TEACHER READINESS OF PRE-SERVICE
ENGLISH LANGUAGE TEACHERS
BEFORE AND AFTER THE PRACTICUM

Doktora Tezi

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PhD DISSERTATION

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ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ OKUL DENEYİMİ ÖNCESİ VE SONRASINDAKİ ÖĞRETMEN HAZIRBULUNUŞLUKLARI

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Karma yöntemli açımlayıcı sıralı desenli bu çalışma, yabancı dil öğretmen adaylarının okul deneyimi dönemlerindeki öğretmen hazırbulunuşluklarını öğretmen öz-yeterliği, öğretmeye ilişkin tutumlar, öğretme motivasyonları ve kişilik özellikleri olarak belirlenen dört bileşen ışığında araştırmayı amaçlamaktadır. Yabancı dil öğretmen adaylarının algılanan öz-yeterlikleri, öğretmeye ilişkin tutumları ve öğretme motivasyonlarındaki değişimleri incelemek için bir Türk devlet üniversitesinde öğretmenlik uygulaması dersine kayıtlı 80 son sınıf İngilizce öğretmenliği öğrencisinden çalışma esnasında ortaya çıkan COVID-19 salgını ile sekteye uğramış okul deneyimi dönemi öncesi ve sonrasında üç ayrı ölçek kullanarak iki set nicel veri toplanmıştır. Bunun yanında, yabancı dil öğretmen adaylarının okul deneyimleri ve öğretmen hazırbulunuşluklarına dair görüşleri okul deneyimi dönemi sonrası 11 katılımcı ile gerçekleştirilen yarı-yapılandırılmış telefon görüşmeleri ile incelenmiştir. Çalışmanın bulguları okul deneyimi sonunda katılımcıların öğretme öz-yeterlikleri ve öğretmeye dair tutumlarında anlamlı artışlar ortaya koymuştur. Dahası, katılımcıların öğretme motivasyonlarının özgecil ve içsel yönde değiştiği ve öğretmenlik mesleğinin gerçeklerine daha hâkim hale geldiği ortaya çıkmıştır. Bunun yanında, öğretmeye dair tutumlar, öğretme öz-yeterlikleri ve öğretmenlik mesleği seçimini etkileyen bazı motivasyon faktörleri arasında anlamlı korelasyonlar bulunmuştur. Son olarak, katılımcıların okul deneyimine ilişkin görüşleri deneyimin önemi ve bu yönde olanaklara duyulan ihtiyaçlar, teori ve pratik arasındaki farklar, pandeminin etkileri ve daha fazla mesleki gelişim ihtiyacı etrafında yoğunlaşmıştır.

Anahtar sözcükler: Öğretmen hazırbulunuşluğu, Okul Deneyimi, Öz-yeterlik, Tutum, Öğretme motivasyonu

ABSTRACT

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Anadolu University, Graduate School of Educational Sciences, June, 2022

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With a mixed methods explanatory sequential research design, the present study aims to uncover the teacher readiness of pre-service foreign language teachers during the practicum in light of four components of readiness as teaching self-efficacy, attitudes towards teaching, teaching motivations, and personality traits. In order to explore changes in pre-service foreign language teachers' perceived teaching self-efficacies, attitudes towards teaching, and teaching motivations, two sets of quantitative data from 80 last year ELT students enrolled in a teaching practice class in a Turkish state university were collected through three different scales before and after the practicum period, which was intervened by the COVID-19 pandemic during the process of the present study. Additionally, pre-service foreign language teachers' views on practicum experiences and their teacher readiness were explored through semi-structured telephone interviews which were carried out with 11 of the participants after the practicum. The findings revealed that there were significant increases in the participants' teaching self-efficacies and attitudes towards teaching at the end of the practicum. Moreover, teaching motivations of the participants appeared to have changed towards more altruistic and intrinsic orientations while the findings also indicated that they had become more aware of the realities of teaching profession at the end of the practicum. Furthermore, significant correlations were computed among attitudes towards teaching, teaching self-efficacies, and some motivational factors influencing teaching choice. Finally, the participants' views on practicum were centered around the importance of and the need for sufficient practice opportunities, the gap between theory and practice, the effect of COVID-19 intervention, and the need for further professional development.

Keywords: Teacher readiness, Practicum, Self-efficacy, Attitude, Teaching motivation

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Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan "bilimsel intihal tespit programı"yla tarandığını ve hiçbir şekilde "intihal içermediğini" beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

Hüsem KORKMAZ

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with "scientific plagiarism detection program" used by Anadolu University, and that "it does not have any plagiarism" whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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LIST OF ABBREVIATIONS

HEC   : Higher Education Council

MNE   : Ministry of National Education

SSPC   : Student Selection and Placement Center

AU   : Anadolu University

MCBU   : Manisa Celal Bayar University

ELT   : English Language Teaching

EFL   : English as a Foreign Language

TSES   : Teachers' Sense of Self Efficacy Scale

ASTP   : Attitude Scale of Teaching Profession

FIT-Choice : Factors Influencing Teaching Choice

BFI   : Big Five Inventory

EDE   : Emergency Distance Education

ERT   : Emergency Remote Teaching

1. INTRODUCTION

The crucial role of teachers in shaping a nation's future has long been recognized. Since the earliest times of history, teaching as a profession has been accepted as a sacred and outstanding job in shaping the future of communities and nations. That is why teaching profession is frequently named as a valuable, though not always a well-paid, job for societies. Such a positioning of the teaching profession in a society brings about many responsibilities on the teachers. In that sense, teachers seem to undertake a crucial role in conveying knowledge, values, culture in order to integrate and develop the society (Doğan, 2003). As responsibility must come along with authority and capability, teachers need to be well-equipped to undertake and achieve such demanding tasks. In order to fulfill the requirements of such a meritorious profession, teacher candidates need to be ready to teach alone in real classroom contexts.

Although there has not been a commonly accepted framework for teacher readiness, the literature attempts to shed light into the concept by resorting to a number of aspects and notions such as content and pedagogy knowledge (Shulman, 1987), self-efficacy perceptions (Giallo & Little, 2003; Strakova, 2015), motivation (Dörnyei & Ushido, 2011), attitudes towards the profession (Marchant, 1992; Üstüner, 2006), student engagement (Gao & Liu, 2013), classroom management skills (Woolfolk & Hoy, 1990; Woolfolk et al., 1990; Wang et al., 1994; Baker, 2005; Peters, 2012), use of teaching methods effectively (Jusoh, 2012), personality traits (Tatar, 2004; Bhargava & Pathy, 2011; Aydın, Bavlı and Alcı, 2013) and qualities of effective teachers (Miller, 1987; Marchant, 1992; Dinçer et al., 2013; Çakmak & Gündüz, 2018).

According to Yıldırım (2015), teacher readiness can be achieved in two phases: during the teacher education programs that also include practicum periods (pre-service), and through professional development practices and activities after entering the profession (in-service). The central focus of the present study is the practicum within pre-service teacher education whose primary purpose is to produce effective teachers (Richards, 1990, p.4). The importance of teacher training programs basically stems from the opportunity they provide the trainees to put their theoretical knowledge into effect in real teaching contexts with real students (Richards & Clough, 2004, p.80). As classroom experience enables student teachers to experience new ideas and alternative techniques that will help them shape themselves as prospective teachers (Legutke & Ditfurth, 2009, p.210), teacher training programs at universities are expected to provide pre-service

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teachers with practical experience opportunities which are best provided during the practicum periods.

Practicum is one of the key components of this crucial training that prepares the teacher candidates for their prospective professions (Vick, 2006). Although any pre-service teacher has an imaginary picture of teaching in an actual classroom, this image may easily collapse due to the mismatches between their idealized teaching image and the real teaching situation (Chang, 2018). The possible gap between the ideal and the real make the practicum an essential part of pre-service teacher education. In this regard, practicum takes over the role of bridging the gap between theory and practice. Thus, effective teaching practicum can be considered as a direct determinant of teaching readiness of prospective teachers.

Taking all the suggested components of teaching readiness and the dynamic nature of teaching practicum into consideration, the present study intends to investigate the changes taking place in the pre-service foreign language teachers' readiness in terms of their perceived self-efficacies, motivations, attitudes, and perceived classroom management self-efficacies during the practicum period of their pre-service teacher education.

Therefore, this chapter presents the aforementioned components of foreign language teacher readiness with existing definitions and related perspectives on these elements. Besides, statement of the problem, significance of the present study and research questions are also presented under the related headings in the chapter.

1.1. Background of the Study

The ultimate purpose of pre-service teacher education is to produce effective teachers who are ready to accomplish the teaching tasks they are expected to implement in their profession. In other words, they are expected to become effective teachers (Çakıroğlu, & Çakıroğlu, 2003). Literature on educational research has witnessed many attempts to answer the question of what makes an effective teacher (Marchant, 1992; Stronge, 2007; Dinçer, Göksu, Takkaç & Yazıcı, 2013; Gao & Liu, 2013; Çakmak & Gündüz, 2018). As the notion itself is quite subjective by nature, it has been a demanding task to clarify who an effective or good teacher is. Hence, there has been no single and widely accepted definition of an effective teacher or an effective foreign language teacher so far (Bell, 2005). However, it has been possible to, at least, identify some key features

of effective teachers in the light of related research. With an attempt to find out the characteristics of an effective teacher, an extensive body of research has been conducted (Anderson, 1991; Kızıltepe, 2002; Brown, 2009) while this number is relatively limited in the context of foreign language teaching (Çakmak & Gündüz, 2018). In the literature, subject matter knowledge is seen at the heart of teaching and effective language teachers are expected to be knowledgeable in several fields such as "second language acquisition theories, target culture, structural awareness, curricula, and pedagogical content knowledge as well as being proficient in the target language" (Pachler, Evans & Lawes, 2007, p.10). Yet, competence in the subject matter or related content is not the only element determining the effectiveness of teachers. In one of the related studies, Brosh (1996) points out that arousing interest and motivation among the students, as well as being competent in the target language are perceived as the features that make a language teacher effective in their profession. Similarly, another early paper by Prabhu (1990) suggests that effective language teachers tend to have positive attitudes towards teaching and thus, their students. In a more recent study conducted by Chen and Lin (2009), participants were asked to reflect their perception of effective language teachers and the findings indicated that open mindedness, enthusiasm, respect, kindness, and friendliness were among the most desirable traits. Another study in Turkish EFL context (Arıkan, Taşar & Saraç-Süzer, 2008) has come up with the conclusion that effective teachers are expected to be friendly, interested, creative, and amusing. Participants of the same study also reported that sticking to the syllabus and neglecting the varying needs of the students by following a single teaching method or technique are undesirable characteristics that make a teacher an ineffective one.

In brief, there have been a number of scholars and studies identifying various features of effective teachers, who are likely to attain desirable goals of teaching, such as being motivated to teach (Miller, 1987; Prodromou, 1991), having positive attitudes towards teaching (Prabhu, 1990; Çakır, 2005), and having a high sense of self-efficacy (Yavuzer & Koç, 2002; Burden, 2003; Yücesan Durgunoğlu & Hughes, 2010). Besides, there have been studies noting that personality also plays an important role in making a teacher effective (Vadillo, 1999; Şenel Demir, Sertelin, Kılıçaslan & Köksal, 2004; Thompson, 2008; Chen, 2012). These desirable features are expected to be gained by pre-service teachers during their teacher education, which prepares them for the profession, and they are directly related to the notion of teacher readiness.

Since the human resource of education is predominantly teachers, it is crucial to choose the teacher candidates and to train them in the best way to maximize the retention in the profession and the achievement of learners. More precisely, in many cultures, quality teaching is regarded as one of the most essential requirements for the future of a nation. To ensure overall quality of education, recruitment and training of high-quality teacher candidates is another undeniable requirement (Jeong, 2016, p.1). To overcome such a challenging task, identifying and gaining insight into the pre-service teachers' professional readiness levels in terms of their perceived self-efficacies, teaching motivations, attitudes towards teaching, and personality traits lay an important role.

Conventionally, readiness of pre-service teachers used to be evaluated through the components and the requirements of their pre-service teacher education such as examination scores during their four years of study and their supervisors' judgments of their practicum performance (Strakova, 2015). Recently, there has been a shift in assessing readiness of teacher candidates. Swabey, Castleton and Penney (2010) argue that a well-defined set of teacher competences can help determine the readiness of pre-service teachers during their teacher training periods. Likewise, as it is stated above several other constructs like socio-affective skills (Brosh, 1996), attitude (Prabhu, 1990), self-efficacy (Tschannen-Moran & Hoy, 2001), personality traits (Kalafat, 2012) have been used to determine the readiness of teacher candidates rather than purely assessing their theoretical knowledge in the courses given. In the similar vein Bloom (1995, p.10) defined readiness as "a person's capability and capacity to accomplish certain tasks, and his focus on the nature of skills, attitude and motivation towards the task, and interest in performing the task".

In this regard, one of the most significant determinants of teaching readiness is referred as the pre-service teachers' self-efficacy beliefs or perceptions (Baker, 2002; Çapa, Çakıroğlu & Sarıkaya, 2005; Küleçi, 2011). Self-efficacy is neither a new nor a purely educational concept. Indeed, within the frame of behavioral and motivational dimensions of human psychology research, Bandura (1977) came up with Self-Efficacy Theory to identify the changes in human behavior. Since teaching and learning are also dynamic processes with multiple variables, the theory has also been applicable in educational sciences. In respect to this, teacher efficacy can be explained as "the teacher's perception of his or her own potential to fulfill the requirements of the profession to attain desirable outcomes in a specific context" (Tschannen-Moran, Woolfolk Hoy & Hoy,

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1998, p.233). In other words, a teacher's self-efficacy is the reflection of his or her own judgment of professional capability (Bandura, 1995). There is evidence in the literature that teachers' self-efficacy is an important factor that makes them feel ready for the job. For example, a number of researchers (Aşkar & Umay, 2002; Strakova, 2015) point out that self-efficacy and readiness of pre-service teachers are closely related to each other. Likewise, teachers' efficacy perceptions are believed to determine the amount of effort they spend on their profession, the objectives they set, and their teaching aspirations (Tschannen-Moran & Hoy, 2001, p.222). If teachers believe that they can positively contribute to their students' learning, this belief acts as a motive to increase their commitment to their job, change their attitudes in a desirable way (Tschannen-Moran & Hoy, 2001).

Gibson and Dembo (1984) report that teacher efficacy positively affects learning outcomes in challenging classrooms with demotivated learners. This positive effect can be explained by the assertion that greater efficacy brings along more motivation and persistence of teachers, which, in turn, ends up with greater achievement and thus, greater success (Tschannen-Moran et al., 1998). Namely, though other factors such as theoretical content knowledge and pedagogical knowledge also play important roles in developing teacher efficacy, teaching experiences and teacher efficacy are closely interrelated notions that directly affect each other.

Recently, pre-service teachers have also been at the center of numerous studies that have explored their levels of perceived self-efficacy. However, as they lack the experience that in-service teachers have gained in their profession, their levels of teaching efficacy are more under the effect of their perceived competence in teaching, the perceived quality of the teacher training program they attend, and their pre-service peers (Tschannen-Moran, Woolfolk Hoy & Hoy, 2007). On the other hand, Poulou (2007) emphasizes that personal features of pre-service teachers are also effective in determining their self-efficacy perceptions.

As a sub-component of teacher self-efficacy, perceived classroom management efficacy is also associated with teaching readiness of teachers. As commonly accepted, classroom management is one of the key competencies that should be possessed by teachers for an effective teaching practice. The more teachers are able to maintain classroom management in their classes, the more likely they are to ensure desirable learning outcomes and development of learners (Stoughton, 2007). As an eminent sub-

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dimension of teacher efficacy, in a number of studies investigating the most challenging concerns of pre-service teachers, classroom management has also been named among the top concerns especially during the practicum (Mastrilli & Brown, 2002; Moore, 2003; Green & Reid, 2004; Atıcı, 2007). Rather than being a single action or task, classroom management consists of a series of tasks such as establishing a good rapport with the learners (Burden, 2003), ensuring peace and order in the classroom (Emmer & Stough, 2001), and managing any curricular task within the frame of in-class teaching and learning activities. Concerns of classroom management can even prevent the pre-service teachers from entering the profession (Priyadharshini & Robinson-Point, 2003). For this reason, pre-service teachers' perceptions of their classroom management skills or, in other words, perceived classroom management self-efficacy stand out as significant concepts during the practicum. Although most of the teacher training programs provide the teacher candidates with classroom management courses, without sufficient in-class experience, pre-service teachers cannot become confident in managing disruptive behavior in their future profession (Baker, 2005).

As a psychological construct, motivation has long been perceived as a major contributor of successful learning (Gardner & Lambert, 1972; Gardner, 1985; Brown, 1990; Crookes & Schmidt, 1991; Dörnyei, 1994a), and as teacher motivation correlates with student motivation which is also a key element of achievement, motivated teachers are the leading contributors to success (Dörnyei & Ushido, 2011, p.158). Among many other studies on the required features of good or effective teachers, Manuel and Hughes' (2006) comprehensive study clearly depicts that being motivated and passionate is one of the most important three attributes of an effective teacher along with having good communication skills and having certain personality traits such as being kind, caring and supportive (p.17).

Besides being motivated to teach or not, the type of motivation has also grasped the attention of researchers in the literature (Kılınç, Watt & Richardson, 2012). Along with the rising concerns of effective teacher education and recruitment, there has been an increasing amount of research conducted on motivations of teachers to choose teaching as a profession (Watt & Richardson, 2007; Eren & Yeşilbursa, 2019). Therefore, it can be concluded that the type and level of teaching motivation of the pre-service teachers are also strongly linked with teacher readiness. As a trending topic in the educational research, motivations of teacher candidates to choose the teaching profession has recently

been investigated by a number of researchers (Watt & Richardson, 2007; Dörnyei & Ushioda, 2011; Kılınç, Watt & Richardson, 2012). Many of these studies have employed different variables or parameters to understand the complex construct of teaching motivations (Table 1.1).

Table 1. 1. *Parameters of motivation measured in the literature (Koran, 2015, p.57)*

Researchers	Wage, salary, contentment, security	Colleague affiliation	Personal self-esteem	Professional self-efficacy	Working conditions	PD opportunities	Autonomy, freedom	Respect, adequate treatment from administration	Successful practice of teaching
Maslow	x	x	x	x	x				
Herzberg	x			x	x	x	x	x	
McGregor	x			x					
Vroom								x	x
Adams	x							x	
Atkinson& Rabideau				x		x			x
Pennington			x	x		x	x		
Kim& Doyle	x				x	x	x	x	

Identifying the teaching motivations of the pre-service teachers is believed to stand as an important predictor of the effectiveness of a teacher. For instance, Dörnyei and Ushioda (2011) report that altruistically and intrinsically motivated teachers are more likely to show engagement and commitment in their classrooms. Although a number of studies have been conducted on teacher motivation, the literature fails to provide sufficient amount of research into pre-service teachers' motivation and possible motivation changes during their teacher training periods (Roness & Smith, 2010). Besides, Yuan and Zhang (2017) emphasize the need for further research into teacher candidates' motivation changes during the long-term period of their transition from student-teachers to in-service teachers. Moreover, existing research has shown that pre-service teachers' motivation types and levels are profoundly affected by their self-efficacy beliefs (Sinclair, Dowson & McInerney, 2006). Therefore, it can be concluded that there is a mutual relationship between self-efficacy and teaching motivations of pre-service teachers.

Attitude can be named as another determining factor to evaluate the readiness of pre-service language teachers. Simply, attitude refers to "being mentally ready towards

an object, a person or a task" (Hussain, 2004). According to Brown (2001) attitudes are shaped mostly by feelings and relationships in context. In other words, pre-service teachers' attitudes are gradually shaped and changed during their experiences with the students. In this sense, pre-service language teachers' attitudes towards teaching are likely to be shaped or reshaped in their teaching practicum (Cortes, 2016).

Attitude towards teaching is an outstanding attribute of teaching readiness since it is highly likely to determine the effectiveness of a teacher (Shaw, Stratil & Reynolds, 1973). Çakır (2005) links positive attitudes towards teaching to achievement and productivity in the profession. Similarly, Tok (2012) highlights the importance of fostering positive attitudes among pre-service teachers in order to make them effective teachers. Hascher, Cocard and Moser (2004) note that attitudes of pre-service teachers within the practicum teaching determine the quality of learning since it adds up to the subjective value of learning according to the constructivist perspective of learning (p.625). Finally, teachers' attitudinal traits such as building a good rapport with the students were found to contribute much to students' learning (Legutke & Ditfurth, 2009, p.210).

Vitality of exploring the attitudes of prospective teachers and any possible change in their attitudes towards their profession stems from the fact that attitudes are directly linked with motivation (Sakallı, 2001), performance and personal attributes (Luthans, 1993), effectiveness (Stronge, 2007), and professional development (Tok, 2012). For instance, student teachers with strong teaching motivation tend to have mostly positive attitudes towards the job (Sakallı, 2001). Likewise, as Luthans (1993) suggests, prospective teachers with positive attitudes towards teaching generally spend more effort to perform better and to fulfill the requirements of the profession. On the other hand, teacher candidates' attitudes also correlate with their teacher training quality since individuals with strong positive attitudes are more likely to benefit from pre-service teacher training (Tok, 2012).

Lastly, educational psychology research suggests that personality traits can be employed in anticipating the individuals' performance, attitudes, and outcomes in given contexts (Ones Dilchert, Viswesvaran & Judge, 2007, p.995). Thus, in the context of teacher education, resorting to the personality traits of pre-service foreign language teachers makes perfect sense in order to explore their professional readiness. Personality traits of teachers have long been among prominent determiners of teaching readiness issue

which is assumed to make effective teachers in the profession. Tatar (2004) draws on the influence of personality features while elaborating on the effective teachers. Similarly, many of the studies exploring what makes an effective teacher (Sümbül, 1996; Bhargava & Pathy, 2011; Kalafat, 2012) frequently resort to personality traits. In a recent study by Aydın, Bavlı and Alcı (2013), it has been found that while extraversion has a positive effect on pre-service teachers' perceptions of teaching competence, neuroticism has a significant effect on them in a negative direction. They conclude that the teacher candidates with high neuroticism can be offered psychological assistance during their teacher education.

As there have been various attempts and a variety of tools used to explore the actual readiness levels of teacher candidates, and since no single component or construct has been adequate to explain or evaluate overall teacher readiness of prospective teachers, existing studies cannot present a comprehensive and satisfactory picture of the readiness of prospective teachers. For this reason, in order to be able to see a wider picture of pre-service teachers' teacher readiness, there is need to adopt a multidimensional approach covering a variety of issues related to teacher readiness. Due to the fact that it is more comprehensive to have a multidimensional look at the notion rather than focusing on a single determinant of teacher readiness, the current study explores the teaching readiness of pre-service foreign language teachers in the light of their personality traits, perceived self-efficacies, teaching motivations, and attitudes towards teaching.

All the aforementioned constructs are perceived as determining components of teacher readiness which is mostly achieved during pre-service teacher training. Though they may vary in length and quality, all the pre-service teacher education programs comprise theoretical education and school experience (practicum) as two outstanding and indispensable dimensions of teacher training. Although the theoretical and the practical dimensions of teacher education need to be equally handled in teacher training programs, the crucial role of the practical dimension of teacher training seems to be underestimated in those programs (Carroll, Choo, Dunlap & Isenhour, 2003). Moreover, despite the fact that both dimensions play a vital role in prospective teachers training and teaching readiness, Tang (2004) identifies practicum as the core of teacher education. These assertions obviously depict that practicum should not be underestimated either by students or teacher trainers during the pre-service teacher education.

By many scholars in the literature, practicum is seen as a transition from abstract theories into concrete classroom realities which give the pre-service teachers unique opportunities to practice and validate their theoretical knowledge for their future profession (Grudnoff, 2001). Similarly, teaching practicum provides the student teachers with invaluable chances of implementing their content and teaching knowledge in real classrooms to the accompaniment of supervising teachers and mentors (Cheng, Cheng & Tang, 2010). As the practicum is at the heart of pre-service teacher training which prepares pre-service teachers for the profession (Tang, 2004), it is imperative to explore the influence of this critical period of classroom experience on the readiness variables of the pre-service language teachers. Moreover, Johnson (1996a) indicates that not much is known about student teachers' classroom experiences and their influences on their readiness, and teacher candidates' perceptions of their own teaching practices and experiences in real classroom need to be explored more in detail.

For all these reasons, there has been a body of research drawing on the importance of school experience and teaching practicum periods in pre-service teacher education and teacher training programs in the literature (Bransford, Franks, Vye, & Sherwood, 1989; Russell, 2005; Hegender, 2010; Cheng et al., 2010). Many of these studies propose that pre-service teachers in teacher training programs generally perceive the teaching practicum as one of the most important and compelling constituent of teacher education (Bransford et al., 1989; Broadbent, 1998) since they have to cope with a variety of difficulties such as establishing interpersonal relationships, achieving classroom management, considering the needs of the learners, and teaching the content appropriately (Behets, 1990). In a recent qualitative study, Yıldırım (2015) has also found out that teacher candidates could not actually put their theoretical knowledge into practice as there was more need for the integration of theory and practice in the existing teacher training programs. In this sense, the practicum is evidently an indispensable part of teacher training and worth paying special attention.

In the literature, it has been reported that teacher candidates' teaching efficacy beliefs are directly related to classroom experience in which they are able to contextualize their previous learning with real resource and learners (Tschannen-Moran et al., 1998). Liaw (2009) points out that the amount of school experience correlates with self-efficacy of pre-service teachers and the limited amount of in-class experience with a variety of tasks and responsibilities hinders their development of high levels of self-efficacy.

Besides being a fruitful opportunity for pre-service teachers to put theory into practice as a central component of within pre-service teacher education (Richards & Nunan, 1990, p.101), the practicum is also a considerably stressful period (MacDonald, 1993) that makes it vulnerable to any unexpected change in pre-service teachers' motivations, self-efficacy beliefs, and attitudes. As cited in Hoy and Spero (2005), some studies have found that little or no change (or even a decline) was observed in pre-service teachers' efficacy beliefs. Yet, many others (Housego, 1992; Hoy & Woolfolk, 1990) have come up with the findings to show significant increases in the perceived self-efficacies of teacher candidates during their teacher training. As Tschannen-Moran and Hoy (2001) mention, the differences in the findings of these studies may be due to the measurement method and tool of efficacy beliefs. Hoy and Spero (2005) assert that efficacy beliefs of teachers are mostly shaped during the pre-service teacher education-before they step into the profession, and they tend to resist to change once they are formed. However, in a recent study with EFL teacher candidates, Yuan and Lee (2014) have found out that pre-service teachers' efficacy beliefs on teaching are likely to be subject to change during the teaching practicum. So, it can be concluded that the candidates' beliefs of readiness are also apt to change during the practicum. Likewise, remarkable changes have also been observed in the attitudes of pre-service teachers during their pre-service teacher education (Costello & Boyle, 2013) which stands as a clear indicator of the fact that attitudes are mostly shaped by experiences and they are prone to changes in the dynamic process of teaching practicum. In their review of research on the practicum, Cohen, Hoz and Kaplan (2013) conclude that the practicum can also bring about unfavorable outcomes as well as expected and desirable outcomes. Therefore, there is need for a more holistic approach to measure the readiness changes that are likely to occur during practicum in order to contribute contradictory results regarding the change of perceived teacher readiness of pre-service teachers in the literature.

According to Labaree (2008) the tension between theoretical and practical dimensions of pre-service teacher education is not a new issue, and there has been a shift of focus from theory dominance to more and higher quality practice. One of the pioneers of the scholars favoring the practical dimension, Lortie (1975 as cited in Korthagen, 2016) emphasized the crucial role of practice for the improvement of overall teacher education. Similarly, the quality of the practicum was found to be a direct indicator of the quality of teacher training program (Zeichner, 1990) and this makes the practicum and its role in

preparing prospective teachers for the profession a valuable topic to focus on. On the other hand, Haigh, Ell and Mackisack (2013) state that it is not an easy task to evaluate the quality of the practicum period and the changes that the teacher candidates undergo during this period. That is why the evaluation of the changes observed in this critical period, even indirectly, plays a significant role in exploring its impact on teaching readiness of student teachers, and in improving the quality of the pre-service teacher education programs.

Considering these ideas, this study focuses on certain factors such as perceived teaching self-efficacies, attitude and teaching motivation as determinants of teaching readiness. Moreover, as Freeman (1990) notes, teaching profession is, above all, a helping job that assists and facilitates students' learning and thus, it relies much on communication, relationships and rapport with the learners (p.103). For this reason, teacher education should elaborate more on interpersonal relationships between the teacher and the students since affective factors play a determining role in learning (Legutke & Ditfurth, 2009, p.210). That is why this study predominantly focuses on the affective components of teacher readiness within the practicum.

1.2. Statement of the Problem

There has been evidence showing the importance of practicum in pre-service teacher education. For instance, the findings of a recent study with 36 Turkish senior pre-service language teachers studying in an ELT department, in which the participants were given self-efficacy and classroom management self-efficacy scales to reflect their perceptions of readiness in terms of efficacy beliefs, suggest that pre-service teachers' readiness for the teaching profession cannot be fully explored without letting them put their theoretical knowledge of the content and pedagogy into practice in real classrooms (İnceçay & Keşli Dollar, 2012). Besides, they were observed in real classroom context using an observation scale. The observation results showed that their actual teaching performance differed significantly from the efficacy scales they completed. In this context, declarative knowledge of managing disciplinary problems could not be put into practice since the candidates lacked procedural knowledge which is best attained through experience. The same study also mentions that classroom management efficacy of teacher candidates can be improved through practicum experience. Among several other criticisms on the pre-service teacher training, and more specifically on the practicum, the

one by Bowers, Eichner and Sacks (1983) draws attention as it emphasizes the argument that the practicum focuses more on content knowledge and teaching methodology and it fails to train the pre-service teachers for the unexpected affective burdens such as anxieties and stressful experiences stemming from the students. Additionally, a study with pre-service teachers (Maskan, 2007) revealed that most of the teacher candidates find their teacher training programs too theoretical and lacks enough real-life practice opportunities to put classroom management techniques into practice. In another study with in-service and pre-service teachers, even after a few years of professional experience, in-service teachers, similar to pre-service teachers, reported that they do not feel fully prepared for classroom management (Giallo & Little, 2003). Besides, practicum is seen as a transition period in which a variety of changes take place in the pre-service teachers' perceptions of readiness. The likelihood of change in this period is frequently associated with the gap between the theory and the practice (Zeichner, 1990; Mattsson, Eilertsen & Rorrison, 2011; Cortes, 2016). For example, in an early study (Wubbels, Créton, Hooymayers & Holvast, 1982), it was discovered that the attitudes of the teachers showed a swift change as they stepped into the classrooms and their practical experiences caused many of them to leave aside the theories taught during pre-service teacher education. Likewise, pre-service foreign language teachers' perceptions of language teaching were found to change considerably during the pre-service teacher education (MacDonald, Badger & White, 2001; Urmston, 2003). In a related study, MacDonald et al. (2001) collected data through questionnaires before and after the courses they completed and they found significant changes in the candidates' beliefs about language teaching. So, it is essential to explore the possible changes to occur during the practicum (Gebhard, 1990, p.119) in order to make a comprehensive evaluation of this practice in pre-service teacher education.

In the literature, there has not been a generally accepted framework of readiness that lays out the specific components of readiness (Casner-Lotto & Barrington, 2006) and the attempts to explain and determine readiness vary a lot depending on the profession (Walker, Storey, Costa & Leung, 2015). Struyven and De Meyst (2010) regard assessing the state of readiness through competencies as 'a problem' as it is difficult to find a holistic and reliable measurement of teaching competency because of its multiple components such as attitudes, skills, content and pedagogical knowledge and profession-related issues (p.1507). On the other hand, there have been a number of studies exploring

teacher readiness of pre-service language teachers, which have focused on different aspects of teacher readiness like classroom management, teacher efficacy, computer and technology self-efficacy (Liaw, 2009; Zehir-Topkaya, 2010; İnceçay & Keşli Dollar, 2012).

What is more, in the particular context of this study, the pre-service foreign language teachers underwent an unexpected crisis condition through COVID-19 pandemic which also caused emergent and swift changes in their practicum practices. This sudden shift to emergency distance education (Hodges et al., 2020) led to different practicum practices after the outbreak of the pandemic. For instance, Koşar (2021) reports that pre-service English teachers spent the rest of the practicum following the pandemic outbreak by preparing lesson plans, and online discussions with peers and supervisors. Research has presented that imaginary teaching situations in online practicum courses during that time were often found to be unsatisfactory by teacher candidates in reflecting the realities of teaching (Yin, 2019). Karataş and Tuncer (2020) draw on the scarcity of the studies on COVID-19 period teacher education, and maintain that there is need for further research to explore the context of language teacher education in the time of emergency distance education through the perspectives of the stakeholders. Moreover, in their review paper analyzing studies conducted on pandemic period practicum practices of English language teacher candidates in Turkey, Kızıldağ and Tuncer (2022) state that all of the seven papers they analyzed employed qualitative research designs and there were no comprehensive quantitative study aiming to come up with a more general picture of the COVID-19 period practicum experiences and their effects on preparing pre-service teachers.

For all the aforementioned reasons, the present study intends to have a more comprehensive look at the changes in teacher readiness of EFL student teachers throughout the critical period of teaching practicum, which was intervened by the COVID-19 pandemic and ended up with emergency distance education practices, from multiple perspectives such as teaching self-efficacy perceptions, attitudes towards teaching, teaching motivations, and personality traits.

1.3. Significance of the Study

As an empirical attempt to delve into the teaching readiness changes of pre-service foreign language teachers during the practicum, this study aims to explore the possible

changes in perceived teaching self-efficacies, attitudes, and teaching motivations of foreign language teacher candidates during the teaching practicum. Besides, since personality traits of teacher candidates are believed to be among important determinants of the qualified teachers of the future (Wiens & Ruday, 2014), the study intends to explore the relationship between the personality traits of pre-service teachers and the aforementioned components of teaching readiness. Lastly, in order to uncover interrelations among the components of teacher readiness, the present study also explores the possible correlations between the analyzed aspects of teacher readiness throughout the teaching practicum.

In that sense, this study holds a three-fold significance since it is expected to contribute to the scant body of research into foreign language teaching readiness by drawing a comprehensive framework including multiple aspects of pre-service foreign language teacher readiness, and by providing the teacher training programs, teacher trainers, educational policy makers and curriculum designers with a deeper insight into the changes in teacher readiness perceptions of pre-service teachers during the practicum. Lastly, the present study takes a precedence over similar studies by standing among the rare attempts to set light to the effects of the partial COVID-19 pandemic intervention to practicum practices. Thus, the stakeholders of pre-service teacher education will be able to identify the strengths and weaknesses of the practicum in order to improve its quality.

1.4. Research Questions

With the purpose of exploring pre-service foreign language teachers' teaching readiness before and after the practicum, the present study aims to answer the following research questions:

1) What is the level of pre-service foreign language teachers'

   a) perceived self-efficacies

   b) attitudes towards teaching

   c) teaching motivations before and after the practicum?

2) What are the personality traits of pre-service foreign language teachers and what are the correlations between personality traits and other components of teacher readiness?

3) What are the correlations among the components of the readiness of pre-service foreign language teachers?

4) What are the pre-service foreign language teachers' perceptions on the practicum period and their teacher readiness?

1.5. Terms and Definitions

In the present study, several terms and definitions need to be defined clearly in order to fully understand the scope of the study.

1.5.1. Teacher readiness

Based on Strakova's (2015) definition, *teacher readiness* refers to "the perception of being prepared for the teaching profession by considering all the dimensions and factors that shape such a perception in the pre-service teacher education" (p.33).

1.5.2. Practicum

Practicum can be described as the period within pre-service teacher education in which pre-service teachers step into the classroom where they gain their teaching experiences in a real teaching and learning environment.

1.5.3. Teacher efficacy

In the simplest sense, *teacher efficacy* refers to "the teachers' beliefs about their capabilities to achieve the desirable outcomes of teaching process and to create the preferred effects on the learners" (Ashton, 1984, p.28). Similarly, in a more recent paper, Tschannen-Moran and Hoy (2001) explains teacher self-efficacy as "teachers' evaluation of their own capacity to create desirable outcomes related to learner engagement and learning even if the learners are indifferent or unmotivated" (p.783).

1.5.4. Attitudes towards teaching

Attitude is commonly described as one's positive or negative feelings or tendencies towards a given stimulus such as a person, an object, a thought or a situation (Papanastasiou, 2002). Simply stated, attitude is "the reflection of how one feels about something (Robbins, 1994, p.17). In this regard, attitudes towards teaching refers to pre-service teachers' feelings and stance towards the teaching profession.

1.5.5. Teaching motivation

Since the study focused more on the teacher dimension of the motivation rather than the student or the learner, *teaching motivation* is another term to be defined. As Rots, Kelchtermans, and Aelterman (2012) explain, teaching motivation refers to "the complicated bunch of personal values and beliefs which are likely to shed light into why and how individuals step into the teaching profession and persist in the profession" (p.3).

1.5.6. Emergency distance education

The swift transition to online education during the present study made it a requirement to define *emergency distance education*. In a recent study by Hodges and his colleagues (2020), the concept is defined as "a temporary modification of teaching to an alternate form of delivery because of emergency conditions in order to temporarily support the continuity of education" (p.6).

2. LITERATURE REVIEW

2.1. Introduction

Quality of education plays a vital role in the future of nations. The path to high quality education and national development passes through training good teachers and offering young people high quality education (Abbott, Rathbone & Whitehead, 2019, p. 11). A number of studies (Manuel & Hughes, 2006; Bhargava & Pathy, 2011; Dörnyei & Ushido, 2011; Kalafat, 2012) pointed out the features of effective teachers, most of which are acquired during the teacher education they receive in their university years. Moreover, practicum period and the practices during this period possess utmost importance in pre-service teachers' readiness for the teaching profession (Mattsson et al., 2011). The practicum period, in which the pre-service teachers encounter the realities of a real classroom atmosphere, is the key to educating the teachers of the future (Darling-Hammond, 2010). Besides, a number of changes are likely to be observed in the pre-service teachers during this key period (Merç, 2010). Lastly, it is commonly known that COVID-19 pandemic has had fundamental effects on education all around the world, and inevitably, it also changed the nature of pre-service foreign language teacher education including the practicum practices (Koşar, 2021; Kızıldağ & Tuncer, 2022). Thus, the present study adopts a focus on the effects of the practicum on pre-service foreign language teachers' teacher readiness from several perspectives as perceived self-efficacies, attitudes towards teaching profession, and their teaching motivations.

The literature review for the current study is presented under several headings regarding the purposes of the research. Initially, the practicum teaching in foreign language education and its relationship with teacher readiness are elaborated within the scope of pre-service foreign language teacher education. Next, the chapter provides a deeper insight into the teacher readiness concept by presenting definitions of and perspectives on teacher readiness. Subsequently, components of teacher readiness such as perceived teaching self-efficacy, attitudes towards teaching, and teaching motivations of teacher candidates are elaborated under the related headings. Besides, as another variable of the present study, personality traits of pre-service language teachers and their relationships with readiness are covered in the chapter. Furthermore, emergency distance education concept and practicum practices in the field of foreign language teacher education during COVID-19 period are provided in this chapter.

2.2. Pre-service Foreign Language Teacher Education

Pre-service teacher education is at the heart of a teacher's path to become a professional in the field (Darling-Hammond, 2010). Throughout pre-service teacher education, a pre-service teacher is expected to be equipped with both required theoretical knowledge and necessary practical experience. Although theory and practice play equally important roles in sharing a prospective teacher's professional identity, practical dimension of pre-service teacher education often seems to be a neglected aspect (Carroll et al., 2003; Carr, 2009). As Carr (2009) says;

> Education is primarily a 'practical' rather than a 'theoretical' or 'technical' activity, involving a constant flow of problematic situations which require teachers to make practical judgements about what to do in order to translate their general educational values into practice (p. 60).

In order to be able to make such practical judgements to turn theoretical knowledge into practice, teachers need to be equipped with a series of knowledge types. Roberts (1998, p. 65) summarizes the types of knowledge that language teachers must possess as shown in Table 2.1.

Table 2. 1. *Types of teacher knowledge (adapted from Roberts, 1998, p.65)*

Type of language teacher knowledge	Explanation
Content knowledge	Knowing target language rules, text types etc.
Pedagogical content knowledge	Adaptation of content to the learners, knowing how to teach
General pedagogic knowledge	Knowing ELT methods, activities, classroom management etc.
Curricular knowledge	Familiarity with the official curriculum and materials
Contextual knowledge	Knowing about students and teaching setting
Process knowledge	Interpersonal skills, observation and analysis skills

As illustrated in Table 2.1, language teacher knowledge expected to be properly put into practice consists of a variety of domains such as content, pedagogical content, general pedagogic, curricular, contextual, and process knowledge. To be more precise, having a good command of target language rules and genres, knowing the appropriate methods, approaches, strategies to teach in line with the existing curriculum, being able to manage the classrooms effectively, being familiar with the pupils and school settings, and having strong observation and reasoning skills altogether account for a teacher's *professional knowledge* at a desirable level (Roberts, 1998, p.65). Wang et al. (2014) underscores the

professional knowledge, which is acquired through pre-service teacher education training and practical experiences during this process, as a key domain of teaching job. Even though much of the language teacher professional knowledge types are acquired during the theoretical coursework, it requires practical implementation in real classrooms to ensure that they are fully attained (Mattsson et al., 2011).

2.2.1. Practicum teaching in foreign language teacher education

In order to comprehend the central position of practicum teaching in teacher education (Tang, 2004), it is essential to, first, familiarize with the underlying theory which practicum practices often build on. In an early seminal work by Kolb (1984, p. 26), it is hypothesized that thoughts and perceptions are not fixed, and they can be altered through experiences that constantly shape and reshape perceptions and behaviors. Based on the assumption that experiences are the leading determinants of learning and changes in human behavior, Kolb (1984) developed his "experiential learning theory" which introduced a four-stage model of learning from experiences (Figure 2.1).
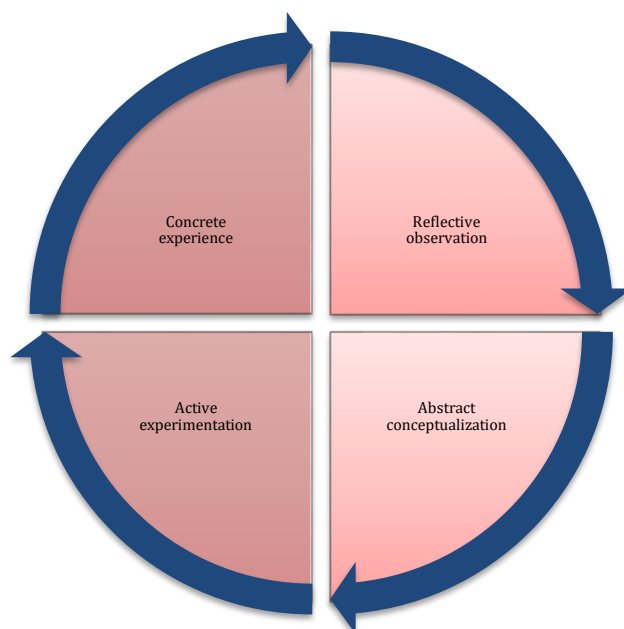
Figure 2. 1. *Kolb's (1984) experiential learning cycle*

According to the model, cyclical nature of learning begins with exposure to concrete experiences. The individual then observes and reflects on these experiences in

order to create abstract notions and ideas. Lastly, these new ideas are tested through active experimentation. Thus, learning is explained as "the transformative process of reconstructing existing knowledge through experience" (Kolb, 1984, p. 38). Along with many other practices in various fields of learning, practicum teaching is based on the propositions of experiential learning theory (Roland, 2017, p. 2983). The transformative nature of learning from real classroom experiences during the practicum enables student teachers to reflect on their teaching experiences, form new concepts, and test them experimentally through practice (Kolb, 1984).

According to Britzman (2003), "teaching as a process is an action of forming and transforming. It is an inquiry into what is done and what one can become" (p. 31). As seen in this definition of teaching, it is a dynamic and reflective process that is prone to changes and transformation of teaching activities and teacher identities. Teaching is also characterized as being able to cater the learners with "surface knowledge" by transforming the "deeper knowledge" into what learners actually need (Hattie, 2009, p. 25). In other words, deeper theoretical knowledge -either content or pedagogical- needs to be simplified at the surface level to make it meaningful to the learner. Likewise, during the practicum teaching, pre-service teachers are expected to reflect their *declarative* (*knowing that*), *procedural* (*knowing how*), and *conditional* knowledge (*knowing why & when*) while putting their theoretical knowledge into practice in real classroom atmosphere. These altogether refer to the *professional practice knowledge* (Mattsson et al., 2011, p. 5). Therefore, successful implementation of such a dynamic and transformative process requires being highly equipped in both theoretical and practical dimensions of pre-service teacher education. While coursework provides the student teachers with required theories and pedagogical content knowledge, practicum is considered to be at the heart of practical dimension of teacher education (Darling-Hammond, 2010, p. 40).

The practicum, which is also referred as *practice teaching, field experience, apprenticeship, practical experience, clinical experience* or *internship*, plays a fundamental role in the pre-service teacher education of language teachers, and it is part of the curriculum in most of the higher education institutions offering teacher education programs (Gebhard, 2009, p. 250). Gebhard (2009) also argues that there has been a recent shift in the perception of the practicum from a training framework to a focus of

development especially in skills like questioning, error correction, praising desirable behaviors, time management, and use of the target language (p. 251).

Within the framework of foreign language teacher education, the practicum serves a number of purposes whose focus is mainly the development of pre-service language teachers. Richards and Cookes (1988) came up with eight main objectives of practicum period as:

> providing practical experience,
>
> putting theoretical knowledge into practice,
>
> observing the expert teachers in real classrooms,
>
> improving lesson planning skills,
>
> developing skills in material development and selection,
>
> reflecting on their (pre-service teachers') own teaching styles/skills,
>
> becoming familiar with a variety of teaching methods, and
>
> setting their own goals of teaching and making educated decisions on teaching (p.11).

Practicum teaching engages a pre-service teacher in teaching by enabling him or her to observe expert teachers in real classes, make necessary preparations such as lesson plans, teach in real classrooms, and reflect on teaching experiences while also receiving feedback from professionals (Graves, 2009, p. 118). The significance of feedback from and cooperation with the mentors (master teachers) and supervisors is listed among the most important opportunities provided to pre-service teachers by the practicum experience (Borg, 2009, p. 220).

Though almost all the teacher education programs all around the world has a practicum period, it can appear in a number of forms depending on the attributed functions of teacher training. Mattsson and his colleagues (2011) present a list of existing practicum models (Table 2.2) as *master & apprentice, laboratory, partnership, community development, integrated, case-based, platform, community of practice,* and *research & development models*" (p. 8).

Table 2. 2. *Models of practicum (Mattsson et al., 2011, p. 8-9)*

Models	Key features
Master-Apprentice model	A pre-service teacher learns from a master teacher by observing, practicing and developing it.
Laboratory model	Practicum takes place with competent professional teachers in a specially created school setting such as a 'university teacher training school'.
Partnership model	There is a strong cooperation between universities and local schools. Local mentor teachers provide the pre-service teachers with appropriate learning atmosphere.
Community development model	The practicum schools as well as student teachers benefit from the process in the rural regions. Student teachers come up with new ideas and perspectives as they confront the realities of teaching and the rural schools make use of these perspectives.
Integrated model	Universities and local authorities cooperate; pre-service teachers gain experience in a variety of schools with a variety of teachers.
Case based model	Pre-service teachers are expected to face as many unique cases as possible to analyze and make inferences out of these cases in order to fulfill their professional development requirements.
Platform model	Personal needs and priorities of student teachers are important in teacher education, and the process is more flexible.
Community of practice model	Learning occurs through social interaction and pre-service teachers take part in various practices to gain confidence, competence, and experience.
Research and Development model	The focus is on contributing to existing body of research as well as school development. Universities and locals (schools) closely cooperate to achieve this aim.

According to Rorrison (2008), it is imperative to make sure that the practicum experience is a fruitful one since it serves as a key component of teacher learning. However, it is clearly left to its own devices and this causes pre-service teachers miss many learning opportunities, and turns it into a negative experience for many due to the stress, confrontation, anger, misinformation, and inadequate communication and cooperation it brings out (p. 10). Research on what constitutes an effective practicum (Beck & Kosnik, 2002) summarized the expectations of pre-service teachers from a good practicum as "a strong collaboration between the student teachers and the mentors/supervisors as well as the emotional support of the professionals, flexibility of method and content, constructive feedback from peers, mentors and supervisors, and a rational approach to teaching" (p. 85-95). Due to the failure to meet such expectations of the pre-service teachers, the challenges or problems related to the practicum seem to have

attracted the attention of the researchers for a long time, rather than its advantages or opportunities (Başaran Uysal & Savaş, 2021).

Başaran Uysal and Savaş's (2021) inclusive review paper analyzing the practicum studies carried out in the field of EFL teacher education in Turkish context categorized the challenges encountered under seven categories: mentor, supervisor, school, practice teaching, practicum, language, theory and practice relation. The paper reviewed 40 studies published by Turkish scholars between 2004 and 2019. One interesting finding of the review was that 35 of the studies explored the challenges encountered by the pre-service EFL teachers. It was seen that the majority of the problems mentioned by the pre-service teachers participating in the reviewed studies were related to the mentors (in-service teachers). Mentors' unwillingness to cooperate and support the pre-service teachers, insufficient feedback on practicum teaching practices, lack of effective teaching qualifications, and negative attitudes towards the pre-service teachers were among the major challenges found. Likewise, it was found that insufficient feedback from the supervisors and indifference of some supervisors were among the leading concerns of the pre-service EFL teachers. Additionally, more than half of the studies reported school-related problems such as crowded classrooms, lack of technological equipment, attitudes of school administrators towards pre-service teachers. As for the practicum teaching problems faced with, classroom management, motivating the students, interaction with the students, lesson planning and organizing in-class activities, and being observed during the practicum teaching were mentioned as the challenges by the participants of the reviewed studies. Length of the practicum period and the limited opportunities to teach in real classrooms were two other considerations reported by the pre-service EFL teachers. Lastly, the studies also presented challenges regarding the use of target language and the gap between theory and practice as other problematic issues related to their practicum experiences.

Boz and Boz's (2006) study on the effectiveness of practicum in teacher education is an example of existing research pointing to the challenges encountered by student teachers during the practicum. The researchers conclude that student teachers fail to receive enough guidance and feedback from their mentors, and cannot discuss their teaching experiences adequately with their university teachers. Similarly, pre-service teachers were found to have limited opportunities to reflect on their teaching experiences, which reduces the contribution of practicum to student teachers. Besides, a lack of

coordination between faculties and schools seems to exist and this also hinders proper development of student teachers during the practicum (Beck & Kosnik, 2002).

The challenges reported in Turkish context have been mostly in line with findings of research around the world, as well. With a purpose of gaining a deeper insight into the participants' practicum experiences and the challenges they face during this indispensable component of pre-service teacher education, Farrell (2008) explored the perceptions of 60 pre-service English language teachers in Singapore. The difficulties reported were mostly related to the practicum school and the mentoring teachers there, who were actually thinking of practicum students as extra work load and undesirable intervention of their usual teaching. For this reason, they did not seem to be supportive or cooperative to the pre-service teachers. Moreover, Farrell's (2008) study also came up with several other challenges of pre-service English teachers such as impractical lesson plans, inflexible teaching ways and strategies forced by their mentor teachers, and unhelpful attitudes of the classroom teachers (p. 231-235).

In a similar study but a different context, Masadeh (2017) carried out a study with 58 pre-service English language teachers taking a practicum course in Saudi Arabia in order to explore the opportunities and obstacles the participants encountered during their practicum. The analysis of the quantitative data he collected presented enriching methods and strategies to teach English, increasing knowledge of school regulations and the flow of classes, increasing satisfaction with teaching, providing opportunities to teach in a real classroom, and developing classroom management skills as the leading opportunities offered to the pre-service English teachers by the practicum experience. On the other hand, participants pointed out the use of technology in class, the gap between university coursework and actual teaching practices, communication with the cooperating teachers and getting feedback from them, and the insufficient guidance of the academic supervisor as the major obstacles they encountered during their practicum.

However, as a dynamic process, the practicum is also likely to cause changes in the aforementioned problematic aspects or pre-service teachers' perceptions and competencies in teaching practices (Britzman, 2003). A number of studies in the literature indicate that there may be changes in pre-service teachers' teaching motivations.

To exemplify, Yuan and Zhang (2017) carried out a qualitative study using individual and focus group interviews, and personal reflections to measure the changes in participants' teaching motivations during the practicum experience. 20 pre-service

language teachers who were in their practicum period within pre-service teacher education program took part in the study. The results indicated that the participants started the practicum with mixed motivations such as their prior learning experiences, encouragement of others, and interests in English. However, at the end of the practicum, their motivations were reshaped by their classroom experiences and observations towards more intrinsic orientations.

In order to discover the changes likely to occur during the teaching practicum, Arslan and Ilin (2018) investigated pre-service English language teachers' concerns about teaching after completing methodology courses, before the practicum and at the end of the practicum. 124 participants of the quantitative part of the study and 10 participants of the qualitative data collection procedure reported a number of concerns about teaching. It was found that most of the pre-service teachers emphasized the usefulness of practicum for their professional development as they were allowed to practice their job in a real classroom setting for the first time. Academic and personal qualifications they need to improve as a foreign language teacher and classroom management skills they need attain were among the other outstanding concerns reported by the participants of the research. As for the changes in their concerns that the practicum created, the study revealed that the practicum increased the pre-service participants' overall awareness of the profession. For instance, after the practicum, they had concerns related to putting their theoretical and pedagogical knowledge into practice, and they emphasized that their course subjects and knowledge gained during their teacher education program played an important part in making them feel confident in real classrooms contexts by reducing their concerns about teaching.

In another comprehensive study, in order to gain a deeper understanding of the practicum teaching challenges of pre-service EFL teachers in Turkish context, Merç (2010) carried out a qualitative study with 99 participants who were asked to write and submit reflection papers on each of the practicum teaching experiences. The study revealed several significant findings regarding pre-service teacher related, pupil related, mentor related, supervisor related, and educational context related problem areas reflected by the participants. Time management, classroom management, feelings of anxiety and preparing for the lesson were the leading challenges related to pre-service teachers themselves. As for student related problems; motivating the students, novelty of the teacher and teaching procedures for the students, managing misbehaviors and

encouraging active participation of students came out as the problematic aspects. Though mentioned less frequently by the participants, inadequate cooperation with the mentor teacher ($n=24$) or even absence of him or her ($n=14$), and his or her interference in the practicum teaching ($n=12$) were also reflected as problems. Likewise, it was found out that the pre-service EFL teachers also had problems with technical equipment, curriculum and course materials. Finally, it was seen that while some of the challenges such as preparation, classroom management and insufficient support from the mentors were persistent throughout the practicum period, some others like choosing the appropriate materials were reported more towards the end of the practicum. Yet, several concerns such as time management and student involvement seemed to be mentioned less as problematic aspects of the practicum.

As it can be seen in the examples from the literature, the existing findings demonstrate that pre-service teachers and foreign language teachers are inclined to experience similar difficulties regardless of the settings they are in. However, there is also evidence showing the tendency to change in the perceptions of challenges and difficulties among student teachers. Therefore, the conclusion that practicum can lead to significant changes in student teachers' perceptions regarding the period, the present study aims to investigate changes in the pre-service English language teachers' perceptions of professional readiness.

2.2.2. Practicum practices during the time of COVID-19

As the flow of the practicum teaching was interrupted by the outbreak of Coronavirus pandemic in the fifth week of the term, the notion of emergency distance education and practicum practices during this emergency period need to be addressed separately, as well. The breakout of global deadly pandemic of COVID-19 brought about serious consequences for education. With the suspension of schools all around the world, millions of students either became deprived of education for a while or were directed to online teaching and learning which is also referred to as '*emergency distance education* (EDE)', '*emergency remote teaching* (ERT)' or '*emergency online learning*' (Yin, 2019; Hodges et al., 2020; Zhang et al., 2020). Pre-service foreign language teachers studying and doing their practicum in Turkey were not exceptions either. COVID-19 intervention in education changed the nature of pre-service foreign language teacher education and practicum practices in Turkey.

In order to fully comprehend the practices of the period of emergency distance education, it should be noted that the term puts a deliberate emphasis on the factual situation of a crisis or emergency. Hodges et al. (2020) clearly differentiate between online education and emergency distance education by defining the latter one as "a temporary alteration of teaching to an alternate mode of delivery because of crisis conditions in order to temporarily support the continuity of education" (p. 6). Thus, it is implied that emergency distance education is not as planned, foreseen, desired, well-prepared and rehearsed as usual online teaching. Therefore, as teachers were not exceptions to vulnerabilities during the pandemic, the swift transition resulted in a number of challenges for learners and teachers in all levels of education (Karataş & Tuncer, 2020, p. 4). For several reasons such as lack of adequate technical equipment, low quality internet infrastructure, teachers' insufficient experience in online teaching, inadequate digital skills, and inappropriate learning environment at homes, the swift move to online education resulted in serious difficulties and obstacles for learners and teachers (Zhang et al., 2020).

The literature has witnessed an obvious tendency towards conducting educational research focusing on pre-service foreign language teacher education through emergency distance education practices during the pandemic period. As an example of such research, Çamlıbel-Acar and Eveyik-Aydın's (2022) recent study on the emergency distance education with pre-service English language teachers during COVID-19 pandemic contributes much to the literature as one of the rare studies. Within the scope of their comprehensive qualitative study, the researchers explored the perspectives of teacher trainers (*n*=15) and pre-service English language teachers (*n*=123) using two different questionnaires after two terms of distance education. Their findings suggested that the half of the participants expressed discontent with the online education while others seemed to be satisfied with the process. As for the advantages of emergency distance education, mostly emphasized points were accessible recordings of online lessons, saving time/money, easiness of the process, and assignments based on researching. On the other hand, challenges reported were collected mostly around the themes of difficulty in concentration and motivation, restricted online interaction, internet speed and connection problems, and low computer literacy of the instructors.

Koşar's (2021) qualitative case study with 25 pre-service English language teachers in their practicum period at a Turkish state university aimed to uncover the effects of

emergency distance education on their teacher readiness. The data for the study were collected through questionnaires and three open-ended questions were directed to the participants. Content analysis of the data collected revealed several remarkable results regarding teacher candidates' views on practicum practices during COVID-19 pandemic. First of all, the pre-service EFL students reported that distance education did not contribute much to their professional learning except for the knowledge of lesson plan writing, official regulations in the schools, and paperwork related to teaching profession. It was also found that the content of the distance education program did not satisfy the pre-service EFL teachers and demotivated them. Another concern stated by the participants was the insufficient time and quality of practicum practices they had during the pandemic. COVID-19 interference and cancellation of education in schools around the country made them miss the valuable opportunity to gain real classroom experiences. The participants also complained about the lack of communication with the mentor teachers while they had limited and inadequate contact with their supervisors at university. In other words, they had the feeling that they were left alone in that emergency distance education period. Lastly, the respondents of the study could not come up with alternative recommendations since it was an unexpected and emergent situation all around the world.

Yin (2019) contributed to the body of research on the effects of COVID-19 pandemic on teaching practicum by carrying out another qualitative study with 15 pre-service English language teachers in Korea. The study primarily focused on the participants' perceptions of the effectiveness of the pandemic period practicum in enabling them to bridge the gap between theory and practice. The data were collected through reflective journals and post-practicum interviews. The results reflected that the teacher education they took during the pandemic developed their lesson planning skills and reflecting those skills in limited practicum practices. Nevertheless, it was concluded that the distance education could not effectively prepare them for the classroom realities since the online courses depicted only an imaginary and idealistic scope of the schools and classrooms. It is evident in this study that pre-service teachers were deprived of many of the opportunities of development through in-person practicum experiences during the period of COVID-19.

In their paper reviewing studies on the COVID-19 period practicum practices and experiences of Turkish pre-service English language teachers, Kızıldağ and Tuncer

(2022) came up with several important propositions regarding the practicum perceptions of pre-service English teachers as well as reported opportunities and challenges emerged during the pandemic period. First of all, as a scoping review, the paper noted that all of the seven studies conducted during the pandemic (from March 2020 to October 2021) made use of the qualitative research design while three also being case studies. None of them were found to collect quantitative data. As for the major benefits or opportunities reported by the reviewed studies, learning to use digital tools during e-practicum, feeling more relaxed in online lessons, feasibility of online practicum, being able to use realia during distance practicum and having the chance of re-observing mentor teachers' and their own teaching through recordings were listed (p. 136). When compared to positive findings, the reviewed papers seemed to report more negative aspects or challenges stated by pre-service English teacher in Turkey during the practicum such as; limited time and attention devoted by the mentors, insufficient online teaching practice opportunities, difficulty of classroom management, technical constraints of the students, lack of enough interaction with supervisors and mentors, demotivated and distracted students in online practicum classes, limited interaction with learners (p. 137).

Taking all the findings of the aforementioned studies into consideration, it can be concluded that recent studies on the effects of COVID-19 pandemic on foreign language teacher education have demonstrated predominantly challenges and obstacles rather than benefits of emergency distance education practices. Technical constraints, lack of sufficient practice opportunities, limited interaction with and support from supervisors and mentors have been among the leading concerns propounded by the existing studies.

2.3. Teacher Readiness

The notion of readiness has usually been used in the context of learner preparedness rather than that of teachers in educational research (Manasia et al., 2019, p. 3). Although there is not a clear cut definition of foreign language teacher readiness in the literature, few studies have attempted to come up with a comprehensive definition of the concept. With such an attempt, Mohamed et al. (2016) defines *teacher readiness* as "the pre-service teachers' state of being prepared to teach in real classrooms" by putting the emphasis on the competence of teacher candidates (p. 153). In another recent paper, Strakova (2015) proposes another definition as "the perception of being prepared for the teaching profession by considering all the dimensions and factors shaping that

perception in the pre-service teacher education" (p. 33). Hence, she clearly attributes the feelings of teacher readiness to the process and outcomes of pre-service teacher education. Darling-Hammond, Newton and Wei (2010), on the other hand, point at teacher professionalism to explain how to prepare qualified teachers with high perceptions of self-efficacy, job status, and satisfaction. In the broadest sense, Bloom (1976, as cited in Karataş & Oral, 2017) defines readiness as "an individual's general and specific capabilities as a notion that expresses the nature, interest, attitude and motivation of knowledge and abilities related to the target behaviors" (p. 246).

2.3.1. Components of teacher readiness

As an ambivalent concept in educational research literature, teacher readiness is not an easily measurable aspect of prospective teachers. Yet, there have been endeavors to come up with particular determinants of teacher readiness. In the educational research literature, readiness has recently been attempted to be identified and measured through a variety of variables such as attitudes towards teaching (Parylo et al., 2015; Park et al.,2017; Fan et al.,2019), content knowledge (Darling-Hammand et al., 2010; Wang et al, 2014; Park et al.,2017), self-efficacy perceptions (Tschannen-Moran & Hoy, 2001; Gao & Benson, 2012; İnceçay & Dollar, 2012; Strakova, 2015), type and level of teaching motivations or interests (Bruinsma & Jansen, 2010; Lee & Yuan, 2014) personal qualities (Haigh et al., 2013).

Haigh et al. (2013, p. 2) maintains that judging the competence and the level of preparedness of a pre-service teacher in the practicum is especially dubious for the teacher education researchers all around the world since there is no consensus on the assessment criteria of such a judgement. In their empirical study, Haigh and her colleagues intended to come up with an assessment model to determine pre-service teachers' capabilities to teach by referring to the tenets of Social Judgement Theory (Hammond et al., 1986). In order to develop their model, they focused on the mentors' and supervisors' perceptions and evidences to evaluate the pre-service teachers' practicum performances while trying to draw a conclusion about their overall teacher readiness.
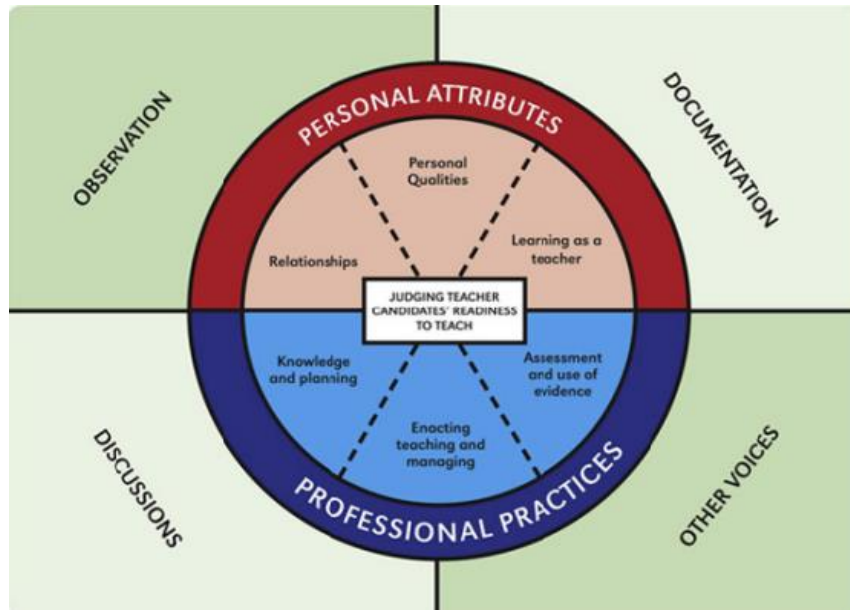
Figure 2. 2. *Dimensions for judging readiness to teach (Haigh et al., 2013, p.1)*

As shown in Figure 2.2., the researchers conceptualized a model for evaluating pre-service teachers' readiness for their study. Personal attributes and professional practices constitute two embracive dimensions of the teacher readiness judgement model. While personal qualities, relationships and learning as a teacher fall under the personal attributes, knowledge of teaching and planning it, implementing teaching in context and assessment and use of evidence are presented under professional practices. Judgements of teacher readiness are also informed by discussions, observation, documentation and others' opinions.

In light of the equivocality of the exact components of pre-service teacher readiness, and due to the constraints of measuring it with a single valid instrument, the present study explores the concept through pre-service language teachers' perceived teacher self-efficacies, attitudes towards teaching profession, motivations to choose teaching profession and their personality traits, which are thoroughly explained under the following headings.

2.3.1.1. *Perceived teacher self-efficacy*

Self-efficacy is a notion that is based on Bandura's (1986) Social Cognitive Theory which is rooted in Social Learning Theory (Bandura, 1977). According to Social

Cognitive Theory, human behaviors are determined through an interaction of cognitive factors (also known as personal factors), environmental factors and behavioral factors.
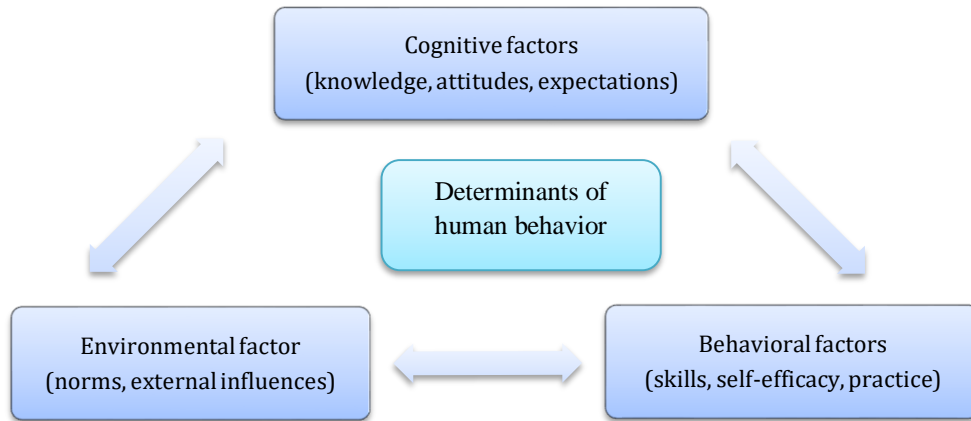
Figure 2. 3. *Elements of Social Cognitive Theory (Bandura, 1986)*

From the perspective of Social Cognitive Theory (Figure 2.3), a person's efficacy beliefs are shaped by his or her prior knowledge, expectations and attitudes as well as social norms and influences of others. On the other hand, those efficacy beliefs also affect a person's expectations, attitudes, and conformity to norms and openness to external influences. This mutual interaction is labelled as *reciprocal determinism* (Tschannen-Moran & Hoy, 2007, p. 945). With this regard, people's positive and negative thought patterns, goals, their commitment to these goals, their persistence in goals, the effort they put to achieve their goals, the challenges they are ready to encounter, the actions they take are all affected by their beliefs of self-efficacy (Bandura, 1986, 2000).

In order to comprehend self-efficacy more clearly, it is important to note that self-efficacy does not refer to the level of competence. Instead, it is one's own perception of competence. In other words, it is indeed a complex, subjective concept rather than an objective an easily measurable one. As Tschannen-Moran et al. (1998) notes, an individual's own perceptions of efficacy directly determines the goals he sets for himself, the level of self-confidence he has, how much effort he is willing to put, and how ready he is for the possible difficulties (p. 211). Bandura (1997) highlights the importance of self-efficacy perceptions of human beings to fulfill their potential in accomplishing difficult tasks. The researcher also notes that "insidious self-doubts can easily overrule the best of skills" (Bandura, 1997, p. 35). To be more clear, if one underestimates his

potential to manage a task or has suspicion of his efficacy to do it, regardless of how skillful he is, he is likely to fail.

Bandura (1997) hypothesizes four distinct sources of self-efficacy as *enactive mastery experiences, vicarious experiences, verbal/social persuasion,* and *physiological and affective states* (p. 79). As the most influential source of efficacy, *mastery experiences* simply refer to the situations that an individual feel more self-confident due to his previous achievements, or less confident because of prior failures. *Vicarious experiences* of observing an equivalent model perform a task can also affect an individual's self-efficacy in a positive direction. In this way, people tend to make positive judgements related to their potentials to succeed in similar tasks. *Social persuasion* as a source of efficacy can also strongly affect one's self-efficacy depending on the persuader (Bandura, 1997, p. 101). If the persuader is a competent, reliable, and credible one, his encouragement can work as a booster of efficacy. As the last type of efficacy source, *physiological and affective states* can determine the level of self-efficacy depending on an individual's emotions, level of anxiety or excitement, or physical conditions.

Self-efficacy as an originally psychological and sociological concept has also been used in educational research intensively. Indeed, it has a reflection on the readiness of teachers to teach in the form of *teacher self-efficacy*. One of the earliest definitions of teacher self-efficacy is as "the extent to which teachers believe that they can affect student learning" (Dembo & Gibson, 1985, p. 173). Similarly, Tschannen-Moran and Hoy (2001) explains teacher self-efficacy as teachers' evaluation of their own capacity to create desirable outcomes related to learner engagement and learning even if the learners are indifferent or unmotivated (p. 783).

The crucial role of teachers' self-efficacy beliefs lies behind the fact that when teachers have a high level of self-efficacy, they tend to believe that they can profoundly affect learners' success and motivation (Tschannen-Moran et al., 1998). What is more, teacher self-efficacy is reported to be an important factor determining the length of time intended to spend in teaching profession and commitment to teach (Tschannen-Moran & Hoy, 2001; Bruinsma & Jansen, 2010). However, teacher self-efficacy does not exist all of a sudden and it has a cyclical nature of occurrence or disappearance (Tschannen-Moran et al., 1998).
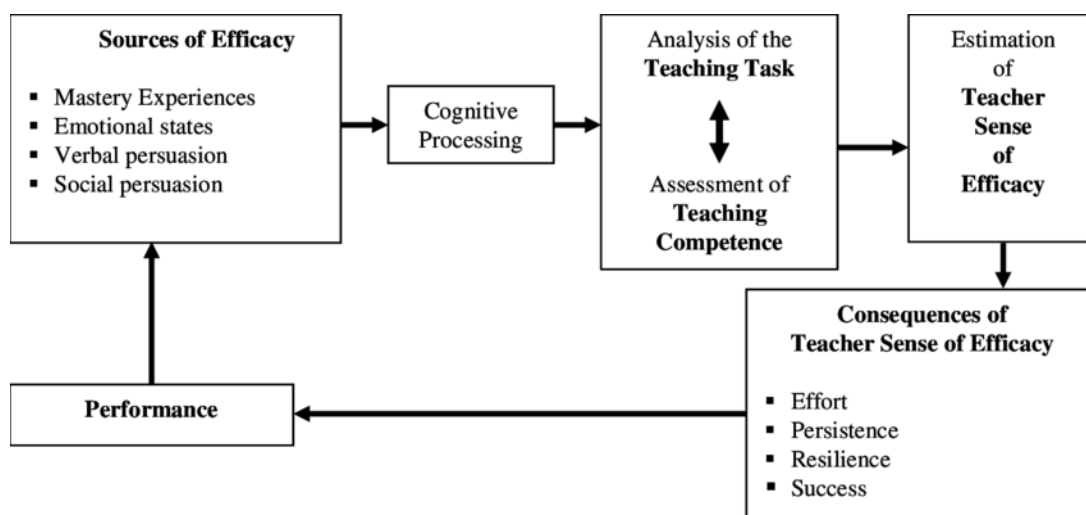
Figure 2. 4. *The cyclical nature of teacher efficacy (Tschannen-Moran et al.,1998, p. 228)*

As illustrated in Figure 2.4, Tschannen-Moran, Woolfolk Hoy and Hoy (1998, p. 227-232) postulates in their integrated model that efficacy beliefs of teachers first stem from four major sources of efficacy. Their prior achievements or positive experiences, feelings, and influences of others may serve as the source of efficacy in this phase. Then the perceptions of self-efficacy go through a cognitive processing. Following this phase, teachers make inferences regarding the requirements of the teaching tasks and the difficulty of achieving these tasks. Meanwhile, they also consider their own personal teaching competence in the anticipated teaching task. After this phase, teachers attain an estimated sense of self-efficacy whose consequences are to be considered by the teachers in the following phase. In this phase, in light of their perceived sense of self-efficacy, teachers make judgements about the effort they need to put or the persistence they need to have in order to attain the desirable outcomes. Finally, they perform the particular teaching tasks and they either succeed or fail the task. Thus, the outcomes of this performance, once again, serve as sources of teacher self-efficacy; and this vicious cycle forms the path of the creation of teacher self-efficacy beliefs. As Tschannen-Moran et al. (1998, p.234) also states, if the efficacy beliefs are high, they result in more persistence and thus, better performance. Eventually, better performance and desirable outcomes naturally turn out to be a source of higher efficacy beliefs.

The present study utilizes an adapted version of Tschannen-Moran and Hoy's (2001) sense of self-efficacy scale for the purpose of investigating pre-service foreign language teachers' perceptions of teacher self-efficacy. With an attempt to come up with

a valid and reliable tool to measure teachers' self-efficacy perceptions, the researchers reviewed many of the existing tools used to analyze the construct of teacher self-efficacy and they created a new construct after collecting three different sets of data for validation and reliability.
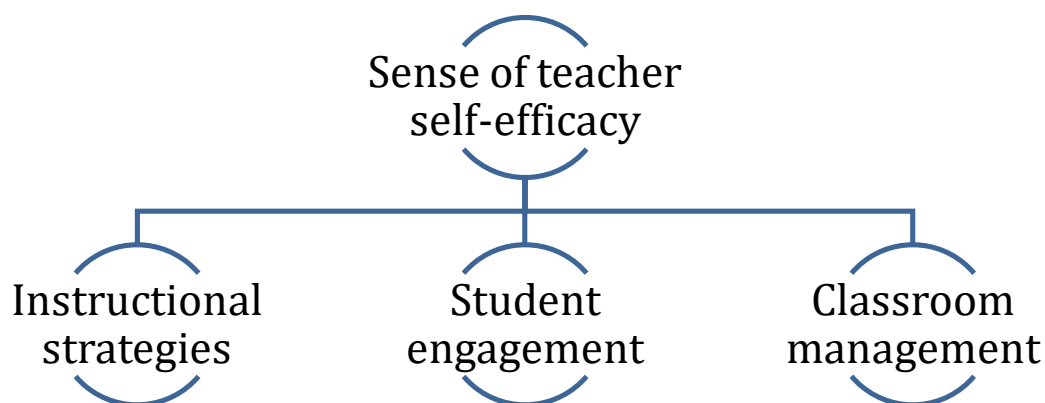
Figure 2. 5. *Dimension of teachers' sense of self-efficacy (Tschannen-Moran & Hoy, 2001, p. 800)*

In their new instrument to measure teachers' sense of self-efficacy, Tschannen-Moran and Hoy (2001) exhibits self-efficacy beliefs of teachers with regard to three separate domains (p. 800). In this model, *instructional strategies* refer to the teachers' perceived efficacy to use the appropriate methods, techniques, strategies and ways to teach the target contents. Student engagement self-efficacy stands for the teachers' perceptions of their own capabilities to engage students in learning activities. Finally, self-efficacy in classroom management corresponds to the perceived capabilities of teachers to manage misbehavior or to deal effectively with challenging classroom management situations in the classrooms (Figure 2.5).

Education research literature has witnessed a great deal of studies on pre-service language teachers' self-efficacy perceptions. In line with the purposes of the present study, instances of those aiming to investigate self-efficacy beliefs of pre-service foreign language teachers in practicum (before, during or after) are visited in this section.

To exemplify, Atay (2007) carried out a study aiming at exploring the effects of practicum teaching on pre-service ELT teachers' beliefs of efficacy. Her subjects were 78 last year ELT students from a Turkish state university and she collected both

qualitative and quantitative data for the study. Tschannen-Moran and Woolfolk Hoy's (2001) "Teachers' Sense of Efficacy Scale" was used to collect quantitative data and focus group interviews constitutes qualitative part of the data collection. The results showed that there was a significant decrease in the self-efficacy scores of the pre-service English language teachers in the use of instructional strategies after the practicum. On the other hand, it was reported that the student teachers had significantly higher perceived self-efficacies in engaging the students. Moreover, qualitative findings of the study put forward the importance of expert observation, communication and cooperation with the mentoring teachers, and institutional policies of the practicum schools as the factors affecting the participants' perceptions of self-efficacy (Atay, 2007, p. 215). It can be inferred from this study that sub-dimensions of teacher self-efficacy may not show a parallel increase or decrease with each other during a given period of time or interference. Thus, it is necessary to measure each subscale separately, which is one of the aims of the present study, as well. Besides, qualitative findings are also thought be helpful in understanding the underlying reasons behind the changes in self-efficacy beliefs.

In another mixed methods study on pre-service English language teachers' self-efficacy perceptions, Liaw (2009) attempted to explore the effects of practicum teaching and group discussions on pre-service EFL teachers self-efficacy beliefs. 26 participants provided qualitative data for the study through videotaped practicum teaching sessions each week during a whole semester, and through group discussions on these sessions during a method course. Besides, the participants were asked to complete an adapted version of Teacher Efficacy Scale by Gibson and Dembo (1984) at the beginning and the end of the practicum period. The findings suggested that classroom management was the most outstanding consideration for the pre-service EFL teachers in this study. It was also discovered that overall perceived teacher self-efficacy of the participants was significantly higher after the practicum teaching experiences and group discussions afterwards. The results of this study clearly underlines the impact of practicum experience on self-efficacy formation of pre-service English language teachers. Moreover, it also signifies the role of verbal persuasion through group discussions as a contributing source of teacher self-efficacy.

Along with the existing studies on the overall self-efficacies of pre-service foreign language teachers, there is also research focusing on a single dimension of teacher self-efficacy. As one of such studies, Gao and Benson's (2012) research put classroom

management dimension of self-efficacy in a central position and explored the challenges that student teachers faced and the ways they handled these challenges during their practicum experiences. In terms of classroom management, the biggest challenge of the participants showed up as unruly students. Participants of the study attributed undisciplined students to the contextual conditions of their practicum schools, and liminal positions they found themselves in since they were neither recognized by the students as teachers not as students any more. The researchers also concluded from their qualitative findings that the best solution would be to inquire into the conditions of the practicum classrooms and instead of merely judging the pre-service teachers' competence and efforts in managing their classes (Gao & Benson, 2012, p. 139).

In brief, teaching self-efficacy perceptions of student teachers emerge as an important determinant of teacher readiness in the existing body of research. Therefore, the present study incorporates perceived teaching self-efficacies of pre-service English language teachers among the components of teacher readiness as important predictors of preparedness for the job.

2.3.1.2. *Attitudes towards teaching as a profession*

The concept of *attitude* as a central theme in the fields of psychology and sociology has a long history in the literature. The centrality of the concept was stated by Allport (1967) as "attitude is possibly the most distinctive and indispensable notion in social psychology. It is also the most frequently referred concept in both experimental and theoretical literature (p. 3)". The importance and central role of attitude in determining human behaviors is also evident in the Expectancy-Value Theory which was originally developed to interpret and anticipate people's attitudes towards actions, situations, concepts, ideas or objects. In the theory, attitudes take place as an element shaping human behaviors through interaction with environmental and behavioral factors (Bandura, 1986). Simply stated, "attitudes reflect how a person feel about something" (Robbins, 1994, p. 17). However, for a clear understanding of attitudes, it is important to note that attitudes are not opinions or beliefs. As Üstüner et al. (2009) also cites, attitudes are more general while opinions come out as reactions towards particular situations (p. 142). Likewise, an individual may not often be conscious of his or her attitudes especially if

they are implicit attitudes, while the same cannot be asserted for opinions (Tezbaşaran, 1997, p. 1).

The concept of attitude has been a key notion in educational research with a growing interest in its effects on or relation with a number of aspects such as technology (Johnson & Howell, 2005), diversity (Garmon, 2004), language learning (Göktepe, 2014), and language teaching (Üstüner et al.,2009; Cortes, 2016; Polat, 2017) due to attitudes' apparent role as the key determinants of success (Hills, 1982, p. 82). In educational research, studies focusing on the attitudes of pre-service foreign language teachers have been on the rise though scarce. Parylo et al.'s (2015) quantitative study is among the scarce research aiming to examine the changes in the attitudes of pre-service teachers attending a pedagogical content knowledge program offered at a Turkish university setting. In order to compare the attitudes of the participants towards teaching, the study makes use of an attitude scale as a pre-test and a post-test to collect data from 175 pre-service teachers. Their findings revealed that there were not significant differences between the pre-test and post-test scores of the participants on the attitude scale which meant that their attitudes towards teaching did not change considerably after the pedagogical content knowledge program they attended.

In his qualitative study with 10 Colombian participants, Cortes (2016) focused on the role of the practicum on pre-service English language teachers' attitudes towards profession. The results presented that the participants showed mostly positive attitudes towards the teaching profession after their practicum experiences. Moreover, they also developed an awareness of teaching, by experiencing real classroom settings where they observed and practices the challenges such as classroom management, gap between theory and practice, and the population of classrooms (p. 55).

Likewise, in their comprehensive study with 593 pre-service teachers studying at 12 different programs including English Language Teaching at a state university in Turkey, Üstüner et al. (2009) suggested that attitudes towards teaching profession varied significantly among the departments involved in the study. For instance, Physical Education and Sports Teaching, Turkish Teaching and Pre-school Teaching pre-service teachers showed the highest attitudes while English Language Teaching ranked the 7th among 12 departments. Additionally, it was found that the participants who chose their departments with intrinsic motivations tended to score higher in the attitude scale. This finding also illustrated the positive correlation between intrinsic motivations for teaching

and positive attitudes towards it. In their research, Üstüner et al. (2009) also conclude that attitudes of the pre-service teachers can serve to shape the teacher education programs in the future (p. 153). Lastly, the researchers of the study postulate that attitudes are likely to play a fundamental role in shaping the curriculum of the teacher education programs in order to foster more positive attitudes in the future (Üstüner et al., 2009, p. 153). Therefore, the current research focuses on the attitudes of student teachers towards teaching as another remarkable element of professional readiness.

2.3.1.3. *Teaching motivations*

Focus of the present study on teaching motivations of the pre-service foreign language teachers is primarily based on the propositions of Expectancy-Value Theory (Eccles et al., 1983) of achievement motivation and behavior. The theory puts forward the idea that achievement based actions are reinforced by expectancies of success in a particular task and values attributed to the task, and thus, these expectancies and values determine which tasks a person may want to pursue (Wigfield & Eccles, 2002, p. 91). Within this frame of the theory, expectancies correspond to the beliefs about how well one can perform on a given task, while values refer to a person's desire to attain the outcomes of a particular task or how much value he attributes to these outcomes. The model created by Eccles et al. (1983) further classifies the components of subject task values as *attainment value, intrinsic value, utility value,* and *cost.* According to Wigfield & Eccles (2002), attainment value is explained as how important it is for a person to do a certain task well. Intrinsic value is basically related to the individual joy of fulfilling a task or enjoying what a person does. As another component of task values, utility value stands for the fitness of a task into a person's future goals. Lastly, cost refers to the effort that an individual needs to put into a task or the sacrifices he needs to make in order to achieve the task (p. 94-95). It is also important to note that expectancies and values are determined by a number factors such as prior experiences, abilities, self-conceptualizations, goals, culture, and influences of others (Wigfield et al., 2009, p. 57).

Expectancy-Value Theory has served as a strong basis for many empirical studies aiming to explore the motivations of teachers or pre-service teachers for choosing teaching as a profession since its introduction. With such an attempt, Richardson and Watt (2006) draws attention to the need for investigation of pre-service teachers' motives to choose teaching profession by putting emphasis on the changing role of teachers in the

society, the scarcity of empirical evidence exploring teaching motivations and reasons for quitting the job within a short period of time, the lack of research built on a comprehensive theoretical framework (p. 31). The researchers develop their framework of Factors Influencing Teaching Choice (FIT-Choice) as a valid and reliable instrument to explore the pre-service teachers' motivations to choose teaching as a profession. As shown in Figure 2.5, the framework consists of a total of 18 possible factors likely to influence the choice of teaching profession. In line with the Expectancy-Value Theory, the framework embraces factors clearly referring to expectancies such as task demand and task return as well as factors corresponding to values such as intrinsic values, personal utility values and social utility values. According to the framework, fallback career factor does not fall under any of the higher order factors influencing the teaching choice, and as a distinct factor, it means that the teacher candidate chooses the profession as a last resort. Additionally, it is illustrated in the figure that socialization influences listed as prior experiences and social influences (either positive or negative) also constitute another set of factors likely to affect the preference of teaching as a future career.
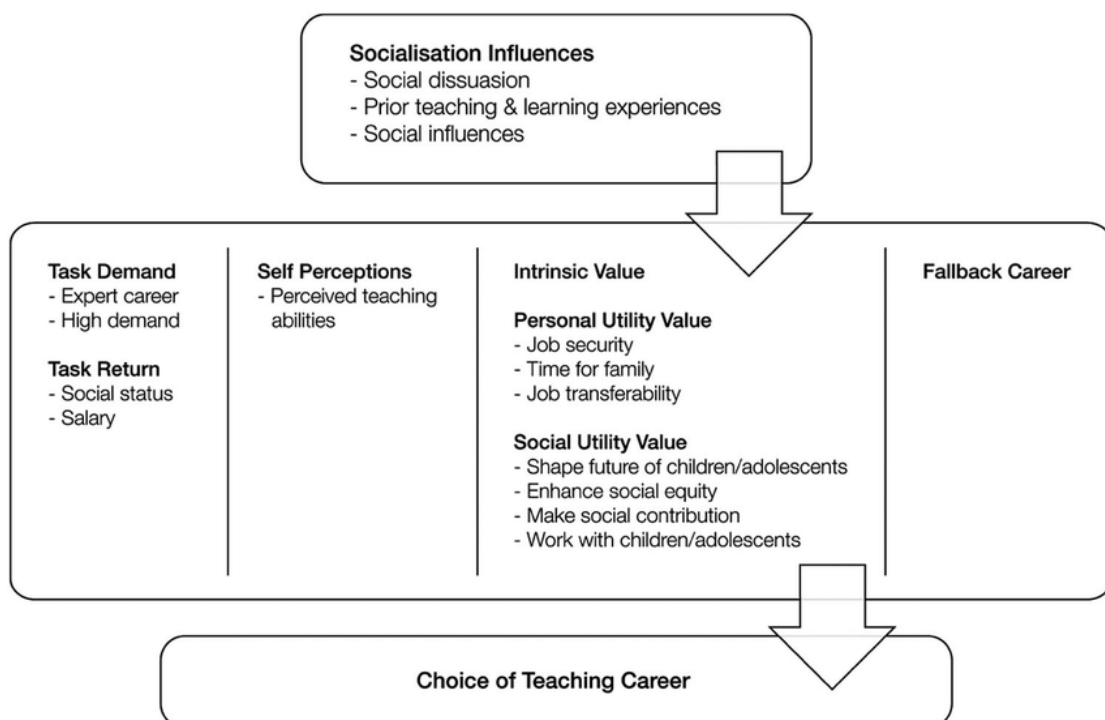
Figure 2. 6. *The ''FIT-Choice'' framework (Richardson & Watt, 2006, p. 32)*

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As any other profession, foreign language teachers also make their choices to become a teacher with varying reasons and motivations affecting their preferences. Bruinsma and Jansen (2010) postulated that the type of teaching motivation appears to be strong determinant of the expected time to remain in the teaching job. To be more clear, it was found that intrinsically motivated pre-service teachers reported intentions to perform the teaching job for longer periods of time, extrinsically motivated ones did not consider teaching as a long term profession (p. 198). However, there is also evidence in the literature (Yong, 1995; Kyriacou & Kobori, 1998) that extrinsic motivations can play fundamental roles in the decisions of pre-service language teachers to choose the teaching profession.

In their qualitative case study with six pre-service English language teachers, Lee and Yuan (2014) explored the teaching motivations of the participants and possible changes in their motivations during a teacher education course. Their findings suggest that pre-service English teachers may have various teaching motivations such as intrinsic, extrinsic, and altruistic, or sometimes a mixture of these motivation types. Besides, the study also presents findings showing the change of teaching motivations towards a more intrinsic, teaching oriented dimension at the end of the course. Lee and Yuan (2014, p. 104) also highlights the importance of catering pre-service language teachers' motivations to minimize the chances of them to feel unmotivated or to quit teaching job in the early phases of their career.

Manuel and Hughes (2006) conducted a quantitative study with 158 Australian pre-service teachers including a considerable number of participants from language teaching departments (n=55) in order to investigate the teaching motivations of the participants and their expectations from teaching career. The results showed that the participants' teaching motivations were predominantly intrinsic or altruistic such as seeking personal fulfillment, having an interest in teaching, having a dream of being a teacher, shaping the society, and helping others learn. Additionally, it was found that pre-service teachers largely expected the teaching profession to be challenging and rewarding (n=64). Another important finding of the same study was that few prospective teachers (n=9) thought of the teaching profession as a short term career.

In his recent quantitative study aiming to validate a questionnaire to explore the teaching motivations of Hungarian pre-service English language teachers, Smid (2018) collected data from 51 participants, three of whom were in their practicum period while

the majority were still taking departmental courses as part of their teacher education program. The analysis of the 114-item questionnaire data revealed that Hungarian pre-service English language teachers had more intrinsic motivations than other types of motivations.

Damar (2018) conducted a comprehensive quantitative study with 210 first year pre-service English language teachers from a Turkish state university using a 5 point Likert scale questionnaire to measure the existing motivations of the participants to choose teaching as a profession. The findings suggested that the highest scored motivational factors were making social contribution (M=4.82) and working with children and adolescents (M=4.68) which can be combined under social utility values. She also made the implication that social status of the profession needs to be improved since there was little tendency among the participants to choose social status factor as a motivation to choose teaching profession (Damar, 2018, p. 151).

Sinclair (2008) conducted a study aiming to measure the changes in student teachers' motivations of teaching after their first practicum with 211 primary school pre-service teachers. She utilized a survey to find out the motivations of student teachers and to measure changes in their motivation through a pre-test and a post-test before and after their first practicum experience. The results proved that almost half of the student teachers (47.8%) somehow accepted that their motivations changed after the practicum while almost a quarter (23.6%) did not report any change (p.90). Sinclair also concluded that practicum was more influential on teaching motivation than any other coursework. Moreover, it was commonly mentioned by the participants that coursework had a more negative effect on motivation while practicum seemed to have affected it more positively (Sinclair, 2008, p. 97). Although the participants of the study were not English language teachers, this study constitutes a strong evidence of the changes in teaching motivations of the pre-service teachers that are likely to occur during the practicum experience.

A recent longitudinal study by Wong (2020) also illustrated the changes in pre-service language teachers' teaching motivations before and after their practicum experiences. Wong collected both quantitative (questionnaires) and qualitative data (interviews and log entries from four participants) before and after two blocks of practicum in the third and last years of the 33 English language major participants. Wong (2020) briefly concluded that pre-service language teachers' motivations were predominantly affected by their emotional states and perceived skills in teaching before

the practicum periods. However, after the practicum, social interactions and feedback from mentors, supervisors or students, as well as their own positive experiences in real teaching situations played important roles in determining their motivations (p. 76).

In an earlier study, Kyriacou and Kobori (1998) surveyed 95 pre-service English language teachers in Slovenia to find out their motivations to teach English as a profession in the future. Unlike many other studies, their findings came up with a number of extrinsic motivations among the leading motivations of the participants to choose teaching profession. Job security, short working hours, satisfaction with the salary, and long holidays were among the key considerations reported by the participants of the study (p. 349).

Another study by Yong (1995) contributed to the existing body of research by qualitatively investigating the motivations of 174 teacher candidates in a faculty of education context in Brunei. His findings indicated that pre-service teachers may possess a variety of motivations while choosing to teach as a profession. The leading motivations of the participants in that study were extrinsic motivations rather than intrinsic or altruistic. For instance, having no other alternative (fallback career choice) and being affected by others were ranked as the first and the second reasons for choosing teaching profession, which may endanger the pre-service teachers long term commitment to the profession (p. 279). The findings of this study support the assumption that factors influencing the decisions to become a foreign language teacher may vary depending on the context.

Kılınç et al. (2012) investigated pre-service teachers' motivations to choose teaching profession with a sample of 1577 first year pre-service teachers studying at different teacher education departments including English language teaching (*n*=122) in three different Turkish universities. In order to collect data, Factors Influencing Teaching Choice Scale (FIT-Choice Scale) developed by Watt and Richardson (2007) was adapted to Turkish context and utilized by the researchers. Thus, the study also served to test and validate the existing scale to be used with Turkish pre-service teachers. The findings of the study suggested that the adapted version of the FIT-Choice Scale turned out to be a reliable and valid instrument to measure the motivations of Turkish pre-service teachers. Additionally, it was found out that altruistic factors in the scale were the most influential factors affecting the teaching profession choice. Job security factor as an extrinsic motivation also emerged as an important determinant of teaching choice. Intrinsic values

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and teaching ability perceptions followed those factors while choosing teaching profession as a fallback career appeared as the weakest factor affecting pre-service teachers' choices.

2.3.2. Studies on teacher readiness during the practicum

The importance of a pre-service teacher's readiness to teach basically stems from the fact that it is closely interconnected with his commitment to the teaching profession (Sinclair, 2008, p. 84). So, it can be concluded that if the teacher readiness of the pre-service language teachers is at a desirable level, they are more likely to be effective and committed to their job. In this regard, practicum period serves an important function to prepare teachers of the future for the profession. As an outstanding function of practicum, the transformation of theoretical background knowledge of a teacher into actual practices in a real classroom is accomplished in a variety of ways. In this sense, practicum practices that prepare a prospective teacher for the profession can be listed as being supervised by a mentor teacher or the faculty supervisor, receiving feedback before, during and after the classroom teaching, holding discussions and meetings on the practicum teaching, peer observations, lesson plan preparation, journal or portfolio writing, and observing experienced teachers in their classrooms (Ishihara, 2003, p. 2).

As Richards (2008) asserts, teacher learning or learning to teach happens and transforms in a context through interaction and practice. That is why he calls the outcome of this type of learning as "*practitioner knowledge*" (p. 164). For the pre-service teachers, practicum schools are the mere settings they can experience such practice and interaction with their mentors who play a significant role in their professional development through collaboration, guidance, and serving as expert role models (Velez-Rendon, 2006, p. 321).

There seems to be a consensus in the literature on the role of practicum teaching within pre-service teacher education (Russell, 2005; Sinclair, 2008; Darling-Hammond, 2010) since it is strongly claimed to determine the quality of the teacher education program in preparing pre-service teachers for the profession (Zeichner, 1990). Hegender (2010) also concludes that practicum period is a good indicator of a pre-service teacher's suitability for the teaching job.

Pre-service teachers often point to the gap between theoretical instruction at university and the practical situations in the real classrooms (Cole & Knowles, 1993;

Mattsson et al., 2011; Hennissen et al. 2017). This critical gap is mostly due to the fact that the actual classroom setting cannot be reflected or represented by the university teaching (Zeichner, 1990). However, researchers (Meijer et al., 2002; Farrell, 2008; Zeichner, 2010) argue that practicum itself serves as a term in which pre-service teachers can find the opportunity to turn their coursework knowledge into practice in the practicum classes. Thus, it can be concluded that the practicum both enables the pre-service teachers realize the difficulty of transforming their theoretical knowledge into practice and provides them the sphere to make necessary attempts and improve themselves in doing so.

Richards et al. (2013) report that language proficiency of foreign language teachers directly affect the variety of skills they use in classrooms and the efficiency in accomplishing key teaching tasks. Namely, proficient foreign language teachers can fulfill the requirements of the profession such as presenting and formulating knowledge, or managing the classrooms much better than less proficient ones. Pachler et al. (2007) draws on the importance of a foreign language teacher's subject knowledge that refers to theoretical knowledge of second language acquisition and learning, pedagogical content knowledge, curriculum knowledge and competence in the foreign language to be taught (p. 24).

Partly in line with the present study, Strakova (2015) explored 37 pre-service English language teachers' perceptions of teaching readiness in light of their practicum experiences and methodology seminars. Instead of readily available scales, Strakova made use of the second part of European Portfolio for Student Teachers of Languages (EPOSTL) that included 195 descriptors implying the capabilities of pre-service teachers. Her quantitative study revealed a high degree of perceived self-efficacy among the participants, which she postulated as an overestimation of their capabilities. Although her participants seemed to be satisfied with the methodology courses' contents, the findings suggested that the pre-service English language teacher participants of the study needed to improve their skills in assessment and enhancing learner independence. Strakova's study is an indication of the lack of a proper instrument to measure foreign language teacher readiness as she made use of a part of EPOSTL to find out how prepared to teach her subjects were.

Mohamed and her colleagues (2016) reported on the readiness of 226 pre-service foreign language teachers, who were in their practicum period, within the framework of

11 teacher competences. In this study, pre-service teachers' mastery perceptions of core teacher competences are accepted as determinants of teacher readiness. These core competences are listed as:

> Knowledge of curriculum and subject matter,
>
> Instructional planning and strategies,
>
> Effective use of teaching materials and technologies in facilitating students' learning,
>
> Commitment to promoting the learning of all students,
>
> Managing students and learning environment,
>
> Knowledge of diverse students, including special needs, and how they learn,
>
> Adapt teaching to respond to the strengths and needs of all pupils,
>
> Effective collaboration with colleagues and partnering with parents, social services
>
> and the community,
>
> Professional growth and development,
>
> Willingness to try new ideas and strategies, and
>
> Exercising personal integrity and legal responsibilities (Mohamed et al., 2016, p. 7).

The participants of the study were, thus, delivered a survey exploring their teacher readiness in terms of core teacher competences. Quantitative analysis of the survey data revealed that the participants did not score over the desirable mastery level of 80 % in the 'instructional planning & strategies', 'promoting the learning of all students', and 'adapting teaching for all the students' core competences. Findings also emphasized the centrality of teacher educators in preparing pre-service teachers for the profession.

In Turkey, İnceçay and Dollar (2012) investigated teacher readiness of 36 pre-service English language teachers using a classroom management self-efficacy scale, a readiness scale for managing disruptive behaviors and a scale of observation to explore the real classroom practices of perceived classroom management self-efficacies. The data were collected at the beginning of the practicum period in their last year in the program. Ten of the pre-service English teachers were then observed in their practicum teaching. The findings indicated that the participants' efficacy beliefs were in line with their teacher readiness beliefs in terms of classroom management. On the other hand, self-efficacy and readiness beliefs of pre-service English teachers did not significantly correlate with the practices of classroom management skills in real classrooms. In other words, it was found that the participants could not effectively reflect their self-efficacy on practicum teaching experiences. The researchers concluded that lack of adequate teaching practice could be an underlying reason for the participants' failure in turning their declarative knowledge of classroom management into procedural one in a real classroom atmosphere.

Trent (2011) contributed much to the educational research by adding a new dimension to teacher readiness studies. In his qualitative study, Trent resorted to how pre-service English language teachers reflected their teacher readiness through identity construction. Using semi-structured interviews, the research collected data from six last year students studying in an ELT department in Hong Kong context. It was concluded from the results that the participants often attributed their choice of teaching profession to their previous learning experiences and teachers. Namely, role models were influential on their decisions. They also pointed to the importance of good relationships with students. Having a good rapport was found to encourage the students more to participate in language teaching activities. Besides, they thought that traditional views of teaching were out of date and needed to be replaced by up-to-date ones. Preparedness of a language teacher candidate was also related to the knowledge of modern approaches to language teaching. The researcher postulated that the participants of the study depicted their own constructed identities as a teacher while expressing perceptions of themselves and others as teachers of the future.

Yan and He (2010) collected qualitative data through reflective papers from 210 Chinese pre-service EFL teachers in order to explore the perceived challenges and problems they experienced during the practicum. The analysis of the data revealed six major problems. The student teachers reported that they suffered from the gap between imaginary teaching contexts presented during the faculty coursework and the realities of practicum schools and classrooms. Another problem perceived was the time and length of the practicum. Since the practicum was placed in the last year of their teacher education, pre-service EFL teachers found it hard to concentrate on the practicum program while also trying to finding a job and preparing for the exams. Besides, they also complained about the duration of the practicum which lasted only two terms, one of which consisted mostly of observations and micro teachings. Unwelcoming attitudes of the host schools were also discouraging for the EFL teacher candidates who felt deprived of enough support and feedback from the cooperating teachers and faculty supervisors. Eventually, some student teachers also reported a high level of demotivation to prepare lessons before practicum sessions which resulted from their negative experiences. Finally, pre-service English teachers perceived the lack of a proper assessment system to evaluate their practicum performance as an outstanding problem.

2.4. Personality Traits of Pre-Service Language Teachers

Explaining an individual's personality type through traits is not a new approach. Burger (1997) describes a trait as "an aspect of human personality utilized to classify people according to the degree they demonstrate a specific characteristic. (p. 7)". Maltby and his colleagues (2007, p. 161) argue that personality traits tend to remain stable over time and across situations although there may be observable changes in people's behaviors. In order to understand and explore these rigid components of human personality, Goldberg (1990) reviewed all the existing literature and came up with a Five-factor model. Based on previous studies and assumptions, Costa and McCrae (1992) introduced the Big Five factors model of personality which describes five basic traits of personality as *openness, conscientiousness, extraversion, agreeableness* and *neuroticism;* and those traits are known as most popular and useful approach to simply explain human personality in the literature (Maltby et al.,2007, p. 179).

Table 2. 3. *Facets of the Big Five personality traits (Costa & McCrae, 1985)*

Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism
Fantasy	Competence	Warmth	Trust	Anxiety
Aesthetics	Order	Gregariousness	Straightforwardness	Angry hostility
Feelings	Dutifulness	Assertiveness	Altruism	Depressions
Actions	Achievement striving	Activity seeking	Compliance	Self-consciousness
Ideas	Self-discipline	Excitement	Modesty	Impulsiveness
Values	Deliberation	Positive emotions	Tender-mindedness	Vulnerability

In order to understand Big Five factors model of personality traits, it is essential to be informed about the facets underlying these major traits (Table 2.3). Maltby and his colleagues explains the five personality traits as follows:

Openness: The trait shows that the individual is open to new experiences and willing to accept new ideas. He can think independently and unconventionally. He is curious and imaginative. He appreciates aesthetics and considers values while taking an action.

Conscientiousness: This trait is mostly related to self-control. People scoring highly on this trait are likely to be responsible, planned and decisive. On the contrary, low scoring ones are indifferent and not ambitious in pursuing their goals; so, they are not perceived as dependable people.

Extraversion: Extraversion scores prove that an individual is friendly, sociable, positive and energetic. Low scores of extraversion indicate introversion which suggests that a person is not sociable and friendly. Instead, he has a more reserved personality.

Agreeableness: This factor is about social interactions. High scores on this trait indicate helpfulness, altruism, trust, modesty and compliance.

Neuroticism: The trait is associated with emotional stability. High scores on the trait may signal mood swings, angry hostilities, depression, maladaptive feelings and anxiety. (p. 179)

In the educational research, Big Five personality traits have been a frequently visited topic of study in order to elaborate on the effectiveness of teachers (Decker & Rimm-Kaufman, 2008; Klassen & Tze, 2014), yet less research has attempted to explore the preparedness of pre-service teachers (Ripski et al., 2011; Jamil et al.,2012; Aydın et al., 2013; Wiens & Ruday, 2014). The rationale for accumulating research on pre-service teachers' personality traits is that identifying the traits that predict the quality of future teachers may be helpful in recruiting the right candidates for the job (Wiens & Ruday, 2014, p. 9).

In order to grasp a general portrait of the existing body of research in the educational research literature, Klassen and Tze (2014) carried out a comprehensive meta-analysis of 43 papers having studied teachers' personality traits as possible determinants of their success in the profession. They drew the overall conclusion from their review of the related studies that there was a moderate and significant relationship between the personality traits of the teachers and their teaching efficacy and performance (p. 73).

Another study (Jamil et al., 2012) presented the relationship between pre-service teacher personalities and teacher efficacy. The data for the study were collected from 509 last year pre-service teachers studying in various departments of a faculty of education. Data collection instruments used were a classroom assessment tool, a self-efficacy questionnaire, and a personality inventory. They concluded from the findings that outgoing pre-service teachers with a high level extraversion personality trait tended to have higher perceptions of self-efficacy. Another conclusion was that anxiousness negatively correlated with confidence among the participants. Finally, neuroticism personality trait was found to correlate negatively with self-efficacy. In other words, the less neurotic the participants were, the more self-efficacious they felt.

Aydın and his colleagues (2013) ran a study with 206 pre-service teachers to see the effects of personality on the participants teaching competence. Quantitative data analysis of the study revealed that extraversion, openness, agreeableness and

conscientiousness were the personality traits that influenced teaching competencies significantly in a positive direction. Besides, extraversion emerged as the most significant determinant of teaching competencies of pre-service teachers. Conversely, neuroticism seemed to affect the competencies of the participants significantly in a negative direction. The researchers also stated some practical implications regarding their findings. For example, they suggested that pre-service teachers ought to be given personality tests, and teacher candidates with predominantly neuroticism trait should be psychologically assisted during the teacher education.

To summarize, the studies exploring teacher readiness of pre-service EFL teachers visit a number of issues that include the teaching readiness components in the present study, but most of them fail to provide a comprehensive view of the changes in student teachers' professional readiness through multiple components under the crisis conditions of COVID-19 pandemic. Therefore, the present study's central focus on teacher readiness through teaching self-efficacy perception, attitudes, teaching motivations and personality traits intends to bring in a different perspective to foreign language teacher readiness with an inclusive scope.

3. METHODOLOGY

This study aims to investigate the pre-service foreign language teachers' teacher readiness before and after the practicum in terms of the changes in their self-efficacy beliefs, attitudes and teaching motivations. Besides, the relationships among the components of teacher readiness and personality traits of teacher candidates are explored in this study. Within the scope of the present study, the effect of the practicum on foreign language teacher candidates' teacher readiness and their views on the practicum are investigated using both the quantitative and qualitative data.

This chapter reveals an overview of the research design, the research setting, the participants, the data collection tools, and the data analysis procedures.

3.1. Research Design

This study employs a mixed methods explanatory sequential design research with the aim of collecting quantitative and qualitative data to explain and gain a deeper understanding of the quantitative findings through qualitative findings (Creswell, 2002, p.542). In the mixed methods explanatory sequential design, quantitative data collection and analysis are prioritized to obtain a general picture of the research problem, and qualitative data collection and analysis are used as the secondary sources to explain or elaborate on the findings of the primary quantitative data findings in order to gain a more in-depth and focused comprehension of the phenomenon (Creswell, 2002, p.543). In the present study, the primary form of data collection is the survey method since it enables the researcher to gather data from relatively larger number of subjects (Mackey & Gass, 2005) and thus, more participants are able to report about their teacher readiness in this method. Additionally, qualitative data are collected through semi-structured interviews unveiling the participants' reflections on the practicum and teacher readiness experiences attained during the practicum period.

3.2. Research Context

Since the present study intends to explore the teacher readiness of pre-service language teachers in Turkey, the research setting for the study is a Turkish higher education institution that offers a four-year pre-service teacher education in foreign language education. In order to gain better insight into the teacher training procedure, the path to become a teacher in Turkey should be familiarized first.

In the broadest sense, teachers go through a long path of becoming professionals in teaching as they complete primary and secondary school education, attend pre-service teacher education programs, and develop themselves professionally in their jobs (Johnson, 2007). In Turkish context, the path does not differ much from other countries. The only fundamental difference in the path occurs during the higher education in which students can enroll in faculties of education to graduate as teachers or faculties of arts and science to get a pedagogical formation certificate to become a teacher at the end of their university education (Çakıroğlu & Çakıroğlu, 2003).

The data for the present study are collected from the English Language Teaching (ELT) department of the Faculty of Education at Anadolu University in Eskişehir. ELT department of Anadolu University (AU) accepts 123 students each year through national placement examinations carried out by Student Selection and Placement Center of Turkey (SSPC). According to the statistics of Higher Education Council (HEC) of Turkey, the department had a 100 % placement rate in the 2021 university placement examination, which indicates the popularity of the department among students intending to study English language teaching (YÖK, 2022). Students enrolled are required to attend one year of English preparatory program unless they succeed in the English proficiency exam at the beginning of their university education (Çakıroğlu & Çakıroğlu, 2003).

English Language Teaching Department of Anadolu University follows the official pre-service foreign language teacher education curriculum developed by Ministry of National Education (MNE) and Higher Education Council (HEC) of Turkey. There is a variety of courses offered in the program ranging from teaching pedagogy, assessment, foreign language skills and general culture knowledge to field experience. While theoretical courses dominate the first three years of the program, practice oriented courses are offered in the last year. Teaching practicum is particularly considered as a vital component of the comprehensive curriculum in the ELT department of Anadolu University. Pre-service foreign language teachers in the program are expected to fulfill the requirements of the "Practice Teaching" course successfully in order to graduate from the department. During their practicum, the student teachers are sent to different schools of the MNE to practice teaching under the supervision of their advisors from the department and mentoring teachers of the schools they are sent to. They have to attend 6 hours of teaching at schools in a week and the period lasts for 12 weeks, which makes a total of 72 hours. During this period, before each teaching practice, the students prepare

lesson plans for the topics in the practicum school curriculum and get feedback on their lesson plans. Then they teach a whole class hour while being monitored by the mentor teacher. Afterwards, at the end of their teaching they get oral feedback from their mentors and supervisors on their teaching. Besides, they have the opportunity to elaborate on their classroom experiences with their supervisors at university and get suggestions to solve any problems they experience or to improve their teaching skills. However, in the context of the present study, it should be noted that the pre-service foreign language teachers experienced an unexpected pandemic intervention in the 6th week of the spring term and they had to complete the rest of the practicum online through emergency distance education practices. So 7 weeks of the practicum was carried online and the student teachers prepared lesson plans to be implemented in imaginary teaching situations. As it was the beginning of the pandemic, most of the schools had to switch to emergency distance education procedures through national platforms provided by the MNE of Turkey. However, the practicum process was intervened by the pandemic since there was no preparation to integrate pre-service teachers into emergency distance education platforms. So, the student teachers in the present study just received feedback on their teaching plans and discussed how to implement these plans and what to expect in real classrooms after the outbreak of COVID-19.

3.3. Participants

The participants for the present study were selected through convenience sampling and therefore, the intended participants of the study were 106 senior students studying in the Department of English Language Teaching at Anadolu University. As a graduation requirement of the department and the MNE, all the students are expected to go through a period of practicum in the last year of their pre-service teacher education. That is why only those who were enrolled in the Teaching Practice course were selected as the participants of the study. At the end of the data collection process, the students who did not complete all the four data collection instruments were excluded from the study. Besides, those took the pre-test but failed to take the post-test were also excluded. So, a total of 80 students took part in and provided valid data for the present study.

Table 3. 1. *Major characteristics of the participants*

		Frequency	Percent	Valid Percent	Cumulative Percent
High School Type	Others	55	68.8	68.8	68.8
	AnatolianTeachers' Training High School	25	31.3	31.3	100.0
Work Status	Working	34	42.5	42.5	42.5
	Non-Working	46	57.5	57.5	100.0
	Total	80	100.0	100.0	

As it is seen in Table 3.1, the participants of the study had various educational backgrounds. While 31.3 % of the participants (*n*=25) were the graduates of Anatolian Teachers' Training High Schools, which also offer pedagogical content lessons such as testing and assessment, classroom management and educational management, 68.8 % of them (*n*=55) graduated from other types of high schools such as Anatolian high school, vocational high school, private colleges, which are known to offer the most intensive foreign language lessons, and basic high schools. Finally, at the beginning of the study, 42.5 % of the participants (*n*=34) worked at a language teaching related job (including private tutoring) whereas 57.5 % of them (*n*=46) had no previous working experience. At this point, it is important to note that work experience in the present context refers to any type of nonprofessional teaching situation such as private tutoring, voluntary teaching activities or teaching English in private language courses. Therefore, nearly half of the participants had experience in nonprofessional teaching situations before.

Following the collection of all the quantitative data, the participants were asked to volunteer to join the interview sessions to provide qualitative data for the study. Initially, 12 of the participants volunteered for the study but one of them could not take part in the interviews due to health problems and the remaining 11 pre-service foreign language teachers constituted the sample of the qualitative part of the current study.

3.4. Data Collection Tools

The study basically adopts two types of data, being quantitative and qualitative to answer the research questions. For the quantitative data, a pre-test and a post-test consisting of three surveys were given to the pre-service foreign language teachers since the purpose of the study is to investigate the levels of participants' teacher readiness in terms of their perceived self-efficacies, teaching motivations, and attitudes towards

teaching before and after the practicum period. Along with these three quantitative instruments, a personality traits scale was also given to the participants at the end of the practicum. For the qualitative data, in order to refine quantitative data in exploring a few typical cases (Creswell, 2002, p.543) and gain a deeper insight, interviews were made after the post-tests. All the quantitative and the qualitative instruments used are explained under the following headings.

3.4.1. Quantitative data collection tools

As part of this mixed methods explanatory design research, quantitative data are collected through four different scales that are thoroughly explained under the following headings. Instruments aiming to collect data about the changes in participants' teaching self-efficacy perceptions, attitudes towards teaching, and teaching motivations are used twice as pre-test and post-test before and after the practicum. Besides, the reliability scores of the instruments are measured after the application, and the results are given under a separate heading for each tool. Finally, personality traits inventory is used once only after the practicum experience.

3.4.1.1. *Teachers' Sense of Efficacy Scale (TSES)*

In order to measure the perceived self-efficacy beliefs of the participants, the Turkish version (Çapa et al., 2005) of the Teachers' Sense of Efficacy Scale (TSES) which was originally developed by Tschannen-Moran and Woolfolk Hoy (2001) is used. Çapa, Çakıroğlu and Sarıkaya (2005) adapted the original scale in order to provide the researchers with a valid and reliable tool to measure the perceived self-efficacies of the pre-service teachers in Turkish context. The measurements have revealed that the reliability of efficacy score is .93 and the Turkish version is a reliable instrument to be used with Turkish teacher candidates. The scale consists of 24 Likert scale items covering student engagement (*n*=8), instructional strategies (*n*=8) and classroom management (*n*=8) dimensions of teacher self-efficacy and reliability scores of the original scale and its subscales are presented in Table 3.2. Student engagement subscale of the instrument measures the respondents' perceived self-efficacy in engaging their students with teaching and learning processes in the classroom such as arousing interest among them and motivating them to learn. As another subscale, instructional strategies subscale aims to uncover the participants' self-efficacy perceptions in making use of appropriate

approaches, methods, and techniques while teaching. Lastly, classroom management subscale is related to teachers' perceptions of self-efficacy in managing disruptive behavior and creating a proper learning atmosphere in their classes (Tschannen-Moran & Woolfolk Hoy, 2001).

Table 3. 2. *Reliabilities of TSES and its subscales (Tschannen-Moran & Hoy, 2001)*

	Mean	SD	Cronbach's alpha
OSTES	7.1	.94	.94
Student Engagement	7.3	.87	.87
Instructional Strategies	7.3	.91	.91
Classroom Management	6.7	.90	.90

3.4.1.2. *Attitude Scale of Teaching Profession (ASTP)*

With the purpose of exploring the attitudes of teacher candidates towards the profession of teaching, a scale, developed by Üstüner (2006) has been used in Turkish pre-service teacher education contexts. After pooling the items for the trial scale, he applied it to 449 pre-service teachers in 11 departments and came up with 48 items in total. After eliminating the items with a low factor load, he ended up with 34 items. With the aim of criterion validity measurement, he compared the scale to Erkuş et al.'s (2000) scale which served as an equivalent. In the end, as a result of Pearson Moment Correlation Coefficient test, he came up with a high correlation (.89) between the scales.

As for reliability of the same scale, Üstüner (2006) measured the scores of test-retest reliability coefficient and internal consistency coefficient by applying the scale to 116 pre-service teachers before and after four weeks. Test-retest reliability was found as .72 and internal consistency score was .93.

3.4.1.3. *Factors Influencing Teaching Choice (FIT-Choice) Scale*

In order to investigate the pre-service English language teachers teaching motivations, the Factors Influencing Teaching Choice (FIT-Choice) Scale by Richardson and Watt (2006) is utilized. Since the original scale was not developed to collect data from language teachers in particular, an adapted version of the original scale by Kılınç et al. (2012) is be used to collect data from English language teacher candidates in order to allow them to express their choice on a scale in their native language.

The FIT-Choice scale consists of three main parts defining different motivational and perceptional factors. The major parts are the 'intrinsic values' that describe pre-service teachers' teaching interests and desires; the 'personal utility values' that refer to factors like job transferability, job security, income, and leisure time for family; the 'social utility values' referring to the desire to contribute to the students' future and the society and the desire to work with children or adolescents; the 'self-perception of abilities' focusing on the pre-service teachers' teaching abilities; the 'fallback career choice' which can be explained as the candidates choice of teaching as a second option; and lastly the 'social influences' that describes the influences of parents, peers or previous teachers of the teacher candidates on their choice of profession (Watt & Richardson, 2007). Under the previously explained domains, there were 12 motivational and 6 perceptional factors influencing the teaching choice of pre-service teachers as a profession (Figure 3.1). In the present study, the analyses were done using the individual factors rather than the subscales or domains within the scale in order to identify specific factors affecting the teaching choices of pre-service foreign language teacher participants of the study.
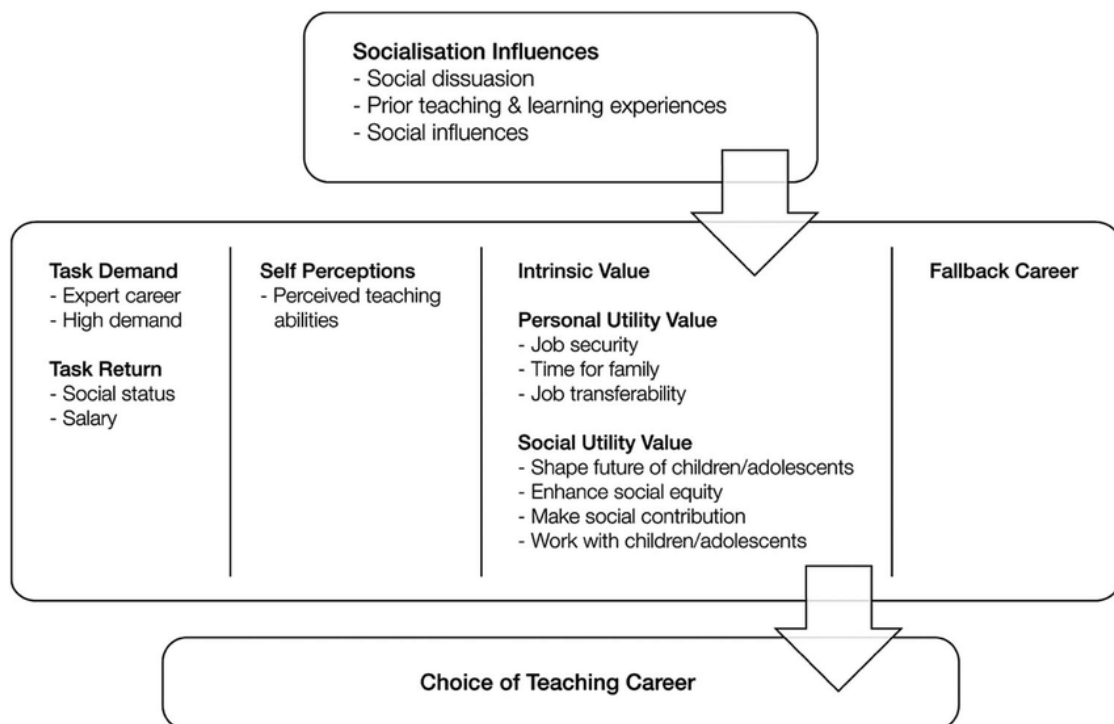
Figure 3. 1. *Factors influencing teaching choice model (Watt & Richardson, 2007, p.176)*

3.4.1.4. *The Big Five Inventory (BFI)*

Among many attempts to come up with a comprehensive and reliable personality trait measurement tool, The Big Five Inventory (John & Srivastava, 1999) has been the most commonly used scale. With the purpose of exploring personality traits, John and Srivastava came up with five basic personality dimensions being "extraversion, agreeableness, conscientiousness, neuroticism and openness". The inventory consists of 44 5-point Likert scale questions asking the participants "to identify themselves as..." and it takes a relatively long time for the participants to complete. Due to time constraints, further studies attempted to shorten the scale, and based on the same big five dimensions, Rammstedt and John (2007) developed a ten item personality scale and this shortened scale was adapted into Turkish context by Horzum, Ayas and Padır (2017). The Cronbach alpha values for the internal consistency reliability and composite reliability were found to be over .70 for all the personality traits and thus, the instrument proved to be a valid and reliable tool to measure personality traits in Turkish context.

In the present study, Horzum et al. (2017)'s Turkish Big Five Inventory is used as a data collection tool to identify the personality traits of pre-service foreign language teachers taking part in the study. The five 'big' dimensions and their correlates are seen in Table 3.3.

Table 3. 3. *The Big Five Factors and underlying facets (John & Srivastava,1999)*

Big Five Dimensions	Facet (Correlated Traits)
Extraversion – Introversion	Gregariousness (sociable) Assertiveness (forceful) Activity (energetic) Excitement-seeking (adventurous) Positive emotions (enthusiastic) Warmth (outgoing)
Agreeableness – Antagonism	Trust (forgiving) Straightforwardness (not demanding) Altruism (warm) Compliance (not stubborn) Modesty (not showing off) Tender-mindedness (sympathetic)
Conscientiousness – Lack of direction	Competence (efficient) Order (organized) Dutifulness (not careless) Achievement striving (thorough) Self-discipline (not lazy) Deliberation (not impulsive)
Neuroticism – Emotional stability	Anxiety (tense) Angry hostility (irritable) Depression (not contented) Self-consciousness (shy) Impulsiveness (moody) Vulnerability (not self-confident)
Openness – Closedness (to experience)	Ideas (curious) Fantasy (imaginative) Aesthetics (artistic) Actions (wide interests) Feelings (excitable) Values (unconventionable)

3.4.1.5. *Reliability measures of the quantitative data collection tools*

All the scales used in the pre-test and post-test phases of the current study were indeed developed or adapted to be used in the Turkish setting before. Thus, the validity of the instruments to be used in Turkish pre-service teacher education settings had been ensured, and the reliability tests had already been done for each scale aiming to measure different components of teacher readiness. For the present study, the validity of all the instruments were checked by another expert researcher, and for the reliability of the data collection tools, Cronbach's Alpha reliability tests were executed for each scale and subscales through which the teacher readiness of the participants before and after the

practicum were explored. According to Nunnally, (1967) values above .70 show that the instrument is highly reliable.

Table 3. 4. *Reliability analyses of the overall perceived teacher self-efficacy*

Pre-test		Post-test	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.913	24	.911	24

As Table 3.4 presents, Cronbach's Alpha reliability tests of the overall perceived teacher self-efficacy came up with an overall alpha value of .91 for the pre-test and .91 for the post-test with a total of 24 items in the TSES. These values represent that the instrument used was a highly reliable one to measure the overall perceived teacher self-efficacy of the pre-service foreign language teachers both in the pre-test and in the post-test.

Table 3. 5. *Reliability analyses of the perceived self-efficacy in student engagement*

Pre-test		Post-test	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.809	8	.808	8

Similarly, reliability analysis of the student engagement self-efficacy subscale of TSES indicated that the subscale with a total of 8 items was a reliable instrument with an alpha value of .80 in both pre-test and post-test.

Table 3. 6. *Reliability analyses of the perceived self-efficacy in instructional strategies*

Pre-test		Post-test	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.804	8	.839	8

Another round of reliability tests revealed an alpha value of .80 for the pre-test and .83 for the post-test regarding the reliability of 8 items related to self-efficacy perceptions in instructional strategies subscale of TSES.

Table 3. 7. *Reliability analyses of the perceived self-efficacy in classroom management*

Pre-test		Post-test	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.804	8	.822	8

Classroom management self-efficacy subscale of TSES with 8 distinct items also proved to be a reliable data collection tool with an alpha value of .80 in the pre-test and .82 in the post-test.

Table 3. 8. *Reliability analyses of the attitudes towards teaching as a profession*

Pre-test		Post-test	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.971	34	.967	34

As for the 34 item attitude scale employed in the present study, the Cronbach's Alpha values calculated showed high levels of reliabilities, as well. In the pre-test, the test yielded an alpha value of .97 and in the post-test, the value was .96.

Table 3. 9. *Reliability analyses of the factors influencing teaching choice as a profession*

Pre-test		Post-test	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.799	18	.809	18

Finally, the FIT-Choice scale with a total of 18 items also proved to be a reliable data collection instrument with alpha values of .79 in the pre-test and .80 in post-test.

3.4.2. Qualitative data collection tool

In the studies like the present one which intends to gain insight into the possible changes likely to occur during a given period of time, relying merely on quantitative data may not yield satisfactory evidence to come up with concrete and reliable conclusions. Based on this assumption, as the participants may show a variety of changes in their way of thinking and perceptions during the given period of time, qualitative data analysis is also needed to accompany the quantitative data findings (Borg, 2009, p.166). Therefore,

data from the interview sessions are intended to complement the quantitative data of the current study.

3.4.2.1. *Semi-structured interviews*

In order to collect supportive form of qualitative data, semi-structured interviews were used as the data collection tools. The interview questions were formed in light of the purpose of the study and existing quantitative data collection instruments to elicit more information regarding the participants' teacher readiness before and after the practicum experience. In the beginning, a pool of questions with eight questions were prepared by the researcher, and those which were found to be biased or irrelevant to the research question were omitted. In order to ensure face validity of the interview questions, expert opinions of two instructors teaching English at a Turkish university were received, and five main questions were agreed on. At the end of each interview session, additional views, comments or criticisms were asked to the respondents. Eventually, the interview data consisted of responses to six questions as shown in Table 3.10 (see also Appendix 4 for the interview questions in Turkish).

Table 3. 10. *Qualitative interview questions*

Q1	Why do you want to be an English teacher?
Q2	What do you think about overall teaching efficacy as a pre-service foreign language teacher?
Q3	What are your strengths and weaknesses as a pre-service foreign language teacher?
Q4	What are your views about the Teaching Practice (practicum) period?
Q5	How ready do you feel to teach English in a real classroom?
Q6	Are there any other views, comments or criticisms you want to add?

All the interview sessions were held in Turkish in order to ensure that the participants could reveal their views more comfortably and proficiently. A brief summary of the qualitative data is given in Table 3.11.

Table 3. 11. *Summary of the qualitative interview data collected*

	Gender	Duration of the recording	Word count
P1	M	11' 08"	614
P2	F	10' 13"	557
P3	F	12' 58"	730
P4	F	12' 27"	820
P5	F	19' 58"	995
P6	F	8' 36"	662
P7	F	21' 27"	1036
P8	M	11' 59"	840
P9	F	16' 27"	1335
P10	F	16' 33"	1496
P11	F	17' 26"	1525
Σ		**2h 38' 12"**	**10,610**

As presented in Table 3.11, except for the first and the eighth participant, all the participants providing qualitative data for the study were females. The total length of the recordings was calculated as 2 hours 38 minutes and 12 seconds that provided the researcher with a total of 10,610-word compilation of qualitative data.

3.5. Data Collection Procedures

Quantitative data of the current study came from three main scales aiming to measure the participants' perceived teaching self-efficacies, attitudes towards teaching, and teaching motivations. Hence, these three instruments were first given as pre-test of the study at the end of the fall term of 2019-2020 academic year in their regular classrooms, before the beginning of the practicum period. And the post tests were given at the end of the practicum period. As the global COVID-19 pandemic broke out at the beginning of 2020, and the universities and schools were closed on March, 16th in 2020, the post-tests of the study were prepared and sent online using Google Forms online survey tool at the end of the academic year, when the practicum period was over. The scale exploring the personality traits of the pre-service foreign language teachers was only delivered at the end of the study since personality traits are not likely to change in short periods of time. A total of 80 participants provided valid quantitative data by completing all three main scales and the personality traits inventory.

Following the implementation of the aforementioned scales to collect data from the participants of the present study, in order to gain a deeper understanding of the practicum experiences and changes in their teaching readiness during this period, the participants

were asked to join interviews to reflect on their practicum experiences and perceived teacher readiness levels. 12 of the participants responded positively to the invitation but one of them could not take part in the sessions due to his health problems although he had volunteered to provide qualitative data for the study. In the end, 11 voluntary pre-service English language teachers took part in the semi-structured interviews in this study. Due to the pandemic situation and the restrictions in the time of COVID-19, the interviews were completed through phone calls after the practicum period during the summer term of 2019-2020 academic year and at the beginning of the fall term of 2020-2021. The telephone interviews were recorded using an integrated Android voice recording application upon informing the participants and these records were kept under pseudo-names in order to protect confidentiality of the data.

3.6. Data Analysis Procedures

The quantitative data for the present study comes through a number of data collection instruments which are a personality trait inventory, a perceived self-efficacy scale, an attitude scale and a teaching motivations scale. On the other hand, semi-structured interviews are utilized to provide qualitative data for the same study. Thus, a series of quantitative and qualitative data analysis procedures which are thoroughly explained under the following headings were used.

3.5.1. Analysis of the quantitative data

In order to meet the objectives and answer the research questions of the present study, Kolmogorov-Smirnov and Shapiro-Wilk normality tests, Descriptive statistics and frequencies, Paired Samples t-Test, Cronbach alpha coefficients, and Pearson Correlation Coefficient tests were computed. To be more precise, first the normality tests were run to explore the distribution of the data. As there were 80 participants (N>30) and normality test scores of skewness and kurtosis yielded normal distribution of the data, the analyses were done using parametric statistical tests. The general profile of the participants and the frequencies of personality traits among them were discovered through descriptive statistics and frequencies tests. Afterwards, the change of pre-service foreign language teachers' readiness was measured by comparing their pre-test and post-test results using Paired Samples t-Tests. Lastly, the linear relationships among the components of teacher readiness were calculated through Pearson Correlation Coefficient tests. In short, all the

quantitative data of the study were analyzed using 22nd version of SPSS (Statistical Package for the Social Sciences) data analysis software in order to measure the pre-service language teachers' readiness levels at the beginning and at the end of teaching practicum. Besides, personality traits of the participants were also explored and correlated with their perceived teaching self-efficacies, attitudes towards teaching, and factors influencing their teaching choice as a profession. Finally, the linear relationships among the components of teacher readiness were also investigated using the quantitative pre-test and post-test data.

3.5.2. Analysis of the qualitative data

According to Creswell (2002, p.238), qualitative research is interpretive in its nature and the subjective judgements of the researcher shape the scope of the findings, and it helps to gain deeper insight into the data collected. Based on this assumption, the qualitative data collected through semi-structured interviews were first transcribed, organized, and analyzed using the systematic procedures suggested by Strauss and Corbin (1990). For the convenience of storing the data, coding, creating themes, and conceptualizing findings, computer analysis of qualitative data was carried out. In the computer analysis of the qualitative data, the transcribed interview data were uploaded on the Atlas.ti 9 Qualitative Data Analysis Software which was used to sort out the data and identify codes through open coding method within an exploratory framework to come up with recurrent themes in the responses. The same software was also used to create themes out of codes, build networks, and draw diagrams and maps to visualize the findings (Creswell, 2002, p.242). As suggested by Barber and Walczak (2009), in order to ensure the reliability of the data analysis, one fifth of the data were coded by an experienced qualitative researcher, and the codes and themes found were discussed online using the peer debriefing method. During the online debriefing meetings, the researchers compared the emerging codes and themes, and resolved the disagreements on the codes and discussed how to present the findings of the analyses. A brief summary of the quantitative and qualitative data collection tools and data analysis procedures are illustrated in Table 3.12.

Table 3. 12. *Brief overview of the data collection and analysis*

Research Question	Data Collection Tool	Data Analysis Procedure
RQ.1.a. What is the level of pre-service foreign language teachers' perceived self-efficacies before and after the practicum?	Teaching Self-Efficacy Scale (TSES)	Paired Samples *t*-test
RQ.1.b. What is the level of pre-service foreign language teachers' attitudes towards teaching before and after the practicum?	Attitude Scale of Teaching Profession (ASTP)	Paired Samples *t*-test
RQ.1.c. What is the level of pre-service foreign language teachers' teaching motivations before and after the practicum?	Factors Influencing Teaching Choice Scale (FIT-Choice Scale)	Paired Samples *t*-test
RQ.2. What are the personality traits of pre-service foreign language teachers and what are the correlations between personality traits and other components of teacher readiness?	The Big Five Inventory (short form) Teaching Self-Efficacy Scale (TSES) Attitude Scale of Teaching Profession (ASTP) FIT-Choice Scale	Frequencies and descriptives Pearson Correlation coefficients
RQ.3. What are the correlations among the components of the readiness of pre-service foreign language teachers?	Teaching Self-Efficacy Scale (TSES) Attitude Scale of Teaching Profession (ASTP) FIT-Choice Scale	Pearson Correlation coefficients
RQ.4. What are the pre-service foreign language teachers' perceptions on the practicum process?	Semi-structured interviews	Qualitative data analysis

4. RESULTS

The present study aims to explore the teaching readiness of pre-service foreign language teachers by focusing on three different dimensions related to readiness before and after the practicum period. This chapter, hence, presents the findings of the present study under related sections. First, the levels of the components of teacher readiness and the changes in those levels are presented under the related headings. Afterwards, the personality traits of the pre-service language teachers and the correlations between those traits and the components of readiness are provided in the following section. Quantitative results also present linear relationships among the components of teacher readiness. Finally, qualitative findings uncovering the perceptions of student teachers on their teacher readiness and practicum experiences are presented in the chapter.

4.1. Teacher Readiness Levels of Pre-Service Language Teachers Before and After the Practicum

The first research question of the current study aims to explore the pre-service foreign language teachers' levels of teacher readiness in terms of their perceived self-efficacy, attitudes towards teaching, and teaching motivations before and after the practicum. The findings related to three different dimensions of teaching readiness are presented as follows.

4.1.1. Perceived teaching self-efficacies of the pre-service teachers before and after the practicum

Under the first research question, perceived self-efficacy levels of the pre-service foreign language teachers before and after the practicum were investigated using the Teachers' Sense of Efficacy Scale (TSES) in the first place. In order to answer the research question 1.a. stated as "What is the level of pre-service foreign language teachers' perceived self-efficacies before and after the practicum?", the descriptive statistics of the perceived teaching self-efficacies were first calculated for the pre-test and the post-test separately, and then the TSES scores of the participants were compared using the paired samples t-test.

Table 4. 1. *Descriptive statistics of the perceived teaching self-efficacies in the pre-test and post-test*

		Overall self-efficacy		Instructional strategies		Student engagement		Classroom management	
		Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Mean	Statistic	6.539	7.288	6.581	7.324	6.373	7.158	6.663	7.383
	Std. Error	.094	.089	.104	.109	.107	.101	.105	.103
Std. Dev	Statistic	.837	.799	.930	.975	.955	.903	.940	.920

As presented in Table 4.1, mean scores of the overall perceived teaching self-efficacy of the student teachers showed an increase from the pre-test (M = 6.539, SD = .837) to the post-test (M = 7.288, SD = .799). As for the subscales scores on the TSES, participants' self-efficacy in classroom management was the highest in the pre-test with a mean score of 6.663 (SD = .940). In the second place, TSES scale data from pre-service foreign language teachers revealed a mean score of 6.581 in self-efficacy in instructional strategies (SD = .930). Self-efficacy in student engagement (M = 6.373, SD = .955) appeared as the last type of perceived teaching self-efficacies in pre-test of the present study. These results suggested that the participants felt most efficient in classroom management skills, followed by using a variety of instructional strategies, and finally engaging students in the learning activities before the practicum period.

On the other hand, types of perceived teaching self-efficacies showed up in the same order but with different mean scores in the post-test. Classroom management self-efficacy ranked first with a mean score of 7.383 (SD = .920) while efficacy in instructional strategies (M = 7.324, SD = .975) came second and self-efficacy in student engagement (M = 7.158, SD = .903) followed them. The results obtained from the post-test also provided a similar ranking of the participants' perceived self-efficacies in three subscales of the TSES. Classroom management skills were again the domain that the pre-service foreign language teachers felt most efficient while using instructional strategies came the second. Engaging students dimension of the perceived self-efficacy was once more their weakest domain of self-efficacy though it showed increase as the others. As it can be

seen, they revealed higher mean scores in all the subscales and the whole scale in the post-test after the practicum.
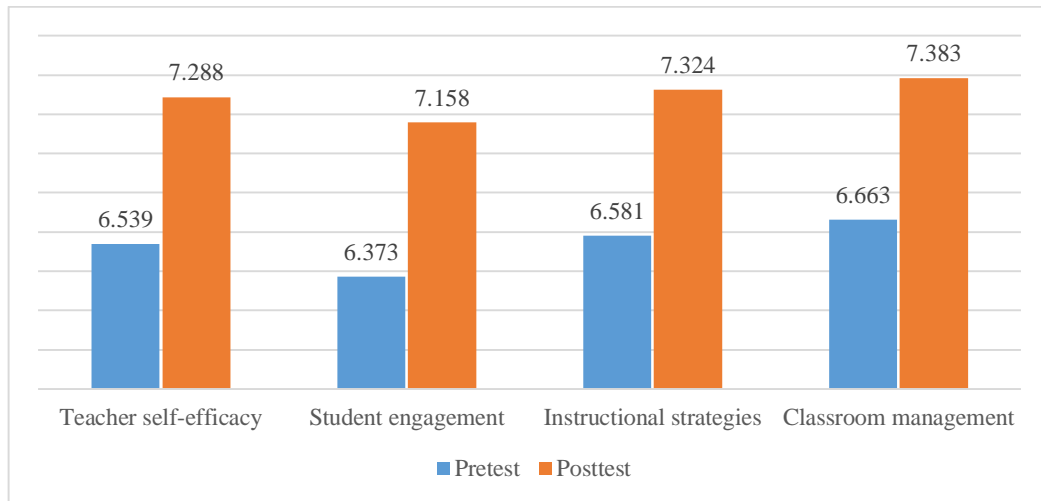
Figure 4. 1. *TSES mean scores of the participants before and after the practicum*

Although mean scores of the different types of perceived teaching self-efficacies clearly presented the reported efficacy order and the changes in the related mean scores between the pre-test and the post-test, descriptive statistics could not explain whether these changes were significant or not. Hence, to make a clear comparison of the participants' perceived self-efficacy levels before and after the practicum period, the data were statistically analyzed using Paired Samples T-Test.

Table 4. 2. *Perceived teaching self-efficacy of the pre-service language teachers before and after the practicum*

		Mean	Std. Dev.	df	t	p
Overall self-efficacy	Teacher self-efficacy (Pretest)	6.539	.837			
	Teacher self-efficacy (Posttest)	7.288	.799	79	-9.525	.000**
Pair 1	Student engagement (Pretest)	6.373	.955			
	Student engagement (Posttest)	7.158	.903	79	-8.270	.000**
Pair 2	Instructional strategies (Pretest)	6.581	.930			
	Instructional strategies (Posttest)	7.324	.975	79	-7.893	.000**
Pair 3	Classroom management (Pretest)	6.663	.940			
	Classroom management (Posttest)	7.383	.920	79	-7.228	.000**

**. Difference is significant at the 0.01 level (2-tailed).

As shown in Table 4.2, the findings of the Paired Samples T-Test revealed that there was a significant difference between the pre-test mean scores (M = 6.539, SD = .837) and the post-test mean scores (M = 7.288, SD = .799) of the perceived overall teaching self-efficacy levels of the pre-service teachers in the study (t (79) = -9.525, p > .001). A similarly significant difference between the mean scores of the pre-test (M = 6.373, SD = .955) and the post-test mean scores (M = 7.158, SD = .903) of the participants in the "efficacy in student engagement" sub-dimension of the TSES (t (79) = -8.270, p > .001) was also found in the statistical analysis of the TSES scores. Likewise, it was seen that the participants' post-test mean scores (M = 7.324, SD = .975) significantly outweighed their pre-test mean scores (M = 6.581, SD = .930) in the "efficacy in instructional strategies" sub-dimension (t (79) = -7.893, p > .001). Lastly, in the "efficacy in classroom management" sub-dimension of the scale, the participants scored significantly more in the post-test (M = 7.383, SD = .920) than in the pre-test (M = 6.663, SD = .940) (t (79) = -7.228, p > .001). To be more precise, these findings suggest that the participants'' perceptions of their overall teaching self-efficacy, efficacy in implementing classroom management strategies, using instructional strategies, and engaging students in classroom activities all increased substantially in the post-test when compared to their pre-test scores. In other words, practicum period had a positive effect on their perceived teaching self-efficacies.

4.1.2. Pre-service language teachers' attitudes towards teaching before and after the practicum

1.b. subsection of the first research question was as "What is the level of pre-service foreign language teachers' attitudes towards teaching before and after the practicum?". In order to answer the research question, firstly, the descriptive statistics of the participants' attitudes towards teaching were calculated. Afterwards, another set of paired samples t-test was conducted to explore the change in the attitudes of student teachers towards teaching. The findings are shown in Figure 4.2 and Table 4.3 below.
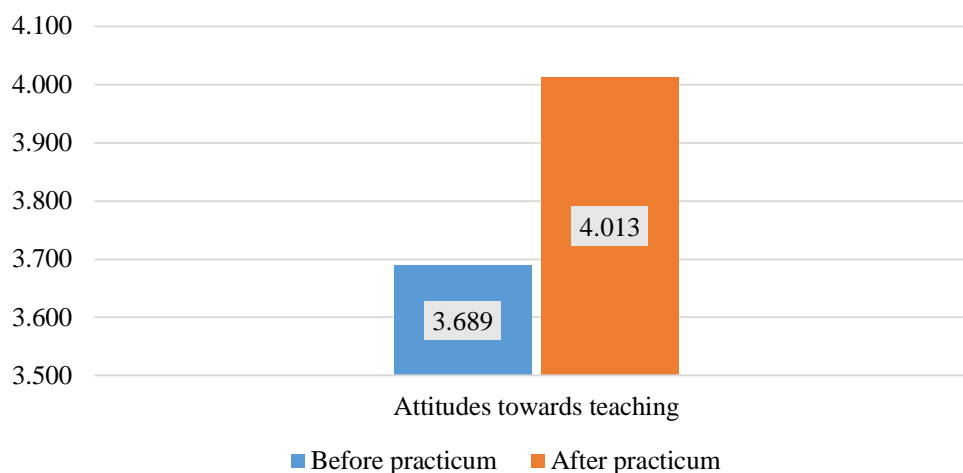
Figure 4. 2. *Attitudes of the participants towards teaching before and after the practicum*

Firstly, the mean scores of the participants' responses to the attitudes towards teaching as a profession scale presented (Figure 4.2) that they reflected a more positive attitude towards teaching in the post-test ($M = 3.689$, N=80) than the pre-test ($M = 3.689$, N=80). However, as this finding is not satisfactory alone to make a conclusion that the attitudes of the pre-service foreign language teachers significantly changed towards the positive direction after the practicum, another set of paired samples t-test was conducted.

Table 4. 3. *Comparison of participants' attitudes towards teaching before and after the practicum*

		Mean	N	Std. Dev	df	t	p
Attitudes towards teaching	Pre-test	3.689	80	0.889	79	-3.865	.000**
	Post-test	4.013	80	0.778			

**. Difference is significant at the 0.01 level (2-tailed).

The analysis of the data collected through the attitude scale consisting of 34 5-point Likert scale items revealed that there was a mean score of 3.689 (N=80) before the practicum while that mean score climbed up to 4.013 (N=80) after the practicum period. In order to find out the difference of attitudes towards teaching between the pre-test and the post-test, paired samples t-test was computed. It was found out that the mean scores of the pre-test ($M = 3.689$, SD = 0.889) of the participants were significantly lower than their post-test ($M = 4.013$, SD = 0.778) mean scores in the Attitude Scale of Teaching Profession (ASTP) (t (79) = -3.865, $p < .001$). In short, the participants' attitudes towards

teaching as a profession tended to be more positive after the practicum period than those before the practicum.

4.1.3. Pre-service language teachers' teaching motivations before and after the practicum

The research question 1.c. was stated as "What is the level of pre-service foreign language teachers' teaching motivations before and after the practicum?" In order to explore the teaching motivations of the pre-service teachers in the present study, an adapted version of the Factors Influencing Teaching Choice (FIT-Choice) Scale which was modified to be used with language teacher candidates was utilized (Kılınç et al., 2012).

First of all, descriptive statistics of the motivational and perceptional FIT-Choice factors in the pre-test and post-test are presented in order to provide a general overview of the order and importance of the factors leading to the choice of foreign language teaching as a profession.

Table 4. 4. *Descriptive statistics of the motivational FIT-Choice factors in the pre-test*

	Mean		Std. Deviation
	Statistic	Std. Error	Statistic
Shape future of C/A	6.020	.133	1.194
Social contribution	5.708	.155	1.355
Social equity	5.625	.147	1.312
Prior T/L experiences	5.450	.145	1.298
Ability	5.420	.146	1.309
Job transferability	5.233	.167	1.496
Job security	5.154	.166	1.485
Work with C/A	4.995	.203	1.820
Intrinsic career value	4.991	.182	1.636
Time for family	4.745	.181	1.623
Social influences	3.420	.189	1.695
Fallback career	3.075	.188	1.687

Descriptive analysis of the data collected before the practicum period provided a brief overview of the motivational FIT-Choice factors that influenced the participants' choice of English language teaching as a profession. In this sense, it can be seen in Table 4.4 that most dominant motivational factor appeared as shaping future of the children and adolescents ($M = 6.020$, SD = 1.194). This factor was followed by two other similar reasons for choosing the teaching job, which were social contribution ($M = 5.708$, SD = 1.355) and social equity ($M = 5.625$, SD = 1.312) factors respectively. When taken all together, it was seen that most dominant factors affecting the participants' choice of teaching profession fell under the category of social utility values. Prior teaching and learning experiences ($M = 5.450$, SD = 1.298), ability ($M = 5.420$, SD = 1.309), job transferability ($M = 5.233$, SD = 1.496), job security ($M = 5.154$, SD = 1.485), work with children/adolescents ($M = 4.995$, SD = 1.820), intrinsic career values ($M = 4.991$, SD = 1.636), time for family ($M = 4.745$, SD = 1.623), and social influences ($M = 3.420$, SD = 1.695) factors fallowed the above stated three leading reasons for choosing foreign language teaching as a profession. In the pre-test, the least important motivational factor appeared as choosing teaching as a fallback career choice ($M = 3.075$, SD = 1.687). Namely, the participants of the present study did not tend to consider foreign language teaching as a fallback career.

Table 4. 5. *Descriptive statistics of the motivational FIT-Choice factors in the post-test*

	Mean		Std. Deviation
	Statistic	Std. Error	Statistic
Shape future of C/A	6.020	.148	1.325
Prior T/L experiences	5.750	.127	1.136
Ability	5.733	.127	1.139
Social equity	5.725	.163	1.463
Social contribution	5.537	.185	1.657
Job security	5.258	.169	1.516
Job transferability	5.175	.166	1.488
Intrinsic career value	5.116	.179	1.606
Work with C/A	5.083	.191	1.716
Time for family	4.379	.192	1.718
Social influences	3.158	.195	1.744
Fallback career	2.637	.186	1.672

It was found out through the analysis of the post-test data collected after the practicum experiences of the participants that the order of the importance of the factors affecting their choice of teaching as a profession did not differ much from the pre-test results. Once more, shaping future of children and adolescents ($M = 6.020$, SD = 1.325) emerged as the leading motivational FIT-Choice factor after the practicum. This appeared as an indication of the participants' choice of teaching for altruistic reasons. However, prior teaching and learning experiences factor ($M = 5.750$, SD = 1.136) came out as the second most influential factor, and ability factor ($M = 5.733$, SD = 1.139) showed up as the third most important one in the post-test. So, it was obvious that the participants were under the influence of previous learning and teaching experiences while choosing the teaching job, and considerably thought that they possessed the intrinsic ability to teach. It was seen that after the practicum period, once more, few students reported that they considered teaching as a fallback career choice ($M = 2.637$, SD = 1.672). In other words, teaching job was not a last choice of career for most of the participants.

Table 4. 6. *Descriptive statistics of the perceptional FIT-Choice factors in the pre-test*

	Mean		Std. Deviation
	Statistic	Std. Error	Statistic
High demand	5.845	.112	1.003
Expert career	5.825	.093	.831
Satisfaction with choice	5.041	.158	1.415
Social dissuasion	3.695	.170	1.526
Social status	3.497	.138	1.240
Salary	3.462	.160	1.435

Among the perceptional FIT-Choice factors in the pre-test, high demand factor ($M = 5.845$, SD = 1.003) showed up as the most important perception of the pre-service foreign language teachers. In other words, most of the participants reported that they believed teaching is a highly demanding job. Similarly, they also believed teaching is a job requiring expertise in career ($M = 5.825$, SD = .831). In the third place, participants commonly expressed their satisfaction with their choice of teaching as a job ($M = 5.041$, SD = 1.415). On the other hand, it was clear that participants of the present study did not consider social dissuasion ($M = 3.695$, SD = 1.526), social status of teachers ($M = 3.497$,

SD = 1.240), and salary of the teaching profession (M = 3.462, SD = 1.435) as important considerations while choosing this profession. Namely, they were not influenced by other people's discouragements, social positioning of the teaching job, and financial benefits of the profession while choosing the teaching profession.

Table 4. 7. *Descriptive statistics of the perceptional FIT-Choice factors in the post-test*

	Mean		Std. Deviation
	Statistic	Std. Error	Statistic
Expert career	6.125	.080	.724
High demand	5.850	.121	1.088
Satisfaction with choice	5.254	.169	1.515
Social status	3.477	.151	1.356
Salary	3.237	.170	1.526
Social dissuasion	3.200	.163	1.460

The perceptions of the participants regarding choosing English language teaching as a profession appeared in a slightly different order after the practicum period. In the post-test, pre-service foreign language teachers mostly thought that teaching is an expert career (M = 6.125, SD = .724) and it is a demanding career choice (M = 5.850, SD = 1.088). To be more precise, they predominantly thought that teaching job required a high level of expertise and, unlike many people believe, it is a challenging job. Besides, they also reported satisfaction with career (M = 5.254, SD = 1.515) as an important consideration. Social status (M = 3.477, SD = 1.356) and salary (M = 3.237, SD = 1.526) of the teaching profession were among the last perceptional FIT-Choice factors affecting their choice of profession. Lastly, they reported in the post-test that social dissuasion (M = 3.200, SD = 1.460) was not a key perceptional factor in making their mind to choose teaching job as it was in the pre-test.

Following the descriptive statistics of the FIT-Choice factors, a comparison of pre-test and post-test scores of these factors were calculated using Paired Samples T-Test and the results are shown in Table 4.8.

Table 4. 8. *Comparison of motivational FIT-Choice factors before and after the practicum*

		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Ability (Pretest)	5.421	1.310	0.146	-2.836	79	.006*
	Ability (Posttest)	5.733	1.139	0.127			
Pair 2	Intrinsic career value (Pretest)	4.992	1.636	0.183	-1.092	79	.278
	Intrinsic career value (Posttest)	5.117	1.606	0.180			
Pair 3	Fallback career (Pretest)	3.075	1.687	0.189	2.724	79	.008*
	Fallback career (Posttest)	2.638	1.672	0.187			
Pair 4	Job security (Pretest)	5.154	1.486	0.166	-0.671	79	.504
	Job security (Posttest)	5.258	1.517	0.170			
Pair 5	Time for family (Pretest)	4.746	1.624	0.182	2.265	79	.026*
	Time for family (Posttest)	4.379	1.718	0.192			
Pair 6	Job transferability (Pretest)	5.233	1.497	0.167	0.425	79	.672
	Job transferability (Posttest)	5.175	1.489	0.166			
Pair 7	Shape future of C/A (Pretest)	6.021	1.195	0.134	0.000	79	1,000
	Shape future of C/A (Posttest)	6.021	1.325	0.148			
Pair 8	Social equity (Pretest)	5.625	1.312	0.147	-0.773	79	.442
	Social equity (Posttest)	5.725	1.464	0.164			
Pair 9	Social contribution (Pretest)	5.708	1.356	0.152	1.196	79	.235
	Social contribution (Posttest)	5.538	1.657	0.185			
Pair 10	Work with C/A (Pretest)	4.996	1.821	0.204	-0.555	79	.581
	Work with C/A (Posttest)	5.083	1.717	0.192			
Pair 11	Prior experiences (Pretest)	5.450	1.299	0.145	-2.545	79	.013*
	Prior experiences (Posttest)	5.750	1.136	0.127			
Pair 12	Social influences (Pretest)	3.421	1.695	0.190	1.402	79	.165
	Social influences (Posttest)	3.158	1.745	0.195			

*. Difference is significant at the 0.05 level (2-tailed).

Statistical analysis of the data revealed that four motivational factors out of twelve differed significantly between the pre-test and post-test. Participants' pre-test scores (M = 5.421, SD = 1.310) of the ability factor were significantly lower than their post-test scores (M = 5.733, SD = 0.522) (t (79) = -2.836, p = .006). In other words, after the practicum period, the pre-service teachers believed more strongly that their existing teaching abilities played an important role in choosing teaching as a profession. Likewise, their choices of language teaching profession as a fallback career differed significantly (t (79) = 2.724, p = .008) between the pre-test (M = 3.075, SD = 1.687) and the post-test (M = 2.638, SD = 1.672). It was, thus, seen that less students reported that they chose teaching profession as a fallback career after the practicum when compared to pre-practicum period. Another factor that tended to change significantly (t (79) = 2.265, p = .026) before and after the practicum was the time for family factor which implies that the participants believe that they will have more spare time to spend with their families when they become teachers. Pre-service teachers' scores in the pre-test (M = 4.746, SD = 1.624) outweighed their scores in the post-test (M = 4.379, SD = 1.718). Lastly, it was also found that the participants' pre-test scores (M = 5.450, SD = 1.299) of the prior learning and teaching experiences factor, which indicates that they were influenced by previous teachers or their own teaching experiences while choosing the teaching profession, were significantly less than their post-test scores (M = 5.750, SD = 1.136) (t (79) = -2.545, p = .013). On the other hand, motivational factors such as intrinsic career value, job security, job transferability, shape future of children and adolescents, enhance social equity, make social contribution, work with children and adolescents, and social influences factors did not seem to change significantly between the pre-tests and the post-tests executed (p>.05).

Table 4. 9. *Comparison of the perceptional FIT-Choice factors before and after the practicum*

		Mean	Std. Dev.	Std. Error Mean	t	df	p
Pair 1	Expert career (Pretest)	5.825	0.832	0.093	-3.116	79	0.003**
	Expert career (Posttest)	6.125	0.724	0.081			
Pair 2	High demand (Pretest)	5.846	1.003	0.112	-0.035	79	0.972
	High demand (Posttest)	5.850	1.088	0.122			
Pair 3	Social status (Pretest)	3.498	1.241	0.139	0.153	79	0.879
	Social status (Posttest)	3.477	1.356	0.152			
Pair 4	Salary (Pretest)	3.463	1.436	0.161	1.249	79	0.215
	Salary (Posttest)	3.238	1.526	0.171			
Pair 5	Social dissuasion (Pretest)	3.696	1.526	0.171	3.121	79	0.003**
	Social dissuasion (Posttest)	3.200	1.461	0.163			
Pair 6	Satisfaction with choice (Pretest)	5.042	1.416	0.158	-1.780	79	0.079
	Satisfaction with choice (Posttest)	5.254	1.515	0.169			

**. Difference is significant at the 0.01 level (2-tailed).

As for the perceptional factors influencing the foreign language teaching choices of pre-service teachers, it was found out that expert career factor yielded significant difference (t (79) = -3.116, p = .003) between the pre-test (M = 5.825, SD = 0.832) and the post-test (M = 6.125, SD = 0.724). This finding suggested that the participants perceived the teaching profession as a job that requires a high level of field expertize overwhelmingly more after the practicum when compared to the beginning of the practicum period. Similarly, another significant difference was identified between the pre-test (M = 3.696, SD = 1.526) and the post-test (M = 3.200, SD = 1.461) scores of the pre-service language teachers on the social dissuasion factor (t (79) = 3.121, p = .003). To be more clear, the participants reported that their choice of language teaching profession was less affected by the others' dissuasion or discouragement after the practicum period when compared to the onset of it.

4.2. Personality Traits of the Pre-Service Language Teachers and Their Correlations with Other Components of Teaching Readiness

The first part of the second research question of the present study stated as "What are the personality traits of pre-service foreign language teachers and how do these traits correlate with other components of teacher readiness?" was answered using the Big Five Inventory (BFI) adapted to Turkish context by Horzum et al. (2017). In order to take a general picture of the personality traits of the participants, descriptive statistics related to personality traits were computed in the first place.

Table 4. 10. *Descriptive statistics of personality traits of the pre-service language teachers*

		Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
N	Valid	80	80	80	80	80
Mean		3.7938	3.9125	4.0000	2.5125	4.0000
Std. Error of Mean		.11345	.06643	.10180	.09537	.09071
Median		4.0000	4.0000	4.0000	2.5000	4.0000
Mode		4,00a	4.00	4.00	2.50	4.50
Std. Deviation		1.01474	.59414	.91056	.85305	.81131
Variance		1.030	.353	.829	.728	.658
Range		4.00	2.50	4.00	3.50	3.50

a. Multiple modes exist. The smallest value is shown

As shown in Table 4.10, statistical analysis of the data revealed that the dominant personality traits among the pre-service language teachers taking part in this study were conscientiousness ($M = 4.000$, SD = .910), which means that the individual has a sense of responsibility and self-control as well as a strong level of decisiveness and ambition; and openness ($M = 4.000$, SD = .811), which is explained as an individual's openness to new ideas and experiences that lead to personal development. Agreeableness ($M = 3.912$, SD = .594), indicating the strength in social interactions with others; and extraversion ($M = 3.793$, SD = 1.014), which corresponds to sociable, friendly and outgoing facets of personality, followed the first two dominant traits. Lastly, it was found that neuroticism ($M = 2.512$, SD = .853), which refers to a person's emotional instability and sudden changes of mood, was the least common personality trait among the participants of this study (Maltby et al., 2007, p. 179).
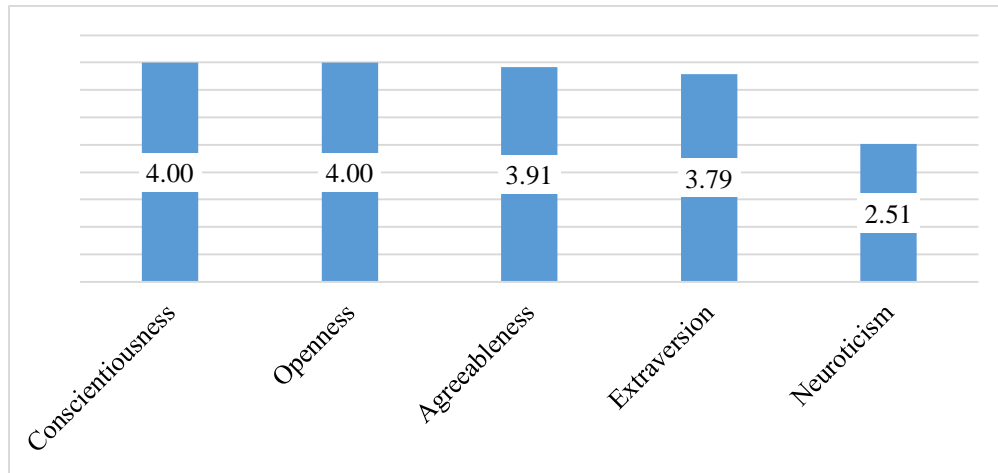
Figure 4. 3. *Mean scores of the personality traits of the pre-service foreign language teachers*

As it can also be seen in Figure 4.3 above, pre-service foreign language teacher participants of the present study rarely possessed personality traits such as neuroticism which brings forth undesirable facets like anger, impulsiveness, anxiety, emotional instability and vulnerability.

In order to answer the second part of the same question as "What are the correlations between personality traits and other components of teacher readiness?", Pearson Correlation Coefficients tests were run. To catch a clearer picture of the correlations, the tests were executed separately for each component in both the pre-tests and the post-tests as shown in the diagram below (Figure 4.4). Additionally, the correlations among the five personality traits of the Big Five Inventory were also calculated (Appendix 8). While interpreting the linear relationships in the present study, Correlation Coefficient values between .00 and .30 are accepted as weak, .30 and .70 as moderate, and over .70 as strong correlations as suggested by Büyüköztürk (2016, p. 31).
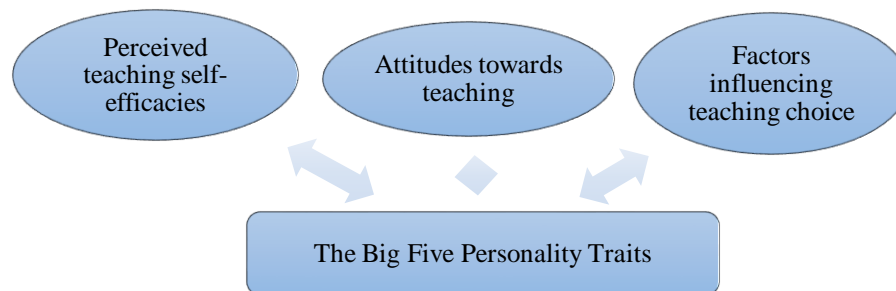
Figure 4. 4. *Correlations explored between personality traits and components of teacher readiness*

In the first place, Pearson Correlation Coefficient test was done to measure the linear relationship between the personality traits of the pre-service language teachers in this study and their perceived self-efficacies before and after the practicum period.

Table 4. 11. *Correlations between personality traits and teaching self-efficacies in the pre-test*

		Pre-TSES Overall self-efficacy	Pre-TSES Student engagement	Pre-TSES Instructional strategies	Pre-TSES Classroom management
Extraversion	r	.046	.047	.056	.020
	p	.686	.681	.621	.862
Agreeableness	r	.101	-.026	.205	.093
	p	.373	.817	.068	.411
Conscientiousness	r	.121	.156	.101	.067
	p	.283	.168	.373	.558
Neuroticism	r	-.119	-.103	-.098	-.118
	p	.292	.366	.388	.299
Openness	r	.309**	.336**	.226*	.260*
	p	.005	.002	.043	.020

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The results proved that there was a moderately positive correlation ($r(78) = .30$, $p = .005$) between the openness personality trait and the overall perceived teaching self-efficacy of the participants. Moreover, similarly a moderate positive correlation was also found between the same personality trait and the efficacy in student engagement ($r(78) = .33$, $p = .002$), and weakly positive correlations were identified between the personality trait 'openness' and the efficacy in instructional strategies ($r(78) = .22$, $p = .043$), and the efficacy in classroom management ($r(78) = .26$, $p = .020$). In other words, as the participants showed more openness to new experiences and ideas, and tendency towards innovativeness and curiosity, they tended to have higher levels of teaching self-efficacy in engaging their students with language learning activities, using appropriate teaching strategies, and having effective classroom management skills. No significant correlations were discovered among other variables of personality traits and perceived teaching self-efficacies of the pre-service language teachers (Table 4.11).

Table 4. 12. *Correlations between personality traits and self-efficacies in the post-test*

		Post-TSES Overall self-efficacy	Post -TSES Student engagement	Post -TSES Instructional strategies	Post -TSES Classroom management
Extraversion	r	.092	.141	-.034	.137
	p	.418	.212	.762	.225
Agreeableness	r	-.033	-.036	-.062	.017
	p	.774	.750	.584	.884
Conscientiousness	r	.211	.308**	.133	.105
	p	.061	.005	.239	.352
Neuroticism	r	.113	.060	.128	.101
	p	.317	.598	.257	.375
Openness	r	.196	.294**	.122	.094
	p	.081	.008	.279	.409

**. Correlation is significant at the 0.01 level (2-tailed).

In the post-test, on the other hand, the correlated traits and components of teaching self-efficacies slightly differed (Table 4.12). Openness personality trait correlated weakly with the efficacy in student engagement variable only ($r(78) = .29$, $p = .008$). However, another moderately positive correlation was discovered between the conscientiousness personality trait and the efficacy in student engagement ($r(78) = .30$, $p = .005$). That is to say, responsible, ambitious and dependable student teachers perceived themselves more self-efficacious in engaging their students in language learning activities.

Table 4. 13. *Correlations between personality traits and attitudes towards teaching*

		Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Attitude - Pretest	r	.026	.016	-.095	-.046	.047
	p	.816	.889	.402	.688	.681
Attitude - Posttest	r	.152	.009	.061	-.018	.170
	p	.179	.937	.593	.871	.132

As shown in Table 4.13 above, the Pearson Correlation Coefficient test was also computed to assess the relationship between the personality traits and the attitudes of the participants towards the teaching profession. However, no significant correlation was found between those variables in both the pre-tests and the post-tests. Therefore, in

the present study, attitudes towards teaching did not turn out to have any linear relationship with the personality traits of the pre-service foreign language teachers before and after the practicum.

Table 4. 14. *Correlations between personality traits and motivational FIT-Choice factors in the pre-test*

		Extraversion	Agreeableness	Conscientiousnes	Neuroticism	Openness
Ability	r	-.089	.021	-.129	.143	.091
	p	.430	.855	.254	.207	.420
Intrinsic career value	r	-.112	.051	-.091	.098	.037
	p	.324	.651	.424	.386	.748
Fallback career	r	.132	.053	.214	-.068	-.009
	p	.242	.641	.056	.548	.935
Job security	r	.082	-.054	.173	-.012	-.091
	p	.472	.635	.125	.919	.422
Time for family	r	.105	.014	.176	-.081	.077
	p	.355	.903	.119	.473	.498
Job transferability	r	-.097	-.138	.023	.060	.109
	p	.392	.222	.838	.594	.334
Shape future	r	-.106	-.003	-.016	.095	.198
	p	.349	.977	.891	.402	.078
Social equity	r	-.064	-.040	.076	-.020	.157
	p	.575	.725	.503	.858	.166
Social contribution	r	-.103	.052	.012	.138	.086
	p	.365	.649	.916	.222	.446
Work with C/A	r	.063	.089	.118	.005	.064
	p	.576	.430	.296	.962	.571
Prior T/L experiences	r	-.210	-.002	.013	.255[*]	.159
	p	.062	.988	.906	.023	.159
Social influences	r	.136	.087	.038	.025	.017
	p	.230	.441	.736	.822	.882

*. Correlation is significant at the 0.05 level (2-tailed).

As for the linear relationships between the pre-service language teachers' personality traits and the factors influencing their teaching choice, a separate set of Pearson correlation coefficient tests were done. The results presented only one significant weakly positive correlation ($r(78) = .25$, $p = .023$) in the pre-test between the neuroticism personality trait and the prior teaching and learning experiences factor which is among the motivational factors influencing teaching choice. This finding suggests that as the participants become more emotionally instable, depressive and aggressive, they perceive previous teaching and learning experiences more as a determinant of teaching profession choice as a career.

Table 4. 15. *Correlations between personality traits and motivational FIT-Choice factors in the post-test*

		Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Ability	r	.078	-.128	.022	.171	.089
	p	.493	.256	.844	.130	.432
Intrinsic career value	r	-.019	-.078	-.039	.133	.031
	p	.869	.494	.732	.240	.786
Fallback career	r	.041	.070	.042	-.157	.008
	p	.717	.540	.714	.166	.945
Job security	r	.131	.030	.121	-.237*	.101
	p	.247	.791	.286	.034	.372
Time for family	r	-.042	.016	.047	-.223*	.126
	p	.713	.885	.678	.046	.267
Job transferability	r	-.015	.003	.067	-.005	.117
	p	.896	.977	.555	.964	.301
Shape future	r	-.075	.034	.082	.104	.135
	p	.507	.761	.469	.357	.231
Social equity	r	-.013	-.028	.155	.072	.194
	p	.908	.805	.169	.525	.085
Social contribution	r	-.032	.008	.057	.076	.035
	p	.776	.946	.614	.504	.761
Work with C/A	r	-.105	.026	-.031	.119	.061
	p	.354	.820	.785	.294	.593
Prior T/L experiences	r	-.032	-.112	.135	.069	.185
	p	.781	.320	.234	.546	.100
Social influences	r	.022	.064	.058	-.048	.151
	p	.845	.570	.607	.672	.183

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

In the post-test of the same study, neuroticism was found to be moderately negatively correlated with job security ($r(78) = -.23$, $p = .034$) and time for family ($r(78) = -.22$, $p = .046$) FIT-Choice factors. However, neither neuroticism nor the other personality traits did not correlate significantly with the rest of the motivational FIT-Choice factors after the practicum period. The results imply that as the student teachers show less emotional instability, depressiveness, angry hostility and anxiety, they tend to consider having a permanent job and sparing more time for their families more as important factors influencing their choice of teaching.

Table 4. 16. *Correlations between personality traits and perceptional FIT-Choice factors in the pre-test*

		Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Expert career	r	.014	.033	.050	-.039	.041
	p	.901	.774	.659	.735	.720
High demand	r	-.048	-.009	-.048	.106	.044
	p	.671	.939	.669	.350	.698
Social status	r	.067	.066	.156	-.217	.187
	p	.557	.563	.167	.053	.098
Salary	r	.010	.074	.077	-.183	.122
	p	.931	.514	.495	.104	.280
Social dissuasion	r	-.123	-.032	-.062	.092	-.010
	p	.278	.778	.583	.417	.928
Satisfaction choice	r	.019	-.003	-.051	-.020	.050
	p	.865	.978	.655	.863	.662

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation coefficient tests computed to assess the relationships between the personality traits and the perceptional FIT-Choice factors revealed no significant correlations in the pre-test (Table 4.16). This finding indicated that the personality traits of the pre-service foreign language teachers were not predictors of their perceptions of expert career, high demand, social status, salary, social dissuasion, and satisfaction with choice factors as determiners of their choice of language teaching as a profession.

Table 4. 17. *Correlations between personality traits and perceptional FIT-Choice factors in the post-test*

		Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Expert career	r	.027	.085	.006	-.003	.057
	p	.813	.456	.955	.982	.613
High demand	r	.075	-.027	.051	.163	-.022
	p	.510	.811	.653	.147	.850
Social status	r	-.014	-.025	.034	.020	-.012
	p	.900	.827	.764	.858	.919
Salary	r	-.089	-.102	-.221[*]	-.022	-.003
	p	.435	.366	.049	.848	.982
Social dissuasion	r	-.133	.161	-.049	.050	.164
	p	.241	.153	.665	.657	.147
Satisfaction choice	r	.035	-.031	-.017	.084	.053
	p	.761	.783	.882	.459	.639

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

In the post-test measurements, however, a weakly negative correlation ($r(78) = -.22$, $p = .049$) was found between the conscientiousness personality trait and the salary factor (Table 4.17). To be more clear, as the participants' level of conscientiousness as a personality trait, which signals self-control, responsibility, ambition and dependability, went up, their perception of salary as an important factor influencing their choice of teaching as a profession went down, and vice versa.

4.3. Correlations Among the Teaching Readiness Components

The third research question of the present study was stated as "How do the components of the readiness of pre-service teachers correlate with each other?". In order to explore the linear relationships among the components of teacher readiness investigated in this study, Pearson correlation coefficients tests were used. All the existing correlations among the aforementioned components of teacher readiness are presented and explained under separate headings for both pre-tests and post-tests (Figure 4.5).
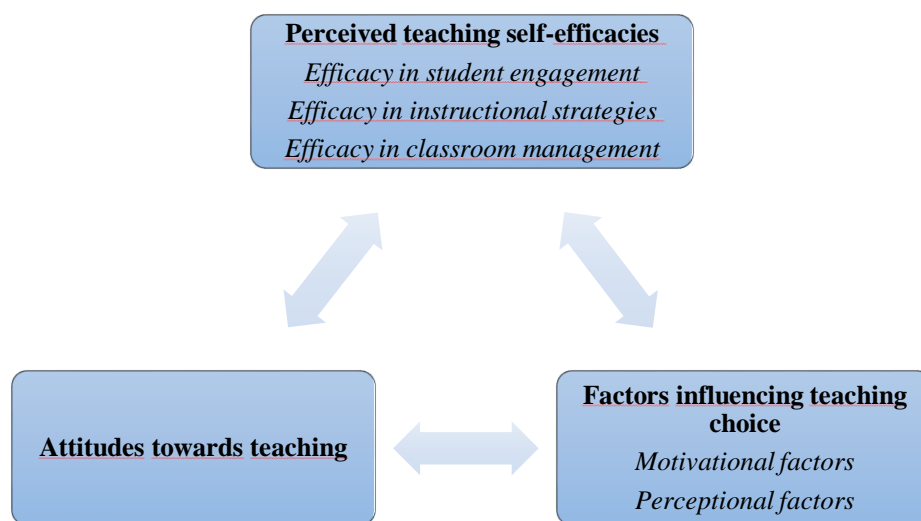
Figure 4. 5. *Correlations investigated among the components of teacher readiness*

4.3.1. Correlations between attitudes and teaching self-efficacies

As shown in detail in Table 4.18, in the pre-test, a number of significant correlations were found among the components of teacher readiness dealt with in this study.

Table 4. 18. *Correlations between attitudes and teaching self-efficacies in the pre-test*

		Overall self-efficacy	Student engagement	Instructional strategies	Classroom management
Attitudes towards teaching (pretest)	r	.368**	.381**	.358**	.241*
	p	.001	.000	.001	.031

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

For instance, attitudes of the pre-service language teachers towards teaching profession moderately positively correlated with the overall perceived teaching self-efficacy ($r(78) = .36$, $p = .001$), the efficacy in student engagement ($r(78) = .38$, $p < .001$), the efficacy in instructional strategies ($r(78) = .35$, $p = .001$), and weakly positively correlated with the efficacy in classroom management ($r(78) = .24$, $p = .031$). These positive correlations suggest that as the perceived teaching self-efficacies of the

participants went up, so did their attitudes towards teaching. In other words, pre-service foreign language teachers with more positive attitudes towards teaching as a profession tended to have higher levels of perceived teaching self-efficacy in general, in student engagement, in instructional strategies, and in classroom management.

Table 4. 19. *Correlations between attitudes and teaching self-efficacies in the post-test*

		Overall self-efficacy	Student engagement	Instructional strategies	Classroom management
Attitudes towards teaching (pretest)	r	.515**	.446**	.431**	.449**
	p	.000	.000	.000	.000

**. Correlation is significant at the 0.01 level (2-tailed).

In the post-test, the linear relationships between the participants' attitudes towards teaching and their perceived self-efficacies were even stronger (see Table 4.19). Pearson correlation coefficients test pointed out that there were moderately positive correlations between attitudes and overall teaching self-efficacy ($r(78) = .51$, $p < .001$), efficacy in student engagement ($r(78) = .44$, $p < .001$), efficacy in instructional strategies ($r(78) = .43$, $p < .001$) and efficacy in classroom management ($r(78) = .44$, $p < .001$). Thus, it was clearly seen that both before and after the practicum, pre-service language teachers' attitudes towards teaching profession correlated positively with their perceived teaching self-efficacies. Moreover, these correlations were even stronger in the post-test.

4.3.2. Correlations between motivational FIT-Choice factors and teaching self-efficacies

The correlations between the twelve motivational factors influencing the teaching choice as a profession and the perceived self-efficacies are presented in Table 4.20.

Table 4. 20. *Correlations between motivational FIT-Choice factors and teaching self-efficacies in the pre-test*

		Overall self-efficacy	Student engagement	Instructional strategies	Classroom management
Ability	r	.627**	.589**	.552**	.529**
	p	.000	.000	.000	.000
Intrinsic career value	r	.389**	.395**	.306**	.334**
	p	.000	.000	.006	.002
Fallback career	r	-.201	-.296**	-.124	-.114
	p	.073	.008	.272	.313
Job security	r	.197	.196	.204	.126
	p	.079	.081	.069	.266
Time for family	r	.162	.143	.189	.101
	p	.150	.205	.093	.373
Job transferability	r	.317**	.309**	.273*	.261*
	p	.004	.005	.014	.019
Shape future	r	.492**	.538**	.375**	.396**
	p	.000	.000	.001	.000
Social equity	r	.520**	.583**	.386**	.415**
	p	.000	.000	.000	.000
Social contribution	r	.403**	.461**	.304**	.307**
	p	.000	.000	.006	.006
Work with C/A	r	.387**	.417**	.343**	.270*
	p	.000	.000	.002	.015
Prior T/L experiences	r	.465**	.421**	.444**	.375**
	p	.000	.000	.000	.001
Social influences	r	.009	-.047	.035	.037
	p	.936	.680	.756	.744

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

As it is presented in the table above, overall self-efficacy correlated moderately positively with ability ($r(78) = .62$, $p < .001$), intrinsic career value ($r(78) = .38$, $p < .001$), job transferability ($r(78) = .31$, $p = .004$), shape the future of children/adolescents ($r(78) = .49$, $p < .001$), social equity ($r(78) = .52$, $p < .001$), social contribution ($r(78) = .40$, $p < .001$), work with children/adolescents ($r(78) = .38$, $p < .001$) and prior learning and teaching experiences ($r(78) = .46$, $p < .001$).

Likewise, efficacy in student engagement was found to moderately positively correlate with ability ($r(78) = .58$, $p < .001$), intrinsic career value ($r(78) = .39$, $p < .001$), job transferability ($r(78) = .30$, $p = .005$), shape the future of children/adolescents ($r(78) = .53$, $p < .001$), social equity ($r(78) = .58$, $p < .001$), social contribution ($r(78) = .46$, $p <$

.001), work with children/adolescents ($r(78) = .41$, $p < .001$), and prior learning and teaching experiences ($r(78) = .42$, $p < .001$). Yet, student engagement dimension of the self-efficacy correlated weakly negatively with fallback career choice factor ($r(78) = -.29$, $p = .008$).

Additionally, efficacy in instructional strategies dimension correlated moderately positively with ability ($r(78) = .55$, $p < .001$), intrinsic career value ($r(78) = .30$, $p < .001$), shape the future of children/adolescents ($r(78) = .37$, $p = .001$), social equity ($r(78) = .38$, $p < .001$), social contribution ($r(78) = .30$, $p = .006$), work with children/adolescents ($r(78) = .34$, $p = .002$), and prior learning and teaching experiences ($r(78) = .44$, $p < .001$), while job transferability had a weakly negative correlation with the same efficacy scale ($r(78) = -.29$, $p = .008$).

Lastly, classroom management dimension of self-efficacy also seemed to correlate significantly positively with ability ($r(78) = .52$, $p < .001$), intrinsic career value ($r(78) = .33$, $p = .002$), shape the future of children/adolescents ($r(78) = .39$, $p < .001$), social equity ($r(78) = .41$, $p < .001$), social contribution ($r(78) = .30$, $p = .006$), prior learning and teaching experiences ($r(78) = .37$, $p = .001$) factors at moderate levels. Job transferability ($r(78) = .26$, $p = .019$) and work with children ($r(78) = .27$, $p = .015$) weakly positively correlated with classroom management self-efficacy.

Table 4. 21. *Correlations between motivational FIT-Choice factors and teaching self-efficacies in the post-test*

		Overall self-efficacy	Student engagement	Instructional strategies	Classroom management
Ability	r	.681**	.566**	.653**	.528**
	p	.000	.000	.000	.000
Intrinsic career value	r	.480**	.398**	.488**	.344**
	p	.000	.000	.000	.002
Fallback career	r	-.299**	-.286*	-.321**	-.159
	p	.007	.010	.004	.158
Job security	r	.102	.101	.102	.060
	p	.366	.373	.368	.599
Time for family	r	.044	-.001	.053	.059
	p	.701	.992	.643	.604
Job transferability	r	.273*	.273*	.254*	.175
	p	.014	.014	.023	.121
Shape future	r	.524**	.491**	.466**	.389**
	p	.000	.000	.000	.000
Social equity	r	.469**	.520**	.412**	.274*
	p	.000	.000	.000	.014
Social contribution	r	.461**	.522**	.379**	.288**
	p	.000	.000	.001	.010
Work with C/A	r	.539**	.392**	.566**	.420**
	p	.000	.000	.000	.000
Prior T/L experiences	r	.437**	.395**	.450**	.275*
	p	.000	.000	.000	.014
Social influences	r	.031	.133	-.017	-.032
	p	.787	.239	.879	.775

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Pearson correlation coefficients computations between motivational FIT-Choice factors and teaching self-efficacies in the post-test also revealed several significant linear relationships between the variables. Ability ($r(68) = .50, p < .001$), intrinsic career value ($r(78) = .48, p < .001$), shape future of children/adolescents ($r(78) = .52, p < .001$), social equity ($r(78) = .46, p < .001$), social contribution ($r(78) = .46, p < .001$), work with children/adolescents ($r(78) = .53, p < .001$) and prior learning/teaching experiences ($r(78) = .43, p < .001$) all positively correlated with perceived teaching self-efficacy at a moderate level. On the other hand, there was a weakly positive correlation between self-efficacy and job transferability ($r(78) = .27, p = .014$), while there was a weakly negative correlation between fallback career factor ($r(78) = -.29, p = .007$) and overall self-efficacy.

4.3.3. Correlations between perceptional FIT-Choice factors and teaching self-efficacies

The linear relationships between the perceptional FIT-Choice factors and the perceived teaching self-efficacies of the participants in the pre-test are shown in Table 4.22.

Table 4. 22. *Correlations between perceptional FIT-Choice factors and teaching self-efficacies in the pre-test*

		Overall self-efficacy	Student engagement	Instructional strategies	Classroom management
Expert career	r	.261*	.247*	.193	.256*
	p	.019	.027	.086	.022
High demand	r	.224*	.157	.193	.247*
	p	.046	.166	.086	.027
Social status	r	.259*	.236*	.280*	.174
	p	.021	.035	.012	.122
Salary	r	.009	.021	-.030	.032
	p	.939	.855	.789	.776
Social dissuasion	r	.133	.157	.151	.045
	p	.240	.163	.181	.689
Satisfaction with choice	r	.505**	.505**	.409**	.432**
	p	.000	.000	.000	.000

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation tests showed that the majority of the correlations found between the perceptional FIT-Choice factors and the perceived teaching self-efficacies were weakly positive. For example, overall teaching self-efficacy had weakly positive correlations with expert career ($r(78) = .26$, $p = .019$), high demand ($r(78) = .22$, $p = .046$), social status ($r(78) = .25$, $p = .021$) FIT-Choice factors. In a similar vein, efficacy in student engagement had a weakly positive correlation with expert career ($r(78) =$

.24, $p = .027$) and social status factors ($r(78) = .23, p = .035$). Additionally, efficacy in instructional strategies correlated weakly positively with only social status ($r(78) = .28, p = .012$) factor while efficacy in classroom management seemed to correlate weakly positively with expert career ($r(78) = .25, p = .022$) and high demand ($r(78) = .24, p = .027$) factors. On the other hand, it was discovered that only *satisfaction with choice* factor correlated moderately positively with all the perceived overall self-efficacy ($r(78) = .50, p < .001$), efficacy in student engagement ($r(78) = .50, p = .015$), efficacy in instructional strategies ($r(78) = .40, p = .015$), and efficacy in classroom management ($r(78) = .43, p = .015$).

Table 4. 23. *Correlations between perceptional FIT-Choice factors and teaching self-efficacies in the post-test*

		Overall self-efficacy	Student engagement	Instructional strategies	Classroom management
Expert career	r	.355**	.235*	.356**	.319**
	p	.001	.036	.001	.004
High demand	r	.133	.088	.154	.097
	p	.240	.437	.173	.392
Social status	r	.193	.218	.208	.070
	p	.086	.052	.064	.537
Salary	r	-.029	-.034	-.011	-.030
	p	.798	.765	.920	.790
Social dissuasion	r	.192	.123	.135	.237*
	p	.088	.277	.232	.035
Satisfaction with choice	r	.436**	.381**	.437**	.301**
	p	.000	.000	.000	.007

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

As shown in Table 4.23, when the correlations between perceptional FIT-Choice factors and teaching self-efficacies in the post-test were calculated, it was seen that expert career ($r(78) = .35, p = .001$) and satisfaction with choice ($r(78) = .43, p < .001$) factors moderately positively correlated with overall teaching self-efficacy. Expert career factor also seemed to weakly positively correlate with the efficacy in student engagement ($r(78)$

= .23, p =.036), moderately positively with the efficacy in instructional strategies (r(78) = .35, p = .001) and the efficacy in classroom management (r(78) = .31, p = .004). Likewise, satisfaction with choice factor appeared to have a moderately positive correlation with the efficacies in student engagement (r(78) = .38, p < .001), instructional strategies (r(78) = .43, p < .001) and classroom management (r(78) = .30, p = .007). Lastly, the social dissuasion factor, which refers to the level of discouragement of social environment against choosing teaching as a profession, correlated weakly positively with the efficacy in classroom management (r(78) = .23, p = .035).

4.3.4. Correlations between attitudes and motivational FIT-Choice factors

Table 4. 24. *Correlations between attitudes and motivational FIT-Choice factors in the pre-test*

		Ability	Intrinsic career value	Fallback Career	Job security	Time for family	Job transferability	Shape future of c/a	Social equity	Social contribution	Work with c/a	Prior T/L experiences	Social influences
Attitudes towards teaching	Pearson Correlation	.572**	.628**	-.444**	.468**	.143	.231*	.497**	.429**	.514**	.549**	.253*	.043
	Sig. (2-tailed)	.000	.000	.000	.000	.206	.039	.000	.000	.000	.000	.024	.702

**. Correlation is significant at the 0.01 level (2-tailed). / *. Correlation is significant at the 0.05 level (2-tailed).

Table 4. 25. *Correlations between attitudes and motivational FIT-Choice factors in the post-test*

		Ability	Intrinsic career value	Fallback Career	Job security	Time for family	Job transferability	Shape future of c/a	Social equity	Social contribution	Work with c/a	Prior T/L experiences	Social influences
Attitudes towards teaching	Pearson Correlation	.734**	.736**	-.526**	.330**	.106	.285*	.632**	.521**	.597**	.591**	.492**	-.039
	Sig. (2-tailed)	.000	.000	.000	.003	.351	.010	.000	.000	.000	.000	.000	.729

**. Correlation is significant at the 0.01 level (2-tailed). / *. Correlation is significant at the 0.05 level (2-tailed).

As presented in Table 4.24, attitudes of the pre-service foreign language teachers towards teaching as a profession significantly correlated with many of the motivational FIT-Choice factors at varying strengths in the pre-test. To be more precise, moderately positive correlations were calculated between attitudes and ability ($r(78) = .57$, $p < .001$), intrinsic career choice ($r(78) = .62$, $p < .001$), job security ($r(78) = .46$, $p < .001$), shaping future of children/adolescents ($r(78) = .49$, $p < .001$), social equity ($r(78) = .42$, $p < .001$), social contribution ($r(78) = .51$, $p < .001$), work with children/adolescents ($r(78) = .54$, $p < .001$). Similarly positive but weak correlations were found between attitudes and job transferability ($r(78) = .23$, $p = .039$) and prior teaching/learning experiences ($r(78) = .25$, $p = .024$). On the other hand, a moderately negative correlation between attitudes and fallback career choice ($r(78) = -.44$, $p < .001$) was identified in the pre-test. Lastly, no significant correlations were found between attitudes towards teaching and time for family ($r(78) = .14$, $p > .05$) and social influences ($r(78) = .04$, $p > .05$) factors.

Pearson Correlation Coefficients tests for the post-test also revealed some important linear relationships between attitudes of pre-service foreign language teacher and motivational FIT-Choice factors (Table 4.25). Attitudes towards teaching as a profession strongly positively correlated with ability ($r(78) = .73$, $p < .001$) and intrinsic career choice ($r(78) = .73$, $p < .001$) factors in the post-test. There were also moderately positive correlations between attitudes and job security ($r(78) = .33$, $p = .003$), shaping the future of children/adolescents ($r(78) = .63$, $p < .001$), social equity ($r(78) = .52$, $p < .001$), social contribution ($r(78) = .59$, $p < .001$), work with children/adolescents ($r(78) = .59$, $p < .001$), and prior teaching/learning experiences ($r(78) = .49$, $p < .001$). Finally, a weakly positive correlation between attitudes and job transferability ($r(78) = .28$, $p = .010$), and a moderately negative correlation between attitudes and fallback career choice factor ($r(78) = -.52$, $p < .001$) were also calculated in the post-test. There were no significant correlations between attitudes towards teaching and time for family ($r(78) = .10$, $p > .05$) and social influences ($r(78) = -.03$, $p > .05$) FIT-Choice factors.

4.3.5. Correlations between attitudes and perceptional FIT-Choice factors

Table 4. 26. *Correlations between attitudes and perceptional FIT-Choice factors in the pre-test*

		Expert career	High demand	Social status	Salary	Social dissuasion	Satisfaction with choice
Attitudes towards teaching	Pearson Correlation	-.031	.084	.171	.123	-.064	.644[**]
	Sig. (2-tailed)	.787	.461	.129	.277	.570	.000
Pre-test	N	80	80	80	80	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Correlation tests demonstrated that there was only one significant correlation between attitudes towards teaching and perceptional FIT-Choice factors in the pre-test (Table 4.26). To be more clear, only satisfaction with choice factor moderately positively correlated with the pre-service foreign language teachers'' attitudes towards teaching ($r(78) = .64$, $p < .001$). There were no other significant correlations between attitudes and other perceptional FIT-Choice factors such as expert career ($r(78) = -.03$, $p > .05$), high demand ($r(78) = .08$, $p > .05$), social status ($r(78) = .17$, $p > .05$), salary ($r(78) = .12$, $p > .05$), and social dissuasion ($r(78) = -.06$, $p > .05$) in the pre-test.

Table 4. 27. *Correlations between attitudes and perceptional FIT-Choice factors in the post-test*

		Expert career	High demand	Social status	Salary	Social dissuasion	Satisfaction with choice
Attitudes towards teaching	Pearson Correlation	.361[**]	.053	.256[*]	.122	-.048	.767[**]
Post-test	Sig. (2-tailed)	.001	.638	.022	.281	.671	.000
	N	80	80	80	80	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

On the other hand, a few more significant linear relationships were identified between attitudes towards teaching and perceptional FIT-Choice factors in the post-test (Table 4.27). To exemplify, there was a strongly positive correlation between attitudes and satisfaction with choice factor ($r(78) = .76, p < .001$). Moreover, there was a moderately positive correlation between attitudes and expert career factor ($r(78) = .36, p = .001$), and a weakly positive correlation between attitudes and social status factor ($r(78) = .25, p < .05$). Although several more correlations existed between attitudes and high demand ($r(78) = .05, p > .05$), salary ($r(78) = .12, p > .05$), and social dissuasion factors ($r(78) = -.04, p > .05$), none of them turned out to be significant.

4.3.6. Summary of the quantitative data analysis results

To summarize, openness personality trait correlated moderately with overall teaching self-efficacy and student engagement self-efficacy in a positive direction in the pre-test while conscientiousness personality trait seemed to correlate with student engagement self-efficacy in the same magnitude and direction in the post-test. On the other hand, attitudes did not indicate any significant correlations with personality traits both in the pre-test and the post-test. Although some weak correlations were found, personality traits were not moderate or strong predictors of motivational and perceptional factors of pre-service foreign language teachers' choice of teaching as a profession.

In another set of measurements, it was found that attitudes towards teaching profession had significantly positive correlations with overall teaching self-efficacy, student engagement self-efficacy and self-efficacy in using instructional strategies before the practicum. Besides, the existing correlations became even stronger and all the sub-dimensions of perceived teaching self-efficacy correlated significantly positively with the attitudes towards teaching after the practicum experience.

Furthermore, all the teaching self-efficacy perception types in the present study correlated moderately positively with teaching ability, intrinsic career value, job transferability, shaping the future of students, enhancing social equity, making social contribution, working with children and adolescents, and prior teaching and learning experiences factors in the pre-test phase. In comparison with the pre-test findings, the same motivational factors turned out to have moderately positive correlations with teaching self-efficacies except for the job transferability that changed to a weakly positive one. Choosing teaching as a fallback career, on the other hand, correlated negatively and

weakly with teaching self-efficacy perceptions of the participants in both the pre-test and the post-test.

As for perceptional FIT-Choice factors, only satisfaction with choice factors had moderately positive and significant correlations with teaching self-efficacy types before the practicum period. After the practicum, expert career factor also correlated significantly moderately with teaching self-efficacies in a positive direction which indicated that student teachers gained awareness of the fact that their future career requires a considerable degree of field expertise.

It is important to note that the correlation between attitudes towards teaching and teaching ability and intrinsic career value motivational FIT-Choice factors was a strongly positive one after the practicum whereas it was a moderate one before the same period. Another remarkable finding was that fallback career choice factor correlated moderately negatively with attitudes in both tests. Furthermore, the correlation was even stronger in the post-test which proved that the student teachers implied more strongly that teaching job was not a last resort for them. Likewise, it was discovered that the more positive attitudes the participants had, the more satisfied they were with their choice of teaching as a future job. Though the correlation between attitudes and job choice satisfaction was moderately positive before the practicum, it became a strongly positive one after the mentioned time period. That result is crucial as practicum experiences seem to have increased the strength of the linear relationship between attitudes and job choice satisfaction of pre-service teacher participants of the present study. All the correlations discovered are also presented in Figure 4.6 and Figure 4.7.
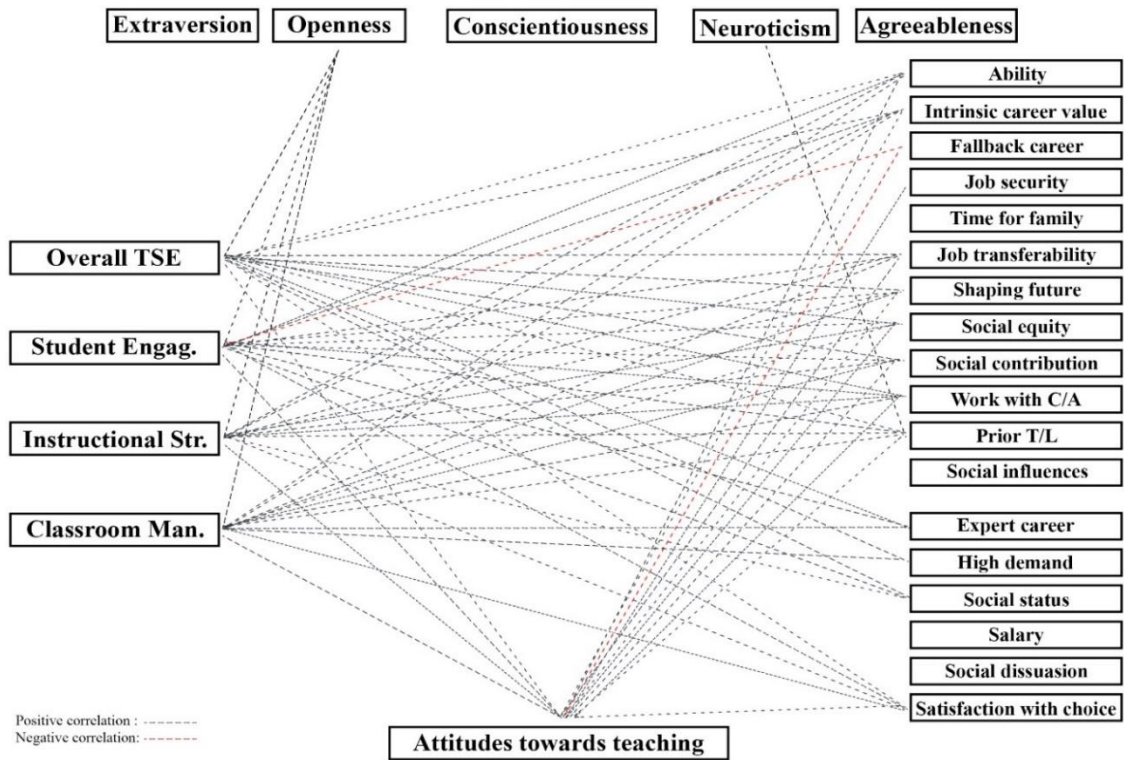
Figure 4. 6. *Correlations among the components of teacher readiness in the pre-test*
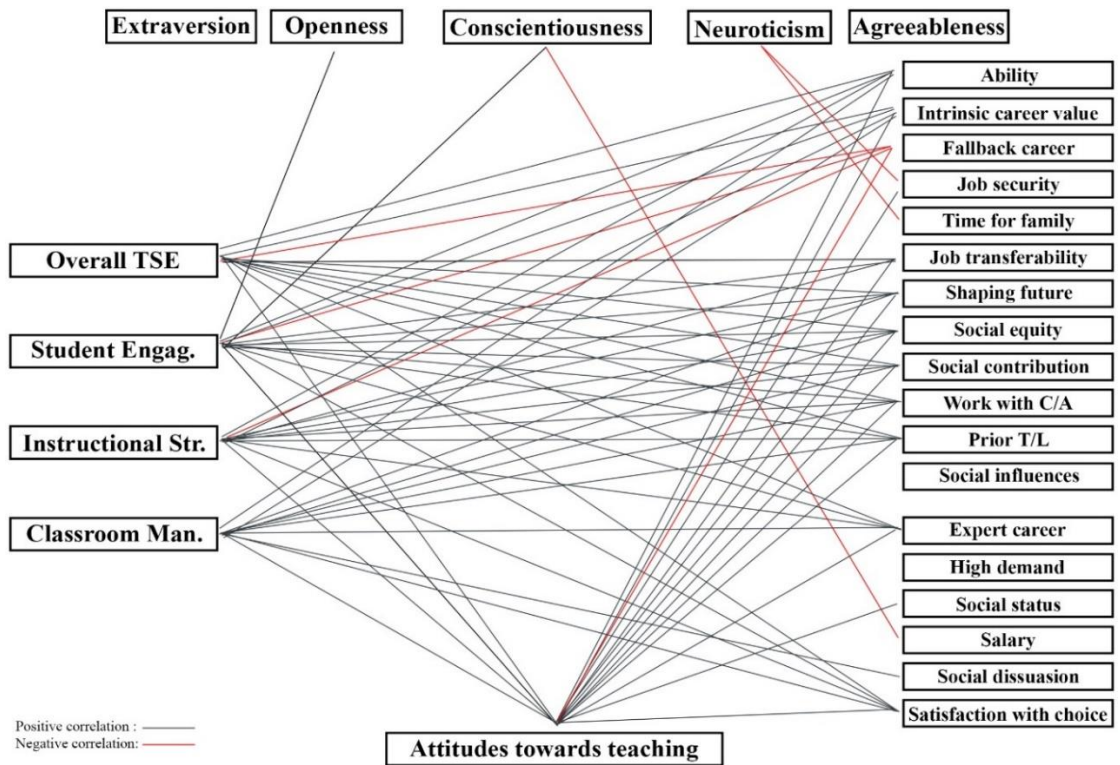
Figure 4. 7. *Correlations among the components of teacher readiness in the post-test*

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4.4. Findings of the Analysis of the Qualitative Data

The findings obtained through the semi-structured interviews with the pre-school English language teachers participating in this study are presented under several headings in this section. Although the findings do not aim to answer a distinct research question, they are expected to shed more light on the findings of quantitative data results of the study and to provide a deeper insight into the teacher readiness of foreign language teacher candidates.

4.4.1. Findings related to the participants' choice of English language teaching as a profession

In order to complement the findings of the quantitative data yielded through FIT-Choice scale, one of the questions in the interview was asked as "Why do you want to be an English language teacher?" The responses of the participants were qualitatively analyzed and the findings are presented in Figure 4.6.
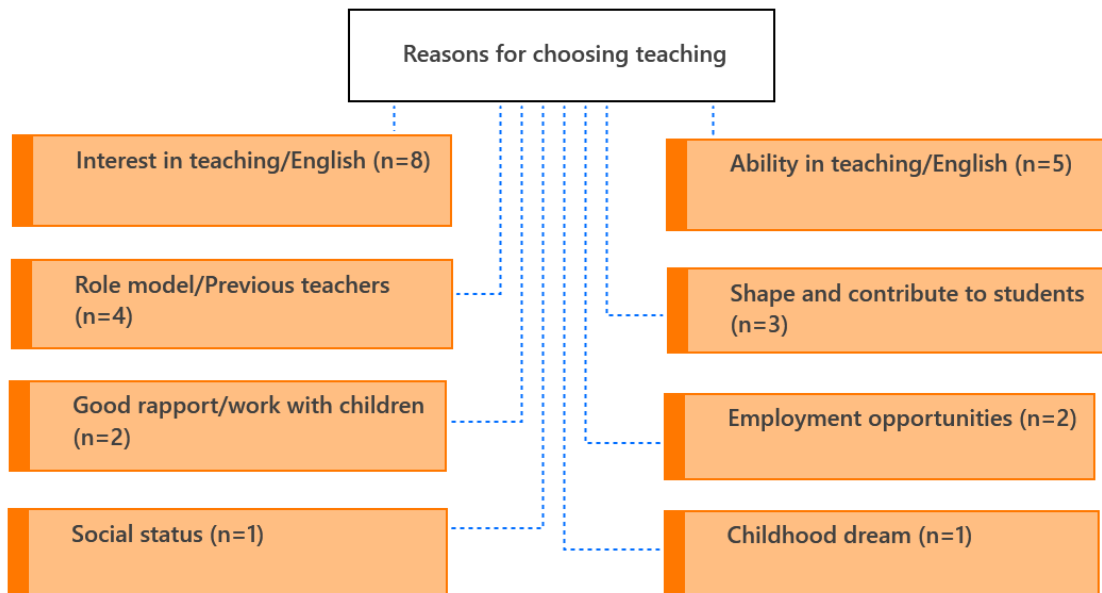
Figure 4. 8. *Reasons of pre-service FL teachers for choosing teaching as a profession*

As it can be observed in Figure 4.8, pre-service English language teacher participants of the study reported a variety of reasons for their choice of teaching as a profession. Content analysis of the qualitative data revealed that the leading reason

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mentioned for choosing foreign language teaching profession among the respondents was their interest in teaching and English language *(n=8)*. For instance, Participant 10's statements were remarkable since they clearly expressed her reasons for choosing English language teaching as a profession.

> When I was in the primary school, I had a distinct interest in English. I was always keen on learning a new language since it meant a new culture to me. Besides, I have a sharing personality. I am kind of a person who likes teaching the things I learn. As my interest in languages and teaching others came together, I chose teaching as a job. [P5]

Another fundamental reason turned out to be their reported ability in teaching and English language *(n=5)*. Taking their previous teachers as role models and their effect on the choice of profession was also stated as a key factor influencing the participants'' choice of profession *(n=4)*. Participant 5 expressed his views falling under this theme as follows:

> The real reason for my desire to become an English teacher is that I had an English teacher whom I took as a role model. He discovered my ability in languages. As a matter of fact, I decided to be an English teacher with his encouragement and guidance. [P5]

Likewise, several participants *(n=3)* mentioned their desire to make contributions to students and shape their future. Two of the participants reported that they could establish good rapport with children and they wanted to work with children. Two other respondents pointed out to the employment opportunities of English language teaching. Participant 11 expressed how this factor affected their decision to choose her department at university and study English language teaching as follows:

> In fact, I did not want to be an English teacher in the beginning. I dream was to study American Culture and Literature. However, as I considered the employment opportunities in the country, English language teaching turned out to be a better alternative. That is why I preferred this department. Because of the fact that there are more employment opportunities. [P11]

Another pre-service English language teacher named the profession as their "childhood dream" and expressed their everlasting ambition to be an English language teacher. Lastly, a participant described English language teaching as a prestigious job and grounded their choice of teaching on this factor.

4.4.2. Findings related to the participants' perceptions of their teaching self-efficacy
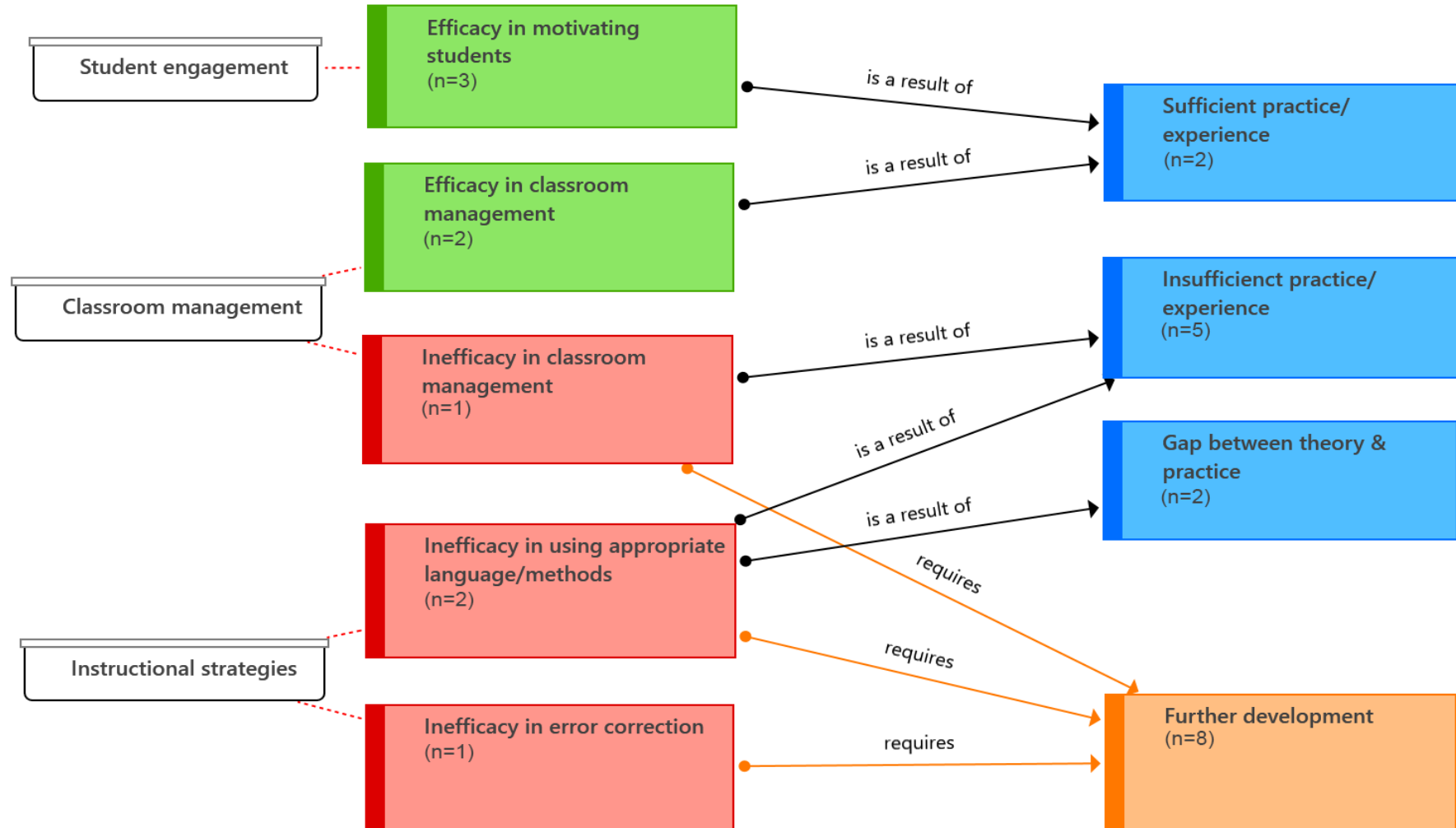
Figure 4. 9. *Pre-service foreign language teachers' perceptions of their teaching-self efficacies*

Perceived self-efficacies of the pre-service foreign language teachers were investigated among the major components of teacher readiness in the quantitative part of the present study. The same domain was also explored in the qualitative interview data to complement the findings of the quantitative data. Unlike the analysis of other interview questions, the responses to the second question about the perceived self-efficacies of the participants were categorized under existing domains. The themes occurred were conceptualized as shown in Figure 4.9. Although qualitative data were collected from a limited number of participants, the findings turned out to be mostly in line with quantitative data findings with slight differences.

Under the first sub-domain of self-efficacy, participants' positive efficacy beliefs in engaging students in learning activities *(n=3)* emerged as a leading theme in the content analysis of the data. Efficacy in student engagement seemed to result from the participants' sufficient levels of experience and previous practices.

> Although I may not reach the level of a total efficacy, I think I will try to steer myself towards the best I can. I will take the necessary actions in this sense, to contribute them (students). In order to carry my students to a better level, I will also invest in myself and equip myself; so that I can educate my students that way. [P4]

The themes under instructional strategies domain turned out to be negative ones expressing inefficacy in error correction *(n=1)*, and using appropriate language and methods *(n=2)* while teaching. Moreover, these negative perceptions of self-efficacy were rooted in the existing gap between theory and practice *(n=2)*.

As for classroom management, both positive and negative perceptions of self-efficacy came on the scene. While two of the respondents cited their efficacy in classroom management, another respondent reported that he felt inefficient in this domain due to insufficient classroom experience *(n=5)*.

> I am a little inefficient in classroom management. Because, as I create a friendly atmosphere with the students, the class can go a bit out of control. I need to improve that aspect. I have not received any special training for this at university. That is why I need to improve myself. [P1]

It was found out in the interview sessions that Participant 1 had a friendly and funny (too friendly as he expresses) personality and he was aware that he was likely to lose control in his classes easily after several lessons.

Finally, slightly more than eighty percent of the participants *(n=8)* notified the need for further development of teachers such as keeping themselves up-to-date and learning more about the field of language teaching.

> Well, for a while, I had teaching experience. Yes, I am good at it, the education I got was quite good but at some points I think I have deficiencies and I try to improve myself in all the domains (of teaching). [P10]

4.4.3. Findings related to the participants' reflections on their strengths and weaknesses

The third interview question was asked as "What are your strengths and weaknesses as a foreign language teacher candidate?" in order to complement the findings related to the perceived teaching self-efficacies of the pre-service foreign language teachers. Analysis of the qualitative interview data brought out a variety of perceived strengths and weaknesses, and the findings related are explained under two figures.
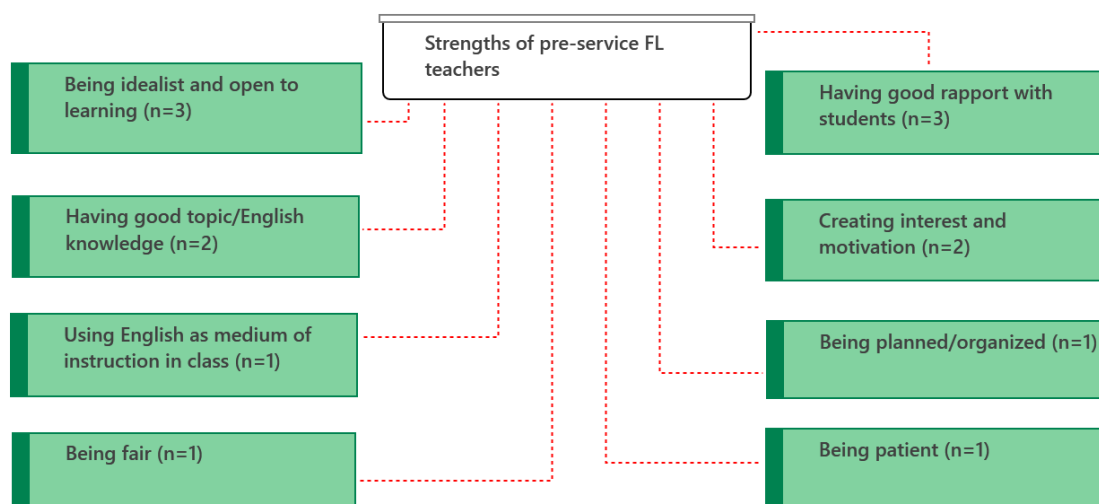
Figure 4. 10. *Pre-service FL teachers' reflections of their strengths as a teacher*

As clearly shown in Figure 4.10, which illustrates the strengths of the pre-service foreign language teachers, the leading strength was categorized as being idealist and open to learning *(n=3)*. Some of the participants strongly emphasized the importance of constant self-improvement and identified themselves as always open to learning new things about their profession as idealist teachers. The following lines from Participant 9 illustrates this theme:

I am not quite sure whether it is a strength but I am kind of a person who deeply loves researching, learning new things etc. And thus, I constantly try to improve my command of English, either in my spare time or while studying. I do the same in things related to education, as well… [P9]

Secondly, a number of pre-service foreign language teachers *(n=2)* listed their ability to motivate students towards learning and arousing interest among them as a strength. This issue was also related by some of them to the ability in managing classrooms. In other words, they thought they would be successful in classroom management as long as they could create interest and motivate their students during the lessons. The following statements of a respondent sheds more light on this theme:

… as I can be more active with those newly introduced theories like multimedia blended learning, students can perceive me as one of them. Because I somehow integrate the questions into video games. I did it so in my practicum, too. As I instruct my students in that way, students like me most of the time and we do not have any troubles. Motivation is quite high. [P1]

Another theme emerged from the data coding was good rapport with students *(n=3)*. Three participants reported this theme among their prominent strengths and Participant 2 expressed it in his own words as "I am cheerful and smiling. I can get along with children well. I can encourage them. With this energy and friendliness, perhaps, I can do good things in their lives".

Likewise, a number of the participants *(n=3)* reported that they had a good English knowledge and a good command of topic knowledge in classes, while another *(n=1)* mentioned the use of target language as the medium of instruction during the lessons as an outstanding strength. The codes identified led the researcher to three other themes as strengths as being planned and organized *(n=1)*, being fair *(n=1)*, and being patient *(n=1)*.
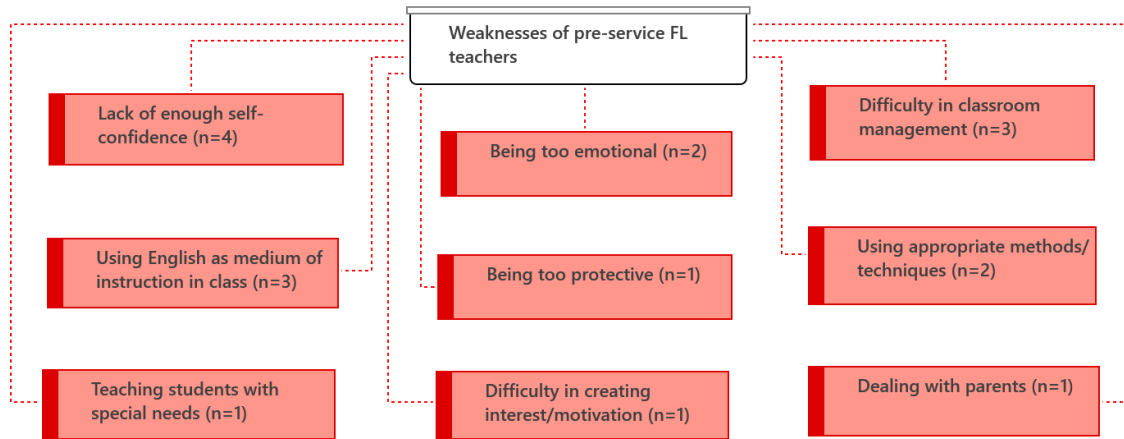
Figure 4. 11. *Perceived weaknesses of pre-service foreign language teachers*

As illustrated in Figure 4.11, the analysis of interview data also unveiled a number of perceived weaknesses of the participants as pre-service English language teachers. Among these weaknesses, lack of self-confidence to teach in real classrooms was among the preeminent themes *(n=4)*. This weakness was associated by the participants with the insufficient practicum experience and lack of enough practice. The following statements by Participant 8 illustrates the theme as follows:

> …as for explaining topics (teaching), an anxiety often comes up. I still experience that anxiousness. That kind of an anxiety which hinders someone from doing his job properly. That is my weakness; I especially feel a bit panicked while explaining things to students. [P8]

At this point, it is important to emphasize that Participant 8 had reported limited participation in the teacher education courses. On the other hand, respondents reporting high levels of self-confidence were usually those who were also satisfied with the pre-service teacher education they received. Such background information about the participants showed that theoretical coursework knowledge as well as practical experiences affected their self-confidence in teaching English.

Although it was named as a strength by several other participants, using English as a medium of instruction was also listed as a weakness *(n=3)*. Participant 5's sentences exemplify this finding as follows:

> I have a good command of topics. If I am to teach a topic, I can do that with a good command. Yet, speaking English is an issue that can cause me lose my self-confidence, as a weakness. [P5]

Similarly, some participants *(n=3)* quoted classroom management skills as one of the points that they felt insufficient. They also related this weakness to inadequate practice opportunities.

> A negative part of me is to be too serious and I may occasionally lose temper. In classroom management, in this domain, I think I can take myself under a bit more control while teaching. [P11]

Using appropriate methods, strategies and teaching techniques also came forth as an important weakness of the pre-service foreign language teachers *(n=2)*. One of the participants especially identified this theme with the existing gap between theoretical knowledge offered at university and practical conditions in real classrooms.

> Generally, the methods we learnt and I adopted in practicum turned out to be somehow dull and demotivating ways of teaching. And, for example, I cannot identify the level of students appropriately as a teacher. Maybe that is a big mistake but with experience and some reading, it is likely to be solved. [P1]

Two of the participants mentioned the emotional aspects of being a teacher and expressed their concerns about being too emotional or sensitive.

Finally, having difficulty in motivating students, teaching students with special needs or different personal profiles, and dealing with parents were articulated by the respondents of the interviews.

4.4.4. Findings related to the participants' views on the practicum period

The participants' views on the practicum period and their experiences during this key period in their pre-service teacher education were in the limelight of the interviews in the present study. Therefore, the fourth interview question mainly aimed to uncover views regarding the practicum experiences of the pre-service foreign language teachers.
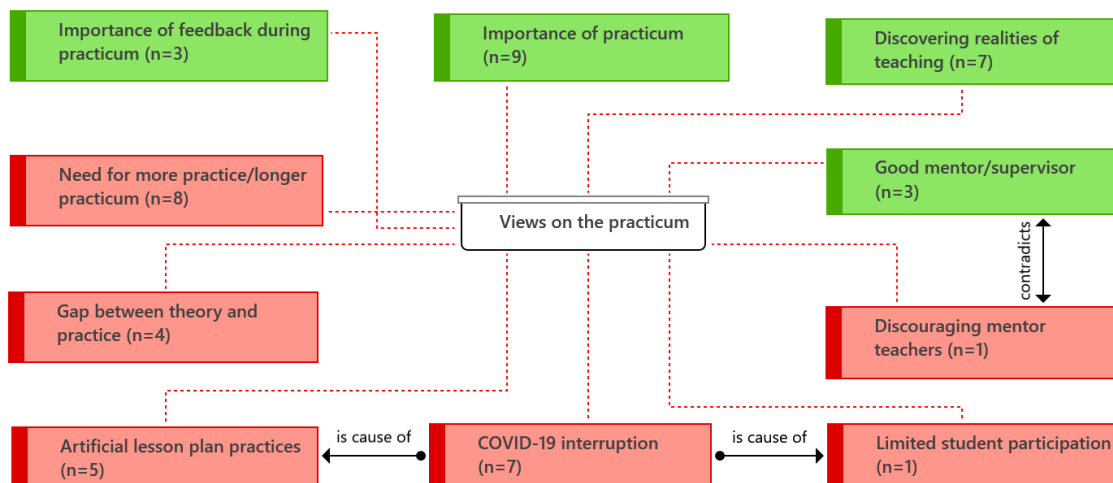
Figure 4. 12. *Views of the pre-service foreign language teachers on their practicum experiences*

Qualitative analysis of the data unveiled the participant views under two spheres as positive and negative views. First of all, it can be seen in Figure 4.12 that almost all *(n=9)* the participants noted the importance of practicum experience as a milestone in their training to become an English language teacher. Participant 2 pointed out to the importance of practicum sessions in making the student teachers realize the differences between theory and practice, and make decisions accordingly with the following statements:

> Practicum sessions were very fruitful for us. We also had the chance to observe the teachers there in their own teaching situations. We could see their actions and behaviors in class, and we were also able to put our observations into practice by ourselves. There are students of various profiles; we also observed them. We shaped our own behaviors accordingly. In this regard, it was all good, of course. We also realized the differences between what we had learnt and what we saw during the practicum. It enabled us to understand these differences and make different decisions… [P2]

Importance of feedback from the mentor teachers and the faculty members supervising the pre-service teachers, which emerged as part of the importance of practicum, was considered to be a key consideration, as well.

Another important theme emerging from the qualitative data turned out to be discovering the difference between theory and practice which would otherwise be impossible to learn in theoretical lessons at the faculty *(n=7)*. Those realities came out as both positive and negative experiences. One of the participants' direct statement can be given as an instance of this theme:

> When we actually began the practicum, I thought I would have great difficulty in the following lessons, indeed. In fact, it would be fruitful for me. It was a very realist atmosphere. I mean, most schools in Turkey are similar in terms of student profiles. The students are not that interested in lessons and so on… [P9]

The theme good mentors and supervisors appeared as a prominent issue during the practicum period *(n=3)*. Participant 4 verbalized her satisfaction with the mentor teachers and the supervisor with clear statements as given in the following excerpt:

> I was sent to X High School for the practicum and it was quite good. The student profile was very good. The mentor teacher I worked with was very good at his job. Meanwhile, my practicum supervisor at university also provided me with very good assistance. [P4]

On the other hand, content analysis of the data unveiled a number of negative views on the practicum period. For instance, most of the participants *(n=8)* reflected their dissatisfaction with the length of practicum and the teaching practice opportunities they were offered. A participant marked her dissatisfaction with the following sentences:

> Most importantly, we should be given more opportunity to practice teaching. I mean, we teach four times in class but we should be included in teaching much more. During this process, I think the teacher (pre-service) should be left alone at some point. Namely, in a class where the students' own teacher is not present. The teacher sits in the back rows, all right, but the students wait for a sign from him. The class is never completely ours. [P3]

As another frequently enunciated point, the gap between theory and practice emerged as an important theme with almost half of the participants *(n=4)* emphasizing it.

> The things my practicum supervisor asked from me were different, the things those students already knew were totally different. There was a disconnection. And we were asked to speak English (in class) but the students could not even understand English well. The profile in state schools is very different. They taught us at university to speak English in classes, to teach four skills. However, these are neglected in real schools. [P5]

The pre-service language teachers providing qualitative data for the present study frequently *(n=7)* pointed out to the COVID-19 pandemic effect on their practicum period. This effect also came forward as the cause of artificial lesson plan and imaginary teaching practices, and limited participation of students in classes.

> …perhaps, this (school experience/practicum) is the most important lesson at university. Because we can only gain experience before being employed through the practicum. And I could not gain this experience. As a result, all the lesson plans we wrote, materials we prepared, all remained so artificial. As there was no tangible relationship with the student, the lessons I prepared turned out to be superficial. [P1]

4.4.5. Findings related to the participants' perceptions of their teacher readiness

The main scope of the present study is to explore pre-service foreign language teachers' teacher readiness before and after the practicum period as a key domain of their pre-service teacher education. Therefore, the fifth interview question as "How ready do you feel to teach in a real classroom?" was directed to the participants of the semi-structured interviews. Content analysis of the data yielded a series of outstanding themes under three headings. The emerging codes and themes in the qualitative interview data were conceptualized as shown in Figure 4.13.
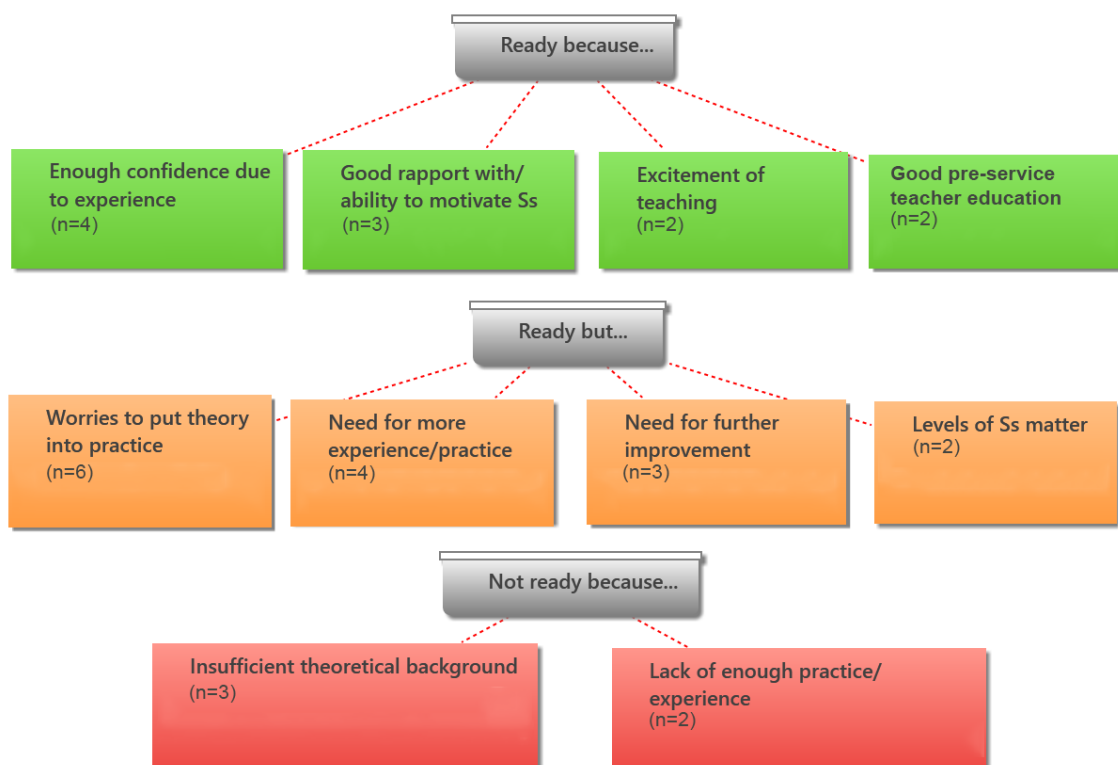
Figure 4. 13. *Perceptions of pre-service EFL teachers regarding their teacher readiness*

In the first category of the conceptualization, the rationales of the participants who perceived themselves as ready to teach in a real classroom atmosphere were presented under related themes. In light of the analysis of the qualitative data, it was seen that gaining enough self-confidence from the previous teaching and practicum experiences *(n=4)* was a major reason for feeling ready for the profession. The statements below exemplify the theme in Participant 7's own words:

> When I graduated, I felt myself comfortable and ready. Surely, I was excited but I thought I was ready for this since I had previous practicum experience, or experience in private tutoring and part-time jobs. [P7]

It should be noted that Participant 7 also reported a high level of self-confidence in using English language and she had taken intensive English language lessons since primary school which may have contributed to her feeling of readiness to teach. Moreover, Participant 7's previous private tutoring experience and part-time teaching experience in private language schools may have a positive effect on her feeling of readiness for the profession.

In addition to this, establishing a good rapport and having the ability to motivate learners *(n=3)* came out as another important reason for the readiness of the participants. Besides, pre-service foreign language teachers' excitement to teach, longing for coming together with their prospective students *(n=2)* played a major role in making them feel ready for the job. Lastly, another theme occurred was the participants' level of satisfaction with the pre-service teacher education they received at university *(n=2)*. The excerpt from the interview data indicates the satisfaction with the participants' university education:

> In my opinion, X University prepares the teacher (pre-service) in many aspects in this sense. There is no doubt there are short-comings as well, but I think X university is better in this field (teacher education) when compared to other universities. [P3]

Participant 3 had studied in another foreign language teaching department (not ELT) before, therefore her comparison of the teacher education in different universities can be considered more meaningful and valuable.

On the other hand, there were participants reporting that they were ready with some exceptions or points to consider. For example, more than half of the participants *(n=6)* emphasized their worries and anxiety to put the theoretical knowledge they had into practice in real teaching situations although they felt mostly ready to teach. Participant 9, who did not have any previous teaching experience and had worries about insufficient length of face to face practicum experience, provided a clear example to this theme as follows:

> I am very anxious. I mean, I felt ready before. Now… can I explain grammar very well (hesitation)? I used to think that I would be a very good teacher. Now, I have worries whether I will be like my previous teachers. [P9]

Another recurrent theme appeared as the need for more practice and further teaching experience. Almost half of the participants *(n=4)* verbalized their need for more

experience in the profession despite their overall perception of readiness. Besides further experience and practice, there were also outstanding views that asserted the need for further development in varying aspects of teaching *(n=3)*. There were also participants who stated that they felt ready to teach but it could change depending on the grade and level of learners *(n=2)*.

Along with the participants who perceived themselves as ready for the job, there were also those who did not feel ready enough to step into a real classroom setting. As for the reasons underlying the lack of readiness perceptions of participants, two themes emerged in two different domains of teaching. Three of the participants linked their failure in feeling ready for the job to their insufficient theoretical background knowledge they received during their teacher education while two others pointed out the insufficient amount of teaching experience. The following excerpts led the researcher to come up with the aforementioned themes regarding the lack of participants' readiness to teach:

> Well, let me tell you that way: I don't feel ready at all, because I could not focus on the underlying methodology lessons or other lessons (at university). During the university years, I had some certain problems and I could not form a strong basis. You suffer from the lack of a strong background mostly during the practicum. [P8]

In this context, it is important to note that Participant 8 reported he could not follow the university coursework properly due to some personal problems, and missed some of the important content and pedagogical content knowledge he was supposed to attain during the foreign language teacher education.

> For the first time, I had an English teacher in the high school. I learnt English from my foreign friends; I cannot say I learnt it at school. Inevitably, for example, I can use grammar properly but I cannot explain it to someone. And, that is what is expected from us as a teacher. I bought a book called Grammar for English Teachers in order to improve myself. My weakness in that inevitably makes me feel nervous. [P11]

Similarly, Participant 11 also reported that she had no previous teaching experience and she felt theoretically insufficient since she had not received proper foreign language education before pre-service teacher education. This background information may help explain her feeling of unpreparedness for teaching in real classrooms.

4.4.6. Additional findings related to the participants' teacher readiness before and after the practicum

In order to wrap up all the questions and revisit some of the points made during the interview sessions, the participants were asked whether they had any other comments or points to make. Though some of the respondents did not make any extra comments and wanted to finalize the interview, those who answered this last question provided valuable data for the present study. Content analysis of the data collected ended-up with nine themes under three categories (Figure 4.14).
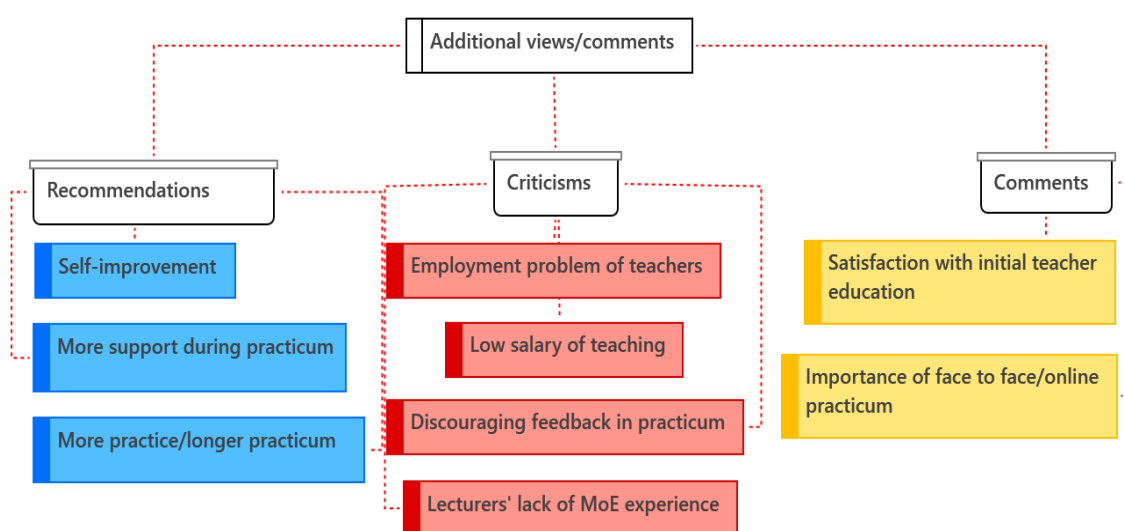
Figure 4. 14. *Additional suggestions, criticisms and comments of the pre-service foreign language teachers*

Pre-service English language teacher participants of the study indicated the need for self-improvement during the pre-service teacher education and practicum, more support from their supervisors and mentors during practicum, and more practice or longer practicum.

The constant need to improve themselves as prospective foreign language teachers was one of the leading suggestions made by the participants *(n=4)*. Participant 7 expressed her views regarding this theme as follows:

> I believe that we, as teachers, need to avoid old English teaching strategies and be equipped with a teaching system which is better, more innovative and more compatible with the contemporary world. As I experienced this in a foreign country and saw the standards there, I can make a comment. I think we need to read more research and more papers. [P7]

One of the participants suggesting that they should be allowed to practice theoretical knowledge in real classrooms more in longer practicum periods stated her opinions in her own words as:

> I do not think that our practicum procedures are fully implemented. I do not believe that these are taken very seriously here. I observed all these in my last year. I saw that even a university as Anadolu University is as I mentioned. This is because of the educational system in our country. I think we can develop ourselves by stepping more into the classrooms, by teaching lessons, and by joining longer practicums. Because, there still teachers who cannot teach in classes. [P7]

One of the pre-service teachers also expressed the need for more assistance from the faculty members and supervisors during the practicum since they lack many of the classroom skills when they first step into the classes as teacher candidates. Participant 8 put this problem into words as follows:

> Many things can go wrong during the lesson, mistakes can be made, or students may lose interest but rather than telling the right and wrong actions, they sometimes criticize in a totally different manner. I mean it is against professionalism. I was angry with that at first. They can support and assist pre-service teachers more in practicum issues such as lesson plan writing. We cannot often contact our teachers about this and this issue should be solved soon. [P8]

Another theme occurred was the criticisms of the participants regarding different aspects of teaching profession and practicum practices. Limited yearly employment and low salaries of teachers in Turkey was mentioned by two of the pre-service teachers. One stated these problems in his own words as:

> The last point I will add is about the problems of teachers' employment and low salaries. Well, as for the salary issue, teachers are not to blame –we know the situation with the foreign currencies and the economy in the country. What I see –including my friends- is that pre-service teachers take a dislike to the teaching profession as they keep studying under these circumstances. [P8]

Another participant complained about the fact that the faculty members and their supervisors during the practicum have no experience in teaching at Ministry of Education schools. He emphasized that those supervisors might sometimes become too unrealistic and expressed his views as:

> In those teaching practicum courses, the lecturers who are our supervisors mostly have no previous experience of teaching at any state school. Therefore, most of them have no idea about the conditions of state schools and may expect 'astronomical' things from us. They may, kind of, want us to create excellence, or work a miracle. [P10]

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One last criticism theme under the same category appeared as discouraging or demotivating feedback from the supervising faculty members, which needs to be taken seriously. The same pre-service English language teacher verbalized this complaint as:

> For example, our teachers from the faculty take notes of our strengths and weaknesses. In my first semester practicum, he came to us. I mean, he also took notes in the practicum, but rather than providing feedback, he said things like 'If I were in Ministry of Education, I would not even let you in through the door. [P8]

Along with suggestions and criticisms, several additional comments were also made as responses to the last question of the interviews. To exemplify, a good deal of respondents *(n=5)* expressed their satisfaction with the quality of the teacher education they took. One of those participants emphasized her satisfaction in her own sentences as:

> I am glad to have chosen English language teaching. I believe the university I studied at contributed much to me. That is why I make use of the education I have received there. In other words, I think I owe my current situation to the education I received. Thanks to it, I think I am ready for the profession. [P6]

Finally, a few participants *(n=2)* revisited the topic of the importance of practicum period for their professional development and work readiness. They also expressed their concerns about failing to put the theories learnt during pre-service teacher education into practice. Thus, they focused on the need for more practicum practice either face-to-face or, if not available, in online classrooms.

4.4.7. Summary of the qualitative data analysis results

In brief, the leading reasons for choosing teaching as a future career were found to be having an interest in teaching and English language, having a perceived ability in teaching, being under the influence of previous learning and teaching experiences, and contributing to the future of students. It was obvious that all the main reasons fell under the higher order intrinsic and altruistic motivations as quantitative results indicated, as well.

As for teaching self-efficacies, the student teachers reflected slightly difference self-efficacy perceptions compared to those existing in the quantitative teaching self-efficacy scale. For instance, the participants reported self-efficacy in motivating students, which is closely related to student engagement. Additionally, they expressed both their efficacy and inefficacy in classroom management skills which were attributed to the amount of teaching practice and experiences. Lastly, the results showed that some pre-

service language teachers also thought that they had difficulty in using appropriate methods and language in classes, and this situation was associated by them to inadequate levels of teaching practice. Moreover, inefficacy in error correction was also among the themes emerged from the qualitative data.

Being open to learning and being an idealist, and having good communication skills were the outstanding strengths reflected by the student teachers. The participants reporting these features as perceived strengths as a teacher candidate were found to have predominantly openness personality trait. On the other hand, a perceived lack of self-confidence was the most commonly reported weakness as an English teacher of the future. Difficulty in classroom management and using English properly as the medium of instruction emerged as other significant themes discovered in the analysis.

The pre-service foreign language teacher participants of the present study seemed to have a consensus on the importance of practicum to discover the realities of teaching and improving themselves though experience and feedback during the practicum teaching. However, they also articulated that they needed longer periods of practicum which was intervened by the pandemic. Likewise, they mostly criticized artificial lesson plan practices during the suspension of face to face practicum and they pointed to the existing gap between the theoretical knowledge attained and the practical realities of teaching.

The student teachers mostly reported to be ready for the profession with a degree of worries about effectively putting theory into practice, and with an awareness of the need for further improvement through more practice and experience.

Finally, it was also discovered that pre-service foreign language teachers had serious concerns about employment and salary problems of the teaching profession though they were not reported among the factors influencing the participants' teaching profession choices. Even though some student teachers complained about discouraging feedback from the supervisors and supervisors' lack of teaching experience in primary and secondary schools, they were, by a narrow majority, satisfied with the pre-service foreign language teacher education they received in their department.

5. DISCUSSION AND CONCLUSION

5.1. Introduction

In an attempt to gain insight into the teacher readiness of pre-service foreign language teachers from multiple perspectives and the changes in their teacher readiness during practicum which was intervened by COVID-19 pandemic, this study came up with a number of results regarding the participants' self-efficacy levels, attitudes towards teaching, teaching motivations, personality traits and perceptions on practicum experiences.

In this chapter, the results of the study are briefly revisited and discussed in light of the existing body of research and previous findings of educational studies in a comparative manner. Additionally, conclusions of the present study, a brief summary of the research, pedagogical implications of the study, limitations of the study and recommendations for further studies are also presented under the relevant headings in the chapter.

5.2. Discussion of the Results

Due to the complex nature of the readiness notion, this study resorts to multiple components of teacher readiness while exploring the pre-service foreign language teachers' readiness before and after the practicum period which was interrupted by the global COVID-19 pandemic after the first several weeks. That is why the findings related to each component are discussed separately with those of the existing studies.

5.2.1. Teacher readiness before and after the practicum

Educational research suggests that practicum is a transformative process which is likely to create changes in pre-service teachers' perspectives on teaching and teaching motivations (MacDonald, 1993), attitudes (Costello & Boyle, 2013), and self-efficacy perceptions (Hoy & Spero, 2005). Therefore, the changes occurred during the practicum regarding foreign language teacher readiness are discussed in light of the theoretical background and existing literature under this heading.

First of all, perceived teaching self-efficacies of the pre-service foreign language teachers before and after the practicum were compared using Paired Samples t-Test which revealed that there were significant increases in all the subscales of teaching self-efficacy

such as instructional strategies, student engagement, and classroom management. The most remarkable increase was calculated in classroom management self-efficacy with a mean score of 6.663 (SD = .940) before the practicum and a mean score of 7.383 (SD = .920) after the practicum. Even if not in the same degree, similarly significant increases were also observed in the self-efficacies in instructional strategies and student engagement subscales. These findings clearly indicate that the pre-service participants of this study mostly got rid of their "insidious self-doubts" (Bandura, 1997, p.35) regarding their skills in managing disruptive behavior in classes, using appropriate teaching methods and strategies, and engaging students in learning activities in lessons. In other words, they felt significantly more prepared in terms of their teaching self-efficacies. These results also validate the hypothesis of Bandura (1997) regarding the sources of self-efficacy. He postulates that enactive mastery experiences, vicarious experiences, social persuasion, and affective states serve as the distinct sources of self-efficacy in his well-known theory (Bandura, 1997, p.79). In the context of the present study, the participants could only teach several times alone in their practicum classes due to the COVID-19 pandemic and the suspension of face-to-face education. It can be inferred that, in the present setting, mastery experiences gained through teaching in real classrooms, vicarious experiences by observing the mentor teachers in practicum, and social persuasion through oral and written feedback from the mentors and the supervisors may have affected the student teachers' self-efficacy perceptions to a limited extend due to limited participation in face-to-face practicum. On the other hand, limited practicum experiences may have also served as a reinforcing source of self-efficacy since the student teachers did not have bad teaching experiences, did not receive discouraging comments during the several weeks of practicum teaching, and thus, their affective states were not negatively affected in this limited period. Besides, they were not under the pressure of being observed in real classroom teaching contexts and these may have also contributed to their self-efficacy perceptions.

The findings regarding the changes in teaching self-efficacy perceptions of the student teachers echoed those of Wong's (2020) recent study, in which he discovered that teacher candidates had low self-efficacy beliefs before their first practicum experience, and attained higher levels of teaching self-efficacies in the end. The results obtained from the current study were similarly in line with the findings of Liaw's (2009) study that aimed to understand the effects of practicum teaching and group discussions on pre-

service English teachers' self-efficacy perceptions. Both studies concluded that teaching self-efficacies of English language teacher candidates showed significant increases at the end of the practicum period. In Liaw's study, self-efficacy beliefs were mostly attributed to mastery experiences while in the case of the present study, the increase may be associated with the absence of reality shock. Besides, Liaw (2009) concluded from the interview data in her study that the student teachers experienced a feeling of "performance accomplishment" which served as a mastery experience source and in turn, increased their perceptions of self-efficacy (p.179). Interview responses in the current study similarly associate some of the respondents' self-confidence and efficacy in teaching with their limited but positive classroom experiences. In line with Liaw's findings, Tschannen-Moran and her colleagues (1998) also associated self-efficacy beliefs of pre-service teachers directly with classroom experience which is gained mostly through practicum during teacher education. Similarly, the qualitative data findings of the present study suggested that limited amount of positive practicum experiences served as a source of high self-efficacy perceptions. Moreover, it was seen in Liaw's (2009) study that group discussions after each practicum teaching session played a role as a verbal/social persuasion source by increasing the pre-service English teachers' levels of perceived self-efficacies. In the present study, verbal persuasion was accomplished through feedback both from mentors and supervisors during micro teaching period and partly during practicum. However, positive feedback they received for their one or two hours of teaching and the plan discussions along with the supportive exchanges on teaching in general during the practicum under pandemic conditions may have increased the participants' self-efficacy perceptions.

The findings of the present study regarding the changes in the student teachers' self-efficacy perceptions during the practicum partly contradicts with the findings of some of the studies in the literature. For instance, Atay (2007), found out a significant decrease in the self-efficacy of pre-service English teachers in the subscale of instructional strategies at the end of the teaching practicum, while there was a rise in the scores of the participants in the student engagement and the classroom management subscales of teaching self-efficacy. The difference between Atay's study and the present one may be explained by the sources of self-efficacy (Bandura, 1997). For instance, the participants in the present study may have not experienced the reality shock (Tschannen-Moran et al., 1998) in their limited period of practicum experience while the participants of Atay's study were

discussed to have experienced it due to initial failures in teaching real classrooms. So, they felt more efficacious than their counterparts in Atay's study in all the sub-scales of teaching self-efficacy. Besides, though they had a short period of observation during practicum because of the pandemics, the participants of this study may have observed and interacted with good role models during their short face-to-face practicum experience. Moreover, this difference proves that self-efficacy perceptions of pre-service language teachers may not always change in the same direction in all the sub-dimensions of teaching self-efficacy during the practicum, and they need to be explored separately. Besides, although all the teaching self-efficacy subscale scores seemed to have increased in the present study, the amount of change during the practicum differed among them.

As another component of teacher readiness, attitudes towards teaching was an important consideration to determine the preparedness of foreign language learners in the present study. It is suggested in the literature that attitudes are shaped by experiences and shape behaviors (Bandura, 1986). The findings briefly suggested that practicum experiences affected the attitudes of the participants of the present study significantly positively. Although the participants suffered from the COVID-19 intervention to practicum period, the comparison of their attitude scale scores before ($M = 3.689$, SD = .889) and after the practicum ($M = 4.013$, SD = .778) revealed a meaningful increase in their attitudes towards teaching profession ($t (79) = -3.865$, $p < .001$). This increase may be due to several reasons. First, the sudden transition to EDE practices may have worked in favor of the student teachers' affective states. To be more precise, thanks to the limited number of practicum teaching experiences, they may not have received discouraging feedback or may not have experienced anything to decrease their attitudes towards the profession. Or, the pre-service teachers may have gained more awareness of the importance and value of the teaching profession in such an emergent and crisis situation.

As for the changes in attitudes during the practicum, Cortes's (2016) qualitative study revealed similar results with an increasing level of positive attitudes towards teaching among the pre-service English teachers after the practicum experience although they were also well aware of the challenges of language teaching job such as managing unruly students and populated classrooms, and the existing gap between theory and practice. On the other hand, there is contradictory evidence in the literature that does not report upsurging levels of attitudes towards teaching. In a recent similar study with pre-service teachers in a pedagogical content knowledge certificate program which also

included a practicum teaching component, Parylo and her colleagues (2015) reported moderately positive attitudes towards the teaching profession, and they did not come up with any significant differences in terms of the participants' attitudes towards teaching before and after the program. Therefore, it can be concluded that changes in attitudes towards teaching during the practicum do not necessarily occur similarly in any given context.

Teaching motivations of the pre-service foreign language teachers taking part in this study were also investigated as key determinants of teacher readiness. Above all, it was discovered that the student teachers participating in this study possessed various motivations to choose teaching as a future profession. The findings are mostly in line with the findings of Lee and Yuan (2014) who also concluded that pre-service English teachers possess differing motivations while choosing the profession. Consistent with the findings of Sinclair (2008) and Wong (2020), the teaching motivations of the participants also tended to differ before and after the practicum experience. Hence, the changes in the participants' motivations to teach were considered as indications of the alterations in their teacher readiness during the practicum period.

The results demonstrated that the participants of the present study reported altruistic factors such as shaping the future of children and adolescents, making social contributions, and enhancing social equity in the community in the first place as the factors influencing their choice of foreign language teaching profession. Intrinsic factors such as perceived ability to teach emerged as important reasons to choose the teaching job, especially after the practicum. These two domains of motivations to choose teaching profession were also reported by Wong, Tang and Cheng (2014) as the leading reasons among the pre-service teachers to choose teaching career. Moreover, Boz and Boz (2008) state that altruistically and intrinsically motivated teacher candidates are more likely to remain in the profession with enthusiasm and devotion. Extrinsic motivational factors such as job security, job transferability, and having more spare time for family were also considered as reasons to choose the teaching job. However, the student teachers did not seem to be influenced much from the other people around them such as their friends and families while choosing their future career. Lastly, it was evident that the participants of the study voluntarily chose the teaching profession as fallback career choice factor was not among the outstanding determinants of teaching choice as a profession. Though experienced in the first several weeks only, practicum teaching sessions they joined as

prospective foreign language teachers may have had an influence on all these considerations. The emergence of mostly intrinsic and altruistic factors as the leading determinants of the teaching choices of the participants may have also been due to the pandemic intervention, since their pandemic period practicum relied mostly on lesson plans and feedback on these plans. Rather than concrete teaching experiences in classrooms and real interactions with their students in physical classrooms, they discussed hypothetical teaching situations with their supervisors. Thus, all these EDE realities may have affected their tendencies while reporting reasons for choosing the teaching profession. Meanwhile, while choosing teaching as a profession, the pre-service foreign language teachers seemed to consider several perceptional factors, as well. For instance, they predominantly thought that teaching is a demanding job and it requires expertise in the field. Moreover, they were obviously satisfied with their choice of teaching career.

When the changes of the pre-service teacher participants' teaching motivations were investigated through pre-tests and post-tests before and after the practicum, the calculations yielded a series of interesting results. To exemplify, intrinsic ability factor was ranked as the third most important motivational determinant after the practicum while it was ranked as the fifth one in the pre-test. Moreover, Paired Samples t-Test results depicted that the intrinsic teaching ability factor was the one showing the biggest change before ($M = 5.421$, SD $= 1.310$) and after the practicum ($M = 5.733$, SD $= 0.522$) (t (79) $= -2.836$, $p = .006$). These findings indicate that student teachers gained more awareness of their own teaching abilities during the practicum though they did not carry out enough face to face teaching during this period. This may be due to the supervisors' support and sharing of their personal teaching experiences while commenting on and correcting the pre-service teachers' lesson plans during the pandemic, and they considered perceived teaching ability as a more important factor determining their choice of teaching. Likewise, Lee and Yuan (2014) also found that there was a shift towards more intrinsic motivations among the participants. The researchers related the shift to the reflective nature of the practicum course, personal beliefs on teaching, and the modelling of the teacher educators. A similar shift was also seen in the findings of the present study in which the most significant change was observed in intrinsic teaching ability factor. In other words, while the most important considerations were found as social utility values or altruistic motivation factors before the practicum, the participants' perceived teaching abilities replaced making social contribution as the second most important motivational FIT-

Choice factor in the present study (Table 4.5). The findings are also consistent with another study by Yuan and Zhang (2017) who asserted that the teaching motivations of pre-service language teachers were mostly a mixture of extrinsic, altruistic and intrinsic factors at the beginning of the practicum while they were transformed through practicum experiences and turned out to be more intrinsic after the practicum. In the present study, for instance, teaching ability factor as an intrinsic motivation to choose the teaching job was found to be among the most influential factors while choosing teaching as a profession. In both studies the shift was towards the intrinsic orientations. These findings highlighting the change of orientations towards teaching profession also corroborates the dynamic and transformative nature of practicum. Manuel and Hughes's (2006) study with Australian pre-service teachers also put forth similar leading motivations such as being interested in and able to teach, shaping the society, and helping others learn, which are mostly harmonious with the findings of the present study. In the post-test, shaping future of the students emerged at the top of the list again and was followed by prior teaching and learning experiences, and perceived ability in teaching. Despite being conducted in distant settings, both studies reported social utility values in the first place in determining professional career choices of pre-service teachers. However, in a comparative manner, the present study also presented the changes in the order of the importance of the factors before and after the practicum to choose the teaching profession. Moreover, participants expected the teaching job to be a challenging one in both studies. In light of Bruinsma and Jansen's (2010) proposition, since altruistic and intrinsic motivations were more influential on the pre-service foreign language teachers' career choices in the present study, it can be deduced that they are more likely to retain in the job for longer periods of time. As an overall discussion of the predominantly intrinsic and altruistic motivations in the context of the present study, several points should be considered. For instance, high pre-practicum intrinsic motivations may have been affected by the participants' nonprofessional teaching experiences and micro teaching sessions they joined in the first semester of the last year of their teacher education. Besides, it should be noted that the participants could not complete their face-to-face practicum in real classrooms due to the pandemic, and they may somehow have overestimated their perceived teaching abilities especially if they had positive mastery experiences in the first several weeks of practicum teaching. Additionally, upon the suspension of face-to-face education, the pre-service teachers may have sympathized with the students as they were deprived of education in

physical classrooms, and may have felt the need to contribute to and support them, which eventually ended up with increased levels of altruistic motivations.

The comparison between pre-test ($M = 4.746$, SD $= 1.624$) and post-test ($M = 4.379$, SD $= 1.718$) scores on the time for family factor manifested another significant difference (t (79) $= 2.265$, $p = .026$). Namely, after the practicum, less participants considered teaching job as a profession that allows them to spend time with their families. This change in perception may most likely be due to the fact that they experienced the work load of teaching in their teaching practicum even though they had just written lesson plans because of the pandemics. This finding can also be combined with the finding that the participants perceived teaching job as a highly demanding profession. A similarly significant change (t (79) $= -3.116$, $p = .003$) was measured in the expert career perceptional factor which pinpointed that the participants regarded teaching as a job requiring expertise significantly more after the practicum ($M = 6.125$, SD $= 0.724$) than before that period ($M = 5.825$, SD $= 0.832$). Another significant change in the importance of factors influencing the participants' teaching choices after the practicum was observed in the social dissuasion factor. The participants considered other people's discouraging remarks as a significantly less important factor influencing their career choices at the end of the practicum. It can be inferred from this result that the pre-service teachers had become personally more aware of the realities of the profession during the practicum and thus, they perceived that social dissuasion or persuasion would no more influence their professional choices at the end of the period. Though they did not have much experience in real classes, they had exchanges about the job, the problems with their supervisors while they get feedback for their plans, these may have affected their views, as well.

As another study in Turkish context, Damar's (2018) large scale research with 210 pre-service English language teachers also revealed that social utility values such as making social contribution and working with children and adolescents were ranked as the key factors influencing the participants' teaching choices. Similarly, Kılınç and his colleagues' (2012) study asserted that pre-service teachers and foreign language teachers were mostly influenced by altruistic factors while choosing their future profession. Although job security also appeared as an important consideration in the mentioned study, intrinsic factors were more dominant determinants along with the altruistic ones among the participants. Further fallback career choice factor was found to be as the least important determinant of teaching choice of the participants. In the present study, the

fallback career factor showed a significant decrease after the practicum, which indicates that the student teachers did not consider teaching job as a last resort after their practicum experience. Along with the similar findings of the present study, such findings can be attributed to social values of the participants and sacred status of teaching profession in the Turkish society.

On the other hand, the findings seem to contradict with the findings of an earlier study by Kyriacou and Kobori (1998) with Slovenian pre-service English language teachers. Unlike the present study, extrinsic factors such as job security, working hours, salary and long holidays were reported as the outstanding determinants of the participants' choice of teaching profession. In this study, these extrinsic motivational factors were not reported among the top reasons to choose teaching job by the participants. Such a prominent difference between the two studies can be handled with an awareness of socio-cultural norms and perceptions in Turkey and Slovenia. Shortly after the liberation from the Soviet Union, Slovenian pre-service teachers may have felt the need to prioritize a profession in which they can work "*ad vitam aut culpam"* or "*for life or until misbehavior*" (Merriam-Webster, 2022).

There are also studies coming up with teaching as a fallback career choice as the primary factor for choosing the teaching career. As a result of his comprehensive study with Bruneian pre-service teachers, Yong (1995) concluded that the leading motivations of his participants were extrinsic rather than intrinsic or altruistic. In contrast with the present study, in which fallback career choice factor was ranked the last by the participants, Yong's study presented that teaching profession was the last choice for Bruneian pre-service teachers when they had no other plausible career alternatives. Likewise, salary, job security, and working hours were also found to be influential in their decisions to choose teaching as a profession. These findings are closely associated with the contextual conditions in Brunei, where it is not easy to find jobs, the salaries of teachers are quite reasonable when compared to other professions, and teachers work shorted hours (Yong, 1995, p.277). It should also be seriously considered that the perceptions on teaching differ much among the societies depending their socio-economic conditions and values. Several decades ago, Joseph and Green (1986) suggested that teaching profession is not regarded as a respectable and prestigious one in developed nations while developing and underdeveloped countries still consider it as valuable due to its job continuance, stable salary, working hours.

5.2.2. Correlations between personality traits and the components of teacher readiness

Before delving into the linear relationships between personality traits and other components of the teacher readiness, it should be noted that personality traits were measured only in the post-test measurements since they are not likely to change in short periods of time. In the present study, it was seen that the openness personality trait significantly positively correlated with the teaching self-efficacies of the pre-service foreign language teachers in a moderate level in the pre-practicum period. To be more clear, foreign language teacher candidates who were more open to new experiences and willing to accept new ideas, who could think creatively and independently, and who were able to appreciate values and aesthetics (Costa & McCrae, 1985) tended to present higher levels of teaching self-efficacy in the use of instructional strategies, in engaging student with learning activities, and in managing classrooms. In the post-test of teaching self-efficacies, on the other hand, the same trait weakly positively correlated only with the self-efficacy in student engagement. This finding may be affected by the fact that they spent the majority of the practicum period without real teaching experiences in classrooms, and this may have influenced their instructional perceptions. Besides, conscientiousness personality trait also appeared to correlate moderately with the self-efficacy in student engagement in a positive direction in the post-test. In other words, planned, dependable and decisive student teachers with a high level of self-control and sense of responsibility (Costa & McCrae, 1985) inclined to perceive that they could engage their students successfully with teaching and learning activities. Aydın and colleagues (2013) also reported positive correlations between the openness and the conscientiousness personality traits and teaching competences of pre-service teachers. Since the present study handles the issue of teaching competence in terms of the self-efficacy perceptions of pre-service teachers, the findings seem to support each other.

In the current study, none of the personality traits seemed to correlate significantly with attitudes towards teaching. Thus, it can be concluded that personality facets did not turn out to be significant determinants of pre-service EFL teachers' attitudes towards the profession. This finding points to the proposition that attitudes are mostly constructed and altered through experiences (Bandura, 1986) rather than fixed traits of personality.

Neuroticism personality trait was the only one to correlate with motivational FIT-Choice factors both before and after the practicum. In the pre-test of the FIT-Choice scale,

it was found that the more neuroticism increased, the higher the participants were under the influence of prior teaching and learning experiences while choosing their profession. As the neuroticism personality trait corresponds to instable emotions, sudden mood swings and maladaptive feelings (Maltby et al., 2007, p.179), it can be concluded that the participants with the mentioned facets of the trait were more likely to be affected by prior experiences. In other words, they did not possess fixed orientations and motives to make their career decisions. In the post test, neuroticism showed a significantly negative correlation with job security and time for family factors. Thus, it was evident that the pre-service foreign language teachers with predominantly neurotic personalities did not consider having job guarantee or being able to spend more time with their families as strong determiners of their career choices. In other words, less neurotic participants seemed to favor job security of the teaching profession and short working hours that enable spending more time with family while choosing their future career.

As for the perceptional factors influencing teaching choices of the participants, it was found out that conscientiousness trait and salary factor correlated significantly negatively in the post-test while there were not significant correlations calculated in the pre-test. It means that after the practicum period, the more responsible, planned, ambitious and dependable the pre-service teachers were, the less they thought of the salary of teaching as a consideration while choosing the profession.

5.2.3. Correlations among the components of teacher readiness

Since they were apt to change during the practicum period, three components of foreign language teacher readiness as teaching self-efficacies, attitudes towards teaching, and teaching motivations were correlated with each other separately under the present heading in order to discover the linear relationships among those components.

To begin with, significantly positive correlations between the attitudes of the participants towards teaching and their perceived teaching self-efficacies were discovered before the practicum. Moreover, after the practicum, the significantly positive correlations between attitudes and perceived self-efficacies became even stronger. For instance, while there was a weakly positive correlation between attitudes and self-efficacy in classroom management before the practicum, it turned out to be moderately positive one after the practicum experience. Therefore, it is safe to conclude that the practicum experiences, even in pandemics situation, strengthened the linear relationships between

the pre-service foreign language teachers' attitudes and self-efficacy perceptions, which could be due to the exchanges they had during the limited period of practicum teaching and the following plan discussion sessions. In brief, the more positive attitudes they had towards teaching profession, the higher self-efficacy perceptions they possessed in the use of instructional strategies, in student engagement, and in classroom management.

As Sinclair et al. (2006) also stated, self-efficacy perceptions of pre-service foreign language teachers also correlated significantly with many of the motivational FIT-Choice factors. Likewise, among the rare researchers focusing on the correlations between the components of teacher readiness, Giallo and Little (2003) highlighted the positive correlation between teaching experiences and teaching self-efficacies reported by the pre-service teachers. To be more specific, before the practicum period, participants who considered having an internal teaching ability, valuing teaching career, being able to work in another job in the future thanks to the good command of English they have, shaping future of students, enhancing social equity in the society, making social contributions, working with children and adolescents, and prior teaching and learning experiences as the factors that influence teaching choice tended to have higher teaching self-efficacies in all the subscales of teaching self-efficacy. On the contrary, participants who thought of teaching as a last choice of profession had lower levels of perceived teaching self-efficacy in engaging students with learning activities. In the post-tests after the practicum, it was calculated that the pre-service foreign language teachers favoring ability, intrinsic career value, job transferability, shaping future of students, enhancing social equity, making social contribution, working with children and adolescents, and prior teaching and learning experiences more while choosing their future profession tended to have much higher teaching self-efficacy perceptions. Similar with the pre-test calculations, it was seen that the participants choosing teaching as a last option of future career were more likely to have lower teaching self-efficacy perceptions. These results clearly reveal that intrinsic and altruistic (social utility values) factors correlated significantly positively with self-efficacy perceptions of student teachers. Besides, it is not surprising that student teachers who did not choose teaching profession willingly and as a primary choice of profession had lower levels of teaching self-efficacies.

Similarly, perceptional FIT-Choice factors such as thinking that teaching is a job requiring expertize, believing it to be a demanding job, and considering its social status while choosing the profession correlated significantly positively with overall teaching

self-efficacy of the participants in the pre-test. It can be understood from the correlations that the participants of the study became more aware of the requirements and the demandingness of the teaching profession as they felt more self-efficacious. Likewise, practicum experience may have created an awareness of the social status of teaching profession among the student teachers. Additionally, it was noticed that the participants who were more satisfied with their choice of profession were more likely to have higher self-efficacies in all the sub-dimensions of teaching self-efficacy. Satisfaction with choices and feelings of self-efficacy may signal retaining in the profession for longer periods of time since dissatisfaction appears to be among the key reasons for burn-out and leaving the job (Sinclair et al., 2006). In the post-test, however, only believing that teaching profession requires expertize in the field and being satisfied with the teaching choice seemed to correlate moderately significantly with the perceived teaching self-efficacies. Besides, it was found that social dissuasion factor also correlated significantly in a positive direction with self-efficacy in classroom management. To be more clear, those who took other people's negative remarks more seriously while choosing the teaching profession tended to have higher self-efficacy beliefs in classroom management. The findings related to the correlations between satisfaction with choice and social dissuasion perceptional FIT-Choice factors and teaching self-efficacy are consistent with the findings of the study by Gök and Atalay-Kabasakal (2019) who concluded that teachers who choose the profession voluntarily seem to have higher self-efficacy perceptions.

Finally, attitudes of the pre-service teachers and their motivations to choose teaching as a profession were correlated to 12 motivational FIT-Choice factors, and a number of significant relationships were calculated in the present study. Both before and after the practicum, attitudes towards teaching correlated significantly positively with all 12 motivational factors except for fallback career choice, time for family, and social influences factors (see Table 4.24 & Table 4.25). While there was no significant correlation between attitudes and having more time to spend with family or being under social influences while choosing the profession, in fact, there was an even significantly negative correlation between fallback career factor and attitudes towards teaching which means that participants who choose teaching job as a last choice tend to have more negative attitudes towards teaching. Moreover, intrinsic motivational factors (ability and intrinsic career value) turned out to have strongly positive correlations with attitudes after

the practicum while they were moderately positive before the practicum. Namely, the more intrinsically motivated the pre-service foreign language teachers were, the more positive attitudes they had towards teaching. This finding clearly supports other studies in Turkish pre-service teacher education context (Gök & Atalay-Kabasakal, 2019), which presented that intrinsic teaching motivations had the strongest positive correlations with positive attitudes towards the teaching profession, along with Dörnyei and Ushioda's study (2011) indicating that teachers with more intrinsic and altruistic motivations generally reflect more engagement in their classes, which makes them more effective teachers.

In addition to the correlations of pre-service teachers' attitudes with motivational factors influencing teaching choice, it was also detected that the participants' attitudes towards teaching were significantly in line with their levels of satisfaction with teaching choice before the practicum. After the practicum, on the other hand, not only the correlation between attitudes and satisfaction with professional choice became stronger, but attitudes also correlated significantly positively with expert career and social status factors. That is, the pre-service teachers thinking that teaching is an expertize requiring job and it has a high social status were more inclined to have positive attitudes towards it.

5.2.4. Perspectives of pre-service foreign language teachers on practicum

As part of the present mixed methods explanatory design study, the views of the participants on the practicum were investigated through semi-constructed interviews with 11 pre-service teachers who provided qualitative data in order to answer the last research question cited as "What are the pre-service foreign language teachers' perceptions on the practicum period and their teacher readiness?". This research question also aims to explain the quantitative findings more in detail in order to gain more insight into the participants' gained preparedness for the teaching profession during the practicum. The findings regarding the student teachers' perspectives on their practicum experiences are, therefore, discussed under this heading.

Firstly, it was found that outstanding reasons for choosing the teaching profession emerged as interest in teaching, ability in teaching, previous teachers as role models, and shaping and contributing to students' future. Those qualitative findings are mostly in line with quantitative data analysis results of the present study that revealed mostly altruistic

and intrinsic reasons to choose teaching as a future career. Similarly, the results are in line with the existing body of educational research that revealed altruistic and intrinsic motivations (Manuel & Hughes, 2006; Sinclair, 2008; Lee & Yuan, 2014; Wong et al., 2014; Smid, 2018), and previous teaching and learning experiences (Trent, 2011) as the leading factors to choose teaching profession as a future career.

Another emerging theme was the pre-service foreign language teachers' perspectives on their teaching self-efficacy perceptions. While efficacy in motivating students and managing classrooms appeared as perceived strengths of the participants, inefficacy in classroom management, inefficacy in using appropriate language and methods, and inefficacy in error correction were found as perceived weaknesses. These findings are in line with those of Peters (2012) who also found engaging students with learning activities as a major challenge while dealing with student behavior. In another recent educational paper, Başaran-Uysal and Savaş (2021) also reported classroom management, choosing right in-class activities, and engaging learners as the outstanding challenges faced by pre-service EFL teachers. As Gebhard (2009) maintains, the reflected weaknesses are among the primary objectives of practicum programs and signals the level of preparedness of student teachers for the profession. The participants mostly tended to attribute their weaknesses to lack of enough practice opportunities and the existing gap between theoretical knowledge and practical situations as it was also suggested by Yan and He (2010) who also emphasized the inconsistencies between university coursework and the actual teaching practice. Lastly, it was explored that the pre-service teachers mostly agreed on the need for further development through more practice, research and experience. These remarks may be due to their lack of enough practicum practice after the outbreak of the pandemic, especially if they lacked nonprofessional teaching experiences before. This last finding was also evident in Giallo and Little's (2003) study which suggested that the student teachers were moderately ready for the profession and needed further training and practice, especially in order to improve their classroom management skills.

The leading strengths reported by the pre-service teachers after the practicum period were being open to learning, having good relationships with children, being able to arouse interest and motivate students, and having a good command of English and topic knowledge. These findings mostly coincide with Trent's (2011) results that express having a good rapport with students as a key strength reflecting the readiness level of pre-

service EFL teachers to teach. In the context of the present research, it is seen that the participants frequently referred to personal features while expressing their strengths as teacher candidates. With this regard, the findings seem to affirm the findings of Aydın and his colleagues (2013) who concluded that being open to learning and new experiences as well as having good relationship with others affect pre-service teachers' perceived teaching competencies positively. Likewise, as Roberts (1998, p.65) also highlights, the findings of the present study confirms the importance 'content knowledge' and 'general pedagogic knowledge' as part of 'professional knowledge' in preparing pre-service teachers for the profession.

On the contrary, the prominent weaknesses as prospective teachers were mentioned as the lack of sufficient self-confidence, difficulty in classroom management, use of English as the medium of instruction, being too emotional, and using appropriate methods and techniques. Perceived weaknesses of the pre-service teachers are also consistent with those found in a number of previous studies. For instance, Giallo and Little (2003) also emphasized classroom management as a remarkable challenge for pre-service teachers. In another similar study with pre-service EFL teachers in Turkey, İnceçay and Dollar (2012) reported that the participants had difficulty in classroom management since they lacked enough teaching practice in real classrooms. From this point of view, the findings of two studies seem to support each other.

As another salient theme, the pre-service foreign language teachers' views on the practicum process revealed that they mostly believed in the importance of practicum experience in preparing them for the profession. The perceptions regarding the importance of practicum were in line with Hammond's (2010) propositions which position practicum at the heart of practical dimension of teacher education. They also overwhelmingly agreed that practicum was an opportunity to encounter with and discover the realities of teaching in real classroom conditions. Mattsson and his colleagues (2011) also emphasize that practicum is the period in which pre-service teachers transform their declarative and procedural knowledge into professional practice knowledge within the realities of actual classroom teaching (p.5). Lastly, as Borg (2009) and Graves (2009) also emphasized before, they pointed to the vitality of good mentors and supervisors and the feedback received from them. Their identities as prospective foreign language teachers are believed to be formed through an intensive collaboration with peers, mentors and

supervisors, and such feedback from the professionals play a key part in their professional development (Beck & Kosnik, 2002, p.88).

On the other hand, student teachers frequently mentioned the need for a longer practicum and more classroom practice which was due to the COVID-19 intervention during the present study. Yet, it was also reported in an earlier paper by İnceçay and Dollar (2012) who mentioned the need for more teaching practice to prepare EFL teacher candidates for teaching profession. After the outbreak of the COVID-19 pandemic, Başaran Uysal and Savaş (2021) also mentioned limited duration of practicum and insufficient practice opportunities in real classrooms as the prominent concerns of pre-service EFL teachers. Besides, the participants criticized artificial lesson plans and hypothetical teaching sessions which dominated the COVID-19 period practicum practices. Impractical lesson plans were also reported to be among the major obstacles encountered by pre-service English teachers in Singapore (Farrell, 2008). Lastly, the majority of the student teachers providing qualitative data drew attention to the gap between theory and practice which was also reported to cause difficulties during the practicum teaching as Masadeh (2017) had also pointed to the gap between faculty coursework and actual teaching practice experienced by pre-service EFL teachers in Saudi Arabia as a major challenge.

Likewise, Yan and He (2010) pointed to most of the aforementioned problematic aspects and challenges perceived by pre-service foreign language teachers of the present study and listed major challenges as the gap between vision and practice, lack of support from mentors and supervisors, timing and duration of the practicum, lack of motivation to implement practicum teaching, lack of a sound assessment method to evaluate student teachers' performance. Although some of these problems are not reported by the participants of the present study, it can be concluded from the parallel findings that many of the concerns of pre-service EFL teachers have been globally shared by student teachers in various settings even without the pandemic intervention.

Finally, it was figured out that the participants who felt ready for the profession attributed their feelings of readiness to several reasons such as having enough confidence, having a good rapport with students, being excited and ambitious to teach, and having received a quality pre-service teacher education. These findings seem to support previous educational scholars such as Legutke and Ditfurth (2009) who found that establishing a good rapport with students contribute positively to learning outcomes.

On the other hand, those who did not feel ready to teach referred to insufficient personal theoretical background and lack of sufficient practice and experience due to their own individual problems during their pre-service teacher education as the leading causes. This finding is partly in line with the argument that theoretical dimension of the teacher education is favored over the practical one and its value is often underestimated in the teacher education programs (Carroll et al., 2003; Russell, 2005). There were also respondents who reported that they perceived themselves ready to teach with some concerns such as worries to put theory effectively into practice, need for further experience and practice, need for further improvement in the field of teaching. The conclusions drawn from these settings are also mentioned by Yıldırım (2015) who highlighted the need to integrate theoretical knowledge of teaching into practice by reforming existing teacher education programs and by providing teachers with more professional development opportunities.

In short, it is essential to interpret all the aforementioned findings in light of the crisis circumstances that occurred during the phase of the present study. In his recent paper, Hill (2021) addresses the influence of pandemic interference on practicum experiences and concludes that the outbreak of the global pandemic has resulted in dissatisfaction with certain components of the teacher education program practices such as mentoring, supervision, in-person classroom experience, which were limited due to the pandemic conditions. Koşar's (2021) findings yielded in Turkish context also affirm the criticism against pandemic period practicum practices by reporting that the pre-service English teachers did not perceive distance practicum practices as equivalents of face-to-face classroom experiences. In consideration of the existing research, the positive findings of the current study showing significant increases in the teaching self-efficacies, the positive attitudes towards teaching, and the intrinsic and altruistic motivations to choose teaching is the reflection of pandemic period which consists of several weeks of face to face, and emergency teaching situation after that. Positive perceptions mainly came from student teachers who had nonprofessional teaching experience and some of the negative ones related to them who haven't been keen on theoretical part. Besides, many of the negative remarks of the student teachers in this study may be attributed to the conditions created by the pandemic, as well. For instance, criticisms such as insufficient practicum teaching experience, limited duration of the practicum, lack of

sufficient interaction with and support from mentor teachers and supervisors may not have appeared under normal circumstances.

5.3. Conclusion

5.3.1. Summary of the study

Using a mixed methods explanatory research design, the study aims to investigate pre-service foreign language teachers' teacher readiness in the practicum period through several components of readiness as teaching self-efficacy, attitudes towards teaching, teaching motivations, and personality traits. With the purpose of uncovering the changes in pre-service foreign language teachers' perceived teaching self-efficacies, attitudes towards teaching, and teaching motivations during the pandemic interrupted practicum, two sets of quantitative data from 80 senior ELT students enrolled in a teaching practice class in a Turkish state university were collected using three different scales before and after the practicum period. In order to investigate changes in perceived teaching self-efficacies of the participants, "Teachers' Sense of Efficacy Scale (TSES)" by Çapa and colleagues was used. For attitudes towards teaching profession, "Attitude Scale of Teaching Profession (ASTP)" adapted and validated by Üstüner (2006) was employed in the pre-test and the post-test. As for motivations of pre-service English teachers to choose teaching as a future career, "Factors Influencing Teaching Choice (FIT-Choice) Scale" adapted by Kılınç et al. (2012) utilized as data collection tool of the current research. Lastly, since personality traits were not likely to change in a single semester, "The Big Five Inventory (BFI)" adapted by Horzum and colleagues (2017) was used as another tool to collect personality data only at the end of the practicum period. Additionally, views of pre-service English language teachers on practicum experiences and their preparedness to teach were explored through semi-structured telephone interviews which were carried out with 11 of the participants after the practicum. The interviews were carried out via phone calls due to pandemic restrictions and they were tape-recorded and transcribed for the analyses. The findings presented that the participants' perceived teaching self-efficacies showed a significant increase in all the subscales as student engagement, instructional strategies, and classroom management. Similarly, their attitudes towards teaching as a future career also appeared to increase significantly at the end of the practicum period. As for their motivations to choose teaching profession, it was found

that intrinsic and altruistic FIT-Choice factors yielded stronger scores after the practicum while choosing teaching as a fallback career factor showed a significant fall. Moreover, teaching motivations of the participants appeared to have changed towards more altruistic and intrinsic orientations while the findings also indicated that they had become more aware of the realities of teaching profession at the end of the practicum. For instance, they perceived teaching profession more as a job requiring field expertise and hard work after their practicum experience. Furthermore, significant correlations were computed among attitudes towards teaching, teaching self-efficacies, and several factors influencing teaching choice while only openness, conscientiousness and neuroticism correlated significantly with other components of teacher readiness. Finally, the participants' views on practicum pointed to the importance of and the need for sufficient practice opportunities, the gap between theory and practice, the effect of COVID-19 intervention, and the need for further professional development.

5.3.2. Implications

The present research sheds light on the teacher readiness of pre-service foreign language teachers during the practicum which is intervened by pandemic by exploring their perceived teaching self-efficacies, attitudes towards teaching, and teaching motivations before and after the practicum period. Furthermore, it explores the relevant data also by resorting to the student teachers' personality traits and their views on the practicum experience.

First of all, the present study contributes to the scarce body of research on the effects of practicum, especially in the time of COVID-19 (Karataş & Tuncer, 2020). In this sense, it stands among the first attempts to explore the impact of the pandemic on teacher readiness of teacher candidates. Hence, it provides insight into the changes in teacher readiness of foreign language teacher candidates during a pandemic intervened practicum. Furthermore, since there is no fixed and commonly accepted framework of teacher readiness, the design and findings of the present research can serve as a basis for the educational researchers.

The findings of the study revealed that positive attitudes towards teaching serve as considerable determinants of high levels of teaching self-efficacy. As self-efficacy perceptions are believed to be among the key elements of effective teaching (Tschannen-Moran & Hoy, 2001; Gao & Benson, 2012), positive attitudes should be reinforced and

negative attitudes should be tried to be eliminated by the teacher educators, mentors and supervisors during the pre-service foreign language teacher education. Moreover, educational policy makers and curriculum designers can consider revising the current teacher education curriculum. For instance, courses or contents aiming to reinforce and increase positive attitudes towards teaching may be integrated in the existing teacher education curriculum. With this regard, faculty members positioned in teacher education can make use of the findings of the present research to increase and maintain positive attitudes of pre-service teachers towards teaching profession.

Teaching self-efficacy perceptions of the participants of this study have increased considerably during the practicum period, which may indicate that preservice teachers' self-image can be supported through not only through real classroom experience but through positive support and guidance even in the absence of real class experience which could help them in their lifelong learning. As Bandura (1986) suggests, self-efficacy perceptions are strong determinants of the individuals' goals, commitment, efforts towards their goals, difficulties they are ready to challenge, and actions they take. In educational context, teaching self-efficacy perceptions are, therefore, likely to determine the potentials of pre-service teachers in setting goals and pursuing them by standing out against challenges in their journey of teaching. By not giving up easily when encountered by difficulties, highly self-efficacious teachers are more inclined to stay in the job in the following years (Sinclair et al., 2006, Bruinsma & Jansen, 2010). Thus, it can be inferred that the high levels of teaching self-efficacy found in the present study indicates that the participants are relatively likely to remain in the profession for long periods of time.

It was found in this study that openness to new experiences and having self-control as outstanding facets of personality traits significantly correlated with teaching self-efficacies of the pre-service language teachers. Despite the fact that personality traits tend to resist to change and remain the same unless they are altered by significant life experiences (Maltby et al., 2007), in the long course of pre-service teacher education, they may be shaped, at least to some extent, and desirable traits such as openness to new experiences and ideas, and conscientiousness can be reinforced by teacher educators. In order to achieve such a transformation of personality traits, teacher education programs can cooperate with psychological consultancy services of teacher education institutions.

Findings of the study indicated considerable changes in the participants' attitudes towards teaching and teaching self-efficacy perceptions in a positive direction. Likewise,

it was discovered that student teachers reflected stronger intrinsic and altruistic motivations for choosing teaching as a profession in the post-test. These altogether demonstrate that practicum experience contributes positively to the professional readiness of pre-service EFL teachers, although the participants' practicum experience in real classrooms was limited by the suspension of the schools. Yet, qualitative findings also suggested that the length and duration of the practicum was found to be insufficient by the pre-service EFL teachers. Similarly, they attributed perceived challenges they encountered during the practicum to the lack of sufficient practice and experience. These indications may lead the educational policy makers to reconsider the length and nature of practicum practices. However, it is also important to consider the effects of pandemic on the practicum process investigated in this study. As the practicum was interrupted before the middle of the period, the participants could have found the length of the practicum satisfactory under normal circumstances. As the current research underwent an extraordinary period of global crisis, it would be unfair to criticize the length or duration of the practicum without considering the emergency distance education conditions of the time.

5.3.3. Limitations of the study

In the present study, two sets of data, having been collected before and after the practicum period, were analyzed in order to answer the research questions. However, face to face practicum in real classrooms was interrupted by the rapidly spreading Coronavirus pandemic after the first five weeks of the practicum. Due to this interruption, regular practicum practices such as in-class observations, practicum teaching sessions, discussion with mentoring teachers, and in-person interaction with students all had to be abandoned. As a result, the participants of the study were obliged to switch to emergency distance education practices in all their courses and the rest of the practicum was completed through emergency distance education practices such as lesson plan writing and hypothetical teaching scenarios. Therefore, the findings of the present study should be interpreted under the special circumstances of the COVID-19 pandemic rather than usual and normal teacher education conditions.

This study gathered data from 80 students studying in an ELT department at a state university in Turkey. Although the present study is statistically representative for the general population of pre-service foreign language teachers, data from more participants

from a variety of state and private universities across the country can possibly yield more generalizable results in terms of teacher readiness of pre-service foreign language teachers. Similarly, qualitative data from more participants could have provided a deeper insight into the teacher readiness of pre-service EFL teachers but only a limited number of respondents volunteered to join phone interviews for the present study.

5.3.4. Recommendations for further research

The present study is an attempt to investigate the changes in teacher readiness of pre-service foreign language teachers during the teaching practicum within the frame of several variables. However, the variables explored are chosen on the basis of existing research evidence in the educational literature and may vary in different research settings depending on the dimensions of teacher readiness to be explored. Therefore, future studies can focus on different aspects of the pre-service foreign language teachers' teacher readiness.

Another recommendation for the upcoming studies can be to expand the sample of participants preferably in a number of different ELT department settings. In this way, more comprehensive and generalizable results can be yielded. Similarly, qualitative data from more participants using multiple data collection instruments can provide the researchers with a much deeper insight into the issue of teacher readiness during the practicum. Field observations, group discussions after the practicum teaching sessions, or reflection papers may work effectively as multiple data collection tools for the same purpose.

The data for the present study were collected before and during the outbreak of COVID-19 pandemic which caused the suspension of face to face practicum during the study. Thus, the participants' reflections on the practicum experience were indeed on a mixture of in-person and emergency online teacher education periods. That is why it is difficult to clearly differentiate between their perceptions regarding each period of time. Therefore, further studies exploring the effects of online teaching practicum on teacher readiness of foreign language teacher candidates may contribute much to the scarce body of research.

Furthermore, in order to explore overall effectiveness of the foreign language teacher education program in preparing pre-service teachers for the profession, longitudinal studies collecting data multiple times at the beginning, in the middle and at

the end of the teacher education can be designed and carried out in the future. Identifying starting level teacher readiness perceptions of student teachers and comparing the findings with the forthcoming data can serve as a useful method to portray the teacher education program's success in its mission.

Another suggestion for the future studies can be to multiply the resources of data in order to gain a broader understanding of the phenomenon of foreign language teacher readiness. That is, collecting data from all the stakeholders of pre-service teacher education such as faculty members, supervisors, mentors and even school administrators, as well as student teachers, can provide the researchers with multilateral findings from different perspectives.

Since many of the existing studies on practicum point to the challenges encountered by the pre-service teachers in general, experimental studies exploring the ways to come up with solutions to the aforementioned problems and difficulties may also contribute much to the existing literature and the practical dimension of teacher education.

Finally, longitudinal studies comparing the teacher readiness of EFL teacher candidates and the teaching efficacy of in-service EFL teachers can come up with important findings to check the validity of the selected variables to evaluate the preparedness of student teachers for the profession.

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APPENDICES

APPENDIX-1. Ethical Committee Approval

ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Doktora Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Yabancı Dil Öğretmen Adaylarının Okul Deneyimi Öncesi ve Sonrasındaki Öğretmen Hazırbulunuşlukları (Teacher Readiness of pre-service English Language teachers before and after the practicum)
PROJE/TEZ YÜRÜTÜCÜSÜ:	Prof. Dr. İlknur KEÇİK
TEZ YAZARI:	Hüsem KORKMAZ
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, "Yabancı dil öğretmen adaylarının okul deneyimi öncesi ve sonrasındaki öğretmen hazırbulunuşlukları" başlıklı bir araştırma çalışması olup okul deneyimi dönemlerinde İngilizce öğretmen adaylarının öğretmen hazırbulunuşluk durumlarındaki değişimleri araştırma amacını taşımaktadır. Çalışma, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü İngilizce Öğretmenliği Doktora Programı öğrencisi Hüsem Korkmaz tarafından yürütülmekte olup sonuçları ile İngilizce öğretmen adaylarının öğretmen hazırbulunuşluk durumlarındaki değişiklikler ve nihai hazırbulunuşluk durumları saptanacak; ve hazırbulunuşluk değişkenleri arasındaki ilişkiler ortaya konacaktır. Çalışma bulguları ile İngilizce öğretmenliği programlarının ve okul deneyimi uygulamalarının müfredat ve içeriklerinin gelişimine ışık tutulacaktır.

Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.

Çalışmanın amacı doğrultusunda, ölçek uygulamaları yapılarak sizden veriler toplanacaktır.

Araştırmada katılımcıların isimleri gizli tutulacaktır.

Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.

İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.

Sizden toplanan veriler kişisel bilgilerin korunumu ilkeleri doğrultusunda korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.

Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabileceksiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi İngilizce Öğretmenliği doktora öğrencisi Hüsem Korkmaz'a yöneltebilirsiniz.

Araştırmacı Adı   : Hüsem Korkmaz

Adres   :

İş Tel   :-

Cep Tel   :   -

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

APPENDIX-3. Quantitative Data Collection Instrument of the Study

Kişisel Bilgiler

Adınız Soyadınız:

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Yaşınız:

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Cinsiyetiniz: Kadın (   )   Erkek (   )

Mezun olduğunuz lise türü nedir? (Anadolu lisesi, meslek lisesi, açık öğretim lisesi vb.):

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Üniversitedeki staj deneyiminiz dışında İngilizce öğretmenliğine ilişkin deneyiminiz (özel ders, özel kursta çalışma vb.) var mı? Var ise deneyiminizi süresiyle birlikte belirtiniz:

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Üniversiteden mezun olduktan sonra İngilizce öğretmenliği yapmayı mı başka bir işte çalışmayı mı düşünüyorsunuz? Nedenleri ile açıklayınız.

………………………………………………………………………………………………………

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Mezun olduktan sonra İngilizce öğretmeni olarak çalışmayı planlıyorsanız hangi kurumda (devlet okulu, özel okul, üniversite vb.) çalışmayı düşünüyorsunuz?

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Öğretmen Özyeterlik Ölçeği

		Yetersiz		Çok Az Yeterli		Biraz Yeterli		Oldukça Yeterli		Çok Yeterli
1.	Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	1	2	3	4	5	6	7	8	9
2.	Öğrencilerin eleştirel düşünmelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
3.	Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
4.	Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
5.	Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	1	2	3	4	5	6	7	8	9
6.	Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
7.	Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	1	2	3	4	5	6	7	8	9
8.	Sınıfta yapılan etkinliklerin düzenli yürümesini ne kadar iyi sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
9.	Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
10.	Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	1	2	3	4	5	6	7	8	9
11.	Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	1	2	3	4	5	6	7	8	9
12.	Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	1	2	3	4	5	6	7	8	9
13.	Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
14.	Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
15.	Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	1	2	3	4	5	6	7	8	9
16.	Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	1	2	3	4	5	6	7	8	9
17.	Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
18.	Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?	1	2	3	4	5	6	7	8	9
19.	Birkaç problemli öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	1	2	3	4	5	6	7	8	9
20.	Öğrencilerin kafası karıştığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
21.	Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?	1	2	3	4	5	6	7	8	9
22.	Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?	1	2	3	4	5	6	7	8	9
23.	Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	1	2	3	4	5	6	7	8	9
24.	Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9

BÖLÜM 2

Öğretmenlik Mesleğine Yönelik Tutum Ölçeği

		Tamamen Katılıyorum	Çoğunlukla Katılıyorum	Orta Düzeyde Katılıyorum	Kısmen Katılıyorum	Hiç Katılmıyorum
1.	Öğretmen olma düşüncesi bile bana cazip geliyor.	1	2	3	4	5
2.	Öğretmenlik mesleği bana sıkıcı geliyor.	1	2	3	4	5
3.	Öğretmen olmayı kendime yakıştırıyorum.	1	2	3	4	5
4.	Tekrar bir meslek tercihinde bulunmam söz konusu olsa yine öğretmenliği seçerdim.	1	2	3	4	5
5.	Öğretmenliğin bana göre bir meslek olmadığını düşünüyorum.	1	2	3	4	5
6.	Öğretmenliğin yaşam tarzıma uygun olmadığını düşünüyorum.	1	2	3	4	5
7.	Öğretmenliğin kişiliğime uygun olmadığını düşünüyorum.	1	2	3	4	5
8.	Öğretmenlik mesleğini seçtiğime pişman oluyorum.	1	2	3	4	5
9.	Öğretmenlikte başarılı olacağıma inanıyorum.	1	2	3	4	5
10.	Öğretmenlik mesleğiyle ilgili olan bu bölümü seçmiş olmaktan hoşnutum.	1	2	3	4	5
11.	Öğretmenlik mesleğinde karşılaşacağım zorlukları aşabileceğime inanıyorum.	1	2	3	4	5
12.	Zor şartlar altında dahi öğretmenlik yapmak isterim.	1	2	3	4	5
13.	Öğretmenlik mesleğinin gereklilikleri konusunda kendime güveniyorum.	1	2	3	4	5
14.	Öğretmenliğe ilişkin özel bir yeteneğim olduğu kanısındayım.	1	2	3	4	5
15.	Öğretmenliğin bana uygun bir meslek olmadığını düşünüyorum.	1	2	3	4	5
16.	Öğretmenliğin bir şeyler üretip yaratmam için bana fırsatlar vereceğini düşünüyorum.	1	2	3	4	5
17.	Öğretmenliği profesyonel bir biçimde yürütebileceğime inanıyorum.	1	2	3	4	5
18.	İnsanlara bilmedikleri bir şeyleri öğretecek olma düşüncesi beni mutlu ediyor.	1	2	3	4	5
19.	Öğretmenlik yapan insanlara sempati duyarım.	1	2	3	4	5
20.	Öğretmen olacağımı düşünmek beni korkutuyor.	1	2	3	4	5
21.	Bir meslek tercih etme durumunda olanlara öğretmenliği tavsiye etmem.	1	2	3	4	5
22.	Öğretmen olduğumda yapabileceğim çok şey olduğunu düşünüyorum.	1	2	3	4	5
23.	Öğretmenliğin çalışma koşulları bana çekici geliyor.	1	2	3	4	5
24.	Öğretmenlik meslek bilgisi derslerinde başarılı olmayı önemserim.	1	2	3	4	5
25.	Öğretmenlik yapan kişilerle sohbet etmekten hoşlanırım.	1	2	3	4	5
26.	Eğitim, öğrenme, öğretme ve öğretmenlik konularında tartışır, konuşurum.	1	2	3	4	5
27.	Bilgili ve yeterli bir öğretmen olacağımı düşünüyorum.	1	2	3	4	5
28.	Öğretmenliğin toplumda bana saygınlık kazandıracağına inanıyorum.	1	2	3	4	5

29.	Halen okumakta olduğum öğretmenlik programını bilerek ve isteyerek seçtim.	1	2	3	4	5
30.	Öğretmenlik mesleğinin bana sıkıntılar yaşatmasından endişe duyuyorum.	1	2	3	4	5
31.	Öğretmenlik yaparak vereceğim eğitim aracılığıyla insanların yaşamına yön vermeyi gurur verici buluyorum.	1	2	3	4	5
32.	Eğitim, öğrenme, öğretme, öğretmenlik konularında konuşmaktan hoşlanmam.	1	2	3	4	5
33.	Öğretmen olduğumda çevre tarafından bana yeterli değerin verileceğine inanıyorum.	1	2	3	4	5
34.	Öğretmenlik mesleğinin devamlılığı bana güven veriyor.	1	2	3	4	5

BÖLÜM 3

Öğretmenlik Mesleği Seçimini Etkileyen Faktörler Ölçeği

	Öğretmen olmayı seçtim çünkü…	Çok önemsiz	Önemsiz	Kısmen önemsiz	Kararsızım	Kısmen önemli	Önemli	Çok önemli
B5	İyi bir öğretmenin sahip olduğu niteliklere sahibim.	1	2	3	4	5	6	7
B19	Güçlü öğretme yetilerine sahibim.	1	2	3	4	5	6	7
B43	Öğretmenlik, yeteneklerime uygun bir meslektir.	1	2	3	4	5	6	7
B1	Öğretmenlikle ilgileniyorum.	1	2	3	4	5	6	7
B7	Her zaman öğretmen olmayı istedim.	1	2	3	4	5	6	7
B12	Öğretmenliği seviyorum.	1	2	3	4	5	6	7
B11	Hangi kariyeri istediğimden emin değildim.	1	2	3	4	5	6	7
B35	En çok istediğim bölümü kazanamadım.	1	2	3	4	5	6	7
B48	Öğretmenliği son çare olarak seçtim.	1	2	3	4	5	6	7
B14	Öğretmenlik sürekliliği olan bir kariyer sağlayacaktır.	1	2	3	4	5	6	7
B27	Öğretmenlik, maaşımın sürekli ve düzenli olmasını sağlayacak.	1	2	3	4	5	6	7
B38	Öğretmenlik, sürekliliği olan bir işe sahip olmamı sağlayacak.	1	2	3	4	5	6	7
B2	Yarım gün çalışmak aileme daha fazla zaman ayırmamı sağlayacaktır.	1	2	3	4	5	6	7
B4	Bir öğretmen olarak uzun tatillerim olacak.	1	2	3	4	5	6	7
B18	Bir öğretmen olarak gün içindeki çalışma sürem kısa olacak.	1	2	3	4	5	6	7
B32	Bir öğretmen olarak farklı ülkelerde çalışabilirim.	1	2	3	4	5	6	7
B50	Öğretmenlik diploması Avrupa ülkelerinde öğretmen olarak çalışmamı sağlayabilir.	1	2	3	4	5	6	7
B45	Öğretmenlik, yaşamayı istediğim yeri seçmemi sağlayabilir.	1	2	3	4	5	6	7
B9	Öğretmenlik, bana çocuk ve gençleri şekillendirme fırsatı verecektir.	1	2	3	4	5	6	7
B23	Öğretmenlik, gelecek nesli etkilememi sağlayacak.	1	2	3	4	5	6	7
B53	Öğretmenlik, çocuk ve gençler üzerinde bir etkimin olmasını sağlayacak.	1	2	3	4	5	6	7
B36	Öğretmenlik, imkânı olmayan öğrencilerin başarma azimlerini arttırmama olanak sağlayacak.	1	2	3	4	5	6	7

B49	Öğretmenlik, sosyal yönden yardıma ihtiyacı olan çocuklara veya gençlere yardım etme fırsatı sağlayacak.	1	2	3	4	5	6	7
B54	Öğretmenlik, sosyal yönden dezavantajlılığa karşı mücadele etmemi sağlayacak.	1	2	3	4	5	6	7
B6	Öğretmenlik topluma hizmet etmemi sağlayacaktır.	1	2	3	4	5	6	7
B20	Öğretmenler topluma değerli katkılarda bulunur.	1	2	3	4	5	6	7
B31	Öğretmenlik toplumdan aldıklarımı geri verme imkânı yaratacak.	1	2	3	4	5	6	7
B13	Çocuk veya gençlerle çalışmayı içeren bir iş istiyorum.	1	2	3	4	5	6	7
B26	Çocuk veya gençlerin bulunduğu bir ortamda çalışmak istiyorum.	1	2	3	4	5	6	7
B37	Çocuk ve gençlerle çalışmayı seviyorum.	1	2	3	4	5	6	7
B17	İlham verici öğretmenlerim vardı.	1	2	3	4	5	6	7
B30	Model olarak aldığım iyi öğretmenlerim vardı.	1	2	3	4	5	6	7
B39	Öğrenme konusunda iyi deneyimlere sahibim.	1	2	3	4	5	6	7
B3	Arkadaşlarım öğretmen olmam gerektiğini düşünüyor.	1	2	3	4	5	6	7
B24	Ailem öğretmen olmam gerektiğini düşünüyor.	1	2	3	4	5	6	7
B40	Birlikte çalıştığım insanlar öğretmen olmamın gerekli olduğunu düşünüyor.	1	2	3	4	5	6	7

		Hiç						Çok fazla
C10	Öğretmenliğin yüksek oranda uzmanlık bilgisi gerektirdiğine inanıyor musunuz?	1	2	3	4	5	6	7
C14	Öğretmenliğin yüksek oranda teknik bilgi gerektirdiğine inanıyor musunuz?	1	2	3	4	5	6	7
C15	Öğretmenlerin özelleşme gerektiren bilgilere ihtiyacı olduğunu düşünüyor musunuz?	1	2	3	4	5	6	7
C2	Öğretmenlerin ağır bir iş yükünün olduğunu düşünüyor musunuz?	1	2	3	4	5	6	7
C7	Öğretmenliğin duygusal açıdan zor bir meslek olduğunu düşünüyor musunuz?	1	2	3	4	5	6	7
C11	Öğretmenliğin zor bir iş olduğunu düşünüyor musunuz?	1	2	3	4	5	6	7
C4	Öğretmenlerin birer uzman olarak algılandıklarını düşünüyor musunuz?	1	2	3	4	5	6	7
C8	Öğretmenliğin yüksek statülü bir meslek olarak algılandığını düşünüyor musunuz?	1	2	3	4	5	6	7
C12	Öğretmenliğin çok fazla saygı duyulan bir meslek olduğunu düşünüyor musunuz?	1	2	3	4	5	6	7
C5	Öğretmenlerin yüksek oranda bir iş memnuniyetine sahip olduklarını düşünüyor musunuz?	1	2	3	4	5	6	7
C9	Öğretmenlerin toplumun onlara değer verdiğine inandıklarını düşünüyor musunuz?	1	2	3	4	5	6	7
C13	Öğretmenlerin kendi mesleklerinin yüksek bir sosyal statüde olduğuna inandıklarını düşünüyor musunuz?	1	2	3	4	5	6	7
C1	Öğretmenliğin iyi kazandırdığını düşünüyor musunuz?	1	2	3	4	5	6	7
C3	Öğretmenlerin iyi bir maaş aldığını düşünüyor musunuz?	1	2	3	4	5	6	7

D2	Öğretmenlik dışında başka bir mesleği seçmen önerildi mi?	1	2	3	4	5	66	7
D4	Etrafındakiler öğretmenliğin iyi bir kariyer seçimi olmadığını söylediler mi?	1	2	3	4	5	6	7
D6	Diğerleri öğretmenlik dışında başka meslekleri seçmen konusunda seni etkiledi mi?	1	2	3	4	5	6	7
D1	Öğretmen olma konusunda ne kadar dikkatli düşündün?	1	2	3	4	5	6	7
D3	Öğretmenliği seçmen seni ne kadar tatmin etti?	1	2	3	4	5	6	7
D5	Öğretmen olma kararından ne kadar mutlusun?	1	2	3	4	5	6	7

Anket kısa linki: https://forms.gle/LhEtU5TqY9Kt8bQF8

APPENDIX-4. Qualitative Interview Questions

S1	Neden İngilizce öğretmeni olmak istiyorsunuz?
Q1	Why do you want to be an English teacher?
S2	Bir yabancı dil öğretmen adayı olarak genel öğretmen yeterliliğiniz hakkında ne düşünüyorsunuz?
Q2	What do you think about overall teaching efficacy as a pre-service foreign language teacher?
S3	Bir yabancı dil öğretmen adayı olarak güçlü ve zayıf yanlarınız nelerdir?
Q3	What are your strengths and weaknesses as a pre-service foreign language teacher?
S4	Öğretmenlik Uygulaması süreci hakkında görüşleriniz nelerdir?
Q4	What are your views about the Teaching Practice (practicum) period?
S5	Kendinizi gerçek bir sınıfta İngilizce öğretmeye ne kadar hazır hissediyorsunuz?
Q5	How ready do you feel to teach English in a real classroom?
S6	Eklemek istediğiniz başka bir görüş, yorum veya eleştiri var mıdır?
Q6	Are there any other views, comments or criticisms you want to add?

APPENDIX-5. Ten-Item Personality Inventory of the Big Five (John & Srivastava, 1999)

Ten-Item Personality Inventory-(TIPI)

Here are a number of personality traits that may or may not apply to you. Please write a number next to each statement to indicate the extent to which <u>you agree or disagree with that statement</u>. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other.

Disagree strongly	Disagree moderately	Disagree a little	Neither agree nor disagree	Agree a little	Agree moderately	Agree strongly
1	2	3	4	5	6	7

<u>I see myself as:</u>

_____ Extraverted, enthusiastic.

_____ Critical, quarrelsome.

_____ Dependable, self-disciplined.

_____ Anxious, easily upset.

_____ Open to new experiences, complex.

_____ Reserved, quiet.

_____ Sympathetic, warm.

_____ Disorganized, careless.

_____ Calm, emotionally stable.

_____ Conventional, uncreative.

Scoring:

Extraversion: 1, 6R; Agreeableness: 2R, 7; Conscientiousness; 3, 8R; Emotional Stability: 4R, 9; Openness to Experiences: 5, 10R.

Teachers' Sense of Efficacy Scale (long form)

How much can you do?

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some	Influence	Quite A Bit		A Great
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students form ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

APPENDIX-7. Original (Watt & Richardson, 2007) and Adapted Versions of FIT-Choice Scale (Kılınç et al., 2012)

Factor	Original version Item Stem: 'I chose to become a teacher because. . .'	Back-translated English version (used) Item Stem: 'I chose to become a teacher because. . .'	Turkish version (used) Item Stem: 'Öğretmen olmayı seçtim, çünkü. . .'
Ability	B5 I have the qualities of a good teacher	B5 I have the characteristics a good teacher has	B5 İyi bir öğretmenin sahip olduğu niteliklere sahibim.
	B19 I have good teaching skills	B19 I have powerful teaching abilities	B19 Güçlü öğretme yetilerine sahibim.
	B43[a] Teaching is a career suited to my abilities	B43 Teaching is a profession suited to my abilities	B43 Öğretmenlik, yeteneklerime uygun bir meslektir.
Intrinsic career value	B1 I am interested in teaching	B1 I am interested in teaching	B1 Öğretmenlikle ilgileniyorum.
	B7 I've always wanted to be a teacher	B7 I have always wanted to be a teacher	B7 Her zaman öğretmen olmayı istedim.
	B12 I like teaching	B12 I like teaching	B12 Öğretmenliği seviyorum
Fallback career	B11 I was unsure of what career I wanted	B11 I was not quite sure about the profession I wanted to have	B11 Hangi kariyeri istediğimden emin değildim.
	B35 I was not accepted into my first-choice career.	B35 I could not enrol in the department that I desired most	B35 En çok istediğim bölümü kazanamadım.
	B48 I chose teaching as a last-resort career	B48 I chose to be a teacher as a last resort	B48 Öğretmenliği son çare olarak seçtim.
Job security	B14[a] Teaching will offer a steady career path	B14 Teaching shall provide me a steady career path	B14 Öğretmenlik sürekliliği olan bir kariyer sağlayacaktır.
	B27 Teaching will provide a reliable income	B27 Teaching shall enable me to have a reliable salary	B27 Öğretmenlik maaşımın sürekli ve düzenli olmasını sağlayacak.
	B38 Teaching will be a secure job	B38 Teaching shall provide me a sustainable profession	B38 Öğretmenlik sürekliliği olan bir işe sahip olmamı sağlayacak.
Time for family	B2 Part-time teaching could allow more family time	B2 I can have much more time for my family by working part-time	B2 Yarım gün çalışmak aileme daha fazla zaman ayırmamı sağlayacaktır.
	B4 As a teacher I will have lengthy holidays	B4 As a teacher, I shall have longer holidays	B4 Bir öğretmen olarak uzun tatillerim olacak.
	B18 As a teacher I will have a short working day	B18 As a teacher, I shall have less working hours in a day	B18 Bir öğretmen olarak gün içindeki çalışma sürem kısa olacak.

Factor	Original version Item Stem: 'I chose to become a teacher because…'	Back-translated English version (used) Item Stem: 'I chose to become a teacher because…'	Turkish version (used) Item Stem: 'Öğretmen olmayı seçtim, çünkü…'
Job transferability	B8[b] Teaching will be a useful job for me to have when travelling	[b] B32 Teachers may have the opportunity to work internationally	[b] B32 Bir öğretmen olarak farklı ülkelerde çalışabilirim.
	B22 A teaching qualification is recognised everywhere	B50 A teaching certification may enable me to work in European countries	B50 Öğretmenlik diploması Avrupa ülkelerinde öğretmen olarak çalışmamı sağlayabilir.
	B45[a] A teaching job will allow me to choose where I wish to live	B45 A teaching job may allow me to choose where I wish to live	B45 Öğretmenlik, yaşamayı istediğim yeri seçmemi sağlayabilir.
Shape future of children/adolescents	B9 Teaching will allow me to shape child /adolescent values	B9 Teaching shall enable me to shape children and youth	B9 Öğretmenlik bana çocuk ve gençleri şekillendirme fırsatı verecektir.
	B23 Teaching will allow me to influence the next generation	B23 Teaching will enable me to influence the next generation	B23 Öğretmenlik gelecek nesli etkilememi sağlayacak.
	B53[a] Teaching will allow me to have an impact on children/adolescents	B53 Teaching shall make me have an effect on children and youth	B53 Öğretmenlik çocuk ve gençler üzerinde bir etkimin olmasını sağlayacak.
Enhance social equity	B36 Teaching will allow me to raise the ambitions of under-privileged youth	B36 Teaching shall enable me to increase the will to succeed of students who do not have opportunities	B36 Öğretmenlik, imkanı olmayan öğrencilerin başarma azimlerini arttırmama olanak sağlayacak.
	B49 Teaching will allow me to benefit the socially disadvantaged	B49 Teaching shall offer me the opportunity for helping children or youth who stand in need of social assistance	B49 Öğretmenlik sosyal yönden yardıma ihtiyacı olan çocuklara veya gençlere yardım etme fırsatı sağlayacak.
	B54 Teaching will allow me to work against social disadvantage	B54 Teaching shall enable me to fight against social disadvantage	B54 Öğretmenlik sosyal yönden dezavantajlılığa karşı mücadele etmemi sağlayacak.
Make social contribution	B6 Teaching allows me to provide a service to society	B6 Teaching shall enable me to serve the society	B6 Öğretmenlik topluma hizmet etmemi sağlayacaktır.
	B20 Teachers make a worthwhile social contribution	B20 Teachers make esteemed contributions to society	B20 Öğretmenler topluma değerli katkılarda bulunur.

(*Continued*)

Factor	Original version Item Stem: 'I chose to become a teacher because. . .'	Back-translated English version (used) Item Stem: 'I chose to become a teacher because. . .'	Turkish version (used) Item Stem: 'Öğretmen olmayı seçtim, çünkü. . .'
	B31[a] Teaching enables me to 'give back' to society	B31 Teaching shall offer me the opportunity of giving things I took from society back	B31 Öğretmenlik toplumdan aldıklarımı geri verme imkanı yaratacak.
Work with children/adolescents	B13 I want a job that involves working with children/adolescents	B13 I would like to have a profession that involves working with children or youth	B13 Çocuk veya gençlerle çalışmayı içeren bir iş istiyorum.
	B26 I want to work in a child/adolescent-centred environment	B26 I would like to work in an environment where there are children or youth	B26 Çocuk veya gençlerin bulunduğu bir ortamda çalışmak istiyorum.
	B37 I like working with children/adolescents	B37 I like working with children and youth	B37 Çocuk ve gençlerle çalışmayı seviyorum.
Prior teaching and learning experiences	B17 I have had inspirational teachers	B17 I had inspiring teachers	B17 İlham verici öğretmenlerim vardı.
	B30 I have had good teachers as role-models	B30 I had good teachers whom I took as a model	B30 Model olarak aldığım iyi öğretmenlerim vardı.
	B39[a] I have had positive learning experiences	B39 I have wholesome experience in learning	B39 Öğrenme konusunda iyi deneyimlere sahibim.
Social influences	B3 My friends think I should become a teacher	B3 My friends think that I should be a teacher	B3 Arkadaşlarım öğretmen olmam gerektiğini düşünüyor.
	B24 My family think I should become a teacher	B24 My family thinks that I should be a teacher	B24 Ailem öğretmen olmam gerektiğini düşünüyor.
	B40 People I've worked with think I should become a teacher	B40 Ones I have worked with think that I should be a teacher	B40 Birlikte çalıştığım insanlar öğretmen olmamın gerekli olduğunu düşünüyor.
Expert career	C10 Do you think teaching requires high levels of expert knowledge?	C10 Do you think that teaching is a profession which requires high level of expert knowledge?	C10 Öğretmenliğin yüksek oranda uzmanlık bilgisi gerektirdiğine inanıyor musunuz?
	C14 Do you think teachers need high levels of technical knowledge?	C14 Do you think that teachers need highly technical knowledge?	C14 Öğretmenliğin yüksek oranda teknik bilgi gerektirdiğine inanıyor musunuz?

(*Continued*)

Factor	Original version Item Stem: 'I chose to become a teacher because…'	Back-translated English version (used) Item Stem: 'I chose to become a teacher because…'	Turkish version (used) Item Stem: 'Öğretmen olmayı seçtim, çünkü…'
High demand	C15 Do you think that teachers need highly specialised knowledge?	C15 Do you think that teachers need highly specialised knowledge?	C15 Öğretmenlerin özelleşme gerektiren bilgilere ihtiyacı olduğunu düşünüyor musunuz?
	C2 Do you think teachers have a heavy workload?	C2 Do you think that teachers have a heavy work load?	C2 Öğretmenlerin ağır bir iş yükünün olduğunu düşünüyor musunuz?
	C7 Do you think teaching is emotionally demanding?	C7 Do you think that teaching is difficult emotionally?	C7 Öğretmenliğin duygusal açıdan zor bir meslek olduğunu düşünüyor musunuz?
	C11 Do you think teaching is hard work?	C11 Do you think that teaching is a hard profession?	C11 Öğretmenliğin zor bir iş olduğunu düşünüyor musunuz?
Social status	C4 Do you believe teachers are perceived as professionals?	C4 Do you think that teachers are regarded as specialists?	C4 Öğretmenlerin birer uzman olarak algılandıklarını düşünüyor musunuz?
	C8 Do you believe teaching is perceived as a high-status occupation?	C8 Do you think that teaching is regarded as a profession of a high status?	C8 Öğretmenliğin yüksek statülü bir meslek olarak algılandığını düşünüyor musunuz?
	C12 Do you believe teaching is a well-respected career?	C12 Do you think that teaching is a widely esteemed profession?	C12 Öğretmenliğin çok fazla saygı duyulan bir meslek olduğunu düşünüyor musunuz?
	C5 Do you think teachers have high morale?	C5 Do you think that teachers have high work satisfaction?	C5 Öğretmenlerin yüksek oranda bir iş memnuniyetine sahip olduklarını düşünüyor musunuz?
	C9 Do you think teachers feel valued by society?	C9 Do you think teachers believe that society esteems them?	C9 Öğretmenlerin, toplumun onlara değer verdiğine inandıklarını düşünüyor musunuz?
	C13 Do you think teachers feel their occupation has high social status?	C13 Do you think that teachers believe their profession to have a high social status?	C13 Öğretmenlerin kendi mesleklerinin yüksek bir sosyal statüde olduğuna inandıklarını düşünüyor musunuz?

Factor	Original version Item Stem: 'I chose to become a teacher because. . .'	Back-translated English version (used) Item Stem: 'I chose to become a teacher because. . .'	Turkish version (used) Item Stem: 'Öğretmen olmayı seçtim, çünkü. . .'
Salary	C1 Do you think teaching is well paid?	C1 Do you think that teachers make a good wage?	C1 Öğretmenliğin iyi kazandırdığını düşünüyor musunuz?
	C3 Do you think teachers earn a good salary?	C3 Do you think that teachers earn a good salary?	C3 Öğretmenlerin iyi bir maaş aldığını düşünüyor musunuz?
Social dissuasion	D2 Were you encouraged to pursue careers other than teaching?	D2 Did people advise you to choose another profession except for teaching?	D2 Öğretmenlik dışında başka bir mesleği seçmen önerildi mi?
	D4[a] Did others tell you teaching was not a good career choice?	D4 Did others tell that teaching was not a good career choice?	D4 Etrafındakiler öğretmenliğin iyi bir kariyer seçimi olmadığını söylediler mi?
	D6 Did others influence you to consider careers other than teaching?	D6 Did others affect you on choosing other professions except for teaching?	D6 Diğerleri öğretmenlik dışında başka meslekleri seçmen konusunda seni etkiledi mi?
Satisfaction with choice	D1 How carefully have you thought about becoming a teacher?	D1 How carefully did you think about being a teacher?	D1 Öğretmen olma konusunda ne kadar dikkatli düşündün?
	D3 How satisfied are you with your choice of becoming a teacher?	D3 How much are you satisfied with choosing teaching?	D3 Öğretmenliği seçmen seni ne kadar tatmin etti?
	D5 How happy are you with your decision to become a teacher?	D5 How much are you happy with your decision of being a teacher?	D5 Öğretmen olma kararından ne kadar mutlusun?

[a] Omitted from final analyses due to cross-loading items and to enhance subscale reliabilities.

[b] Modified items for the Turkish context: B32: Because the MNE determines to which city the teacher would be appointed, beginning teachers do not have the choice regarding where to teach. B50: A certificate from a Turkish university would not be valid in many other countries although the Bologna policy makes it likely they could teach in other EU countries.

APPENDIX-8. Correlations among the personality traits of the participants

		Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Extraversion	r	1	-.062	.432**	-.249*	.119
	p		.586	.000	.026	.292
Agreeableness	r	-.062	1	.064	-.266*	.098
	p	.586		.571	.017	.385
Conscientiousness	r	.432**	.064	1	-.220*	.373**
	p	.000	.571		.050	.001
Neuroticism	r	-.249*	-.266*	-.220*	1	-.348**
	p	.026	.017	.050		.002
Openness	r	.119	.098	.373**	-.348**	1
	p	.292	.385	.001	.002	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX-9. Sample Responses to Interview Questions

Araştırmacı: Öncelikle, neden İngilizce öğretmeni olmak istiyorsunuz?

Katılımcı 5: İngilizce öğretmeni olmak istememin asıl nedeni aslında rol model aldığım bir İngilizce öğretmenim vardı benim. O bendeki dil yeteneğini keşfetti. İşin aslı onun yönlendirmesiyle ben İngilizce öğretmeni olmaya karar verdim. Bunu kendim de görüyordum, ancak birinin teşvik etmesi gerekiyordu. O kişi de İngilizce öğretmenimdi. O sebepten İngilizce öğretmeni olmaya karar verdim. Yani ben lise dönemindeyken neyi seçeceğim arasında kalmıştım, sayısal mı yoksa dil bölümü mü, öğretmenimin ısrarları sayesinde aslında İngilizce öğretmenliği seçmiş oldum. Yoksa benim asıl seçeceğim sayısaldı. O alanda kendimi ne kadar iyi gösterebilirdim bilmiyorum. İyi ki de seçmişim, kesinlikle yerinde bir seçim olmuş.

Katılımcı 11: Açıkçası ilk başta İngilizce öğretmeni olmak istemedim. Hayalim Amerikan kültürü ve edebiyat okumaktı ancak ülkedeki istihdamı düşündükçe İngilizce öğretmenliği daha iyi bir seçenek. Bu nedenle bu bölümü tercih ettim. İş olanaklarının daha fazla olması sebebiyle. Ancak bölüme girdikten sonra dersleri çok fazla sevmeye başladım. Öğrendiklerimden keyif almaya başladım. Staj aşamasına geçince de karşımdaki öğrencilere bir şey verdiğimi gördükçe de bu mesleği çok fazla sevmeye başladım çünkü benim için bir şeyler öğrenmek elbette güzel ama birine bir şeyler öğretip onların öğrendiğini hani onlara gerçekten anlatabildiğimi görmek beni çok mutlu ediyor bu yüzden mutluyum mesleğimi seviyorum. İlk başta isteyerek seçmesem de şimdi mutluyum.

Araştırmacı: Bir yabancı dil öğretmeni adayı olarak genel öğretmen yeterliliğiniz hakkında ne düşünüyorsunuz?

Katılımcı 4: Kesin bir şey söyleyemeyeceğim şuan için bu konuda çünkü hâlihazırda bir deneyimim yok ücretli öğretmenlik dışında. Fakat şuna inanıyorum öğretirken öğrenmek de çok büyük bir kabiliyet o yüzden bunu yapmaya çalışacağım meslek hayatım boyunca. En uç noktalarda yeterliliğe ulaşamasam da kendimi en iyisine yönlendirmeye çalışacağımı düşünüyorum. Bu anlamda gerekli çalışmaları yapacağım onlara iyi gelebilmek için. Öğrencilerimi daha iyi bir seviyeye taşımak adına kendime de yatırımlar yapıp daha donanımlı hale getirmeye çalışacağım ki o şekilde eğitebileyim öğrencilerimi de.

Katılımcı 7: Ben 1. sınıfı Anadolu Üniversitesinde okudum. Oradan, 2. ve 3. sınıfta Amerika'da eğitim gördüm. Amerika'da öğretmenlik eğitimi aldım. 4. Sınıfta tekrar Anadolu Üniversitesine döndüm. İngilizce konusunda kendimi yeterli görüyorum, İngilizce bildiğimi düşünüyorum. Ama tabi ki de kendimizi geliştirmemiz gerekiyor. İngilizce bir dil olduğu için kendimizi güncellememiz gerekiyor. Dil bilgisi olsun, kelime bilgisi olsun, her türlü beceride kendimizi güncel tutmamız gerektiğini düşünüyorum. Ama öğretmenlik konusuna gelecek olursak, onun çok farklı bir konu olduğunu düşünüyorum. Herkes İngilizce öğrenebilir, herkes konuşabilir ama bildiğini karşı tarafa güzel bir şekilde aktaramaz. Anlatma durumu çok farklı bir konu, bunun için bir sürü yöntemler var, teknikler var. Bunları iyi öğrenip, kendimizde harmanlayıp karşı tarafa bildiğimizi aktarmamız gerekiyor. Ben üniversiteye başladığımdan beri İngilizce eğitimi veriyorum. Özel derslerde olsun, özel kurumlarda olsun ders veriyorum. Amerika'dayken de İngilizce konuşan insanlara Türkçe öğretmiştim. Bu şekilde tecrübelerim var. Yani üniversite hayatım boyunca hep öğretmenliğin içerisindeydim. 4. Sınıfa geldiğimizde yine staj dönemine girdik. Okullara gittik, tecrübe kazandık. Bu tecrübelerde neler öğrendim? Sınıf yönetimi özellikle. Sınıf yönetiminin ne kadar önemli olduğunu gördük. Birebir özel derslerde sınıf yönetimi pek bir işe yaramıyor. Birebir olduğu için öğrenciyi yönetebiliyorsun ama sınıf yönetiminin çok farklı bir konu olduğunu öğrenmiştim 4. Sınıfa geldiğimde. Bunu da başarıyla öğrendiğimi düşündüm. Çünkü öğrencinin dikkatini çekmek, öğrenciyi motive etmek, onların karşısına çıkıp bir şey öğretmek, öğrencinin karşısına çıkıp bir drama yapmak, rolünü oynamayı nasıl yapabileceğimi gördüm.

Araştırmacı: Bir yabancı dil öğretmen adayı olarak güçlü ve zayıf yanlarınız nelerdir?

Katılımcı 3: Güçlü yanlarım neler… Öğretmeyi çok seviyorum. Bununda mesleğimi yaparken çok etkili olacağına inanıyorum aslında. Çocukları çok seviyorum. Bir şeyleri öğrettiğinde karşı tarafın aldığını görmek bana inanılmaz mutluluk veriyor ve Bu anlamda İngilizce öğretmeni adayı olmak için yeterli bir aday olduğunu düşünüyorum. Zayıf yanlarına gelince maalesef eğitim sistemi içerisinde öğrencilerin dersi yeterince ciddiye almamaları diyelim, her şeyin öğretilemediğini düşünmeleri, yani öğrenciler bu şekilde bir fikre sahipler maalesef. Eğitim sisteminin bize dayattığı müfredat denilen şey, işte ona ne kadar karşı koyabilirim ve kendim bir şeyler ekleyebilirim bilmiyorum. Neden kurallara çok bağlıyımdır. Şunlar şunlar yapılacak dendiğinde bu benim zayıf noktam

diye düşünüyorum. Yani kurallara uymak zorundaymış gibi hissederim ne uyarımda. Bu durumda da yeterli olamayacakmış gibime geliyor. İkisini bir arada kontrol edip eksiklerimi yeterince kapatamayacakmışım gibi geliyor.

Katılımcı 5: Konuya hâkimiyetim iyi, bir konuya anlatacaksam bu konuya hâkim olarak anlatıyorum. Ama yetersiz olarak özgüvenimi zedeleyecek olan şey yine konuşma. Konuşma aktivitesi düzenlerken öğrencinin kafasına takılan bir şeyi benden beklemesi beni zora sokabilir. Ben bir aktiviteyi düzenlerken gerçek anlamda öncelikle öğrencinin hazır bulunuşluğunu dikkate alırım. O öğrenci bunu almaya hazırsa. Şimdi ben daha çok bireysel çalıştım özel ders vb. Sınıf ortamını sadece stajda gördüm. Stajda da bir dönem yapabildik uygulama olarak, ikinci dönem mecbur online'a döndük. O şekilde düşününce ben öğrencinin hazır bulunuşluğunu dikkate alırım. Ve metot olarak da evet okuldaki bilgilerden faydalanıyorum. Mezun olan bazı arkadaşlarım derslerde öğrendiklerini sınıfta uygulayamayacaksın derdi ama ben TPR gibi çeşitli metotları derslerimde uygulayabiliyorum. Öğrencinin anlayacağı tarzda. Metotta bir sıkıntı olduğunu düşünmüyorum. Karakterime gelecek olursak; eskiden çok sabırsız olduğumu, o yüzden öğrencilerle baş edemeyeceğimi düşünüyordum. Ama şu an küçük yaş gruplarına bile sabırlı davrandığımı görebiliyorum. Olaylara çabuk müdahale edip önlemsel modeli de güzel gerçekleştirdiğimi düşünüyorum.

Araştırmacı: Öğretmenlik Uygulaması süreci hakkında görüşleriniz nelerdir?

Katılımcı 4: 2.dönem şansıma çok iyi bir okul denk geldi. Eskişehir sosyal bilimler lisesine staj için gönderildim. Ve gayet güzeldi öğrenci profili çok iyiydi, gittiğim çalıştığım oradaki staj hocamız çok iyiydi. Aynı zamanda benim üniversitedeki staj danışmanım çok iyi yönlendirmeler yapıyordu. Ders planı yazmaya çok önem gösteren biriyim o yüzden çok titizlikle yazıyordum hepsini. Bu anlamda da acaba ne yapsam, süreyi nasıl değerlendirsem diye sıkıntı yaşamadım ve hayalini kurduğum İngilizce öğretme ortamını kısa bir süreliğine de olsa yaşayabildim ilk döneme nazaran. Öğrencilerle sınıfta İngilizce iletişim kurabiliyordum ki bu benim için çok önemli bir faktör. Anlamadıkları zaman bile İngilizce anlamadıklarını belirtip sınıftan bir başkasının söz alıp diğer arkadaşına açıklamalar yapması beni çok motive ediyordu. O yüzden ben de ders anlatmaya çok istekli gidiyordum staja. O anlamda çok iyi geçti tabii yarım

kalmamasını çok isterdim. Çünkü zor bulunan bir sınıf ortamı şu zamanda hele ki çalıştığım ücretli öğretmenlik sonrası onun kıymetini daha iyi anladım. Genel anlamda iyi olduğunu söyleyebilirim. Sekteye uğraması dışında pandemi dolayısıyla. Kısa ama iyi bir tecrübe olduğunu düşünüyorum. Sekteye uğradıktan sonraki dönemde ne kadar uygulamaya yönelik bir ders olsa da biraz daha teorik açıdan geçti çünkü biz yine de ders planları yazıp onları hocamıza göndererek süreci devam ettirmek zorunda kaldık. Haliyle materyal tasarlayamadık istediğimiz gibi konuyu biraz da kâğıt üzerinde kaldı o anlamda uygulasaydık nasıl sonuçlar olurdu, şimdi biz kafamızda canlandırarak yazdığımız için ders planlarımızı tamamıyla tahmin üzerine kuruyorduk. O ortamda o anlamda yönlendirmelerimiz farklı bir diyalog haline gelebiliyordu sınıf ortamında. O farklılıkları yaşayamadık. En kötü yanı uygulamaya dökememek. Pandemi süreci yaşanmasaydı da bu dönemden beklentim direkt öğrencilerle iletişim halinde olmak, sınıf ortamında ders anlatabilme, sınıf yönetimi, materyal. Öğrendiğiniz aslında 3 yıl 4 yılı da katarsak bu öğrendiğimiz dersleri aslında uygulamaya dökmek yani dersin adıyla tamamen uyumlu bir şekilde. Biz hem kendimizi değerlendirebilme hem öğretmenlik mesleğine dair olsun gerek kişisel anlamda iletişim kurma gerek toplum önünde konuşma bilgiyi aktarma ya da beklenmedik olumsuz durumlarla karşılaştığımızda ne gibi tepkiler verebilme gibi kazanımlar sağlayabilirdi diye düşünüyorum. Az da olsa sağladı tabii ki ister istemez sınıf ortamında hiç tahmin etmediğimiz şeyler yaşanabiliyor ve bu gibi konulara nasıl yaklaşım göstermemizi daha iyi anlayacaktık. Bir nevi kendimizi hazırlamak anlamında meslek hayatımıza iyi şeyler olabilirdi devam etseydi.

Katılımcı 9: Şöyle ki kesintiye uğramadan önce çok iyi gittiğini düşünüyorum hocam. Yani benim birinci dönemle kıyasladığım zaman daha gerçekçi bir öğretim ortamı vardı. Ben lisede, iyi bir lisede staj yapmıştım birinci dönem ve çok kolay olmuştu benim için heyecanım dışında. Ama ikinci dönem öğrenciler çok şeydi düşük değildiler. Hani staja gerçekten başladığımız zaman ileriki derslerde çok zorlanacağımı düşünüyordum açıkçası. Aslında çok iyi olacaktı benim için. Çok gerçekçi bir ortamdı. Yani Türkiye'de çoğu okul bu şekilde öğrenci şeyi olarak. İşte öğrenciler derse çok ilgili değil falan. Ama ne yazık ki pandemi patlak verince gidemedim. Gidemeyince de aslında şöyle bir şey oldu staj dönemim çok kolay oldu. Yani daha önceki dönemlerden çok çok fazla kolaydı. Sadece ders planı hazırladık. Biliyorsunuz sizde belki de. Ama dediğim gibi hani bir

şeyler öğrenme adına çok zayıf kaldık. X hoca benim staj hocamdı hocam. Geri dönütler vermeye çalıştı şöyle yaparsan çok güzel olur böyle yaparsan daha iyi olur bu kötü olmuş gibi şeyler çok yardımcı olmaya çalıştı gerçekten. Bazı şeylere bu gerçekçi olmamış bunu bu şekilde yaparsan çocuklarla iletişimin daha zayıf olur gibi yorumlarda da bulundu planlarımızda da tabi ki. Ama dediğim gibi hani orada yüz yüze çok farklı oluyor heyecanınız oluyor, zaman kontrolü oluyor, öğrencilerin bazen bir şeyleri çıkabiliyor. Az donanımlı olabiliyor, çok konuşuyorlar onları kontrol altında tutmak oluyor. Bunlar çok zorlayıcı şeyler açıkçası. Bunlar konusunda stajımız pek hoş değildi yani.

Araştırmacı: Kendinizi gerçek bir sınıfta İngilizce öğretmeye ne kadar hazır hissediyorsunuz?

Katılımcı 4: Şu anda çok hazır hissediyorum. Çok istekliyim. Çok heyecanlıyım. 1 ay gibi bir süre kaldı ama ben sabırsızlıkla bu sürecin geçmesini bekliyorum. Hem aldığım eğitimleri bilgilerim tazeyken üniversite hayatım boyunca eğitimini aldığım her şeyin teorikte kalmaması adına pratiğe dökmek ve bunların nasıl sonuçlanacağını merak ettiğim için çok istiyorum. Bu anlamda kendimi çok hazır hissediyorum. Çünkü bilgilerim çok taze. Ne derece yansıtabilirim bilmiyorum çünkü ben lise hayatım boyunca olsun ortaokul ilkokul hayatımda olsun İngilizceye dair çok eğlenceli aktiviteye yönelik şeyler geçirerek gelmemiştim üniversiteye. Bu anlamda İngilizce nasıl öğretilir hocalarımızın da sayesinde iyi şeyler öğrendiğimi düşünüyorum ve bunları ne derece uygulayabilirim aslında kendimi de test edip ya da üstüne neler ekleyebilirim nasıl daha eğlenceli nasıl daha aktif hale getirebilirim bunlar üzerine yoğunlaşmak istiyorum. Şuan keyifli bir süreç benim için aslında.

Katılımcı 11: Hissetmiyorum. Şimdi şöyle. Bir dili öğrenmek ayrı edinmek ayrıdır. Benim İngilizce öğretmenim liseye kadar olmadı. Babamın görevi sebebiyle hep doğuda küçük ilçelerde yaşadık. Oralarda da yani hiç İngilizce öğretmenim olmadı. Lisede ilk defa İngilizce öğretmeni dersime girdi. İngilizceyi ben yabancı arkadaşlarımdan öğrendim yani, okulda öğrendim diyemem. İster istemez mesela dilbilgisi konusunda her şeyi doğru yerinde kullanırım ederim ama karşı tarafa anlatamam ki bizden beklenen de öğretmen olarak bu zaten. Bir kitap aldım Grammar For English Teachers diye kendimi geliştirmek için. Bu konudaki eksikliğim ister istemez beni geriyor yani. Bir öğrenci bir şey sorduğunda onu açıklayabilmek gerekiyor yani. Bu konuda farkındalığımız artırmam

gerektiğini düşünüyorum. Henüz göreve başlamam için vaktim var. Kalan sürede zaten bunu geliştireceğim ama o zaman hazır hisseder miyim tabi bilemiyorum. Sonuçta staj dışında bir öğretmenlik deneyimim yok ve böyle bir tedirginlik yaşamam normal diye düşünüyorum.
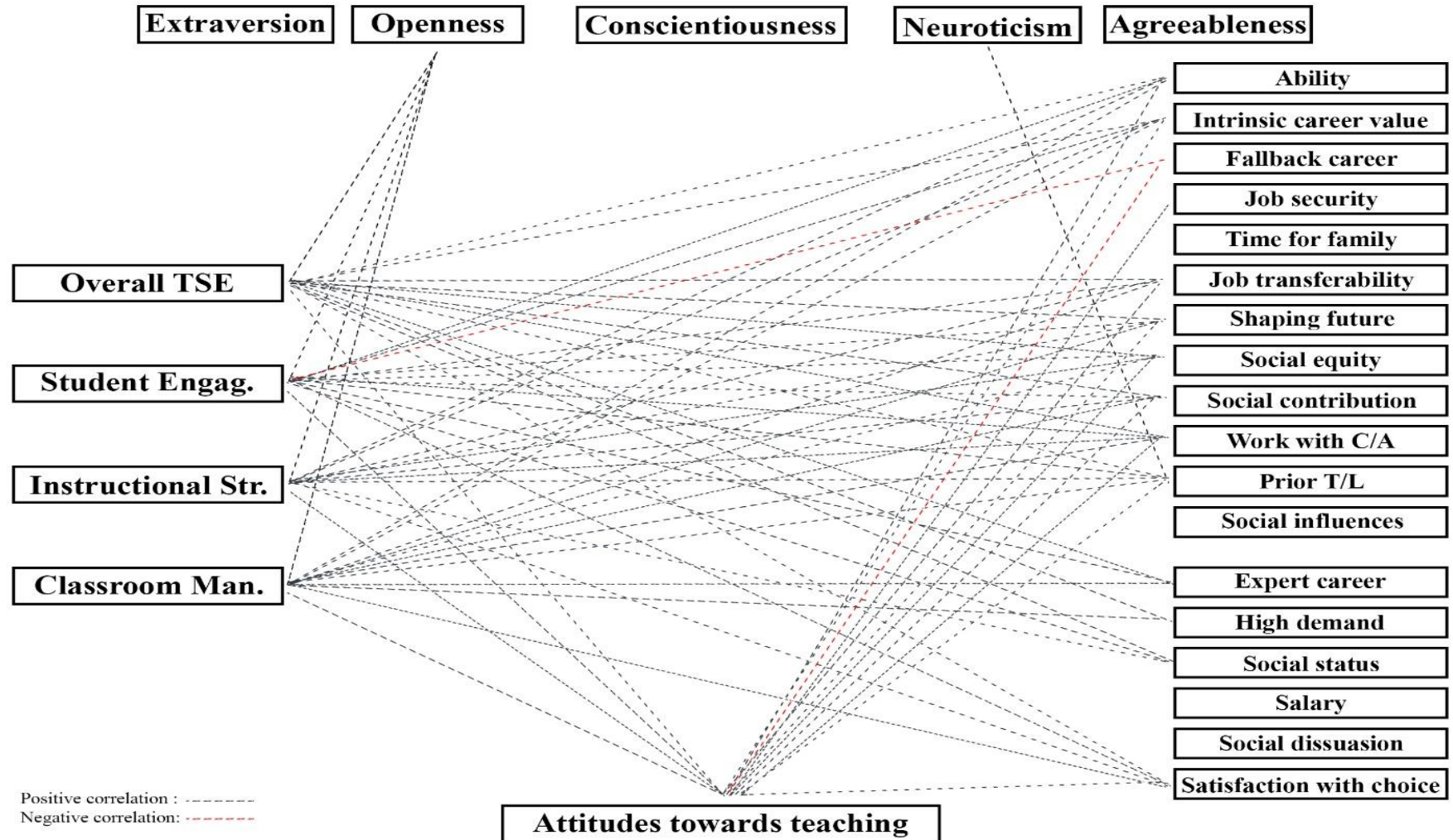
Araştırmacı: Eklemek istediğiniz başka bir görüş, yorum veya eleştiri var mıdır?

Katılımcı 1: Bu noktada eleştiride bulunmak istiyorum. Aldığım Anadolu üniversitesi İngilizce öğretmenliği eğitiminde her şey teorik olarak ilerledi. Pratik olarak yaptığımız sunumlar sınıfta arkadaşlarımıza yaptığımız sunumlardı. Bu konudan ötürü deneyim yoksunuyum. Staj, ilk dönem gittiğim daha çok hocalarımızın yardım ettiği staj döneminde hocalar bizi zaten sınavınız var, o yüzden çok takmayın gibi davrandığı için de aslında deneyim kazanacağımız süreçte biz finallere çalışıyorduk. O yüzden aslında oluşan tüm bilgiler, bence her şey biraz teoride kaldı. Bunları pratiğe dökemedim. Biraz pratiğe dökmekten de çekiniyorum. Çünkü tam emin değilim, güvenemiyorum bilgilerime. Yani bir adaptasyon sürecine girmek zorunda kalacağım. Bu biraz beni üzüyor ama tabi ki de elimizdekilerle değerlendirip en iyisini yapmaya çalışacağım.

Katılımcı 8: Son ekleyeceğim nokta öğretmenliğin genel durumuyla ilgili ve hem atanma konusundaki problemleri hem maaş konusundaki problemleri ya maaş konusunda aslında öğretmenliğin bir suçu yok yani malum ülkedeki döviz kuru belli ekonomi şartları belli. Benim gördüğüm -arkadaşlarım da dâhil- bu şartlar altında öğrenimlerine devam ettikleri için soğuyorlar meslekten. Buna yapılabilecek bir şey var mı yani birçok akademik personelin veya yöneticilerin bilmiyorum ama bu çok ciddi bir sorun yani öğretmen yetiştirebilmek. Staj programından bahsedecek olursak aslında yeterli buluyorum da birkaç noktası eksik mesela öğrenci geliyor ilk hafta öğretmeni izleyebilirsin falan ama o normal bir deneyim elde ediyorsunuz da yani genel olarak öğrencilere çok bir şey verilmiyor. Stajda nasıl ki mesela asıl fakültedeki öğretmen gelir mesela birçoğunda şeyi duymuyorum. Mesela bizim okuldaki hocalarımız hatalarımızı, artı yönlerimizi, eksi yönlerimizi not alıyor falan. Benim ilk dönemdeki stajımda öğretmenimiz geldi yanımıza yani stajda da tamam belli notları falan aldı ya şöyle söyleyeyim ya adam feedback vermekten ziyade işi şey boyutuna döktü yani hani ben milli eğitimde olsam sizi milli eğitimin kapısından bile almam falan dedi. Tamam, yani ilk stajda bir şeyler kötü gidebilir yani hayatımızdaki ilk dersi orada anlatıyoruz. Mesela fakültedeki öğretmenlerin

feedback verirken biraz dikkatli olması lazım. Tek o eksikliği gördüm. Yani o kadar çok nokta var ki kafamda söylerken birbirine girdi düşünceler. Yani her hoca aynıdır demek istemiyorum. Yani şöyle bir derste çok şey olumsuz gidebilir, bir tane hata da yapılabilir, öğrenciler salabilir ama yani yanlışlarla doğruları söylemek yerine bambaşka bir şekilde eleştiri yapıyorlar yani o işin profesyonelliğe de aykırı. Yani ben ona sinir olmuştum ilk başta onun dışında öğretmen adaylarına stajda daha fazla destek verilebilir ders planı yazma konusunda falan hani o konuda öğretmenlerimizle pek fazla irtibata geçemiyoruz bu sorunun bir an önce çözülmesi

APPENDIX-10. Correlations Among the Components of Teacher Readiness in the Pre-Test

APPENDIX-11. Correlations Among the Components of Teacher Readiness in the Post-Test

| Extraversion | Openness | Conscientiousness | Neuroticism | Agreeableness |

Ability
Intrinsic career value
Fallback career
Job security
Time for family
Job transferability
Shaping future
Social equity
Social contribution
Work with C/A
Prior T/L
Social influences
Expert career
High demand
Social status
Salary
Social dissuasion
Satisfaction with choice

Overall TSE
Student Engag.
Instructional Str.
Classroom Man.

Positive correlation :
Negative correlation:

Attitudes towards teaching