

KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS

**INVESTIGATING THE FACTORS LEADING HIGH SCHOOL STUDENTS TO
CHOOSE THE FIELD OF FOREIGN LANGUAGE AS A BEGINNING OF
LANGUAGE-BASED PROFESSION**

MASTER'S THESIS

Mehmet KAYGUSUZ

MAY-2019

TRABZON

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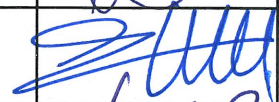
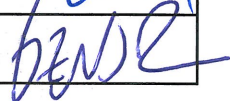
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MAY 2019

TRABZON

APPROVAL

Upon the submission of the dissertation, **Mehmet KAYGUSUZ** has defended the study **“Investigating the Factors Leading High School Students to Choose the Field of Foreign Language as a Beginning of Language-Based Profession”** in partial fulfilment of the requirements for Master Degree in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by unanimous/ ~~majority~~ vote on **19/06/2019**.

Committee Members		Decision		Signature
Title - Name and SURNAME	Mission	Accept	Refuse	
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Approval of the Graduate School of Social Sciences

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Director

DECLARATION OF ORIGINALITY

I, **Mehmet KAYGUSUZ**, hereby confirm and certify that;

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May, 2019

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ÖZET

Bu çalışma, Yabancı Dil Alanını seçmiş 11. ve 12. sınıf öğrencilerinin yabancı dil ile ilgili kariyer tercihlerini etkileyen etkenlerin belirlenmesini amaçlamaktadır. Aynı zamanda, söz konusu öğrencilerin alan seçimlerinden önce yararlandıkları bilgi kaynakları tespit edilmeye çalışılacaktır. Bu çalışmada nitel ve nicel çalışmalardan eş zamanlı olarak faydalanan karma yöntemin Eşzamanlı Üçgenleme Desen'i kullanılmıştır. Nicel veriler çalışma için geliştirilen bir anketin bu alanda eğitim alan 238 öğrenciye uygulanmasıyla, nitel veriler ise 11 gönüllü öğrenciyle yapılan görüşmeler sonucunda elde edilmiştir. Çalışmanın örnekleme Uygun Örneklem yöntemiyle belirlenmiştir. Elde edilen nicel veriler bir istatistik programı kullanılarak nitel veriler ise içerik analizi yöntemi ile incelenmiştir. Araştırma bulguları, dil alanındaki öğrencilerin çoğunlukla içsel olarak güdülendiğini ve kendilerini bu alanda yeterli gördüklerini göstermiştir. Ayrıca öğrencilerin yabancı dil veya diller öğrenerek kendilerini geliştirmeyi hedefledikleri ve kendilerine iş olanağı sağlayacağını ve ileriki hayatlarında çeşitli alanlarda faydalı olacağını düşündükleri için İngilizceye değer verdikleri görülmüştür. Bununla birlikte öğrencilerin mevcut veya önceki İngilizce öğretmenlerinin ve ailelerinin öğrencilerin kararlarında önemli bir etkisinin olduğu belirlenmiştir. Öğrencilerin çoğunluğunun sinema, dizi, şarkı, sosyal medya ve çevrimiçi oyunlar gibi popüler kültürün öğelerinden etkilendiği ve yabancı dillere bu sayede ilgi duymaya başladıkları da bu çalışmanın bulguları arasındadır. Bazı öğrencilerin ise istemeyerek veya mecbur kaldıkları için bu alanı seçtikleri anlaşılmıştır. Son olarak, öğrencilerin Yabancı Dil Alanı hakkında bilgi almak için yararlandıkları kaynaklar araştırılmış ve bu kaynakların İngilizce öğretmenleri, çeşitli forumlar ve bazı sosyal medya platformları olduğu belirlenmiştir. Bu kaynakların tarafsız ve resmi bilgiler sunmada yetersiz kaldıkları tespit edilmiştir.

Anahtar Kelimeler: Yabancı dil alanı, güdüsel etkenler, kariyer tercihi, motivasyon düşürücü faktörler, bilgi kaynakları

ABSTRACT

This study aims to determine the factors affecting the career preferences of the 11th and 12th grade students studying the Field of Foreign Language. Besides, it is tried to unearth the information sources that students utilized before the field selection process. In this study, concurrent triangulation mixed method enabling both qualitative and quantitative data was utilized. Quantitative data was obtained through a questionnaire developed specifically for this study and it was applied to 238 students studying the Field of Foreign Language. Qualitative data was obtained by conducting interviews with 11 volunteer students. The quantitative data analysis was performed via a statistical package while content analysis was performed for the qualitative analysis. The findings demonstrated that the students are mostly intrinsically motivated and they have self-efficacy beliefs in English. Moreover, the students aim to improve themselves by learning foreign languages and they value English since they think it will provide them with job opportunities and they will utilize it in various fields in the future. Furthermore, the current and previous English teachers and families of the students seem to have an impact on the decisions of the students. It was also figured out that most students are influenced by such elements of the popular culture as movies, TV series, social media and online games, and that they started to be interested in English thanks to these elements. On the other hand, it was determined that some students prefer this field unwillingly or under obligation. Lastly, the sources that students utilized to get information about the Field of Foreign Languages were found to be their English teachers, various blogs and some of the social media platforms which are insufficient to yield objective and official information.

Keywords: The field of foreign language, motivational factors, career preference, demotivating factors, sources of information

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INTRODUCTION

In every culture there are several underlying reasons that affect job preference such as economic reasons, social status, interest, family background, social milieu, job opportunities and social interactions. When they are very young, people decide the occupations, by which they intend to earn their lives, meet their primary needs and make their dreams come true. Though some change their minds in the later phases of their lives, there are some certain reasons behind these decisions made consciously or unconsciously in childhood or adolescence. In addition to social or cultural influences, there are also psychological ones which affect the decisions of the individuals. People could value some areas, activities or professions for some reasons such as its utility, the interest or expectancy about them or social interaction. Some of the reasons or one of those reasons or all of them may be influencing the choices of the individuals concurrently. Similarly, these factors might have affected them in the past. Since these reasons are likely to affect the motivation, accordingly the future success of these individuals, it becomes an area of interest for research. Therefore, many studies have been intensively conducted regarding this issue. They dealt with this issue from different point of views. By approaching from a wider perspective, for instance, Weiner (1992) puts forward that ability, effort, difficulty of the task, and luck attribute to the achievement while Eccles and Wigfield (2002: 109-132) proposed that goals, interests and beliefs of people affect their motivation and their success.

On the other hand, recently in Turkey, the quality of the foreign language education in the state schools of Ministry of National Education has been intensively discussed. Some studies have been conducted investigating the attitudes or opinions of the teachers, pre-service teachers and in-service teachers (Eret-Orhan & Ok, 2014). For English language pre-service teachers, there are a few studies regarding their motivational background, Topkaya and Uztosun (2012: 126-134) and similarly, Erten (2014: 30-44) set out to explore and understand the reasons leading the undergraduates of English Language Teaching Departments to choose to teach English. However, what is missing is there are no crystal clear boundaries among the language-based professions, for instance, though not all teachers take the standard education, graduates of linguistics and translation departments could also become English teachers just as the graduates of the English Language Teaching departments though the foci of these departments are different (Kayaoğlu et al., 2013: 262-275). If it is intended to raise the quality of any branch of the language-related professions, the above-mentioned motivational and other reasons leading those high school students to this field are meant to be investigated so as to find useful information about the prospective learners of these language-related departments, if any.

What is more important is to explore the process that students go through consciously or unconsciously rather than the single point when they make their choice. It is not always clear whether students make well-informed decisions on their own or they are made to choose certain ways. Students desiring to attend these foreign language-related departments of the universities need to get the required points in the foreign language test held nation-wide by Student Selection and Placement Center (OSYM). In order to provide students with enough foreign language education for that foreign language test, there is Field of Foreign Language in high schools. This field is preferred by high school students in the second term of the 10th grade. In other words, the students make their choices when they are between 15-17 years old. Wigfield et al (2010: 17) state that it is a final stage appearing after ages 13-14 and “is characterized by an orientation to the internal, unique self-leading to more differentiated and individualized vocational interests, based on abstract concepts of self (e.g. of personality)”. It means they have their own goals, beliefs and expectations for their future and these are also the factors affecting their choices. It is thought that these factors affecting the decisions of young learners could be utilized effectively to increase the motivation of the future students and to yield better student performances.

CHAPTER ONE

1. FRAMEWORK OF THE STUDY

1.1. Background of the Study

This study came into existence as an attempt to raise the quality of the members of language-related professions. Though, existing similar studies concentrate on the education of English teachers, the concern is not specifically only on the improvement of the teacher quality in this study, it is on the improvement of the education of all the members of the language-related professions. Literally, I, as a graduate of an English Language Teaching Department, question whether there are some utilizable or common factors in the background of the preferences of these students to be able to put forward some assumptions and implications for the given problem.

Also, there are some theorists whose arguments shaped the framework of this study. One of them is that once people think that they are able to succeed at various activities, they become more engaged with those activities, and overcome the difficulties and consequently reach the desired success (Bandura, 1997: as cited in Wigfield and Cambria, 2010: 2). Supporting Bandura's claims, Elliot (2005: 52–72) and Linnenbrink & Fredricks (2008: 448–517) claim that one of the factors having an impact over the goal orientation of children is beliefs about intelligence and ability. Thus, the beliefs of individuals towards any activity, any difficulty, their own intelligence and their own ability would probably influence the achievement of those individuals. However, it is not just beliefs that affect the decisions of the people, as claimed by Eccles and Wigfield (2002: 109-132) the motivation and achievement of the students are also influenced by their goals, beliefs and interests. In brief, beliefs, goals, interests, and values might motivate the students simultaneously or each one of them might solitarily lead them during the process of job decision making. It is necessary that these students be investigated to fully understand and explore the underlying factors leading those students to desire to be in language-related professions.

Moreover, some students in the language-related professions experience disappointment when they encounter some difficulties or obstacles. Topkaya and Uztosun (2012: 133) state that deciding a career reluctantly might both jeopardize the quality features of teacher training and result in early future burnout and thus dissatisfaction. This situation could be claimed to be existing for other careers, too. It is thought that this dissatisfaction might be deriving from their being misinformed about the Field of Foreign Language before their preferences. Therefore, there is a

need for the determination of the information sources so as to be able to interpret these sources in terms of their accuracy.

On the other hand, in addition to the misinformation causing dissatisfaction, the dissatisfaction might also result from the career decision process of the students. It is possible that the students might have no other option rather than choosing the Field of Foreign Language. For instance, the field that they desire might not exist in their school. These decisions made under such circumstances are called “fallback career” and these decisions are grounded in fallback career motivation. Fokkens-Bruinsma and Canrinus (2012: 5) call these career choices as default option. There is also a need for the determination of the rate of such students, affected by fallback motivation, among other students. Furthermore, it should be noted that there might exist some instances occurring by chance as well as the ones led by motivational factors. The decisions of the students might be irrelevant to their intentions or the mission of the field. They might be neither motivated nor forced to choose this field however they might have chosen this field with irrelevant reasons. For instance, as I mentioned before as an insider of the field, I have seen some students choosing this field just because their friends are studying that field. This study explores such possibilities hence the concern of this study is to investigate to what extent the decision processes of the students are well-directed. In accordance with all these points, this study is aimed to fill the gaps in the literature and contribute to the future studies.

1.2. Statement of the Problem

This study is conducted with the aim of revealing the profiles of the prospective learners of language-related university departments and by this way contributing to the preparation process of the education policies of these departments. Namely, instead of focusing upon a single point, such as why students want to be English teachers or translators, or whether they are willing to choose this field, it is sought to reveal the “motivational profiles” of the learners by finding answers to the research questions.

The motivational factors include values, intrinsic and extrinsic motivation, beliefs, interest and goals. These factors have major impact upon motivation of the learners, consequently their achievement (Eccles & Wigfield, 2002: 109-132; Pintrich, 2003: 667-686). As an insider of the aforesaid profession, my main concern is the enhancement of the achievement; better performance results from better English teachers, better translators, interpreters and philologists. Thus, the manifestation of the motivational factors leading those students is of capital importance in terms of the enhancement of achievement.

Not all of the students choose these departments by their free will or consciously, which is the main subject focus of this study. In such an obligatory situation, it does not seem possible to

mention any motivation inasmuch as the students are forced and do not have any will or passion, and any achievement would occur by coincidence. Therefore, under this circumstance, the case of the students who end up in this field would be exceptional. This situation is called “fallback motivation” (Richardson & Watt, 2006: 32) and it is necessary to determine the ‘general’ motivational profile of the students. Fallback career motivation is strictly related to the engagement level of the students.

When we speak of engagement, it should be noted that the information sources that the students exploited before their preferences might misguide them letting them feel down after they enter the profession. It is supposed that the determination of these sources is vital for the guidance, if possible, to the management of these information sources. Hence, the items questioning their preliminary information sources were added to the questionnaire.

The last point is that existing similar studies have focused the first grade undergraduates of the teaching faculties as a sample. While some studies deal with the reasons for preferring education faculties, some deal with some specific fields of teaching faculties such as English Language Teaching departments. This study could be claimed to be distinctive since its sample group consists of high school students who made their preferences recently and it investigates the underlying causes for the preference of language-based professions as a whole instead of approaching one single profession.

1.3. Significance of the Study

The awareness of the motivational reasons and intends of the prospective learners would help the educators to be prepared for the needs, expectations and goals of their future students. It is thought that the determination of the motivational profiles of the students might potentially and prospectively help the preparation process of the education policies for the faculty departments devoted to language-based training. The fact that a number of students are in the same classroom does not make them have identical expectations, interests, beliefs and values; does not mean that they have been through the same path. Regarding the students as individuals and understanding that they all have unique backgrounds; mentally prepared educators are expected to shape the students through their goals and to integrate the aims of the curriculum of what they are supposed to teach with the motivational profiles of the students. In other words, educators might not waste their time by teaching skills of a good teacher to the students who regard, for instance, English Language Teaching departments as language schools. The information about the learners’ preferences and reasons for their choices may enable the educators and teachers to plan instructional activities more effectively and, if possible, personal. Lastly, the determination of the information sources that the students benefit from before their career choices is necessary to classify them as correct or wrong

ones so as to manipulate these sources and provide more accurate and helpful information about these professions to the students if possible.

1.4. Purpose of the Study

In Turkey, high school students make their profession choices when they are at the second term of the 10th grade and obviously there are some factors leading them to prefer the aforesaid professions. This study aims to determine the motivational factors affecting those students to choose language-based profession. It seeks to find common points for their preferences if there is any. In addition, it is investigated whether these are common points which could be utilized to contribute the educators in shaping their courses and classes according to students' common backgrounds, beliefs, goals, values etc. Furthermore, it strives for finding what factors are dominant while they are making their decisions, and of course, what has the least effect upon their own choices. Besides, the preliminary sources from which the students get the information about the language-based occupations are investigated as they have direct impact upon their preferences. Last but not the least; the concern will be upon the 'fallback motivation' so as to determine whether there are the ones who reluctantly chose these departments. By finding the answers of these questions, it is aimed to draw a common motivational profile of the given students and gather information about their previous individual experiences or external factors causing their decisions.

1.6. Research Questions

This study is structured on the question of "What are the factors leading high school students to choose the Field of Foreign Language as a beginning of language-based profession?".

This study also seeks answers for the three main questions below:

1. What does motivate the high school students to choose Foreign Language Departments?
2. Which motivational factors are the most dominant for the preferences of language-based professions?
3. How/from which sources do the students get the preliminary information about foreign language professions?

This study also aimed to answer three minor research questions below:

- a) Are there any gender differences in terms of the beliefs of math competence?
- b) Are there any gender differences in terms of the interests of the students in English?
- c) Are there any gender differences in terms of the will to be a teacher of foreign language?

1.6. Statement of the Limitations

The assumptions might not represent all of the Foreign Language Department students in Turkey since this study chooses a relatively small group of subjects as a sample group. Besides, since the students were surveyed and interviewed by an outsider, they might have felt anxiety and it is possible that their responses might have been influenced by their anxiety and shyness.



CHAPTER TWO

2. LITERATURE REVIEW

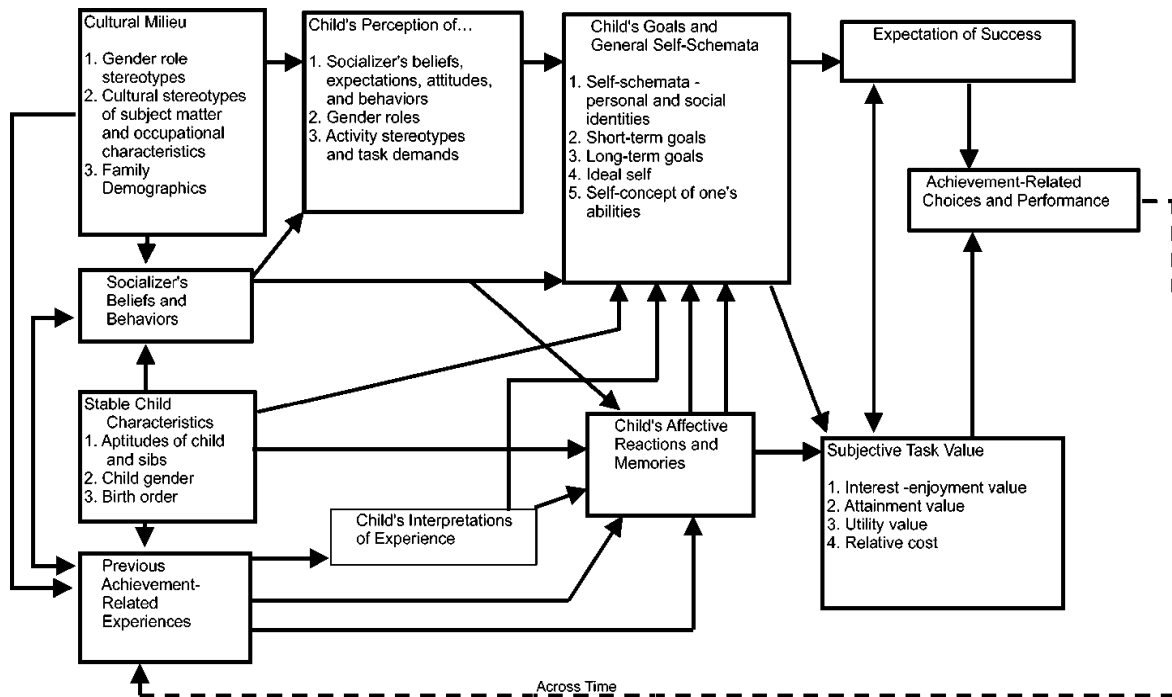
This chapter solely aims to provide an insight to both motivational and other factors leading high school students to choose the Field of Foreign Language. Furthermore, related studies both in Turkey and abroad will be reviewed. Lastly, in this chapter, detailed information will be given about the aims and structure of the Field of Foreign Language.

2.1. Motivational Factors

In this more individualized world, each person has his/her own unique world with their own beliefs, ideas, values, goals and expectations, namely, their own life. Every individual is motivated to survive and struggle for their lives due to these various reasons such as their goals, beliefs, expectancies and values which are constantly shaped from the very beginning of their lives till the end. Just as in every phase of the lives of people, these factors motivate people during their childhood or adolescence to tend to various fields while deciding their careers, effects of which last till the end of their lives making them either satisfied or regretful. Eccles (2018), who works on motivational factors and has become a prominent name in the motivational studies, indicated in an interview that she has always been interested in both why people do different things and how environment affects those individuals (URL 1). Regarding the fact that these differences create various tendencies and these tendencies end up with different careers, there has been a need in the field of educational psychology for the investigation of the background of these differences. The studies regarding those differences motivating people to do different things are called motivational studies which have started with gender issues in the latter half of the 20th century and have been increased and improved in the last decades of the 20th century.

Setting out from this individualized structure of the society, Eccles-Parsons, Adler and Kaczala (1982) studied sex differences in math competence as they thought women choose less mathematics-oriented careers. They proposed a set of influences on students' decisions and values by adding upon the previous mathematical model of achievement of Atkinson (1957: 359-372). They have examined the reasons behind the choices of people throughout the years, developing their own expectancy-value model and Eccles and Wigfield (2002: 119) have examined what leads people to behave, think or do what they do as tabulated in Figure 1. The motivational psychologists generally studied to comprehend the predictors of choice and engagement.

Figure 1: The Eccles et al (2002) Expectancy-Value Model of Achievement



Source: Eccles and Wigfield, 2002: 119.

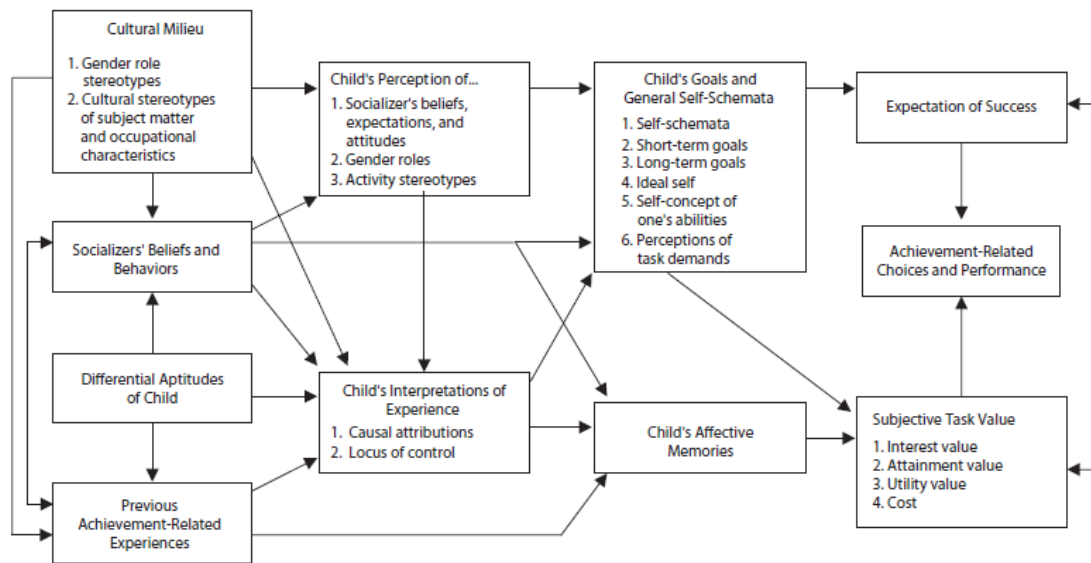
According to this figure, students' achievement related choices and performance are affected by many factors such as aptitudes of child, gender, previous achievement experiences, family demographics, beliefs, expectations, attitudes, behaviours, values, goals and cost. One or all of these factors might be affecting the choice or engagement of the people while some of these factors might be simultaneously influencing the decisions of the learners.

Wigfield, Eccles, Schiefele, Roeser and Davis-Kean, P. (2006: 938) have updated their model as shown in Figure 2. Wigfield, Eccles, Fredricks, Simpkins, Roeser, and Schiefele (2015: 658) interpreted their previous results and they assumed that:

- the positive and negative components of expectancies and values directly influence performance, persistence, and task choice.
- expectancies and values are influenced by task-specific beliefs such as perceptions of competence, perceptions of the difficulty of different tasks, and individuals' goals and self-schema.
- these social cognitive variables are, in turn, influenced by individuals' perceptions of other peoples' attitudes and expectations for them, and by their own interpretations of their previous achievement outcomes and affective reactions to them.
- individuals' task-perceptions and interpretations of their past outcomes are influenced by the socializers' behaviour and beliefs, contextual factors, cultural milieu, and unique historical events.

In this chapter, the influences upon people's decisions of career choice and existing studies related to the concerns of this study are examined.

Figure 2: Eccles and Colleagues' Motivational Model of Achievement-Related Choices and Performance



Source: Wigfield, Allan et al., 2006: 938.

2.1.1. Belief

Belief is one of the major elements which determine the value given by the individuals to some certain activities or events. Beliefs, therefore, affect the young individuals who decide their future occupation. Children seem to have unique beliefs about the things that they are capable of and that they value even during their young ages (Eccles, 2010: 16). Having a direct impact over the people's lives, at the very beginning, beliefs can be separated into two categories; one is the belief of someone about himself or herself and the other is the belief towards any activity. When we mention belief of a person about oneself, it should be noted that it would be about the awareness of self-capacity. While studying the predictors of math anxiety and its influences, Meece, Wigfield and Eccles (1990: 60) concluded that performance is predicted by ability beliefs. Therefore, achievement of the students is directly related to the beliefs of them.

Not only success but also failure could be derived from the beliefs of the individuals as a result of the fact that beliefs are directly related to the goals of the individuals which are shaped according to one's capabilities. Pintrich (2003: 671) claims that these self-efficacy and competence beliefs are "adaptive in terms of representing a fairly accurate perception of one's capabilities". As Bandura (1997) indicated, someone's being intensively optimistic or pessimistic about his/her competence could cause dangers. This danger might occur when someone has outrageous self-confidence and do not carry out the necessary responsibilities, or when someone is too pessimistic about oneself to carry out the required responsibilities.

Having previously categorized goals, values and beliefs, Pintrich (2003: 667-686) separated beliefs into two “families” of constructs: efficacy and competence beliefs, attributions and control beliefs. Efficacy and competence beliefs could be defined as the elements motivating individuals to be insistent and to perform better in the behaviours they expect to be successful. Pintrich (2003: 671), depending on his previous study (Pintrich, 1999) also suggests that these confident students will also be more cognitively engaged in learning and thinking than students who doubt their capabilities to do well. The other category is “attributions and control beliefs” which simply refers to the reasons of achievement and failure and to the level of control that one is supposed to pay attention to control the given behaviour (Skinner, 1966: 559). As cited by Pintrich (2003:673), Pintrich and Schunk (2002) and Skinner, Zimmer-Gembeck and Connell (1998) resulted that “students who believe they have more personal control of their own learning and behaviour are more likely to do well and achieve at higher levels than students who do not feel in control, such as those who are often labelled as learned helplessness”. When we speak of the success or failure, the fact that a person has his/her own control or at least thinks s/he has the control would motivate that person positively. Ryan and Deci (2000: 68) made up of a broader framework for control beliefs focusing upon three basic psychological needs: autonomy, relatedness and competence. They claim that how these needs are achieved determines the engagement level of the individuals. It means individuals feel a relationship between the work and themselves to the extent they meet their needs. Thus, that would directly have an influence upon the works or the level of performing tasks of that person. Especially when we specifically handle the “relatedness” subject in terms of the concerns of this study, inasmuch as the more related a person feels himself/herself to the occupation among the options, the more likely that person would think that the mentioned relatedness would bring happiness.

In conclusion, beliefs of the individuals have been investigated intensively and it is concluded that beliefs of the people towards any activity, themselves, success or failure directly influence the goals and the achievement or engagement of those individuals. However, it is shown that there is a decrease in children’s sense of competence, children’s valuing of achievement and children’s intrinsic motivation though it does not occur for every child (Wigfield et al, 2015). Therefore, when approached under the concerns of this study, it is of utmost importance to investigate whether those high school students have their sense of competence and intrinsic motivations towards foreign language-related career.

2.1.2. Interest

It would not be wrong to claim that human civilization is the result of the curiosity of mankind and it is inevitable for a constant curiosity to turn into interest. Interest might lead people to decide or to choose the interested area when they are supposed to make a decision. It is strictly associated with intrinsic motivation since both of them are based upon the distinctive

characteristics of a person. Hence, another categorization claimed by Pintrich (2003: 673) is interest or intrinsic motivation. Interest or intrinsic motivation is somehow related to the joy one could get from performing an activity. The study of interest dates back to the works of Dewey (1913), Mandler (1984) and Piaget (1966), and for more than a century, the topic has been intensively studied. What was concluded in that century was that interest derives from the curiosity towards any activity or area.

Renninger (2000: 373) examined interest under two subtitles; situational interest and individual interest, claiming that situational interest “refers to elicited attention for content in the sense of enjoyment, curiosity, and so forth, but no assumption can be made about the level of content knowledge.” While he is defining individual interest as “an ongoing and deepening relation of a person to a particular subject content that does, in fact, have qualities of full engagement and task orientation”. Namely, the difference which was obscure in the literature for many years is that while some contents are given attention temporarily (situational interest), some permanently gathers attention (individual interest). Renninger (2000: 390) also states that “people working with contents of well-developed individual interest are motivated learners, in the sense that their activity appears purposeful, sustained, and ever deepening”. The underlying reason for this might stand as a result of the fact that situational interest evolves into individual interest (Hidi and Anderson, 1992) and individual interest ends up with long-term involvement with any given activity.

In spite of the fact that every individual has his/her own interests, for each individual, the level of the value given to some specific activity or situation varies depending on the individual differences. Therefore, students with individual interest are generally more focused and engaged in with the topics they are interested in rather than the way the contents that do not interest them (Prenzel, 1992; Renninger, 1989). Hidi and Renninger (2006: 114) report that those people would pursue to join the activity frequently, and would feel efficacy about it, would value being engaged with the given activity, and could adjust their engagement effectively. This situation would probably bring them the desired success and better grades. Pekrun (2006) supports their claim that people expecting success from an activity and valuing it would experience hope and joy; however, if they don't expect anything, anxiety could be experienced. Later in his study, Renninger (1998: as cited in Renninger, 2000: 374) interprets the results of his previous study as such;

“When contexts of individual interest are inserted in expository passages and contrasted with contexts that are of less well-developed interest, for example, students are likely to recall more points, recall information from more paragraphs, recall more topic sentences, write more sentences, provide more detailed information about topics read, make fewer errors in written recall, and provide additional topic-relevant information.”

Achievement occurs inevitably when students have well-developed interest and approach a course, an activity, a task or any duty.

From a different viewpoint, having an impact over the learning process of the individuals, interest has been closely linked to gender by many researchers. As accepted in the society, different genders are expected to tend to different occupations. Kohlberg (1966; as cited in Wigfield and Cambria, 2010: 17) stated that after individuals realized their gender identities, they constantly evaluate the activities and objects related to their gender identities. That is, individuals lean to the tendencies which are related to their gender. On the other hand, Renninger (2000: 382) claims that it could not always be the case and indicates that though some girls in a school do not engage in with the computers, others could be interested in computers with specific programs in another school. However, this idea cannot still be fully adopted by the society. For example, in Turkey, a woman driving a bus could be on news for weeks since it is still regarded as a job specific to men. If it is to be more field-specific, in Turkey, as an insider I could claim that it is mostly similar for the male students in the language-based classes where the number of the females predominates the number of the males. The studies of Aksu, Demir-Engin, Daloğlu, Yıldırım and Kiraz (2010), Saban, (2003), Watt and Richardson (2007) and Topkaya and Uztosun (2012) confirm that the number of the females is higher than that of the male students.

According to the claims of Wigfield and Cambria (2010: 17), the self-concepts of the individuals aged between 9-13 years old would make them affiliate to the society, and depending on their cognitive skills they would tend to develop occupational interests considering their own social status and self-concepts about their own abilities. As for the following ages after 13-14 years old, there exists a more individualized and abstract phase. In other words, vocational interests form as a result of interests and decisions which are shaped through gender, social group, skills and identity of the individuals. Therefore, it could be assumed that vocational interest proceeds with cognitive development and is directly affected by it. Right at this point, goals are influenced by the interests. At first, artificial or unplanned goals and interests arise together and, similarly, they might deepen and get elaborated.

2.1.3. Goals

There is no doubt that goals of people affect their lives either in short or long terms. They have an important role for learning and consequently success of the people. The choices of people are also affected by the goals therefore future behaviour of the people could be predicted according to their goals just as Elliot and Murayama (2008: 614) indicated that “a goal is conceptualized as an aim that one is committed to that serves as a guide for future behaviour”. Goals are divided into two categories which are mastery and social goals. Mastery goals are personal goals which will bring success to the individual therefore they could be said to tend to academic results. They are related to such aims as trying to improve constantly, overcoming difficulties, gaining new skills and eventually making an effort to understand the things around. As for the social goals, they are the ones required for the person to attain to the society.

Wentzel (2000:111) claimed that utility, importance, interests and financial worries cause students to have different goals, and that how the binding between values and goals are shaped could not be fully understood yet. The values and mastery goal orientations of the students have been positively associated with both self-regulation and self-control.

In the last thirty years, the studies about how the motivation in the classroom occurs have concentrated on achievement goal orientations which clarify which purposes or reasons are leading while students are beginning or approaching a task.

Unlike the early studies which deal with goal orientations in an integrated way, studies tend to focus them separately. Dweck and Legget (1988: 256–273) stated that while students who believe in their own intelligence have mastery oriented goals, students trusting in their own identities have performance-oriented goals. Students with mastery goals want to improve their own skills and to learn new things. On the other hand, children with performance or ego goals evaluate their own competence of learning. They ask themselves ‘do I perform better or worse than my friends?’ Their main purpose is to outperform others. However, it should also be noted that both mastery and performance goals increase intrinsic motivation and accordingly performance and success.

Due to the fact that students with mastery goals are likely to perform better than others, language can be claimed to provide students with a wider point of view leading them to seek out new things to learn and interpret. Furthermore, students outperforming their classmates in the foreign language classes might have chosen the language based departments as a result of being motivated by the performance goals.

2.1.4. Values

The factors mentioned above, especially intrinsic ones motivate the students for their choice of occupation however there are other determinants which are valued by the learners such as respectfulness or utility of the career in question. Meece, Wigfield and Eccles (1990) indicated that values predict the intention and choices of the children. Values mean the importance or the utility of something that is regarded by someone. Eccles (2005: 109) who has studied this field for years defines values as individuals’ will to do the tasks. It is among other factors affecting the choices of the learners since students have beliefs about what is important or, at least, they think about it.

According to the model of Eccles and Wigfield (1995) there are four values regarded as important. These are intrinsic interest, importance, cost and task beliefs. In this model it can be claimed that intrinsic interest is like the personal interest while utility regards how useful a subject is perceived. Additionally, importance and attainment value are pertinent to the perception of how

important it is to perform a task well and whether it is perceived in the centre of the identity of an individual. As for the cost, it is what an individual gives up for doing a certain activity or task. For instance, if a child prefers to read a book instead of playing with his/her friends, there is a cost for reading a book and it is the value given to reading activity. Cost is worth investigating since cost might result in the avoidance of an activity, particularly preference of a something. When examined in terms of the concerns of this study, cost is strictly related to the engagement level of the students to the certain task or activity.

At the first phases of the value studies, value was handled either task or course-specific and Feather (1988: 118) claimed that course-specific values predicted the students' choice of college major. Rokeach (1973) divided these "broad" terms into two categories; designed end states (terminal values) and instrumental values which could be asserted to be the ways to obtain terminal values. Some examples for terminal values are said to be self-respect, happiness, freedom, pleasure and social recognition while instrumental values are about being ambitious, broadminded, courageous and independent for the aimed things (Higgins, 2007: 456).

Eccles-Parsons et al (1983) indicated that differentiation of the values in elementary school occurs just in two ways which are interest and utility values and then, between the grades 5-12 they are divided into three subcomponents; attainment value, interest value and utility value. In spite of the fact that attainment value and above-mentioned situational interests are similar, such interests are based on the individual's oneself and they endure for a longer periods of time. However, utility value is related to perception of the value of anything.

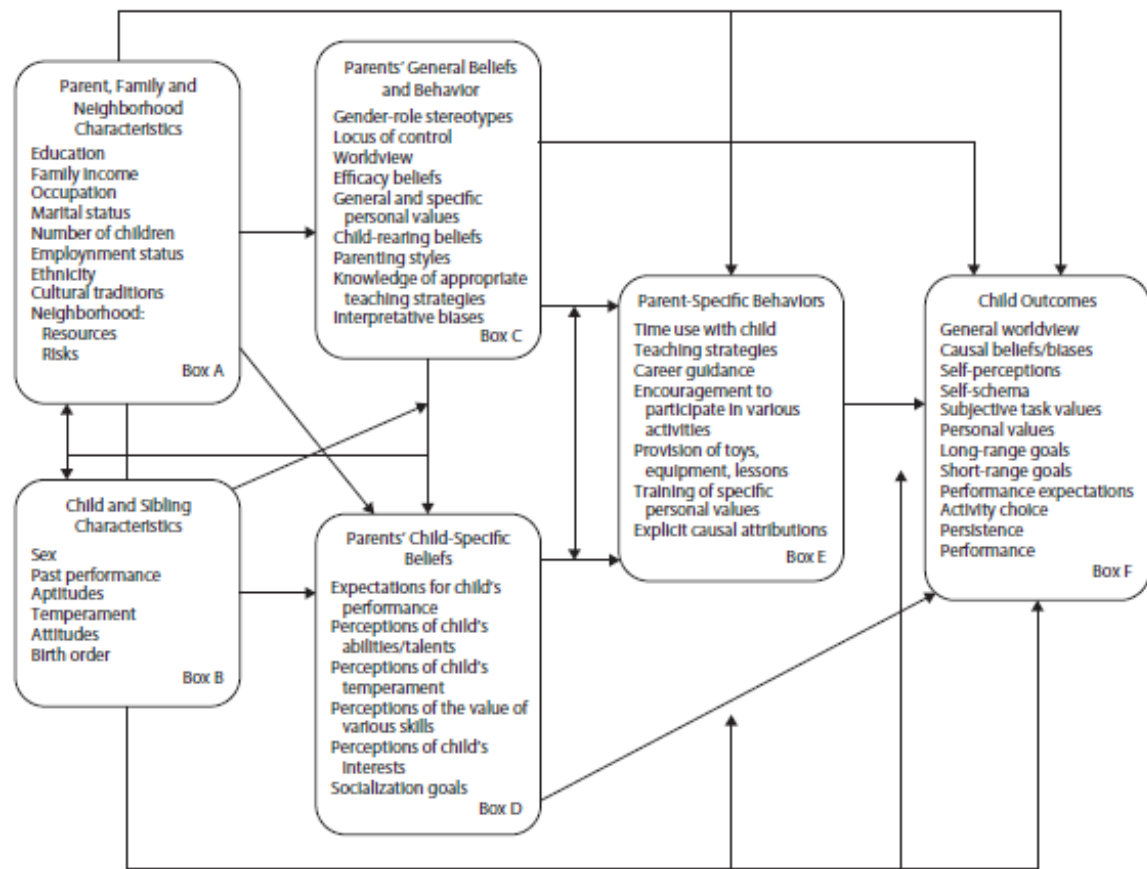
2.1.5. Extrinsic Factors

Extrinsic factors also need to be explained to provide an understanding towards all of the influences on the decisions of young people since not all students are intrinsically motivated about their career goals and plans, even they might not have their own career goals. There might be extrinsic factors motivating children to decide certain professions. Some are guided directly by their parents on their path of career consciously and some are influenced unconsciously. In fact, the beliefs, goals or perceptions of the children could be influenced by the beliefs of the parents about their children's abilities (Eccles-Parson et al, 1983). For instance, in a recent study, Gladstone, Häfner, Turci, Piesch and Muenks (2018) studied the role of parents on the mathematics beliefs of the students and they concluded that parents of boys consider mathematics to be more useful for their children than those of girls. Parents, family, other relatives and neighbourhood characteristics such as their education, cultural background, ethnicity and income could affect the children's beliefs as shown in Figure 3 (Wigfield et al, 2006: 969). It can also be seen in Figure 3 that expectancies of the families also affect the performance and choices of the children.

Family and family characteristics are not the only factors affecting the decisions or goals of the students. There are other reasons for deciding a career. Kyriacou (2000: 117) claimed that extrinsic reasons include “aspects of the job which are not inherent in the work itself, such as long holidays, level of pay, and status”. These reasons are specific to the nature of the target occupations. For instance, Saban (2003) and Topkaya and Uztosun (2012) concluded that having a steady income and a secure job are the influential reasons behind deciding teaching as a career. König & Rothland (2012: 296) stated the extrinsic factors for choosing to teach as ‘job security’, ‘time for family’ or choosing it as a ‘fallback career’ which will be explained in the next chapter in detail. There could be other reasons for deciding for other occupations such as income, flexible hours or its being prestigious.

Extrinsic motivation could be claimed to be similar to utility value since “the activity is a means to an end rather than an end in itself” (Wigfield and Cambria, 2010: 4). However, the difference is that having utility value means being intrinsically motivated, and being intrinsically motivated is having internal satisfaction for achievement while extrinsically motivated students are thought to have external criteria as an outcome (Ryan & Deci, 2000: 71). For example, they expect to be appreciated in more collectivist cultures such as Hong Kong, and perceive getting the appreciation of others positive (Moneta & Sui, 2002). In short, as mentioned above, extrinsically motivated students focus on specific tasks or activities to reach a desired end while intrinsically motivated students do a certain task for its own sake.

Figure 3: Model of Parental Influences



Source: Wigfield, Allan et al., 2006: 969.

2.1.6. “Fallback Career” Motivation

The students motivated by intrinsic and extrinsic factors made their decisions consciously; however, some students might not find opportunities to make their preferences willingly. Such decisions made unwillingly are caused by ‘fallback motivation’ which was grounded by Watt and Richardson (2007: 174) in their expectancy-value theory while investigating the reasons behind the preference of teaching as a job.

Fallback motivation could be mentioned when people may not reach the required opportunities for the desired career or might find themselves in a situation in which they are obliged to make career decisions unwillingly. Besides, there might be some circumstances where people could not make their own decisions independently. As a result of such conditions and so on, people may choose a career as a ‘last resort’ to reach a related profession due to some compulsory reasons, and this situation is called ‘fallback career’. Standing apart from the other motivational factors, to generally speak, fallback career motivation does not arise as a result of the conscious and desired decisions. For instance, students could prefer English Language and Literature Departments

so as just to learn English language and culture to live abroad in the future, which is not among the prominent concerns of those departments. Topkaya and Uztosun (2012: 127) call them as the last resort and Thomson and Turner (2015: 584) did not name all of these possibilities and studied them separately under the title of 'extended reasons' in addition to intrinsic and extrinsic reasons. In a more recent study, Bergmark, Lundström, Manderstedt and Palo (2018: 267) claim that "students entering teacher training based on altruistic and intrinsic motives, may leave the occupation when they encounter a reality that does not match with their perception". However, it is not limited to teaching career but rather it is possible to generalize it to every profession.

Even though fallback motivation sometimes ends up with negative consequences, it does not mean that this situation is hopeless. König and Rothland (2012: 301) who worked on the preferences of the teachers claimed that students who are motivated with fallback effect are less motivated than the ones who are intrinsically motivated. However, they stated that fallback effect is not enduring and with the help of their instructors and as they get familiar with the teaching program. Depending on the claims of König and Rothland, it might be alleged that even though students who get motivated with fallback effect have less commitment to their profession compared to others, they might be promoted in time to engage in the profession. By looking at the existing literature, it is thought that the determination of the rate of the students with fallback motivation to the other motivated students is of upmost importance so as to provide some clues for their future lecturers' awareness.

2.2. Related Studies

Eccles-Parsons et al. (1982), while investigating gender differences in career choice, have developed a model in which perception of a student towards intrinsic and extrinsic values are shaped by his/her career goal, which in turn affects career choices and academic performance. That study has pioneered the career choice studies. In an interview (2018), she stated that she had lived in many different cultures and with many different people which led her to study the reasons of these individual differences and their results (URL 1). Though she has studied upon engineering career choices, existing studies have mostly focused on the underlying reasons behind the decisions of pre-service teachers and their attitudes towards teaching (Kyriacou, Hultgren, & Stephens, 1999; Richardson & Watt, 2005; Thomson, Turner, & Nietfeld, 2012;) which somehow inspired the present study. Kyriacou et al. (1999: 374) separated these reasons into three categories namely, (1) altruistic reasons, (2) intrinsic reasons, and (3) extrinsic reasons. Altruistic reasons are the concerns regarding the good of the society and people. Intrinsic reasons are related to self-perception of the individuals towards the profession while extrinsic reasons are affected by other people or things. In a similar vein, reasons for continuing to teaching were extended by Thomson and Turner (2015: 587) as follows:

“(1) Intrinsic reasons (e.g. wanting to help children succeed, having a personality that is suited for teaching, enjoying the subject they teach, enjoying classroom activities); (2) Extrinsic reasons (e.g. benefits offered by the job such as steady salary, job security, long summer vacations); (3) Job perception (viewing ‘teaching’ as a noble profession with positive social status) and (4) Extended reasons (e.g. teaching as a ‘means to an end’ such as potential for links to other jobs, and/or potential for teaching opportunities in other parts of country or world).”

On the other hand, in Turkey, there are many studies regarding the decisions of people to choose teaching in any field or any specific field. For example, Üstüner, Demirtaş and Cömert (2009) studied the reasons behind the decisions of education faculty undergraduates of choosing a teaching career. Similarly, Eret-Orhan and Ok (2014: 91) claimed that knowing the profiles of the entering teacher candidates and their attitudes towards teaching also provides useful information for teacher educators about the input to be shaped. This claim has constituted a basis for this study as its main concern is to provide undergraduate educators how their future students are motivated towards studying that profession.

As for English language pre-service teachers, there have been a few studies regarding their motivational background. Erten (2009) studied gender differences in academic achievement among pre-service English language teachers, and Erten (2014) also conducted a study to explore and understand the reasons leading people choosing to teach English. Külekçi (2013: 99) worked on prospective English Language learners’ attitudes to teaching as a career and she concluded that “it is essential to target the multiplicity of factors that together impact the decision to enter teaching as a career” and drew attention to the need for the investigation of career choice from a wider perspective. However, present study differs from those studies by its sample since it does not only focus on language teaching departments. This study tends to investigate the preliminary motivational reasons affecting the students in all of the language-related professions.

2.3. The Field of Foreign Language

Field of Foreign Language serves as a preparatory stage in high school for the language-related departments in the universities. In order to be accepted to the language-related departments in universities (i.e. English Language Teaching Departments, English Language and Literature Departments) students are obliged to get at least 180 points from the Language Point Type in the Entrance Exam for Higher Education (YKS Kılavuzu, 2018, https://dokuman.osym.gov.tr/pdfdokuman/2018/YKS/KILAVUZ_28062018.pdf) which is conducted in the summer following the graduation of high school.

There are two exams for the university entrance, the first one is TYT (a basic aptitude test) which includes core subjects such as math and history, and the second is YDT (a foreign language test). YDT consists of 80 questions which test students’ knowledge of vocabulary, comprehension, grammar etc. in English. In order to provide students with the necessary education for this foreign

language test, there is the Field of Foreign Language in high schools. Students have made their preferences for this field when they are at 10th grade since 2015, till when these preferences were made at the end of the 9th grade. The concerned item in the regulations follows as such;

The procedure of placement to the branch is carried by school directorate at the end of the 10th grade by considering the student's ability and achievement on mutual field education, the need of the sector, the demands of the student and parents, and the number of group formation. If the preferences centre upon certain branches, the ones whose end of the year achievement degree at 10th grade is high are given priority. (Millî Eğitim Bakanlığı Ortaöğretim Kurumları Yönetmeliğinde Değişiklik Yapılmasına Dair Yönetmelik, 2015: Madde 5) (Author translated)

Students are given predominantly Foreign Language lesson in 11th and 12th grades in addition to the other compulsory lessons such as Turkish Literature, History and Geography. This field could be claimed to be the first step to the language-related professions. Therefore, as the career decision experiences of the students are fresh these experiences are thought to be reflecting the healthiest information for this study.

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This chapter explains the structure of the research design and provides justification for the reason of embracing mixed method, which combines both the qualitative and quantitative research designs simultaneously, with the setting and the participants, research instruments, the piloting process and data analysis procedure.

3.2. Research Design

This study is structured to utilize multiple research methods in accordance with its purposes since using multiple methods can neutralize and decrease the disadvantages of both qualitative and quantitative research methods (Jick, 1979: 609). Besides, a mixed method design has many advantages with its in-depth structure and confirmatory or descriptive findings. Furthermore, Greene and Caracelli (1997: as cited in Creswell 2003: 164) reported that different methods are required to understand the complex social phenomenon. Creswell, Plano Clark, Gutmann and Hanson (2003: 179) classify mixed method designs into two major designs: *concurrent* and *sequential*. There is a priority among the qualitative and quantitative methods in *sequential research* design while qualitative and quantitative research methods are simultaneously employed in *concurrent research* design which is thought to allow defining the relationships among the variables. Next, Creswell et al. (2003) form three sub-categories for the concurrent design; (a) *concurrent triangulation*, (b) *concurrent nested*, and (c) *concurrent transformative* designs. In concurrent nested research design, one method is dominant and the other one is embedded while the data is integrated while interpreting the data in a study in which concurrent transformative design is employed. With this approach in mind, this study adopts a concurrent triangulation mixed method (Creswell et al, 2003: 183) combining both qualitative and quantitative method since it aims to explain and discuss the findings simultaneously without the intention of solely comparing them.

There are two analysis chapters: the qualitative analysis chapter gives the results of the interview conducted in the study while the quantitative analysis chapter deals with explaining and interpreting the findings emerging from the questionnaire. Since the main concern of the study is

about the beliefs, interests, values and goals of the participants, a need for the in-depth analysis of the reflections of their speeches emerges. Thus, it is quite vital to perform a qualitative study to obtain more deep, rich and unrestricted answers or thoughts. Since it is not possible to observe the motivation of the participants (Mackey and Gass, 2005: 176), and so as to be able to reach as many participants as possible, a questionnaire is employed to be able to gather information from a relatively larger sample. Castro et al. (2010: 342) compiled the strengths of quantitative study as follows:

- a) accurate operationalization and measurement of a specific construct,
- b) the capacity to conduct group comparisons,
- c) the capacity to examine the strength of association between variables of interest,
- d) the capacity for model specification and the testing of research hypotheses.

Since this research is intended to find any association between variables (between gender and fallback career i.e.) quantitative method is practical as well as it is useful to test research hypotheses. In line with the aims of this study, to determine the common factors leading students to the language-related careers, to investigate whether their decisions are made consciously, and whether they have enough preliminary information about the Field of Foreign Language, a questionnaire was utilized, which is useful to obtain a vast amount of readily accessible information (Dörnyei, 2007).

However, the limitations of the quantitative research are not ignored and that is one of the answers for why the qualitative method is also employed. Qualitative approach is expected to prevent decontextualizing the information in this study and thus, overcome the inevitable limitation of quantitative method.

Briefly, this study benefits from both qualitative and quantitative instruments to obtain the necessary information from the participants to investigate the motivational and other factors leading students to decide a language-related career.

3.3. Participants and Setting

In line with the goals and main concerns of this study, current study was conducted in total 11 high schools in Antalya, Bayburt, Erzurum and Trabzon cities in Turkey. These cities are determined due to the considerations of accessibility and time. Antalya is located in the south, Trabzon is located in the north and Bayburt and Erzurum are located in the eastern regions of Turkey. The participants in Erzurum, Bayburt and Trabzon are accessed by the researcher himself and the ones in Antalya are reached out via a colleague of the researcher. The high schools include nine Anatolian High Schools, an Anatolian High School for Girls, and a Vocational High School.

Since the population of this research only comprises the 11th and 12th grade high school students studying the Field of Foreign Language, convenience sampling was preferred to recruit the participants since “members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer” (Dörnyei, 2007: 98-99).

The participants were chosen among 11th and 12th grade students aged between 15-20 years, who have chosen the Field of Foreign Language at the end of the 10th grade. The underlying reason behind selecting high school students as a sample is that they have recently decided their career, and therefore, their experiences, feelings and goals are thought to yield ‘fresh’ information for this study.

A total of 268 students constitute the sample group for this study, 30 of which were surveyed during the piloting process and the remaining 238 students were surveyed for the main study. The main sample group consists of 238 students studying the Field of Foreign Language in 11 schools in four cities in Turkey. The group is made up of 154 female and 79 male students while 5 of them did not indicate their gender. 141 of them are 11th grade while 97 of them are 12th grade students. On the other hand, nine of those students in one of those schools were interviewed at their schools while 2 students from another high school were interviewed on phone on a volunteer basis.

3.4. Research Instruments

3.4.1. Interview

In accordance with the nature of the qualitative research, a semi-structured group interview was conducted with 9 students at 12th grade in an Anatolian High School in Erzurum. As Seidman (2006: 10) indicated interviewing enables the researcher to reach the context of people’s behaviour yielding the meaning of that behaviour. Before conducting the study, permission was requested from the Ministry of National Education(MONE) and it was obtained (see Appendix F). It was also mentioned that it is based on voluntariness for students to attend the interview, and confirmatory explanation was made about the confidentiality of what they say. It was clarified that their answers are not shared with anyone except for the researcher.

Seeing that the students are studying for the university entrance exam, contacting with them was either prevented by school principals or they did not attend the classes regularly. Thus, in another school when it was asked if the students would like to participate in a telephone interview, two of the students voluntarily shared their numbers, and telephone interviews were made with both of them separately. A telephone interview *“is the process of gathering data using the telephone and asking a small number of general questions”* (Creswell, 2012: 219) a telephone

interview is conducted once the researcher could not contact with the participant one-to-one communication. Each of the telephone interviews lasted for approximately 8 minutes and a total of 16 minutes, and their voices were recorded, about which the participants were previously informed.

Once the answers of the students started to repeat, it was decided to end the interviews according to “saturation theory” in which “once the investigator concludes that response saturation has been attained, sampling ceases” (Castro et al, 2010: 343).

The interview was mainly made up of 8 main questions as listed below (see Appendix D).

- *Could you tell your story of choosing Field of Foreign Language?*
- *Before making your preferences did you get information about Field of Foreign Language? How and from whom did you get support for your decision? Could you elaborate on this?*
- *Do you think you will be happy when you graduate from the Field of Foreign Language?*
- *Do you feel any regret preferring the Field of Foreign Language now?*
- *Do you have any career plans? Could you talk about them?*
- *Which foreign language/s influenced your career decision? Could you please explain the reason/s?*
- *Do you remember your first contact with a foreign language? Can you elaborate on this, please?*
- *Did you have any information about the Field of Foreign Language before you chose this field.*

The questions are constructed in line with the purpose of the current study. The questions aim at exploring the stories behind their preferences with a view to determine whether there are some certain similarities or contrasting points. In addition, their preliminary information sources are tried to be noted down in order to get some clues about potential factors in students' choice. Besides, their expectations, goals, plans, feelings and supporters during that process were intended to be examined thoroughly via the interview so as to attain some ‘untouched’ and deep insight together with the results of the questionnaire. How the interview was conducted is explained in the ‘Data Collection Procedure’ below, in detail.

3.4.2. Questionnaire

In order to reach as many students as possible in relatively short amount of time, a questionnaire was utilized in this study. The preparation procedure and the structure of the questionnaire are discussed below.

Having done a comprehensive literature review on this issue, I visited the Department of Translation and Interpretation in Ağrı İbrahim Çeçen University upon a lecturer's permission and had the chance to ask the students to voluntarily write why they chose a language-based profession. I warmly encouraged them to air their views and experiences in any way they liked. This enabled me to see what was missing in the literature review. What followed was the investigation of the main themes from their answers. Afterwards, those themes were included and some items were adopted from the study of Watt and Richardson (2007: 179) and a total of 67 items were listed under the following categories: *“Interest, Goals, Initial Interest - Learning Experience, Attainment Value, Utility Value, Self-efficacy, Cost value, Work-avoidance, Social Influence and Fall back-career”*.

After adding demographical questions, I cooperated and collaborated with a colleague who is an expert on scale development studies upon the clarity, intelligibility and grammatical accuracy of the language of the items, the number of the items which are thought to be accurate and useful for data-gathering process was reduced to 39. Later, upon discussing the draft with my supervisor, two more items were extracted and eventually resulting in 37 items before the pilot study. Following the piloting process, 37th item was also omitted from the questionnaire which decreased the reliability of the study.

The questionnaire is made up of two main parts with an additional informed consent section and it was developed specifically for this study in Turkish so that students could easily understand each item (see Appendix C).

Part 1: This part includes three questions for demographical information; age, gender and class. However, no private information was demanded to ensure confidentiality. Besides, it also includes 7 questions which aimed at discovering their background stories to choose the Field of Foreign language, and their goals. The questions are listed and explained below.

1. *Other people have affected me while deciding this field.*

The first question is two-phased. In the first phase they answer the question with “yes” or “no”, and following them there is an explanation; “If Yes: (Please, mark **only the most influential one**)”.

There are six options following this explanation aiming at determining who affected their decisions, if any.

2. *There is someone who can speak a foreign language in my family:*
3. *Do you play online games?*

The second and third questions are expected to be answered with “yes” or “no” options. For the first, second and third questions, there are boxes in which students are to mark.

4. *In which field do you plan to study or work in the future?*
5. *I liked English first with _____.*
6. *When I learn English completely, _____.*
7. *How old were you when you were first interested in English?*

For the last four questions of the Part 1, students are required to choose only one of the options presented beneath each question. Questions five and six are for sentence completion for which also options are presented below the questions.

Part 2: As for this part, a 5-point likert-type scale was constructed to explore to what extent participants agree with the item statements. The scale ranges from *totally agree* to *totally disagree*, and between them there are *agree*, *no idea*, *disagree* respectively. Students are to mention their agreement or disagreement level for the statement. Besides, the items are scattered randomly with the intention of allowing students to make their preferences without being affected by other items.

36 items were decided to be included in the questionnaire after completing the pilot study addressing the themes: the beliefs, self-efficacy, interests, goals, values, prior learning experience and extrinsic motivations of the participants. Also, the effect of fallback career is included. The items and what purpose they serve are reviewed below.

1. *I think it is important to speak English.*
2. *I think I have the abilities in English.*

Both questions deal with the beliefs of the students. The first one is to figure out the *beliefs* of students towards English while the second one is added to get information about their self-efficacy *beliefs*.

3. *I think the activities in English (Foreign Language) lesson are enjoyable.*
4. *I think subjects taught in English lesson are enjoyable.*
5. *The homework given in English lesson interests me.*
6. *I have always looked forward to English Lessons*
7. *I like learning new words in any foreign language.*
8. *I like learning a new language.*
9. *I like learning new cultures.*
10. *I like watching movies in English.*
11. *I like reading books in English*

12. *I like listening to music in English*

From third to the twelfth items, the focus of the questions is about students' interest in foreign languages and cultures, especially English language and culture.

13. *I have always been impressed by English since my childhood.*

14. *I have usually liked my previous English teachers.*

Following two items, 13th and 14th, aim to investigate whether the previous English teachers and students' previous teaching experiences play a role in leading them to make their preferences.

15. *I am more successful than all of my friends in English.*

16. *I regard English as a part of my life.*

17. *Every new information about English increases my interest for the lesson.*

18. *My current goal is to learn a foreign language.*

19. *I would like to make oral translation.*

20. *I want to be able to understand the songs in English.*

21. *I want to be able translate a text from English to Turkish.*

22. *I want to be able write a text (Short story, poem, article, essay) in a foreign language.*

23. *I would like to be able to watch the TV series, which I follow, in English.*

24. *I want to meet people from different nations.*

25. *I want to become a teacher of foreign language.*

26. *I think I might help people by learning a foreign language.*

Items from the 15th to the 26th on the scale are to examine the goals of the students who have recently made their career choices. The 15th item seeks to find whether the students have performance-oriented goals while the ones between 16th and 25th items seek the ones who have mastery-goals. The 26th one is different from the others inasmuch as its purpose is to find out whether any of the students have altruistic goals which mean struggling for the good of the society.

27. *I think it will be useful to be able to speak a foreign language in future.*

28. *I think the Field of Foreign Language will provide me with various job opportunities.*

29. *I don't think I will be successful in an occupation unrelated to languages.*

30. *I think people respect the ones who can speak a foreign language.*

31. *I want to learn a language and travel to the countries where that language is spoken.*

32. *Spending time with foreign language lesson is more enjoyable than spending time with any other lesson.*

Items between 27th and 32nd items, address the values of the respondents. The items 27, 28, 29 and 31 are about the broad utility value of speaking language/s while 30th one is more specific about the social utility of speaking language. The last one is on the cost value of spending time with a language, namely whether participants give up other things to spend time with English or any other language.

33. *I am unsuccessful at math courses.*

34. *I wasn't sure which field I desired while making field choice at 10th grade.*

35. *The Field of Foreign Language was not my first choice.*

36. *In the future, I want to work in an occupation unrelated to the Field of Foreign Language.*

The last four items are about the fallback career, namely, they are added to figure out whether students choose the Field of Foreign Language willingly or consciously.

3.5. Piloting Process

With the aim of testing the readability, wording, length and accuracy of the items on the questionnaire and the interview questions, their initial forms were sent, via e-mail, to three MA students who both study in Applied Linguistics in Karadeniz Technical University and work as English teachers in Ministry of National Education. They were asked to check it up and mark down unclear, incomprehensible and confusing items if any. After receiving feedback from them, the items on the questionnaire were rearranged in line with the revisions they indicated.

In the next step, before surveying the main sample group, the questionnaire was conducted with thirty 12th grade students which is a relatively small group when the main sample group is considered. Cresswell (2012: 390) indicates that testing the items on a small number of participants can usually enable the researcher to realise which ones to use or not to use. Thus, the results obtained from the pilot were coded in the SPSS (Statistical Package for Social Sciences, version 24). The reliability of the scale was tested via Cronbach's Alpha reliability test. The score of the Cronbach's Alpha reliability test was 0,76 (shown in Table 1) and the standard deviation of 37 items was 11,04 as shown in Table 2.

Table 1: Cronbach's Alpha Reliability Test Score Before the Change

Cronbach's Alpha	N of Items
,768	37

Table 2: Scale Statistics Before the Change

Mean	Variance	Std. Deviation	N of Items
65,8846	122,026	11,04654	37

Each of the 37 items was examined in terms of their item-based reliability results, and it was scanned to what extent the scale reliability would change if the item was to be deleted. It was determined that there was a problem with two items; item 36 and item 37. It was realized that number 36 (*In the future, I want to work in an occupation unrelated to the Field of Foreign Language*) required to be recoded again since it contradicts with the item 29 (*I don't think I will be successful in an occupation unrelated to languages*). Moreover, item 37 (*I want to move abroad in the future*) was not clear and thus, it was perceived by the students as both positive and negative way. After extracting the item 37, and after recoding the item 36 which contradicts with the item 29, the results of the statistical analysis have occurred as illustrated in Table 4. The score of the Cronbach's Alpha reliability test raised to 0,81 (shown in Table 3) and the standard deviation of 36 items was found as 11,63 (shown in Table 4).

Table 3: Cronbach's Alpha Reliability Test Score After the Change

Cronbach's Alpha	N of Items
,810	36

Table 4: Scale Statistics After the Change

Mean	Variance	Std. Deviation	N of Items
61,3462	135,355	11,63423	36

At the end of the piloting process, it was concluded that the scale had high reliability or internal consistency since Creswell (2012: 606) reports “a coefficient of .93 is a high coefficient; .6 is an acceptable level for determining whether the scale has internal consistency. With a .72 reliability coefficient, the reliability is satisfactory for the scores”.

3.6. Data Gathering Process

The data gathering process for this study lasted almost two months. The first thing to do after forming the draft questionnaire, namely before piloting, is to apply Ministry of the National Education for permission. Within this scope, the initial application was completed on the official website of the Ministry (<https://ayse.meb.gov.tr/basvurudev/>). Then, the necessary documents including the questionnaire, interview questions, consent form and thesis research proposal were submitted to the Institute of the Social Sciences of Karadeniz Technical University. The permission

from the Ministry of National Education was granted to the researcher in twenty days. Following process was two-phased for obtaining the qualitative and quantitative data.

For qualitative data, a semi structured group interview was conducted. After receiving the permission from the Ministry of National Education, I contacted my former English teacher and learned that there were 11 students in the twelfth grade in the Field of Foreign Language. I visited the school principal in his office, explaining him the intention of this study with the permission documents from the Ministry. Next, I went to the classroom with my teacher as a guest, after introducing myself to the students and having some ‘chitchatting’, the teacher told the students why I was there and left the classroom. Two of the students did not attend the class that day so there were 9 students. I explained the goals of this study and what I would like to discuss about briefly. I asked them if they would like to talk in private one-by-one or have a group discussion. They indicated that they would feel more comfortable when they are together. Next, I distributed the informed consent (see Appendix A) reminding them they were not obliged to attend if they were reluctant. All kindly agreed to do so. What I did first was to tell them that I graduated from that school, and I narrated some of my stories back in the past, and we laughed, which resulted in the creation of a friendly atmosphere free from anxiety. My purpose was to make them feel intimate and be honest with their answers since I had to record their voices while they were talking. I informed them about the recorder and they all welcomed it.

There were eight questions on the interview form and the students discussed them respectively. All I did was to ask some supportive questions to make them go deeper when they talk. It lasted for almost 21 minutes to cover all of the questions. Following the interview, I also administered the questionnaire as there was very favourable atmosphere to get students involved in responding to the items willingly.

Since 12th grade high school students were studying for the university entrance exam when the data were being collected, some school principals did not let the researcher interview the students face to face as they thought it would waste their time. Therefore, telephone interview was conducted with two students from another school, who willingly agreed to share their phone numbers and make a phone interview.

For quantitative data, the first phase was to call principals of ‘accessible’ public high schools in Ağrı, Antalya, Bayburt, Erzurum, Gümüşhane and Trabzon to ensure their permission and collaboration. The school principals in Ağrı and Gümüşhane reported that there were no students studying the Field of Foreign Language at their schools. After determining the public schools, firstly, the permission was requested from the Ministry of National Education to survey the students. Later, upon receiving the permission documents I visited two schools in Erzurum. One of them is where I conducted the interview and the second is another Anatolian High School. After

explaining for what purposes the questionnaire serves to the school principal, I surveyed the 12th grade students studying the Field of Foreign Language.

For the main body of the survey, I visited five high schools in Erzurum, three in Trabzon, and one in Bayburt. I got in touch with a colleague in Antalya who conducted the questionnaire in an Anatolian High School.

3.7. Data Analysis Procedure

The data analysis process of this study was performed in two stages; qualitative and quantitative analyses. For the qualitative analysis, the first step was the transcription from the recorded data to the text data. As Creswell (2012: 239) indicated “transcription is the process of converting audiotape recordings or fieldnotes into text data”. The next step was to translate the text into English since interviews were conducted in Turkish, native language of the participants. By using a computer, the striking points thought to yield valuable data were marked and coded manually in different colours. The themes emerging from these labelled points were categorized, and under the relevant categories they were described and presented.

For the analysis of the quantitative data, the first phase was to assign a number to each questionnaire so as to be able prevent any confusion. The data obtained via questionnaires were input to the Statistical Package for Social Sciences (SPSS, v.24.0). The items were coded from 1 (*totally agree*) to 5 (*totally disagree*). Upon completion of data entry, descriptive frequency analyses were conducted to determine the demographic features of the sample group. At the next phase, the reliability of the test was checked over with Cronbach’s Alpha Reliability Test, which was also utilized during the piloting process. What followed was the determination of frequency and percentage calculations for each item to provide descriptive answers for the questions seeking descriptive answers. As for the testing of the significant differences between dependent and independent variables such as gender and fallback career motivation, the Mann-Whitney U Test was utilized so as to be able conduct inferential analysis. As Creswell (2012: 187) implies “when you compare groups or relate two or more variables, inferential analysis comes into play”. Lastly, the results of the quantitative analysis were reported and interpreted.

CHAPTER FOUR

4. FINDINGS AND DISCUSSION

4.1. Analysis of the Qualitative Data

This chapter is solely dedicated to the analysis and discussion of the data obtained from the face to face interviews with 9 students and 2 telephone interviews. Due to the consideration of confidentiality, the names of the students and their schools are not released. Therefore, the names of the interviewees were switched into S1, S2, S3, S4, S5, S6, S7, S8, S9, S10 and S11.

The interview consisted of 8 main pre-established questions and additional inquiries according to the answers of the students. The interviews were conducted in Turkish so as to ensure anxiety-free atmosphere in which students could articulate their thoughts freely.

The categories arising from the answers of the interviewees were arranged in line with the research questions. Furthermore, the information sources the students reported to have benefited from in their field selection were also presented and discussed. Moreover, the factors which demotivate students were also explained in this chapter. Last but not the least, the data emerging from the partly open-ended questions in the questionnaire were presented and discussed at the end of this chapter.

4.1.1. Motivational Factors

4.1.1.1. Interest

Since it is directly linked to the success, the first concern of the interview was upon whether the students are interested in foreign language/s or not. Indeed, students are somehow interested in English. When they are asked about the story of their decision of choosing the Field of Foreign Language, some of them indicated that they have been interested in English since their childhood, and they are intrinsically motivated towards English. Even though they could not explain why they call them so, they call English and other languages as “nice”:

S8. *I really liked it and thought “English is such a ‘nice’ language.*

S1. *It all began with the first English lesson in primary school, since then, I always said ‘I will choose the Field of Foreign Language’.*

S6. *I heard English in my brother’s university class. I liked it so much. I figured out that there is another way for me to express myself.*

Furthermore, some of them are interested in other languages as well as they admire English. However, since they do not encounter other languages in schools, they come across them in books, songs and TV series.

S9. *In addition to English, German also interests me. I can say that I like languages as a whole. Also, Korean interests me because I like to watch Korean TV series.*

S3. *My interest increased not only on English but also on other languages. Mostly English, yet songs and movies in French really interest me. It is beautiful, they speak so ‘nice’.*

Moreover, once they are asked whether they feel any regret for their preferences, each one of the students responded that they feel no regret even though they face some difficulties. For instance, some of them changed their schools to be able to study the Field of Foreign Language while some of them figured out that English is harder than they assumed. Yet, their answers were shaped as follows:

S2. *When I first encounter the lessons in this field, I was shocked and I had some difficulties but I am not regretful now.*

S5. *I did not think English was hard. I am not regretful.*

S10. *I never feel regretful.*

S11. *I do not feel any regret.*

What is new for the literature is that a few of the students consider people speaking or studying English are “cool”. They admire them and it is assumed that they play an important role shaping the students’ choices. The responses are as follows:

S11. *On the other hand, students studying language were very ‘cool’ and I had a little bit of interest in English. So I chose this field.*

S8. *I really liked it and thought “English is such a ‘nice’ language. It sounded very ‘cool’ to understand and translate a language.*

Lastly, just as they are asked “*do you think you will be happy when you work in a language-related profession?*” each one of them unexceptionally answered “yes”.

4.1.1.2. Goals

Among the intrinsic motivation factors are mastery-oriented goals and performance-oriented goals. It seems that the interviewees are strictly tied to their goals and they shaped their careers according to these goals. They have their own goals and some of them actually seem to have planned their careers already. Some of them are planning to improve themselves from the beginning to the end. In other words, they have mastery-goals:

S3. *I want to do double major at the university such as International Relations or Foreign Trade in addition to the Translation and Interpretation. I have no intention to stay in this country, because there is no sense in staying.*

S2. *I want to improve myself and be an academician. Next, I would like to give lectures.*

S8. *I want to study for master degree. Later, I want to go further as an academician.*

S10. *If I could manage, I would like to study Translation and Interpretation at Ege University. I do not want to work in an office, I do not want to do any desk job.*

On the other hand, some of them felt motivated after being more successful than their classmates at their English classes. As it was mentioned in the literature review, they are motivated with the feeling of outperforming their peers. The goals emerging after such kind of motivation are called as performance-oriented goals and two of the interviewees reported such goals:

S1. *I cannot remember the previous events. However, our teacher was once teaching “am-is-are” subject and giving examples such as “this is a three”. I realised that everyone in the classroom was bored and nobody liked it. Yet, I could do it. Then, I became successful and I started to love it. I loved it in high school, too, and I am here.*

S9. *While I was at 10th grade, my English was better than other students. And I got along well with my English teacher. She told me “You can be successful if you chose the Field of Foreign Language”. So, I did it.*

Lastly, as it is reported in the literature review, another factor influencing the students' decisions was their will to be an English teacher. Three of those students who desire to be English teacher consider being a teacher is easy. One of them also indicated that the opportunity to have long holidays is enough to convince her to tend to this career. Their responses to the question about their career plans are as follows:

S4. *I want to be a teacher. Our teacher once told us that after being a teacher it is possible to go abroad and get a training about child education. I want to return to my country and work in private sector, not in public service.*

S6. *I want to be a teacher as it is an easy job. You might have long holidays. (She laughs while saying this.)*

S7. *I want to be a teacher, too. I think it is an easy job.*

S11. *I am not certain yet. However, being a teacher is on the top of the list. I do not want to study English Language and Literature; it seems very hard to me.*

For especially the student S11, it could be assumed that he was also affected by work-avoidance factor, a phenomenon in which the reason people prefer something is just because they avoid something, which is analysed in detail under the fallback career motivation category.

4.1.1.3. Values

Values are among the prominent motivational factors, exercising a great influence upon people's attitudes and choices. They are either the reason or the result of the interest people have against some phenomena. Since the interviewees reported their interest in English, it can be assumed that they had their own values for the importance and utility of languages. For instance, one of them indicated the importance of speaking a foreign language and narrated that she could express herself via a foreign language in addition to her native language.

On the other hand, some of them implied their reasons for being interested in languages and their expectations from graduating from the Field of Foreign Language. They can be claimed to have utility values towards language learning since their concern is on the profit they can get from being a bilingual. They revealed their ideas as follows:

S9. *I read on internet that translators earn 10.000 Turkish Liras per month. It really attracted me. What is more, I am especially interested in English. Since it is easier and most of the TV series are also in English.*

S10. *If I could be a teacher or a translator, I will be very happy. I would like to be happy in terms of my financial situation.*

4.1.1.4. Extrinsic Motivation

While some of the students intrinsically get motivated due to aforesaid intrinsic reasons, some of them are influenced by extrinsic factors. Three extrinsic reasons seem to have affected the students' decision; their families, their English teachers, and the elements of popular culture (movies, songs, games etc.).

4.1.1.4.1. The Influence of English Teachers

Most of the students reported to have first met with a foreign language through their English teachers. Most of them announced positive relationships with their English teachers prior to their decisions. Thus, one of the most motivating factors is their relationship with their English teachers. However, one of the students unfamiliarly pointed out that although he used to hate English beforehand, he overcame his prejudgements towards English owing to his good relationship with his English teacher. He told his story behind his career decision as follows:

S10. *Until I was at 10th grade, I used to hate English. At 10th grade, I liked my English teacher, however we always had arguments upon the utility of English. Next, I developed a passion for English, and all I thought was to get a high grade from the exam. However, I could not. Therefore, I was getting more interested in with English. So, thanks to my English teacher, I chose this field. Before my English teacher, I had no interest in English.*

Another interesting point was the guidance of those English teachers. Interviewees' current or previous English teachers recommended them to choose the Field of Foreign Language. That those teachers thought their students had necessary skill to study the Field of Foreign Language was the reason for their guidance. One of those students was also among the ones who had performance-oriented goals. She told her story of choosing the given field as follows:

S9. *While I was at 10th grade, my English was better than other students. And I got along well with my English teacher. She told me "You can be successful if you chose the Field of Foreign Language". So, I did it.*

4.1.1.4.2. The Influence of Family

The first contact of the every individual in the life is the one with their families. People grow up among their parents, siblings and other relatives. Therefore, people are inevitably affected by

the attitudes and worldview of their families at every phase of their lives. Career decision of an individual is also affected by the opinions of the members of their family. The participants of the interview also reported how their families affected, led or guided their career path. The students, as mentioned in the related studies, relied upon the suggestions of their families. The answers of the respondents to the question “did you get support for your decision?” follow as such:

S8. (...) *I talked to my father and he told me “Choose where you want and where you think you will be happy.”*

S2. *I got support from my aunt. At first I chose the field of Mathematics, it was what I wanted. Yet, I did not want to do a job I did not like. With the support of my aunt, next, I chose the Field of Foreign Language. (...) By the way, my aunt is studying Medicine in English.*

S1. *My older siblings had information about this field and they said that there would be relax atmosphere at the Field of Foreign Language.*

Yet, not all families got involved in the career decision process of the students even though they do not reject their decision. They seem to have not taken responsibility for their children’s career choices:

S5. *My cousin is an English teacher. I talked to her, I was very hesitant about choosing this field, though. Literally I am always indecisive. I asked my family about this. They told me “we do not interfere, if you like English, you should choose it”.*

S10. *My family did not interfere in my decision, actually they never do it.*

4.1.1.5. The Influence of the Elements of Popular Culture

While presenting the findings about interest above, it can be seen from the expressions of two students who included “cool” while depicting either English or English speakers. Pountain and Robins (2000) indicated that “in the last few years, the term cool has increasingly become the favoured language of popular culture and, in particular, youth culture” (as cited in Nancarrow, Nancarrow and Page 2002: 311). Besides, as it can be seen below from the answers of the students that they were excessively affected from the elements of the popular culture which includes books, movies, songs, TV series, art, radio and recently and most influentially social media and online games. Popular culture offers all of its elements to the use of society just like they are ordinary products. Among these elements, within the scope of this study, English language itself, being the prominent language of the popular culture due to its being the lingua franca of the world, seems to

have an impact upon the career decisions of the young individuals. The answers of the students are as follow:

S9. I have watched so many foreign TV Series, I could say that I watched all of them in English, Spanish and Korean. Following this, I started to love foreign languages. I can say that I like languages as a whole. I am especially interested in English. Since it is easier and most of the TV series are in English. Also, Korean... I like Korean TV series as they do not have any creative script. They are very easy to watch, and you do not have to think while watching them, so it is a good way to spend time.

S3. Ever since my childhood, my older brother and sister have watched foreign TV series. I watched with them, too. Later, I started to like foreign languages. Songs, movies, books... I really started to like it. Mostly English, yet songs and movies in French really interest me. It is beautiful, they speak so 'nice'.

Similarly, two of the interviewees answered how they first encountered a foreign language. The story of S8 was associated with both her family and books. As of the story of S11, it was associated with computer games, another element of the popular culture.

S8. In primary school, yet I cannot remember when. My older sister was at preparatory class in high school. She was reading a book in English, its name was Seagull. I fiddled with it. She was reading it and telling it to me.

S11. When I was a kid, I used to play computer games such as Need for Speed. I would see a word in English and I would look it up in my dictionaries. I would feel sympathy towards English because I used to like playing computer games, I still do.

4.2. Fallback Career Motivation

As it was referred in the literature review, some students might not end up in the Field of Foreign Language at their will. That is to say, they are not intrinsically or extrinsically motivated, but rather, they were either reluctant or forced to choose the aforementioned field. Though it is not a frequent issue as other factors in the literature, this situation was reported by the interviewees and also by the survey respondents.

Interestingly enough they commonly report to have detached from the mathematics classes at which they feel unsuccessful. This phenomenon is called work-avoidance motivation which could be defined as a situation in which individuals tend to do something due to the fact that they avoid something. Even in one of the high schools in which the surveys were conducted, one English

teacher whispered to me that *“the results of the study are obvious, most of them are here due to their fear of mathematics because they are bad at it”* while students were being surveyed. The interviewees told their stories of choosing the Field of Foreign language as follows:

S1. *When I started high school, I was bad at mathematics, and I thought that I needed to be patient for just two years and everything will be OK then. I was patient.*

S9. *I was bad at mathematics and I ended up being here.*

S11. *At my first year in high school, I was not a good or hardworking student. At the second year, I had health problems and hardly attended the lessons. At the end of the year, I was obliged to make a career decision and by the way I was very bad at mathematics.*

One of them, on the other hand, expressed that she chose the given field haphazardly. According to her answer, she would not be studying this field if proper conditions did not occur. Thus, her career choice could be alleged to be based on chance. Her response is given below:

S8. *From my father. I was hesitant while choosing fields. I was considering either Mathematics or Foreign Language. One day, when we were 11th grade, vice-principal was visiting the classes. He asked “we aim to accept students to the Field of Foreign Language, would you like to choose this field?”. I had not chosen the Field of Foreign Language, since the number of the students was not at the required level. When I heard him, I said “Yes, I do” and I switched my field.*

4.3. Demotivating Factors

While there are factors motivating those students to start a language-related career, two factors seem to have demotivated those students during their career decision process. First of them is the limited job opportunities offered to the graduates of the language-based university departments. For those students who seek a public job, this field just offers either teaching or translating opportunities. In addition to the answer of S8, given under the fallback career motivation subject, this issue is explained by the participants as given below:

S3. *I cannot call it getting support from my family, but instead I can say that they did not want it because my older brother and sister were studying Mathematics. They asked me “what job will you do?”. The number of the occupations I could say was limited, thus, they did not welcome it. However, I insisted, I am here and I am happy.*

S10. *My friends told me “you will regret; you can be either a translator or a teacher.” So, I can say that I received no support.*

As reported by some of the students, the other factor is that in most of the schools this field does not exist since there is a lower limit for the number of the students to activate this field. On the other hand, very few students demand to study this department and thus some students changed their schools so as to be able to study this field. Moreover, as explained in the data collection, for instance, school principals stated that this field did not exist at the schools in Gümüşhane and Ağrı cities while this field existed only in one school in Bayburt city. It is an important issue since the lack of this field in a city either would force students to move other cities or choose occupations that they actually do not want. The quotes of students for this issue are given below.

S5. *I chose this field and came this school from another school since the Field of Foreign Language was not active there.*

S1. (...) *By the way I was at another school, I switched my school when there were not enough number of students at that school.*

4.4. The Sources of Information

What is new to the existing literature is the investigation of the information sources. The last finding found according to what interviewees indicated is that students could not reach any objective or unbiased information about the Field of Foreign Language. The information sources for this field appear to be insufficient and not provided by official institutions. Hence, the students were informed by the subjective or leading sources.

Students seem to have reached the preliminary information from their own English teacher. For detailed information, students claimed to have done a research on internet. Blogs, YouTube and Instagram, dominant members of what is called social media, were utilized by the students as a source of information while some of them also consulted to their own relatives. The answers of the students are presented below:

S10. *I read what people wrote on blogs on internet. Most of them appear to be accurate. I received information from the students studying 11th and 12th grades.*

S2. *I watched some videos on YouTube, and I read on the blogs. That’s how I was informed.*

S11. *Actually, I sought it after I chose this field. I googled it and I found various blogs and read about “studying the Field of Foreign Language”. Lastly, I had a conversation with my English teacher.*

S6. I learned many things from internet. Especially from Instagram on which there was a girl studying the Field of Foreign language, I used to follow her. Then, being in this field interested me.

S1. I sought about it but unfortunately there was not a great deal of information. There is not even now. Even school counsellors do not have information about the Field of Foreign Language. I found some information on blogs such as Ekşisözlük or Uludağsözlük. They wrote some useful clues about this field, for example, “you do not care about other lessons, you just study English”. I can say, I inspired from them.

S4. Firstly, I talked to my relatives since some of them are studying higher grades than me. They told me “The students are very ‘relaxed’ in the Field of Foreign Language, if you can do it, you should choose it”. Also, another relative of mine told me ‘English is very amusing’. So, I chose this field.

Lastly, a few of them did not look to any platform or had recourse to any person inasmuch as they just desired and planned to study the field by any means.

S7. Actually I have not received any information. I was studying Mathematics. But I realised that I like English. I did not hesitate to change my field.

S3. I have sought on internet; however, I could not find enough information. I tried to reach someone who has knowledge, but I could not. So, I can say that I chose the Field of Foreign Language only because I wanted it.

4.5. Analysis of the Open-ended Questions

There were also open-ended questions in the questionnaire aiming at reaching more detailed data and not missing any point which could yield helpful findings in line with the research questions.

The 4th item investigated the career goals of the participants and it included 7 main options and an ‘other’ option in case students might not find the best option defining their plans. Most of the students who responded to the open-ended questions stated their goal to study in language-related professions such as *tourism sector, philology (Japanese Language and Literature, Chinese Language and Literature, American Culture and Literature, Spanish Language and Literature)* and *linguistics*. Besides, two of them wanted to work as a *flight attendant* in the future. These answers are notably consistent with the existing studies; however, there also some students aiming at studying or working at different fields. For instance, they indicated such jobs as *graphic designer, social media expert, journalist, history and gastronomy*. These give us clues about the fact that

these students perceive the Field of Foreign Language as a way of learning a language before they get their main purposes. Moreover, two of them implied that they wanted to study any other field except for the ones related to the foreign languages, which showed that these students did not literally want to study this field and they were affected by the fallback career motivation.

Another theme in the questionnaire was the occurrence of the interest for the first time. There were 10 options on the item, yet the students were allowed to add their own answers to the ‘other’ option. Thus, three students indicated to have been influenced by their relatives when they first met with English. On the other hand, one of them claimed to have been affected by English during her journey to abroad. Lastly, one of the male participants stated that he was impressed by the translator of a Turkish football club.

Lastly, 6th item was about the intentions of the students after they completely learn English. The item included 6 main options and an ‘other’ option in case they might have any unexpected answer. The responses they gave to the item follow as such:

When I learn English completely;

- a. *I want to be a football coach.*
- b. *I want to write a book in English.*
- c. *I want to be a newsman.*
- d. *I do not want to do anything.*

As it can be seen above, most of them perceive language learning as a means of reaching their actual career plans. The last one, who also did not want to study at the language-related departments as explained above, seemed not to have any career goals.

To sum up briefly, qualitative analysis revealed some findings which appear to support the findings from the literature while some of them are new to the literature. For instance, what is new to the literature is the finding that students were intrinsically interested in foreign language/s and they thought being a bilingual was “nice” and “cool”. Additionally, some of them had mastery-oriented goals while some had performance-oriented goals, which motivated them to study the Field of Foreign Language. Furthermore, they seemed to have utility values towards English language since it is spoken worldwide and it provides them with job opportunities. It was also found that students were impressed, guided and led by extrinsic factors such as their families, relatives and English teachers. Moreover, they were highly influenced by the elements of popular culture such as movies, TV series, books, songs, online games and social media. The impact of fallback career motivation could be seen on the decisions of the students who were either obliged or reluctant to study this field. Furthermore, it was found that those students were demotivated by

limited job opportunities and by the absence of the Field of Foreign Language in many schools. Finally, the sources of information that the students benefited were found to be their teacher, some relatives, blogs and social media which were very poor at yielding objective information.

4.6. Analysis of the Quantitative Data

This part discusses the findings of the questionnaire in detail. Initially, it presents the information about the demographic structure of the sample group. Descriptive and inferential analyses of the quantitative data follow it. All analyses were conducted according to the concerns of the research questions.

4.6.1. Demographic Features of the Sample Group

The sample group of this study includes a total of 238 high school students studying the field of foreign language. In the first part of the questionnaire, three questions deal with information about the characteristics of the sample group. First two items in this part are devoted to the gender and ages of the participants while third one is related to the classes they study. These three features are also evaluated as variables in order to determine significant differences between genders, if any.

154 (64,7%) female students and 79 (33,2%) male students participated in the study while 5 (2,1%) students did not indicate their gender as can be seen in Table 5. The number of the female students outnumbered and almost doubled the number of the males. This case is relevant with the findings of the study of Erten (2009), since the number of the females is predominant.

Table 5: The Gender of the Participants

		Frequency	Percent
Valid	Female	154	64,7
	Male	79	33,2
	Total	233	97,9
Missing		5	2,1
Total		238	100,0

It is clear from Table 6 that the ages of the students rank between 15 and 20 years. One (0,4%) of the participants is 15 and 29 (12,2%) of them are 16 years old. More than half of the sample group are at the age of 17; 133 (55,9%) of them are 17. Second highest age is 18; 61 (25,6%) of the participants are 18 years old while 10 (4,2%) of them are 19, and one (0,4%) of them is 20 years old. On the other hand, 3 (1,3%) of them did not indicate their ages.

Table 6: The Ages of the Participants

		Frequency	Percent
Valid	15 years old	1	0,4
	16 years old	29	12,2
	17 years old	133	55,9
	18 years old	61	25,6
	19 years old	10	4,2
	20 years old	1	0,4
	Total	235	98,7
Missing		3	1,3
Total		238	100,0

The sample group of this study was chosen among 11th and 12th grade high school students since it is thought that their responses to the survey provide the researcher with ‘fresh’ information. Thus, as shown in Table 7, 141 (59,2%) of the participants are studying 11th grade while the rest of them, 97 (40,8%) of them, are studying 12th grade. At this point, it should be noted that researcher was not given permission to conduct the questionnaire with 12th grade students in some schools.

Table 7: The Classes in which the Participants Study

	Frequency	Percent
11th Grade	141	59,2
12th Grade	97	40,8
Total	238	100,0

4.6.2. Career Plans of Participants

Another item was devoted to the understanding of the career plans of the participants. As aforesaid in literature review and the qualitative analysis parts, it was also revealed in the quantitative analysis that being a foreign language teacher in future explicitly dominates the answers of the participants. As it could be seen in Table 8, 99 (41,6%) students claimed to have the goal of studying English Language and Teaching Department while 3 (1,3%) students planned to study German Language and Teaching. The second highest-rated department was Translation and Interpretation, which was responded by 58 (24,4 %) students, and thought by the students in the interviewing as the most profitable job. On the other hand, 20 (8,4%) students seem to have planned to study English Language and Literature while one student (0,4%) was planning to study German Language and Literature. The answers explained in the “other” option were discussed in the qualitative analysis part.

As shown in Table 8, what is interesting about the career plans of the students is the rate of the “uncertain” students with the rate of 11,3%. It might mean they have “fallback career motivation” since they do not have any goal.

Table 8: The Career Plans of the Participants

	Frequency	Percent
English Language Teaching	99	41,6
Translation and Interpretation	58	24,4
English Language and Literature	20	8,4
German Language and Teaching	3	1,3
German Language and Literature	1	0,4
Uncertain	27	11,3
Other	30	12,6
Total	238	100,0

4.6.3. Findings about the Effect of Extrinsic Motivation

Following the demographic items, extrinsic motivation which is of paramount importance for the study was investigated in the questionnaire. By asking the participants who affected their career decision, if anyone did, it was aimed to explore the rate of the students who are affected by extrinsic factors. It is clear from the Table 9 that explicitly most of the students, 156 (65,5%) of them, reported no influence on their decisions while 77 (32,3 %) of them reported influence by other people. Five (2,1%) students did not respond to this item.

Among the ones who reported influence on their decisions, 39 (16,4%) students indicated the influence of their teachers. Family had the second highest response rate for the question, 23 (9,7%) of the participants claimed the effect of their family while 6 of them reported the effect of their relatives, which could be evaluated as a part of their families. Friends of 6 students and acquaintances of 2 students also had an impact on the decisions of the participants. Although one student reported the impact of other people, s/he did not reveal who affected him/her.

Table 9: The Influence of the Extrinsic Factors

		Frequency	Percent
Valid	Nobody affected my decision	156	65,5
	My teacher affected my decision	39	16,4
	My family affected my decision	23	9,7
	My friends affected my decision	6	2,5
	My relatives affected my decision	6	2,5
	An acquaintance affected my decision	2	0,8
	Other	1	0,4
	Total	233	97,9
Missing		5	2,1
Total		238	100,0

Similarly, following item was related to the impact of the extrinsic factors. Students were asked whether there is someone who can speak any foreign language in their families. 111 (46,6%) of the participants reported the existence of someone speaking a foreign language in their families while 126 (52,9%) of them answered the item with 'no'. Considering the close rates of the answers (shown in Table 10) and the responses to the interview, it can be assumed that the relatives speaking a foreign language have influence either as a model or a source of information.

Table 10: The Influence of the Extrinsic Factors

There is someone who can speak a foreign language in my family:			
		Frequency	Percent
Valid	Yes	111	46,6
	No	126	52,9
	Total	237	99,6
Missing		1	0,4
Total		238	100,0

When it comes to the item regarding the online games which are the elements of the popular culture as well as extrinsic factors affecting the decisions of the students as mentioned by the students in the interview, 142 (59,7%) students indicated that they played online games while 89 (37,4%) of them reported the exact opposite as shown in Table 11. There is a significant difference among the number of the students playing online games and the number of those who do not play.

Table 11: The Influence of the Extrinsic Factors

Do you play online games?			
		Frequency	Percent
Valid	Yes	142	59,7
	No	89	37,4
	Total	231	97,1
Missing		7	2,9
Total		238	100,0

4.6.4. The First Occurrence of the Interest

It is also important to know the background of the preferences of the students. Thus the exploration of the way their first awareness and interest raised towards a foreign language is of utmost importance.

The effect of the English teachers could also be seen obviously in the responses of the students because 114 (47,9%) students indicated their first interest in English with their English teachers. The activities in English lessons were pointed as the source of interest by 15 (6,3%)

students, while the new words in English that they first heard in school were pointed out by 14 (5,9%) students. Both activities and vocabulary are also encountered by the students at the classroom environment.

Interestingly, as demonstrated in Table 12, what is new to the literature is the fact that books, movies, TV series, songs, online games, singers, actors and actresses were put forward by a total of 71 (29,9%) students. It might be asserted that those elements of the popular culture have the second highest-rated impact upon the students' interest. Lastly, friends were reported as the source of interest by 4 (1,7%).

Table 12: The First Occurrence of the Interest

I liked English first with:			
		Frequency	Percent
Valid	My English teacher	114	47,9
	An online game	19	8,0
	A song	18	7,6
	A movie/ TV Series	17	7,1
	The activities in English classes	15	6,3
	The words I learned	14	5,9
	A singer	13	5,5
	A friend	4	1,7
	A book	3	1,3
	An actor/actress	1	0,4
	Other	15	6,3
	Total	233	97,9
Missing		5	2,1
Total		238	100,0

The first time that the students started to be interested in English is also worth investigating in line with the concerns of the study. It could be seen on Table 13 that a total of 156 (65,5%) pointed out the occurrence of their interest to be between 7 and 13 years old, in which students start to develop career interests according to their social status and considering their own abilities (Cook and Church, 1996, cited in Wigfield & Cambria, 2010:17). After the age of 14, as suggested by Wigfield & Cambria (2010), a more individualized and abstract stage occurs, which was declared by 76 (31,9%) students. In support of the findings of the qualitative analysis and literature review, fallback career motivation was implied by students, 3 (1,3%) of which mentioned no interest while 3 (1,3%) of them were uncertain about being interested in English.

Table 13: The First Occurrence of the Interest

How old were you when you were first interested in English?		
	Frequency	Percent
7-10 years old	70	29,4
10-13 years old	86	36,1
13-16 years old	76	31,9
I have never been interested in English.	3	1,3
I am not sure I am interested in English.	3	1,3
Total	238	100,0

4.6.5. The Reasons for Learning a Language?

Quantitative analysis reveals that students mostly value learning English due to its utility inasmuch as 105 (44,1%) students stated to go for a journey after learning English. Similarly, 77 (32,4%) students want to communicate with other people by utilizing English. Providing communication among people, which is named as an altruistic goal in the literature, was expressed by 20 (8,4%) students as shown in Table 14.

On the other hand, mastery-oriented goals such as understanding books or movies and learning new cultures have lower response rates compared to the utility value motivation. A total of 30 (12,6%) students reported to have mastery-oriented goals.

Table 14: The Reasons Why They Learn English

When I learn English completely;		
	Frequency	Percent
I want to go abroad for a journey.	105	44,1
I want to be able to communicate with people.	77	32,4
I want to provide communication among people.	20	8,4
I want to read and understand a book.	12	5,0
I want to watch and understand a movie.	10	4,2
I want to learn English culture.	8	3,4
Other	6	2,5
Total	238	100,0

4.7. Analysis of the Questionnaire

This part is devoted to the analysis and discussion of the findings obtained from the likert scale which consisted of a total of 36 items. Prior to analysis of the data, the inherent reliability of the scale was determined via Cronbach's Alpha coefficient. Cronbach's Alpha measure was found to be .85 which is quite a close value to the excellent since a rule of thumb which could be applied to most situations is put forward about the interpretation of the Cronbach's Alpha value as "> .9—

excellent, > .8—*good*, > .7—*acceptable*, > .6—*questionable*, > .5—*poor*, > .5—*unacceptable*” (George & Mallery, 2016: 240). Mean, variance and standard deviation of the scale were shaped as demonstrated in Table 15.

Table 15: Scale Statistics

Mean	Variance	Std. Deviation	N of Items
69,03	209,02	14,45	36

The items are related to themes of *beliefs, self-efficacy, interest, prior learning experiences, goals, values and fallback career motivation*. The themes were not divided into parts so as to avoid leading the participants, instead, the themes were randomly distributed. Intrinsic interest, one of the most effective factors on individuals’ career choice, is investigated via the 5-likert type scale, and thus, the items from 1st to 32nd serve this purpose. The rest of the items, from 32nd to 36th, investigate the impact of fallback career motivation. This scale was utilized to gain an insight to the attitudes of the participants and to picture a general profile of the students studying the Field of Foreign Language. In this chapter, the data were presented in tables in which the most rated options were coloured in bold to highlight and simplify them and missing responses were excluded from the data analysis.

4.7.1. Beliefs, Self-efficacy and Interest

The items between 1st and 12th were dedicated to the exploration of beliefs, self-efficacy and interest. The first item aimed at exploring the beliefs of the participants towards the importance of speaking English. Notably, most of the students (91,2%) perceived speaking English as important, as can be seen in Table 16. The second item was about the self-efficacy beliefs of the students and obviously most of them (88,8%) agreed to have self-confidence in their language learning proficiency.

The items between 3rd and 12th illustrated almost the same results for the interest of students in language/s, and language learning. The responses given to all those items were coherent and consistent with each other. For each item, the students predominantly agreed or strongly agreed upon their interest existing as can be seen in Table 16.

Table 16: Beliefs, Self-efficacy and Interest

Items	Strongly Agree		Agree (%)		Neutral (%)		Disagree (%)		Strongly Disagree (%)	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
1. I think it is important to speak English.	91,2	217	8	19	0,4	1	0	0	0,4	1
2. I think I have the abilities in English.	44,5	106	43,3	103	10,9	26	0,8	2	0,4	1
3. I think the activities in English (Foreign Language) lesson are enjoyable.	38	90	39,7	94	14,8	35	4,2	10	3,4	8
4. I think subjects taught in English lesson are enjoyable.	31,8	75	35,2	83	22	52	8,1	19	3	7
5. The homework given in English lesson interests me.	17,4	41	33,2	78	23,4	55	14,9	35	11,1	26
6. I have always looked forward to English Lessons	35	82	30,8	72	19,7	46	11,1	26	3,4	8
7. I like learning new words in any foreign language.	41,2	98	33,2	79	17,2	41	4,6	11	3,8	9
8. I like learning a new language.	79,4	189	16,4	39	2,5	6	4	1	1,3	3
9. I like learning new cultures.	74,4	177	19,3	46	5	12	0,4	1	0,8	2
10. I like watching movies in English.	73,9	176	16	38	7,6	18	2,5	6	0	0
11. I like reading books in English	36,6	87	28,2	67	21,4	51	9,2	22	4,6	11
12. I like listening to music in English	76,4	181	13,9	33	6,3	15	2,5	6	0,8	2

On the other hand, a large majority of the students (88,9%) stated their interest in movies in English, and most of the students (90,3%) expressed interest in listening to music in English while a large group of students (64,8%) stated interest in reading books in English.

4.7.2. Prior Learning Experience

The influence of the prior learning experiences on the career decisions of the individuals was among the concerns of this study. The first item in Table 17 is related to the feelings of the students who encountered English at school when they were in primary school. A large group of students (76,7%) agreed upon being impressed by the English lessons.

In the other item, the influence of the English teachers was handled and it can be seen that a great majority (81%) of the participants remarked the impact of the previous English teachers. In this respect, the results of the qualitative findings and the findings of the quantitative analysis are coherent.

Table 17: Prior Learning Experience

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
1. I have always been impressed by English since my childhood.	54,7	129	22	52	11,4	27	9,3	22	2,5	6
2. I have usually liked my previous English teachers.	59,5	141	21,5	51	6,8	16	8	19	4,2	10

4.7.3. Goals of the students

As explained in the literature review chapter, having goals get students motivated to do something to a great extent. Thus, goals were investigated both in the first and second parts of the questionnaire. In this regard, 12 items were added to the questionnaire with the aim of gaining insight into the performance-oriented, mastery-oriented and altruistic goals of the students.

Having performance-oriented goals derives from the desire of outperforming the peers and it motivates the students positively. Performance-oriented goals were reported by nearly a quarter (29.1%) of the participants while a larger group of students felt hesitant against this item.

On the other hand, mastery-oriented goals are developed by the students as a result of the desire to improve their own skills and knowledge. As can be seen on the Table 18, from the item 2nd to the 11th one, participants mostly stated having mastery-oriented goals for each item. Therefore, it could be assumed that mastery-oriented goals predominated the performance-oriented goals in terms of the influence on the career preferences of the students.

The most remarkable point was the will of the students to travel the world with the total rate of 96,6%, which was also observed among the findings of the interview. In a similar vein, the wish to be a foreign language teacher was indicated by more than half of the students (65%), which is coherent with the responses of the interviewees, too.

Table 18: Mastery-oriented, Performance-oriented and Altruistic Goals

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
1. I am more successful than all of my friends in English.	7,6	18	21,5	51	32,5	77	28,3	67	10,1	24
2. I regard English as a part of my life.	53,8	126	27,4	64	11,5	27	5,1	12	2,1	5
3. Every new information about English increases my interest for the lesson.	50,6	120	31,2	74	12,2	29	4,6	11	1,3	3

Table 18: (Continue)

4. My current goal is to learn a foreign language.	69,1	163	22,9	54	3,8	9	3,4	8	0,8	2
5. I would like to make oral translation.	41,6	99	21,4	51	26,5	63	5,9	14	4,6	11
6. I want to be able to understand the songs in English.	75,9	180	18,1	43	4,6	11	0,8	2	0,4	1
7. I want to be able translate a text from English to Turkish.	78,2	186	17,2	41	3,8	9	0	0	0,8	2
8. I want to be able write a text (Short story, poem, article, essay) in a foreign language.	60,9	145	16,8	40	9,7	23	9,7	23	2,9	7
9. I would like to be able to watch the TV series, which I follow, in English.	76,5	182	17,6	42	2,9	7	1,7	4	1,3	3
10. I want to meet people from different nations.	84	200	12,6	30	1,7	4	0,4	1	0,4	1
11. I want to become a teacher of foreign language.	42	100	13	31	17,2	41	11,8	28	16	38
12. I think I might help people by learning a foreign language.	66,8	157	21,7	51	8,1	19	2,6	6	0,9	2

The last point is the unexpected rate of the existence of altruistic goals, investigated in item 12th. Totally 88,5% of the students reported to the intention of helping people by learning a foreign language. The rate of the students having altruistic goals in the existing studies was not found as high as the rate of the participants of this current study.

4.7.4. Values

Values having a crucial role over the career choices of people were divided into three sub-categories: *utility value*, *cost value* and *social utility value*. These values were investigated on the questionnaire and six items were added on the questionnaire as shown on Table 19.

When 1st, 2nd and 5th items are examined in Table 19, it can be clearly seen that more than 90% of the students indicated to have perceived English as a means of reaching their goals which resulted in the appearance of the utility values. However, almost half of the students disagreed on the 3rd item: “*I don’t think I will be successful in an occupation unrelated to languages*”. When the high rate of the students who had self-efficacy beliefs are considered, the responses given to the 3rd item in Table 19, where there is not a significant difference between the uncertain students and those who disagreed, seem quite normal since the participants are thought to have high self-confidence.

Table 19: Values of the Students

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
1. I think it will be useful to be able to speak a foreign language in future.	88,7	211	9,7	23	1,3	3	0	0	0,4	1
2. I think the Field of Foreign Language will provide me with various job opportunities.	80,7	192	12,6	30	5,5	13	0,8	2	0,4	1
3. I don't think I will be successful in an occupation unrelated to languages.	13,1	31	14,8	35	24,2	57	24,6	58	23,3	55
4. I think people respect the ones who can speak a foreign language.	34	80	33,2	78	20	47	7,7	18	5,1	12
5. I want to learn a language and travel to the countries where that language is spoken.	84,7	199	11,5	27	3	7	0,9	2	0	0
6. Spending time with Foreign Language lesson is more enjoyable than spending time with any other lesson.	43,2	102	22,9	54	16,5	39	12,7	30	4,7	11

Moreover, in the item 4th, a total of 67,2% students agreed on the fact that speaking English is perceived as a widely-esteemed phenomenon. Thus, it could be referred that the participants of this study had social utility values towards English.

Lastly, the 6th item is related to the cost values of the students. Whether someone has cost value towards something could be determined by observing what s/he gives up to do that thing, which is affiliated to the engagement of the individuals to perform a certain task. A total of 66,1% of the participant agreed that they prefer English to any other lesson while only 17,4% disagreed on this. Thus, it can be assumed that the students studying the Field of Foreign Language have cost values towards language learning and they could be assumed to be engaged with English.

4.7.5. Fallback Career Motivation

The impact of fallback career motivation occurs when individuals are unconsciously or unwillingly preferred a career path or just because they feel detached from something, and it was also included in the questionnaire.

As aforesaid in the qualitative analysis, quite a few students indicated to prefer this field as they reported to be bad at mathematics. The rate of the students agreeing on the item “*I am unsuccessful at math courses*” was a total of 51,3% while nearly a quarter of the students stayed hesitant to this item. Thus, it appears that most of the students were affected by the work-avoidance beliefs and they tended to the Field of Foreign Language where the mathematics courses are not required.

Only a quarter of the participants agreed on the fact that they were not certain about their decisions during the field selection process while 66,5% of them disagreed on this.

As for the 3rd item, a total of 23,1% of the students implied to have reluctantly made their decisions while most of them stated the versa.

Table 20: Fallback Career Motivation

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
1. I am unsuccessful at math courses.	32,1	75	19,2	45	24,8	58	14,1	33	9,8	23
2. I wasn't sure which field I desired while making field choice at 10 th grade.	11	26	14	33	8,5	20	17,8	42	48,7	115
3. The Field of Foreign Language was not my first choice.	9,7	23	13,4	32	3,8	9	17,2	41	55,9	133
4. In the future, I want to work in an occupation unrelated to the Field of Foreign Language.	8	19	5,5	13	16,8	40	23,5	56	46,2	110

It is aimed with the 4th item in the Table 20 to determine the ones who regard the Field of Foreign Language as an opportunity to master a foreign language. The rate of those who chose this field with the aim of learning a foreign language to study or work in other professions except for language-related ones was quite low being 13,5% (shown in Table 20), which was lower than the ones who were uncertain about it.

4.8. The Results of Mann-Whitney U Test

In line with the concerns of this research, it is aimed to compare the math competence beliefs and fallback career motivation of male and female students due to the claims of Eccles-Parsons et al (1982) who put forward that female have less competence beliefs compared to the males. Students' math competence beliefs have a direct impact upon their career decisions. Thus, Mann-Whitney U test was employed to determine whether there was any significant difference between male and female students' math competence beliefs and fallback career motivation.

Table 21: Gender Difference in Fallback Career Motivation

Items	Gender	Mean Rank	U	Z	P
1.I am unsuccessful at math courses	Female	116,18	5633,5	-,394	,693
	Male	112,63			
2. I wasn't sure which field I desired while making field choice at 10 th grade.	Female	125,2	4820,0	-,394	,006
	Male	101,01			

Table 21: (Continue)

3. The Field of Foreign Language was not my first choice.	Female	119,16	5751,0	-752	,452
	Male	112,8			
4. In the future, I want to work in an occupation unrelated to the Field of Foreign Language.	Female	115,3	5820,0	-242	,809
	Male	117,41			

Contrary to the existing studies, no significant difference was found between genders in terms of math competence beliefs of the students. As can be seen from Table 21, p value for the 1st, 3rd and 4th items are higher than the value 0,05 ($p > 0,05$), hence no statistically significant difference could not be found between genders. However, for the 2nd item, p value was found to be 0,006 revealing a statistically significant difference between males and females in terms of their consciousness during field selection. Mean ranks of the 2nd item show that female students made their decisions more unconsciously than males.

Similar to the competence belief differences of two genders, the difference in the interests of males and females in English was also studied. Thus, the items related to the interest were also included in Mann-Whitney U test so as to determine statistical differences between two genders, if any. Among 10 items, statistically significant difference between genders was only found in 3 items as shown in Table 22.

Table 22: Gender Difference in Interest in English

Items	Gender	Frequency	Mean Rank	U	Z	P
1. The homework given in English lesson interests me.	Female	154	104,39	5550,0	-3,716	,000
	Male	76	138,01			
2. I have always looked forward to English Lessons	Female	152	105,32	4380,0	-3,241	,001
	Male	77	134,12			
3. I like reading books in English	Female	154	103,69	4034,0	-4,393	0,000
	Male	79	142,94			

Once the mean ranks and p values of the 1st, 2nd and 3rd items shown in Table 22 were examined, statistically significant differences were found. It was determined that male students perceived the homework given in English lessons and reading book more positively than girls do, as it is illustrated in Table 22. In addition, it was figured out that male students had always been more enthusiastic to attend English lessons.

Another interesting point was observed after the gender difference in the will of becoming a teacher was examined. P value was found to be 0,17 presenting a statistically significant difference

between genders as shown in Table 23. When the mean ranks were reviewed, it was seen that male students were more willing to be a foreign language teacher in spite of the dominance of the females in the field.

Table 23: Gender Difference in the Will to Be a Teacher

Items	Gender	Frequency	Mean Rank	U	Z	P
1. I want to become a teacher of a foreign language.	Female	154	109,77	4969,5	-2,393	,017
	Male	79	131,09			

Lastly, no other statistically significant difference was found between gender and other independent variables.

In brief, consistent with the existing literature, similar to the sample groups of the other studies in the field, females outnumbered their male peers in the sample group of the current study. Also, being a teacher dominated their career plans, and being a translator followed it. Moreover, English teachers and English lessons were reported to be the source of interest for the students while elements of popular culture were the source of interest for a quarter of all participants. Furthermore, most students reported to have been interested in English since they were between ages of 7 and 13. Most of the students reported no influence from extrinsic factors on their career decisions; however, there were also the ones who were extrinsically affected by their own family members. In addition, almost half of the students implied to have a relative who is speaking English. On the other hand, students perceived English as important and they have mostly mastery-oriented and altruistic goals while very few of them have performance goals. Additionally, most of them implied to be learning English to go abroad, which is very consistent with the fact that they have mostly utility values just as a large group of them have cost values. Strikingly, 23,1% of the participants indicated to choose the Field of Foreign Language unwillingly. Last but not the least, when the math competence beliefs of the students were compared, no statistically significant difference could be detected between genders, nonetheless, male students were observed to be more interested in English and English lessons according to the results of the Mann-Whitney U test values.

It could be assumed that the utility values of the students might have been rooted in the beliefs of the students about the importance of English since they often see the dominance of English in social media and online games. Besides, that almost all students desire to travel abroad could be explained with the fact that as they are acquainted with movies and TV series, it provokes their feelings to travel and learn about the places, cultures and countries presented in these productions. Their curiosity for English language, aroused by the elements of popular culture, might have turned into interest and led them be intrinsically motivated. It is also worth stating that

being intrinsically motivated could be claimed the source of having mastery-oriented goals for most of the students, that is, they would like to improve their language skills just for their own satisfaction. Similar to the findings of the study of Erten (2014), students reported more intrinsic motivation than extrinsic motivation, yet the effect of the extrinsic factors can be clearly observed from their answers. For instance, the students also see someone as a role model for themselves; an English teacher, a brother, a sister, a relative, a singer and even a translator of a football club seem to inspire the students about their future careers. However, although Erten (2009) found that the female participants of his study were mostly intrinsically motivated while males were mostly extrinsically motivated, no such difference could be found between genders in this study. When the difference between genders is regarded in terms of math competence beliefs, no difference could be found contrary to the existing studies.



CONCLUSION AND SUGGESTIONS

This chapter comprises three parts. The first part is dedicated to shed light on the results reached after qualitative and quantitative analyses. The results supporting the existing studies and the results unearthing the points new to the literature are presented separately in this part. In the second part, the limitations of the study are explained while the last part is for the recommendations to the future studies.

In this study, it was attempted to understand the factors leading high school students to choose the Field of Foreign Language. Students were encouraged to air their stories, interests, goals, values and beliefs through the interview and questionnaire. The findings supported the existing studies and also unearthed some points new to the literature. The analyses of the qualitative and quantitative data revealed the following results.

Firstly, when the beliefs of the students were examined, the findings of both research tools showed that most students think speaking English is important for them. They also had self-efficacy beliefs towards language learning. Accordingly, it was seen that their beliefs inevitably aroused interest for foreign languages and cultures. Though some of the interviewees are not very clear about what attracts them about English, some of them claim English sounds ‘nice’ to them from the very first moment they encountered it. They are also interested in books, movies and songs in English. Their previous learning experiences and especially their previous English teachers seem to have the most impact on their interest.

Even though some of the interviewees reported performance-oriented goals, the findings obtained from the questionnaire showed that most students had mastery-oriented goals which focuses upon “*learning material and seeking improvement*” (Wigfield et al, 2015: 667). The findings of the interview supported that the students aimed to improve themselves with regard to mastering a foreign language. Moreover, quantitative analysis also showed that a number of students thought that they could help people by learning a foreign language and providing communication among people, which implied a fact that these students had altruistic goals. Therefore, it is not surprising to observe that the will to be a foreign language teacher dominates their goals. It should be noted that their strict relationships with their teachers might have affected their career goals as well as the will to help people communicate and understand each other.

On the other hand, both qualitative and quantitative analysis demonstrated that the students had utility values towards learning English since most of them reported that they wanted to go abroad for a journey after learning English. Similarly, the findings showed that they had social utility values towards learning English due to the fact that they thought people speaking English are “cool” and they are “respected” in the society. Also, they reported to prefer to spend time with English rather than wasting time with anything else, referring to the cost values they had for English. Since values are strictly tied to the engagement of the learners to a certain subject, it could be concluded that the participants of this study are engaged with both foreign languages and language learning.

It is also worth mentioning that students are not only intrinsically motivated to decide a language-related career. Few students also reported the influence of their family members on their career decisions. They reported the support and guidance of their relatives.

In the light of the above-mentioned facts, this study aired that most of the students, either intrinsically or extrinsically motivated, make their career decisions willingly but not necessarily knowingly. It appears that they developed an interest in foreign language as a profession in future as a result of a mixture of different factors and conceptualized foreign language education in accordance with a world of wish not reality. Judging from the fact that they seem not to weigh the source and the value of information in relation to the department they intended to choose, they are not probably in a position to make a well-informed decision about the department. It is not inappropriate to suggest that the information they acted on in their decision-making process is neither systematic nor reliable. Although the data do not allow us to make a distinction between developing an interest in a foreign language and wishing to be a teacher of foreign language, I am encouraged to say that they do not question whether they are the right people for teaching position though they have a wish to become a teacher for pragmatic reasons. This may have long-term influence on foreign language education in future since they will be the instructors in language classes. It is also interesting to note that almost a quarter of the students make their preferences unwillingly or unconsciously, which refers an impact of fallback career motivation. Hence, one fourth of students regard the Field of Foreign Language as a place where they can learn a foreign language before they reach their main goals. It was also found that more than half of them are obliged to choose this field inasmuch as they think they are unsuccessful at mathematics. The fact that some of the students have not decided their career plans or have not been interested in English might be originating from the fallback career motivation.

On the other hand, the findings of this study might also contribute to the missing points in the existing studies. Even though the impact of the books, movies and songs were found as extrinsic factors, they were not studied under the category of “popular culture”. Especially, movies, songs, TV series, books, art, and most influentially social media and online games appear to be influential

for the career decisions of the young individuals who are the most addictive ones to them. In this regard, more than half of the participants of the survey reported to have played online games. Thus, English, as a lingua franca and a common language of the social media and online games, seem to be influencing the career path of individuals because the elements of the popular culture have the second highest impact on the interest of the students.

Another contribution to the literature was the determination of the available sources that the students utilized to gather preliminary information about the Field of Foreign Language. In this regard, the findings obtained from interviews demonstrated that objective or official sources are not available for the students to get sufficient preliminary information about the Field of Foreign Language. It was the blogs or forums through which they mostly learned about the given field, language-related departments at universities and job opportunities offered by these departments, YouTube and Instagram which are not able to inform the students objectively. When it is regarded that social media platforms have remarkable impact on the lives of the students, the misinformation on these platforms could end up with dissatisfaction and disengagement in the field. It should also be mentioned that the English teachers and relatives of the students also inform the students about the given field yet they cannot provide sufficient information. In conclusion, there is a lack of sources to inform the students about the Field of Foreign language, and thus, students cannot have preliminary information for the given field.

Lastly, as mentioned in the literature review, according to Eccles-Parsons et al (1982), due to the gender differences in math competence beliefs, women prefer careers that include less mathematics-related subjects. However, in this study, the results of the inferential analysis revealed the contrary findings in terms of the comparison of the students' mathematics competence beliefs. No statistically significant differences could be found between genders. On the other hand, it was determined that male students were more interested in activities in English lessons and English language as a whole. Last but not the least, it was figured out that male students are more willing to be a foreign language teacher than females in spite of the dominance of the females in the field. Consequently, no relationship could be found between gender and mathematics competence beliefs of students while it was concluded that males are more interested in English lessons and being a teacher of foreign language.

In the light of the findings of this study, some pedagogical implications could also be put forward. The fact that there are a great number of students who are unwillingly studying this field should be realized by current teachers, future lecturers and policy makers. Orientation programs to guide or lead those students to the fields should be organized. This in return may help them use their potential at their best and increase the general success of the graduates of this field. In the same regard, the lack of the sources to inform 9th or 10th grade students about the Field of Foreign Language should be noted by the education policy makers. Furthermore, the necessary steps to

manage or adjust these sources could be taken to inform the students properly. On the other hand, since most of the students are influenced by the elements of the popular culture such as movies, social media and online games, all these should be included, if possible, while preparing the education plans since their interest in the lessons might increase correspondingly. Moreover, because travelling abroad is the goal of most of the students, focusing upon speaking skills of the learners is of paramount importance. Similarly, presenting the opportunities for students to travel as a reward for success might as well increase the engagement levels of the students. Lastly, considering the female dominance in the field and the low interest of the females in the activities in English lesson, teachers and lecturers should create an atmosphere in which females feel engaged in those activities.

Despite the high level attention given to the data collection and analysis procedures, this study faces some limitations. Even though it was struggled to choose sample group to survey from different cities so that it could be representative to a larger population, reaching more students might enable the researcher to build the generalizations and assumptions on stronger basis. Besides, in this study, the interviewees were determined according to the time and accessibility considerations; however, conducting interviews with more students might also provide richer data. Similarly, being interviewed by an outsider might have caused shyness or uncommunicativeness for the interviewees, therefore, other methods allowing the researcher to be isolated from the data collection process might yield better results for gathering qualitative data.

Depending on the results of this study, some recommendations could be made. As mentioned among the limitations of the study, a larger sample group could yield more consistent and rich data for the future studies. Besides, a longitudinal study seeking answers to similar research questions might provide comparable data about how the interests, goals, beliefs and values of the participants change. In a similar vein, in addition to gathering information from a similar sample group, obtaining data from the ones who already work in language-related professions might also provide comparable data. Lastly, the information sources that students apply to get information for the Field of Foreign Language could also be studied to make them more trustworthy and objective.

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APPENDIXES

Appendix 1: Informed Consent

Sayın Katılımcımız;

Katılacağınız bu Çalışma, *Lise Öğrencilerinin Dil Temelli Bir Kariyerin Başlangıcı Olarak Yabancı Dil Alanını Seçme Sebeplerinin İncelenmesi*” (Investigating the Factors Leading High School Students to Choose Foreign Language Department As a Beginning of Language-Based Profession) adıyla, Mehmet KAYGUSUZ tarafından 2018-2019 Eğitim-Öğretim Yılı içinde yüksek lisans tez çalışması için yapılacak araştırmanın uygulamasıdır.

Araştırmanın Hedefi: 11. ve 12. sınıf öğrencilerinin Yabancı Dil Alanını seçme nedenlerini araştırmak.

Araştırmanın Nedeni: Yüksek Lisans Tez Çalışması

Araştırmanın Yapılacağı Yer: Erzurum, Trabzon, Bayburt ve Antalya illerinde Yabancı Dil Alanı olan liseler

Araştırma Uygulaması: Anket ve Görüşme

Araştırma T.C. Milli Eğitim Bakanlığı’nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımla.

Araştırmacı : Arş. Gör. Mehmet KAYGUSUZ
İletişim Bilgileri : Telefon: 05... eposta: mkaygusuz@agri.edu.tr
Adres : Ağrı İbrahim Çeçen Üniversitesi Merkez - AĞRI

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

Tarih : / /

Adı-Soyadı :

İmza :

Appendix 2: The Questionnaire (English)

Dear Participants,

This questionnaire has been prepared for the Master Thesis aiming at investigating why high school students studying the Field of Foreign Language have chosen this field. Please, answer the questions by reading each one carefully. I would like to remind you that your answers will remarkably contribute to the study. Thank you for your attendance.

I accept to join this survey voluntarily.

☐

Part 1:

Age: _____

Gender: Female ☐ Male ☐

Class: 11th ☐ 12th ☐

1. Other people have affected me while deciding this field.

☐ Yes ☐ No

If Yes: (Please, mark only the most influential one.)

☐ a. My family

☐ b. My friends

☐ c. My teacher

☐ d. A relative of mine

☐ e. An acquaintance

f: Any other: _____

2. There is someone who can speak a foreign language in my family:

Yes ☐ No ☐

3. Do you play online games?

Yes ☐ No ☐

4. In which field do you plan to study or work in the future? (Please, mark only the most influential one.)

- a. English Language Teaching
- b. English Language and Literature
- c. Translation and Interpretation
- d. German Language and Literature
- e. German Language Teaching
- f. French Language and Literature
- g. I have not decided yet.
- h. Other

(Please define it: _____)

5. I liked English first with _____. (Please, mark only the most influential one.)

- a. My English teacher
- b. The activities in English classes
- c. A friend
- d. A book
- e. A movie/ TV Series
- f. A song
- g. The words I learned
- h. A singer
- i. An actress/ actor
- j. An online game
- k. Other

(Please define it: _____)

6. When I learn English completely; (Please, mark only the most influential one.)

- a. I want to be able to communicate with people.
- b. I want to read and understand a book.
- c. I want to watch and understand a movie.
- d. I want to provide communication among people.
- e. I want to go abroad for a journey.
- f. I want to learn English culture.
- g. Other

(Please define it: _____)

7. How old were you when you were first interested in English?

- a. Between 7-10
- b. Between 10-13
- c. Between 13-16
- d. I have never been interested in English.
- e. I am not sure I am interested in English.

Appendix 2: (Continue)

Part 2

Questions:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I think it is important to speak English.					
2. I think I have the abilities in English.					
3. I think the activities in English (Foreign Language) lesson are enjoyable.					
4. I think subjects taught in English lesson are enjoyable.					
5. The homework given in English lesson interests me.					
6. I have always looked forward to English Lessons					
7. I like learning new words in any foreign language.					
8. I like learning a new language.					
9. I like learning new cultures.					
10. I like watching movies in English.					
11. I like reading books in English					
12. I like listening to music in English					
13. I have always been impressed by English since my childhood.					
14. I have usually liked my previous English teachers.					
15. I am more successful than all of my friends in English.					
16. I regard English as a part of my life.					
17. Every new information about English increases my interest for the lesson.					
18. My current goal is to learn a foreign language.					
19. I would like to make oral translation.					
20. I want to be able to understand the songs in English.					
21. I want to be able translate a text from English to Turkish.					
22. I want to be able write a text (Short story, poem, article, essay) in a foreign language.					
23. I would like to be able to watch the TV series, which I follow, in English.					
24. I want to meet people from different nations.					
25. I want to become a teacher of foreign language.					
26. I think I might help people by learning a foreign language.					
27. I think it will be useful to be able to speak a foreign language in future.					
28. I think the Field of Foreign Language will provide me with various job opportunities.					
29. I don't think I will be successful in an occupation unrelated to languages.					
30. I think people respect the ones who can speak a foreign language.					
31. I want to learn a language and travel to the countries where that language is spoken.					
32. Spending time with Foreign Language lesson is more enjoyable than spending time with any other lesson.					
33. I am unsuccessful at math courses.					
34. I wasn't sure which field I desired while making field choice at 10 th grade.					
35. The Field of Foreign Language was not my first choice.					
36. In the future, I want to work in an occupation unrelated to the Field of Foreign Language.					

The questionnaire has ended. Thank you for your attendance and sincerity.

Appendix 3: Anket

Sevgili Öğrenciler;

Bu anket, Yabancı Dil Alanı'nda okuyan lise öğrencilerinin neden bu alanı seçtiklerini araştırmayı amaçlayan yüksek lisans tez çalışması için hazırlanmıştır. Lütfen anketteki bütün soruları dikkatle okuyarak cevap veriniz. Verdiğiniz tüm cevapların çalışmaya ciddi katkı sağlayacağını hatırlatır değerli katkılarınız için teşekkür ederim.

Bu çalışmaya kendi isteğimle katılmayı kabul ediyorum.
Bölüm 1.

☐

Yaşınız: _____

Cinsiyetiniz:

Kız

☐

Erkek

☐

Sınıfınız: 11. Sınıf

☐

12. Sınıf

☐

1. Bu alanı seçmemde başkalarının etkisi oldu.

Evet

☐

Hayır

☐

Evet ise: (Lütfen, en çok etkisi olan **yalnızca birini** işaretleyiniz.)

☐ a. Ailem

☐ b. Arkadaşlarım

☐ c. Öğretmenim

☐ d. Bir akrabam

☐ e. Bir tanıdığım

f: Varsa diğer : _____

2. Ailemde yabancı dil bilen biri var:

Evet

☐

Hayır

☐

3. Online (Çevrimiçi) oyun oynar mısınız?

Evet

☐

Hayır

☐

4. Dil bölümünü ileride hangi alanda okumak veya çalışmak için seçtiniz? (Lütfen, seçiminizde en çok etkisi olan **yalnızca birini** işaretleyiniz.)

i. İngilizce öğretmenliği

j. İngiliz Dili ve Edebiyatı

k. Mütercim Tercümanlık

l. Alman Dili ve Edebiyatı

m. Almanca Öğretmenliği

n. Fransız Dili ve Edebiyatı

o. Henüz karar vermedim

p. Diğer.

(Belirtiniz: _____)

5. İngilizceyi ilk kez _____ ile sevdim. (Lütfen, en çok etkisi olan **yalnızca birini** işaretleyiniz.)

l. İngilizce öğretmenim

m. İngilizce dersindeki etkinlikler

n. Bir arkadaşım

o. Bir kitap

p. Bir film

q. Bir Şarkı

r. Öğrendiğim İngilizce kelimeler

s. Bir şarkıcı

t. Bir sinema oyuncusu

u. Bir çevrimiçi oyun

v. Varsa diğer:

(Belirtiniz: _____)

6. İngilizceyi tamamen öğrendiğimde; (Lütfen, en yakın hissettiğiniz **yalnızca birini** işaretleyiniz.)

a. İnsanlarla iletişim kurabilmek istiyorum.

b. İngilizce bir kitabı okuyup anlamak istiyorum.

c. İngilizce bir filmi izleyip anlamak istiyorum.

d. İnsanlar arasında iletişimi sağlamak istiyorum.

e. Yurtdışına bir yolculuğa çıkmak istiyorum.

f. İngiliz kültürünü öğrenmek istiyorum.

g. Varsa diğer:

(Belirtiniz: _____)

7. İngilizceye ilgi duymaya başladığınızda kaç yaşındaydınız?

f. 7-10 yaş arasında

g. 10-13 yaş arasında

h. 13-16 yaş arasında

i. İngilizceye hiç ilgi duymadım.

j. İngilizceye ilgi duyduğumdan emin değilim.

Appendix 3: (Continue)

Bölüm 2.

Sorular:	Kesinlikle Katılım	Katılım	Kararsızım	Katılmam	Kesinlikle Katılmam
1. İngilizce bilmenin önemli olduğunu düşünüyorum.					
2. İngilizceye yeteneğim olduğunu düşünüyorum.					
3. İngilizce derslerinde gerçekleştirilen etkinlikleri zevkli bulurum.					
4. İngilizce derslerinde öğretilen konuları zevkli bulurum.					
5. İngilizce(Yabancı Dil) dersinde verilen ödevler ilgimi çeker.					
6. Öğrencilik hayatımda İngilizce (Yabancı Dil) derslerini dört gözle beklemişimdir.					
7. Yabancı bir dilde kelime ezberlemeyi severim.					
8. Yeni bir dil öğrenmeyi seviyorum.					
9. Yeni kültürleri tanımayı seviyorum.					
10. İngilizce film izlemeyi seviyorum.					
11. İngilizce kitap okumayı seviyorum.					
12. İngilizce şarkı dinlemeyi seviyorum.					
13. İngilizceden çocukluğumdan beri etkilenmişimdir.					
14. Önceki İngilizce öğretmenlerimi çoğunlukla severdim.					
15. Yabancı dilde bütün arkadaşlarımdan başarılıyım.					
16. İngilizceyi hayatımın bir parçası olarak görüyorum.					
17. İngilizceye dair öğrendiğim her yeni bilgi derse ilgimi artırır.					
18. Şu anki amacım bir yabancı dili öğrenmektir.					
19. Sözlü Çevirmenlik yapmak isterim.					
20. İngilizce şarkıları anlayabilmek istiyorum.					
21. İngilizceden bir metni Türkçeye çevirebilmek istiyorum.					
22. Yabancı dilde bir metin (hikâye, şiir, deneme, makale) yazabilmek istiyorum.					
23. Takip ettiğim dizileri İngilizce izleyebilmek istiyorum.					
24. Farklı milletlerden insanlarla tanışmak istiyorum.					
25. Yabancı bir dil öğretmeni olmak istiyorum.					
26. Dil bilerek insanlar için faydalı olacağımı düşünüyorum.					
27. Yabancı dil öğrenmenin ileriki hayatımda işime yarayacağını düşünüyorum.					
28. Yabancı Dil alanının bana farklı iş imkânları sağlayacağını düşünüyorum.					
29. Yabancı dil ile ilgisi olmayan bir meslekte başarılı olacağımı sanmıyorum					
30. Yabancı dil bilenlerin toplumda saygın kabul edildiğini düşünüyorum.					
31. Yabancı bir dil öğrenip o dilin konuşulduğu ülkeleri gezmek istiyorum.					
32. Yabancı dil ile zaman geçirmek başka herhangi bir dersle zaman geçirmekten daha faydalıdır.					
33. Sayısal derslerde başarısızım.					
34. 10. sınıfta alan seçimi yaparken hangi alanı istediğimden emin değildim.					
35. İlk tercihim olan bölüm Yabancı Dil Bölümü değildi.					
36. İleride Yabancı Dil alanı ile ilgisi olmayan bir iş alanında çalışmak istiyorum.					

Anket bitmiştir. Samimiyetiniz ve katılımınız için teşekkür ederim.

Appendix 4: Interview Questions

1. Could you tell your story of choosing Field of Foreign Language?
2. Before making your preferences did you get information about Field of Foreign Language? How and from whom did you get support for your decision) Could you elaborate on this?
3. Do you think you will be happy when you graduate from the Field of Foreign Language?
4. Do you feel any regret preferring the Field of Foreign Language now?
5. Do you have any career plans? Could you talk about them?
6. Which foreign language/s influenced your career decision? Could you please explain the reason/s?
7. Do you remember your first contact with a foreign language) Can you elaborate on this, please?
8. Did you have any information about the Field of Foreign Language before you chose this field.

Appendix 5: Mülakat SORULARI

1. Yabancı dil alanını seçme hikâyenizi anlatır mısınız?
2. Yabancı dil alanını seçmenizde en büyük katkıyı ve desteği kimden gördünüz?
3. Yabancı dil alanından mezun olduğunuzda mutlu olabileceğinizi düşünüyor musunuz?
4. Şu an yabancı dil alanını seçtiğiniz için bir pişmanlık hissediyor musunuz?
5. Kariyer planlarınız var mı? Bahseder misiniz?
6. Yabancı dil alanını seçmenizde etkili olan yabancı dil veya diller nelerdir? Nedenini paylaşabilir misiniz?
7. Yabancı bir dille ilk kez karşılaşma hikâyenizi ve o an hissettiğiniz duygularınızı anlatabilir misiniz?
8. Tercihinizi yapmadan önce yabancı dil bölümüyle ilgili araştırma yaptınız mı? Yaptıysanız bu bilgilere nasıl ulaştınız?

Appendix 6: Permission Document



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613/605.01/4907814
Konu: Araştırma Uygulama İzin Talebi

07.03.2019

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)

İlgi: a) Karadeniz Teknik Üniversitesi Rektörlüğü Genel Sekreterliğinin 28/02/2019 tarihli ve 76127911-399--E230/463 sayılı yazısı
b) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelgesi

İlgi (a) yazı ile Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı Yüksek Lisans Programı öğrencisi Mehmet KAYGUSUZ'un "11 ve 12. Sınıf Öğrencilerinin Dil Temelli Bir Kariyerin Başlangıcı Olarak Yabancı Dil Alanını Seçme Sebeplerini Anlamak" konulu yüksek lisans tezi kapsamında hazırladığı veri toplama aracının Erzurum, Trabzon, Bayburt ve Antalya illerinde bulunan her tür ve derecedeki liselerde öğretim gören öğrencilere uygulanmasına yönelik izin talebi Genel Müdürlüğümüzce incelenmiştir.

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Gereğini bilgilerinize rica ederim.

Anıl YILMAZ
Bakan a.
Genel Müdür V.

Ek: Veri Toplama Aracı (2 sayfa)

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CURRICULUM VITAE

Mehmet KAYGUSUZ was born in Erzurum, in March 1993. He completed primary school in Oltu, Erzurum in 2007. He studied the Field of Foreign Language in high school and graduated in 2011. He attended the Department of Foreign Language Teaching at Atatürk University and graduated from that department in 2015. He worked as an English teacher in Erzurum for two years in a state vocational and technical high school. Currently, he has been working as a research assistant at the Department of English Language and Literature at Ağrı Ibrahim Çeçen University since 2017.

