Ana Đorđević
University of Belgrade
Faculty of Philology

TEACHING AS AN ALTERNATIVE: ENGLISH LANGUAGE STUDENTS' MOTIVATION TO BECOME TEACHERS BEFORE AND AFTER THE PRACTICUM

Abstract: The paper explores the changes in English language students' levels and types of motivation to become teachers as a result of their practice teaching. Prior to it, a total of 72 final year students of English language, literature and culture filled in a questionnaire aimed at determining their level of interest in teaching in various educational settings, the reasons for and against teaching in state schools and the extent to which different aspects of their teacher education courses have prepared them for the upcoming practicum. By examining the correlations between individual scores and the students' corresponding academic achievement and by comparing the groups with and without previous teaching experience, we sought to create a profile of a student with a typically high/low level of motivation. The qualitative part of the study, based on a thematic analysis of the portfolios submitted by 28 students who started their practice teaching before the Covid-19 induced lockdown, revealed an increased interest in teaching in state schools after the practicum, mainly as a result of their enhanced intrinsic motivation to teach, reduced teaching-related anxiety levels and modified self-perceived teaching ability beliefs.

Key words: motivations for teaching, shift in motivation, the practicum, teacher education, English language students

1. Introduction

In the past few decades, there has been a surge of interest in pre-service teachers' motivation for choosing teaching as a career, which can be attributed to several factors. Firstly, numerous studies and reports give an account of teacher shortages and the difficulties in attracting new candidates to teaching and retaining them in the profession, especially in developed countries (Jungert, Alm & Thornberg, 2014; OECD, 2005; Sinclair, Dowson & McInerney, 2006; Watt et al., 2012). Even when this is not the case, investigating prospective and practising teachers' motivation to pursue a teaching career is seen as important as it can be a potent predictor of teaching quality, commitment towards the profession and, ultimately, student attainment (Bakar, Mohamed, Suhid & Hamzah, 2014; OECD, 2005; Simić, 2015). However, while there is an overwhelming number of studies dealing with the

motivations of teacher trainees in general, irrespective of their subject of study, there remains a gap in the research on ELT teacher candidates (e.g. Kyriacou & Coulthard, 2000; Kyriacou & Kobori, 1998; Sali 2013; Yuan & Zhang, 2017).

In Serbia, general interest in teacher education programmes has been in decline for over a decade (Marušić, 2014; Marušić Jablanović & Vračar, 2019) and it is the observable, growing negative trend in undergraduate English language students' interest in teaching, especially in state schools, as well as the perceived positive impact the practicum has on their teaching career choices[1], that has prompted us to look into their levels and types of motivation to teach in different educational settings before and after their practice teaching. Further exploration into these is conducted in relation to their previous teaching experience, different aspects of academic achievement, the extent to which they feel prepared for the practicum and the reasons they specified for and against teaching in state schools.

Although most similar studies focus on investigating, teacher education, students (Bergmark, Lundström, Manderstedt & Palo, 2018; Watt et al., 2012), the context of this research is different in that the subjects are final year students of English language, literature and culture who, apart from teaching, have a variety of other career options after graduation. With no available data on the proportion of the student body who ultimately opt for teaching as a career and among the growing concerns about the lower share of high achievers among them (Marušić, 2014; OECD, 2005), it was not only pivotal to explore the general levels of motivation to teach, but also to look into their types and to determine if there is a link between the students' motivations and their academic and teaching ability in order to address the critical issue of quality in the future English teaching generation.

2. Motivations for choosing teaching as a career

According to Watt and colleagues, "motivations for career choices are forged from personal values and expectancies, experienced in particular sociocultural settings within the context of different demand and reward structures" (Watt et al., 2012, p. 794). The most cited reasons for entering teacher education programmes and the teaching profession include: the appeal of working with children and adolescents, a desire to impart knowledge, support their development and contribute to society, the enjoyment of pedagogy and subject matter, the potential for intellectual fulfilment, ongoing personal and professional development, the perceived benefits or convenience of teaching (working hours, holidays, manageable workload, job security), the influence of others (family, former teachers), the status of teaching and dissatisfaction with a previous career (Bergmark et al., 2018; Jungert et al., 2014; Sali, 2013; Sinclaire et al., 2006; Watt et al., 2012; Yüce, Şahin & Koçer, 2013). These are typically categorised into intrinsic (the joy of teaching), extrinsic (job-related benefits) and altruistic (service to children and society) factors, or types of

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[1] Aa a result of an almost decade-long experience as a teacher trainer and a practicum coordinator

motivation (Bakar et al., 2014; Bergmark et al., 2018; Jungert et al. 2014; Simić, 2015). However, Watt and Richardson warn about the occasional lack of precision in the constructs' operationalisation (see Watt & Richardson, 2007). They have also developed a highly influential framework comprising the so called FIT-Choice scale (Factors Influencing Teaching Choice), which apart from the aforementioned types of motivation presented in the form of intrinsic value, personal utility value (job security, time for family) and social utility value (future of children, social contribution), also takes into consideration the subject's previous socialisation influences (social dissuasion, prior learning and teaching experiences), task demand and return (social status and salary), as well as their perceived teaching abilities (Watt & Richardson, 2007).

Irrespective of the terminology used, there is a widespread agreement on the importance of intrinsic and altruistic types of motivation in teacher candidates for their academic engagement first (Jungert et al., 2014), and then for their initial career satisfaction, teacher retention and commitment to teaching in general (Bakar et al., 2014; Jungert et al., 2014; Sali, 2013; Watt & Richardson, 2007). Although, prospective teachers normally have multiple rather than single motives for entering teacher education, it is the primarily extrinsic quality of motivations to teach that is associated negatively with later planned persistence in the career and career choice satisfaction (Watt et al., 2012).

As a result of the previously mentioned differential demand and reward structures related to teaching across different cultures, the dominant motives for becoming a teacher are also context-dependent, with the intrinsic and altruistic ones being more frequent in developed countries than in developing countries (Bergmark et al., 2018; Jungert et al., 2014; Simić, 2015; Watt et al., 2012). Namely, while the love of teaching/subject matter, working with children and adolescents and making a social contribution were found to be the highest rated reasons for taking up teaching in the studies conducted in Australia, the United States, Germany, Norway, Sweden and Slovenia (Jungert et al., 2014; Kyriacou & Kobori, 1998; Sinclair et al., 2006; Watt et al., 2012), the findings from Turkey indicate a prevalent (Yüce et al., 2013) or highly represented (Sali, 2013) extrinsic type of motivation among Turkish student teachers.

The only two studies which measured the distribution of different motives for teaching among pre-service teachers in Serbia used samples of undergraduate students of various disciplines who had selected a teacher education track or a set of teacher-track courses in their study programmes. Although both applied the FIT-Choice theoretical framework, the corresponding scale was used in only one of them (Marušić Jablanović & Vračar, 2019), yielding the following results: the love of the subject matter (added to the original scale), an affinity for teaching and shaping the future of children/adolescents, are the preponderant motives. The predominance of intrinsic and altruistic motivation was confirmed in the other study (Simić, 2015), which used a thematic analysis of the interviews conducted with both undergraduate students and beginning and experienced teachers. Overall, working with youth was the most frequently cited motive for choosing teaching as a career, although it was

almost twice as often mentioned by experienced teachers than by undergraduate students, who gave precedence to their interest in the subject and the influence of a former teacher or parent as the main motivators for their career choice.

3. The stability of motivations to teach

Although it is generally agreed that pre-service and in-service teachers' motivations for teaching may change substantially over time (Bergmark et al., Sinclair et al., 2006; Yuan & Zhang, 2017), most researchers have narrowed their focus to the problems of high attrition among prospective and practising teachers (e.g. Chambers, Hobson & Tracey, 2010), thus failing to paint a full picture of both positive and negative influences on their motivation. Therefore, it appears almost inconceivable that there are such few studies directly investigating the changes in pre-service teachers' motivations for becoming teachers as a result of their initial teacher education experiences.

The findings of such quantitative studies point to a relative stability of motivations with only a few shifts detected. For example, a longitudinal research project undertaken in Norway by Roness & Smith (2010) has demonstrated that the enjoyment of teaching and the wish to work with young people increased the most during their teacher education programme, which they attribute mainly to the students' experience of practice teaching. Another study, which used a FTT-Choice theoretical model, also confirmed that most motives remain relatively stable, although those related to social utility value were rated as more important at the beginning of their Educational Master programme than at the end (Canrinus & Fokkens-Bruinsma, 2014), which the authors put down to their practical teaching experience, where they may have obtained 'a more realistic view of what a teacher is able to accomplish' (p. 273). A similar conclusion was reached by Sinclair and colleagues who, nevertheless, found a negative shift in most motivations to teach over a period of five months, which was explained both by the students' and their supervising teachers' more realistic or downright negative appraisal of teaching in general during their practicum (Sinclair et al., 2006).

Qualitative research on the stability of prospective teachers' motivation for choosing teaching as a career has yielded a much more comprehensive perspective on the issue. For instance, using the subjects' personal reflections, focus group and individual interviews, Yuan and Zhang (2017) found that, despite the occasional oscillations in the pre-service teachers' motivations as a result of the contact with various aspects of a four-year teacher education programme, most of the ten student teachers examined had experienced a growth in their intrinsic motivation towards teaching. This positive change has been brought about by their increased self-efficacy and confidence as language teachers following the development of their teacher knowledge, reflective practices and teaching skills and techniques, especially during the practicum (Yuan & Zhang, 2017). In an even more detailed inquiry into the potential changes in teaching motivation conducted in the form of four case

studies, Tang and colleagues discovered significant shifts in both directions (from 'a dream job' to ambivalence and from ambivalence to enthusiasm), which suggests that the changes are rather complex and idiosyncratic in nature and depend on a host of factors related to teacher education, which they divided into three major groups: 'individual' (e.g. expectations of oneself), 'higher education' and 'fieldwork' (Tang, Cheng & Cheng, 2014).

4. Research methods

A mixed-methods research design (Creswell, 2003) was employed in the study in order to better understand teaching motivations both on a group and individual levels.

A total of 72 final year students of English language, literature and culture at the Faculty of Philology in Belgrade took part in the quantitative data collection in February 2020 before their practicum by completing a questionnaire in which they rated their level of interest in teaching in different educational settings and the extent to which various aspects of teacher education courses have prepared them for the upcoming practice teaching on a scale from 1 to 10. Other questions were designed using a multiple choice format with a fixed list of answer options (they could circle up to 2), including an open-ended 'other' alternative to reduce a possible bias in the results. The choices offered in the questions regarding the reasons for and against teaching in state schools were based on the FIT-Choice theoretical model (Watt et al., 2012), so that all of the categories and sub-categories (e.g. self perceptions, task demand, intrinsic value) were represented by at least one answer option. Finally, a bivariate correlation analysis and independent t-test statistics were used to explore the potential links between the students' academic achievement and previous teaching experience and their motivations for becoming teachers.

Qualitative data collection was based on the students' reflection papers from the portfolios they submitted after the practicum. Normally, their practice teaching involves 10 classes of participant observation in a primary or secondary school, after which they teach 2 classes on their own. However, because of the state of emergency declared in Serbia on the 15th of March, 2020 due to the Covid-19 crisis, only 28 students managed to start their practicum with an average of 7.96 classes observed and only their portfolios were thematically analysed (Merriam, 2009). In particular, the sections on whether they would choose teaching as a career, their previous language learning and teaching experiences, the description and evaluation of their host teacher, learners and activities observed were colour-coded according to the following themes: change, type, reasons, initial motivations, host teacher, learners, personal characteristics and things learned.

5. Results and Discussion

5.1. Motivations across different educational levels and settings

In the questionnaire administered before the practicum, the students were asked to indicate the extent to which they were interested in teaching English both as a future career and as a temporary/first or part-time job and at various levels in different educational settings.

Table 1

*Descriptive statistics for interest in teaching English across different domains*

Interest in teaching English:	Mean	Standard Deviation
Future profession	5.87	2.77
Private foreign language school	6.75	2.57
Primary school	4.28	2.88
Any high school	4.39	2.6
Grammar school	5.05	2.98
Vocational school	3.56	2.53
Temporary/first/part-time job	6.60	2.73

The results in Table 1 reveal a medium motivation of the students, with the highest score for private foreign language schools (M=6.75), which is not surprising, bearing in mind the relatively small size of the classes there and the relatively high motivation among the learners. Another common feature of their reflection papers is a description of a stark contrast between a very positive learner experience in a private foreign language school and the ineffective and dull English language classes at state schools. The students' interest in teaching at various levels and types of state schools is, therefore, noticeably lower, with grammar schools having the highest score (M=5.05) and vocational schools, usually associated with students' disruptive behaviour and low attainment, being the least popular (M=3.56).

When it comes to the students' commitment to teaching, the results indicate a higher interest in teaching as a temporary or part-time job (M=6.60) than as a proper career (M=5.87), which resonates with the findings of numerous studies about the high attrition rates among both pre-service and in-service teachers (Bakar et al., 2014; Watt & Richardson, 2007).

5.2. Motivation to teach in state schools: reasons for and against

While most studies reviewed report altruistic and intrinsic motivations to be dominant among pre-service teachers (Jungert et al., 2014; Kyriacou & Kobori, 1998; Watt et al., 2012), the results of this research point to a combination of personal utility and social utility (altruistic) motivations as the prevalent ones among English language students considering teaching in state schools.
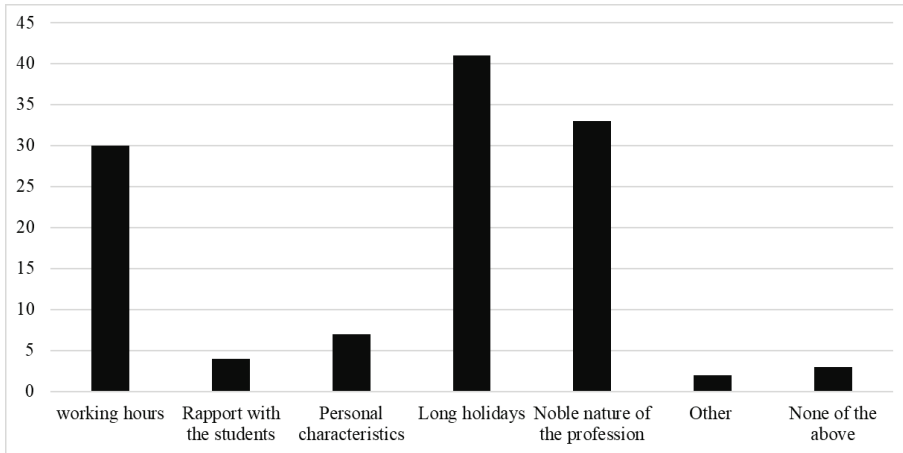
Graph 1

As can be seen in Graph 1, the majority of them (41) opted for 'long holidays' as one of the main reasons for choosing teaching in the state sector, which was followed by 'the noble nature of the profession' as an example of an altruistic type of motivation (33) and 'working hours' as another personal utility oriented one (30). Working with children/adolescents, which is one of the most cited motives for entering teaching (Simić, 2015; Watt et al, 2012), was here rated as the least influential and appears to be the very reason why many students would not want to become teachers in state schools in the first place.
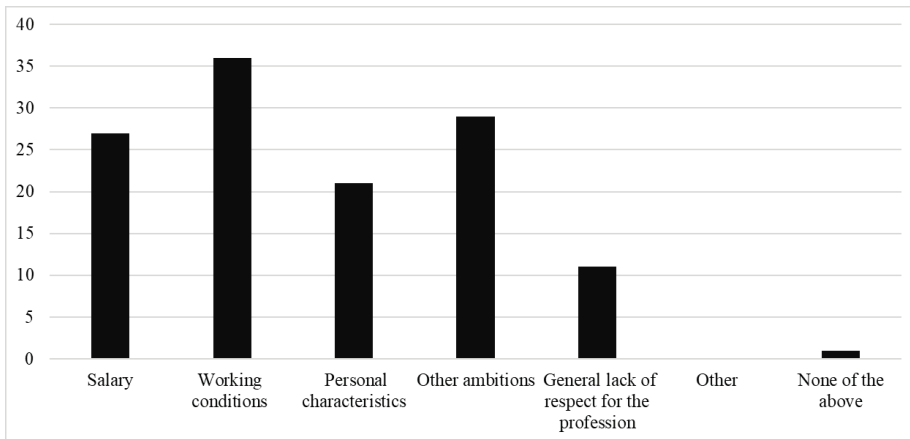
Graph 2

Namely, half of the sample chose 'working conditions' including student discipline, as the main disincentive (Graph 2; see Kyriacou & Coulthard, 2000). Together with the figures for 'salary' (27) and 'general lack of respect for the profession'

(11), the results clearly show that the students perceive the teaching profession as one with high task demand and low task return (inadequate remuneration and social status), which is summed up in one of the students' portfolios:

> S 19: Before doing the practicum, I never really considered teaching as my future profession because I think it is a lot of work for a small salary on the one hand and a great responsibility on the other.

The relatively high scores for 'other ambitions/interests/talents' (29) and 'personal characteristics' (e.g. shy, introverted; 21) as reasons for not being willing to teach in state schools reflect the context of the study, which, as previously explained, is not a typical teacher education institution.

5.3. Teaching motivation and previous teaching experience

One of the aims of the research was to investigate the extent and scope of previous teaching experience among final year English language students and the effect it has on their motivation to become teachers.
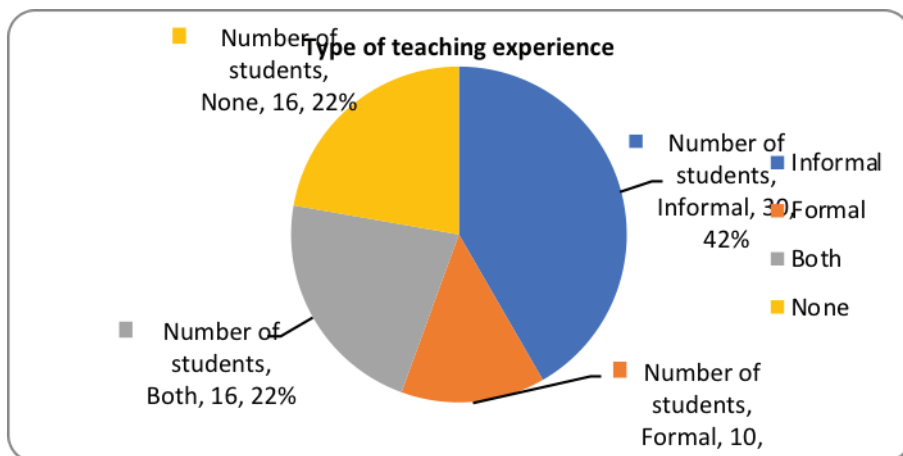
Graph 3 Type of teaching experience

The majority of the students (64%) reported having some informal teaching experience (i.e. giving private lessons/tutoring, including on-line teaching), of which approximately a third also had some formal teaching experience (22% of the total sample), typically in private foreign language schools. The same percentage of the students claim to have no teaching experience whatsoever, while 14% of them have only experienced formal classroom teaching, of which only 2 students in a state school. The following graph shows the length of their teaching experience.
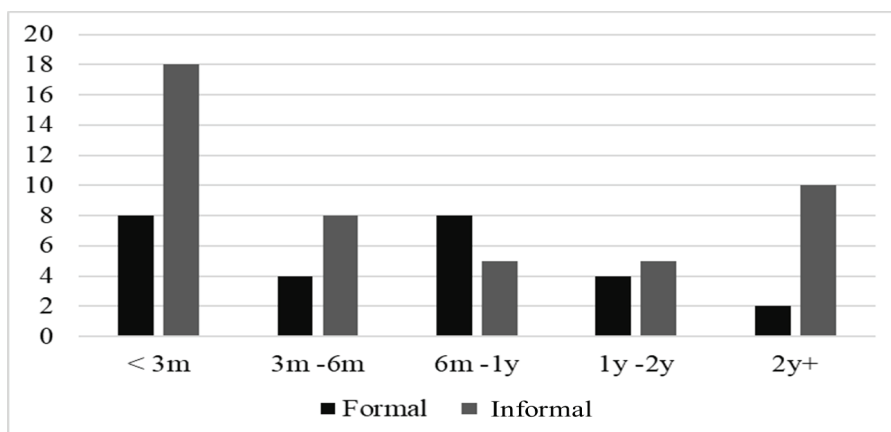
Graph 4 Length of teaching experience

In order to determine if there is a difference in the motivation levels between the groups of students with and without teaching experience, an independent sample T-test was conducted. Contrary to the findings of Roness and Smith (2010), the results show that there is no significant difference between the two groups in terms of their interest in teaching across various levels and types of institutions. The students who start teaching during their undergraduate studies are not necessarily or exclusively intrinsically motivated, which was confirmed in the individual-level qualitative analysis, and there are even cases of those who become less motivated as a result of their teaching experience:

> S18: The more I taught, the more I started changing my mind about the future profession I would like to have. I wanted to be an English teacher ever since I started majoring in English Language, but it is very draining, emotionally more than physically.

However, when looking into the link between the students' teaching experience and their ELT-related academic achievement, the results of an independent sample T-test showed that there is a significant difference between the students with teaching experience (M=9.03, SD= 0.89) and without teaching experience (M=8.30, SD= 1.15) in their average microteaching grade (t(63)= -2.07, p= 0.043) and a significant difference between the former (M=9.0, SD= 0.97) and the latter groups (M=8.41, SD= 0.89) in their average grade in ELT methodology subjects (t(69)= -2.72, p= 0.008). This shows that teaching experience seems to greatly contribute to the students' enhanced teacher knowledge and teaching skills, although it is certainly logical that many students might start teaching precisely because of their self-perceived teaching abilities.

5.4. Motivation to teach and academic achievement

No correlations were found between the students' level of interest in teaching and their academic achievement in terms of their overall average grade (GPA), their average Contemporary English and ELT Methodology grades and their Micro-

teaching grade. In other words, the results didn't confirm a common perception that it is primarily the high achievers who shy away from teaching and vice versa.

On the other hand, all correlations between the grades are significant (Table 2), varying from .795 for GPA and Contemporary English, to .483 for Micro-teaching and Contemporary English, which suggests that the students who are more proficient in English usually have a higher GPA and other examined average grades.

Table 2
Correlations between average grades

	GPA	Contemporary English	ELT Methodology	Micro-teaching
GPA	1	.795**	.727**	.566**
Contemporary English	.795**	1	.603**	.483**
ELT Methodology	.727**	.603**	1	.659**
Micro-teaching	.566**	.483**	.659**	1

**= significant correlation at the 0.001 level

However, it is interesting to note that the weakest links are those between the students' Micro-teaching grade and their average Contemporary English grade and GPA, which shows that the academically weaker students with somewhat lower levels of English language proficiency can indeed be very good at teaching and vice versa.

5.5. Concerns about the practicum

When asked about what they fear most about the upcoming practicum, the students most commonly cited stage fright or debilitative anxiety while teaching as the greatest concern, which was followed by those about establishing rapport with students (e.g. due to disciplinary issues), unexpected problems in the classroom and time-management.
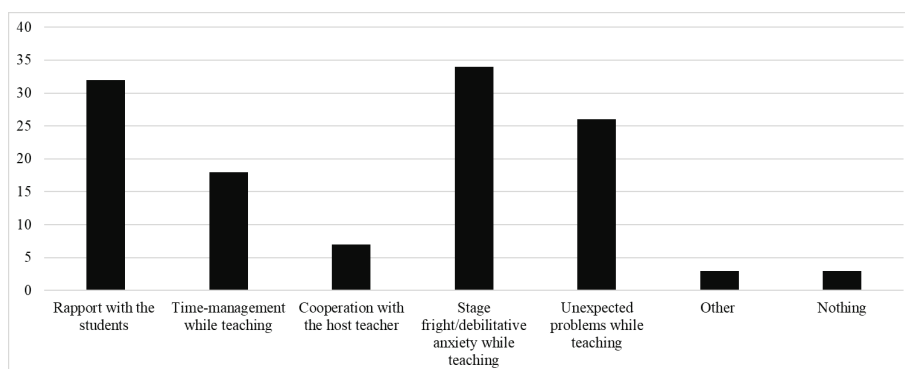
Graph 5 Concerns about the practicum

S27: I had been convinced that young learners ran riot in class and that they had a very short attention span. A feeling of fear and anxiety had been present before going to the school and meeting my host teacher and the students.

5.6. The role of teacher preparation

Student evaluations of various teacher education aspects of their undergraduate studies, their previous teaching experience and personal characteristics in terms of the extent to which they have prepared them for their practice teaching have revealed relatively high and mostly similar ratings for the theoretical part of their ELT Methodology courses, their coursework (e.g. lesson plans) and micro-teaching sessions (see Canrinus & Fokkens-Bruinsma, 2014; Roness & Smith, 2010 for similar student evaluations). Self-perceived abilities for teaching were not as highly rated, which suggests that some students consider their personal characteristics to be at odds with the requirements of the teaching profession (see Graph 1), while previous teaching experience scored just above the midpoint, mainly due to the pool of students (16,22%) who have never taught before the practicum.

Table 3
Evaluation of various aspects of teacher preparation

	Min	Max	Mean	SD
Theory	3.00	10.00	7.3750	1.84953
Coursework	3.00	10.00	7.2917	1.96761
Micro-teaching sessions	2.00	10.00	7.6528	1.87767
Teaching experience	.00	10.00	5.4167	3.89203
Personal characteristics	1.00	10.00	6.0135	2.68802

It also appears that the students became even more aware of the merits of ELT theory and other aspects of teacher preparation after the practicum (see Yuan & Zhang, 2017), which they acknowledged in their reflection papers:

S70: During the practicum, I could see the host teacher implementing all of the right methods and I was so proud of being able to recognize them myself.

5.7. Shift in interest to teach in state schools

Based on the students' questionnaire responses concerning the initial level of interest in teaching in the type of state school that was their practicum placement (primary or high school) and their post-practicum accounts from the portfolio reflection papers, a table was compiled to demonstrate the shifts in their motivation as a result of their practice teaching.

Table 4
Shifts in motivation levels: state schools

A F T E R

		NNN	NN	N	NNP	NP	NPP	P	PP	PPP
NNN		S55		S42						
NN			S14,S17, S30, S72	S9		S19,S69				
N	**B**					S1	S61,S64*			
NNP	**E**						S26	S27		
NP	**F**						S8	S16*		
NPP	**O**									
P	**R**							S66	S18	S13
PP	**E**								S25	S46, S71
PPP										S48, S63

N-negative; P-positive; S-student; coloured boxes-no change

On both the vertical (pre-practicum) and horizontal (post-practicum) axes, we can see the continuum from NNN (triple negative), representing the most negative attitude towards teaching in the specified state school and, consequently, the lowest motivation, to PPP (triple positive) representing the highest motivation when it comes to teaching there. Four students were excluded from the analysis as it was not clear from their accounts to what extent they were interested in teaching in the type of state school in which they had done their teaching practicum. Of the remaining 24 students, only 9 of them (in coloured boxes) experienced no change in their motivations for teaching (4 of them with an already dominantly positive initial orientation), while 15 of them appeared to have increased levels of teaching motivation, with some of them moving from a fairly negative attitude towards the profession to a position where teaching is now an option and others professing an even greater affinity for teaching after their practicum experience.

> S69 (NN2 – NP): Before this experience, I found the idea of a teaching career unexciting and even repulsive. However, this experience challenged my presuppositions and made me reconsider the possibility of teaching as my future profession.

> S13: (P – PPP): I want to be a teacher now more than ever, even though my initial dream was to be a translator.

5.8. The type of changes observed

When it comes to the type of changes experienced and the reasons behind them, a thematic analysis revealed the following:

I Change in intrinsic motivations

A significant positive shift in intrinsic motivations, detected in 14 out of 15 students who experienced a change, was brought about by their perception of

teaching as a highly rewarding activity conducted in a stimulating and enjoyable classroom atmosphere, or, more specifically, as a result of several factors grouped under the following themes:

1. Learner characteristics and engagement (10^2)
2. Host teacher as an inspiration (6)
3. The joy of imparting knowledge (4)
4. Feeling important as a figure of authority (2)
5. Influencing young generations[3] (1)

The majority of the students started their practicum with fairly low expectations when it comes to learners (see Graphs 1 and 2) and were pleasantly surprised by their characteristics ('well-behaved', 'charming'), their participation in class and a generally good command of the English language:

> S9: Not having gotten the chance to teach my first formal lesson, I felt surprisingly robbed of the opportunity to interact with such curious and intelligent students.

Namely, contrary to the findings of Sinclair and colleagues (Sinclair et al., 2006) and Canrinus and Fokkens –Bruinsma (2014), and in line with those of Yuan & Zhang (2017), the practicum experience in this case was not perceived as a 'reality shock', but rather as an opportunity for students to get to know the learners and to dispel some of the preconceived notions about them.

Also, although only 6 students explicitly identified their host teachers as responsible for their increased motivation, typically as a consequence of the perceived joy they felt while teaching, their personality and exceptional teaching skills they wanted to emulate one day, almost all other students in the study (with the exception of 2 respondents) had positive or extremely positive perceptions of their mentors, which must have contributed to the discerned shifts in intrinsic motivations both directly and indirectly (i.e. teachers inducing learner engagement and cooperation).

The final three motivational factors were less frequently mentioned simply because most students (24) only observed the host teachers and were only in some cases given opportunities to actively participate in teaching. Nevertheless, the findings are consistent with those of Roness and Smith (2010) about the greatest effect of the teacher education programme on the students' enjoyment of teaching and their wish to work with young people.

II Change in anxiety levels

Seven students, who initially reported stage fright as one of their greatest preoccupations about the practicum, had their anxiety levels significantly reduced during the practice teaching, usually owing to the learners' positive reactions and/or the host teacher's encouragement.

> S69: After the initial stage fright was gone, I realized that there was no need for it in the first place. The students were extremely responsive...

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[2] The number of students whose statements were related to the listed themes

[3] See Simić, 2015 for 'influencing young generations' as an intrinsic motive

S61: Our [host]teacher showed me that I am not as anxious a teacher as I thought I would be.

III Change in ability beliefs

As a result of their practicum experience, a positive change in self-perceived abilities for teaching was observed in four students, although it is believed that the frequency of the statements similar to the one below would have been much greater had all the students had the opportunity to complete their practise teaching:

S16: I think that even for this short period of time I realized that I might be good at teaching.

It is especially interesting to note that some of the motivational factors which were here found to be most problematic in the pre-practicum phase (i.e. a wish to work with children and self-perceived abilities for teaching) appeared to have evolved the most during the practice teaching, which resonates with the findings of Yuan and Zhang (2017) about the key role of teacher education, and the practicum in particular, in increasing students' intrinsic motivation, self-efficacy and confidence in language teaching.

5.9. No change in motivation to become teachers

Out of 9 students who exhibited no signs of change in their motivations to teach, we focused on those 5 who remained determined not to pursue a teaching career and examined the reasons behind their choice:

1. Personality

Almost all of these respondents (4) cited their personality characteristics as the main obstacle to becoming teachers:

S14: I believe teaching is a noble cause that opens many doors to students, but for my personality, the burden is not worth the rewards.

Also, while host teachers were often perceived as role models to be emulated, in two cases, teacher observation provided the students with specific opportunities 'for vicarious personal judgements concerning one's own teaching-related abilities' (Watt et al., 2012, p. 804):

S30: My characteristics do not fit the role of a teacher as I do not have the patience and a caring nature needed for it. I have seen these characteristics in my host teacher and I do not believe I possess them.

2. The system

Finally, two students also claimed that they do not want to be part of the (educational) system that they believe is faulty:

S72: I would always feel like there is a missing piece because I am not able to give each student the kind of education they need.

6. Conclusion

Although the prevalence of intrinsic and altruistic motivations among the students (see Jungert et al., 2014; Kyriacou & Kobori, 1998; Marušić & Vračar, 2019; Simić, 2015; Watt et al., 2012) was not confirmed since the extrinsic motives proved to be dominant (see Sali, 2013; Yüce et al., 2013), it should be stressed that unlike the listed studies with teacher trainees as subjects, in our context, the students' participation in teacher education courses was compulsory and therefore did not necessarily suggest a heightened interest in teaching. In other words, it was only logical that the students with other professional preferences would choose extrinsic rewards such as long holidays and working hours as potential motivators for taking up teaching. The findings also suggest that it is both the academically more able and weaker students that may have teaching aspirations and that previous teaching experience does not necessarily signal that students want to become teachers in the future.

The most fruitful result of the research is the confirmed significance of the practicum for increasing students' intrinsic motivations as a result of their dispelled misconceptions about learners, their personal and professional fascination with their host teachers, and their greatly enhanced self-perceived teaching abilities and newly-acquired confidence as student teachers. Moreover, by enabling them to discover the joys of teaching, practicum often proved to be the best weapon against the perception of teaching solely as an alternative, a 'fallback career' (Watt et al, 2012) if everything else fails, and such an overwhelmingly positive appraisal of the practice teaching was shared by the students who described it as 'a truly unforgettable experience', 'an enormous impact', or even:

> S46: In my opinion, this sort of experience is one of the best ones I have had during my formal education.

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Ana Đorđević

NASTAVA KAO ALTERNATIVA: MOTIVACIJA STUDENATA ENGLESKOG JEZIKA ZA IZBOR NASTAVNIČKOG POZIVA PRE I POSLE METODIČKE PRAKSE

Резиме

Ovo istraživanje je usmereno na ispitivanje eventualnih promena u stepenu i tipu motivacije studenata engleskoj jezika za izbor nastavničkog poziva pod uticajem iskustva metodičke prakse. Ukupno 72 studenta završne godine studija Engleskog jezika, književnosti i kulture popunilo je upitnik u cilju utvrđivanja stepena zainteresovanosti za posao nastavnika u različitim tipovima obrazovnih ustanova, razloga za i protiv podučavanja u državnim školama i stepena u kom su ih različiti metodički aspekti studija pripremili za predstojeću studentsku praksu. Istražujući korelacije između pojedinačnih skorova i odgovarajućeg akademskog uspeha studenata i poredeći grupe studenata sa i bez nastavnog iskustva, nastojali smo da kreiramo profil studenta sa tipično visokim ili niskim stepenom motivacije. Tematska analiza 28 portfolija studenata koji su praksu započeli pre uvođenja vanrednog stanja izazvanog pandemijom Kovida-19 ukazali su na povećanu motivaciju ispitanika za podučavanjem u državnim školama nakon metodičke prakse pretežno usled porasta intrinzičke motivacije, smanjenog nivoa anksioznosti studenata prilikom podučavanja i njihovim izraženijim opažanjem posedovanja odgovarajućih sposobnosti za nastavničku profesiju.

ana.djordjevic@fil.bg.ac.rs