching English CI: Whole life career CI: Undecided	1-CI-CC 2-CI-CC-A 3-CI-NT-A 4-CI-WL 5-CI-UD	CI-IF: Alternative opportunities CI-IF: Career satisfaction CI-IF: Family members CI-IF: Lecturers CI-IF: Job security & Recruitment opportunities CI-IF: Teaching is Monotonous CI-IF: Making a change CI-IF: Personality CI-IF: Practice teaching experiences CI-IF: Other teaching experience CI-IF: Prestige of teaching CI-IF: Alternative careers in English CI-IF: Recruitment opportunities CI-IF: Self-efficacy beliefs CI-IF: Development Opportunities CI-IF: Undergraduate courses CI-IF: Continuing learning CI-IF: Others' experiences CI-IF: Earning money CI-IF: Facilities of University CI-IF: Getting experience in teaching CI-IF: Checking personal inclination CI-IF: Entrepreneurship CI-IF: Learner Experiences CL-IF: Entrance motivation CI-IF: Having Education on language teaching CI-IF: Keep improving CI-IF: Saving time for yourself& family CL-IF: Working with children CL-IF: Working with young people	1-CI-IF-AO - 2-CI-IF-CS - 3-CI-IF-FM - 4-CI-IF-LEC - 5-CI-IF-JOBSEC- 6-CI-IF-M - 7-CI-IF-MAC 8-CI-IF-PER - 9-CI-IF-PTE- 10-CI-IF-TEACHEXP 11- CI-IF-PREST - 12- CI-IF-ACE 13- CI-IF-RECOP- 14- CI-IF-SEB - 15-CI-IF-DOP - 16- CI-IF-UGC - 17- CI-IF-CL 18- CI-IF-OEXP - 19-CI-IF-MONEY 20- CI-IF-UNIV 21- CI-IF-GETEXP 22-CI-IF- CHECK 24- CI-IF-ENTERPRE 25-CI-IF-LEARNEXP 26-CL-IF-ENTER - 27-CL-IF-EDUCATED 28-CI-IF-KIMP 29-CI-IF-SAVETIME 30-CL-IF-WORKCHILD 31-CL-IF-WORKYOUNG
Professional Intentions: PI			
Actions	Codes	Influential factors	Codes
Professional Development: PD PD: Abroad experiences PD: In-service training PD: Attending conferences/workshops/trainings PD: Using technology for prof. development PD: Graduate studies PD: Participating in projects PD: Scholarly Journals PD: Field books PD: Haven't considered yet PD: Do not mention a clear attempt	1-PD-ABROAD 2-PD-ISERVT 3-PD-CONF 4-PD-TECH 5-PD-GS 6-PD-PROJ 7-PD-JOURNAL 8-PD-BOOKS 9-PD-NCONSIDER 10-PD-NOTCLEAR 11-PD-READLIST	PD-IF: Developing English skills PD-IF: Making a change PD-IF: Personality - PD-IF: Self-Efficacy Beliefs - PD-IF: Continuing prof. improvement PD-IF: Others' experiences - PD-IF: Personal experiences - PD-IF: Broadening perspective	1-PD-IF-DES 2-PD-IF-MAC 3-PD-IF-PER 4-PD-IF-SEB 5-PD-IF-KIMP 6-PD-IF-OEXP 7-PD-IF-PEREXP 8-PD-IF_BROAD

PD: Reading and listening in English PD: Learning other languages PD: Reflection PD: Other Colleagues	12-PD-LANG 13-PD-REFLECT 14-PD-OTEACHERS		
Leadership Intentions: LI			
LI: Group leader (Zümre Başkanı) LI: PLInning LI: Undecided LI: Never LI: Haven't considered before	1-LI-GL 2-LI-PH 3-LI-UD 4-LI-NEV 5-LI-NOTCONS	LI-IF: Others' experiences LI-IF: Hierarchy LI-IF: Learner observations LI-IF: Making a change LI-IF: Personality LI-IF: Difficulty in managing people LI-IF: Detaching from profession LI-IF: Students' attitudes LI-IF: Getting powerful LI-IF: Responsibility LI-IF: Self Efficacy Beliefs LI-IF: Different Profession LI-IF: Detaching from students LI-IF: Others' Attitudes LI-IF: Workload LI-IF: Boring	1-LI-IF-OTHEREXP 2-LI-IF-HIERARC 3-LI-IF-LEARNOBSR 5-LI-IF-MAC 6-LI-IF-PER- 7-LI-IF-DFCMNG 8-LI-IF-DETACH 9-LI-IF-STUDENT 10-LI-IF-POWER 11-LI-IF-RESPON 12-LI-IF-SEB 13-LI-IF-DIFFERENT 14-LI-IF-DETACHSTS 15-LI-IF-OTHERATTIT 16-LI-IF-Work 17-LI-IF-BORING
Teacher Identity: TI			
TI: Cooperative with colleagues TI: Individualist TI: Focusing on communicative skills TI: Using target language TI: Friendly TI: New techniques & materials TI: Technology oriented TI: Competent TI: Integrating culture TI: Open to criticisms TI: Localizing teaching methods TI: Serious & Disciplined TI: Contacting parents TI: Physically Active TI: Do not have clear ideas TI: Traditional TI: Devoted	1-TI-COPCOL 2-TI-INDIV 3-TI-COMSKL 4-TI-UENGL 5-TI-FRND 6-TI-NEW 7-TI-TECH 8-TI-SCOMPET 9-TI-CULT 11-TI-OPEN 12-TI-LOCAL 13-TI-SER 14-TI-PARENTS 15-TI-ACTIVE 16-TI-NCLEAR 17-TI-TRAD 18-TI-DEVOTED	TI-IF: Making a change TI-IF: Modeling their instructors TI-IF: Empathy with learners TI-IF: Teacher education courses TI-IF: Teaching experiences TI-IF: Favoring spoken skills TI-IF: Motivating learners to learn TI-IF: Observing Mentor teachers TI-IF: Personality TI-IF: Developing learner language competence TI-IF: Learner Experiences TI-IF: Management	1-TI-IF-MAC 2-TI-IF-MODT 3-TI-IF-EMPLRN 4-TI-IF-TEDUC 5-TI-IF-TEACHEXP 6-TI-IF-FAVSPKN 7-TI-IF-MOTLRN 8-TI-IF-OBSRVMENT 9-TI-IF-PER 10-TI-IF-COMPT 11-TI-IF-LEARNEXP 13-TI-IF-MANAGE
Workplace intentions			
Actions	Codes	Influential factors	Codes
Organization-based intentions: OI			
OI: Cram Schools OI: Private Courses OI: Private School OI: Private University OI: State School OI: State University OI: Undecided OI: All	1- OI-CS 2-OI- PC 3-OI- PS 4-OI-PU 5-OI-SS 6-OI-SU 9-OI-UNDEC 10-OI-ALL	OI-IF: Beliefs about Students OI-IF: Job security OI-IF: Monotonous OI-IF: Challenge OI-IF: Prestige OI-IF: Applying teaching methods OI-IF: Want to have academic career OI-IF: Salary OI-IF: Self-efficacy beliefs OI-IF: Professional Development Opportunities OI-IF: Practice teaching experiences OI-IF: Resources OI-IF: Teacher education program- OI-IF: Fallback opportunity OI-IF: Student age OI-IF: Ideology OI-IF: Teaching experiences	1- OI-IF-BEFSTS 2- OI-IF-JOBSEC 3- OI-IF-MON 4- OI-IF-CHAL 5- OI-IF-PRSTGE 6- OI-IF-ATM - 7- OI-IF- AC 8- OI-IF-SAL 9- OI-IF-SEB 10- OI-IF-PDO 11- OI-IF-PTE 12- OI-IF-RES 13- OI-IF-TEDPROG- 14- OI-IF-FALL 15- OI-IF-AGE 16- OI-IF-IDEOLOGY

		OI-IF: Instructors OI-IF: Making a change OI-IF: Social responsibility OI-IF: Mobility OI-IF: Workload OI-IF: Getting Experience OI-IF: Personality OI-IF: Work hours OI-IF: Flexibility OI-IF-Development ladders OI-IF:KPSS Exam	17- OI-IF-TEACHEXP 18- OI-IF-INSTRUCT 19- OI-IF-MAC 20- OI-IF-RESP 21- OI-IF-MOBIL 22- OI-IF-WORK 23- OI-IF-EXPER 24- OI-IF-PER- 25- OI-IF-HOURS 26- OI-IF-FLEX 27- DEVLAD 28- OI-IF-KPSS
District-based Intentions: DBI			
DBI: Big City DBI: Metropolis DBI: Small City DBI: Town DBI: Village DBI: Undecided DBI: Istanbul DBI: Ankara DBI: Izmir DBI: All DBI: Hometown	1- DBI-BC- 2- DBI-MET- 3- DBI-SC- 4- DBI-T- 5- DBI-V- 6- DBI-UNDEC 7- DBI-IST - 8- DBI-ANK - 9- DBI-IZM - 10- DBI-ALL 11- DBI-HOME	DBI-IF: Crowded DBI-IF: Expensive DBI-IF: Children DBI-IF: Marriage DBI-IF: Familiarity with the context DBI-IF: Interaction with local people DBI-IF: Making a change DBI-IF: Motivating learners DBI-IF: Personal experiences DBI-IF: Facilities DBI-IF: Resources DBI-IF: Development opportunities DBI-IF: Conservative culture DBI-IF: Social activities (theatre, clubs, cinema) DBI-IF: Job Opportunities DBI-IF: Distance from academic life DBI-IF: Social responsibility DBI-IF: Prestige of teaching DBI-IF: Time consuming DBI-IF: Tiring DBI-IF: Fauna DBI-IF: Student Characteristics DBI-IF: Difficulty of life DBI-IF: In Need DBI-IF: Others' experiences DBI-IF: Security DBI-IF: Distance DBI-IF: English practice opportunities DBI-IF: Do not have chance to choose DBI-IF: Life is easy DBI-IF: Attitudes to local people	1- DBI-IF-CROWD 2-DBI-IF- EXPEN 3- DBI-IF-CHILD 4- DBI-IF-MAR 5- DBI-IF-FAM 6- DBI-IF-INTR- 7- DBI-IF-MAC 8- DBI-IF-MOTLRN 9- DBI-IF-PERSEXP 10- DBI-IF-FAC- 11- DBI-IF-RES 12- DBI-IF-DOP 13- DBI-IF-CONSRV 14- DBI-IF-ACTIV 15- DBI-IF-JOB 16- DBI-IF-DISTACAD 17- DBI-IF-RESP 18- DBI-IF-PREST 19- DBI-IF-TIME 20- DBI-IF-TIRE 21- DBI-IF-FAUNA 22- DBI-IF-STUDENT 23- DBI-IF-DIFF 24- DBI-IF-NEED 25- DBI-IF-OEXP 26- DBI-IF-SEC 27- DBI-IF-DIST 28- DBI-IF-PRACTICE 29- DBI-IF-CHANCE 30- DBI-IF-EASY 31- DBI-IF-ATTIT
Region-based intention: RI			
RI: Aegean Region RI: Black Sea Region RI: Central Anatolia Region RI: Eastern Anatolia Region RI: Marmara Region RI: Mediterranean Region RI: Southeastern Anatolia Region RI: All RI: Undecided RI: Haven't thought before	1- RI-AR 2- RI-BR 3- RI-CAR 4- RI-EAR 5- RI-MR 6- RI-MEDR 7- RI-SAR 8- RI-ALL 9- RI-UD 10- RI-NTHOUGHT	RI-IF: Crowded RI-IF: Distance RI-IF: Cultural familiarity RI-IF: Attitudes to local people RI-IF: Security RI-IF: Making a change RI-IF: Social activities (theatre, clubs, cinema) RI-IF: Fauna RI-IF: Climate RI-IF: Development opportunities RI-IF: Others' experiences RI-IF: Conservative culture RI-IF: Distance from academic life RI-IF: Social responsibility RI-IF: Meeting different cultures	1- RI-IF-CROWD 2- RI-IF-DIS 3- RI-IF-CULFAM 4- RI-IF-ATTIT 5- RI-IF-LIFESEC 6- RI-IF-MAC 7- RI-IF-SOCFAC 8- RI-IF-FAUN 9- RI-IF-CLIM 10- RI-IF-DOP 11- RI-IF-OEXP 12- RI-IF-CONSRV 13- RI-IF-DISTACAD 14- RI-IF-RESP 15- RI-IF-DIFCULT 16- RI-IF-CHANCE

		RI-IF: Do not have chance to choose RI-IF: General Attitude RI-IF: Having a close person RI-IF: English practice opportunities RI-IF: Difficulty of life RI-IF: Job Opportunities RI-IF: Close to sea RI-IF: Life is easy	17- RI-IF-GENATTIT 18- RI-IF-CLOSEPER 19- RI-IF-PRACTICE 20- RI-IF-DIFFICULT 21- RI-IF-JOB 22- RI-IF-SEA 23- RI-IF-EASY
Country-based Intentions: CBI			
CBI- Always Turkey CBI- Willing to teach CBI- Comenius CBI: Undecided CBI: Haven't thought before	1- CBI-ALTR 2- CBI-WILLING 3- CBI-COMMEN 4- CBI-UD 5- CBI-NTHOUGHT	CBI-IF-Cultural familiarity CBI-IF: Family CBI-IF: Meeting different cultures CBI-IF: Seeing different countries CBI-IF: Seeing different education systems CBI-IF: Self-efficacy beliefs CBI-IF: Security- CBI-IF: To work for Turkey CBI-IF: Personality- CBI-IF: Job opportunities - CBI-IF: Early abroad experiences - CBI-IF: Beliefs about TR - CBI-IF: Close to family and friends CBI-IF: Academic CBI-IF: Attitudes to foreign culture - CBI-IF: Social responsibility CBI-IF: Experience of teaching abroad CBI-IF: Developing English Skills CBI-IF: Early Retirement CBI-IF: Haven't searched	1- CBI-IF-CULFAM- 2- CBI-IF-FAM- 3- CBI-IF- DIFCULT 4- CBI-IF- DIFCOUNT 5- CBI-IF-SYSTEM 6- CBI-IF-SEB- 7- CBI-IF-SEC- 8- CBI-IF- WFTR 9- CBI-IF-PER - 10- CBI-IF-JOB - 11- CBI-IF-EXP - 12- CBI-IF-BELIEF - 13- CBI-IF-CLOSE 14- CBI-IF-ACAD 15- CBI-IF-ATTIT- 16- CBI-IF-RESP 17- CBI-IF-EXPER 18- CBI-IF-DEVENG 19- CBI-IF-RETIRE 20- CBI-IF-NSEARCH
Career choice satisfaction: CCS			
Satisfaction Level: SL	Codes	Influent factors	Codes
SL: Not satisfied SL: Satisfied SL: Undecided	1- SL-NS 2- SL-S 3- SL-UD	SL-IF: Job difficulty- SL-IF: Loving teaching SL-IF: Make a change SL-IF: Personality- SL-IF: Prestige& Facilities of English- SL-IF: Salary- SL-IF: Self Efficacy Beliefs - SL-IF: Teacher education courses SL-IF: Teaching experiences SL-IF: Recruitment opportunities SL-IF: Alternative income& career opportunities SL-IF: Alternative career opportunities SL-IF: Mobility SL-IF: Working with children- SL-IF: Economic independence SL-IF: Beliefs about teaching - SL-IF: Entrance motivation- SL-IF: Prestige of teaching- SL-IF: Love English SL-IF: Development opportunities/career ladders	1- SL-IF-JOBDIF- 2- SL-IF-LOVETIH 3- SL-IF-MAC 4- SL-IF-PER- 5- SL-IF-PRESENG 6- SL-IF-SAL- 7- SL-IF-SEB - 8- SL-IF- TEDCOURSE 9- SL-IF- TEACHEXP- 10- SL-IF- RECOP- 11- SL-IF-AIO 12- SL-IF-AGO 13- SL-IF-MOBIL 14- SL-IF- WORKCHILD 15- SL-IF-ECON 16- SL-IF-BAT - 17- SL-IF-ENTER - 18- SL-IF-PRESTIGE 19- SL-IF-LOVE ENG 20- SL-IF-DEVELOP
ABROAD EXPERIENCE			
AE: Having AE: Not having	1- AE-YES 2- AE-NO	AE-IF: Vacation AE-IF: Teaching AE-IF: Living AE-IF: Erasmus AE-IF: Project AE-IF: Learning Language AE-IF: Job	1- AE-IF-VAC 2- AE-IF-TEACH 3- AE-IF-LIVE 4- AE-IF-ERAS 5- AE-IF-PROJ 6- AE-IF-LEARN 7- AE-IF-JOB

Career Intentions: CI

Career Intentions: CI

- CI: Changing career : Starting with teaching English and then switching into another career.
- CI: Changing career-Academician : Starting with teaching English and then switching into academic career.
- CI: Never teaching English : Never teaching English after graduation, giving up the career.
- CI: Whole life career : Teaching English whole life.
- CI: Undecided : Puzzled with different career tracks, undecided.

Influential Factors: CI-IF

- CI-IF: Alternative opportunities : Alternative career and income opportunities
- CI-IF: Career satisfaction : Satisfied with the decision to become an English teacher
- CI-IF: Family members : Ideas of significant family members
- CI-IF: Lecturers : Observations and interactions with the instructors
- CI-IF: Job security opportunities : Teaching is a secure & guaranteed job with recruitment opportunities
- CI-IF: Teaching is Monotonous be monotonous : Teaching practices (in-class and out-class) are found to be monotonous
- CI-IF: Making a change teaching practices : Teaching is an opportunity to make a change in teaching practices
- CI-IF: Personality : Personality traits like conscientiousness, openness
- CI-IF: Practice teaching experiences practices : Interaction with students, observations, teaching practices
- CI-IF: Other teaching experience etc. : Extra teaching experiences in courses, private tutoring
- CI-IF: Prestige of teaching (positive or negative) : Beliefs about the prestige of teaching (positive or negative)
- CI-IF: Self-efficacy beliefs : Low or high self-efficacy beliefs in teaching English
- CI-IF: Development Opportunities : Offering opportunities for professional development
- CI-IF: Continuing learning : Motivated to be life-long learner
- CI-IF: Others' experiences : Reading or listening to others' experiences
- CI-IF: Earning money : Need to earn money for self-support
- CI-IF: Getting experience in teaching : Want to have teaching experiences
- CI-IF: Checking personal inclination : Want to check if personal
- CI-IF: Learner Experiences : Observations and experiences as a learner
- CL-IF: Entrance motivation : The reasons for choosing English teaching profession
- CI-IF: Having Education on language teaching : Having professional background in English language teaching
- CI-IF: Keep improving : Motivation to keep improving yourself
- CI-IF: Saving time for yourself & family : Having spare time for yourself and your family
- CL-IF: Working with children : Loving children and teaching them
- CL-IF: Working with young people : Loving young people and teaching them

Professional Intentions: PI

Professional Development: PD

- PD: Abroad experiences while : Going abroad, living in other countries for a while
- PD: In-service training organization : Attending in-service training offered by the organization
- PD: Attending conferences/workshops/ trainings trainings : Attending conferences, workshops and trainings
- PD: Using technology for prof. development reaching resources : Using the internet for online courses or about profession
- PD: Graduate studies : Having PhD or MA on teaching profession
- PD: Participating in projects projects : Taking part in national and international projects
- PD: Scholarly Journals profession : Reading journals about English teaching profession

PD: Field books profession	: Reading books about English teaching
PD: Haven't considered yet	: Haven't thought about these issues
PD: Do not mention a clear attempt clear	: Mentioned some strategies but they are not clear
PD: Reading and listening in English English	: Having reading and listening activities in English
PD: Learning other languages	: Learning new languages
PD: Reflection	: Reflecting on teaching practices
PD: Other Colleagues	: Consulting other colleagues
Influential Factors: PD-IF	
PD-IF: Developing English skills	: In order to develop English proficiency
PD-IF: Making a change	: To make a change in local teaching practices
PD-IF: Personality openness, being	: Personality traits like conscientiousness, hard working
PD-IF: Self-Efficacy Beliefs English	: Low or high self-efficacy beliefs in teaching
PD-IF: Continuing prof. improvement	: Motivation to keep professionally improving
PD-IF: Others' experiences	: Reading or listening to others' experiences
PD-IF: Personal experiences	: Previous experiences about the strategy
PD-IF: Broadening perspective	: Believing that it will broaden the professional perspective

Leadership Aspirations

Leadership Aspirations: LA	
LA: Group leader (Zümre Başkanı) being group	: Do not want to have any managerial roles but leader
LA: Planning	: Planning to have managerial roles
LA: Undecided	: Undecided about having a managerial role
LA: Never role	: Do not plan to have any kind of managerial
LA: Haven't considered before	: Haven't thought about these issues
Influential Factors: LA-IF	
LA-IF: Others' experiences experiences	: Observing, reading or listening to others'
LA-IF: Hierarchy in a	: Believing that becoming a manger mean being hierarchical structure
LA- IF: Learner observations	: Observing managers as a learner
LA- IF: Making a change	: To make a change in local teaching practices
LA- IF: Personality openness	: Personality traits like conscientiousness,
LA- IF: Difficulty in managing people job	: Believing that managing people is a difficult
LA- IF: Detaching from profession the teacher from	: Believing that managing people is detaching profession
LA- IF: Students' attitudes towards	: Believing that students have negative attitudes managers
LA-IF: Getting powerful achieve goals	: Becoming a manager would provide power to
LA-IF: Responsibility responsibility	: Believing that managing people is an extra
LA-IF: Self Efficacy Beliefs skills	: Low or high self-efficacy beliefs in managerial
LA-IF: Different Profession profession than	: Believing that managing people is a different teaching

LA-IF: Detaching from students the teacher from	: Believing that managing people is detaching students
LA-IF: Others' Attitudes	: Believing that people like teachers, personnel at schools etc. have negative attitudes towards managers
LA-IF: Workload	: Workload of managers is very high
LA-IF: Boring	: Managerial roles are boring

Teacher Identity

Teacher Identity: TI

TI: Cooperative with colleagues	: Cooperating with colleagues to solve problems or getting feedback
TI: Individualist	: Do not want to cooperate with colleagues
TI: Focusing on communicative skills	: Giving significant importance to communicative abilities
TI: Using target language	: Using L2 (English) in the lessons
TI: Friendly	: Having friendly attitudes to learners
TI: New techniques& materials	: Affected by the methodology courses being motivated to use new techniques and materials in class
TI: Technology oriented	: Using technological equipment (like ppt, useful websites, authentic materials etc.)
TI: Competent	: Being a competent teacher in terms of the subject matter and also teaching skills
TI: Integrating culture	: Planning to integrate cultural elements in lessons
TI: Open to criticisms	: Being open to criticism and getting feedback from others
TI: Localizing teaching methods	: Localizing the teaching methods
TI: Serious& Disciplined	: Being serious and disciplined in class
TI: Contacting parents	: Being in touch with parents
TI: Physically Active	: Being physically active in class
TI: Do not have clear ideas	: Do not mention clear ideas on the issue
TI: Traditional	: Using traditional teaching methods (like teacher oriented, GTM based)
TI: Devoted	: Being devoted to teaching profession, doing everything that a teacher can do to teach English to the learners

Influential Factors: TI-IF

TI-IF: Making a change	: To make a change in local teaching practices
TI-IF: Modeling their instructors	: Being affected by the instructors' teaching style and motivated to model it.
TI-IF: Empathy with learners	: Feeling empathy with learners
TI-IF: Teacher education courses	: Being affected by the teacher education methods
TI-IF: Teaching experiences	: Teaching experiences in practicum or somewhere else
TI-IF: Favoring spoken skills	: Believing that development of spoken skills requires extra attention
TI-IF: Motivating learners to learn	: Motivate learners to learn English
TI-IF: Observing Mentor teachers	: Positive or negative effects of the mentor teachers
TI-IF: Personality	: Personality traits like conscientiousness, openness
TI-IF: Developing learner language competence	: Developing general language competence of learners
TI-IF: Learner Experiences	: Observations and experiences as a learner

TI-IF: Management : Concerned about management strategies

Workplace intentions
Organization Based Intentions

Organization-based intentions: OI

OI: Cram Schools : Teaching in cram schools
OI: Private Courses : Teaching in private courses
OI: Private School : Teaching in private schools
OI: Private University : Teaching in private universities
OI: State School : Teaching in state schools
OI: State University : Teaching in state universities
OI: Undecided : Puzzled with different options, undecided
OI: All : All options are equally acceptable

Influential Factors: OI-IF

OI-IF: Beliefs about Students : Having positive or negative beliefs about learner characteristics

OI-IF: Job security : Teaching in this organization is a secure position

OI-IF: Monotonous : Working in this organization is a monotonous job

OI-IF: Challenge : Working in this organization is a challenging job

OI-IF: Prestige : Concerned about the prestige of teaching in this organization

OI-IF: Applying teaching methods : The organization allows/do not allow autonomy in teaching methods

OI-IF: Want to have academic career : Having academic aspirations has effect on organization-based intention

OI-IF: Salary : Negative or positive beliefs about the amount of salary

OI-IF: Self-efficacy beliefs : Low or high self-efficacy beliefs in teaching and L2 skills

OI-IF: Professional Development Opportunities : Offering opportunities for professional development

OI-IF: Practice teaching experiences : Interaction with students, observations, teaching practices in practicum

OI-IF: Resources : The organization can/ can't provide resource to promote English teaching practices

OI-IF: Fallback opportunity : The position is regarded as a fallback opportunity

OI-IF: Student age intentions : Learners' age affects organization-based intentions

OI-IF: Ideology : Critical about work conditions, believing that it is a kind of labor abuse

OI-IF: Teaching experiences : Teaching experiences in practicum or somewhere else

OI-IF: Lecturers : Instructors' organizational beliefs

OI-IF: Making a change : To make a change in local teaching practices

OI-IF: Social responsibility : Social responsibilities (altruistic aspirations) like equity in education affect organizational decisions

OI-IF: Mobility : Working in this organization would increase mobility

OI-IF: Workload : Beliefs about the workload in this organization

OI-IF: Getting Experience : Intention to get experience in teaching

OI-IF: Personality	: Personality traits like conscientiousness, openness
OI-IF: Work hours	: Work hours in the organization
OI-IF-Development ladders	: The organizations do/ do not provide development ladders
OI-IF: KPSS Exam	: Beliefs about the Public Staff Selection exam

District-based Intentions

District-based Intentions: DBI

DBI: Big City	: Teaching in a big city
DBI: Metropolis	: Teaching in a metropolis
DBI: Moderately Big City	: Teaching in a moderately big city
DBI: Small City	: Teaching in a small city
DBI: Town	: Teaching in a town
DBI: Village	: Teaching in a village
DBI: Undecided	: Puzzled with different options, undecided
DBI: Istanbul	: Teaching in Istanbul
DBI: Ankara	: Teaching in Ankara
DBI: Izmir	: Teaching in Izmir
DBI: All	: All options are equally acceptable
DBI: Hometown	: Teaching in a district close to hometown

Influential Factors: DBI-IF

DBI-IF: Crowded	: Density of population in the district
DBI-IF: Expensive	: Expensive life standards
DBI-IF: Children	: Concerns about the future children
DBI-IF: Marriage	: Marriage plans
DBI-IF: Familiarity with the context	: Being familiar with the district
DBI-IF: Interaction with local people	: Beliefs about the relations with local people
DBI-IF: Making a change	: To make a change in local teaching practices
DBI-IF: Personal experiences	: Having experiences in (similar/ identical) districts
DBI-IF: Resources	: Facilities concerning resource access
DBI-IF: Development opportunities	: Offering opportunities for professional development
DBI-IF: Conservative culture	: Local culture is conservative
DBI-IF: Social activities (theatre, clubs, cinema)	: Facilities concerning social activities
DBI-IF: Job Opportunities	: Providing/ Not providing various job opportunities
DBI-IF: Distance from academic life	: Distance from the universities that offer academic studies
DBI-IF: Social responsibility	: Social responsibilities (altruistic aspirations) like equity in education affect district-based decisions
DBI-IF: Prestige of teaching	: Prestige of teaching in the local context
DBI-IF: Time consuming	: Life in this district is found to be time consuming
DBI-IF: Tiring	: Life in this district is found to be tiring
DBI-IF: Fauna	: Fauna in the district is/isn't appealing
DBI-IF: Student characteristics	: Positive or negative beliefs about students
DBI-IF: Difficulty of life	: Life in the district is difficult in terms of life standards (mostly affected by technological issues)
DBI-IF: In need	: The district is in need of good teachers
DBI-IF: Others' experiences	: Hearing or reading others' experiences in the district
DBI-IF: Security	: Life in the district is not secure
DBI-IF: Distance	: Distance from hometown
DBI-IF: English practice opportunities	: Providing English practice opportunities with foreigners

DBI-IF: Do not have a chance to choose : The recruitment system does not provide district choice
 DBI-IF: Life is easy : Life standards found to be easy

Region Based Intentions

Region-based intention: RI

RI: Aegean Region : Teaching in the Aegean Region
 RI: Black Sea Region : Teaching in the Black Sea Region
 RI: Central Anatolia Region : Teaching in the Central Anatolia Region
 RI: Eastern Anatolia Region : Teaching in the Eastern Anatolia Region
 RI: Marmara Region : Teaching in the Marmara Region
 RI: Mediterranean Region : Teaching in the Mediterranean Region
 RI: Southeastern Anatolia Region : Teaching in the Southeastern Anatolia Region
 RI: All : All options are equally acceptable
 RI: Undecided : Puzzled with different options, undecided
 RI: Haven't thought before : Haven't thought about these issues

Influential Factors: RI-IF

RI-IF: Crowded : Density of population in the region
 RI-IF: Distance : Distance from hometown
 RI-IF: Cultural familiarity : Being familiar to local culture
 RI-IF: Attitudes to local people : Having attitudes to local people
 RI-IF: Security : Life in the region is not secure
 RI-IF: Making a change : To make a change in local teaching practices
 RI-IF: Social activities (theatre, clubs, cinema) : Facilities concerning social activities
 RI-IF: Fauna : Fauna in the region is/isn't appealing
 RI-IF: Climate : Climate in the region is/isn't appealing
 RI-IF: Development opportunities : Offering opportunities for professional development
 RI-IF: Others' experiences : Hearing or reading others' experiences in the district
 RI-IF: Conservative culture : Local culture is conservative
 RI-IF: Distance from academic life : Distance from the universities that offer academic studies
 RI-IF: Social responsibility : Social responsibilities (altruistic aspirations) like equity in education affect regional decisions
 RI-IF: Meeting different cultures : Motivation to meet different cultures
 RI-IF: Do not have a chance to choose : The recruitment system does not provide district choice
 RI-IF: General Attitude : General attitudes and beliefs about the region
 RI-IF: Having a close person : Having a close person, like a boyfriend or an aunt, living in the region
 RI-IF: English practice opportunities : Providing English practice opportunities with foreigners
 RI-IF: Difficulty of life : Life in the district is difficult in terms of life standards (mostly affected by technological issues)
 RI-IF: Job Opportunities : Providing/ Not providing various job opportunities
 RI-IF: Close to sea : Being close to the sea
 RI-IF: Life is easy : Life standards found to be easy

Country-based Intentions

Country-based Intentions: CBI

CBI- Always Turkey : Always teaching in Turkey
 CBI- Willing to teach : Willing/Planning to teach abroad
 CBI- Comenius : Willing/Planning to go with Comenius
 CBI: Undecided : Puzzled with different options, undecided

CBI: Haven't thought before	: Haven't thought about these issues
Influential Factors: CBI-IF	
CBI-IF-Cultural familiarity	: Being familiar/unfamiliar with the foreign culture
CBI-IF: Family	: Effects of family member, especially parents
CBI-IF: Meeting different cultures	: Motivation to meet different cultures
CBI-IF: Seeing different countries	: Seeing different countries
CBI-IF: Seeing different education systems	: Seeing different education systems
CBI-IF: Self-efficacy beliefs	: Low or high self-efficacy beliefs in teaching and L2 skills
CBI-IF: Security	: Beliefs about security in the foreign countries
CBI-IF: To work for Turkey	: Motivation to work only for Turkey, a kind of social responsibility
CBI-IF: Personality	: Personality traits like conscientiousness, openness
CBI-IF: Job opportunities	: Having/not having job opportunities abroad
CBI-IF: Early abroad experiences	: Having abroad experiences before
CBI-IF: Beliefs about Turkey	: Negative attitudes to Turkey
CBI-IF: Close to family and friends	: Being close to family and friends
CBI-IF: Academic	: Having academic studies abroad
CBI-IF: Attitudes to foreign culture	: Negative or positive attitudes to foreign culture
CBI-IF: Social responsibility	: Social responsibilities (altruistic aspirations) like equity in education affect country-based intentions
CBI-IF: Experience of teaching abroad	: Having abroad teaching experiences
CBI-IF: Developing English Skills	: Using abroad teaching as an opportunity to develop L2 skills
CBI-IF: Early Retirement	: Using abroad teaching regulations of the MONE and retiring earlier
CBI-IF: Haven't searched	: Have a kind of tendency but haven't searched for alternative opportunities

Career choice satisfaction: CCS

Satisfaction Level: SL	
SL: Not satisfied	: Not satisfied with being in English teaching profession
SL: Satisfied	: Satisfied with being in English teaching profession
SL: Undecided	: Puzzled with different options, undecided
Influential factors: SL-IF	
SL-IF: Loving teaching	: Teaching is a desirable profession which makes one happy
SL-IF: Make a change	: To make a change in local teaching practices
SL-IF: Personality	: Personality traits like conscientiousness, openness
SL-IF: Prestige& Facilities of English	: English is a prestigious language providing different facilities
SL-IF: Salary	: Beliefs about the amount of payment
SL-IF: Self Efficacy Beliefs	: Low or high self-efficacy beliefs in teaching and L2 skills
SL-IF: Teacher education courses	: Effects of significant courses
SL-IF: Teaching experiences	: Teaching experiences in practicum or somewhere else
SL-IF: Recruitment opportunities	: The opportunities for being recruited
SL-IF: Alternative income& career opportunities	: Believing that this career choice will provide income & career opportunities like working as a translator, tourist guide.
SL-IF: Mobility	: Working in this organization would increase mobility

SL-IF: Working with children	: Loving working with children
SL-IF: Economic independence	: Teaching would make one economically independent
SL-IF: Beliefs about teaching	: General beliefs about the profession like its role in the culture
SL-IF: Entrance motivation	: The reason for choosing an ELT program
SL-IF: Prestige of teaching	: Believing that teaching is a prestigious/non-prestigious job
SL-IF: Love English	: Learning English and being busy with it makes one happy
SL-IF: Development opportunities/career ladders	: Development opportunities in English teaching career
SL-IF: Job difficulty	: Teaching English is found to be a difficult job

ABROAD EXPERIENCE:AE

AE: Having	: Having been abroad
AE: Not having	: Not having been abroad

Influential factors: AE-IF

AE-IF: Vacation	: Going abroad for vacation
AE-IF: Teaching	: Going abroad for teaching
AE-IF: Living	: Living abroad
AE-IF: Erasmus	: Going abroad with Erasmus
AE-IF: Project	: Going abroad as a part of a national or international project
AE-IF: Learning Language	: Going abroad for language courses
AE-IF: Job	: Working abroad

APPENDIX 3

Interview Quotations

Scripted Interview Quotations in English and Turkish
Career Intentions
<p>...teaching is both easy and, how can I say, teaching something to students has been my dream since my childhood. I was teaching something to children, to my sister's friends etc. I mean it makes me happy. (N. Erbakan 9)</p>
<p>... hem rahat hem de ne bileyim, öğrencilere bir şey öğretmek benim küçüklükten beri hayalim. Kendi kardeşimin çevresine falan böyle hep çocuklara bir şeyler öğretmekle geçti. Yani bana zevk veriyor. (N. Erbakan 9)</p>
<p>I cannot imagine myself in another field, I don't know if it (<i>another profession</i>) could make me happy but I don't think so, I mean I am very happy now as I am graduating from English language teaching (<i>program</i>). I mean, if I graduated from another program it wouldn't make me that much happy. I mean, the job that I will do, the job is very difficult, but if I get pleasure doing it, I think, it deserves being done. (Gazi 5)</p>
<p>Son derece yani başka bir alanda hayal edemiyorum kendimi bilmiyorum beni mutlu eder miydi ama sanmıyorum hani İngilizce öğretmenliğinden mezun olduğum için şu an çok mutluyum. Hani başka bir alandan mezun olmuş olsam bu beni bu kadar mutlu etmezdi. Yani yapacağım işten zor bir iş ama hani haz alıyorsam yapmaya değer diye düşünüyorum. (Gazi 5)</p>
<p>I am a woman. I mean, teaching is a profession more suitable for women. After a while, when I have children I will be able to have time for them and also I will be doing my job. Besides, being with students makes me very happy. I mean, for example I am going practicum now. Everything is quite different there, I feel better feelings. Therefore, always teaching... (Ataturk 10)</p>
<p>Bir bayanım. Yani sonuçta öğretmenlik biraz daha bayana hitap eden bir meslek. İki gün sonra çocuklarım olduğu zaman onlara da vakit ayırabilirim, kendi mesleğimi de yapmış olabileceğim. Ayrıca öğrencilerle olmak çok mutlu ediyor beni. Yani şuan staja gidiyorum mesela. Oradayken çok daha değişik, çok daha güzel duygular hissediyorum. o yüzden hep öğretmenlik. (Ataturk 10)</p>
<p>My priority will be teaching English. I mean, this is a field that I will not want to get apart even after retirement. I mean, because, as far as I could see in practicum, I mean I become really very very happy there. I mean, I feel very close to the students whom we have met just at the beginning of the semester, I saw them one or two hours a week in their lessons. They feel the same.....how should I explain what I did, if I had my own students and I could spend time with them I mean in the same school our interaction would become stronger... I could prepare better activities. I would create challenge for them and at the same time I will make them enjoy the lesson... Even in this limited time with these limited activities they can appreciate me and learn with my teaching. This makes me very very happy. Because of this reason (<i>I will be an English teacher</i>). (Uludag 3)</p>
<p>Benim önceliğim İngilizce öğretmenliği olacak. Hani emekli de olsam ayrılmak istemeyeceğim bir alan. Yani çünkü hani stajda da gördüğüm kadarıyla gerçekten ben hani orada çok çok mutlu oluyorum. Hani henüz mesela dönemin başından beri tanıdığımız, haftada bir saat, iki saat gördüğümüz öğrenciler hani derslerine girdiğimiz öğrenciler, çok</p>

yakın hissediyorum kendimi. Onlardan da aynı şekilde hani...nasıl anlatayım kendi öğrencilerim olsa ve hani bütün zamanımı onlarla geçirsem, hani aynı okulda olsa daha da iletişimimiz güçlenecek...Daha iyi aktiviteler yapabileceğim. Onları daha çok zorlayacağım; ama daha çok da eğlendireceğimi düşünüyorum. Bu kısıtlı zamanda, bu kısıtlı aktivitelerle bile benim bu kadar benimseyip, sevdiğim derse ve bu kadar iyi öğrenebiliyorlarsa...Bu beni çok çok mutlu ediyor zaten. O yüzden... (Uludag 3)

I want an academic career because you have more opportunities to create something... The idea of producing something new and the idea that this production might become important, there is such a difference between being an academician and a teacher. This is the prevalent feature of academy. I mean teaching is teaching everywhere. Either you teach a student at the age of 19 or 10 ... Nothing will change for us, however, the university gives you this freedom. I mean you are flexible, you can focus on your studies, you have facilities. There are many alternatives in the universities or for example you have abroad opportunities in universities, there is not such a thing in the Ministry of Education... Your manager should be informed even when you are going to another city. (Ataturk 4)

Akademisyenliği şu açıdan istiyorum en azından hani daha fazla şeyler yaratma imkanınız var... Yeni bir şeyler üretme fikri ve bunun yer bulması fikri galiba biraz daha akademisyenlikle öğretmenlik arasında o fark var. Akademisyenliğin ağır basan yani o. Zaten öğretmenlik her yerde öğretmenlik. Ha 19 yaşında çocuğa öğrettin ha da 10 yani ha 19 yaşında yani lise dönemi 16-17-18'e öğrettik... Bizim içi çok fark eden bir şey olmayacaktır da; ama üniversite işte sana o özgürlüğü veriyor. Yani böyle rahat oluyorsunuz, çalışmalarınıza bakıyorsunuz, elinizde imkan oluyor. Birçok alternatif oluyor ya da üniversitenin yurt dışı imkanı oluyor mesela MEB'de öyle bir şey yok... İl dışına çıkarken bile amirinizin haberi olması lazım. (Ataturk 4)

... I don't want to start with a limited job, I mean if I become a teacher, if I become a teacher in a primary or secondary school, it has a limit. (*Suppose that*) I entered the career (*teaching*) I can only be a good teacher at most, I start as a teacher and finish as a good teacher but I do not want that, I mean the job that I will have should not have limits. I mean if I become an instructor, I can ascend in the career, have my PhD, write my thesis, do research, I can get higher degrees. Besides, university is more appealing for me, I always think that I am 22 years old but there is nothing more pleasurable than working with young students. The young are always, how should I say, the ones who will make a country improve and also make innovations are the young generation. To make things change we need them therefore working with them (*young people*) sounds more plausible to me. (Gazi 8)

...bir mesleğe girdiğimde onun sonunun olmasını istemiyorum yani bir öğretmen olsam atıyorum ilköğretimde ya da lisede bir öğretmen olsam onun bir sınırı var yani. Ben girdim en fazla orda olabileceğim iyi bir öğretmen, öğretmen olarak başlarım en son iyi bir öğretmen olarak bitiririm ama ben bunu istemiyorum yani sınırları olmasın yapacağım şeyin. Yani mesela bir okutman olursam orda yükselebilirim doktoramı yaparım işte tezimi yazarım araştırmalarımı yaparım yükselebilirim. Bir de üniversite bana hep cazip geliyor ben hep şey diye düşünüyorum kendim de daha yirmi iki yaşındayım ama gençlerle çalışmak kadar eğlenceli bir şey yok. Yani daha önemli ben her zaman şunu savunuyorum gittiğim her yerde de inşallah otuzuma, kırkıma geldiğimde de kırk yaşlarına ya da daha ileriye geldiğimde de şey olur aynı düşünceye sahip olurum. Gençler her zaman yani nasıl diyeyim bir ülkenin önünü açacak olan da ya da yeni şeyler yapacak olan da genç nesil. Bir şeyi değiştirmek için onlara ihtiyacın var o yüzden onlarla çalışmak bana daha mantıklı geliyor. (Gazi 8)

Indeed, I wanted to use teaching as a step, of course I wanted to get my financial freedom and advance my career on my own. A primary school or a high school, I am going practicum now and I really do not want to , by no means, I do not want to (to work as a teacher). (Trakya 7)

Aslında ben öğretmenliği bir basamak olarak kullanmak istiyordum tabi ailemden ekonomik bağımsızlık alıp kendi şeyimle yükselmek istiyordum. Ben hani bir ilköğretim ya da bir ortaöğretim gerçekten ha şu an staj yapıyorum zaten hiç istemiyorum yani hiçbir şekilde istemiyorum normalde. (Trakya 7)

If I become an English teacher, I mean, I would do it loving children and also for the fact that I can get money, but I am not sure if I become a good teacher. I don't feel confident in this sense...I offered a private lesson, and it is my only experience, it was like he (*the student*) was getting bored, how can I motivate him, what would I do, then I start to have games etc. Then, this child could not pass the proficiency exam and I got upset, I mean, I taught and worked on it but he did not learn anything (*from my teachings*). (ODTU 4)

İngilizce öğretmenliğini yaparsam yani çocukları severek yaparım bir de maaş alabileceğim için yaparım ama iyi bir öğretmen olur muyum bilmiyorum açıkçası. O konuda kendime güvenemiyorum... özel ders verdim mesela o da bir tek deneyimimdir şimdi sıkılacak gibi oluyor nasıl motive ederim ne yaparım falan filan oyun oynamaya başlıyorum bir şeyler yapıyorum ediyorum. O çocuk bir de sonra yeterliliği geçemedi ona da üzülüm yani ya anlattım o kadar ama hiç almamış. (ODTU 4)

In general, I mean I should renew myself, do something that would keep my mind busy with, be busy with such a job. I mean, with superficial or more materialistic jobs I don't feel satisfied. There should always be something that would make my mind busy. I (*easily*) get bored. Therefore, I mean things like writing a thesis, doing research, I mean the things that I can make myself busy with, always be busy with without getting bored. Therefore, I mean being a faculty member or an instructor in a university is more appealing for me. (AIBU 3)

Genel olarak hani baktığımızda da hani sürekli böyle kendimi yenilemek, hani sürekli zihnimi meşgul edecek bir şeyle, işle meşgul olmam lazım. Hani böyle yüzeysel, böyle daha böyle maddi işler olduğu zaman kendimi tatmin olmuş hissetmiyorum. Sürekli böyle zihnimi meşgul edecek bir şey lazım. Çok sıkılıyorum. O yüzden hani sürekli mesela tez yazmak olsun, işte bir şeyler araştırmak olsun, hani böyle kendimi meşgul edebileceğim şeyler, hani sürekli böyle sıkılmadan uğraşabileceğim şeyler. O yüzden hani üniversitede akademisyen olmak ya da okutman olmak ya da bir öğretim görevlisi olmak hani daha çok böyle cazip gelen şeyler. (AIBU 3)

... In the week I went (*to practicum*), frankly, I said that I wouldn't feel upset if I am not recruited. I am not sure if my patience and conscience would be sufficient for always working as an English teacher. Seeing this scene facing with it every day. Because there are people in their 60ies, they are just sitting there Hocam. Even one of them has a personal chair and s/he is there during whole break. There is no one like looking for something, searching for something or reading a book. In 45-minute breaks, I mean if I don't have a lesson I observe them, they either read something of personal interest or dealing with something else, go home. I don't know, reading exam papers, preparing exams are very easy tasks. Seeing such a career, having such people around I lost all my enthusiasm. If I get an opportunity I will never lose it. You know, as we know a foreign language even working as a flight attendant, I mean a very unhealthy job, high radiation unhealthy context etc., but still I will use the first opportunity I have (*in order to change my career*). (Ataturk 3)

...gittiğim hafta açıkçası atanamazsam üzülmem dedim yani. Yani hep İngilizce öğretmeninde sabrım ya da böyle vicdanım yeter mi bilmiyorum. Onu görmeye her gün o manzarayla karşılaşmaya gerçekten. Çünkü 60 yaşında insanlar var, sadece oturuyorlar hocam. Hatta bir tanesinin kendisine ait bir sandalyesi var, bütün teneffüs orada. Yani hiçbir tane bir şey bakayım işte yeteyim, şunu karıştırıyım, bir kitap karıştırıyım diyen yok. Yani 45 dakikalık aralarda da öyle hani kendim bir saat dersim yoksa gözlemliyorum hani, ya kitap okuyor kendine göre ya da işte bir şeylerle ilgileniyor, evine gidiyor. Bilmiyorum işte yazılı okumak, yazılı yapmak çok basit bir mevzu. Yani bu mesleğe bu şekilde bakıyorum yani meslek bu olunca hani etrafımdaki insanlar bu olunca şimdi ne şevk ne iştah hiçbir şey kalmadı açıkçası ve yapmak isterim herhalde. Önüme bir fırsat çıkarsa asla ve asla kaçırmam. Hani dil bildiğiniz için işte inan hosteslik bile yani hani o kadar yani sağlık açısından da tehlikeli bir şey normalde hani çok radyasyon falan çok şey bir ortam değil; ama önüme çıkan ilk fırsatta. (Ataturk 3)

(*Teaching*) would make me lazy, for sure it would make me lazy. I can't stand routine jobs. As I love moving, dealing with people and helping them, therefore teaching is not a career for me. I should think more, my brain should work. (AIBU 2)

Yatırır beni, kesinlikle yatırır beni. Ben hani basmakalıp işlere gelemem. Koşmayı, böyle sağ solla ilgilenmeyi hani herkese yardım etmeyi sevdiğim için öğretmenlik bana göre bir meslek değil. Benim çok daha fazla düşünmem gerekiyor. Çünkü kafamın çalışması gerekiyor. (AIBU 2)

I am studying for the KPSS (*Public Staff Selection Exam*) to guarantee my future I mean rather than being unemployed of course I can teach. When you get over 90 from the first part of the exam there are good career opportunities. For example, one of them is air traffic controlling, they work in the airports. Graduates of English language teaching programs are also being accepted for these positions... If I get a very good point (*from the exam*) I am planning to work there. If this doesn't happen and I get recruited as a teacher (*by the Ministry of Education*) I am planning to teach for a year and then get a tourist guide certificate from the Ministry of Tourism and work as a tourist guide. (Gazi 7)

KPSS ye çalışıyorum hani yine de kendimi garantiye almak adına yani işsiz kalmaktansa öğretmenlik yaparım tabii ki. Ama KPSS'nin bu birincibölümünden hani doksan üzeri puan aldığı zaman güzel meslekler de var. Mesela bunlardan birisi hava trafik kontrolörlüğü var hava alanlarında çalışıyorlar bunlar. İngilizce öğretmenliği mezunu da alıyorlar... Eğer iyi puan alırsam orayı düşünüyorum olmadığı takdirde öğretmen olarak atanırsam bir sene öğretmenlik yapıp sonra Turizm Bakanlığından turizm rehberliği kokart'ı alıp turizm rehberliği yapmayı düşünüyorum (Gazi 7)

For sure I won't be limited to English teaching. Even if I continue with English teaching I will have an office, an office for translation or tourist guidance. Then, I will be able to have contact with foreigners so that I want to be in a career in which I can both improve myself and my language (*English*)... I want to be an air traffic controller; I don't know it sounds more prestigious. (Dicle 6)

Hani kesinlikle sadece İngilizce öğretmenliğiyle kalmayacağım. İngilizce öğretmenliğiyle devam etsem bile hiç olmazsa bir büro açarım, tercümanlık olsun, turist rehberliği olsun. Ondan sonra yani iletişim kurabileceğim yabancılarla işte hem kendimi geliştirebileceğim hem dilimin körelmeyeceği bir meslekte olmak istiyorum...Hava trafik kontrolörü olmak istiyorum açıkçası. Yani o da bilmiyorum daha bir prestijli geliyor. (Dicle 6)

After graduation as it has been my dream, I will try having MA in translation and interpretation. I am planning to teach while having my MA studies, I mean it would be quite good... I can say that I will be teaching for a while in my life, but this might not be at the very beginning of my career or it might not take a long time. (ODTU 12)

Hani mezun olunca bir kere hayalim olduğu için yine yüksek lisansımı tercümanlıkta bir şansımı deneyeceğim. Yüksek lisans yaparken öğretmenlik yapmayı düşünüyorum yani gayet iyi olur açıkçası ... Hayatımın belli bir yerinde kesinlikle öğretmenlik yapacağım diyebiliyorum aksine ama bu en başta olmayabilir sadece ya da hani çok uzun süreli olmayabilir öyle. (ODTU 12)

I believe that I cannot develop myself (*if I become a teacher*), if I have an MA degree I don't have money (*to afford myself*)... there are many questions in my mind but I do not know what I want. If I want something I will be canalized to it, but I do not know what I exactly want.(ODTU 11)

Kendimi geliştiremem diye düşünüyorum mastır yapmak istesem param yok... çok şeyler var sorular var böyle aklımda ama ne istediğimi bilmiyorum. Hani bir şey istesem ona doğru yöneleceğim ama ne istediğimi tam olarak bilmiyorum

I plan to teach English but English teachers in practicum schools and also my English teacher say that it became more difficult to teach English in the Ministry of Education. For example, they say that don't become a teacher, work in a private organization but do not become a teacher. Because, for example, my teacher says that I have 12 students in my classroom a number of them have psychological treatment, these students are not students like you. Time has changed a lot he says, you cannot make students listen to the lesson. They chew in the lesson for example. They give very naughty responses but you can do nothing. Because they limited teachers. When you criticize a student this might be accepted as an insult an the

teacher can be punished. He says having authority on students is very difficult... Therefore, I think that I will not teach whole life. (Ataturk 7)

Ben İngilizce öğretmenliği yapmayı planlıyorum; ama bunu İngilizce öğretmenliği yapanlar biraz mesela staja gittiğimiz okullarda olsun, benim İngilizce hocam falan olsun Milli Eğitimdeki çalışmaların çok zorlaştığını söylüyorlar. Mesela diyorlar ki öğretmen olmayın; ama gidin hani özel sektörde çalışın; ama öğretmen olmayın. Çünkü mesela hocam şey diyor. 12 tane öğrencim var, benim sınıfta, birkaçı diyor psikolojik tedavi görüyor ve diyor hani sizin gibi değiller diyor. Çok değişti devir. Yani çocuğa diyor dersi dinletemiyorsun. Derste mesela sakız çiğniyor. Çok terbiyesiz şekilde cevaplar veriyor; ama bir şey yapamıyorsun diyor. Çünkü artık hani öğretmenleri de biraz kısıtladılar. Hani öğrenciye bir şey desen bir hakaret gibi algılayıp öğretmen cezalandırılabilir. Hani öğrencilere o otoriteyi sağlamak çok zor diyor... O yüzden biraz hani ömür boyu belki öğretmenlik yapmam diye düşünüyorum. (Ataturk 7)

...this (*indecisiveness*) is related to my personality not to my profession, I mean I really enjoy when I have activities in class and I say if this will always be such enjoyable I can continue with this job. But this puts on you extra workload, I mean everything will not always be such bright, I think in such cases I may think about (*another career*)... If I work with adults if I become an instructor in a university, if I feel happy there, I may not change my career. (ODTU 6)

..bu kişiliğimle ilgili mesleğimle ilgili değil yani ama hani mesela sınıfta çok eğleniyorum aktivite yaparken sonra diyorum ki yani her zaman bu kadar eğlenceli olacaksa tamam devam edebilirim bu işe. Ama hani yani bunun ekstra yükü var, işte her zaman günlük güneşlik olmayacak her şey hani belki o zaman düşünür müyüm diye hani geliyor aklıma bazen... Adultlarla çalıştıktan sonra yani bir üniversite de okutmanlık aldıktan sonra hani orda mutlu olduğumu hissedersen gerçekten değiştiremeyebilirim. (ODTU 6)

I was going to be (*a teacher*), but I came to university. Here in my second year I started to work in an organization, in a tourism agency. And I have been working for four years. I mean they want me too, they want me not to leave them. I want them as well because I enjoy doing this job and I will continue working there. Therefore, I won't teach. (N. Erbakan 2)

Olacaktım yani şey yapacaktım; ama işte üniversiteye geldik. Burada ikinci senemde bir iş yerinde çalışmaya başladım turizm acentesinde. Ve halen dört yıldan beri çalışıyorum. Yani onlar da beni istiyor, gitme diyorlar. Ben de onları istiyorum. Çünkü severek yaptığım bir iş ve orada devam edicem. Onun için öğretmenliği artık. (N. Erbakan 2)

If possible I want to have my MA and PhD first and then I want to work... As I have always focused on my studies in my life, I do not know, whether I am mature enough to work somewhere. (ODTU 9)

İşte İngiliz edebiyatında mastır, doktora yapıp öyle çalışmak istiyorum eğer olursa... Ben hep böyle okumaya odakladığım için hayatımı böyle bilemiyorum hani o çalışacak olgunluğa gelmediğimi düşünüyorum açıkçası. (ODTU 9)

I entered METU then my mom's friends wanted me to offer English courses and in my first year on December I have started teaching with a private lesson. Then in my summer holiday of my first year, my sister's cram school offered me to teach there. I started there nearly for a year or a year and a half till the end of the second year and the beginning of the third year I worked there and this affected me. I mean, I thought that it made me wore out and after five years I could not imagine myself doing the same thing I mean I thought that I would get bored...As I told you I thought that I would not be able to do, I am such a person that I make myself exhausted and also I am a little bit impatient. I want to see the results immediately and I think this is not a profession suitable for me. (ODTU 14)

Şöyle ODTÜ'ye girdim çok şükür ondan sonra zaten annemin arkadaşları vesaire benden çocuk dedi şimdi İngilizce özel dersler istemeye başladılar ilk yıl o yılın Aralığından itibaren bir özel dersle başladım öğretmenliğe. Sonra ilk yılın yaz tatilinde kardeşimin gittiği dershane vardı onlar beni hani bizde öğretmenlik yapar mısın şeklinde çağırdılar. Orda başladım yaklaşık bir, bir buçuk yıl falan orda işte ikinin sonu için başına kadar devam

ettim ve bu etkili oldu. Hani orda kendimi çok yıprattığımı ve öğretmenlik bir beş yıl sonra kendimi aynı mesleği yaparken göremedim yani bunalacağımı düşündüm... Dediğim gibi yapamayacağımı düşündüm hani çok fazla kendimi tüketip yıpratın bir tip'im birazcık sabırsız da bir tip'im yani böyle bir şeylerin sonucunu hemen görmek istiyorum ve yani dedim galiba bu bana uygun bir meslek değil. (ODTU 14)

Professional Intentions

Professional development Strategies

I think, to develop myself in English teaching MoNE has projects, they send you abroad after 5 years. I honestly plan to work here 5 year. Then, after five years, I will go abroad , I will learn something from the education system there, then my English will absolutely improve more, I will become a better teacher. Then, as they have a different education system their techniques and methods are different. I plan to come back and apply the methods that I learn there, and my English with my students here. (Ataturk 8)

Kendimi geliştirmek için İngilizce öğretmenliği alanında Milli Eğitimin projesi varmış galiba 5 yıl sonra işte yurt dışına gönderiyorlarmış. Ben açıkçası hani beş sene burada yapmayı düşünüyorum görevimi. Sonra beş sene sonra yurt dışına gidip, oradaki eğitim sisteminden öğrendiklerimi, sonra işte daha kesinlikle İngilizcem daha iyi gelişir, daha iyi bir hoca olurum. Sonra onların tabii ki eğitim sistemi değişik olduğu için teknik ve metotları farklı. Öğrendiğim teknik ve metotları ya da İngilizcemi falan tekrar gelip, burada öğrenciler üzerinde denemeyi düşünüyorum. (Ataturk 8)

I want to develop myself in speaking skills. We can speak, but we tried to improve ourselves by the force of exams or such things. And here in N. Erbakan there are not many opportunities. I mean, we always have let's speak English but it is not working. (*The interlocutor*) is Turkish, I am Turkish too. After a while it does not work. Once I was thinking about the programs like abroad trainings, you go abroad for a year for social projects, I was thinking about them. Then I said I am getting older, and we have KPSS. I had to postpone; but I plan to use in-service trainings and abroad programs in the future. (N. Erbakan 4)

Kendimi konuşma alanında geliştirmek isterdim yani. Konuşabiliyoruz; ama öyle zorlamalarla işte sınavlara hazırlanmayla, bilmem neyle o şekilde geliştirmeye çalıştık kendimizi. Bir de burada N. Erbakan'da çok fazla bir imkan yok. Hani, hani hep şey oluyor hani kendi aramızda İngilizce konuşalım o da olmuyor. O da Türk, ben de Türküm. Bir süreden sonra gitmiyor hani. Bir ara şeyleri düşünüyordum, bu yurt dışında eğitim programları oluyor gönüllülük hizmeti falan bir yıllığına gidiyorsun, onları düşünüyordum. Sonra dedim, yaş gidiyor, KPSS'de gidiyor, ertelemek zorunda kaldım mecbur; ama şeylere falan ilerde hizmet içi eğitimler oluyor sanırım yurt dışına gidiliyor. Onları da değerlendirmeyi düşünüyorum. (N. Erbakan 4)

After I become a teacher I want to get some trainings abroad, to make things (*teaching skills*) stronger. Because I do not want to become a clerk working between 8-5... Because, in Turkey nearly everyone knows English very well according to reports; but indeed when it comes to practice we are not that much successful. It (*abroad experience*) will be helpful in this sense. I mean in short term, this was the case in Lithuanian. I couldn't speak for the first two months and I was not sociable as well. I mean I was hesitant. Because they were not used to the English that we were speaking. Finally we started to speak English. Therefore, we felt its positive effects more. (Dicle 5)

Ha, öğretmen olduğumda yani aslında yurt dışında birkaç eğitim almak istiyorum, bir şeyler pekişsin diye. Çünkü klasik bir 8-5 arası çalışan bir memur olmak istemiyorum açıkçası...Çünkü Türkiye şartlarında hani kağıt üstünde hemen hemen herkes İngilizceyi çok iyi biliyor zaten; ama pratiğe gelince çok da başarılı değiliz açıkçası. Biraz da onun faydası olacak. Yani kısa vadede Litvanya'da öyle oldu. İlk iki ay hiç konuşamadım yani ben girişkenlik de yapamıyordum. Yani çekiniyordum. Çünkü kullandığım zaman alışkın değiller ya kullandığımız İngilizceye. Son zamanlarda artık konuşmaya başladık. O yüzden artık hani onun faydasını iyice hissettik. (Dicle 5)

... a few years pass, I don't get any training and I become worse therefore I think I should always be actively involved in seminars. This is not only for me but for all English teachers otherwise it would be meaningless and one goes back to the starting point. Apart from that I want to get trainings on issues like using literature or linguistics in language teaching. I had courses on this and they are somehow effective but more than trainings I want to have seminars from different scholars, I mean in international conferences these are taught very well. I mean I think I really want to observe and try how teachers from different countries do this. (ODTU 2)

... iki üç sene geçer ben eğitim almam körelmeye başladım o yüzden sürekli aktif olarak seminerlere katılmam gerektiğini düşünüyorum. Ya bu sadece benim için değil hani tüm İngilizce öğretmenleri için yoksa hani çok da bir anlamı olmaz yine eskiye dönmeye başlar insan. Bunun dışında bununla da ilgili eğitimler almak istiyorum mesela edebiyat nasıl kullanılıyor İngilizce öğretmeni dil bilim nasıl kullanılıyor. Bunun derslerini gördüm hani az çok etkili oluyor tabi ama hani bunun eğitiminden çok hani seminer şeklinde de dinlemek başka hocalar hani uluslar arası konferanslarda çok güzel işleniyor bu konular. Hani farklı ülkelerde nasıl işleniyor bu konular, farklı ülkelerdeki hocalar nasıl yapıyor bunu da gözlemleyip deneyebilmeyi çok isterim diye düşünüyorum. (ODTU 2)

I plan to join trainings, yes. Here there were trainings on computer assisted teaching and they gave certificates, I participated in it. A professor from the USA came for it, it was good. In addition, I can join in the in-service trainings offered by the MoNE. In addition I plan to develop myself through using the internet. Maybe I can find friends from different countries who are in the same profession with me. I mean I can exchange knowledge with them. I think this would be helpful. (Dicle 4)

Eğitim kurslarına katılmayı düşünüyorum, evet. Burada bilgisayar destekli eğitim programı oldu sertifikalı ona katıldım. Amerika'dan bir profesör doktor gelmişti. Güzeldi. Onun dışında Milli Eğitimin yapacağı şeylere katılabilirim, yani hizmet içi eğitimlere katılabilirim... Onun dışında tabi internet üzerinden kendimi geliştirmeyi düşünüyorum. Belki başka ülkelerden benim alanımla ilgili benim alanımda okuyan arkadaşlar bulabilirim. Yani onlarla bilgi alışverişi yapabilirim. Faydalı olacağını düşünüyorum. (Dicle 4)

Of course, I would absolutely look for the projects like the one conducted by Kemal Hoca because this absolutely makes students love (*the course*). We had a similar experience we went (*abroad*) and came back, it was very good. Still we have contact with people whom we met there via Facebook. It was a very good experience and I want to do the same thing with my students. I plan to follow the conferences as well because I think that development is very important in education, in teaching. (ODTU 4)

Tabi kesinlikle işte Kemal hocanın yaptığı gibi mesela projeler araştırırdım mutlaka çünkü o kesinlikle sevdiriyor yani öyle bir deneyim mesela gittik geldik çok güzeldi ki orda tanıştığımız insanlarla hala görüşüyoruz işte Facebook üzerinden falan. Çok güzel deneyimdi o ben öğrencilerime öyle şeyler yaptırmak isterim mesela hani kendim de konferansları takip ederim diye düşünüyorum herhangi bir şey olduğunda haliyle çünkü yani gelişmek önemli bence eğitimde yani öğretmenlikte. (ODTU 4)

...when you are in the task (*teaching*) you see the things that you have learnt are not always sufficient. You always have to learn extra things. As an example, we saw in special education course; but as we take it as a course we think we should learn one or two points, we learn and pass it and when we come across (*with real situations*) we see that it is not enough. For example I came across with a learner having leaning difficulties. I mean I saw that it is possible to refer back and internalize more things when there is need... I mean sometimes (*we learn*) from books, from the internet, from more experienced teachers, and its effect is like a magic stick. Really it is. I cannot come across with a sentence which is more effective than an experienced teacher who says you can achieve your aim if you do this or that even after reading hundreds of books. I personally experienced it. (N. Erbakan 7)

...işin içine girdiğinizde o öğrendiklerinizin her zaman yeterli olmadıklarını görüyorsunuz. Ekstradan sürekli başka şeyler öğrenmek durumundayız. Örneğe özel eğitim dersi gördük;

ama onu yani ders diye bakıyoruz ya öğrenmemiz gerek şu kadar diye bakıyoruz mesela diyelim bir birim, iki birim, onu öğrenip geçiyoruz ya karşılaştığımız zaman yetersiz olduğunu görüyoruz. Örneğe öğrenme gücümüzü yaşayan bir öğrenciyle karşılaştım. Hani ihtiyaç durumunda geriye dönüp araştırma yapıldığında çok daha fazla bilginin alsında alınabileceğini ve özümsebileceğini gördüm...Yani, şu var farklı kitaplardan, kimi zaman internetten, kimi zaman işte tecrübesi olan daha tecrübeli olan öğretmenlerden ki onun faydası sihirli değnek gibi.Gerçekten öyle. Yani o işte tecrübeli olan bir kişinin size işte şunu yaparsan sonuç alırsın demesi kadar yani yüzlerce kitap araştırırsam öyle sonuç verecek bir şeye, bir cümleye rastlayamam diye düşünüyorum. Bunu yaşayarak gördüm. (N. Erbakan 7)

Indeed ,reading articles for self development, it didn't not seem so (*useful*) I mean I was not even thinking about it, but after reading the articles that Yelda Hoca gave us I recognized how beneficial it is. Really we learn very good things, very different or sometimes the things that we have thought before and then said aa really such a thing exists (*in literature*). Really, I know that I will absolutely read articles to have update knowledge. Other than that, of course my colleagues would be very helpful to me if they are not classical teachers. (ODTU 12)

Kendimi geliştirmek için, makale okuma işini aslında ben staj dersini alana kadar çok şey gelmiyordu hani bana hiç aklıma bile gelmiyordu ama mesela Yelda Hocanın bize verdiği makaleleri okudukça hani ne kadar güzel bir şey olduğunun farkına vardım. Hakikaten hani çok güzel şeyler öğreniyoruz çok farklı ya da hani önceden düşündüğümüz aaa gerçekten de böyle bir şey varmış dediğimiz şeyler oluyor. Kesinlikle kendimi hani güncel bilgi edinimi açısından kesinlikle makaleleri okuyacağımı biliyorum. Başka, tabii ki iş arkadaşlarım eğer klasik modelde olmazsa onların da çok yardımcı olacağını düşünüyorum bana. (ODTU 12)

Professional teacher identity

Firstly the teacher whom the students love. I mean the students love English if they love it at the very early stages. If they do not love then it is over. I observe this case in most of my friends. I ask them “haven’t you studied English before”. They say “we studied but we do not pay attention to it, we don’t love as our teachers were like bla bla bla...”. I mean they didn’t pay attention at all. Therefore, although we have been learning English for years, when it comes to interacting with friends from other programs or when they (*friends from other programs*) ask questions to my friends, they (*my friends*) cannot answer it. I mean, this is something bad. First I will try to make students love the course. (N. Erbakan 4)

Öncelikle çocukların sevdiği öğretmen. Hani şimdi İngilizceyi zaten çocuk ilk etapta severse sever, sevmese devamı yok yani bu. Birçok arkadaşımda görüyorum ben. İşte soruyorsun, görmedin mi sen İngilizce. Gördük de önemsemiyoruz. İşte sevmiyoruz, hocamız şöyleydi, böyleydi. Hiç önemsememişler hani. O yüzden uzun yıllar İngilizce eğitimi almamıza rağmen diğer bölümlerdeki arkadaşlar konuşmaya gelince ya da bir şey sorunca bilmiyorlar. Hani bu kötü bir şey. Öncelikle kendimi ve dersi sevdirmeye çalışırım. (N. Erbakan 4)

My first rule is never using Turkish (*in class*). I will have my courses without using Turkish and I will teach the subject with games, and I will –I do not plan to teach in class time only-continue (*after class time*). For example, we have a similar case in my practicum school. The teacher just come in class, open the book and do something from the book and go out. An extra study or task, there is nothing (*such that*). I don’t want to do in that way. I want to make students love English, in Turkey we have a perception like why should I learn the language of other people. In order to have this perspective change, I will fight against parents as well. Therefore, I should be a person who is loved both at school and among parents. Indeed, I am a sociable person. I don’t think that I will have problems in this sense (*communication with parents and the students*). I am a cheerful person... In a way I plan to teach them (*the students*) that they need it (*English*) in life and they should learn English. I will use games, inshallah. I do not plan to teach English in the old way that we have learnt. This is the thing that our instructors here (*in this university*)told us. Use games for young learners, speak English only. They always taught these to us. (Ataturk 7)

İlk kuralım şu kesinlikle Türkçe kullanmicam. Türkçeyi kullanmadan devam edicem derslerime ve oyunlarla çocuklara bir şey anlaticam ve aynı şekilde -çocuklara sadece o dersi

işleyip de derste bırakmamayı düşünüyorum- devam ettiricem. Mesela staja gittiğim okulumda da var. Hoca sadece geliyor, açıyor kitabı. Kitaptan bir parça işliyor, kalkıp gidiyor. Ekstra bir ödev, bir çalışma hiçbir şey yok. Bu şekilde yapmak istemiyorum. Ben çocuklara İngilizceyi sevdirmek istiyorum ki zaten Türkiye’de hani biz o elin dilini niye öğrenelim ki bakış açısı var. Bunu da kırmak için ben aynı zamanda velilerle de savaşıcağım. O yüzden hem okulda hem de velilere kendimi sevdirmem lazım. Zaten sosyal bir insanım. O konuda sorun yaşayacağımı çok sanmıyorum. Çok cıvıl cıvıl bir insanımdır... Bir şekilde onların hayatta ihtiyacı olduğunu, İngilizceyi bilmeleri gerektiğini onlara öğretmeye çalışacağım. Oyunları kullanacağım, inşallah. Yani o şekilde bir İngilizce eğitimi vermem ve bu eskide bizim aldığımız şekilde bir eğitim vermeyi düşünmüyorum. Yani o şekilde ya da burada da yine bizim hocalarımızın bize anlattığı da oydu zaten. Çocukları hep oyunla yaklaşın, hep İngilizce kullanın. Hep bu şekilde bizi yetiştirdiler. (Ataturk7)

I am neither close nor away from the students, we make jokes sometimes, I laugh with them, I play games with them when we have games in class. But if I teach something, trying to teach something, they must listen to me. This is the profile I have in mind. (Gazi 8)

Öğrenciyle çok yakın da değilim çok uzak da değilim aradaki yani şaka yapacağımız zaman evet şakamızı yapıyoruz ben de gülüyorum onlarla oyun oynayacağımız zaman oynuyorum. Ama ben bir şey anlatıyorsam, uğraşıyorsam bir şeyler öğretmeye onlar da beni dinleyecekler bende ki profil bu olmuş yani bunu fark ettim. (Gazi 8)

I want to be a teacher who is disciplined and at the same time loved by the students. If I can achieve that I will reach one of my goals. Because I think it is important that to learn a language the students should love the teacher first. For example, I didn’t love my English teacher in secondary school prep class, and my English was terrible. I was not studying at all; I was not concerned about the course at all. But after I went abroad and saw the attitudes of teachers there and saw that English is very enjoyable, I came up with this decision. I mean I will also be disciplined so that the students will be afraid of me to some extent; otherwise, you can lose the control. But at the same time they should love me so that they come to class and learn with motivation. (Ataturk 10)

Hem öğrencilerin sevdiği hem de disiplinli bir öğretmen olmayı çok isterim yani. Eğer bunu başarabilirsem hedeflerimden bir tanesine ulaşmış olucam. Çünkü öğrencilerin dili öğrenmesi için öncelikle başta öğretmenini sevmesinin çok önemli olduğunu düşünüyorum. Ben ortaokulda hazırlık sınıfına gittiğim zaman mesela İngilizce öğretmenimi hiç sevmiyordum ve İngilizcem yerlerdeydi. Hiç çalışmıyordum, hiç oralı olmuyordum; ama daha sonrasında yurt dışına gidip oradaki öğretmenlerimin yaklaşımları İngilizcenin çok keyifli olduğunu öğrendikten sonra ona karar verdim. Yani hem disiplinli olucam ki öğrenciler biraz korkmalı bence öğretmenlerden. Çünkü yoksa işin ucu kaçıyor. Ama aynı zamanda da sevmeliler ki dersime de severek gelsinler, severek öğrensinler. (Ataturk 10)

I think I will be a smiling teacher; I mean there would be a space between me and the learners. I mean neither too much smiling nor too much serious. I will try to have a moderate role in this sense... There are opportunities in MoNE like European Union projects. I really want to join them because our high school teachers were joining such programs. They were going abroad, making presentation etc. If I get accepted by MoNE (*as a teacher*) I really want to be a part of such a project... I really want to have such a project as a teacher. I will be open to self- improvement. I try not to fall behind the era I mean I always try to follow the recent issues. I am a person who loves doing research, always, when I turn on the computer the first thing I do is to look for the new. I love reading too... Now, I (*would*) try to apply the things that have learnt at METU. Though I might come across with difficulties, I know that this is better (*and I will apply it*). I know that I will be more beneficial for the learners with the things that I have learnt at METU. (ODTU 8)

Güler yüzlü bir öğretmen olurum herhalde hani öğrenciyle aramda belli bir seviye olur hani ne çok güler yüzlü olurum ne de çok katı olurum bu konuda hani orta halli bir yol izlemeye çalışırım... Bu Milli Eğitimde falan bu şeyler oluyor bu hani Avrupa Birliği Projeleri falan onlara kesin girmek istiyorum çünkü hani lisedeyken falan kendi hocalarımız girerlerdi hani böyle şeylere. Görev alırlardı hani yurt dışına giderlerdi hani tanıtım yaparlardı, bir şey

yaparlardı. Milli Eğitimde olursam hani kesin böyle bir projeye girmek istiyorum... Yani böyle bir hani böyle bir proje yapmak isterim ya öğretmen olarak zaten hani kendimi geliştirmeye açık olurum hani şeyin, çağın gerisinde kalmamaya çalışırım yani sürekli bir takip ederim son gündemdeki olayları bilmem neleri. Araştırmayı da seven bir insanım zaten sürekli bir hani bilgisayarını açtığımda ilk şey yaptığım haberler olur mesela baktığım haberler olur yani. Sürekli bir okumayı falan da seviyorum...Şu anda yani ODTÜ de öğrendiğim şeyleri uygulamaya çalışırım ne kadar zorlukla karşılaşsam karşılaşayım hani bunun daha iyi olduğunu biliyorum hani. Çocuklara daha iyi öğreteceğimi biliyorum ODTÜ de öğrendiğim şeylerle o yüzden hani böyle bir öğretmen olurum(ODTU 8)

I always want to revise myself... As long as you do not revise yourself, unfortunately, in speaking skills for example when we converse with my friends we feel problems with our speaking skills. (N. Erbakan 8)

Sürekli kendimi yenilemek istiyorum... Kendini yenilemediğin sürece maalesef hani speaking anlamında mesela kendi arkadaşlarımızla konuştuğumuzda speakingte eksik hissediyoruz kendimizi. (N. Erbakan 8)

Competent, competent, effective, productive and lively... It is a very good feeling that you have effect on others' lives. It gives a great pleasure. I also think that the students are badly treated in Turkish education system. The more I can decrease this effect as a teacher I would become happier. It is not possible to decrease this effect or change the system totally when you are in the system, but I will be very happy if I can decrease this torture. (Trakya 2)

Yeterli, yeterli, etkin, verimli, canlı... Böyle insanların hayatında bir etkide bulunmak çok güzel bir his. İnsana çok büyük bir manevi tatmin veriyor, bir de Türk eğitim sisteminde çocukların çok hırpalandığını ve yıprandığını düşünüyorum. Bu etkiyi öğretmen olarak ne kadar azaltabilirsem o kadar mutlu olucam. Hani sistemin içinde olarak azaltmak ya da sistemi tamamen değiştirmek mümkün değil; ama en azından çocuklara reva görülen bu işkenceyi biraz azaltsam çok mutlu olucam. (Trakya 2)

I do not want to take others' responsibilities. For example, when an assignment or something else is given here (*in the university*) it is always better to do it on my own... at schools there is not a relaxed context as the one we have here (*at university*). When you say a simple thing like "I do this, why don't you do the same" , they (*teachers*) can get offensive easily...When you want to cooperate with a teacher, she might misunderstand you... (*therefore*) for a while you have to hang out on your own .(Gazi 1)

Başkalarının sorumluluklarını almak istemiyorum yani mesela burada bir ödev verildiğinde ya da bir şey verildiğinde hep kendim yapsam daha iyi oluyor... şey öğretmenlikte en ufak bir şey söylersen alınır işte ben böyle yapıyorum sen niye yapmadın çok ciddiye alınabilir hani buradaki gibi hani bir lakayt demeyeyim de rahat bir ortam yok hani... O hocaya takılmak istersin yanlış anlar... mecbur kendi başınıza biraz takılmak zorundasınız. (Gazi 1)

Leadership intentions

As I am against the system, I think that there are things to be fixed and I want to do at least a part of this (*fixing the system*)... I mean, it's like, even fixing a school would be good at the first step. Being a manager is something different, I do not want to be an ordinary manager too, I mean, not someone who just sits in his room. Indeed the manager in my mind is in complete cooperation with the teachers and (*motivated*) with the aspiration of fixing the education at school. (Trakya 1)

Ben biraz şeyim böyle sisteme çok böyle biraz karşı olduğum için hani bazı şeylerin düzeltilmesi gerektiğini düşünüyorum ve hani en azından bunun bir parçasını ben yapayım istiyorum... Hani bir okulu bile böyle düzeltsem hani benim için ilk aşamada yeterli olacak gibi. Hani yöneticilik farklı bir şey hani öyle sıradan bir yönetici de olmak istemiyorum hani sadece odasında oturan. Öğretmenlerle tamamen iş birliği içinde hani o okuldaki eğitimi hani düzeltmeye yönelik bir yöneticilik aslında benim aklımdaki. (Trakya 1)

I firmly think about it (*to become a manager*). As I mentioned before, everybody is concerned about exams thereby they cannot learn English. I want people sharing similar thoughts with me or I (*myself*) become (*a manager*) so that I can do it, I can canalize them to speaking skills. (Ataturk 2)

Kesinlikle düşünüyorum. Hani hocam dediğim gibi hani herkes böyle sınava yönelmiş ya o yüzden İngilizceyi öğrenemiyorlar... Ben hani istiyorum ki benim düşüncem de olan insanlar ya da ben olayım ki hani o şekilde yapabileyim hani konuşmaya yönlendireyim. (Ataturk 2)

I thought about (*becoming a manager*). Indeed, as far as I know, after seven years of teaching we can become a superintendent by taking the exam for superintendents... Because I love checking people and giving feedback to them. Maybe, I love critical thinking. When I realize that there is a problem, I want to fix it. Therefore, a position like manager, vice manager or superintendent might be good for me in the future. In addition to that, I believe that I should teach for a while in order to learn about the procedures at schools and ways of effective course implementation. (Uludag 5)

Düşündüm. Zaten belki şey düşünüyorum, yedi yıl bir öğretmenlik hayatından sonra müfettişlik sınavına girip, müfettiş olabiliyoruz diye biliyorum... Çünkü denetlemeyi ve insanlara yorum yapmayı seviyorum. Belki eleştirel düşünmeyi seviyorum. Karşıda açık gördüğüm zaman onu düzeltmek istiyorum bir şekilde. O yüzden müdür, müdür yardımcılığı veya müfettişlik olabilir yani ileriki dönemlerde; ama buna ek olarak tabii yani okul sisteminin nasıl işlediğini ve derslerin nasıl etkin bir şekilde yürütüldüğünü öğrenmem için şöyle bir biraz öğretmen olarak çalışmam gerektiğini düşünüyorum. (Uludag 5)

My friends around me sometimes say to me that I have a high tendency (for becoming a group leader)... Yes, I have (a tendency) I want to become (a manager), who doesn't want to, I mean, become a group leader or manager, I am sure that everybody wants to. And I don't think that I am not talented in this sense, yes I can do such a thing (become a manager). (Gazi 8)

Bunu etraftaki arkadaşlarım bazen bana zaman, zaman söylüyor hani böyle bir şeyin çok var hani çok eğilimsin falan... Bu evet var istiyorum tabii ki de yani kim istemez ki yani şey yapsın bir grubun işte lideri olabilsin ya da bir yönetici olabilsin herkes eminim ki ister bunu evet ben de istiyorum ama bu konuda da hani şey yeteneğim olmadığını da düşünmüyorum evet yapabilirim böyle bir şey. (Gazi 8)

Because I haven't loved my school managers or vice managers. It's like they do not have a relation with students... Therefore students have antipathy towards managers and vice-managers. I don't want such a thing. When I become a teacher, I want my students love me. I mean I don't want high positions, in the sense that I haven't thought to become a manager or vice-manager. Indeed, I don't want to be. Managing a school is not something for me. The only thing which is important for me is to take students to a certain level and make them idealist (*people*). (Ataturk 8)

Çünkü bugüne kadar müdür ve müdür yardımcılarımı hiç sevmemişimdir. Sanki öğrencilerin içine hani karışmıyorlar gibi... O yüzden hani öğrencilerin müdürlere karşı ya da müdür yardımcılara karşı bir antipatik tavrı var. Ben onu istemiyorum yani ben öğretmen olduysam öğrencilerim beni sevsin istiyorum. Yani yükseklerde gözüm yok. Şu anlamda gözüm yok, müdür, müdür yardımcılığı ya da zümre başkanlığını hiç düşünmedim. Yapmak da istemem açıkçası. Okul yönetmek bana göre değil. Sadece hani öğrencileri belli bir seviyeye getirip onların idealist olmaları benim için önemli. (Ataturk 8)

I mean such a big responsibility scares me, I don't know being responsible for many people in the future. For students that's ok., teaching is the field that I got my profession here, however being a manager is something totally different, I don't think that I will plan such a thing in the future. (ODTU 12)

Ya o kadar büyük sorumluluk açıkçası biraz korkutuyor beni hani şu an hiç öyle bir şey yani hani gelecekte de bilemedim ki çok fazla insandan sorumlu olmak. Hani öğrenciler tamam, öğretmenlik benim hani uzmanlaştığım yani burada eğitimini aldığım bir şey ama yöneticilik apayrı bir şey öyle bir şey düşünebileceğimi sanmıyorum ilerde de yani hiç sanmıyorum. (ODTU 12)

The only thing that I am not thinking about is becoming a manager, it seems like they work more. If teachers leave school at four they (*managers*) leave at five. Why? They have administrative duties. They have to give report to someone else. Everyday you have to give reports. S/he is sitting in her room...I should to be more interwoven with people. There shouldn't be a huge task on me that I have to give reports on it. Ok, we all have responsibilities, but they are under a very big responsibility. When something happens to a student in school, s/he (*the manager*) will be the person who will be questioned first, even before the teacher. They would say what kind of a manager, leader you are?.. Also students have an attitude towards managers... Therefore I don't want it. (*Researcher asks="What about group coordinator?"*) I don't want it too, becoming a manager, leader etc. I don't want them, and I have never wanted to become. (AIBU 2)

Düşünmediğim tek şey yöneticilik hocam alsında bakarsanız yani onlar da çok çalışmış gibi görünüyorlar; ama öğretmen dörtte çıkıyorsa onlar beşte çıkıyor. Niye çıkıyor? İdari görevleri var. Birine hesap vermek zorunda. Her gün hesap veriyorsun. Hani oturuyor odasında... Ben insanlarla daha fazla iç içe olmak zorundayım. Hani hesap vereceğim çok büyük bir yükümlülük olmasın. Tamam, hepimizin yükümlülüğü var; ama onlar gerçekten çok büyük bir yükümlülük altındalar. O okulda bir öğrenciye bir şey olsa öğretmenenden önce ilk önce sorgulanması gereken kişi olacak. Sen ne biçim müdürsün?Sen ne biçim yöneticisin diyecekler... Zaten okul müdürlerine karşı da yine öğrenci milletinin böyle bir şey tavrı vardır...İstemiyorum o yüzden... (*"Araştırmacı: Zümre başkanlığı falan?"*). Onda da gözüm yok. Hani böyle yöneticiliktir başkanlıktır falan hani hiç de gözüm yok, olmadı da. (AIBU 2)

Indeed I haven't planned such things. Because as I mentioned before, as they are in a hierarchy, they are more in the high-low relations and I don't like this. I mean, in class, class is teacher's place, I mean teacher is the master of classroom. At least the classroom will be my space. I mean, I will be a teacher. (Gazi 7)

Aslında öyle şeyleri düşünmedim çünkü dediğim gibi onlar daha hiyerarşinin içinde olduğu için alt üst şeyleriyle daha çok muhatap oluyorlar o yüzden sevmem. Hani öğretmen en azından sınıfta orası öğretmenindir yani o sınıfın hâkimi öğretmendir. En azından orası benim olsun yani öğretmen olarak kalırım. (Gazi 7)

When one becomes a vice-manager, it is like I can do whatever I want, I am the manager here and I am the superior (*master*) here. I remember from high school that we had a teacher he was a different person before he became a vice-manager, he was on students' side, when he became a vice-manager we said what happened to him/her. After a short time he changed his attitudes. He became a tough man towards students. If I would be the same, I don't want to be (*a manager*) at all... I mean, students always feel reluctant in front of you... (*regardless of*)how close you are to them, it is a problem that they would say what the manager will say, do or he will scold at us when he comes. Therefore, I don't want to be a manager when I become a teacher. Being a group coordinator, no. Yes I am an assertive person but I am a person who cannot say no to others. Somebody would ask for something. I wouldn't be able to say no, then one other person would come and I would be mixed up in the affair. (Gazi 1)

Hani müdür yardımcısı olunca sanki her şey asacağım, keseceğim işte benim dediğim olur

işte ben müdürüm burada en büyük benim gibisinden bir şey görüyorum hani. Benim lisede hatırlıyorum bir hocamız vardı müdür yardımcısı olmadan önce huyları tamamen farklıydı öğrencinin yanındaydı müdür yardımcısı oldu ne oldu sana dedik yani aradan sadece biraz geçti geldiğimizde müdür yardımcısıydı tavırları değişti, öğrencilere karşı sertleşti yani. Eğer ben de öyle olacaksam ben hiç olmam yani olmak istemiyorum... Hani bir de öğrenci sürekli sizden çekinir... her ne kadar sıcakta olsanız hani müdür gelecek acaba şimdi bir şey mi yapacak şöyle mi yapacak, böyle mi yapacak, kızacak mı hani bu da biraz şey, sıkıntı. Hani ondan ben pek şey yapmazdım idareyi düşünmüyorum yani eğer öğretmen olursam. Zümre başkanlığı, yok ya sözüm geçer birisi miyim evet yani sözümü geçiririm ama hani insanlara da pek hayır diyebilen bir kişiliğim de yok hani. Biri bir şey diyecek tamam diyeceğim şey yapacağım falan hayır diyemeyeceğim ondan sonra başka biri gelecek arada yine ben kalacağım. (Gazi 1)

I think being a school manager is a very big responsibility, it is not only being with the students but more than that guiding them... But it is difficult to do something with people and fix something. Especially if this person is a teacher who has some fossilized things (*behavior*), it is more difficult to fix them... I mean at MoNE, maybe it is not true to judge all the teachers but unfortunately a majority of them are like that, they lecture monotonously and have the salary. I mean it is difficult to change the perception that teaching is a source of income and therefore at that point being a manager is difficult. However, maybe becoming a group leader, I think it is possible to do something by awakening a group of teachers in a small context, in terms of teaching English. (Gazi 2)

Şöyle düşünüyorum okul müdürlüğü çok büyük bir sorumluluk diye düşünüyorum yani böyle sadece öğrencilerle birlikte olma değil biraz daha yönlendirme... Ama insanlarla bir şeyleri yapmak, düzeltmek çok zor. Hani ve bu bir öğretmen ise kalıplaşmış belli şeyleri varsa onları düzeltmek çok daha zor oluyor... Hani Milli Eğitimde, belki hepsini aynı şekilde yargılamamız doğru olmaz ama maalesef hani çoğunluk itibari ile, dersine giriyor çıkıyor monoton bir şekilde, maaşını alıyor geçiyor. Hani bu maddi gelir kaynağı olarak görülen öğretmen taslağını değiştirmek çok zor diye düşünüyorum o yüzden yöneticilik bir noktada zor. Ama zümre başkanlığı belki biraz hani küçük bir çevrede öğretmenlerde bir şeyleri uyandırarak onları İngilizce öğretmenliği noktasında aşka şevke getirip bir şeyler yapılabilir diye düşünüyorum. (Gazi 2)

Indeed I plan to be a group coordinator. I feel that I can do something to be more creative; however, being a manager or being a vice-manager are the positions that would deject me. I would become ordinary because I wouldn't feel an urge for refreshment. Both the administrative tasks and decreased number of courses to teach (*would affect me negatively*), indeed many of them do not teach at all. Being stick to the existing system. But I favor novelty because things change each year. Especially, they change very fast in the field of language. Therefore, I want to continue with my profession (*teaching English*). (Dicle 5)

Zümre başkanlığı düşünüyorum açıkçası. Hani yaratıcı olma adına bir şey yapılabilir böyle kendimde hissediyorum; ama hani müdür yardımcılığı olsun, müdür olsun eminim beni köreltecek şeyler olacaktır. Standartlaşacağım yani, çünkü o zaman yenileme ihtiyacı hissetmeyeceğim. Hem idari işler olsun hem çok az sayıda derse gireceğiz öyle olursak ki çoğu da girmiyor hani zaten. Sadece mevcut sisteme bağlı kalınacak. Ama ben biraz da yeniliklerden yanayım. Çünkü her sene bir şeyler değişiyor. Özellikle dil alanında çok çok hızlı değişiyor. O yüzden kendi mesleğimde devam etmeyi düşünüyorum yani. (Dicle 5)

I have never thought about becoming a manager and when I think now I think I don't want to be. Because you get detached from your profession or this is the case that I have seen till now, I mean if a teacher is a manager he cannot come to the lessons regularly as he is to deal with some other staff... However being a group coordinator is acceptable. It might be a good opportunity for me because it is something related to my profession, and I want to do as many things as I can for my profession. I mean I can motivate the English teachers in my school. If I have some innovative ideas I can present these to them as well. I can facilitate

English teaching (*practices*) in my school or organization. I mean, being a group coordinator is acceptable but I do not think about being a manager, administrator. No. I think they are not for me. (ODTU 13)

Yönetici olmayı düşünmedim hani şu an düşündüğümde de istemem diye düşünüyorum ama hani. Ya çünkü o zaman kendi alanından biraz uzaklaşıyorsun ya da benim şimdiye kadar gördüğüm hani o şekilde işte bir öğretmen müdür ise dersleri aksatır başka işlerle ilgilenmekten derslere gelemes... Ama hani zümre başkanlığı olabilir mesela sonuçta kendi alanıyla ilgili bir şey olduğu için ve kendi alanım da elimden geldiğince fazla şey yapmak istediğim için hani o benim için iyi bir fırsat olabilir. Hani, sonuçta diğer İngilizce öğretmenlerini de hani güdüleyebilirim işte bir takım yenilikçi bir şeyler düşünüyorsam eğer onlara da sunabilirim bunu. Hani yani çalıştığım okuldaki ya da kurumdaki İngilizce eğitimin daha iyi bir sistemde olmasına katkı sağlayabilirim. Hani zümre başkanlığı olabilir ama diğer türlü müdürlük, yöneticilik falan yok bana göre olduğunu düşünmüyorum. (ODTU 13)

Workplace Intentions

Organization-based intentions

You know state organizations are believed to be safer. I mean, once I get recruited, I will work there whole life. You know, teaching is a flexible position. You will leave at three, four and go home. I mean, also unlike private organizations, you don't have a problem like getting fired. I mean, work hours are good, I mean, if I work in a cram school they will make me work from morning till evening, you know. I mean in the Ministry of Education, you feel secure; it can be like job security or safety. That's the reason (*for working there*). (Ataturk 1)

Sonuçta hani devlet işi sağlam diye öyle düşünülür hani biliyorsunuz. Hani şimdi ben orayı bir kere kazandım mı ömür boyu orada olucam. Yani sonuçta rahat biliyorsunuz öğretmenlik yani. Üçte, dörtte çıkacaksın, evine gideceksin. Hani bir de hani işten çıkarılma derdi yok, bir özel kuruluş gibi. Hani çalışma saatleri açısından iyi. Hani ben bir dershaneye gitme sabahtan akşama kadar yani çok çalıştırlar biliyorsunuz o yüzden yani öyle. Hani Milli Eğitimde daha çok bu iş sağlamlığı mı diyeyim, iş güvenliği mi hani kendini güvende hissediyorsun ya. O yüzden. (Ataturk 1)

I mean, students there (*in state schools*) are in need of teachers open to novelties, I mean especially the proficiency of English teachers at schools is very low. What I mean by low is they think somewhat traditional. They are not that much open to new things. Therefore, I think this must change. And they always speak Turkish in class. And the students do not learn anything. Maybe creating a common change in whole Turkey is not possible, but it can happen (*be achieved*) in a school. (Dicle 4)

Yani hem oradaki öğrencilerin yani yeniliklere açık öğretmenlere bence ihtiyaçları var. yani okullarımızdaki İngilizce öğretmenlerinin özellikle bence seviyeleri çok düşük. Yani düşük derken biraz eski model düşünüyorlar. Pek yeniliğe açık değiller. O açıdan bence değişmesi lazım bunun. Ve sınıflarda sürekli Türkçe konuşuyorlar. Çocuklar bir şey öğrenmiyorlar zaten. Belki bunu değiştirmek, yani tabi ki bütün Türkiye'de mümkün olmayacak; ama belki bir okulda olabilir. (Dicle 4)

On organizational basis, in the National Education Directorate... I mean rather than dealing with the naughty behavior of students in a private school... I want to work in a state school in the Ministry of Education in order to teach better. I mean they understand you better. Because I was also one of them. I mean, I do not think that I can work in a private school. I mean, to be frank, I cannot bear naughty students... I do not want to deal with them; otherwise, it is not because of the fact that I cannot deal with them... (Ataturk 8)

Kurumsal bazda baktığımda Milli Eğitim Müdürlüğünde... Şöyle, hani bir kolejde öğrencilerin şımarıklıklarıyla uğraşmaktansa, ... bilgileri daha iyi vermek açısından hani bir okulda çalışmayı isterim Milli Eğitime bağlı. Hani onlar seni daha iyi anlar. Çünkü ben de onların

içinden geldim. Yani kolejde yapacağımı düşünmüyorum. Hani bir de açıkçası benim hiç şımarık öğrenciye tahammülüm olmaz yani ... Uğraşmak istemem. Yoksa uğraşmadığımdan değil... (Ataturk 8)

...first I want to improve myself in these years, therefore (*teaching in*) the Ministry of Education would give me this advantage. At least half a day in a week will be mine. I can have developmental activities after work, but in private schools this would definitely be impossible. Because, as far as I know from my sister, they have daily study hours, homework, many different books, doing all of these things takes time... Therefore, I want the Ministry of Education (*state schools*). (Uludag 3)

... ben ilk önce kendimi geliştirmek istiyorum bu yıllarda, o yüzden Milli Eğitim bu avantajı bana sağlayacak. En azından her hafta yarım günüm bana ait olacak. İşten gelip de mesela yine aynı şekilde kendimi geliştirebilirim; ama özel okulda kesinlikle bu mümkün olmayacak. Çünkü kardeşimden de bildiğim kadarıyla her gün etütleri oluyor, ödevler, birçok kitapları ayrı ayrı, bunların hepsine yetişebilmek zaman istiyor ki ... Bu yüzden Milli Eğitim istiyorum. (Uludag 3)

...first I should be accepted by a state university in order not to be a burden for my family anymore... I mean in private universities you are more dependent to a person, I don't know, there is a probability that they might fire you, I don't know I want a public organization. I have always had state organizations in my plans. As a family, we always had state (*organizations in preference*) it has been like that (*in our family*).Of course I don't want private ones as they are more laborious. I mean there are certain work hours in state organizations. You do not have to exceed it, but in private organizations you don't have such an opportunity. (N. Erbakan 16)

... ilk başta devlet üniversitesine gitmek durumundayım artık aileme daha fazla yük olmamak açısından...Yani şimdi özel üniversitelerde biraz daha böyle kişiye bağlılık oluyor, ne bileyim istediklerinde çıkarabilme ihtimalleri oluyor yani onların ya da hani ne bileyim bilmiyorum ki devlet olsun istiyorum. Hep devlet oldu aklımda. Aile olarak da hep öyle devlet devlet, bizde de öyle gitmiş yani... Tabi ki özelde çalışmak daha ağır olduğu için istemiyorum. Hani devlette belirli bir saatim var. Onun dışına çıkmayabilirsin; ama özelde öyle bir imkanın olmuyor. (N. Erbakan 16)

It will be a high school in the Ministry of Education or a university I mean I want to teach something to older people. Therefore, now, universities attract my attention... I want to keep doing the things that I have learnt (*in the program*) because I believe that we got a very good education at university... When I talk to teachers teaching at MoNE schools they say there is a big gap between the teaching performance that they had in pre-service years and the one that they do in class. They say that they have lost some of their skills, and as I mentioned before, my friend who is a METU graduate also said that s/he felt some kind of a rustiness and decided to work at university level after teaching at MoNE for one or one and a half year. I mean it might be the same for me, being a graduate of METU I want to do something more than becoming an ordinary teacher, I want to develop myself and get expertise in this field, have authority. (ODTU 8)

Ya lise olacak Milli Eğitimde ya da hani üniversite olacak hani öyle biraz daha yetişkin insanlarla işte, insanlara öğretmek istiyorum bir şeyleri. O yüzden üniversite beni şu anda çok cezp ediyor... hani bir öğrendiğim şeyleri üniversitede devam ettirmek istiyorum çünkü hani okulda bayağı iyi bir eğitim aldığımızı düşünüyorum... Bazı Milli Eğitimde görev yapan öğretmenlerle de konuştuğumda hani İngilizce alanında hani kendi üniversitede öğrendikleri performansıyla işte bu öğrettikleri performans arasında bayağı bir fark olduğunu söylüyorlar. Hani köreldiklerini hissettiklerini söylüyorlar işte o yüzden bu hani az önce dediğim gibi bu ODTÜ mezunu olan arkadaş da bir, bir buçuk yıl falan Milli Eğitimde çalıştı o

da böyle söyledi hani biraz körelme oldu gibi hissettim dedi o yüzden dedi hani üniversiteye geçmek istedim dedi. Ben de öyle olabilir diye düşünüyorum hani şimdi ODTÜ mezunu olduktan sonra biraz daha bir şeyler yapmak istiyorum yani hani direk normal bir öğretmen olmaktan ziyade biraz daha ilerletip kendimi geliştirip hani bu alanda bir uzmanlık almak bir yetkiye sahip olmak istiyorum yani. (ODTU 8)

I see that we limit many things and ourselves in state schools. I mean, in my practicum experiences here I felt that if we want to broaden our vision we won't be able to do this there (*at MoNE*). Therefore, I think that private schools would be more beneficial for me, thereby I want to work in private schools. (AIBU 5)

Şöyle, devlet okullarında birçok şeyi sınırlandırdığımız ve hani kendimizi sınırlandırdığımızı görüyorum. Yani bir vizyon geliştirmek istiyorsak eğer bunu orada yapamayacağımızı hissettim ben, burada yaptığım stajlarda. O yüzden bana özel okulların daha çok getirisini olacağını düşünüyorum. O yüzden özelde çalışmak istiyorum. (AIBU 5)

I think this is partly because of the fact that I do not want to take the KPSS exam... because I got tired of the system of answering multiple choice exams. Because I feel that this makes me blunt. (ODTU 2)

KPSS'ye girmek istemediğim için biraz da oluyor galiba bunlar da çünkü... sürekli test çözeyim mantığından çok yoruldum. Çünkü bunun beni körelttiğini hissediyorum. (ODTU 2)

Both KPSS is a difficult marathon and I am not ready for this and also teaching at MoNE is not something for me... I don't think that I can apply the things that I have learnt here in state schools therefore I want to stay at university level, being an instructor at basic English programs of universities seems more logical to me... Till now I always dreamed about teaching in fully-equipped classrooms and state schools are too weak in this sense. There are not sufficient facilities, they force you to implement a specific curriculum and you cannot overcome its' limits which means I may not apply the things I have learnt here in there. (ODTU 3)

Hem KPSS zor bir maraton buna hazır değilim en azından bu sene ikincisi de Milli Eğitim Bakanlığında çalışmak bana göre değil... Orda burada öğrendiklerimi uygulayabileceğime inanmıyorum bu yüzden de gene üniversite seviyesinde kalmak üniversitelerin hazırlık bölümlerinde okutmanlık yapmak bana daha mantıklı geliyor... Hani ben hep tam donanımlı sınıflarda öğretmenlik yapmayı hayal ettim bu güne kadar devlet okulları bu yönden çok zayıf. Yeterli olanaklar yok, belirli bir müfredat dayatılıyor ve sen onun dışına çıkamıyorsun bu da demek oluyor ki burada öğrendiklerimi orda uygulayamabilirim. (ODTU 3)

I don't think about it (*teaching at MoNE*)... The things that you have achieved are never appreciated; for example, there are very few samples of managers who would say thank you this is a very good job when you prepare a project... Neither the money nor the facilities attracts my attention to MoNE, therefore I haven't studied for KPSS... Many teachers in MoNE or considering at least the ones whom I have been taking courses till now; they want to pass 45 minutes in class and go out (*end the lesson*). Because the money and other conditions do not satisfy many people, and therefore I don't want to be in this system. I don't want to become dull after a while, I want to work somewhere that I can refresh and develop myself. (ODTU 13)

-Onu düşünmüyorum... Yaptığın iş hiçbir şekilde takdir edilmiyor hani hocam işte hani böyle bir işte hani atıyorum bir proje bir şey yapıldığında hocam elinize sağlık işte çok iyi olmuş diyen yönetici ile hani çok az karşılaşılıyor yani... Para olarak işte imkânları olarak çok da cezp etmiyor beni Milli Eğitim o yüzden hani KPSS ye de hazırlanmadım... Milli Eğitimdeki pek çok öğretmen ya da en azından benim şimdiye kadar hani ders aldığım öğretmenleri düşündüğümde hani kırk beş dakika geçsin ben zamanımı doldurayım çıkayım mantığıyla bakıyor. Çünkü hani pek çok kişiyi tatmin etmiyor o şartlar maaş ya da hani diğer koşullar o

yüzden hani ben de bu sistemin içerisine girmek istemiyorum hani bir süre sonra körelmek istemiyorum kendimi yenileyebileceğim, geliştirebileceğim bir yerde çalışmak istiyorum. (ODTU 13)

My priority for now is teaching in state schools. As I mentioned I have a teaching background in a cram school. I think I will be more productive in state schools. My first preference is state schools but I don't claim that I don't work in cram schools... Private schools are also possible. But my priority is state school. I think this comes from my family. My family is a clerk and I can say that this is trust in state (*organizations*); therefore, I want state schools. (N. Erbakan 12)

Devlet okulunda çalışmak önceliğim şuan için. Dershane de aslında söylemişim bir geçmişim var çalışma geçmişim. Yani okulda daha verimli olacağını düşünüyorum. İlk tercihim okul; ama dershane de çalışmam da demiyorum... Özel okul da olabilir. Önceliğim devlet okulu ama. Sanırım bu da aileden gelen bir şey. Babam memur ve hani bir devlete olan güven diyebilirim buna gerçekten hani devlet olsun. (N. Erbakan 12)

I prefer state schools... Because private schools are more tiring; and morning, noon, evening all are mingled... I mean at state schools there are specific time schedules. Being there would be better for me. I mean, I would prefer it... If it does not happen (*I cannot find a position at state schools*) I would apply for private schools, I don't like to be unemployed. I mean I would apply there at least for the sake of working somewhere, producing something and self development. (Ataturk 9)

Devleti tercih ederim... Çünkü özel daha yorucu ve sabaha, öğleni, akşamı yani onların artık karışmış birbirine... Hani devlet olsa biraz daha en azından belirli saatler var. Orada olsam daha iyi olurdu. Hani onu tercih ederdim en azından... O olmazsa da yine özele başvururdum artık yani boş durmayı sevmem. Yani en azından hani bir yerlerde çalışabilmek, bir şeyler üretebilmek ve kendimi geliştirmek adına yine başvururdum. (Ataturk 9)

Indeed, I want to pursue with MA studies... I don't plan to teach but I have to survive somehow and therefore I can teach... I can stay in Ankara for a year, work in cram schools or offer private courses, then after a year I will apply for MA studies again. (ODTU10)

Yani aslında şu an işte yüksek lisansa devam etmek istiyorum... Öğretmenlik yapmayı düşünmüyorum ama hani olmazsa yani bir şekilde hayatıma devam etmem gerekiyor eğer olmazsa hani öğretmenlik yapabilirim... O yüzden hani Ankara'da hani bir yıl kalırım belki hani dershane de filan çalışırım özel ders verip öyle bir şeyler yapabilirim sonra bir yıl sonra yine yüksek lisansa başvuracağım. (ODTU10)

Indeed, private schools are more plausible for me. Because I saw the two contexts (*private and public schools*) by means of practice teaching courses, in the first semester we were in YYY (*a private school in Ankara*) and in the second semester we were in XXX (*a state primary school in Ankara*)... It is impossible to teach something (*in XXX primary school*)... in YYY this was not the case... They (*students*) were taking active roles, when they were silent they were listening to the teacher, it was very good I mean it was productive. (ODTU 4)

Kolejler olabilir açıkçası kolejler daha mantıklı olur. Çünkü iki yeri de gördüm ben staj sayesinde ODTÜ Kolejindeydik ilk dönem ikinci dönem XXX'de idik... Ama normalde ders işlemek mümkün değil ... ODTÜ Kolejinde böyle değildi... Hakikaten yani aktif bir şekilde rol alıyorlardı hakikaten susuyorlarsa dinliyorlardı çok iyiydi yani verimliydi. (ODTU 4)

I really believe how far a teacher can develop, to the extent that the students create challenge for her... When we are assigned to a town or a village by MoNE maybe we will face with reluctance of learners for schooling. I think after a while it may make us feel burn- out and we can experience a lag in our professions. But in a private organization this does not

happen because people make an investment and in return they have expectations, and you have to give it to them. (Gazi 2)

Bir öğretmen ne kadar gelişir öğrencinin zorladığı kadar buna kesinlikle inanıyorum ben... Milli Eğitimde herhangi bir ilçede herhangi bir köyde gittiğimizde orda zaten çocuğun belki okula gelmek istememesiyle karşı karşıya kalacağız. Belki bir noktadan sonra bizde bıkkınlık oluşturabilecek ve biz orda kendi bölümümüzle alakalı bir duraklama dönemi yaşayabiliriz diye düşünüyorum. Ama özel bir kurumda bu yaşanmaz çünkü oraya insanlar bir yatırım yapıyorlar ve onun karşılığını bekliyorlar siz de onu vermek zorundasınız. (Gazi 2)

I worked in a cram school for a year, private organizations are very tiring. It is both tiring and also demanding devotion. I don't think that they pay the satisfying amount for it. State organizations are better in this sense. At least your work hours and payment are pre-identified. (AIBU 7)

Özelde ben bir yıl çalıştım dershanede, özel çok yorucu. Bir de hem yorucu hem senden çok alıyor yani fedakarlık anlamında. Çok da karşılığını verdiğini düşünmüyorum. Devlet daha iyi o açıdan. En azından saatin belli, aldığın para belli. (AIBU 7)

Private schools in this regions are somewhat bad and therefore I don't plan *(to teach there)*. Indeed they exploit teachers. We have such a case indeed. Less salary much work. (Dicle 6)
Özel okul bölgemizde profili biraz kötü o yüzden pek düşünmüyorum hani. Açıkçası öğretmenleri sömürüyorlar. Biraz öyle bir durum var. Az maaş, çok iş. (Dicle 6)

As far as I searched about it, for example my sibling is studying in a private school and I talked to the manager and the group leader of English teachers. Likewise, we have been going cram schools for years and I know the case of teachers teaching there. I don't want to be in such a case, *(observed in)* private and cram schools. Because I think that these people are exploited. That much work and effort in return for low salaries, after spending that much time, it is very disappointing. (Uludag 3)

Hani araştırdığım kadarıyla kardeşim özel okul okuyor mesela hani oradaki müdürle mesela İngilizce bölüm başkanıyla vesaireyle görüştüm. Yine aynı şekilde dershaneye de yıllardır gidiyoruz hani oradaki öğretmenlerin de hani durumundan haberdarım. Ben istemiyorum böyle bir şey, özel okul ve dershane için. Çünkü insanların hani sömürüldüğünü düşünüyorum. Hani düşük ücret karşılığında o kadar emek ve o kadar çaba, o kadar saatler harcadıktan sonra çok üzücü. (Uludag 3)

I don't plan that I will choose one *(organization)* and continue with it whole life... I want to work and also have experience in all of them. They would add me many things. Teaching in private schools, cram schools or in MoNE, each of them will add me attributes and quality... I mean I plan to work in each of them. (Ataturk 2)

Bir tane seçeceğim, ona ömür boyu onu devam edeceğim, öyle düşünmüyorum... Hepsinde hem hizmet vermek istiyorum hem de deneyimim olsun istiyorum. Şimdi bunlar çok şey katacaktır bana. Özelde de dershanede de MEB'de de çalışmamın hepsi ayrı ayrı bana şey katacaktır, özellik katacaktır, nitelik katacaktır...Hani her birinde çalışmayı düşünüyorum. (Ataturk 2)

Region-based intention

For the time being I plan to work in MoNE because I want to see different places in Turkey... There are various people from different cultures and in the short run this makes one *(culturally)* enriched. My first preference will be the schools of MoNE because I want to see different regions, for example I don't want to stay somewhere for 2-3 years. Staying in somewhere for 3 or 2 years at most, seeing the Black Sea region or working in the Central

Anatolia region, these provide experience for a person. (Dicle 5)

Şuan için devlette çalışmayı düşünüyorum, çünkü Türkiye'nin farklı yerlerini dolaşmak istiyorum... Her kültürden farklı insan var. Bu kısa vadede zaten insanı zenginleştiriyor bir şekilde. Hani ilk tercihim devletten olacak ki çünkü bazı bölgeleri görmek istiyorum çünkü artık ben mesela iki üç yıl aynı yerde kalmak istemiyorum. En fazla 3 veya 2 yıl bir yerde kalıp bir Karadeniz bölgesini görmek, bir İç Anadolu'da çalışmak, tecrübe kazandırır insana. (Dicle 5)

Indeed my first preference is the Marmara and Aegean regions, but these regions are the first regions (*in terms of recruitment regions*) and their points are very high therefore I have to go wherever they (MoNE) send me, I mean, for now I cannot make choices. (Uludag 5)

Benim alsında en çok istediğim bölge Marmara ve Ege; ama bu bölgeler birinci bölge olarak geçtiği için, puanları da yüksek olduğu için aslında Türkiye'nin her bölgesine gitmek durumundayım yani şu anda seçim yapamıyorum. (Uludag 5)

I don't have prejudices,for example I will go even if I am assigned to eastern regions, I don't know why but it doesn't sound bad to me. They, the people living there, also need teachers... I mean "no I don't want to go there" and such attitudes do not sound ethically correct to me. (N. Erbakan 6)

Yani aslında şöyle hani bir ön yargım yok mesela doğuya da atansam gidicem. Yani bu neden bilmiyorum; ama hani böyle çok soğuk gelmiyor bana. Onların da oradakilerin de öğretmenlere ihtiyacı var... yani hayır ben o tarafa gitmem, şöyle böyle doğru gelmiyor bana etik olarak. (N. Erbakan 6)

Indeed the Central Anatolia region is preferable. Compared to the Southeastern and Eastern Anatolia regions, people in the Central Anatolia are more moderate I mean as they are in the middle of east and west people can synthesize the cultures easily... In the east, I know people from the east (*of Turkey*) they have stereotypical ideas. I especially hate that they do not send girls to school, and try to get them married. Then I will get a slipper and kick this father and mother... I don't like the East and Southeastern Anatolia for that reason. People are streotyped, they look at you strangely, you cannot change it Because they have been used to this culture for years and this culture has collapsed... However, I specifically prefer the Central Anatolia, because I can synthesize the east and the west very well. The people easily get the culture of east and west, and they do not have bigotry. (AIBU 2)

İç Anadolu tercih edilebilir aslında. İç Anadolu'nun insanı Güneydoğu ve Doğu Anadolu'ya baktığımızda çok daha ılımlı ve hani doğuyla batı arasında kaldığı için kültürleri çok rahat sentezleyebilir insanlar... Doğuya gittiğinde hani doğudan da tanıdıklarım var, çok böyle basmakalıp görüşleri var. Ben orada en çok şeye sinir oluyorum, o kız çocuklarını okutmazlardı, evlendirmeye kalkarlardı. O zaman elime bir terlik alıp, o anneyi de o babayı da adam akıllı hani ben pataklarım... Hani Doğuyu ve Güneydoğu Anadolu'yu bu yüzden sevmiyorum. Hani insanlar basmakalıp, size tuhaf bakıyorlar. Değiştiremiyorsunuz. Çünkü senelerce alışmışlar o kültüre, o kültür çökmüş... Ama İç Anadolu'yu özellikle tercih ederim. Çünkü doğuyla batıyı çok güzel sentezleyebilirim ben orada. Kapar yani, doğunun kültürünü de kapar, batınıninkini de kapar ve yobazlık yapmaz oranın insanı. (AIBU 2)

I will prefer the Marmara region as the first one... The place that I want to live in is a big city where there are many people and I can find social activities. Especially the East and Southeastern Anatolia regions are among the places that I don't prefer, however it is not because of an antipathy towards these cities, but because of the terrorist events. ... I don't know, I also gave a sample before. In the preceding years when there were the cases like the kidnapped teachers and nurses. As I am afraid of experiencing similar things I am reluctant

to work there. (AIBU 3)

Marmara bölgesi tercih edeceğim birinci sırada olur zaten...Daha böyle insanın bol olduğu hani kendimi böyle sosyal olarak daha çok böyle aktivite bulunabileceğim büyük bir şehir hani yaşamak istediğim yerler. Hani özellikle Doğu, Güneydoğu Anadolu bölgesinde tercih etmediğim yerler arasında; ama o da daha çok hani şehirlere karşı bir antipatim olduğundan değil; ama bu terör olayları yüzünden ... ne bileyim hani daha önce de örnek verdim. İşte bu öğretmenlerin, hemşirelerin kaçırılma durumları oldu daha önceki senelerde. Hani bunların başıma gelebileceğinden korktuğum için o yüzden bu bölge daha çok böyle bir hayır diye tereddüttüm var. (AIBU 3)

Indeed it looks like a discrimination but this is something that they did, I don't want to work either in the Southeastern or Eastern Anatolia... I have friends assigned there they are in depression and they say that their psychology is terrible, when they go out they cannot talk to a female friend freely even if this person is a colleague of you. They also say that local people do not accept the teacher, they say it is a lie that they are hospitable... They say everything has changed after Kurdish declination and the ethnic discrimination started with this declination. (Trakya 7)

Ya aslına bakarsan hani bu biraz ayırım gibi olacak ama hani kendileri yaptıkları için Güney Doğu da, Doğu Anadolu da çalışmayı hiç istemiyorum... Hani atanan arkadaşlarım var hani bunalm geçiriyorlar ya hani psikolojimiz alt üst oldu diyorlar hani dışarı çıkıyoruz insanlar bir garip hani bir bayan arkadaşınla rahatça konuşamıyorsun diyor hani bu öğretmen arkadaşın da olsa diyor hani konuşamıyorsun diyorlar... Hani bir de kabullenmiyorlar diyorlar, diyorlar ki işte hani çok misafirperver, yalan diyorlar ... Ya açılımdan beri çok farklılaşmış diyorlar hani bu Kürt açılımı olduktan sonra tamamen etnik ayırım aslında o zaman başladı diyorlar. (Trakya 7)

I don't want to prefer the Southeastern and East Anatolia... In the sense that I can have difficulties in getting used to difficult conditions. My older sister was in the East Anatolia. I know the difficulties there... She taught there, in Ardahan, for a year. As I have seen her, I never want to (*work there*). I think if I cannot be assigned to the regions that I want to I can study one more year and try to be assigned to the region that I want. (AIBU 10)

Güneydoğu ve Doğu Anadolu'yu pek tercih etmek istemiyorum...Zor şartlara alışmakta biraz güçlük çekebilirim, o açıdan. Ablam Doğu Anadolu'daydı. Oradaki zorlukları biliyorum... Öğretmenliğini bir sene yaptı orada, Ardahan'da. O yüzden gördüğüm için istemiyorum. Hani en azından diyorum bir sen daha çalışırım eğer gelmezse istediğim yerler tekrar istediğim yerleri kazanmak için uğraşırım. (AIBU 10)

For example that film affected me very much indeed, I mean the basic problem of teaching in Turkey, Two Languages and a Suitcase, I think it was a film telling everything. I mean, I think how would I teach English by using Turkish to the students who could not acquire Turkish properly. If I knew the language of the students at least, it would be more beneficial, but I haven't had such a chance. I couldn't learn the language... (*Suppose that*) I will go there and teach English, but if I teach English through English it is not appropriate. If I teach English through Turkish the child does not know Turkish. If I learn Kurdish or Lazuri or other languages or accents, they are also important, I believe that accents would create a big problem. Thereby, I try to apply for the regions that I know. (Ataturk 4)

Mesela şu film beni çok etkilemişti aslında. Ülkemizdeki öğretmenliğin temel problemi. İki Dil Bir Bavul. O hani bence her şeyi anlatan bir film. Hani gidip de orada mesela Türkçeyi doğru dürüst sökememiş bir çocuğa ben Türkçeyi anlatarak İngilizceyi nasıl anlatacağım diye düşünüyorum. En azından hani çocukların bildiği dili biraz bilmiş olsaydım ben de belki daha yararım olurdu diyecektim; ama o imkan da hiç elimde olmadı. Öğrenemedim onu... Gidip de iyi İngilizceyi tamam İngilizceyi anlaticam da İngilizceyi İngilizce anlatırsam olmaz. İngilizceyi Türkçe anlatırsak çocuk Türkçe bilmez. Yani ben de Kürtçe bilmem ya da Lazca

işte başka diller ya da işte ağızlar. Onlar da önemli. Şiveler hani bayağı sorun olur gibi düşünüyorum. O yüzden hani bildiğim yerleri yazmaya çalışıyorum. (Ataturk 4)

I don't want to work in the west and therefore my fiancé is getting angry with me. However, I want to work in the east... The East and Southeastern... I even want to work in Hakkari, Şırnak because I think that there are people who have a thirst for learning... I went to Ağrı I mean the children living there are very different, more natural, how should I say, untouched and they should learn something different... We shouldn't take the issue only as an English teacher, we can teach many things, I am talking about this perspective... I went to Adıyaman, again the children there, for example their Turkish was not very good. There were Arabs, Kurds, of course we are all respectful to their culture, I want to teach something different without changing their culture. To make them see different things, the west as well... I mean I want the facilities in west are offered there as well... (*my friends from the east part of country*) say that it is not like as it is seen here, I mean to be able to give something to the students there, but I love challenge. (Ataturk 11)

Hatta ben batıda da çalışmak istemiyorum açıkçası. Bu yüzden nişanım bana kızıyor; ama doğuda görev yapmak istiyorum...Doğu, Güneydoğu... Hakkari, Şırnak oraları bile istiyorum ben. Çünkü orda gerçekten yani öğrenmeye aç insanların olduğunu düşünüyorum ben oradaki... şöyle Ağrı tarafına gittim. Hani oranın çocukları daha farklı. Daha böyle doğal. Daha böyle dokunulmamış mı diyeyim artık ve nasıl diyeyim, farklı bir şeyler öğrenmek zorunda... Sadece İngilizce öğretmeni olarak düşünmemek lazım. Pek çok şey öğretebiliriz. O açıdan da diyorum ben... Adıyaman'a gittim, yine oradaki çocuklar. Mesela Türkçeleri çok iyi değil oradaki çocukların hani. Araplar var, Kürtler var, tabi ki onların o kültürlerine o hepimizin saygısı var, onlara dokunulmadan yine farklı şeyler ben vermek istiyorum. Farklı şeyler de görsünler hani batıyı da görsünler diye...Yani batıda olan imkanlar orda da olsun istiyorum ben... (*doğudan gelen arkadaşlarım*)hiç görüldüğü gibi değil diyorlar. Yani öğrencilerle, oradaki öğrencilere bir şey verebilmek falan; ama ben zoru seviyorum. (Ataturk 11)

I only want to go to the east, the Southeastern region because as I mentioned before people need (*teachers*) there. Nobody prefers there (*the region*); the ones who go there escape from the region and come back after a while. Moreover, there is a strange attitude to the people in the east... but the people there need us. I want to go there not to escape from the region but to do something good. (N. Erbakan 3)

Yok, dediğim gibi hani şurası olsun, burası olsun hani ben sadece doğu tarafına Güneydoğu. Çünkü dediğim gibi insanların çok ihtiyacı var orada. Kimse tercih etmiyor giden bir zaman sonra kaçıp geliyor. Sonra işte doğudaki insanlara farklı bir gözle bakılıyor... oradaki insanların da bize ihtiyacı var. Sadece böyle kaçmak için değil hani bir şey vermek için gitmek isterim oradaki insanlara. (N. Erbakan 3)

I mean I want to have my conscription first, for example with the help of luck I might be assigned to a place in the west, one day I have to have conscription in the east. In order not to go and come back (*to the west*) again I want to finish my conscription (*in the east*) first. (Uludag 8)

Hani ilk başta o zorunlu görevi bitirmek istiyorum ki sonrasında hani ilk başta diyelim ki mesela şansıma batıda bir yere atandım, gün gelecek yine doğu görevini tamamlamak zorunda kalacağım. Sonrasında bir daha git gel olmasın diye baştan işimi halledeceğim. (Uludag 8)

Maybe in order to have my dreams real I prefer the Central Anatolia and Marmara regions. I know myself and I am aware of my emotional nature, and I know that I will have real difficulties in the east and I think that I will have difficulties in dealing with these problems. Therefore, I don't want to prefer (*the east*)... for example the problems caused by having many siblings and the ignorance in the family reflect in the class as a classroom management problem... To develop myself further in the language skills, in terms of courses and some

other issues about language big cities have more opportunities, I prefer these two regions. (Gazi 2)

Hayalimdeki şeyleri gerçekleştirebilmem için belki İç Anadolu, Marmara'yı isterim. Bu şekilde mesela Doğu'da çok zorlanacağımı düşünüyorum yani kendimi tanıdığım için biraz duygusal bir yapımın olduğunu düşündüğümde ciddi zorluklarla karşı karşıya gelebileceğimi ve bunlarla baş etmekte zorlanacağımı düşündüğüm için çok tercih etmek istemem o şekilde... mesela çok sayıda kardeş olduğu için öğrencinin ailesinde çok fazla ilgi bulamaması ve bu ailede ilgisizlikten kaynaklı problemlerin sınıfa yansması ve o sınıf yönetimi bile ciddi bir sıkıntı haline gelmesi...Şöyle, dil alanında kendimi daha iyi geliştirebilmek için hani kurslar ya da diğer noktalarda büyükşehirlerde imkânlar biraz geniş dil noktasında kurslar vesaire baktığımızda o yüzden bu iki yeri tercih ediyorum. (Gazi 2)

...what I mean by a big place is the Marmara region. As the number of tourists is higher, there are job opportunities, organizations, production, and these lead me to the region. As I have had a work experience there I know the context. Since I love hustle and bustle, I have more inclination to the regions with hustle and bustle. (N. Erbakan 1)

...büyük yerden kastım alsında biraz daha Marmara bölgesi. Çünkü oranın turist sayısı biraz daha fazla olduğundan iş imkanı, şirketler, üretim bunlar beni oraya sevk ediyor. Çünkü orada daha önce bir çalışma geçmişim olduğundan dolayı biliyorum biraz daha. Koşuşturmacıyı sevdiğimden koşuşturmaca olan yere yatkınlığım biraz daha fazladır. (N. Erbakan 1)

I don't prefer the Marmara Region because it is very crowded for me. I mean there are all kinds of people, people from different classes,(it is) very populated. I mean there is mass of people and therefore I don't want it. I mean I want a quite, beautiful but also a liveable place. (Ataturk 8)

Marmara'yı da şöyle tercih etmiyorum, Marmara bölgesi bana çok kalabalık geliyor. Hani bütün insanlar, her kesimden insanlar orada, böyle vıcır vıcır falan. Hani çok insan yığını var o yüzden istemiyorum. Hani bana göre sakin olsun, güzel olsun; ama yaşanılabilir bir yer olsun. (Ataturk 8)

The Aegean region, I want a region close to the sea like the Mediterranean and Aegean regions. The climate should be hot for me, indeed these are the things that attract me first. I mean I hate cold weather. Bolu is also very cold, I don't like this, it's like a torture in the winter. Therefore I will go to a warm and hot region. Hot and by the sea, the Aegean and Mediterranean regions are very suitable for me. (AIBU 6)

Ege bölgesi bir de ben deniz olan bir yer istiyorum hani Akdeniz, Ege. Hani böyle sıcak iklim olacak benim için. Aslında öncelik bunlar çekiyor beni. Hani soğuktan nefret ediyorum. AIBU'da da hani çok soğuk oluyor. Artık böyle sevmiyorum. Burası artık kışın hani işkence gibi geliyor bana. O yüzden ılıman ve sıcak bölgeye gidicem artık hani. Sıcak ve denizi olacak hani. Ege, Akdeniz tam bana göre. (AIBU 6)

First of all I love green, green is my color; therefore, I really want to work in a green place. When I say green the Aegean, Marmara and Black Sea regions come to my mind. These are the places that I would like to work in, because of its nature and maybe the local people. (ODTU 1)

Ben bir kere yeşili falan çok severim yani yeşil benim rengim o yüzden yeşil olan bir yerde çalışmayı çok isterim ki yeşil deyince de aklıma direk Ege, Marmara, Karadeniz falan geliyor. Yani buralar yani çalışmak isteyeceğim yerler, doğası gereği, insanları gereği de olabilir. (ODTU 1)

I haven't visited or seen many places. I haven't seen everywhere in Turkey. The places that I

have seen are very limited in number. As I mentioned before I came here from the Black Sea region. I had difficulties in living in Ataturk. Here it is very cold, we usually eat cabbage and vegetables there (*in the Black Sea region*), but here I have met with meals with meat, they add meat to every meal. It was difficult for me. For example I was 50 kilos when I came here and now I am 45-44 kilos. (Ataturk 7)

Yani ben çok fazla hani çok fazla gezip de bir yerleri fazla görmedim yani. Türkiye'nin hani hemen hemen her yerini gezmedim. Çok sınırlı sayıda bir yer gezdim. Ama hani dediğim gibi benim hani mesela ben Karadeniz'den hani buraya geldim. Ataturk'da yaşarken çok zorlandım. Yani çok fazla soğuktu burası, mesela biz orada sürekli işte lahana yeriz, sürekli yeşillikler yeriz böyle; ama ben burada bir anda et yemekleriyle karşılaştım ve her yemeğin içine et koyuyorlar. Ben çok zorlandım. Mesela geldiğimde 50 kiloyken şimdi 45 kilo-44 kiloya düştüm mesela. (Ataturk 7)

I am a person who loves hot whether very much, who loves hot climate very much. Thereby, I am a person who loves the sea very much as well. I want to live in such a place... I don't plan to work in the east; it is not because of the fact that I make a kind of discrimination. I have friends who can make any kind of behavioral changes in students when they go to the east. For example I have a friend who is in Habur, but I don't have such a personality. If I am an English teacher and I work hard to develop my English skills in summers while people were enjoying themselves at home, I don't want to lose it (*my English*) in the east... If I go to east I mean my life standards would change a lot as well. I have doubts if I can be successful with the children. I can teach English very well to the students but as far as I have heard from people who went there, the students do not need only English. They say that they give toilet training ... I don't know if I can do these. Therefore, I wouldn't prefer the east. The Aegean and Mediterranean regions would be good for me. (AIBU 7)

Ben kendim yani sıcaklığı çok seven bir insanım, sıcak iklimi çok seven bir insanım. Dolayısıyla denizi de çok seven bir insanım. Öyle bir yerde yaşamak isterim....Yani şöyle doğuyu düşünmem; ama şeyden dolayı, kesinlikle herhangi bir ayrım yaptığım için falan değil. Şimdi öyle arkadaşlarım var ki doğuya gitseler öğrenciyi aldıklarında onlar her türlü alışkanlıkları verebilecek. Mesela Habur'da olan arkadaşlarım var; ama o karakterde değilim. Yani ben İngilizce branşımda öğretemsem ve ben İngilizcemi geliştirmek için yazın herkes evinde bir şeyler yaparken ben hani kendimi gidip bir yerlerde paralıyorsam İngilizcemi geliştireyim diye gidip, bunu doğuda köreltmek istemem açıkçası.... O doğuya gitsem yani benim hayat standartlarım da çok değişir. Çocukları bilmiyorum başarılı olabilir miyim, şüphelerim var yani ben çocuğa çok güzel İngilizce öğretirim de o çocuğun sadece İngilizce eğitim ihtiyacı olmadıklarını duyuyorum giden kişilerden, tanıdıklardan. Tuvalet eğitimi verdiklerini söylüyorlar... Bunları yapabilir miyim bilmiyorum. O yüzden doğuyu tercih etmezdim. Yani Ege, Akdeniz benim için iyi olurdu. (AIBU 7)

I want the Southeastern Anatolia region because my family is living in Gaziantep. They will be living there for a while as well... I want to be in somewhere close to them because I have been far from them for years, in Izmir in AIBU. Now that I want to be close to them... I am from Elazığ, I was born in Elazığ, now that I want to be there. Indeed I want to be with the people living there. I want this for students as well, not only for my family... I mean the facilities for students in the west are not the same with the ones in the east. (AIBU 8)

Güneydoğu Anadolu'da istiyorum çünkü ailem Gaziantep'te oturuyor şuan ve uzun bir süre daha orada olacaklar... Ben de onlara yakın bir yerde olmak istiyorum. Çünkü yıllardır uzaktayım İzmir'dir, AIBU'dur. Artık biraz yakın olmak istiyorum... Biraz da o taraf, kendi yani zaten Elazığlıyım, Elazığ'da doğdum. Hani biraz o tarafın insanlarıyla da iç içe olmak istiyorum açıkçası. Öğrenciler açısından da istiyorum hani. Sadece ailem değil yani... Yani batıda, batıdaki öğrencilerin imkânlarıyla oradaki öğrencilerin imkânları bir değil. (AIBU 8)

I would prefer the Aegean region because my family live there, and also Bursa and the neighbouring regions might be Ok, I mean I am used to Bursa because I had my university education here. I mean I don 't want to go to the eastern regions, because of the media, and the events happening there... indeed my friends from these regions say that there is nothing like that in the context but still one gets affected after hearing about the events... As I have never been there and I have no idea about there I have prejudices about these regions. (Uludag 4)

Akdeniz Bölgesini tercih ederim hani ailem orda yaşadığı için daha çok orası bir de Bursa ve çevresi hani Bursa'ya da alıştım üniversiteyi burada yaşadığım için Uludag da olabilir gibi geliyor bana. İşte pek fazla doğu tarafına bu medyadan dolayı gitmek istemiyorum olaylardan dolayı...aslında hani arkadaşlarım oralı olan arkadaşlarım hiçbir şey yok diyor ama yine de insan hani duyduğu için çok fazla tedirgin oluyor...Hiç gitmediğim için bir fikrim de olmadığı için öyle bir ön yargım var oralara karşı. (Uludag 4)

As I believe that people who need education are mostly in this region I prefer here... Besides, one feels comfortable here. I mean you were born and grown up here, your family and your friends are here. Therefore I prefer teaching here. (Dicle 2)

Eğitime ihtiyacı olan insanların daha çok bu bölgede bulunduğu inandığım için ben hani burayı tercih ederim... Bir de hani insan kendini burada rahat hissediyor yani. Buranın, burada doğmuşsun, burada büyümüşsün, ailen, bütün çevren buradadır. Dolayısıyla da ben burayı tercih ediyorum yani. (Dicle 2)

Our region, I mean the Southeastern Anatolia has always left underdeveloped. I mean there was always something made incomplete here. Therefore, If I will be beneficial for somewhere I want to be beneficial to my people. Therefore, I think this region, the Southeastern region, to work in. (Dicle 6)

Bölgemiz hani Güneydoğu Anadolu bölgesi hep geride bırakıldı. İşte hep yani bir şeyler eksik yapıldı burada. Hani bu yüzden faydalı olacaksam önce kendi milletime faydalı olmak istiyorum. Hani bu yüzden görev için bu bölgeyi düşünüyorum, Güneydoğu Anadolu bölgesini. (Dicle 6)

District-based intentions

I mean, I, probably, would not want to work in a village because facilities are very few and limited there. I mean technical equipments are very few and therefore I would like to work in the centers (*bigger districts*). I mean considering the facilities (*offered in these districts*) I would like to work in the centers. (ODTU 10)

Yani ben köyde çalışmak istemezdim herhalde çünkü orda imkânlar çok az oluyor, çok kısıtlı. Hani teknik araç gereç çok az oluyor o yüzden tabi hani merkezde çalışmak isterdim yani o bakımdan hani imkânlar bakımından düşünürsek merkezde çalışmak isterdim. (ODTU 10)

Indeed, considering my self-development, city centers would be better... For example, there will be competitive context. I mean if I get assigned to a village I will be the only English teacher there; however, suppose that I am assigned to or teaching a school in the city center there will be a competitive context. Ok, teachers may get on well with each other, however, inevitably there is a competitive context and I believe that it should be so. Because it is something that helps us improve ourselves. (Ataturk 10)

Açıkçası kendimi geliştirebilmem açısından şehir merkezi olursa çok daha iyi olur... Mesela rekabet ortamı olacak. Yani ben bir köye atanırsam mesela sadece tek İngilizce öğretmeni ben olucam; ama diyelim ki şehir merkezinde bir okula atandım ya da şehir merkezinde bir okulda çalışıyorum diyelim ister istemez bir rekabet ortamı olacak. Yani öğretmenler kendi aralarında tamam, çok iyi anlaşılabilir; ama bir rekabet ortamı da ister istemez oluyor ki bu da bence olmalı. Çünkü bizim kendimizi geliştirmemizi sağlayan bir şey. (Ataturk 10)

I want a smaller district; being known by people is good. It is very good to hear people welcome you when you go out. Still I live in Ağrı. My mom is in Ağrı. Some of my friends are teachers there (*in Ağrı*). (*They say that*) when we go out people welcome us, offer tea or coffee. I mean this respect seems appealing to me. Although people say that the prestige of teaching is lowered, and some of my friends also think so, indeed, this is not the case. Teaching still has its value and it will pursue having it. Therefore, smaller districts looks more advantageous and appealing to me. (Ataturk 4)

Yani küçük bir yer olsun. En azından tanınmışlık da güzel. Dışarı çıktığımızda o hocam hoş geldiniz demeleri çok iyi bir şey bence hani. Ağrı'da oturuyorum halen. Annem Ağrı'da. Ağrı'da birkaç arkadaşım öğretmen. Onlar mesela işte bir yere gideriz filan hocam hoş geldiniz, işte bilmem ne hocam hoş geldin, buyur otur çayın, kahven. Yani o saygınlık da bana biraz sıcak geliyor yani. Öğretmenlik her ne kadar deseler de bizim arkadaşlarda da var öyle düşünenler. Ya değerini düşürdüler ya deseler bile öyle bir şey yok aslında. Öğretmenlik halen aynı değerinde devam ediyor yani ki devam edecektir de. O yüzden hani küçük yerler benim için daha avantajlı, daha hoş geliyor aslında. (Ataturk 4)

I don't want a very big city. I mean I go to practicum and I see that the students are very conscious, I mean rather than (*being*) consciousness, how should I say, like having misbehavior, I mean they are very different. I mean with students in a village or town... I believe that I would be more beneficial there... nowadays parents are trying to be such conscious that, but I mean, they interfere with everything about the learner. When we went for practicum the school manager warned us about not to indulge them, (*the manager said that*) if they can do the parents would join the lessons with their children... I mean such things very frequently happen in big cities. (N. Erbakan 6)

Çok büyük şehir istemiyorum. Hani staja gidiyorum, burada görüyorum öğrenciler daha çok bilinçli, hani bilinçlilikten yana daha böyle bir şımarıklık mı diyeyim, artık çok farklılar. Yani bir köydeki veya kasabadaki öğrencilerle... Yani bunu daha çok oralarda daha çok verimli olabileceğimi düşünüyorum... veliler de artık şu son zamanlarda hani o kadar bilinçli olmaya çalışıyorlar diyeyim; ama hani her şeyine karışıyor öğrencinin. Biz staja gittiğimizde müdür bizi uyarıyordu. Hani velilere kesinlikle yüz vermeyin. Elinden gelse derse girecek çocuğuyla birlikte diye... Öyle yani büyük şehirlerde bunlar çok oluyor. (N. Erbakan 6)

Indeed, I really want to teach in villages, because, it is like an idealist stance but many people do not want to go there. Therefore, I (*think*) that who we are that we make these students deprived of (*education*), we are teachers and we do not have a right to choose learners. I mean If I am a teacher I should not have the luxury of taking the education right of students in order to fulfil my wishes... Besides, I think that recently in cities, in big cities, respect towards teachers has really decreased. I think that there is not such a thing in villages, I mean having the students here (*in urban schools*) do what I require them to do is very difficult, I mean it seems very difficult in big cities. The students in villages, villages, towns or small cities I should not limit to villages only, are more likely to get whatever you teach them. (ODTU 12)

Ya aslında köyde öğretmenlik yapmayı çok isterim çünkü bu biraz idealistlik gibi olacak ama hani şey açısından hem oradaki çocuklara bilmiyorum hani çoğu insan mesela gitmek istemiyor ya. Ben o yüzden de biraz hani o çocukları niye mahrum hani biz kimiz ki yani öğretmeniz sonuçta bizim öğrenci seçmeye hakkımız yok gibi geliyor bir yerde. Hani oradaki çocuğun eğitim hakkını benim keyfim yüzünden elinden almak gibi bir lüksüm olmamalı diye düşünüyorum ben öğretmenlik okuduysam... Bir de şehirler, büyükşehirlerde falan hani öğretmenlere artık böyle bir saygının bu son zamanlarda ki hani gerçekten azaldığını düşünüyorum. Ve köyde öyle bir olayın olmadığını düşünüyorum hani buradaki öğrencilere söylediklerimi yaptırabilmek çok daha zor hani büyükşehirde çok daha zor olacakmış gibi geliyor. Köydeki öğrenciler, köy ya da kasaba ya da küçük şehir diyelim sadece köy ile sınırlandırmayayım da hani daha çok böyle öğrenciler ne verirsen alacaklarmış gibi

duruyorlar hani böyle. (ODTU 12)

I don't want towns and villages. I mean I want places that I can be on my own and entertain myself. I want movement (*in the place*) and therefore I want a city. I mean I don't want places like Izmir, Istanbul because they are very big and this affects my salary, I will be a teacher at the end. I want to live well. Therefore, it is better to (*work in*) moderate (*moderately big*) districts. (Uludag 8)

Hani kasaba, köy olsun istemiyorum. Hani kendimi dinleyebileceğim, kendimi eğlenebileceğim bir yer istiyorum. O hareketi istiyorum o yüzden şey yani şehir istiyorum. Hani tekrardan bir İzmir, İstanbul istemiyorum. Çünkü o çok büyük yani alacağım maaşı da etkiliyor beni hani öğretmen olucam sonuçta. Birazcık da kaliteli yaşamak istiyorum. O yüzden daha şöyle orta karar olursa iyi olur. (Uludag 8)

I came from a place, Çarşamba, which has a population of 100000 – 110000 and I had a comfort there. For example, I didn't have any difficulty when I came to Edirne. I have been here for four years and it is like I am lingering in my hometown... But when I go to Istanbul in the weekends to spend some time, I come back from Istanbul and have a rest (*in Edirne*) here for a week... I am a person who never likes crowd and big cities... a town, a rural district maybe with low population; I love such places very much... People are relaxed and you get relaxed among them, you learn not to disturb anyone. (Trakya 9)

Öyle bir yerden geldim ki yüz bin yüz on bin falan nüfusu var Çarşamba'nın ama çok rahattım orda. Mesela ben Edirne'ye geldiğim zaman hiçbir zorluk çekmedim. Şu anda şurada dolaşıyorsam kendi memleketimde dolaşıyor gibiyim dört senedir ben geldim... ama bir İstanbul'a gidiyorum işte hafta sonları işte kafa dinleyeyim biraz yorgunluk atayım geliyorum İstanbul'dan bir hafta burada yatıyorum... kalabalığı kesinlikle sevmeyen bir insanım, büyükşehir'i sevmeyen bir insanım... Kasaba yani böyle kırsal bir yer olabilir, nüfusu az bir yer olabilir öyle yer benim daha çok hoşuma gider... İnsanı rahat onlarla sen de rahat oluyorsun, kimsenin tavuğuna kıst dememeyi öğreniyorsun (Trakya 9)

Because my parents live in a village, when I go there I cannot stay there even for two days. There is nothing in the village; a small grocery store, a coffee shop (*kahvehane*) and there is nothing else. The villages are such small (*places*). Therefore, it is boring, I mean there should be something that a person can be busy with. For example, if I want to go out with my friends in the village, where can I go. Nowhere. I have to go to a bigger city. Therefore, I really do not want a village. I am thinking about a moderately big place. (Ataturk 1)

Çünkü bizim orda da anneler köyde oturuyor. Hani ben oraya gidiyorum, iki gün bile duramıyorum yani. Köyde hiçbir şey yok. Bir bakkalı var, bir kahvesi var, hani başka da bir şey yok. Böyle küçük köyler. O yüzden sıkıcı yani insanın böyle yapabileceği bir şeyler olmalı. Hani ben mesela köyde arkadaşlarımla bir yere çıkmak istesem nereye çıkıcam. Hiçbir yere. Mecbur yine daha büyük bir şehre gitmek zorunda olucam. Hani o yüzden köy hiç istemem yani gerçekten. Böyle yani orta büyüklükte şeyler düşünüyorum. (Ataturk 1)

As the first preference I would like to be in a metropolis, I got used to (*live in a metropolis*) here (*in Ankara*), I can live in Istanbul as I really want there. Besides, I hate silent and remote places and I cannot stand being alone, I like being in crowded places, I mean, although there could be many impossibilities and problems still I would prefer living in a metropolis. (ODTU 11)

Ben metropolü isterdim ilk başta, burada alıştım ben... İstanbul'da yaşayabilirim çünkü çok istiyorum orayı. Bir de ben böyle sessiz sakin yerlerden nefret ediyorum kendim de yalnız kalmaya hiç dayanamıyorum böyle kalabalık yerlerde olmak hoşuma gider hani her ne kadar para yetmese de birçok olanaksızlık olsa da hani ne bileyim sorunlar yaşasam da yine de ben metropolde yaşamak isterdim. (ODTU 11)

I haven't lived in a small city and I am not sure if I can live in. However, I think that I cannot live in. I mean, I easily get bored and sometimes I get bored even from my best friend. Therefore getting bored of a city looks so normal to me. Therefore it is more logical to go to the places with many opportunities (*social opportunities*). For example, my friend was assigned to Muş, I cannot imagine myself assigned to Muş, what can I do there. Because, friends are important as well as social activities, no, I cannot survive in a small city. (ODTU 6)

Hiç küçük şehirde yaşamadım yaşayabilir miyim bilmiyorum. Ama yaşayamayacağımı düşünüyorum hani tecrübe etmedim ama yani çünkü böyle ben çok çabuk sıkılıyorum falan bazen hani en yakın arkadaşımın bile sıkılıyorum bazen. Hani bir şehirden sıkılmak çok normal geliyor o yüzden bana hani o yüzden böyle daha farklı seçeneklerin olabileceği yerlere gitmek daha mantıklı. Yani işte arkadaşım Muş'a atandı mesela ben düşünemiyorum kendimin Muş'a atandığımı ne yapacağım ben orda yani. Çünkü arkadaşlar da önemli işte sosyal aktivite de önemli yok ben yapamam herhalde küçük bir şehirde yani. (ODTU 6)

I mean there is sincere context (*in small contexts*), how can I explain it, you are alienated in big cities, everybody is strange to one another, I mean there is not a sincere context. I mean suppose that you have a child, you should be considered about the context where you want to raise the child. I mean, will I be able to have time with her, care her and is this a context that I can control her behavior? Or is this a context in which people from various cultures come together and awful things occurs? (Trakya 7)

Ya hani daha samimi bir ortamı oluyor hani nasıl söyleyeyim büyükşehir de yabancısın hani ne olursa olsun hani herkes herkese bir yabancı yani, yani samimi bir ortamın yok. Hani çocuğunuz oldu diyelim mesela çocuğunuzu nasıl bir ortamda yetiştirmeyi düşündüğünüzü düşünmek lazım. Yani onunla vakit geçirebileceğim mi, ilgilenebileceğim mi ve hani hal ve hareketlerini takip edebileceğim bir ortam mı? Yoksa tamamen her kültürden insanın olduğu her türlü pisliğin döndüğü bir ortam mı? (Trakya 7)

First of all I want a place close to my family; I want a place which is not much far from them. Other than that it is not important whether it is a small or a big district. (AIBU 12)

İlk başta hani aileme yakın bir yer olsun istiyorum, çok uzak bir yer olmasın istiyorum, bu etkiliyor. Ondan sonra şey, fark etmiyor aslında hani küçük büyük, hani olabilir. (AIBU 12)

Country-based intention

There are some issues about Turkey, yes we have grown up here and acculturated within this culture however after researching something have changed in me and I have become alienated. (Uludag 9)

Şöyle Türkiye'de gördüğüm bazı olaylar var yani Türkiye'yi açıkçası yani evet burada yetiştik, burada büyüdük, bir kültürle burada kültürlendik; fakat daha sonra yani ben kendi adıma bazı şeyleri araştırdıkça bazı şeyleri buldukça ben bu ülkeden soğudum yani açıkçası. (Uludag 9)

As we always use Turkish in our country English is left in the back plan; therefore, this takes our English proficiency to a back level. Indeed, being abroad might be good; however, as I mentioned before, I want to go for abroad teaching in the first 5-7 years to develop myself further and then come back to Turkey. (N. Erbakan 3)

Bu bizim yani ülkede hani her zaman olarak ilk olarak Türkçeyi kullandığı için İngilizce biraz arka planda kalıyor. Bu da ister istemez hani İngilizcemizi biraz alt seviyeye taşıyor. Yurt dışında olmak aslında iyi olabilir; ama dediğim gibi hani öğretmenlik yapacaksam da hani sadece ilk belki 5—7 yıl yurt dışında görev alarak, daha fazla kendimi geliştirerek tekrar Türkiye'ye dönüş yapmak isterim. (N. Erbakan 3)

No, I firmly don't plan (*to teach abroad*) because I have stayed in Litvania for 4-5 months, as I mentioned you. We can travel maybe, or we can get education as well; but Turkey is the most appropriate place for me to live in... You may not have money or even clothes here, or you may be hungry, but, very simply for example, you can feel that a human being in a real human here. In Europe, absolutely, there is nothing like that. For example, there was a drunken man sleeping at our door, he was a drunken wearing suits... I mean it was a very bad situation. Besides, here there is a different variety in the cuisine culture. This is not the only reason, as I will have my family I feel lucky when I live in Turkey. (Dicle 5)

Hayır, kesinlikle düşünmüyorum. Çünkü 4-5 ay Litvanya'da kaldım. Bahsettim size. Sadece gezilebilir belki eğitim de alınabilir; ama yaşamak için Türkiye kesinlikle en uygun yer benim için...Her konuda yani mesela burada paranız olmayabilir, elbiseniz dahi olmayabilir, karnınız aç olabilir; ama insanın işte insan olduğunuzu burada hissedebilirsiniz mesela en basitinden. Hani bir Avrupa'da bu yoktur kesinlikle yani. Örneğin bizim kapımızda bir sarhoş yatardı. Takım elbiseli bir sarhoştur mesela... Hani o çok kötü bir durumdu. Bir de şeydi mesela yeme içme konusunda buranın farklı bir zenginliği var. onun da ihtiyacını çok hissediyordum. Sadece o değil, aile de olacağı için ben kendimi şanslı hissediyorum hani Türkiye'de yaşamaktan. (Dicle 5)

I was curious about other countries, and after going abroad my aspirations to go with Comenius program decreased, and though I was a very motivated person (to go with Comenius) I didn't go. I gave up, I directly wanted to start with a job in Turkey. There is also something like being unwilling to leave the country. Therefore, I directly wanted to do something in Turkey. (ODTU 8)

Hani bir yurt dışını merak ediyordum zaten gidip geldikten sonra benim bu Convenius isteğimde birden bir azalma oldu ben çok isteyen birisi olarak yapmadım. Vazgeçtim, direk hani Türkiye'de bir işe başlamak istedim ne bileyim biraz da şey var bende hani bu vatandan ayrılmama şeyi var böyle o yüzden ben direk Türkiye'de hani bir şeyler yapmak istedim. (ODTU 8)

It is highly unlikely for teaching English, it looks very ridiculous that a foreign teacher will teach me my subject (mother tongue). I mean an ordinary person living there know more than me, in terms of idioms of daily talk... Therefore, considering English I will be put out of circle... I am a person with strong patriotism. Therefore, I don't want to leave my country. (Uludag 3)

Zaten İngilizcede hiç olası bir durum değil hani çok saçma geliyor hani yabancı bir öğretmen ama bana kendi dersimi anlatacak. Hani tabi ki oradaki herhangi bir insan da benden daha çok şey biliyor. Hani oradaki deyimler olsun, günlük konuşma olsun.. O yüzden İngilizceyi hani zaten başka düşününce saf dışı bırakılıcam... Ben biraz böyle vatan sevgisi ağır basan bir insanım. O yüzden hani ülkemi bırakmak istemiyorum. (Uludag3)

Career Choice Satisfaction

I said I love the language. When I think about other professions teaching seems good me... teaching is an applicable profession with many facilities... you will have a regular life. I mean compared to other jobs the payment is better now... I mean I love it and also the salary is not that bad. (AIBU 4)

Hani dili seviyorum dedim. Hani öğretmenlik güzel geliyor bana hani başka mesleklere bakınca... öğretmenlik daha artık hani uygulanabilir bir meslek ya da ne bileyim olanakları da fazla... düzenli bir hayatınız olacak işte. Hani en azından maaşı şuan gene iyi diğer meslek guruplarına bakınca... Hani ne bileyim ben hem seviyorum hem parası maaşı o kadar da kötü değil. (AIBU 4)

This was my goal; therefore, I am very pleased to graduate from this program. As I said before this was something that I wanted, I didn't come here by force. If it were a program that I didn't want to come, there might be some problems; however, I think that I can do this

job with great pleasure. As you know we go to practicum. I feel really satisfied with spending time with children while teaching the course. I do it with pleasure. (Ataturk 1)

Valla yani hedefim buydu hani o yüzden bu bölümü bitiriyor olmaktan oldukça memnunum. Dediğim gibi istediğim bir şeydi. Zorla gelmedim. Hani istemediğim bir bölüm olsaydı belki bazı sıkıntılar olabilirdi; ama sonra gerçekten severek ve isteyerek yapacağımı düşünüyorum. Zaten staja falan da gidiyoruz bildiğiniz gibi. Hani orda da hani böyle derste konu işlerken hani öğrencilerle vakit geçirmekten hani gerçekten memnun oluyorum. Severek yapıyorum. (Ataturk 1)

It is true that I am not regretful at all... for example, while using the internet I see the benefits of knowing a language. For example, one has a broken cell phone or something else, and brings it to me as s/he does not know English, I help this person. Even in such a situation I get pleasure and become more active. Even when I was a child, for example, at secondary school I knew very little English our neighbours or people around us were coming and requiring help from me. Feeling satisfaction in such cases is effective, something gets stronger in you. I am very satisfied because I was in practicum in this morning, I taught learners. It was very pleasant. (Dicle 5)

Yani hani hiç pişman değilim desem yeridir...mesela rahat bir internet kullanırken en basitinden dilin faydasını görebiliyorum. Bir cep telefonu bir şey olur mesela birisinin bozulur, böyle getirir, İngilizcedir anlamaz, yardımcı olurum. Hani orada bile böyle haz aldığımda daha da bir girişken olmaya başlıyorum mesela. Çocukken bile o vardı mesela ortaokulda filan az bir İngilizcem vardı benim komşular olsun, etraftaki insanlar olsun işte böyle etraftaki insanlar gelip, bir şekilde yardım istiyorlardı. Böyle zaten zamanla haz alma başlayınca etkili oluyor yani. Bir şeyler pekişiyor insanda zaten. Hani son derece memnunum yani. Çünkü mesela bu sabah stajdaydım işte. Öğrencilere ders anlattım. Çok zevkliydi. (Dicle 5)

I have always wanted to be a teacher and I have a tendency (*talent*) for teaching...Besides, I love English, I don't know why but I find it more suitable for women, I don't know I think I am more inclined to language subject. (Uludag 11)

Yani hep ya zaten öğretmen olmayı hep istiyordum da hani buna da yatkınım hani öğretmenliğe... Hani bir de İngilizceyi çok seviyorum, yakıştırıyorum hani bayanlara çok daha fazla yakıştırıyorum nedense bilmiyorum; ama bilmem hani dil alanına yatkın olduğumu düşünüyorum. (Uludag 11)

I am not happy with teaching... Teaching, let me say, there is not respect for teaching in Turkey. I think that it is not a profession to be done any more. It has begun to be a job as dangerous as being a police or a soldier. This year I go practicum and students are not respectful. Besides, government's attitudes to the teachers are very different, they put us in the place of a labourer. As I mentioned before, students and parents are disrespectful. When I was a student we could not react the teacher. Let me tell you something happened around me. A primary school teacher has been in jail for two years, the only reason is to help two female students who got their clothes wet. Nobody has trust to teachers, it became such a dangerous job. (N. Erbakan 2)

Öğretmenlikten memnun değilim...Ya öğretmenlik şöyle diyeyim, öğretmenliğe saygı kalmadı Türkiye'de. Artık yapılacak bir meslek değil diye düşünüyorum. Polis veya asker kadar tehlikeli bir meslek olmaya başladı etrafımda gördüğüm gibi. Bu sene staja gidiyorum, öğrencilerin hiçbir saygısı yok. Ondandır devletin, hükümetin öğretmenlere karşı tutumları çok farklı sanki bir amele, işçiymişiz gibi şey yaptılar. Dediğim gibi öğrencilerin ve velilerin saygısı yok. Biz zamanında sesimizi çıkartamazdık hocalara karşı, şey yapardık. Yakın çevremde olanları anlatayım ben size. Sınıf öğretmeni, iki yıldan beri hapiste. Tek nedeni, öğrencisi kız öğrencisi üstünü ıslattı diye ona yardım etmekten dolayı iki yıldan beri hapiste... Hiç kimsenin öğretmenliğe karşı güveni kalmadı. Böyle bir tehlikeli meslek oldu

çıktı. (N. Erbakan 2)
<p>Indeed I am not happy with being in teaching profession because it is not a job that I can do...because I am a quick tempered person who gets easily angry. Now we go to practicum, Ok., I have patience but after a time you come to the point of explosion. (Trakya 9)</p> <p>Öğretmenlik alanında olmaktan memnun değilim aslında. Çünkü benim yapabileceğim bir meslek değil... çünkü çok asabi bir insanım ben bir anda parlayan bir insanım. Şimdi staja falan gidiyoruz hani orda bakıyorum tamam sabır da var, sabır da var ama öyle biraz sonra patlıyor yani patlama noktasına geliyor. (Trakya 9)</p>
<p>50 %, I mean I am not very regretful for choosing this...in time, when one returns back, one can think that this is somehow a wrong decision. Maybe if I had today's ideas in the past I wouldn't choose language, I would choose something on science. I mean, I think that I won't be very beneficial for people when I become an English teacher. (Dicle 6)</p> <p>Yani %50 oranında. Yani çok pişman değilim seçtiğim için de bilmiyorum...zaman içinde insan hani geriye dönüp, bakınca biraz hatalı bir karar olduğunu düşünebiliyor. Belki bugünkü aklım olsaydı dil seçmezdim tabi, sayısal alandan başka bir şey seçerdim. Yani İngilizce öğretmeni olmakla pek insana faydamın dokunamayacağını düşünüyorum. (Dicle 6)</p>
<p>English teaching seems good to me, I mean when I enter the classroom I enjoy; however I don't have the talent of teaching at all. I have discipline problem. (ODTU 4)</p> <p>İngilizce öğretmenliği bana yine güzel geliyor hani sınıfa girdiğim zaman böyle eğleniyorum açıkçası ama ben de öğretmenlik yeteneği kesinlikle yok. Disiplin sorunun var. (ODTU 4)</p>
<p>Recently many things have happened about teaching and it is like it has started to lose its popularity. In the past, when one becomes a teacher, people had a different attitude like this person studied a lot and became a teacher, however now they have an attitude like if I cannot get a profession I can become a teacher. Especially the graduates of literature programs can become teacher after getting formation courses without having any methodological knowledge. Recently, the (<i>prestige</i>) of teaching has got lowered through things like political attitudes, news and media etc. When we talk among friends, everybody says this. Now it does not have its previous popularity. I am happy with learning language... I mean I might not become a teacher but only learn English... Being a teacher is something that I have wanted , I try to do it with pleasure, I love being busy with learners, but I sometimes think that I wish I had learnt English but I had another career, not teaching. (ODTU 8)</p> <p>Son zamanlarda bu öğretmenlik konusunda bayağı bir şeyler oldu hani eski popülaritesini kaybetmeye başladı gibi hani. Eskiden hani öğretmen olduğunda hani farklı bir gözle bakılırdı okumuş öğretmen olmuş gibisinden ama şu anda sanki biraz daha hani hiçbir şey olamazsam öğretmen olurum gibi bir hava var millette. Özellikle bu hani üniversitelerde fen edebiyat mezunları formasyon alıp direk yani böyle bir metodolojik bilgisi olmadan öğretmen oluyorlar. Hani şu an da son zamanlarda hani bu siyasi olsun bilmem ne olsun öğretmenliğin şeyleri hani haberler falan böyle basın yayın yoluyla bayağı bir düştü, yani herkes de bunu söylüyor arkadaşlarımızla konuştuğumuzda. Hani eski popülaritesi yok şu anda hani İngilizceden memnunum dil öğrenme konusunda memnunum... hani belki İngilizce öğretmeni olmazdım hani İngilizceyi öğrenirdim ama İngilizce öğretmeni olmazdım belki... hani eskiden beri istediğim bir şey öğretmen olmak hani severek de şey yapmaya çalışıyorum seviyorum yani öğrencilerle haşır neşir olmayı ama hani bazen de düşünmüyör değilim hani İngilizce öğreseydim ama öğretmen değil de başka bir şey olsaydım. (ODTU 8)</p>

APPENDIX 4

Data Collection Instruments

Interview Questions And The Questionnaire

Interview Questions: Old and new versions of interview questions

Old Version of Interview Questions	New Version of Interview Questions
<ol style="list-style-type: none">1. Bölümde kaçınıcı seneniz?2. Ne zaman mezun oluyorsunuz?3. İngilizce öğretmeni olmaya nasıl karar verdiniz?4. Kararınızı etkileyen belirleyici bir kişi/ler veya olay/lar var mı?<ol style="list-style-type: none">a) Aklınızda başka kariyer seçenekler var mıydı?b) Üniversite tercihlerinde neden İngilizce öğretmenliği bölümünü seçtiniz?c) Şu an eğitim aldığınız bölüm kaçınıcı tercihinizdi? Neden?5. İngilizce öğretmeni olma kararınızdan memnun musunuz? Neden?6. Başka bir alanda eğitim almak isterdim dediğiniz oluyor mu? Neden?7. Başka bir meslekte olmak isterdim dediğiniz oluyor mu? Neden?8. Bu ifadelerden hangisi sizi daha çok yansıtıyor? Neden? (ifadeler yazılı halde görüşme yapılan kişiye verilir)<ol style="list-style-type: none">a) Tüm hayatım boyunca İngilizce öğretmenliği yapmayı planlıyorum.	<ol style="list-style-type: none">1) Bölümde kaçınıcı seneniz, ne zaman mezun oluyorsunuz?2) İlk ve orta öğrenim yıllarınızdan kısaca bahseder misiniz? <i>Ek sorular:</i><ol style="list-style-type: none">i) İlk ve orta öğreniminizi nerede yaptınız?ii) Okulunuz, öğretmenleriniz, yöneticiler, diğer öğrenciler, bölgenin sosyoekonomik ve kültürel durumu nasıldı?3) Hangi liseden mezunsunuz?<ol style="list-style-type: none">i) Okulunuz, öğretmenleriniz, yöneticiler, diğer öğrenciler, bölgenin sosyoekonomik ve kültürel durumu nasıldı?4) Neden İngilizce öğretmenliği alanını seçtiniz?5) Şuan İngilizce öğretmenliği alanında olma kararınızdan ne kadar memnunsunuz? Nedenlerini açıklar mısınız?6) Mezun olduktan sonra hangi meslekte ne kadar süre çalışmayı planlıyorsunuz? Nedenlerini açıklar mısınız?

<p>b) Bir süre İngilizce öğretmenliği yaptıktan sonra başka bir işe geçmeyi planlıyorum.</p> <p>c) Hiçbir zaman İngilizce öğretmenliği yapmamayı planlıyorum.</p> <p>9. Gelecekte nasıl bir İngilizce öğretmeni olmayı hedefliyorsunuz?</p> <p>a) Öğretmenlik becerilerinizi iletirmek için yapmayı planladığınız şeyler var mı?</p> <p>b) Alanınızla ilgili yenilikleri takip etmeyi planlıyor musunuz?</p> <p>c) Mesleki eğitim kurslarına katılmayı planlıyor musunuz?</p> <p>10. Herhangi bir yöneticilik (müdürlük, müdür yardımcılığı, zümre başkanlığı gibi) görevi almayı planlıyor musunuz? Neden?</p> <p>11. Kariyerinizin herhangi bir aşamasında yurt dışında bulunmayı planlıyor musunuz? Nedenlerini açıklar mısınız?</p> <p>12. Hangi kurumlarda, örneğin özel, devlet, üniversite, MEB, kurslar gibi, İngilizce öğretmenliği yapmayı tercih edersiniz? Neden?</p> <p>13. Çalışmak istemediğiniz kurumlar var mı? Neden?</p> <p>14. Hangi kurumda İngilizce öğretmenliği yaptığınız sizin için önemli mi? Neden?</p> <p>15. Hangi coğrafi bölgelerde çalışmak istersiniz? Neden?</p> <p>16. Çalışmak istemediğiniz coğrafi bölgeler var mı? Neden?</p> <p>17. İngilizce öğretmenliği yaptığınız kurumun hangi coğrafi bölgede olduğu sizin için önemli mi? Neden?</p> <p>18. Hangi yerleşim (il, ilçe, köy vb.)</p>	<p>7) Kendinizi bir İngilizce öğretmeni olarak hayal ettiğinizde nasıl bir İngilizce öğretmeni olmayı hedefliyorsunuz? Nedenlerini açıklar mısınız?</p> <p>8) İleride herhangi bir yöneticilik (zümre başkanlığı , idarecilik gibi) pozisyonu almayı planlıyor musunuz? Neden?</p> <p>9) Mezun olduktan sonra nerede İngilizce öğretmenliği yapmayı planlıyorsunuz? Tercihinizin nedenlerini açıklayabilir misiniz?</p> <p><i>Ek sorular:</i></p> <p>i) Mezun olduktan sonra hangi ülke(-ler) de İngilizce öğretmenliği yapmayı planlıyorsunuz? Tercihinizin nedenlerini açıklayabilir misiniz?</p> <p>ii) Mezun olduktan sonra hangi kurum(-lar)da İngilizce öğretmenliği yapmayı planlıyorsunuz? Tercihinizin nedenlerini açıklayabilir misiniz?</p> <p>iii) Mezun olduktan sonra hangi coğrafi bölge(-ler)de İngilizce öğretmenliği yapmayı planlıyorsunuz? Tercihinizin nedenlerini açıklayabilir misiniz?</p> <p>iv) Mezun olduktan sonra hangi yerleşim yer(-lerin)de İngilizce öğretmenliği yapmayı planlıyorsunuz? Tercihinizin nedenlerini açıklayabilir misiniz?</p> <p>10) Kariyer planlarınız üzerinde en çok etkisi olduğunu düşündüğünüz şeyler (bu bir kişi, kurum, olay vs. olabilir) neler? Nedenlerinden bahsedebilir misiniz?</p> <p>11) Lisans eğitiminizin gelecek kariyer planlarınız üzerinde nasıl bir etkisi</p>
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<p>yerlerinde çalışmak istersiniz? Neden?</p> <p>19. Çalışmak istemediğiniz yerleşim yerleri var mı? Neden?</p> <p>20. İngilizce öğretmenliği yaptığınız kurumun il, ilçe veya köyde bulunması sizin için önemli mi? Neden?</p>	<p>olduğunu düşünüyorsunuz?</p>
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Questionnaire New Version

AÇIKLAMA

Değerli İngilizce öğretmen adayları, bu araştırma kariyer planlarınızın ve bu planları etkileyen etkenlerin anlaşılması amacı ile Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümü Araştırma Görevlisi Zeynep Ölçü tarafından yapılmaktadır. Görüşlerinizi içtenlikle belirtmeniz son derece önemlidir. Çalışmaya katılım gönüllülük esasına dayalı olup, görüşleriniz yalnızca araştırma amacı ile kullanılacak ve diğer kişilerle paylaşılmayacaktır. Katkılarınız için teşekkürler. İletişim: zolcu@metu.edu.tr

İNGİLİZCE ÖĞRETMEN ADAYLARININ MESLEKİ KARİYER PLANLARI ANKETİ						
BÖLÜM A: KİŞİSEL BİLGİLER						
I) Cinsiyetiniz	<input type="checkbox"/> Kadın <input type="checkbox"/> Erkek					
II) Yaşınız						
III) Mezun olduğunuz lise türü	<input type="checkbox"/> Düz Lis. <input type="checkbox"/> Anadolu Lis. <input type="checkbox"/> Anadolu Öğr. Lis. <input type="checkbox"/> Diğer:					
IV) Öğrenim gördüğünüz üniversite						
V) Genel not ortalamanız (4 üzerinden)						
VI) Tahmini mezuniyet tarihinizi belirtiniz.	Ay: Yıl:					
VII) Daha önce iki aydan fazla yurtdışında bulundunuz mu?	<input type="checkbox"/> Hayır <input type="checkbox"/> Evet (Ülke/lerin adı:.....)					
BÖLÜM B: MESLEKİ TERCİHLER						
I) İngilizce öğretmeniği bölümünü seçmenizin nedenlerini kısaca açıklayınız:						
II) Aşağıdaki soruları cevaplayınız (1=Oldukça Fazla; 5= Hiç):						
	1 (Oldukça Fazla)	2	3	4	5 (Hiç)	
1	Öğretmen olma kararınızdan ne kadar memnunsunuz?	(1)	(2)	(3)	(4)	(5)

2	Öğretmen olma kararınızdan ne kadar tatmin olmuş durumdasınız?	(1)	(2)	(3)	(4)	(5)
3	Öğretmen olmayı ne kadar dikkatlice düşündünüz?	(1)	(2)	(3)	(4)	(5)
III) Seçeneklerden YALNIZCA BİRİNİ işaretleyerek yanındaki soruyu cevaplandırız:						
A	İngilizce öğretmenliği yapmak istemiyorum. →	Neden? _____ Lütfen yapmak istediğiniz mesleği belirtiniz _____				
B	Kısa bir süre İngilizce öğretmenliği yaptıktan → sonra başka bir mesleğe geçmeyi düşünüyorum.	Neden? _____ Ne kadar süre İngilizce öğretmenliği yaptıktan sonra hangi kariyere geçmeyi planlıyorsunuz? _____				
C	Tüm mesleki kariyerim boyunca İngilizce → öğretmenliği yapmak istiyorum.	Neden? _____ _____ _____				

YUKARIDAKİ SORUDA "B" VEYA "C" SEÇENEKLERİNİ İŞARETLEDİYSENİZ LÜTFEN AŞAĞIDAKİ SORULARI YANITLAYINIZ.

BÖLÜM C: İNGİLİZCE ÖĞRETMENLİĞİ KARIYER PLANLARI

Aşağıdaki soruları İngilizce öğretmeni olduğunuzu varsayarak cevaplayınız (1=Oldukça Fazla; 5= Hiç):		1 (Oldukça Fazla)	2	3	4	5 (Hiç)
1	Öğretmenliğinizde ne kadar çaba harcarsınız?	(1)	(2)	(3)	(4)	(5)
2	İyi bir öğretmen olmak için ne kadar çalışırsınız?	(1)	(2)	(3)	(4)	(5)
3	Bir öğretmen olarak ne kadar çaba harcamayı planlıyorsunuz?	(1)	(2)	(3)	(4)	(5)
4	Etkili bir öğretmen olmak için ne kadar çalışırsınız?	(1)	(2)	(3)	(4)	(5)
5	Öğretmenlik mesleğinde kalacağınızdan ne kadar eminsiniz?	(1)	(2)	(3)	(4)	(5)
6	Eğitim alanında kalacağınızdan ne kadar eminsiniz?	(1)	(2)	(3)	(4)	(5)
7	Öğretmenliğe devam edeceğinize ne kadar güveniyorsunuz?	(1)	(2)	(3)	(4)	(5)

8	Öğretmenlik mesleğinde ısrarlı olacağınızdan ne kadar eminsiniz?	(1)	(2)	(3)	(4)	(5)
İngilizce öğretmeni olduğunuz zaman aşağıdakileri ne oranda yapmayı planlıyorsunuz? (1=Oldukça Fazla; 5= Hiç)		1 (Oldukça Fazla)	2	3	4	5 (Hiç)
9	Mesleki gelişim kurslarına katılmak	(1)	(2)	(3)	(4)	(5)
10	Mesleki gelişimde daha ileriye gitmek	(1)	(2)	(3)	(4)	(5)
11	Eğitim alanındaki güncel gelişmeleri öğrenmek	(1)	(2)	(3)	(4)	(5)
12	Eğitim programları alanındaki bilgileri edinmeye devam etmek	(1)	(2)	(3)	(4)	(5)
13	Öğretim becerilerinizi nasıl geliştireceğinizi öğrenmeye devam etmek	(1)	(2)	(3)	(4)	(5)
14	Okullarda bir yöneticilik pozisyonu elde etmek	(1)	(2)	(3)	(4)	(5)
15	Okullarda bir liderlik rolü almak	(1)	(2)	(3)	(4)	(5)
16	Okullarda bir personel idareciliği rolü arayışında olmak	(1)	(2)	(3)	(4)	(5)
17	Okullarda liderlik sorumluluklarına sahip olmak	(1)	(2)	(3)	(4)	(5)
Aşağıdaki soruları cevaplayınız:						
1- Hangi kurumda İngilizce öğretmenliği yapmayı planlıyorsunuz? (Seçeneklerden YALNIZCA BİRİNİ işaretleyiniz.)		<input type="checkbox"/> Devlet okulları <input type="checkbox"/> Özel okullar <input type="checkbox"/> Özel kurslar/dershaneler <input type="checkbox"/> Devlet üniversiteleri <input type="checkbox"/> Özel üniversiteler <input type="checkbox"/> Diğer:.....				
2-Hangi büyüklükteki yerleşim yerinde İngilizce öğretmeni olarak çalışmayı planlıyorsunuz? (Seçeneklerden YALNIZCA BİRİNİ işaretleyiniz.)		<input type="checkbox"/> Köy (Nüfusu iki binden az) <input type="checkbox"/> Kasaba (Nüfusu iki bin ila yirmi bin arası) <input type="checkbox"/> Küçük Şehir (Nüfusu yirmi bin ila yüz bin arası) <input type="checkbox"/> Orta Ölçekli Şehir (Nüfusu yüz bin ila üç yüz bin arası) <input type="checkbox"/> Büyük şehir (Nüfusu üç yüz bin ila bir milyon arası) <input type="checkbox"/> Metropol (Nüfusu bir milyon ve üzeri)				

<p>3-Hangi bölgede İngilizce öğretmeni olarak çalışmayı planlıyorsunuz?</p> <p>(Seçeneklerden YALNIZCA BİRİNİ işaretleyiniz.)</p>	<p><input type="checkbox"/> Akdeniz Bölgesi</p> <p><input type="checkbox"/> Doğu Anadolu Bölgesi</p> <p><input type="checkbox"/> Ege Bölgesi</p> <p><input type="checkbox"/> Güneydoğu Anadolu Bölgesi</p> <p><input type="checkbox"/> İç Anadolu Bölgesi</p> <p><input type="checkbox"/> Karadeniz Bölgesi</p> <p><input type="checkbox"/> Marmara Bölgesi</p>
<p>4- Mezun olduktan sonra Türkiye dışında İngilizce öğretmenliği yapmayı planladığımız başka bir ülke var mı? (Lütfen YALNIZCA BİR ÜLKE yazınız.)</p>	<p><input type="checkbox"/> Yok <input type="checkbox"/> Var :.....</p>

<p>Görüşmelere katılabilirseniz çok seviniriz, size ulaşabilemeniz için lütfen adınızı ve telefon numaranızı yazınız.</p> <p>.....</p> <p>.....</p>

Questionnaire Old Version

AÇIKLAMA

Değerli İngilizce öğretmen adayları, bu araştırma kariyer planlarınızın ve bu planları etkileyen etkenlerin anlaşılması amacı ile Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümü Araştırma Görevlisi Zeynep Ölçü tarafından yapılmaktadır. Görüşlerinizi içtenlikle belirtmeniz son derece önemlidir. Çalışmaya katılım gönüllülük esasına dayalı olup, görüşleriniz yalnızca araştırma amacı ile kullanılacak ve diğer kişilerle paylaşılmayacaktır. Katkılarınız için teşekkürler.

İletişim: zolcu@metu.edu.tr

İNGİLİZCE ÖĞRETMEN ADAYLARININ MESLEKİ KARIYER PLANLARI ANKETİ	
BÖLÜM A: KİŞİSEL BİLGİLER	
1- Cinsiyetiniz:	<input type="checkbox"/> Kadın <input type="checkbox"/> Erkek
2- Yaşınız:	
3- Öğrenim gördüğünüz üniversite:	
4- Sınıf	
5- Genel not ortalamanız (4 üzerinden)	
6- Daha önce yurt dışında bulundunuz mu?	<input type="checkbox"/> Evet <input type="checkbox"/> Hayır
BÖLÜM B: MESLEKİ TERCİHLER	
1- İngilizce öğretmenliği bölümünü seçmenizin nedenlerini kısaca açıklayınız:	

2- Size en uygun seçeneği işaretleyerek yanındaki soruyu cevaplandırınız:

A) İngilizce öğretmenliği yapmak istemiyorum. →

Neden? _____
Lütfen yapmak istediğiniz mesleği belirtiniz

B) Kısa bir süre İngilizce öğretmenliği yaptıktan sonra başka bir mesleğe geçmeyi düşünüyorum. →

Neden? _____
Ne kadar süre İngilizce öğretmenliği yaptıktan sonra hangi kariyere geçmeyi planlıyorsunuz?

C) Tüm mesleki kariyerim boyunca İngilizce öğretmenliği yapmak istiyorum. →

Neden? _____

MESLEKİ YÖNELİM, KARIYER GELİŞTİRME ARZUSU VE KARIYER SEÇİM MEMNUNİYETİ

Madde No:	İngilizce öğretmeni olduğunuzda aşağıdakileri ne oranda yaparsınız?	Oldukça Fazla	Fazla	Kararsızım	Az	Hiç
1	Öğretmenliğinizde ne kadar çaba harcarsınız?					
2	İyi bir öğretmen olmak için ne kadar çalışırsınız?					
3	Bir öğretmen olarak ne kadar çaba harcamayı planlıyorsunuz?					
4	Etkili bir öğretmen olmak için ne kadar çalışırsınız?					
Madde No:	Aşağıda belirtilen konularda ne kadar eminsiniz?	Oldukça Fazla	Fazla	Kararsızım	Az	Hiç
5	Öğretmenlik mesleğinde kalacağınızdan ne kadar eminsiniz?					
6	Eğitim alanında kalacağınızdan ne kadar eminsiniz?					
7	Öğretmenliğe devam edeceğinize ne denli güveniyorsunuz?					
8	Öğretmenlik mesleğinde ısrarlı olacağınızdan ne kadar eminsiniz?					

Madde No:	İngilizce öğretmeni olduğunuzda aşağıdakileri <u>ne oranda</u> yapmayı planlıyorsunuz?	Oldukça Fazla	Fazla	Kararsızım	Az	Hiç
9	Mesleki gelişim kurslarına katılmak.					
10	Mesleki gelişimde daha ileriye gitmek					
11	Eğitim alanındaki güncel gelişmeleri öğrenmek					
12	Eğitim programları alanındaki bilgileri edinmeye devam etmek					
13	Öğretim becerilerinizi nasıl geliştireceğinizi öğrenmeye devam etmek					
14	Okullarda bir yöneticilik pozisyonu elde etmek					
15	Okullarda bir liderlik rolü almak					
16	Okullarda bir personel idareciliği rolü arayışında olmak					
17	Okullarda liderlik sorumluluklarına sahip olmak					
Madde No:	İngilizce öğretmeni olma kararınızdan <u>ne kadar</u> memnunsunuz?	Oldukça Fazla	Fazla	Kararsızım	Az	Hiç
18	Öğretmen olma kararınızdan ne kadar memnunsunuz?					
19	Öğretmen olma kararınızdan ne kadar tatmin olmuş durumdasınız?					
20	Öğretmen olmayı ne kadar dikkatlice düşündünüz?					
BÖLÜM C: ÇALIŞMA YERİ TERCİHLERİ						
1- Hangi kurumda İngilizce öğretmenliği yapmayı planlıyorsunuz? (Seçeneklerden yalnızca birini işaretleyiniz.)		<input type="checkbox"/> Devlet okulları <input type="checkbox"/> Özel okullar <input type="checkbox"/> Özel kurslar/dershaneler <input type="checkbox"/> Devlet üniversiteleri <input type="checkbox"/> Özel üniversiteler <input type="checkbox"/> Diğer:.....				

2- Hangi büyüklükteki yerleşim yerlerinde İngilizce öğretmeni olarak çalışmak istersiniz? (Seçeneklerden yalnızca birini işaretleyiniz.)	<input type="checkbox"/> Köy <input type="checkbox"/> İlçe <input type="checkbox"/> Şehir <input type="checkbox"/> Büyük şehir
3- Hangi bölgede İngilizce öğretmeni olarak çalışmak istersiniz? (Seçeneklerden yalnızca birini işaretleyiniz.)	<input type="checkbox"/> Akdeniz Bölgesi <input type="checkbox"/> Doğu Anadolu Bölgesi <input type="checkbox"/> Ege Bölgesi <input type="checkbox"/> Güneydoğu Anadolu Bölgesi <input type="checkbox"/> İç Anadolu Bölgesi <input type="checkbox"/> Karadeniz Bölgesi <input type="checkbox"/> Marmara Bölgesi
4- Mezun olduktan sonra nerede İngilizce öğretmeni olarak çalışmak istersiniz? (Seçeneklerden yalnızca birini işaretleyiniz.)	<input type="checkbox"/> Türkiye'de <input type="checkbox"/> Yurt dışında

ANKET SONA ERMİŞTİR

TEŞEKKÜRLER

APPENDIX 5

Coding for Content Analysis

Appendix 5-Assigned codes for each participant

Assigned codes for interview data												
CI	PD	LA	TI	OI	DBI	RI	CBI	CCS	EX	AE		
Gas1	4/5 10	4/3898586 5 12	2/9 5 12	9	-7/182 4	-5/1 1/9 -6/9 -4/1185	1/2	3/1788	182/3	2		
Gas2	4/2826 1/1	1/7811	5/7	5/2 386/1810	1828384 -8/6	-48-7/20 385/10	2/17	2/6819	0	2		
Gas3	2/45831814 2	1/11	5/10	5/14 486/186815 -18-28-3/188822	11/5	2/882 -18-6/9 3/2	2/2	2/6819	2/1	2		
Gas4	2/10815 5	1/689814	5/7811	184/14 786/1087 6/1 -5/10	182/1822 -7/1823 8/90812	5/13817 -4/17 2/17	4/6	2/28986819	2/1 1/4	0		
Gas5	4/2 0	4/6 4/6	6/11 17/9	5 6/6 -38-1/18-681822 -585/1	-38-48-5/1 -5/5823	8 8/3	5 5	2/2819 1/1819	-18-2 0	2 0		
Gas7	1/281986815 12	4/2	38586/7810 13/589	-38-1/18-681822 -585/1	182/11	5/8817	5/6	1/20816	2/1	0		
Gas8	2/45831828819 10	2/6812	13/589	283/1484 8/7 -5/2783	283/1484 -7/23	8/1685811830	5	3/20	-2/27	2		
N. Etbakan1	2/19 0	2/5 0	688/1084 0	7/7 0	182878889/15828812	5/21	1/2	1/6820	0	0		
N. Etbakan2	3/2818-118-9 0	0	0	0	0	0	0	1/168-17 8-188-9	0	0		
N. Etbakan3	4/2 182/1	4/13 2/12	6/1 3/788810	5/20 5	10/17 1/14	487/6814	2/1885 4/20	2/3816 1/10	2/3 2/387	1/3 0		
N. Etbakan6	5/1 5	4/1811816 4/6812	6818/1 18/58789	5/2 3/14 5	11/27 -18-2/22 8/27	8/14	2/18 1/13	2/5 2/2	0 2/3	0 1/7		
N. Etbakan8	1/6826 1/18788	4/8	386/788811	5/2	10/17	8/14	1/10	2/9814	2/3	1/4		
N. Etbakan9	4/282830810 5/5	1/6	6/18788	-3/16 5/10	3/586 485/17822	3/3823	2/1	2/17	0	0		
N. Etbakan12	2/19817 10	4/9814	386/6	5/281 18283/14	10	2/489818	2	2/9814	2/3	2		
N. Etbakan14	2 9	5	3/588811	5 3/14 38485	-2/1 38485	8	2/18	2	2/3	1/3		
N. Etbakan15	2/15819 1812814/1	4/6	586818785	10	6	186/22	2	2/9814	0	0		
N. Etbakan16	2/18815 10	3	38586/11	586/2822825	6	-38-48-7	5	2/289819	0	0		
AIBU1	4/26 1/688	4/886814 4/28614	5868187 5/9	-1/1788 6/6	-38-48-5/25 184/14	-48-7/485 28586	4	2/9810817	2/3	0		
AIBU2	1/688 2/6815828	3/3 5	386/186	3/1086 -18-28384 788/7810827	10/15	1828384 -48-7/4812	2/1289	1/16	0	2		
AIBU3	5/1 10	4/8	5/11 6/5	5/288 -18-28-38-4/882 485/17	788/7810827	5/187	2/18	2/285819	0	0		
AIBU4	4/2	2/6812	5	8/10	182/9811	8	2/18	2/281081986	2/3	0		
AIBU5	4/2	2/6812	5	8/10	182/9811	8	2/18	2/281081986	2/3	0		
AIBU6	4	1/8	38586/6811	5/2	9	186/9817	2/5	2/2	2/3	0		
AIBU7	5/1 5/3	3	-5/5811	-18-28-3/22/2 -5/5811	10	186/9817	5	1/11	-2/2	0		

AI008	4	3	2/6	13	485/10815 -18-28-3/2188817 3/14	48-5/185814 -18-2/2 3/1830	7/2814	1	2/10819	1/4	0
AI010	4/25	9	4/6	585/587	5/2	3/2839	1/2	2/2889	0	0	0
AI011	4/25	11/1	4/2	385/1810811	5/2	5/17	48-7/11817	1/9	2/2819	2/3	0
AI012	4	283/1	5	5/9	3/14	10/27	1/2	2/2889	2/3	0	0
AI013	4/2	10	5	585/488811	3/14	11	2/2	1/1	2/28814	2/3	0
UI022	2/21828	788/5	3	6/7810	9	7/13	2/14	1/16	2	0	1/4
UI025	4/285814	385	4/286	385/184810	5/21825	7/5816827814	0	1/688	2/2887	2/3	0
UI024	4	11/1	4/12	6/788	-18-28-3/2288 5/2826	11/1827	1/2	5	2/2889	2/3	0
UI025	4/9	12	2/586	4818	-18-28-3/1822825	1828384/1	48-7/17	2/10	2/281987	2/3	0
UI027	0	10	2/5	687/7	5/5 18283/4810	-5/23	8/16 1/18	0	2/2	0	0
UI029	2	4/188	4/8814	5/5	5/1081484	5/687817	48/7/14	2/58485	2/2816	2/3	0
UI0210	4	1/18587	0	88687/812	5/2 3/14	48-5/5	48-7/3 1/2	1/13	2/2817	0	2/7
UI0211	4/2829	10	1/2	3/687	586	10/29	8/16	2	2/287817819	2/3	0
AI0211	5	9	5	13/13	5/282822 -2	48-5/14 38889	8/16	5	2/288814817	2/3	1/5
AI022	1/2	1/1	2/5810	386/187811	10/23	38483/17	4/2	3	1/8	0	1/5
AI023	1/28581	10	3	3/6	5/20	10/17	48/7/14	2/16	1/8818	0	0
AI024	2/28819815820817	488/5	4/17	13/589	-2/16 788/7 5/14	-78-889/1886 3/1886	48/82/14	1/2	2/789	2/3	0
AI025	4/2826	5/8	4/14	6/587	5/20 -5/1681	5/17825	48/7/11814	1/16	2/288817819	0	2
AI026	4/27	4/588	3	6/7	5/20 -28-3/16	-18-2/1 483/5	10/16	1	2/2889	2/3	0
AI027	5/18811	184/1	4/6811812	48681478488	-5/3810 281/4810	-18-28-78-9/28384 -5/2826	2/58489	1/2	2/10811	0	0
AI028	4/26	1/18288	4/58688811	137811813 3/1811	5/1820 -3/1	383/6822 -18-28-7/22	1/5818 2/17 3/2	0	2/2814	0	0
AI029	2/28	11/1	2/6	386/688 15/10	5/21825 18283/14	11/27 -5	8/16	2/17	3/10	0	2
AI0210	4/285082989	1/8	4/588814	6813/7811	8/15 5/1820	11/27 183/-12	3/2	2	2/5	0	1/6
AI0211	4/2850	10	4/6811	6/788	5/20	10	48/7/4814	0	2/2816	2/3	1/4
ODU1	2/1	183/882	5	3814817	-5 8/6	182/12814816 9	18283/8	3/5	2/7	-2/2	1/2
ODU2	2/-2818187	3/185 3/18588	1/5	183/2848788	3/4 18283	182/12816	48-7/10	3	2/2814	3/7	0
ODU3	5/181827	5	4/687	8818/48789	-5/288-108088-12	8/5	3/283	1/2	3/12	-2/2	1/4

ODTU4	2/19&14&10&20	6/7 3/5	4/6	6&8/7&8.10	5/14 -5/11 8/15&8.1 3/11&8.1	7/15 1&2/14	1	2 -3/4&12 1/3 4/11&6	3/7&9	-2/2	1/5
ODTU5	2	5&6/2&3	4/6	5/7&3&4	3/14 8 -5/10	-7/1&2 8&9/5&8.1&15	2/11&12	2/2&8&9&8.19	3/4	-2/6	1/2
ODTU6	5/22	0	1/7&8&8.14	5/7&1.1	5&8 -3/7&8&16	1&2/14 -3&4&8-3/14	4/2	9	3/4	2/1	1/2
ODTU7	2/19&1&2&4	0	2/5	5&6/1&7&8	8/7&8&8.25 3&4/14	10/16	1	8	1/4&11	0	1/4
ODTU8	6	6/6	3	5&6/11&12&2	8/6&5.15 5/14	3/6&8.14	1/1&8.11	2/2&3	3/18	2/3	1/5
ODTU9	3/1	4	4/6	5&8	3 -5/-6&-10&-12	8/16 11/27	3	0	2/19	1/1	0
ODTU10	5/1	0	4/8	6/1&10&11	3/14 5/2	11/27 -4&-5/11	1	0	1/11	0	1/2
ODTU11	3/19	0	2/6	5&6/1&7&8.11	10	2/1&14	3	-4&-7/2&7&9	3/7&4	1&2/1	0
ODTU12	5/1	7/7	4/11&12	5&3&6/1&5&8.11	6/1 -3/1	7/1 3&4/6&7&8.7&8.18	1/2&8	1&6/2&9	2/8&11	-2	1/2
ODTU13	4/10	3/5	1/5&6&8	5/7	-1&-2&-3/10&1&8&17 5/5&8/10&11&8.18 6 -4/1&8&10	3/1&5	1/13	1/2 3/13	2/2&9	0	1/2
ODTU14	3/2&8&8.10	0	0	0	0	0	0	0	1/9&11	0	1/2&5
Dice1	4	4/1	5	6&8.16/3&7	3/4 -2/9 5	-7&-8/1&9	1/4	-1&-9/3 7/3&4	2/5		
Dice2	4/2	1&2/1	4/8	3&6&9/4&8.10 12/7	5/2 3/14	-1&-2/19 -5/-12 11/17 4	1/1	4&7/6&14	2/2&6	2/3&7	2
Dice4	1/1&19&25	2&3&4	4/6&8	4&6&7/2	5/19&20	3&4&5/1&6	1	2/8&9	1/16	0	0
Dice5	4/2	1/1&7	1/5&8	6/1/9	5/21	11/27 4/6&8.1&8&21&8.17	1/1&8.11&13&15	8/20	2/5&9	2/3	1/4
Dice6	5/1&-2	2/5	3/6	3&6/1&8.10&11	5/2	-1&-2/2&5	1	7/6&14	3/6&1&8-1&8	2/3	1/4
Trakya1	2/21	1/1	2/5	5&6&8/7&8.10	5/23	8/4	2/1&8	4/1&5	2/2&7&9	2/3	0
Trakya2	4/2	10	2/5&10	8/1	5/22	1&2&3/5	5	1&5/2&17	2	2/3	0
Trakya3	2/11&31	3&5&6/7&8/9	1/6&7&8.12	10&11&5&8.7	-1&-2&-3/1&8-5	10/17	0	1/2 -3&-4&-7/3&17	1/2	2/1	1/4&7
Trakya5	1/27&1&6	10	0	16	-5/8	0	1/6	2/2&8&17&19	1/6&10	0	0
Trakya7	2/19&2&4	0	4/2	16	-3/2	-7/1 3/2&8&8&4&8.30	2&12	-4&-7/4&11&12	1/6&10	2/3	0
Trakya8	2/2	0	3/6&1&4&12	6&7&8/5&7	7	11/27 4&5/1&8&9&8-3&6	1/13	5/2	2/2	1/4	1/5
Trakya9	5/-3&4&8&8&25	0	4/2	17/11	5/1	3&4/1&8&8&6	2/19	2/3&8&8&17	1/4&9	2/3	0
Trakya10	2/19&31	0	5	0	-5/10 1&2&3/14 7	-11&-4&-5 7&9/5&9	0	-4&-7&-8&-3	3/11	-2/2	0

Note: All the numbers have an associated meaning presented in the coding table. The numbers before slash (/) are allocated to the intentions and the ones following slash are the related influential factors. '-' is put between the numbers in order to separate intentions and influential factors. Minuses (-) are used to exhibit the negative influence of or the negative intentions about the allocated number.

APPENDIX 6

Curriculum for English Teacher Education Programs

İNGİLİZCE ÖĞRETMENLİĞİ LİSANS PROGRAMI

I. YARIYIL					II. YARIYIL				
KODU	DERSİN ADI	T	U	K	KODU	DERSİN ADI	T	U	K
A	Bağlamsal Dilbilgisi I	3	0	3	A	Bağlamsal Dilbilgisi II	3	0	3
A	İleri Okuma ve Yazma I	3	0	3	A	İleri Okuma ve Yazma II	3	0	3
A	Dinleme ve Sesletim I	3	0	3	A	Dinleme ve Sesletim II	3	0	3
A	Sözlü İletişim Becerileri I	3	0	3	A	Sözlü İletişim Becerileri II	3	0	3
GK	Türkçe I: Yazılı Anlatım	2	0	2	A	Sözcük Bilgisi	3	0	3
GK	Bilgisayar I	2	2	3	GK	Türkçe II: Sözlü Anlatım	2	0	2
GK	Etkili İletişim	3	0	3	GK	Bilgisayar II	2	2	3
MB	Eğitim Bilimine Giriş	3	0	3	MB	Eğitim Psikolojisi	3	0	3
TOPLAM		22	2	23	TOPLAM		22	2	23
III. YARIYIL					IV. YARIYIL				
KODU	DERSİN ADI	T	U	K	KODU	DERSİN ADI	T	U	K
A	İngiliz Edebiyatı I	3	0	3	A	İngiliz Edebiyatı II	3	0	3
A	Dilbilim I	3	0	3	A	Dilbilim II	3	0	3
A	İngilizce Öğretiminde Yaklaşımlar I	3	0	3	A	İngilizce Öğretiminde Yaklaşımlar II	3	0	3
A	İngilizce-Türkçe Çeviri	3	0	3	A	Dil Edinimi	3	0	3
A	Anlatım Becerileri*	3	0	3	GK	Bilimsel Araştırma Yöntemleri	2	0	2
GK	Türk Eğitim Tarihi*	2	0	2	MB	Özel Öğretim Yöntemleri I	2	2	3
MB	Öğretim İlke ve Yöntemleri	3	0	3	MB	Öğretim Teknolojileri ve Materyal Tasarımı	2	2	3
TOPLAM		20	0	20	TOPLAM		18	4	20
V. YARIYIL					VI. YARIYIL				
KODU	DERSİN ADI	T	U	K	KODU	DERSİN ADI	T	U	K
A	Çocuklara Yabancı Dil Öğretimi I	2	2	3	A	Çocuklara Yabancı Dil Öğretimi II	2	2	3
A	Özel Öğretim Yöntemleri II	2	2	3	A	Türkçe- İngilizce Çeviri	3	0	3
A	Dil Becerilerinin Öğretimi I	2	2	3	A	Dil Becerilerinin Öğretimi II	2	2	3
A	Edebiyat ve Dil Öğretimi I*	3	0	3	A	Edebiyat ve Dil Öğretimi. II*	3	0	3
A	İkinci Yabancı Dil I*	2	0	2	A	İkinci Yabancı Dil II*	2	0	2
GK	Drama*	2	2	3	GK	Topluma Hizmet Uygulamaları	1	2	2
MB	Sınıf Yönetimi	2	0	2	MB	Ölçme ve Değerlendirme	3	0	3
TOPLAM		15	8	19	TOPLAM		16	6	19
VII. YARIYIL					VIII. YARIYIL				
KODU	DERSİN ADI	T	U	K	KODU	DERSİN ADI	T	U	K
A	Yabancı Dil Öğretiminde Materyal İnceleme ve Geliştirme*	3	0	3	A	Yabancı Dil Öğretiminde Ölçme ve Değerlendirme	3	0	3
A	İkinci Yabancı Dil III*	2	0	2	A	Seçmeli II	2	0	2
A	Seçmeli I	2	0	2	A	Seçmeli III	2	0	2
GK	Atatürk İlkeleri ve İnkılap Tarihi I	2	0	2	GK	Atatürk İlkeleri ve İnkılap Tarihi II	2	0	2
MB	Okul Deneyimi	1	4	3	MB	Karşılaştırmalı Eğitim*	2	0	2
MB	Rehberlik	3	0	3	MB	Türk Eğitim Sistemi ve Okul Yönetimi	2	0	2
MB	Özel Eğitim*	2	0	2	MB	Öğretmenlik Uygulaması	2	6	5
TOPLAM		15	4	17	TOPLAM		15	6	18

GENEL TOPLAM	Teorik	Uygulama	Kredi	Saat
	143	32	159	175

A: Alan ve alan eğitimi dersleri, MB: Öğretmenlik meslek bilgisi dersleri, GK: Genel kültür dersleri

APPENDIX 7

TÜRKÇE ÖZET

GİRİŞ

Küreselleşme ve teknolojik ilerlemelerin etkisiyle İngilizce' nin dünyada en yaygın kullanılan yabancı dil haline gelmesi bütün dünyada olduğu gibi Türkiye'de de İngilizce öğrenmek için gösterilen talebi artırmıştır. Bu durumla bağlantılı olarak ülke çapında İngilizce öğretmenine olan ihtiyaç da artış göstermiştir. Şallı-Çopur (2008)'in de belirttiği gibi bugün ilk öğretim, orta öğretim ve lise eğitimi veren kurumlarda daha çok alanında yeterli öğretmene ihtiyaç duyulmaktadır.

Kachru (1992) tarafından İngilizce'nin dünya çapında dağılımını tanımlamak için yapılan modele göre Türkiye "genişleyen çember" (expanding circle) olarak nitelendirilen ve İngilizce'nin yabancı dil olarak öğretildiği ülkeler arasına giriyor olsa da, Türkiye'de İngilizce Türk eğitim sistemindeki yeri ve prestiji göz önüne alındığında İngilizce'nin resmi dil olarak etkin biçimde kullanıldığı "dış çember" (outer circle) ülkelerinin özelliğini taşımaktadır. Selvi (2011) de makalesinde İngilizce'nin ülke genelindeki kullanımından yola çıkarak aynı olguya dikkat çekmiştir. Bununla birlikte farklı sosyal katmanlardan öğrencilere sunulan İngilizce öğrenme imkânlarının aynı olmadığı da bir başka dikkat çekici bir unsurdur. Diğer bir deyişle, Doğançay-Aktuna & Kızıltepe (2005)' nin söylediği gibi İngilizce toplumsal anlamda yatay bir dağılım göstermektedir. Selvi (2011) mevcut öğretim politikalarının bu duruma çözüm getiremediğini ve bu nedenle İngilizce'nin zaman içerisinde üst orta sınıfa ait bir ayrıcalık haline gelmeye başlayacağını belirtmiştir.

Gelişen dünyamızdaki etkin rolü ve Türkiye'deki toplumsal konumu üzerine yapılan incelemeler göz önüne alındığında, İngilizce' nin yalnızca okullarda verilen bir ders olmadığı anlaşılmaktadır. Aynı şekilde, yalnızca İngilizce'nin değil, bu dilin öğrenilmesinde temel rol oynayan İngilizce öğretmenlerinin eğitimi ve istihdamı sürecinin de dikkatle incelenmesi ve düzenlenmesi gerekmektedir. İngilizce bilen elaman ihtiyacının her kurumda oldukça yüksek olması İngilizce öğretmenlerinin kariyer seçeneklerini arttırmaktadır. Örneğin, bir İngilizce öğretmeni İngilizce bilgisini kullanarak farklı kamu kuruluşları ve özel kurumlarda çok farklı konumlarda kolaylıkla iş bulabilmektedir. Bu bağlamda İngilizce öğretmeni işgücü planlamalarını sağlıklı bir biçimde gerçekleştirmek için hizmet öncesi dönemden itibaren öğretmenlerin kariyer eğilimlerinin tanımlanması büyük önem arz etmektedir. Her ne kadar İngilizce öğretmenlerinin kariyer planları üzerine çalışmalar yapılmış olsa da bu çalışmalar genellikle mesleğini yapmakta olan öğretmenleri ele almıştır. Hizmet öncesi dönemde yapılan çalışmalar hem sayıca hem de kapsam bakımından oldukça sınırlı kalmıştır. Bu nedenle mevcut araştırmanın amacı aşağıda belirtilen araştırma soruları doğrultusunda üniversitelerin İngilizce öğretmenliği bölümlerinden mezun olmadan hemen önce öğretmen adaylarının kariyer planları ve kariyer seçim memnuniyetlerini ve bunları etkileyen faktörleri ortaya çıkarmaktır.

1) Son sınıf İngilizce öğretmen adaylarının kariyer planları nelerdir?

a) Kariyer hedefleri, mesleki hedefleri ve çalışma yerine ilişkin hedefleri nelerdir?

b)Kariyer hedefleri, mesleki hedefleri ve çalışma yerine ilişkin hedeflerini etkileyen faktörler nelerdir?

c)Son sınıf İngilizce öğretmen adaylarının kariyer hedefleri, mesleki hedefleri ve çalışma yerine ilişkin hedefleri kayıtlı oldukları üniversiteye göre anlamlı bir biçimde değişmekte midir?

2) Son sınıf İngilizce öğretmenleri kariyer seçim memnuniyetlerini nasıl tanımlamaktadırlar?

a) Son sınıf İngilizce öğretmenlerinin kariyer seçim memnuniyet dereceleri nedir?

b) Son sınıf İngilizce öğretmenlerinin kariyer seçim memnuniyetini etkileyen faktörler nelerdir?

c) Son sınıf İngilizce öğretmenlerinin kariyer seçim memnuniyetleri kayıtlı oldukları üniversiteye göre anlamlı bir biçimde değişmekte midir?

d) Son sınıf İngilizce öğretmenlerinin kariyer hedefleri ve kariyer seçim memnuniyetleri arasında anlamlı bir ilişki var mıdır?

Temel Kavramların tanımı:

Kariyer: Her alanda kullanılan genel geçer bir kariyer tanımı bulunmamaktadır. Super 'in tanımına göre (Akt. Patton & McMahon, 2006) kariyer meslek öncesi, meslek süresince ve meslek sonrasında mesleği ve diğer tanımlayıcı rolleri (ailevi, sivil roller gibi gibi) içermektedir.

Hedef (Intention): Ajzen (1991) a göre hedef kişinin bir davranışı göstermek için ne kadar motive olduğunun göstergesidir. Davranışa karşı tutum, subjektif normlar ve davranışsal kontrole ilişkin algılar hedefin oluşumunu belirleyen temel etkenlerdir (Ajzen, 2001). Bir davranışa ilişkin hedefler gerçek davranışın belirgin göstergeleridir (Ajzen, 2001). Bu çalışmada yer alan katılımcılar henüz alan içinde olmadıkları için kariyere, mesleğe ve çalışma yerlerine ilişkin hedefleri incelenmektedir.

Kariyer hedefleri: Öğretmen adaylarının kariyer hedefleri adayların meslekte kalma kararlılıklarını kapsamaktadır ve üç temel başlıkta incelenmiştir; her zaman öğretmenlik yapma, öğretmenliğe başladıktan mesleği değiştirme ve hiçbir zaman öğretmenlik yapmama (Watt & Richardson, 2008).

Mesleki hedefler: Mesleki hedefler mesleki gelişim stratejileri, öğretmen kimliği ve yöneticilik yapmaya ilişkin hedefleri kapsamaktadır. Bu üç madde Watt ve Richardson (2008)'un oluşturduğu ve bu çalışmada da kullanılan PECDA Ölçeği'ni oluşturan faktörler temel alınarak belirlenmiştir.

Çalışma yerine ilişkin hedefler: Bu araştırmada çalışma yeri hedefleri öğretmen adaylarının yerleşim yeri, coğrafi bölge, kurum ve ülke bazında planlarını kapsamaktadır.

Kariyer seçim memnuniyeti: Öğretmen adayları henüz alanda olmamalarına rağmen seçtikleri kariyere ilişkin memnuniyetleri bulunmaktadır. Bu araştırmada diğer araştırmalarla da paralel olarak aday öğretmenlerin İngilizce öğretmenliği alanında olmaya ilişkin memnuniyetlerini ifade etmek için kariyer seçim memnuniyeti kavramı kullanılmıştır (Eren, 2012; Eren & Tezel, 2010; Kılınç vd., 2012; Watt & Richardson, 2007; 2008).

İLGİLİ LİTERATÜR

Hizmet öncesi dönemde öğretmen adaylarının kariyerlerine ilişkin kararlarını inceleyen çalışma sayısı oldukça azdır. Bu sıkıntı yalnızca İngilizce öğretmenlerine ilişkin çalışmalara dikkat edildiğinde daha da artmaktadır. Çalışmaların az oluşu ve mevcut çalışma ile büyük oranda örtüşen bir araştırmanın bulunmayışı literatür incelemesi esnasında araştırmacı için büyük bir zorluk yaratmıştır.

Araştırmalara göre öğretmen adaylarının kariyer hedeflerini etkileyen faktörler önemli kişiler, iş garantisi, öğretmenliğin prestiji, devletten gelen maddi destek, finansal ihtiyaçlar, hizmet öncesi eğitim, öğretmen kimliği, duygular, alternatif kariyer imkanları, özgeciliği, ve öz-yeterlik inançlarıdır (Amani, 2013; Bruinsma & Jansen, 2010; DeAngelis vd., 2013; Maldarez vd., 2007; Pop & Turner, 2009; Roberts vd., 2009b; Rots vd. 2010; Rots vd., 2012; Towse vd., 2002, Watt vd., 2012). Mesleki gelişime dair hedeflere literatürde pek yer verilmemiştir. Bu konu daha çok Watt ve Richardson (2008) tarafından geliştirilen PECDA ölçeğinin kullanıldığı çalışmalarda ele

alınmıştır. Mesleki kimliğe ilişkin çalışmalarda ise hizmet öncesi dönemde öğretmen adaylarının daha idealist bir öğretmen kimliği yarattıkları ve kendilerini bekleyen zorluklarla başa çıkabilecek ve amaçlarına ulaşacak kadar güçlü hissettikleri belirtilmiştir (Thomas& Beauchamp, 2011). Araştırmalara göre aday öğretmenlerin mesleki kimliği sınıf uygulamaları, ilişkiler, duygular ve hizmet öncesi eğitim deneyimlerinden etkilenmektedir (Hong, 2010; Timostuk& Ugaste, 2010; Urzu' a & Va'squez, 2008). Öğretmen adaylarının dönüşümcü yöneticilik hedeflerinin yüksek olduğu Harms ve Knobloch, (2005) tarafında ortaya konmuştur. Young (1995)' da çalışmasında prestijli bir üniversitede eğitim gören öğretmen adaylarının yönetici olmaya oldukça güdülü olduklarını belirtmiştir. Diğer taraftan Eren (2012c) Türkiye'deki öğretmen adayları ile yaptığı çalışmasında katılımcıların idari bir görev alma motivasyonlarının oldukça düşük olduğunu ortaya koymuştur. Öğretmen adaylarının çalışma yerlerine ilişkin hedeflerine gelince çalışmalarda öğretmen adaylarının yerleşim yeri bazında hedeflerine değinilirken bölgesel, kurumsal ve ülke bazında hedeflerinden pek bahsedilmediği görülmüştür. Çalışılacak yerleşim yerinin ailenin bulunduğu yere olan mesafesinin ve katılımcıların biyografilerinin yerleşim yeri bazında çalışma planlarını etkilediği çalışmalarda sıklıkla rastlanan bir sonuçtur (Adie & Barton, 2012; Akdağ & Haser, 2010; Boyd vd., 2003; Boyd vd., 2005; Reininger, 2012; Rinke, 2011). Bunun yanında medya ve yerleşim yerlerine ilişkin tutumlar öğretmen adaylarının bu bölgelerde çalışma motivasyonunu etkileyen etmenlerdendir. Öğretmenlik uygulaması derslerinin de bu anlamda öğretmen adaylarını planlarını etkilediği elde edilen bulgular arasındadır (Boylan, 2004; Hudson& Hudson, 2008; Mason, 1997 ; Ryan vd.,2009).

Öğretmen adaylarının kariyer seçim memnuniyeti öğretmenlik mesleğinin toplumdaki prestiji, öz-denetim kararları, cinsiyet, öğretmen yetiştirme programına giriş şartlarının zorluğu, kişilik özellikleri, çocuklarla çalışmak, gelecek zaman bakış açısına sahip olma, sosyal kalkınmaya katkıda bulunma, çocuk ve gençlerin geleceğini şekillendirme isteği gibi etkenlerden etkilenmektedir (Clark vd., 2009; Çevik vd., 2012; Eren & Tezel, 2010; Eun

vd.. 2013; Kılınç vd., 2012; Lin vd., 2012; Margaritioiu & Simona Eftimie , 2012; Young, 1995; Watt ve Richardson , 2007).

YÖNTEM

Temel olarak betimsel bir niteliğe sahip bu araştırmada karma yöntem kullanılmıştır. Araştırmanın temelini yarı yapılandırılmış görüşmelerle toplanan nitel veriler oluşturmaktadır. Buna ilaveten içerisinde Mesleki Yönelim ve Kariyer geliştirme Arzuları Ölçeği (PECDA, Watt & Richardson, 2008) ve Seçimden Duyulan Memnuniyet Ölçeği (CCS, Watt & Richardson, 2008)' nin de bulunduğu İngilizce Öğretmen Adaylarının Mesleki Kariyer Planları Anketi de nicel veriler elde etmek amacı ile kullanılmıştır. Ankette kariyer hedefleri ve çalışma yerlerine ilişkin çoktan seçmeli sorular ve demografik bilgileri içeren maddeler bulunmaktadır.

Anket 13 farklı üniversitenin İngilizce Öğretmenliği Bölümünde öğrenim gören 672 son sınıf öğrencisi tarafından yanıtlanmıştır. Görüşmelere katılmak için gönüllü olduğunu belirten ve iletişim bilgilerini anket sonuna yazan katılımcılardan 88'i ile iletişime geçilmiş ve bu kişilerle yarı yapılandırılmış görüşmeler yapılmıştır. Anket uygulanan ve görüşme yapılan üniversiteler, bölgesel ve üniversite sıralamasında çeşitlilik esasına dayanarak seçilmiştir. Buna göre, üniversite sıralamasında çeşitlilik sağlamak için ÖSYM sınavında İngilizce öğretmenliği bölümlerinin 2009 yılına ait giriş puanları (OSYM, 2010) ve URAP (2011) tarafından belirlenen üniversite sıralamaları göz önüne alınmıştır. Bölgesel çeşitlilik için ise yedi coğrafi bölgeden İngilizce öğretmenliği bölümü bulunan üniversiteler ile iletişime geçilmiş ve her bölgeden en az bir temsilci üniversitenin araştırmaya dahil edilmesi hedeflenmiştir. Yalnızca Akdeniz bölgesinden veri toplanamamıştır. Ancak, bu bölgenin sosyoekonomik ve coğrafi özellikleri Ege bölgesi ile büyük benzerlik gösterdiği için bu durum veriler açısından büyük bir kayıp yaratmamaktadır. Üniversiteler arası sıralamalar, üniversitelerin buldukları bölgeler ve iller katılımcı bilgileri ile birlikte Tablo 1' de verilmiştir:

Tablo 1 Bölge, Şehir, Sıralama ve Katılımcılar Açısından Üniversiteler

Üniversite	Şehir	Bölge	Sıralama		Katılımcı sayısı	
			2009 ÖSYM Giriş Puanları	URAP Sıralaması	Anket	Görüşme
Muğla Üniversitesi	Mugla	Ege	18	33	18	
19 Mayıs Üniversitesi	Samsun	Karadeniz	14	38	24	
Pamukkale Üniversitesi	Denizli	Ege	24	26	27	
18 Mart Üniversitesi	Canakkale	Marmara	21	66	31	
Dicle Üniversitesi	Diyarbakır	Güneydoğu Anadolu	27	50	40	6
Bogazici Üniversitesi	Istanbul	Marmara	1	7	49	
Abant İzzet Baysal	Bolu	Karadeniz	20	28	54	13
Ataturk Üniversitesi	Erzurum	Doğu Anadolu	28	23	57	11
Orta Doğu Teknik Üniversitesi	Ankara	İç anadolu	2	1	61	14
Gazi Üniversitesi	Ankara	İç Anadolu	9	4	64	8
Trakya Üniversitesi	Edirne	Marmara	25	48	67	10
Uludağ Üniversitesi	Bursa	Marmara	11	19	76	11
Necmettin Erbakan Üniversitesi	Konya	İç Anadolu	26	9	104	15
Total	13	6			672	88

Araştırma verileri 2012-2013 öğretim yılını güz döneminde toplanmıştır. Anket verileri araştırmacı tarafından veya gönüllü diğer araştırmacılar tarafından ders zamanı içerisinde uygulanmıştır. Görüşmelerin hepsi araştırmacı tarafından yapılmış ve dijital ses kayıt cihazı vasıtası ile kaydedilmiştir. Görüşmeler katılımcıların öğrenim gördüğü üniversite içinde veya yakınında açık veya kapalı alanlarda yapılmıştır. Görüşme mekânlarının belirlenmesinde katılımcının gürültü veya kalabalık gibi dış etkenlerden etkilenmeyeceği ortamların seçilmesi temel alınmıştır.

Çalışma yapılmadan önce anket ve görüşme sorularının pilot uygulaması gerçekleştirilmiş, ölçeklerin güvenilirlikleri test edilmiştir. Anketle elde edilen verilerin analizi için istatistikî bir takım hesaplamaları yapılmış (ANOVA, Chi-Square, Kruskal Wallis, Faktör Analizi, betimleyici istatistik hesaplamaları), görüşme verileri için ise içerik analizi uygulanmıştır. İçerik analizi için görüşme soruları, veriler ve alanyazın göz önüne alınarak bir kod listesi oluşturulmuştur. Belirlenen kodları küçük bir grup veri üzerinde uygulanmış, başka bir araştırmacının da aynı kodları uygulaması istenmiş, yapılan karşılaştırmalar sonucu kullanılan kodlar yeniden gözden geçirilmiş ve kod listesi son haline ulaştırılmıştır. Sonrasında 20 günlük ara ile tüm veri iki defa aynı araştırmacı tarafından kodlanmıştır, elde edilen sonuçlar daha kapsamlı temalar altında şekillendirilmiştir.

BULGULAR

Anket Sonuçları:

Demografik Sonuçlar:

Cinsiyet açısından bakıldığında kadın katılımcıların erkeklere oranla daha fazla oldukları görülmüştür (K=518, E=154). Betimleyici istatistik analizine göre İngilizce öğretmen adaylarının büyük bir kısmı Anadolu Liselerinden (%31,6) veya Anadolu Öğretmen Liselerinden (%31,3) mezun olmuştur. Genel not ortalamaları 2,5 in üzerindedir. Katılımcıların % 82,5'i daha önce yurt dışına hiç çıkmadığını belirtmiş, daha önce yurt dışına çıkmış

olanlar ise Avrupa ülkeleri (N=79), ABD (N= 23), Türki ülkeler (N=7), Arap ülkeleri (N=4), Moğolistan (N=1), ve Avustralya (N=1)'da bulduklarını belirtmiştir.

Kariyer Hedeflerine İlişkin Bulgular: Betimleyici istatistik analizi sonuçlarına göre kariyer hayatı boyunca İngilizce öğretmenliği yapmayı planlayan öğretmen adayları çoğunluktadır (%64). Mesleği bırakmak isteyen (%11,5) veya bir süre sonra meslekte ayrılmayı planlayan (%24,6) öğretmen adaylarının toplam oranı ise % 36,1 dir. İngilizce öğretmen adaylarının öğrenim gördükleri üniversitelere göre meslekte kalma planlarının farklılaşp farklılaşmadığı ki-kare testi ile test edilmiş üniversitelere göre meslekte kalma planlarında farklılaşma olduğu bulunmuştur ($p < 0.05$). Yüzdelerik sonuçlara bakıldığında görölmektedir ki ODTU (%18,7) ve Boğaziçi Üniversitelerindeki (%18,7) katılımcıların mesleği tamamen bırakma eğilimler, ODTU (%12,4) ve Gazi Üniversitesinden (%13) adayların bir süre sonra mesleği bırakma eğilimleri ve N. Erbakan üniversitesinden (%19,1) adayların ise kariyer hayatı boyunca İngilizce öğretmenliği yapma eğilimleri en yüksektir orandır.

Mesleki Yönelim ve Kariyer Geliştirme Arzuları Ölçeği (MYEKÖ/PECDA)Bulguları:

Mesleki Yönelim ve Kariyer Geliştirme Arzuları Ölçeği (Watt & Richardson, 2008)'nin Eren (2012a) tarafından Türkçeye çevrilmiş hali bu çalışmada da kullanılmıştır. 17 likert tipi maddeden ve dört faktörden oluşan ölçek orjinalinde 7 seçenekli iken (son derece fazla =7; hiç =1) bu çalışmada 5 li likert seçeneği ile kullanılmıştır (1 =Oldukça fazla; 5=Hiç). Ölçeği oluşturan faktörlerden planlanan çaba ($\bar{X} \geq 4.21$) ve mesleki gelişim arzusu ortalaması tüm üniversitelerden katılımcılar için oldukça yüksek ($\bar{X} \geq 4.21$), planlanan ısrarlılık ortalamasının ise ($\bar{X} = 3.41-4.20$) yüksek olduğu görölmüştür. Ancak liderlik arzusu faktörünün diğer üç faktöre göre ortalamasının düşük olduğu görölmektedir ($\bar{X}=2.49-3.45$). İngilizce öğretmen adaylarının öğrenim gördükleri üniversitelere göre Mesleki Adanmışlık ve Kariyer Planları

arasında anlamlı bir fark olup olmadığı tek yönlü varyans analizi (ANOVA) ile test edilmiş ancak istatistiksel olarak farklılık görülmediği bulunmuştur ($p>0.05$).

Kariyer Memnuniyeti Ölçeği (Career Choice Satisfaction Scale):

Katılımcıların kariyer seçimlerinden duydukları memnuniyeti ölçmek için Richardson ve Watt tarafından geliştirilen (2006) ve Eren & Tezel (2010) tarafından Türkçe'ye çevrilen üç maddeden ikisi kullanılmıştır. Orijinali 11 li cevap formatı ile verilen maddeler, bu çalışmada 5 li cevap formatı ile kullanılmıştır (1 =Oldukça fazla; 5=Hiç). Üniversiteler arasında kariyer seçim memnuniyeti düzeylerinin anlamlı bir biçimde değişip değişmediğini anlamak için Kruskal Wallis testi uygulanmış, sonuçlar meslek seçimine dair memnuniyetin üniversite bazından anlamlı biçimde değiştiğini göstermiştir. Buna göre en düşük memnuniyet düzeyi ne sahip olan üniversite Boğaziçi Üniversitesi ($\bar{X}=3.47$; $\bar{X}=3.29$) ve 19 Mayıs Üniversitesi ($\bar{X}=3.38$; $\bar{X}=3.29$), en yüksek memnuniyet düzeyine sahip olan üniversite ise 18 Mart Üniversitesi ($\bar{X}=4.42$; $\bar{X}=4.10$) olmak üzere kaydedilmiştir.

Kariyer Seçim memnuniyeti ve kariyer hedefleri arasında anlamlı bir bağlantı olup olmadığını anlamak için Kruskal Wallis testi uygulanmıştır. Sonuçlar bu iki olgu arasında anlamlı bir ilişki olduğunu ortaya koymaktadır, $p<0.05$. Meslekte kalma eğiliminde olan adayların en yüksek, mesleği bırakma eğiliminde olan adayların ise en düşük kariyer seçim memnuniyetine sahip oldukları ortaya konmuştur.

Çalışma Yeri Eğilimlerine İlişkin Bulgular: Bu çalışmada çalışma yeri kavramı kurum, yerleşim yeri, coğrafi bölge ve ülke bazında dört farklı bakış açısını içermektedir. Anket sonuçlarına göre katılımcıların çoğu devlet kurumlarında çalışmayı (devlet okulları, $f=403$; devlet üniversiteleri= 91; özel okullar, $f=53$; özel üniversiteler, $f=8$; özel kurslar ve dershaneler, $f=8$) planlamaktadır. Ki kare testi sonuçlarına göre kurumsal tercihler açısından üniversite bazında anlamlı farklılıklar olduğu görülse de ($p<0.05$) 5'ten daha

az beklenen hücre sayısının oranı %20'yi geçmesi nedeniyle ki kare testinin sonucunun yorumlanması uygun görülmemektedir.

İngilizce öğretmen adaylarının çalışmak istedikleri yerleşim yerine ilişkin kararları göz önüne alındığında sıklık analizi sonuçlarına göre katılımcıların büyük oranda şehirlerde yaşamak istedikleri görülmüştür (büyük şehir 30,0 %; orta ölçekli şehir, %27,4). Ancak küçük yerleşim yerlerinin (köy %3,6; kasaba, %4,0) oldukça az katılımcı tarafından tercih edildiği görülmektedir. Metropollerini tercih eden katılımcıların is toplam katılımcıların %16,2 sini oluşturdukları görülmektedir. Ki kare testi sonuçlarına göre yerleşim yerine ilişkin tercihler açısından üniversite bazında anlamlı farklılıklar olduğu görülse de ($p < 0.05$) 5'ten daha az beklenen hücre sayısının oranı %20'yi geçmesi nedeniyle ki kare testinin sonucunun yorumlanması uygun görülmemektedir.

Bölgesel tercihlere ilişkin yanıtlar için sıklık analizi yapılmıştır. Sonuçlara göre en çok tercih edilenden en az tercih edilene doğru bölgesel sıralama Ege ($f=138$), Marmara($f=134$), İç Anadolu ($f=92$), Karadeniz ($f=79$), Akdeniz ($f=74$), Güneydoğu Anadolu ($f=36$) ve Doğu Anadolu ($f=29$) bölgesi şeklindedir. Ki kare testi sonucu İngilizce öğretmen adaylarının öğrenim gördükleri üniversitelere göre görev yapmayı planladıkları bölge hakkındaki kararları farklılaşmadığını göstermektedir ($p < 0.05$). Öğretmen adaylarının üniversitenin bulunduğu bölgeyi tercih etme eğiliminde oldukları görülmektedir. Örneğin Marmara bölgesini en çok tercih eden adayların bu bölgedeki illerde bulunan Boğaziçi, Trakya ve Uludağ Üniversitesinden oldukları görülmüştür. Doğu bölgelerinde yer alan Atatürk ve Dicle Üniversitesinden ve bu bölgelere yakın olan İç Anadolu Bölgesinde yer alan Necmettin Erbakan Üniversitesinden olan katılımcıların ise Güneydoğu ve Doğu Anadolu bölgelerini en çok tercih eden katılımcılar oldukları görülmektedir. 19 Mayıs, Muğla ve Boğaziçi Üniversitesinden hiç bir katılımcının Doğu ve Güneydoğu Anadolu bölgesini tercih etmemiş olduğu da sıklık analizi sonuçlarında ortaya çıkmıştır. Ülke bazında tercihler göz önüne alındığında, sıklık analizi sonuçlarına göre katılımcıların büyük bir kısmı yurt

dışında çalışmayı planlamamaktadır (f=406). Adayların yurt dışında öğretmenlik yapma eğilimlerinin üniversitelere göre değişiklik gösterip göstermediğini anlamak için ki kare testi yapılmış ve bu iki değişken arasında anlamlı bir ilişki olmadığı bulunmuştur ($p>0.05$).

Görüşme bulguları:

Görüşme yöntemi ile elde edilen sonuçlar araştırmaya kazandırdığı derinlik nedeni ile büyük önem arz etmektedir. Bu bölümde içerik analizi sonucu elde edilen bulgular araştırma soruları temel alınarak iki başlık altında verilecektir: kariyer planlarına ilişkin bulgular, kariyer seçim memnuniyetine ilişkin bulgular.

Kariyer Planlarına İlişkin Bulgular:

Bu çalışma çerçevesinde kariyer planları kariyer hedefleri, mesleki hedefler ve çalışma yerine ilişkin hedefler olmak üzere üç temel üzerine oturtulmuştur. Kariyer hedefleri, daha önce de açıklandığı üzere, meslekte kalma, başka bir kariyere geçme veya hiç öğretmenlik yapmama olmak üzere kariyer seçeneklerini içermektedir. Görüşmelerde katılımcılara gelecekte hangi işle meşgul olmayı planladıkları sorulmuş ve bu planlarının nedenlerini açıklamaları istenmiştir. Kariyer yaşamı boyunca İngilizce öğretmenliği yapacağını belirten katılımcıların cevaplarından elde edilen verilere göre bu kararları üzerinde en etkili olan faktörün meslek seçimi memnuniyeti olduğu (f=14) ortaya çıkmıştır. Bunu takiben, mesleği seçerkenki motivasyon (f=6) ve öğretmenlik deneyimlerinin olumlu etkisi (f=5) de meslekte kalma eğilimi üzerinde oldukça etkili bulunmuştur. Bunlar dışında daha az bahsedilen sebepler çocuklarla çalışma (f=3), yüksek öz-yeterlik inancı (f=1), bu alanda eğitim almış olma (f=1), lisans dersleri (f=1), iş garantisi (f=1) ve aileye zaman ayırma (f=2) olarak kaydedilmiştir. Bir süre İngilizce öğretmenliği yaptıktan sonra başka bir kariyere geçmek isteyen katılımcıların daha çok akademik kariyer yapmaya eğiliminde oldukları görülmüştür. Katılımcıların planlarını etkileyen faktörler akademik kariyerdeki gelişme olanakları (f=7), sürekli ilerleme kaydetme isteği (f=5), düşük kariyer seçim memnuniyeti

(f=4), büyük yaşta öğrencilerle çalışmak (f=4), para kazanmak durumunda olma (f=9), değişiklik yapma isteği (f=1), kişilik özellikleri (f=1), öğretmenlik mesleğinin düşük prestiji (f=1), başkalarının deneyimleri, (1=1) öğretmenlik deneyimleri (f=2), öğretim elemanları (f=2), öz-yeterli inançları (f=2), sürekli öğrenme isteği (f=2), öğretmenlikte deneyim edinme (f=2), alternatif imkanlar (f=2). Hiç öğretmenlik yapmak istemeyenler ise alternatif seçenekler (f=1), kişilik özellikleri (f=1), öğretmenlik deneyimleri (f=1), öğretmenliğin düşük prestijli olması (f=1), düşük kariyer seçim memnuniyeti (f=2) faktörlerinden etkilenmektedirler.

Mesleki hedefler planlanan öğretmen kimliği, mesleki gelişim stratejileri ve liderlik hedefleri olmak üzere üç maddeye işaret etmektedir. Görüşmelerde ise katılımcılara nasıl bir öğretmen olmayı planladıkları, kendilerini geçiştirmek için neler yapmayı planladıkları ve idarecilik görevi almayı planlayıp planlamadıkları sorulmuş ve kararlarını etkileyen faktörleri açıklamaları istenmiştir. Öğretmen adaylarının planladıkları mesleki kimliğin üç temel üzerine odaklandığı görülmüştür: metodolojik (fiziksel olarak aktif olma, geleneksel olma, kültürü entegre etme, amaç dili kullanma, öğrenme tekniklerini yerelleştirme, teknolojiyi kullanma, iletişim becerilerine odaklanma, yeni teknik ve materyalleri kullanma) mesleki (yeterlilik ve adanmışlık) ve kişiler arası ilişkilere (bireysel, velilerle ilişki içinde, öğrencilerle iletişim) dair kimlik özellikleridir. Öğretmen adaylarının mesleki kimliklerini etkileyen faktörler sahip oldukları amaçlar (konuşma becerilerini destekleme, öğrencilerin ikinci dil yetilerini ilerletme, değişim yaratma, öğrencileri motive etme), gözlem ve deneyimler(öğretim elemanları, öğrencilerle empati kurma, öğrencilik deneyimleri, staj öğretmenleri ve öğretmenlik deneyimleri), lisans dersleri ve kişilik özellikleri olarak ortaya çıkmıştır.

Hedeflenen mesleki gelişim stratejileri ise, kişinin kendi başına yapabileceği kişisel stratejiler (İngilizce dinleme ve okuma, yeni diller öğrenme, akademik dergileri takip etme, alanla ilgili kitaplara başurma, teknolojiyi kullanma), kurum bağlantısı ile yapabileceği kurumsal stratejiler

(projelere katılma, hizmet içi eğitimler, lisansüstü çalışmalar, konferans/çalıştay ve eğitimlere katılma) ve yurt dışı deneyimleri olmak üzere üç başlık altında toplanmıştır. Bu stratejilerin belirlenmesinde sahip olunan amaçlar (mesleki perspektifi genişletme, mesleki gelişimi sürdürme, İngilizce becerilerini ilerletme, İngilizce öğretimi pratiklerinde değişim yaratma), deneyimler (kişisel veya başkalarının deneyimleri) ve kişilik özelliklerinin etkili olduğu görülmüştür.

İnceleme sonucunda katılımcılar liderlik hedeflerine göre beş ana başlık altında toplanmıştır: kesinlikle yönetimde bulunmamak isteyenler (f=34), zümre başkanlığı planlayanlar (f=11), bir yöneticilik pozisyonunda bulunmak isteyenler (f=13), kararsız olanlar (f=8) ve bu konu üzerinde hiç düşünmemiş olanlar (f=8). Birinci gruptaki katılımcıların yönetici olmama kararını etkilen faktörler yönetici rolleri hakkındaki inançları, başkalarının deneyimleri, öğrencilik gözlemleri, kişilik özellikleri ve düşük öz yeterlik becerileri inancı olarak belirlenmiştir. Yalnızca zümre başkanı olmayı planlayan katılımcıların yöneticilik ile ilgili olumsuz inançları ve bu işi yapmaya uygun kişilikte olmadıkları yönündeki inançlarından etkilendikleri için müdür veya müdür yardımcısı olmak istemezken, İngilizce öğretimine ilişkin uygulamalarda değişiklik yapabilecek güce sahip olmak için zümre başkanı olmayı planladıkları görülmektedir. Müdür veya müdür yardımcısı gibi görevlerde bulunmak isteyen katılımcıların ise güce sahip olma isteği, öz-yeterlik inançları, değişiklik yapma isteği ve kişilik özelliklerinden etkilendikleri görülmektedir.

İngilizce öğretmen adaylarının çalışmayı planladıkları coğrafi bölgelere bakıldığında bölgeler arası sosyoekonomik gelişmişlik farkının önemli bir belirleyici olduğu görülmektedir. Nicel verilerden elde edilen sonuçlarla paralel olarak görüşmelerde de en az tercih edilen bölge Doğu ve Güneydoğu Anadolu bölgeleri olmuştur. Görüşme sonuçlarına dayanarak katılımcıların coğrafi bölgelere ilişkin planlarını sahip oldukları inanç ve tutumlar, mesafe, çevresel faktörler, imkanlar ve sosyal olanaklar, amaçlar ve atanma imkanlar etkilemektedir. Yerleşim yerine ilişkin seçimleri etkileyen

faktörler kişisel düşünceler, özgeci amaçlar, mesleki düşünceler, sosyal ve ekonomik düşünceler ve atamalarda seçme şansının olup olmayışıdır. Hem yerleşim yeri hem de coğrafi bölgelerin seçiminde aşinalık ve mesafe oldukça etkili faktörle olarak göze çarpmaktadır. Çalışmak istedikleri ülkeyi seçerken katılımcıların amaçlar (İngilizce yetilerini geliştirme, farklı kültürler tanıma isteği vb.) ve kişisel konulardan (deneyimler, kültürlerarası iletişim becerileri, inançlar vs.) etkilendikleri ortaya çıkmıştır.

Kariyer seçiminden duyulan memnuniyet genel olarak oldukça yüksek çıkmıştır. Watt ve Richardson (2008) 'un bulguları ile paralel olarak, bu çalışmada da kariyer memnuniyeti ve kariyer hedefleri arasında anlamlı bir ilişki olduğu kanıtlanmıştır. Kariyer seçim memnuniyetini etkileyen diğer faktörler oldukça fazla olup bunlardan bazıları ise öğretmenlik hakkındaki inançları, İngilizceye olana ilgileri, maaşlar, öğretmenlik deneyimleri olarak sıralanabilir.

Tartışma ve Öneriler:

Bu araştırmanın temel amacı İngilizce öğretmen adaylarının kariyer planlarına ve kariyer seçim memnuniyetlerine ilişkin derinlemesine bir bakış açısı sunmaktır. Nicel verilerden elde edilen bulgular bu konuya ilişkin genel bir perspektif sağlamaktadır. Bununla birlikte nitel verilerin yorumlanması sayesinde incelenen konulara dair daha kapsamlı ve açıklayıcı sonuçlar ortaya konmuştur.

Daha önce de belirtildiği gibi bu araştırma çerçevesinde kariyer planları kavramı kariyer hedefleri, mesleki hedefler ve çalışma yerine dair hedefler olmak üzere üç alt kavramı kapsamaktadır. Kariyer hedefleri İngilizce öğretmen adaylarının meslekte kalma ve meslek değiştirmeye ilişkin kararlarını içermektedir. Hem nicel hem de nitel veriler göstermektedir ki İngilizce öğretmen adaylarının genel eğilimi tüm kariyer hayatları boyunca İngilizce öğretmenliği yapmak şeklindedir. Ancak bir süre öğretmenlik yaptıktan sonra öğretmenlik mesleğini değiştirmek veya hiçbir zaman bu işi yapmamak yönündeki eğilimin de azımsanamayacak kadar yüksek oluşu

dikkat çekicidir. Ayrıca, farklı üniversitelerin İngilizce öğretmenliği bölümlerinden öğretmen adaylarının mesleki hedefler açısından farklılık gösteriyor olması önemli bir bulgudur. Bulgular üniversiteler arası sıralamada üst sıralarda yer alan üniversitelerin eğitim fakültelerinde öğrenim gören öğretmen adaylarının mesleği bırakma eğiliminin diğer üniversitelerdeki öğretmen adaylarına göre yüksek olduğunu göstermektedir. Meslekte kalma ve öğretmenlik mesleğinin toplumsal prestiji arasında bir ilinti olduğu alan yazında da belirtilmiştir (Towse vd., 2002; Wang & Fwu, 2002). Bir başka deyişle, toplumsal olarak öğretmenliğin prestijli bir meslek olduğu yerlerde üniversiteler arası sıralamalarda üst sıralarda yer alan üniversitelerin öğretmen yetiştirme programlarından mezun olan adayların meslekte kalma eğilimleri yüksek olurken, toplumsal açıdan öğretmenliğin prestijli bir meslek olarak görülmediği yerlerde bu gibi önde gelen programlardan mezun olan öğretmen adayları arasında öğretmenlik mesleğinde devam etme isteğinin düşük olduğu ortaya konmuştur.

PECDA ölçeği sonuçları İngilizce öğretmen adaylarının mesleki gelişim motivasyonu ve mesleki bağlılık seviyelerinin genel olarak yüksek olduğunu göstermektedir. Ancak istatistikî incelemelere bakıldığında liderlik hedeflerinin diğerlerine göre daha düşük olduğu görülmüştür. Bu durum daha önceki çalışmalarla da paraleldir (Eren, 2012c). Görüşmelerden elde edilen nitel veriler bu duruma zemin hazırlayan nedenleri anlamada oldukça yardımcı olmuştur. Sonuçlara göre katılımcılar hiçbir zaman liderlik yapmayı planlamayanlar, yalnızca zümre başkanlığı yapmayı planlayanlar ve liderlik rolü almayı planlayanlar olmak üzere üç temel gruba ayrılmıştır. Elde edilen bulgulara göre liderlik motivasyonunu etkileyen faktörler yöneticilik hakkındaki düşünceler, deneyimler, kişilik özellikleri ve bu alanda öz-yeterlik inançları olarak belirlenmiştir. Bir diğer önemli sonuç ise öğretmen adaylarının yöneticilik rolleri ve görevlerine ilişkin düşünceleri ve bakış açılarının pek de profesyonel olmadığı, daha çok kişisel deneyim ve gözlemlere dayandığıdır. Okuldaki yöneticiler yalnızca işleri organize eden

kişiler olarak tanımlanmakta, okul yöneticilerinde olması beklenen pedagojik liderlik rolü göz ardı edilmektedir. Bir başka dikkat çekici sonuç ise yöneticiliğin öğretmenlik mesleğinden farklı bir iş olduğu ve öğrencilerle iletişimin resmileşerek sınırlandığı yönündeki düşüncelerin bu görevleri almama isteği üzerindeki büyük etkisidir.

Mesleki gelişme kaydetmek için hangi stratejileri kullanmayı planladıkları konusundaki sorulara verilen yanıtlara göre üç temel stratejinin ortaya çıktığı görülmüştür. Bunlar kişinin kendi başına yapabileceği kişisel stratejiler, kişinin bir kurum vasıtası ile yapabileceği kurumsal stratejiler ve yurt dışı deneyimleridir. Stratejilerin belirlenmesinde etkili olan faktörlere bakıldığında ise mesleki hedefler (mesleki bakış açısını geliştirme, İngilizce becerilerini ilerletme vb.), deneyimler ve kişilik özelliklerinin ön plana çıktığı görülmektedir. Özellikle İngilizce dil becerilerinin geliştirilmesi yönündeki hedeflerin sıkça vurgulanışı önemli bir bulgudur. Ayrıca görüşme yapılan katılımcıların önemli bir kısmının herhangi bir mesleki gelişim stratejisi önermemiş olması da oldukça dikkat çekicidir.

Görüşmelerde katılımcılara gelecekte nasıl bir öğretmen olmak istedikleri sorularak İngilizce öğretmen adaylarının hedefledikleri mesleki kimliklerin belirlenmesi amaçlanmıştır. Elde edilen bulgulara göre öğretmen kimliğinin metodolojik, kişilerarası iletişime dair ve mesleki eğilimler olmak üzere üç şekilde ortaya çıktığı görülmüştür. Metodolojik eğilimler ders işlerkenki pratiklerle ilintilidir. Kişilerarası ilişkilere dair eğilimler öğretmen, veli ve öğrencilerle ilişkileri kapsamaktadır. Mesleki eğilimler ise bir öğretmen olarak amaçlanan tutumu (mesleki adanmışlık, mesleki yeterlik gibi) içermektedir. Araştırmada İngilizce öğretmen adaylarının bu üç eğilim arasından en çok metodolojik eğilimlerden bahsettikleri görülmüştür. Öğretmen adaylarının mesleki kimliklerini tanımlarken daha çok sınıf içi uygulamalara yoğunlaşmaları Timotsuk ve Ugaste (2010)' un çalışmasında da belirtilmiştir. Bulgulara göre İngilizce öğretmen adaylarının mesleki kimliğini belirlemelerinde etkili rol oynayan faktörler hedefler, gözlem ve deneyimler, öğretmen eğitimi dersleri ve kişilik özellikleridir.

Kurumsal olarak en çok tercih edilen kurum Milli Eğitim Bakanlığı'na bağlı devlet okulları olmasına rağmen, devlet okullarındaki olanakları hedef alan ciddi eleştiriler de bulunmaktadır. Özel okullardaki iş yükünün çok oluşuna dair düşünceler bu kurumlara karşı eleştirilerin en yoğun olduğu noktadır. Coğrafi anlamda doğu bölgelerinde çalışmak isteyen katılımcıların azlığı oldukça dikkat çekici bir bulgudur. Bu bölgelerdeki sosyoekonomik durumun yanı sıra bölgelere ilişkin ön yargı ve kültürel tutumlar da bu bölgelerde çalışmama yönündeki eğilimlere neden olan önemli faktörlerdendir. Hem yerleşim yeri hem de bölgesel anlamda yaşanan yere olan mesafe oldukça etkili bir tercih sebebidir. Bu durum var olan alan yazında da vurgulanmıştır. Ülke bazında bakıldığında ise öğretmen adaylarının büyük oranda ülke içinde çalışmak istedikleri görülmektedir.

Bu bulgular ışığında gerek Milli Eğitim Bakanlığı gerekse üniversitelerin İngilizce öğretmeni yetiştiren programları tarafından uygulanabilecek bazı öneriler ortaya çıkmıştır. Öncelikle öğretmen adaylarının meslekte devam etme motivasyonlarını artırmak için öğretmenlik mesleğinin toplumsal prestijinin yükseltilmesi için çalışmalar yapılmalıdır. Bildiklerini aktaran öğretmenin ötesinde toplumsal dönüşümün bir parçası olan öğretmeni yetiştirmek çağımızın hedefleri arasındadır. Bu bağlamda mesleki anlamda kendini geliştirme eğiliminde olan öğretmenlere ihtiyaç vardır. Ancak bu çalışmada adayların büyük bir kısmının belli bir strateji belirleyememiş olduğu görülmektedir. Bu nedenle hizmet öncesi eğitimde mesleki gelişim stratejileri oluşturmaya dair eğitimlerin yer alması gerekmektedir. Ayrıca aday öğretmenlerin alan bilgisi olarak İngilizce yetilerini geliştirmeye dair ihtiyaçları İngilizce becerilerine dair eğitimlerin yalnızca hizmet öncesinde değil hizmet içi eğitim programlarında da yer alması gerekliliğini göstermektedir. Adayların yöneticilik ile ilgili düşüncelerinin daha çok gözlem ve deyimle dayanıyor olması profesyonel bir bakış açısı geliştirmelerini engellemektedir. Bu nedenle hizmet öncesi eğitim döneminde yöneticiliğe dair derslere ve eğitimlere ihtiyaç olduğu gözlemlenmektedir. Ayrıca bölgesel anlamda negatif tutumların ve ön

yargıların özellikle dođu bölgelerinde çalışmaya dair motivasyonu olumsuz etkilediđi görülmüştür. Yerel bir bakış açısı ile kültürel iletişim becerilerinin geliştirilmesi ve mevcut bir takım ön yargıların ortadan kaldırılması için hizmet öncesi eğitimde ve hizmet içi dönemde kültürler arası iletişim becerilerini geliştirmeye dair eğitimlerin konması oldukça etkili olacaktır. Mesleki seçim memnuniyetinin ve meslekte kalma eğilimini artırdığı düşünülecek olursa öğretmen yetiştirme programlarında da öğretmenlik mesleğine dair olumlu tutumların geliştirilmesi ve katılımcıların motivasyonunun artırılması için çalışmalar yapılması gerekmektedir.

Öneriler:

Bu çalışmada İngilizce öğretmen adaylarının programdan mezun olmadan önce son dönemlerinde tanımladıkları kariyer planları ve kariyer seçim memnuniyetleri üzerine odaklanılmıştır. Bu nedenle kısa sürede oldukça fazla özellikte öğretmen adayına ulaşılması hedeflenmiştir. Öğretmen adaylarının programa girdiđi andan itibaren başlayan uzun soluklu bir çalışma daha kapsamlı bir bakış açısı sağlayacaktır. Ayrıca, adayların hedefledikleri planlar ile gerçekte yaptıklarının kontrol edilmesi için İngilizce öğretmenliği yapmaya başladıktan sonraki dönemi de içine alan uzun soluklu bir araştırma konu ile ilgili oldukça geniş bir çerçeve sunacaktır.

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APPENDIX 8

Curriculum Vitae

Zeynep Ölçü

Erciyes University

Program of English Language Teaching

Melikgazi Kayseri

E-mail: zolcu@erciyes.edu.tr

Languages:

Mother Language : Turkish

Foreign Languages : Advanced in English

Intermediate in Persian

WORK EXPERIENCE:

2013- Research Assistant at Erciyes University English Language Teaching Program

2005- 2013 Research Assistant at Middle East Technical University, Ankara Turkey (ÖYP Scholar for Erciyes University)

EDUCATION

2008- Ph.D. in ELT at Middle East Technical University, Ankara, Turkey. Dissertation Title: An Investigation of Career Plans (Career, Professional and Workplace Intentions) and Career Choice Satisfaction of Senior Year Pre-Service English Teachers

Supervisor: Prof. Dr. Gülge Seferoğlu

2005-2008 MA in ELT at Middle East Technical University, Ankara, Turkey.

Thesis Title: Investigation of psycho-social factors that affect English pronunciation preference of EFL learners: The relationship between in-class injunctive norms for English pronunciation and fear of negative evaluation in ELT classrooms.

Supervisor: Assist. Prof. Dr. Alev Yemenici.

2002- 2005 B.A. in English Language Teaching, Middle East Technical University, Ankara, Turkey.

2000-2002 B.A. in English Language Teaching, Hacettepe University, Ankara, Turkey.(Transferred to Middle East University ELT Program)

1996-2000 Aksaray Anatolian Teacher Training High School, Aksaray, Turkey.

1993-1996 Yeşilhisar Secondary School, Yeşilhisar/Kayseri, Turkey.

1988- 1993 Karataş Primary School, Yeşilhisar/Kayseri, Turkey.

TEACHING EXPERIENCE

2013- Teaching at Erciyes University Program of English Language Teaching

Courses:

Intercultural Communication

Effective Communication

Contextual Grammar 1 and 2

Process Writing

Community Service

2005-2013 Assisting courses offered at Middle East Technical University
ELT Program (Co-teaching, active involvement in material
design and course evaluation process):

Courses:

FLE 404 Practice Teaching

FLE 425 School Experience

FLE 405 Materials Adaptation and Development

FLE 308 Teaching English to Young Learners

FLE 304 ELT Methodology II

FLE 280 Oral Expression and Public Speaking

2004-2005 Practice teaching experience at IMKB Tourism Vocational High
School and Ankara Atatürk Anadolu Lisesi, Ankara, Turkey.

2001-2002 Observations at Arı Koleji, Ankara, Turkey.

PUBLICATIONS:

Ölçü, Z. (2013). Teacher Questions in L2 Writing Classrooms: Beliefs
and Practice. 13. Uluslararası Dil, Yazın ve Deyiş Bilim Sempozyum Kitapçığı,
26-28 EYLÜL 2013, Kars Kafkas Üniversitesi

Seferoğlu, Gölge, Korkmazgil, S., Ölçü, Z. (2009). Gaining insights into
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Academic Presentations:

Ölçü, Z. (2006). Using Yack Pack and Voice Messages, Abant İzzet Baysal University, Bolu, Turkey.

Ölçü, Z. (2008). In-class injunctive norms for English pronunciation among EFL students and fear of negative evaluation, Çanakkale 18 Mart University The Fifth International ELT Research Conference. 23-25 May 2008.

Eröz-Tuğa, B & Ölçü, Z. (2009). Attitudes of university instructors towards English medium instruction in Turkey, *Asian EFL Journal, English as an International Language Conference*.

Ölçü, Z. (2010). How practical are these methods? An exploratory study on pre-service teachers' beliefs. 10. *Uluslararası Dil, Yazın ve Deyişbilim Sempozyumu*, 03-05 Kasım 2010 Gazi Üniversitesi Eğitim Fakültesi.

Ölçü, Z. (2013). Teacher Questions in L2 Writing Classrooms: Beliefs and Practice. 13. *Uluslararası Dil, Yazın ve Deyiş bilim Sempozyumu*, 26-28 EYLÜL 2013, Kars Kafkas Üniversitesi

Conference Organizations:

2007 Organizing committee member in *5th METU Post-Graduate Conference in ELT and Linguistics* held in 20-21 Sep., 2007, Middle East Technical University, Ankara, Turkey.

2009 Organizing committee member in *7th METU Post-Graduate Conference in ELT and Linguistics* held in 3-4 De. 2009, Middle East Technical University, Ankara, Turkey.

2010 Organizing committee member in *24. Ulusal Dilbilim Kurultayı* held in 17-18 Mayıs 2010, Middle East Technical University, Ankara, Turkey.

2011 Organizing committee member in *8th METU Post-Graduate Conference in ELT and Linguistics* held in 24-25 Nov. 2011, Middle East Technical University, Ankara, Turkey.

Assisted Organizations:

2009 Assistant in *American Culture and EFL Teaching in Turkey* Columbia University Summer Institute held in 22-26 June, 2009, Middle East Technical University, Ankara, Turkey.

Sponsored by English Language Programs American Embassy in Ankara

2009 İngilizce Öğretmenlerinin Eğitimi Semineri held in 21-25 Dec., 2009, Ankara, Turkey.

Sponsored by Talim ve Terbiye Kurulu Eğitim Öğretim ve Program Dairesi Başkanlığı İngilizce Komisyonu

Spontaneous Translations:

2014 English-Turkish Conference organized by Erciyes University Faculty of Education entitles as "21st Century skills and new ways to teach and learn" presented by Hannele Niemi PhD, Professor of Education on 28.4.2014

Appendix 9

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : Ölçü
Adı : Zeynep
Bölümü : Yabancı Dille Eğitimi

TEZİN ADI (İngilizce) : AN INVESTIGATION OF CAREER PLANS (CAREER, PROFESSIONAL AND WORKPLACE INTENTIONS) AND CAREER CHOICE SATISFACTION OF SENIOR YEAR PRE-SERVICE ENGLISH TEACHERS IN TURKEY

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: