

KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS MASTER'S PROGRAM

**EXPLORING THE ENTREPRENEURIAL LEVELS OF EFL TEACHERS WHO
WORK FOR PUBLIC SCHOOLS AFFILIATED BY THE MINISTRY OF NATIONAL
EDUCATION**

MASTER'S THESIS

Abdurrezak Emre KAYA

JULY - 2023

TRABZON

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Supervisor: Prof. Dr. Mustafa Naci KAYAOĞLU

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APPROVAL

Upon the submission of the dissertation, **Abdurrezak Emre KAYA** has defended the study **“Exploring the Entrepreneurial Levels of EFL Teachers who Work for Public Schools Affiliated by the Ministry of National Education”** in partial fulfillment of the requirements for the degree of Master of Arts in Applied Linguistics at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous / majority** on **27.07.2023**.

Committee Member		Decision		Signature
Name and Surname	Mission	Accept	Refuse	
Prof. Dr. Mustafa Naci KAYAOĞLU	Supervisor	☐	☐	
Asst. Prof. Dr. Hasan SAĞLAM	Member	☐	☐	
Assoc. Prof. Dr. Necar KUMRAL	Member	☐	☐	

Approval of the Graduate School of Social Sciences.

Prof. Dr. Tülay İLHAN NAS
Director

DECLARATION OF ORIGINALITY

I, **Abdurrezak Emre KAYA**, hereby confirm and certify that;

- I am the sole author of this work and I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution,
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- all data and findings in the work have not been falsified or embellished,
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ÖZET

21. yy. dünyasının giderek artan rekabetçi ortamında toplumların daha ileriye gitmeleri girişimci ruha sahip nesiller yetiştirmekle mümkündür. Toplumsal dönüşümler bireylerle sınırlı kalmaz, ancak girişimci ve yenilikçi anlayışın kitlelere yayılması ile sağlanabilir. Kitleleri eğitmenin en hızlı ve verimli yolu ise yine eğitim kurumlarından ve özellikle eğitimcilerden geçmektedir.

Girişimcilik konusu yüzyıllardır süregelen ve üzerine sayısız akademik çalışma yapılan bir alandır. Ancak, girişimciliğin iktisadi boyuttan ayrılan en önemli alt dallarından biri ise sosyal girişimcilik olup son yıllarda akademik çevrelerde merak uyandırmaktadır. Bu kapsamda öğretmenler maddi kazançtan ziyade toplumsal katkı, çalışkan ve üretken olmak gibi toplumda katma değer üretmek suretiyle toplumların refah düzeylerinin artmasına destek sağlayan en önemli unsurlardandır.

Bu çalışmada, Milli Eğitim Bakanlığına bağlı devlet okullarında görev yapmakta olan İngilizce öğretmenlerinin girişimcilik düzeyleri, öğretmenlerin girişimcilik ruhunu destekleyen ve engelleyen unsurlar ile Milli Eğitim Bakanlığına bağlı devlet okullarında benimsenen bürokrasinin öğretmenlerin girişimcilik eğilimleri üzerindeki etkileri incelenmiştir. Araştırma deseni olarak karma yöntem uygulanmıştır. İngilizce Öğretmenlerinin girişimcilik düzeylerine ilişkin nicel veriler, 26 tanesi 5’li Likert türünde ve 1 tanesi de çoktan seçmeli olmak üzere toplam 27 sorudan oluşan bir anket ile ölçülmüştür. Nicel veriler ise, Türkiye’nin farklı illerindeki devlet okullarında görev yapmakta olan toplam 7 İngilizce öğretmenine verilen yarı yapılandırılmış mülakat formu ile toplanmıştır.

Araştırma sonucunda elde edilen nicel verilere göre dört alt boyut ortaya çıkmıştır. Bunlar, sosyal girişimcilik, bürokrasi algısı, mesleki yenilenme ve yenilikçiliktir. Bu veriler incelendiğinde devlet okullarında çalışan İngilizce öğretmenlerinin girişimcilik seviyeleri; bürokrasi algısı alt boyutunda eğitim verilen seviyeye ve girişimcilik eğitimi alınıp alınmamasına; mesleki yenilenme alt boyutunda yaşa; yenilikçilik alt boyutunda cinsiyet, eğitim verilen kademe, mesleki tecrübe ve en son ulaşılan eğitim derecesine göre anlamlı farklılıklar göstermiş; sosyal girişimcilik bakımından ise katılımcılar arasında herhangi anlamlı bir farklılık bulunamamıştır.

Yarı yapılandırılmış mülakatlar sonucunda elde edilen verilere göre yenilikçi uygulamalar idarece takdir edildiğinde ve desteklendiğinde öğretmenlerin girişimci eğilimlerinin arttığı; ancak,

merkezi sınavların oluşturduğu baskı ve paydaşlardan gelen olumsuz tepkilerin, öğretmenleri girişimci uygulamalar yapmaktan alıkoyan etkenler arasında olduğu tespit edilmiştir.

Araştırmada elde edilen bulgular, pedagojik girişimciliğe ilişkin daha açık politikalar üretilmesi ve öğretmen yetiştiren okullarda ve hizmet içi öğretmen eğitimleri sırasında girişimciliğin önemine daha fazla vurgu yapılması gerekliliğini de ortaya çıkarmıştır.

Anahtar Kelimeler: Girişimci Öğretmen, Yenilikçi Öğretmen, Pedagojik Girişimcilik



ABSTRACT

In the increasingly competitive environment of the 21st century, it is possible for societies to develop further by raising generations with an entrepreneurial spirit. Social transformations cannot be limited to individuals, but can be achieved by spreading the entrepreneurial and innovative approaches to the masses. The fastest and most efficient way to educate the masses is through educational institutions and especially educators.

Entrepreneurship is a field of research that has been going on for centuries and on which numerous academic studies have been conducted. However, one of the most important sub-branches of entrepreneurship that differs from the economic dimension is social entrepreneurship, which has aroused curiosity in academic circles for the last fifteen years. Teachers, whom societies rely on in increasing social entrepreneurship, are among the most important factors that support the increase in the welfare of societies by creating added value such as social contribution, being hardworking and productive.

This study aims to examine (a) the entrepreneurship levels of English teachers working in public schools affiliated to the Ministry of National Education, (b) the factors that support and hinder the entrepreneurial spirit of teachers, and (c) the influence of bureaucracy adopted in public schools affiliated to the Ministry of National Education on teachers' entrepreneurial tendencies. The study adopts a mixed method research design. Quantitative data on the entrepreneurship levels of English Teachers were measured with a questionnaire consisting of 27 questions, 26 of which are 5-point Likert-type and 1 of them are multiple-choice. Quantitative data were collected through a semi-structured interview form given to a total of 7 English teachers working in public schools in different provinces of Turkey.

According to the quantitative data obtained as a result of the research, four sub-dimensions emerged. These were social entrepreneurship, bureaucracy perception, professional renewal and innovativeness. Data analysis revealed that the entrepreneurship levels of English teachers working in public schools displayed significant differences in terms of the level of education given and whether or not receiving entrepreneurship education in the bureaucracy perception sub-dimension; age in the professional renewal sub-dimension, and gender, level of education, professional experience and the latest education level achieved in the innovativeness sub-dimension. On the other hand, no significant difference was found among the participants in terms of social entrepreneurship.

According to the data obtained as a result of semi-structured interviews, when innovative practices are appreciated and supported by the administration, entrepreneurial tendencies of teachers increase; However, it has been determined that the pressure created by the central exams and the negative reactions from the stakeholders are among the factors that prevent teachers from adopting entrepreneurial practices.

The findings of the study also revealed the need to produce clearer policies on pedagogical entrepreneurship and to put more emphasis on the importance of entrepreneurship in teacher training schools as well as in-service teacher training seminars.

Keywords: Entrepreneur Teacher, Innovative Teacher, Pedagogical Entrepreneurship



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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
ESL	: English as a Second Language
GİSEP	: Turkish Entrepreneurship Strategy and Action Plan
MoNE	: Ministry of National Education
EE	: Entrepreneurship Education
TUBİTAK	: The Scientific and Technological Research Council of Türkiye
KPSS	: Public Personnel Election Examination
LGS	: Entrance Exams for High Schools
YKS	: Exams for Higher Education Institutions
ÖBA	: Informatics Network for Teachers

CHAPTER ONE

1. INTRODUCTION

This section of the study provides an overview of the problem's current status and the underlying motivation for conducting this research. Following the problem explanation, the study establishes research questions and provides details on the significance, hypotheses, limitations and related study descriptions.

1.1. The status of the problem

The world has witnessed an economic and social paradigm shift characterised by wars, food crisis, climatic changes, migration, and expanding integration of the communities. These factors, along with the rapid depletion of natural resources due to the increase in world population and the decentralisation of employment opportunities, have placed a burden on the economies of countries, including developed ones (Duval-Couetil, 2013).

While rapid developments in technology and the flow of information may create a sense of freedom/relief in the society, expanded cultural diversity and remarkable integration of societies pose two additional menaces to individuals' well-being- ambiguity and insecurity (Backström-Widjeskog, 2010).

This urges (a) individuals to develop a versatile personality in order to keep up with the continuously changing world, and (b) authorities to seek ways to ensure this adaptation (Jones and Iredale, 2010). Under these circumstances, academic circles have come to realise that a sustainable future is possible through entrepreneurially-driven generations, who are equipped with the skills to survive in the increasingly more complex and challenging social world of the future (Altan, 2019b). Among the essential skills for survival, proficiency in English, often referred to as the “king of languages,” and the development of an entrepreneurial mindset are highlighted in the literature (Özdemir, 2015; Altan, 2019b; Essia, 2012). These skills are deemed significant in fostering individuals' self-esteem and providing them with broader perspectives to adapt to the demands of the 21st century.

Teachers are regarded among the most fundamental components for the establishment of the knowledge society, which this paradigm shift is contemplated to result in. This fact brings teacher traits and in a sense the ways how teachers are trained within the scope of futuristic vision.

Given that teachers of this era have the responsibility to educate the generations of the future, their personal and professional competencies are expected to be in accordance with the ever-evolving technological, cultural, social and economic paradigm of the next centuries. The connection between the urgent needs of a knowledge society and the development of entrepreneurial skills urges teachers, foreign language teachers in particular, to contemplate over their teaching and learning practices and develop more entrepreneurial personalities. This serves as a pathway to encourage to nurture more entrepreneur individuals since entrepreneurship is regarded as a rescuer from the chaotic and ambiguous ambiance of the 21st century.

1.2. Entrepreneurship

The term entrepreneurship has been in use since the 18th century (Neto et al., 2017), and its basic descriptions in the literature include the ability (a) to make informed decisions while being aware of the risks, and providing additional value for the company, and (b) to combine financial resources and creativity (Neto et al., 2017; Borasi & Finnigan, 2010).

In addition to these definitions, more contemporary perspectives have been suggested by other scholars Tüllüce and Yurtkur (2015), for example, define entrepreneurs as those who exploit opportunities and utilise technology for growth in the marketplace. Besides, Yılmaz and Sünbül (2009: 195) regard the term “entrepreneur” as someone who “...is willing to take upon herself/himself a new venture and accepts the full responsibility for the outcome.”.

However, there exists a general misconception regarding the evolving social coverage and nature of entrepreneurship within communities (Yılmaz & Sünbül, 2009; Matlay, 2008; Seikkulo-Leino et al., 2015; Fayolle & Gailly, 2008; Essia, 2012; Mattila et al., 2009). While entrepreneurship is generally perceived as a mere economic concept (Jones & Iredale, 2010), it is more than that (Penaluna et al., 2020). Frank (2007), for example, argues that entrepreneurship, whether from an economic or educational perspective, goes beyond mere profit-making and gains prominence through its association with innovation and creativity.

Aparicio et al. (2019) observe this fact and express that although entrepreneurship education was initially meant to boost economic development for countries; it has evolved to encompass - an academic perspective. Taatila (2010) adopts a similar attitude towards entrepreneurship and interprets it as a psychological trait that can be applied to any situation. Borasi and Finnigan (2010),

in this regard, attract attention to the communal nature of entrepreneurship, expressing that it involves converting knowledge into action which brings about *social value* in return.

1.3. Pedagogical Entrepreneurship

Education practices adopted so far -even today- fail to adequately prepare students for the unpredictable nature of the future (Altan, 2019b; Essia, 2012). These practices tend to focus on training students for academic success as measured by centralised tests, despite the decentralisation of the world itself.

Building on this notion, Altan (2019b: 22) emphasises the significance of an educational paradigm shift towards preparing students for the new and unexpected challenges of the future. He believes that teachers are “the engineers” of this paradigm shift.

Similarly, some scholars perceive teachers as “change agents” (Frank, 2007; Neto et al., 2017; Salamzadeh et al., 2011; Sharir & Lerner, 2006; Önel, 2018; Seikkula-Leino, 2011). This term refers to the expected long-term changes within the community, but it also describes the role of entrepreneurial teachers as role models and sources of inspiration for both students and fellow teachers who may be hesitant to depart from traditional teaching methods and pedagogy, which are inadequate in meeting the demands of the 21st century innovations (Altan, 2019b; Pihie & Sani, 2009; Higgings & Mirza, 2012). Through this mission, they are expected to ignite the spark of a change/ professional renewal among other teachers who are among the most fundamental inhibitors of such a social change.

In this respect, it can be argued that entrepreneurship is a form of pedagogy that should be regarded as a personal/professional trait of a teacher. It leads them to adopt a learner-centered approach, foster strong relationships with students, colleagues, and administrators, and create conducive learning environments where learners are encouraged to think “outside the box” (Backström-Widjeskog, 2010; Özdemir, 2015; Essia, 2012) and approach education from an innovative perspective. Entrepreneurship is a limit-breaking way of flexible thinking which focuses on societal welfare and creation of social values.

The main objective of the paradigm shift in educational approaches toward an entrepreneurial teaching mindset is, thus, to alter what and how learners are taught (Jones & Iredale, 2010; Seikkula-Leino, 2011; Altan, 2019b). Within this framework, teaching activities are intended in a way to trigger creative thinking, innovation, alteration and progress.

The scope of alteration is not meant to be limited to individual levels but extends to the community as a whole. This notion is supported by Gibb (2005), who believes that active learning,

interactive and flexible learning environments, and learning through a multidimensional perspective are what constitutes the pedagogy of entrepreneurship education.

Transitioning to an entrepreneurially-driven educational paradigm also requires a change in the responsibilities of teachers. Önel (2018) argues that teachers have the responsibility to provide additional value to the community, starting within their schools. They bring about mental renewal within their schools, and find creative solutions for students with special requirements. They draw the necessary energy from their visionary, passionate personalities.

Entrepreneurial teachers, in this regard, go beyond mere source of knowledge as in conventional education environments. They are not solely expected to start a business or make their students do so (Essia, 2012). Instead, they are seen as catalysts for instilling a love for learning and self-directed learning among their students (Penaluna et al., 2020). They set up such a confident learning environment that their students feel free to think and act creatively, and display their creativeness without hesitating. They continuously seek opportunities to take advantage of, do not hesitate to take rational risks and initiative whenever necessary. They push the limits in exploring and exploiting the sources for a better teaching/learning experience. They are aware of the importance of having a broad social and professional network. They incessantly endeavour to develop their professional and intellectual skills. They are curious about the latest technological and pedagogical developments in their field (Van Dam et al., 2010; Neto et al., 2017). They feel that teaching is not a profession that can be performed for mere financial gain only (Keyhani & Kim, 2021), but the spiritual gain it provides as well as the spiritual peace that it arouses -when performed properly- are invaluable profits that no sum of money on the earth can buy.

In conclusion, entrepreneurship education or entrepreneurial education is a pedagogical mindset which refers to holistic education practices. It focuses on equipping learners with applicable knowledge and skills supported with innovative teaching and assessment methodologies, with the aim of creating pedagogical and social value. The topic has attracted increasing attention over the past 30 years (Higgings & Mirza, 2012; Aparicio et al., 2019). According to Deveci (2021: 229), the first article on entrepreneurship on educational grounds was written in 1991 and the number of studies has reached 352 by October, 2020 in the WoS (Web of Science) database alone. Deveci's bibliographic analysis reveals a proliferation of studies in the field since 2000.

1.4. English Language Teaching and Entrepreneurship

Çelikten et al. (2005: 230) argue that teachers of this era must serve in a more globalised world of information, where intercultural interactions have reached their peak due to the elimination of borders. Similarly, two of the eight competencies advised by the European Reference Framework (2006) for individuals to easily adapt to rapidly changing conditions of the world are the skills to

communicate in foreign languages and developing entrepreneurial skills. This is one of the most important documents that demonstrate how interlinked English Language teaching/learning and entrepreneurship are.

Entrepreneurship requires individuals to be self-confident negotiators with brilliant speaking skills. In this regard, EFL classes are matchless environments to integrate the entrepreneurial culture within the curricula. Thanks to the nature of English classes which can incorporate activities such as role-playing, short dialogues, task-based activities, reading passages, the scenario-based tasks, and dramas, students are encouraged to be extroverted by exchanging ideas either orally or verbally and tolerating ambiguity as well as viewing different situations from different perspectives (Pihie & Sani, 2009), it is easier to address the subconscious minds (Özdemir, 2015) of the learners.

In her study, Özdemir (2015) asserts that repeating the same idea in different activities and on altering occasions leads to better internalisation. She similarly states that English classes are excellent environments for instilling learners with a certain notion as they naturally lend themselves to repetitive activities such as reading passages, problem-solving activities or conducting written/oral communication, which are among the most basic requirements for an entrepreneur. Similarly, Altan (2019b) describes English classes as unique environments for combining both linguistic skills and entrepreneurial mindset.

Although numerous shareholders (states, authorities, schools, parents and individuals etc. (Seikkula-Leino, 2011) have come to realise how significant entrepreneurship is for the well-being of societies and are taking steps towards an entrepreneur community, the utilities that communities can benefit from an entrepreneur society are still understudied in the literature (Duval-Couetil, 2013). In the same vein, the questions such as who the entrepreneur English teacher is and how they should be trained, who they should be trained for still need clarification (Peltonen, 2015). Intended learning outcomes are another area that needs to be scrutinised.

In one of the very few studies that sought the ways to integrate entrepreneurship skills in other courses such as communication and English language courses offered to non-business students, Naqvi (2020) observes that refugees dominate numerous sectors in the Omani context, mainly because they have higher skills in communicating in the English language. This observation highlights the importance of proficiency in English for achieving success in unfavourable situations.

In an attempt to strengthen the efficiency of entrepreneurship education in Wales, Donaldson (2015: 39) sets forth six fields that individuals should be educated for if they want to cope with both present and potential future problems. Two of them seem to have strong ties with English classes; “Languages, literacy and communication” and “Expressive arts”. Donaldson suggests that expressive arts, for example, can easily be incorporated into EFL classes. For instance, in a writing class,

teachers may ask students to write a poem, article, or short story that combines their linguistic and artistic/imaginative skills. In terms of humanity, in a translation/speaking class etc., teachers may ask students to look into the newspapers or magazines or online versions of them to find out news/articles as to the current issues -be it a news about a new artificial intelligent gadget or a kind of statistics on violence against women- within both local and global scale. Students can then present their findings in the classroom using audial/visual/theatrical or similar techniques, which will contribute both to their speaking skills -and listening comprehension for their classmates. It will increase their familiarity with what is going on around him/her.

Overall, it is obvious that there is an inevitable bond between entrepreneurship and English language; therefore, scholars should seek ways to integrate entrepreneurial mindset within EFL curriculums and establish the entrepreneurial identities of teachers, learners, school leaders, and education policies.

1.5. Objective of the Study

The aim of this study is to examine the entrepreneurship levels of Turkish teachers of EFL who teach at the elementary and secondary level public schools administered by the Ministry of National Education. The study seeks to answer the following questions;

1. What is the level of entrepreneurship among Turkish EFL teachers?
2. Do the entrepreneurship levels of Turkish EFL teachers display significant differences in terms of their gender, age, major of BA (ELT, English Language and Literature, Translation and Interpretation, or others), the level at which they teach (primary, secondary, and high school), years of teaching experience, the highest degree achieved (BA, MA, PhD), and whether they have received any training, courses, seminars on entrepreneurship?
3. Does the bureaucracy influence the entrepreneurial spirits of EFL teachers?

1.6. Significance of the Study

Changing characteristics of learning and teaching along with the rapid development and integration of technology into educational practices have led to a shift in the philosophy of teaching and the role of the teachers. They are now seen as mentors who guide learners in finding the most appropriate information related to their field of study, rather than being a mere source of information.

In this respect, there has been a growing body of literature regarding the nature of entrepreneurship as a teacher trait and a teaching philosophy. While there are a good many articles and theses not only in MA programs but also in PhD programs as to the theories and practices of entrepreneurship education and teaching in an entrepreneurial way, a deeper literature review reveals

that a great majority of the studies on the issue at hand are related to courses such as science, physical education, and social sciences.

However, in the English language teaching field, there are only a few theoretical studies carried out by the same scholar (Altan, 2014; 2015; 2017; 2019a; 2019b; 2021) and only one empirical study which describes the method and results of integrating entrepreneurial mindset within the EFL classes (Özdemir, 2015) in the context of Türkiye. As to the knowledge of the researcher, there are no empirical or theoretical MA or PhD assertions on the current status of entrepreneurship education or the entrepreneurial way of teaching and learning English as a foreign language.

This study, in this respect, is significant in several ways. Firstly, it provides a general insight into the significance of learning a foreign language (English in particular) in the increasingly uncertain future, referring to certain documents published by important institutions such as the European Parliament and the Council (2006), Finnish Ministry of Education (2009), Ministry of Turkish National Education, General Directorate of Teacher Training, (2006; 2017), Turkish Entrepreneurship Strategy and Action Plan (GİSEP, 2015), Eurydice (2016). Secondly, the study strives to draw a potentially complete picture of what characteristics make up an entrepreneur teacher by compiling the oft-articulated traits in the literature. Then, the research delves into exploring the current self-beliefs, perceptions and practices of English teachers who work for public schools in Türkiye in order to reveal the current state of their entrepreneurship levels. This information is expected to be useful for drawing a roadmap towards a commonly agreed set of characteristics of entrepreneur English teachers. This study also examines teacher opinions regarding the potential limitations that the bureaucracy poses against teaching a foreign language -English specifically- in a more efficient way in authentic environments, since teaching linguistic skills requires on-site, real-life experiences in order to expose learners to real-life situations. This study is also unique due to the fact that it is the first and only graduate thesis written on entrepreneur teachers within the field of English language teaching in Türkiye.

When the literature on pedagogical entrepreneurship in other courses is reviewed, it can be seen that almost all of the studies -, including MA or PhD dissertations and articles, focus on pre-service teachers (Köstekçi, 2016; Karademir et al., 2018; Konaklı & Göğüş, 2013; Pan & Akay, 2015; Çelik, 2014; Aydın & Öner, 2016). Pre-service teachers are more easily accessible for questionnaires since a great many of them can be found in the same faculty or the university. Moreover, they still have a bond with their lecturers, whose request of filling out any questionnaires is usually welcomed. Thus, retrieving data from more participants may help their studies' credibility. This study, however, focuses on the in-service teachers, who are difficult to reach and sometimes may ignore taking part in such questionnaires. Therefore, this study may also be regarded as significant in that it displays the real beliefs, practices and experiences of those who are within the very heart of the occupation.

1.7. The hypothesis of the study

This study includes three hypotheses;

H-1- English teachers who teach in Turkish public schools have a high level of entrepreneurial inclination since they are generally proactive and sociable people.

H-2- The entrepreneurial practices that English teachers perform in schools are exemplary for the teachers of other branches.

H-3- The strict bureaucracy adopted within the MoNE functions as an inhibitory factor against English teachers' freedom and creating innovative learning environments, as well as adopting unusual teaching strategies.

1.8. The restrictions of the study

The findings of this study are limited to;

- 1- English teachers with various levels of teaching and years of teaching experience,
- 2- The questionnaire prepared by the researcher.
- 3- The expressions of seven interviewees

CHAPTER TWO

2. LITERATURE REVIEW

Entrepreneurship as an educational concept is a relatively new one (Neto et al., 2017; Borasi & Finnigan, 2010; Keyhani & Kim, 2021; Deveci, 2021; Higgings & Mirza, 2012). Since the term was adopted by educational circles, it has gained more specific coinages such as “*edupreneur*” (Foote, 2012, as cited in Neto et al., 2017) and “*teacherpreneur*” (Davis, 2009). In the Finnish context, Ruskovaara and Pihkala (2013: 205) report that the educational concept of entrepreneurship education is referred to as “*entrepreneurial pedagogy*” or “*entrepreneurial learning*”. Some other studies, from a similar perspective, report that Scandinavian scholars use the term “*pedagogical entrepreneurship*” (Peltonen, 2015; Riese, 2010; Svedberg, 2010) in an effort to adapt the concept of entrepreneurship into educational ground and Peltonen (2015) advocates that entrepreneurial mindset is an inseparable characteristics that a teacher should bear.

Riese (2010: 79) describes pedagogical entrepreneurship as “a new learning and educational (...) ideal which is under development”. As can be concluded, the basic objective of the concept is not to force educators to start up new businesses but, in a broader sense, to stimulate creativity and innovativeness in learning/teaching.

Teachers participating in Peltonen (2015)’s study believe that having an entrepreneurial mindset is an opportunity for their academic progress and improve their perspective/insight about education practices.

Easy adaptation to changing situations, ability to develop critical thinking, feeling free to make mistakes while learning/experiencing are among the main benefits of having an entrepreneurial mindset (Özdemir, 2015; Yılmaz and Sünbül, 2009; Backström-Widjeskog, 2010).

Entrepreneurial teachers are regarded as social change agents as well (Borasi & Finnigan, 2010; Seikkula-Leino, 2011). Thus, they are also aware and worried about the communal challenges, and endeavour to seek novel solutions for them. They are eager to make a change by touching their students’ lives and leading them to grow more creative and enterprising individuals by using their inevitable influence on students’ career planning as they pose the role model for learners (Hietanen, 2014).

2.1. Entrepreneurship as a Pedagogy

In order to keep up with the challenging evolution of the world, in terms of economic, social, and environmental conditions, numerous authorities, including governments, educational authorities and institutions, have introduced policies which promote a paradigm shift in education toward more entrepreneurial curricula (Penaluna et al., 2020; Altan, 2019b). This view can also be supported with the review by Donaldson (2015). The researcher concludes that countries with higher success in education policies prioritise the development of problem-solving skills, the ability to discern useful information for success, and critical thinking.

Therefore, in the path to establishing more entrepreneurially aware societies, as a strategy to challenge the troublesome potential of the future, numerous education institutions, from primary level to higher education levels all over the world, race each other in developing curriculums in an attempt to increase the number of young entrepreneurs (Solesvik et al., 2014; Deveci, 2021; Seikkula-Leino, 2011; Matlay, 2008; Pihie & Sani, 2009; Fayolle & Gailly, 2008), whom La Guardia et al. (2014: 195) believe to be the most important agents in maintaining “a dynamic economy”. This brings about a shift in the way teachers, teaching approaches, learners, and learning itself are perceived. At this exact point, Higginns and Mirza (2012: 3) put forward the idea to question “...the very idea of learning, identity and educator/practitioner relations.”.

Önel (2018: 265), for example, observes that “in today’s world, where global competitiveness constantly escalates, communities which regard entrepreneurship as significant and are composed of more entrepreneur individuals shape the course of the world, while inactive and consumer societies regress.”. Within this respect, countries with futuristic concerns depend on various institutions to lead the entrepreneurial transformation.

Recognizing the significance of the issue over 40 years ago, Britain introduced enterprise education within every dimension of education in an attempt to grow a well-educated, skilful workforce in the rapidly changing market (Jones & Iredale, 2010).

The European Union (EU) has also made efforts to foster an entrepreneurial mindset in European societies through the Oslo Agenda for Entrepreneurship Education in Europe (European Commission, 2006), which encourages taking systematic steps towards a more entrepreneurial society. In the same vein, The European Commission (2013) identified entrepreneurship education as a fundamental factor in “Entrepreneurship Action Plan 2020”, which they believe would boost Europe’s financial growth.

2.2. Teaching About/For/Through Entrepreneurship

Entrepreneurship education can be categorised into three levels. First level, known as “*teaching about entrepreneurship*” aims to provide students (or teachers) with an understanding of the basic terms and related concepts related to (social/educational) entrepreneurship, including its significance for the community. This level of entrepreneurship education follows traditional ways of didactic teaching methods. The second level, referred to as “*teaching for entrepreneurship*” encourages students to behave as an entrepreneur, which leads them to an experiential learning environment. Higgings and Mirza (2012) note a growing shift in the interest in the literature from *teaching about* entrepreneurship towards *teaching for* it.

The bibliographic analysis conducted by Aparicio et al. (2019) reveals that there has been increased focus on the students’ active role as the main agent in the entrepreneurship education process and the emphasis is given to the acquisition of entrepreneurial competencies rather than simply transferring knowledge (teaching *about* entrepreneurship) to passive students as it used to be in the past traditional education processes.

Peltonen’s study (2015) demonstrates that teachers are highly confused about the coverage of the term entrepreneurship and its reflection in pedagogy. However, once they acquire the correct perception of the concept in pedagogical terms and penetrate it into the field of education/teaching practices, they fully enjoy the opportunity to renew/empower their teaching mindset/skills/practices/approach. Seikkulo-Leino et al. (2015) observe that many teachers unintentionally teach entrepreneurially but are unaware of it. This underscores the importance of raising awareness among teachers of all levels, especially those with potentially entrepreneurial skills.

Altan (2019a) criticises the misconduct of entrepreneurship education in Turkey, where selective courses at different education levels are considered sufficient. He advocates for the integration of entrepreneurship into the entire education process, asserting that students should be educated through entrepreneurial approaches. Similarly, Seikkula-Lenio (2011) advocates for teaching *through entrepreneurship* as a third level and attracts attention to the fact that entrepreneurship should not be simply given as a school subject but be integrated into the classes (of all majors and level) implicitly. To be more specific, entrepreneurship should not be the targeted outcome of subjects but be the way (style) through which subjects are taught.

2.2.1. Fundamental Objectives of Entrepreneurship Education

Entrepreneurship education basically focuses on; (a) growing socially versatile individuals, (b) creating an entrepreneurial mindset, (c) giving learners’ brains a boost, (d) letting learners know themselves better and have a wider scope of the world (Dinçay, 2011), (e) raising individuals who

are risk-taking, self-confident, dedicated, negotiable and (f) raising individuals who can think “*outside the box*” (Özdemir, 2015; Altan, 2019; Essia, 2012), as well as adapting to changing conditions comfortably, thinking independently, and tolerating unexpected situations.

In the Finnish context, for instance, The Ministry of Education released a guideline in 2009 setting three intended targets for entrepreneurship education. According to the guideline, the first focal objective of entrepreneurship education, as described by Finnish educational authorities, is to create an active citizenship insight among individuals who are expected to participate in all matters concerning the country. The goal is pursued by promoting creativity and innovation in every aspect of social life, from education to working life. The second objective is to establish a national and regional entrepreneurial ambiance. The third goal is to encourage new business ventures which would be handed over from generation to generation.

Once the fundamental objectives of entrepreneurship education have been set, the next step is to educate future generations accordingly. In order to achieve this, countries need teachers. Thus, identifying the overall characteristics of entrepreneur teachers is the foremost significant challenge, as there is not a clear definition in the literature.

2.3. Who is an Entrepreneur Teacher?

Although there has been no complete a picture of who the entrepreneur teacher is and what practices make them entrepreneurs, there is a sound body of research in the literature as to the general traits that an entrepreneur teacher should have (Keyhani & Kim, 2021; EC, 2014; Altan, 2021; Peltonen, 2015; Keddie, 2018; Oplatka, 2014; Pan & Akay, 2015; Yılmaz & Sünbül, 2009; Seikkula-Leino et al., 2015).

In this respect, entrepreneur teachers;

- seek for innovative ideas,
- inspire learners,
- encourage learners to be critical and creative,
- make a difference,
- set up relations with other parties to create and enlarge their networks,
- encourage collaboration in the class,
- refuse obeying the procedural teaching doctrines blindly,
- touch upon their students’ lives,
- attract pleasure from knowing,
- indulge in unattempted approaches,

- feel affectively attached to their students,

They are also;

- rule breakers,
- knowledgeable,
- dedicated,
- learning centric,
- competitive in the fight for resources,
- aware of and caring about disadvantaged learners,
- proactive, self-motivated,
- open and willing to change, transformation,
- open to continuous occupational renewal and seek for ways to improve themselves,
- open and adaptable to modern teaching techniques and tools,
- passionate and energetic,
- worried about the social problems and seeking ways to find solutions.

They have;

- the ability to think creatively,
- a high desire to work,
- courage, determination, passion, and love of profession,
- the ability to express their ideas both verbally and orally,
- a rich subconscious and strong imagination,
- an inclination to team work,
- a personal vision and mission,
- the ability to be flexible and tolerant,
- a sincere, reliable, sympathetic and humorous personality,
- high ability to persuade people,
- management skills and leadership ability,
- a desire and excitement to complete work,
- foresight and the habit of seizing opportunities.

Some of the traits listed above may overlap with each other as they were retrieved/combined from different researchers in different contexts. Entrepreneur teachers may not be expected to have all of these traits at the same time. However, a thorough literature review reveals that a so-called entrepreneur teacher bears a majority of these overlapping characteristics simultaneously.

While teamwork and cooperation are often emphasized as important traits for entrepreneurs, Keyhani and Kim (2021) assert that individualism -working alone- and privacy are also among the traits of entrepreneur teachers, which means that having a proactive personality, some entrepreneur teachers do not expect others' assistance or approval but roll up his sleeves to conduct any task.

Furthermore, in his study with 30 K-12 teachers and ten School Principals, Oplatka (2014) delved into analysing participants' entrepreneurial behaviours and found out that such traits as commitment to the institution, disinterestedness in praises, and job satisfaction are significant contributors to the entrepreneurial souls/behaviours of participants.

From another perspective, after some changes in educational policies and structures, in her study in the Australian context, Sachs (2001) found out that activism is also another professional identity of entrepreneur teachers.

The literature review indicates that there are many characteristics that a successful entrepreneur teacher should possess; however, it is still a matter of question how to develop these traits within teachers, or whether it is possible to instil such individual and seemingly inherent traits could be taught through education.

2.4 Being an Entrepreneur... Is it Innate or Learned?

In spite of the growing body of literature, it is still a matter of question whether an entrepreneur is inherently born with the required traits or if they can develop entrepreneurial characteristics through education in the course of their lives (Fayolle & Gailly, 2008). Some researchers, who focus on the trait-based perspective of entrepreneurship, argue that people are born with entrepreneurial skills (Duval-couetil, 2013; Henry et al., 2005a) while others, who handle the issue from a competency -based perspective, believe that even if heredity is significant, entrepreneurial skills can be acquired through training later in life (Arslan, 2002; Önel, 2018; Riese, 2010; Fayolle & Gailly, 2008). In other words, while some researchers tend to regard entrepreneurial features and skills partly innate, the majority of others agree upon the possibility of developing these skills within the course of life.

Concisely, empirical research reveals that entrepreneurship can be taught through various factors such as education/training, family background, and environment etc., or even if education does not grow entrepreneurs, it may at least help learners gain an insight/consciousness about entrepreneurship (Memduhoglu & Şahin, 2017; Keyhani & Kim, 2021; van Dam et al., 2010; Özdemir, 2015). Dickson et al. (2008), in the same vein, assert that general education has a positive relationship with many entrepreneurial parameters.

From another perspective, some scholars refrain from making a definitive choice within the debate if entrepreneurship is innate or it is something learnable, and advocate a kind of combination of the two views, placing more emphasis on the latter. Riese (2010: 82), for instance, asserts that entrepreneurship is formed in two steps- innate skills (people are born with) and formal training (entrepreneurial skills that are acquired through education). This statement supports the idea that an individual inherently possesses to an extent of entrepreneurial characteristics but it still needs to be intensified through education at different levels.

Similarly, Backström-Wijdesgok (2010) states that encouraging entrepreneurship does not suffice, but it requires knowledge as well, thus stressing the importance of education on the topic. In another study carried out by Pihie and Sani (2009) who aimed to determine the effect of entrepreneurship education on students' entrepreneurial development, it was found that when educated in an entrepreneurially driven approach, students started to display entrepreneurial skills and behaviours, which proves that appropriate training contributes to the development of entrepreneurial individuals. Naqvi (2020)'s study supports this result and reveals that entrepreneurship education has a significant influence on graduate students' attitudes towards entrepreneurship.

Özdemir (2015) presents an agreeable perspective on the question of innateness and states that learners with an innate tendency to entrepreneurship may exploit the entrepreneurially driven classes more but those without such a tendency could at least gain an insight into the concept.

In a nutshell, there has long been a debate whether entrepreneurial aptitude is a hereditary trait or individuals may grow as entrepreneurs when given the appropriate training on entrepreneurship. However, the literature holds an immense body of research which examine the other factors that contribute -both positively and negatively- to the entrepreneurial skills of individuals.

2.5. Various Variables Associated with Teachers' Entrepreneurial Skills

When conducting a thorough literature review on the factors that affect the entrepreneurial inclination of individuals either positively or negatively, both internal factors and external factors come into prominence. Kaya (2020: 88) lists these factors as (a) characteristics (individual variables), (b) family and social environment, (c) juristic, politic and administrative factors, (d) psychological factors, and (e) education and culture. However, for the purpose this study, the entrepreneurial characteristics of Turkish EFL Teachers were analysed according to their genders, age, major of bachelor's degree, level at which they teach, years of teaching experience, latest level of graduation, and whether they have received any courses/seminars about entrepreneurship.

Following sections provide information as to the findings of some studies concerning the variables that influence the entrepreneurial levels of individuals.

2.5.1. Gender

Various studies have resulted in contradictory outcomes as for the question of whether gender has an effect on entrepreneurial mindsets of individuals or not. Some argue that gender does not have a significant effect on entrepreneurial behaviour (Memduhoğlu & Şahin, 2017; Pan & Akay, 2015; Bilge & Bal, 2012) while others advocate quite the opposite (Akman & Bektaş, 2015; Neto et al., 2017). In the same vein, studies contradict their results as to which gender has more entrepreneurial inclination. In some studies, male participants were found to be more entrepreneurial (Naktiyok & Timuroglu, 2009; Doganer & Altunoglu, 2010; Koksall & Penez, 2015) while in others women proved to have more entrepreneurial characteristics (Özdemir, 2015; Sezer, 2013a; Solmaz et al., 2014).

In their study on 214 in-service social sciences teachers from 64 different secondary schools in İzmir, Türkiye, Uygun and Er (2016) found no significant difference among the participants in terms of gender. However, in terms of the years of teaching experience the study revealed that those participants with more than 26 years of teaching experience had a significantly higher level of entrepreneurship in terms of being independent when compared to those with 6 to 15 years of teaching experience. These findings revealed that throughout the years that a teacher spends in his/her job gains increasing independence in making decisions and developing effective teaching practices since they have enough time to figure out the most potentially effective teaching strategies.

The study carried out by Neto et al. (2017) on 385 in-service teachers in Brazil found out that gender has an impact on the entrepreneurial characteristics of the participants. According to the results they obtained, they established that there was a significant difference in terms of entrepreneurial behaviour in favour of male teachers (male teachers (M 1/4 3.62, SD 1/4 0.40, N 1/4 68), females (M 1/4 3.44, SD 1/4 0.39, N 1/4 317), $t(383) 1/4 3.36, p < 0.001$). They attribute these results to the general perception and attitudes against women in different societies, in which entrepreneurship characteristics such as tolerance to ambiguity or coping with obstacles are generally associated with masculine traits.

Contrarily, in another study carried out by Özdemir (2015) on Kirgizistan- Turkey Manas University students' socio-demographic characteristics of entrepreneurial inclinations, it was found out that there was a significant difference between male and female students in the favour of the latter. Although there is a tendency observed in the literature that male participants possess more entrepreneurial characteristics, the data obtained from this research revealed that women had a higher degree of internal focus of control belief and tendency of independence than men did. The author

explains this result with the active participation of women in almost all dimensions of Kirgizistan working life. This study, thus, reveals that women's cultural role in societies influences their entrepreneurial inclinations to a great extent.

Ozturk (2018) conducted a study on 288 prospective physical education teachers in an attempt to examine the relationship between their entrepreneurial levels and their reflective thinking skills. He found that there was no significant difference between the participants' entrepreneurial levels in terms of their gender. Similarly, no significant difference was seen among the participants in terms of whether they had training on entrepreneurship before or not.

In a study carried out by Sarac (2019) on 120 secondary school teachers, it was similarly found that there was no significant difference between the participants' innovativeness levels -as a sub-dimension of entrepreneurship- and their gender, years of teaching and teaching branch. However, interestingly, she found out that teachers who are married turned out to be more innovative.

In a comprehensive study carried out by Derin (2019), entrepreneurial characteristics of secondary school administrators were examined and the findings revealed that secondary school administrators had higher levels of entrepreneurial perception. No significant difference was observed between participants' entrepreneurial perception levels and their gender, branch, and experience in administrative position; however, it was observed that there was a significant difference in terms of age and level of education. The author states that entrepreneurial perception level increases as the level of education goes higher.

In another study carried out on prospective elementary school teachers, Kaya (2020) found that there was a significant difference in taking risks between male and female participants on behalf of the former, while female participants turned out to be more emotionally intelligent compared to their male counterparts.

Ozbilen et al. (2020) conducted a similar study on 443 prospective primary school teachers studying at the education faculties of three different public universities. The findings of the study revealed that social entrepreneurship levels of the participants were "high" and there was a statistically significant difference between the males and females on behalf of the latter.

Karademir et al. (2018) carried out a study on 488 prospective teachers majoring at different branches of an education faculty and found that participants' entrepreneurial levels were not influenced by factors related to their families. However, the study revealed that gender, department of major and job experience had an impact on the participants' entrepreneurial scores.

2.5.2. Age

Age is another variable which has often been examined during entrepreneurship research. This might be due to the fact that experience has a significant relationship with observing what is more efficient and what is not. Also, individuals may have the opportunity to make more self-initiative decisions when they spend several years in any occupation. As they gain more experience, they are able to take more calculated risks when needed. Thus, this section provides the results of various studies in which entrepreneurship was examined in terms of age variable.

Neto et al. (2017), for example, found no significant difference among 385 teachers whose ages varied from 18 to 59. Similarly, the findings of Taysı and Canbaz (2014), Can (2014), and Tekin et al. (2014) demonstrate that age does not affect entrepreneurial skills of participants. Contrarily, Köksal and Penez (2015) advocate that the entrepreneurial characteristics of individuals have something to do with age. It must be noted that although the general assumption is that as the individuals get older, they become more entrepreneurial; Köksal and Penez (2015) state quite the contrary that through time, participants lose their entrepreneurial inclinations. This result can be explained by the fact that if not supported by the policies, administrators or colleagues, entrepreneurs feel isolated and stop acting in the opposing direction of the community.

2.5.3. Department/ Major/ Level of Teaching

Altan (2019b) inquires whether entrepreneurship should be taught in business schools only, and he claims that it is essential to adopt interdisciplinary approaches in order to disseminate entrepreneurial knowledge and mindset to every discipline and subject through appropriate educational practices. Essia (2012: 53) is another scholar who criticises the monopoly of teaching entrepreneurship in business schools only and he advocates that entrepreneurship should be incorporated in different academic programmes.

Literature shows that there are some steps taken towards the integration of entrepreneurship education and entrepreneurial teaching strategies into the curriculums of different education levels, and different fields of study. However, there are conflicting results in the literature in terms of this variable, too. While some studies show that major, or level at which participants study does not have an impact on entrepreneurship levels of individuals, others reveal that entrepreneurial inclinations of participants vary according to the department, the year of study, and the level of education.

In one of these studies which examined 415 prospective teachers from different majors, Memduhoğlu and Şahin (2017) established that preservice teacher who studied at the English Language Teaching department had the highest entrepreneurial inclination while the lowest average

was seen among those who were majoring at maths teaching for primary school although they expressed that this difference was not of a significant one.

According to different studies carried out by Bilge and Bal (2012) and Solmaz et al. (2014), there is a difference between whether participants study bachelor's or associate degree. The mutual point of these studies is that they advocate that those who study in associate programs are more inclined to entrepreneurship while their counterparts who study in bachelor's programs generally tend to seek jobs in the public sector. These findings can be explained by the fact that associate degree students have less opportunities to find a relatively low paid but stable position in the public sector when compared to those with a bachelor's degree. Another reason why associate degree students are more likely to become entrepreneurs might be because they receive more on-the-job training delivered mostly in experiential learning environments. Thus, they become more familiar with the requirements, challenges and advantages of their prospective occupations. When they feel that they can achieve that job, they feel more confident to start up their own businesses. Bachelor's degree students, on the other hand, do not have much opportunity to get exposed to the practical world of their jobs and dream of taking the necessary exams and being assigned to a position related to their field of study.

In one of the few studies which examined in-service teachers -the real focus of this research, Neto et al. (2017) found out a difference between the education level that teachers teach at and their entrepreneurial behaviour. They argue that teachers who taught high school students display more entrepreneurial behaviours than those who teach elementary and kindergarten pupils. This difference might derive from the fact that high school teachers have more space to act in an innovative way, as their students become increasingly independent from the pressure and domination of their families.

As this section indicates, the existing studies on pedagogical entrepreneurship focus on prospective teachers or university students studying in other majors. This suggests that there is a need for more research to be conducted specifically on in-service teachers in order to establish the real beliefs, practices and challenges as to pedagogical entrepreneurship.

2.5.4. Other Variables

In addition to all the variables mentioned above, literature review indicates that there are some other variables that influence entrepreneurship levels of individuals. Among those variables are family (Irmış & Barutcu, 2012; Çelik et al., 2014), family income (Can, 2014; Pan & Akay, 2015), applied education (internship in the real site of work) (Bozkurt & Ozdurur, 2013), and finally job experience (Keles et al., 2012; Türkmen & İsbilir, 2014; Tekin et al., 2014).

2.6. The Role of Teacher, Learner, Learning Environment and School Administration in Terms of Entrepreneurial Education Identity

Entrepreneurial citizens are viewed as valuable assets for societies (Özdemir, 2015). Thus, increasing the number of entrepreneurially aware individuals is a sound objective targeted by governments. In this sense, there is a strong tendency among scholars that entrepreneurial aptitude can be enhanced through education. However, growing entrepreneur citizens and overcoming the economic and social challenges faced by the community require the active interdisciplinary collaboration of different parties which constitute the base of society (Seikkula-Leino, 2011). The most significant components of entrepreneurial societies are teachers, learners, and schools. Thus, it is a prerequisite to identify the role of these parties as a first step towards the entrepreneurial communities of the future.

2.6.1. The Role of Teacher

In recent decades, the role of teachers has undergone significant changes alongside with evolving educational conceptions, techniques and tools. This transformation has fundamentally altered the power relationship between the teachers and students. The traditional view of teachers as in t as the sole information provider has started to abate. Thus, in this innovative, entrepreneurially driven approach to teaching, some factors -such as the role of the educator, the learning environment and teaching tools and techniques- have gained much more significance.

Penaluna et al. (2020) believe that the evolving role of a teacher who is in charge of raising the generation of the future urges him/her not to be simply an expert in teaching any branch of subject, but to provide an appropriate environment in which students can learn how to learn. In other words, stimulating curiosity among learners is an important mission that entrepreneur teachers should undertake.

In this respect, a teacher's role has been described in the literature as a facilitator, mentor, and/or a guide who observes the education process, gets involved when needed and/or is requested/consulted by the learners (Jones & Iredale, 2010; Heitanen et al., 2014). This contradicts with the conventional teacher-oriented teaching practices where teachers are viewed as the authority (Higgings & Mirza, 2012) who functions as the conveyor of information to a passive audience. However, teaching in an entrepreneurial way and increasing the dominance of learners in the learning process do not necessarily mean that the significance of the teacher decreases. Quite the contrary, the need for role-model teachers who inspire learners to develop entrepreneurial skills still remains.

Altan (2021: 66) defines an entrepreneur teacher as not an instructor but a “coach”. Furthermore, van Dam et al. (2010) define an entrepreneur teacher’s role as keeping him/herself up-

to-date with the developments, getting involved in projects in which he/she incorporates technology-based practices and raising funds for the required equipment.

An entrepreneur teacher is expected to inspire students to become entrepreneurs themselves. Students who grow up in an entrepreneurial environment can take calculated risks, deal with uncertainty, endure challenges and enjoy social welfare. However, for a real behavioural change in learners, as education aims to promote, the teachers must be entrepreneurs themselves (Heinonen & Poikkijoki, 2006; Altan, 2021), since they are expected to be role models for learners. Entrepreneur teachers are also expected to encourage students to set objectives of their own and take responsibility in the path to that end, which will enhance learners' autonomy, auto control, planning, determination, and independence skills/behaviours.

Considering the most basic economic implication of the term entrepreneurship which advocates that an entrepreneur seeks for opportunities to exploit for benefit/profit, an entrepreneur teacher alike uncovers the tacit skills in students and guides them to further develop these potential skills to the largest extent.

However, teachers who prefer to teach the same topics using the same methods and materials to the same classes in the same way are not generally willing to leave their comfort zones and have difficulty in adapting the evolving course of teaching practices and objectives and philosophy (van Dam et al., 2010; Neto et al., 2017). This, in return, turns out to be insufficient in meeting the needs of the students of the future since they are expected to develop innovative souls. Moreover, students today are fond of recent technology and expect their teachers to “speak the same language with them” and incorporate recent technology as the main medium of instruction for a better learning experience.

2.6.1.1. The Role of Education Faculties

The most fundamental strategy to disseminate any kind of knowledge to broader communities is to employ well-trained teachers working for desired policies. Altan (2021: 69) points out that a reform can succeed only if led by teachers and teachers' educators. Therefore, transforming into an entrepreneurially driven society, requires the faculties, where these “*change agents*” are educated, to undertake an invaluable mission (Essia, 2012).

This mission is to equip prospective teachers with the appropriate entrepreneurial skills, since educators' personal traits are known to impact students (Peltonen, 2015). Therefore, possessing an entrepreneurial spirit and strengthening this spirit through entrepreneurial pedagogy is a significant duty for teachers in an attempt to form the society of the future.

Prospective teachers should be trained in the areas of realising and exploiting opportunities, developing problem solving skills, disobeying the status quo, recognising oneself, self-dependence, and having a mastery in the art of networking (Borasi & Finnigan, 2010; van Dam et al., 2010; Neto et al., 2017).

It might be an agreeable idea that universities are where theoretical knowledge about any given topic is disseminated. However, Essia (2012) argues that experience and social skills are more important in the path to success when compared to theoretical knowledge. Thus, education faculties are expected to provide more opportunities for their students to spend more time at schools, where they can put their theoretical knowledge into practice (Higgings & Mirza, 2012) within the authentic environment.

On the other hand, although it has been a few decades since the importance of entrepreneurial pedagogy and the teacher's role in the process was realised, there has been almost no study that has analysed the curriculum of education faculties in an attempt to instil entrepreneurial mindset in them. Leaving customising the teacher training institutions' curriculums in accordance with entrepreneurial developments of prospective teachers aside, the in-service training activities, which include entrepreneurship as well, fall far from the point that they could meet the need for an occupational mindset renewal.

2.6.2. The Role of Learner

Although much attention in the literature has been directed at teachers and teaching process, learners have as equal significance -if not more- in entrepreneurial pedagogy as teachers do. Aparicio et al. (2019: 105) observe this and identify students as the "main agents of the education process". In the same vein, Hagg and Gabrielsson (2020: 829) attract attention in the findings of their literature review that there has been a focus shift "*from teachability to learnability*", which places growing emphasis on the latter.

With this shift in the significance of balance from teachers to learners, the latter has gained an altering role in the entrepreneurial teaching environment. To be concise, they are expected to shift from the state of passive learners to active researchers/thinkers (Ruskovaara & Pihkala, 2013). They are expected not to imitate prior things but create new ones. Furthermore, they are expected to realise that learning is a life-long phenomenon and they will never have the luxury to stop widening their scope of knowledge (Røe Ødegård, 2000, as cited in Riese, 2010: 82). Furthermore, learners should be encouraged not to be scared of making mistakes and regard learning and mistakes as the supplementary milestones to the success. In other words, they should feel secure that mistakes are tolerated and accepted as the natural components of the learning process.

Adopting entrepreneurial learning requires learners to take control of their own learning process, and alter their roles from receiver towards *an inquirer, negotiator, decision-maker and mediator*” (Higgings & Mirza, 2012: 5).

From a different perspective, Donaldson (2015: 44) argues that curriculums should be established in a way to raise (a) ambitious, capable learners, (b) enterprising, creative contributors, (c) ethical, informed citizens, and (d) healthy, confident individuals. This projection reflects significant and novel responsibilities for learners. In this respect it is obvious that individuals who are to survive within the next decades are expected to be more than learners only. They are also expected to make positive contributions to the communal development, to be responsible citizens who raise their voice about the social occurrences when needed, and to be self-esteemed individuals who can communicate their thoughts freely. Therefore, students of today should not only improve themselves in a specific branch of subject but they also should develop specific characteristics of a responsible member of the community of the future.

2.6.3. The Role of Learning Environment

Peltonen (2015) describes teachers as the enhancers of entrepreneurial mindset and attitude. She asserts that teachers have the potential to promote entrepreneurial skills of students through utilising entrepreneurial pedagogy, designing appropriate lesson plans, creating an innovative classroom environment, in which games and simulated learning activities are embedded (La Guardia et al., 2014).

An ideal learning environment where the prospective entrepreneurial individuals grow up is where ideas are generated freely, mistakes are welcomed and individual competencies of the learners are revealed and directed in the appropriate direction.

Competitive learning environment is also recommended in entrepreneurial pedagogy. However, the competition is not for obtaining the higher scores in central high-stakes placement tests, which Altan (2019b: 22) calls “*the standardising tests*”. On the contrary, students are expected to compete with each other in terms of acquiring more knowledge and competencies in an attempt to enjoy better conditions in the challenging future. The competition should be designed in such a way as to foster students' flexibility, risk-taking ability, proactivity, dedication, and passion to make a difference. However, it is important to note that this competition should not undermine the spirit of cooperation. As can be concluded, learning environments and curriculums should be arranged in such a way that they incorporate experiential learning theory, competency-based learning, collaborative learning and problem-based learning strategies into the classroom. These strategies will be discussed more in section 2.7.1.

2.6.4. The Role of School Environment, Administration and Teachers' Job Satisfaction

Van Dam et al. (2010) regard it as significant for entrepreneurship researchers to not only focus on individuals but also on their institutions. They establish six competencies that an entrepreneur teacher should have- entrepreneurial knowledge, career adaptability, occupational self-efficacy, creative thinking, networking skill, and teamwork skill. However, they believe that these personal competencies do not signify unless they are supported by entrepreneurially-oriented institutions and administrations. In this regard, school leaders are expected to create opportunities for entrepreneur teachers to display their entrepreneurial skills (Ortega & Bagnato, 2015). In the same vein, education authorities -governments, related secretaries etc.- should contribute to the creation of happy, confident, motivated teaching/learning opportunities.

In her study on the development of entrepreneurial competencies of teachers, Peltonen (2015) analysed the data that she retrieved from 17 teachers who teach different subjects at different levels of education in Finland and found out that collaboration between teachers led them develop self-confidence and a deeper insight into different perspectives and practices held by peer/fellow teachers. On the other hand, some of the participants in the same study expressed that their entrepreneurial spirit was sometimes hindered by colleagues and principals/school management as they do feel entrepreneurial teaching competence is not a real professional teacher trait. The traditional attitudes that they posed inhibited them to take initiatives and behave “outside the box”.

In his study on faculty members, Hoekstra (2013) argues that when satisfied, individuals serve at the highest performance in their power. This notion can be applied to general education and it leads to a well-known fact that happy teachers end up with happy students, which increases the effectiveness of teaching and gives rise to a well-educated generation with the intellectual and social skills required for the future. Teachers' happiness or job satisfaction can be enhanced if they are given spaces to display their creativeness and differences, and this is possible through establishing an entrepreneurial school environment. Because as teachers become more entrepreneurial, they become more satisfied with their jobs, and as they become more satisfied with their jobs, they become more entrepreneurial (Neto et al., 2017). When they are unsatisfied, on the other hand, they cannot feel energetic or motivated enough to enhance their teaching skills or they may mentally feel too exhausted to alter the methods, tools and practices that they are accustomed to employ during educational practices (Skaalvik & Skaalvik, 2015; Matsuoka, 2015).

2.7. On the Pedagogy of Entrepreneurship- Designing Program/Curriculum

Shaping communities in the intended way is possible through education (Essia, 2012). Thus, entrepreneurial mindset can easily be imposed on the community members through a well-planned curriculum. Donaldson (2015: 21) defines curriculum as “...a *framework of subjects to be taught*

over a defined period...”. He states that it is through a sound and relevant curriculum that educational circles can determine and disseminate the experience and knowledge that they project to provide learners with.

Education programs must comply with both local/national and global realities (Önel, 2018) and students are required to be equipped with required survival skills of the 21st century (Penaluna et al., 2020; Neto et al., 2017). Incorporating entrepreneurial approach into the curriculum leads to increased student interest, thus enhancing education objectives (Jones & Iredale, 2010). Teaching in an entrepreneurial mindset promotes active learning where the learner is in the very centre of the education process. It also gives rise to a more creative thinking and versatile generation, and equips them with the necessary skills that they will hold throughout their lives. In the same vein, in an entrepreneurial culture, the teacher monitors the course of the communal conditions and accordingly revises his/her curriculum in advance in an attempt to raise students with high adaptability to those *evolving and ever-demanding conditions of the day* (Naqvi, 2020).

Thanks to the bibliographic analysis study carried out by Pittaway and Cope (2007), or systematic review of Dolhey (2019) or the bibliometric analysis by Deveci (2021), it can be observed that there is an increasingly immense body of research in the literature as to curriculums, pedagogy or exemplary education practices regarding entrepreneurship education. However, almost all of the studies referred to in these articles are related to the teaching *about* entrepreneurship mainly provided specifically for students at business schools. Therefore, it can be articulated that studies regarding pedagogically entrepreneurial curricula development for education faculties or in-service teachers, who are expected to teach in an entrepreneurial way -no matter what their branches are- lack in number.

However, it is not an easy task to generate fully entrepreneurially driven generations. Because instilling an entrepreneurial mindset in the communal culture requires more than a few hours of seminars, workshops or conferences about it (Altan, 2019a). Therefore, agreeing on a finely developed entrepreneurial content rich program is the key to the communities of the future. This requires various parties to cooperate and take active action within the process, though. The parties involve learners, teachers, school administrators, employers/institutions, policy-makers, and curriculum developers.

Another basic but significant point in designing an entrepreneurially oriented education model is, as suggested by Higgins and Mirza (2012), to determine the coherent purpose of education and provide consistency between the purpose, applications and the results.

2.7.1 Strategies to be Followed in The Classroom Within the Framework For An Entrepreneurial Curriculum

According to Kolb (1984), Experiential Learning Theory, compared to other learning theories, combines a wide range of approaches also adopted by Dewey, Lewin, and Piaget. It mainly focuses on the learning process rather than the outcome. It advocates that experience leads to and shapes learning.

Experiential action learning method, which develops individuals' skills and behaviours by testing and retesting learning, is one of the key focuses of entrepreneurial approach (Essia, 2012). La Guardia et al. (2014) are also among those researchers who advocate Experiential Learning Theory suits best in entrepreneurship education. In this respect, Higgings and Mirza (2012) observe the necessity to instil creative thinking and innovative methodologies in educational processes through practice- oriented educational approaches as they believe learning is fortified with practice, which is a way of social learning.

In the same vein, Seikkula-Leino (2011) addresses various activities to be incorporated in the entrepreneurially driven curriculums such as projects, group and peer works, dramas, and or learning diaries. She also suggests that cooperative learning and problem-based learning applications suit well within the entrepreneurially driven courses, since they help students develop cooperative skills as well as learning in a group/network constituted by peers. Besides these methods, Ruskovaara and Pihkala (2013: 206) bring about a criticism that entrepreneurship education is traditionally provided inside the classroom and advise two significant teaching strategies as workplace guidance and enterprise visits. Similarly, Seikkula-Leino et al. (2015: 392) highlight the importance of “*authentic experiences of entrepreneurship*” and suggest prospective teachers to be more exposed to real-life situations where -guided by an experienced entrepreneurial teacher- they might have the opportunity to witness and/or display their entrepreneurial competencies.

In a study, Hanson (2017) found out that of the 576 teachers who participated in the online questionnaire as to their entrepreneurial self-perceptions, those who had entrepreneurial competencies were able to design more creative curricula and adopted collaborative practices more than those who did not. As for collaborative learning, in another research carried out by Mattila et al. (2009) in Finland, participants of the study displayed a tendency to favour some forms of collaborative learning practices as the appropriate strategies for teaching entrepreneurship.

Overall, it seems that despite the growing body of research into pedagogical entrepreneurship, there is still a long way to go before scholars can establish some sets of curriculums to systematise entrepreneurial pedagogy.

2.7.2 Assessment in Entrepreneurship Education

Assessment is described in the literature as the evaluation of a subject through collecting and analysing information about what learners have been taught within a specific period of time, retrieving data about whether the education program and teaching objectives are consistent. It also aims to revise or customise the curriculums or teaching strategies if any kind of failure occurs in the process of educating individuals within the scope of a particular policy (Duval-Couetil, 2013).

Donaldson (2015), from the same perspective, regards assessment as a crucial component of education in that it can provide teachers and/or policy makers with a projection as to whether learners have acquired what has been intended to be taught as well as a roadmap as to what should be taught next. In this respect, it is vital to establish sound and relevant assessment strategies in entrepreneurship education.

Although there is a relatively satisfying body of literature as to the content of entrepreneurship education in terms of economic perspectives; Duval-couetil (2013) expresses the importance of the other inevitable dimension of education- the need to allocate resources in an attempt to develop assessment procedures as to entrepreneurial pedagogy. Within this context, related parties are to agree on what learning outcomes are needed, what teaching techniques may lead to the desired end, and how compatible entrepreneurship education and assessment strategies are.

As the concept of educational entrepreneurship challenges traditional approaches, the most suitable kind of assessment in this respect might base on mostly formative practices, which enable educators to obtain data as to the real time performances of learners and provide quick feedback in an attempt to enhance and support learning.

A significant challenge against forming entrepreneurial pedagogy is utilising feasible/desirable assessment techniques in order to check if students could achieve intended outcomes of the education.

Today, there are numerous alternative assessment methods from dramatic performances to interviews which can be incorporated into EFL classes to assess oral, visual and audial competencies (Altan, 2019a; 2019b). Thus, considering that the in-class factors vary extensively, teachers, especially EFL teachers, are expected to decide which of these assessment methods suit best for their classes and implement them for a better learning experience.

Pittaway et al. (2009) offer some suggestions on assessment techniques and tools for entrepreneurship education, which might be adapted to EFL classes as well. They firstly suggest that students should seek ways for personal development through seminars, workshops and conferences.

To them, students should also take responsibilities within group works, projects and presentations. They should also take part in discussion forums where they might find opportunities to reflect their creativeness and display verbal and written synthesis and/or analysis of ideas. For the assessment procedures in this formative training process, they suggest writing reflection papers about the changes observed in students' behaviours, having students write self-reflection reports on their experiences, challenges, strength and weaknesses during the training process, and giving oral presentations about the extent to which the education process has widened their vision.

Assessment practices in entrepreneurship education should focus on implementation of formative assessment “for” learning rather than “of” learning (Penaluna et al., 2020). As the former calls for practices that might help learners to achieve the goal of learning itself and in this way learners' role may evolve from dependent receiver to autonomous acquirers.

In Oman, Naqvi (2020) carried out a study in order to evaluate the impact of the research-based assignments -as a formative assessment technique- on engineering students' entrepreneurial skills and behaviours such as aptitude to study individually, carry out research on a given topic, think in a critical way, and present ideas through verbal communication. The results showed that the task given by the educator aroused positive entrepreneurial attitudes in students since it encouraged them to do research, plan and generate ideas in an autonomous way. Providing students with the opportunity to realise and reveal their creativity was observed to contribute positively to their communication skills, which might be also useful in language classes.

One of the challenges of assessment in entrepreneurial education is that as the main objective of entrepreneurship education is leading to a positive change in individuals' behaviours and mentality, the explicit outcomes may only be retrieved through observations which might sometimes take years especially when the young children are the case (Matlay, 2008). What other formative and summative assessment techniques can only measure are potentially the perceptions, self-beliefs or such kind of reflexive implicit knowledge about entrepreneurship.

2.8 Entrepreneurship at K-12 Levels

According to a literature review conducted by Keyhani and Kim (2021), it was observed that most of the articles written on teacher entrepreneurship were in the K-12 settings. This might be due to the fact that providing an entrepreneurial mindset for learners at younger ages enables them to make more accurate decisions in career planning (Özdemir, 2015; Matlay, 2008). Within this respect, in Finland, the Finnish National Board of Education (2004) released guidelines on how to incorporate entrepreneurship education from the primary levels of schooling (as cited in Hietanen et al., 2014).

In accordance with this guideline, Hietanen et al. (2014) believe that entrepreneurship is currently regarded as a set of individual behaviours and skills rather than simply being a boss at a financial institution, and thus they rightly advocate the necessity to provide students with entrepreneurship education from the very first levels of their schooling lives. In their empirical study, they searched for a possible model to enhance entrepreneurial attitudes through music classes, delivered to 13-year-old students in Finland. As a result of their study, they concluded that embedding entrepreneurship into the lesson plan was practicable for different subjects and age groups.

2.8.1. Entrepreneurship education in different contexts

Bibliometric studies reveal a fact that most productive journals and oft-cited authors about entrepreneurship education are generally composed of business-related ones. However, the number of those who focus on non-business sides of entrepreneurship education, including trait enhancement or curriculum development is increasing.

In their bibliometric analysis, Aparicio et.al (2019) separate the development of entrepreneurship education in the literature into three phases - the initial stage (1987-2000), the development stage (2001-2007) and the expansive stage (2008-2017). The numbers of publications produced at each stage are 14, 33, 198 respectively. Although the studies in the first period tend to handle entrepreneurship education from the economic perspectives, from the second -the development- stage on, it can be observed that pedagogical perspectives have attracted increasing attention.

Supporting this observation, there has been an immensely growing body of literature on entrepreneurship education since it was accepted as a sub-topic of social sciences. In this respect, Deveci (2021) conducted a comprehensive bibliometric analysis study at WoS database and revealed that the three most prolific countries where a total of 135 articles were written on entrepreneurship education are England, USA and China, respectively. Considering the other databases, it can easily be concluded that the actual number of publications on non-business entrepreneurship is much higher than the one in the WoS database.

In the Finnish context, various administrative institutions including the Ministry of Education took steps to promote entrepreneurship education at different levels. Entrepreneurship education was first introduced in the curriculums of Finnish schools in 1994 (Peltonen, 2015) as a rescuer from a general economic recession and unemployment (Backström-Widjeskog, 2010). The main aim as stressed by Backström- Widjeskog (2010: 107) was to incorporate a cross-curricular theme in the national curriculum in an attempt to bring up generations that could tackle the changing economic and social life in the society. However, another Finnish scholar Seikkula-Leino (2011) states that

although Finnish authorities adopted a reformist attitude towards entrepreneurship through curriculum changes during 2004-2006, stimulating entrepreneurial attributes through education was still behind the desirable levels. In her study about how schools handled entrepreneurship education in Finland, Seikkula Leino (2011) examined various institutions from a total of 43 municipalities and found that teachers themselves needed to gain insight as to the nature of entrepreneurship education first. On the other hand, she also carried out a Virtual Learning Environment project with fellow scholars, during which they collected data from 100 professionals from a wide range of positions and titles (Seikkula-Leino et al., 2015). Led by The University of Turku, Teacher Training School and funded by various institutions under the authority of the Finnish National Board of Education, the project aimed to promote the entrepreneurial pedagogy of teaching professionals and search for the best curriculum to teach entrepreneurship as well as for the ways to implement it appropriately.

According to Matilla et al. (2009)'s study in Finland on teachers' perception and experiences of entrepreneurship education embedded in the national curriculum, the participants' reflections on objectives, applications and the outcomes of entrepreneurship education revealed that although the authorities had provided educationalists with a guideline describing how to integrate entrepreneurship education in schools, there was an inconsistency between the objectives and teacher practices, which impeded the pervasion of entrepreneurial culture through the daily life of learners. They believe that this inconsistency derives from a disunion among teachers' applications as some of them obey entrepreneurial teaching requirements, while others do not.

In the Romania context, scholars are aware of the challenges faced in the 21st century and seek ways to overcome them. Thus, in an attempt to respond to those challenges, they propose incorporating entrepreneurship courses in the curriculums of different programs from foreign languages to humanities. They believe that an entrepreneurial mindset will provide individuals with creative ideas not only in economy but in social sciences as well. In this respect, the Romanian National Education Curriculum imposes entrepreneurial education at all levels of education in Romania (Mihalache, 2012).

In the Pakistani context, where the social distance between the rich and the poor has expanded to a great level, authorities have sought ways to establish a socio-economic balance within the community, to which end entrepreneurial mindset was regarded as a significant means. Within this respect, Ali et al. (2009) analysed 516 pre-service teachers in terms of their entrepreneurial aptitude and found out that despite the generally positive results, prospective teachers still needed specific lectures on entrepreneurship, which focus more on knowledge "for" entrepreneurship rather than "about" entrepreneurship which has long been the main objective of entrepreneurship courses at universities around the world.

In the Omani contexts, Naqvi (2020) reports that policy makers have realised the importance of entrepreneurship education in engineering and science faculties; however, they are unable to provide adequate proportion of this kind of training. She also indicates that the number of employment falls under the number of applicants who graduate from university. Thus, not all of them can acquire a form of employment, which in return calls for a need for a kind of self-employment or creation of employment for others.

In the Nigerian context, where there is an imbalance between the number of university graduates and employment rates as in the Omani context, Essia (2012) reports that the authorities are aware of the importance of entrepreneurship education and they have taken various steps in order to promote entrepreneurial mindset in the educational programs. Among those steps, the government has established a department called the Presidential Committee on the Introduction and Implementation of Entrepreneurship Education. The department is responsible for producing and conducting strategies to disseminate entrepreneurial culture within universities. The government also encouraged the universities to establish Entrepreneurship Development Centers to support their entrepreneurial initiatives. However, Essia (2012: 58) criticises that the steps taken towards an entrepreneurially driven education model are slow. He observes this with the statement that “in effect, entrepreneurship culturing of formal education is far from being achieved in Nigeria.”

In the Welsh context, as reflected by Penaluna et al. (2020), administrative authorities took some steps towards the integration of entrepreneurial culture in schools as well, and within this regard, they introduced teacher training sessions, coverage of which included teachers from all levels and disciplines. However, Penaluna et al. (2020) also report that although entrepreneurship education has been a significant focus of numerous countries and institutions which regard it as a sound strategy to overcome the challenges of the 21st century, Eurydice, the network which is in charge of how the education systems are regulated and conducted in Europe, confesses that European countries’ attempts to integrate entrepreneurship education into curriculums were far beyond the point where it was hoped to be at.

All this literature review reveals that entrepreneurship is regarded as a life-buoy by almost all governments, and they have taken certain steps to introduce and implement it through systematic education programs; however, it is obvious that there is a long way to go before they establish an efficient system to instil entrepreneurship into the culture. Of course, Türkiye has a sound place among those countries which are in a race to raise more versatile generations through entrepreneurship education. The following sections provide an overview about the current state of entrepreneurship education in the Turkish educational system.

2.9. Entrepreneurship Education in Türkiye

In Turkey, a significant majority of young people wish to have an occupation in public institutions. In this regard, over 2 million people applied to KPSS (Public Personnel Selection Examination) in 2022 in an attempt to acquire a “sound” position in the public sector where they can get relatively low but guaranteed payment (ÖSYM- Student Selection and Placement Centre, 2023). As to the teaching positions in public schools, 421.140 prospective teachers took the KPSS for educational sciences (ÖSYM- Student Selection and Placement Centre, 2023). Considering only 10% of these applicants are employed in the public sector each year, the remaining 90 % must have a back-up plan (Önel, 2018). This is the exact point where entrepreneurship education comes to the fore.

2.9.1. A revolution of mentality

Turkish Language Association Dictionary (TLA-TDK) dictionary defines the word “entrepreneur” as (1) someone who gets involved in *a business*/starts *an enterprise* for production, and (2) someone invests *money* and enterprises in a business in the fields such as *commerce* (and/or) *industry*. (Turkish Language Association Dictionary, 2023). It is obvious from this definition that the perception of the term entrepreneurship in Türkiye is still partly limited to the most basic economic concepts.

However, Türkiye has been experiencing a period of enlightenment regarding the broader scope of entrepreneurship education beyond its fiscal dimensions. The number of the courses, workshops and/or training activities offered in various educational levels from elementary schools to higher education institutions in the recent decades is the obvious indicator of these dramatic changes in the governments and policymakers’ beliefs about the prominent saviour role of entrepreneurship education (Matlay, 2008). The Turkish MoNE (Ministry of National Education), for example, has placed significance on entrepreneurship education since 2006, when it released a guideline with an emphasis on entrepreneurship.

The focus on non-business side of entrepreneurial education reached its peak when the Minister of Education of the time confessed;

”It seems a bit difficult to say that our social culture encourages our children to say new and different things, to dream, to have a sense of curiosity and research, to take risks and responsibility, to have courage and self-confidence...” (Nabi AVCI, 2013; Source: <http://www.meb.gov.tr/15-bin-yonetici-ve-ogretmene-liderlik-ve-girisimcilik-egitim-verilecek/haber/5919/tr>).

Being aware of the underlying obstacle against growing a more entrepreneurial Turkish society, the MoNE and the TÜBİTAK (The Scientific and Technological Research Council of Türkiye) signed the Teaching, Entrepreneurship and Leadership Education Cooperation Protocol, which aimed to develop a novel teaching perspective for in-service teachers. The main objective of the cooperation is to establish an appropriate learning environment where the generations of the future grow as individuals who are able to conduct autonomous research, innovative, free-thinking, imaginative, and therefore have an entrepreneurial spirit. Through this project, entrepreneurial characteristics of both teachers and school administrators have been aimed to be enhanced (Memduhoglu & Sahin, 2017; Önel, 2018).

Through the guideline under the name of “General Competencies for Teaching Profession”, The Turkish MoNE has provided two descriptions for desired teacher profiles so far- one in 2006 and the other in 2017. The six main competencies included in the description, released in 2006, are professional development, getting acquainted with students (knowing about their individual differences, and being aware of their socio-cultural background), (planning, applying and managing) learning and teaching process, monitoring and evaluating learning and progress (utilising assessment results for a better teaching/learning experience), relations with school, family and the community, and finally program and content knowledge. These six main competencies are divided into 31 sub-competencies (MoNE, 2006: 9) such as challenging the hardships, possessing self-esteem, adaptation to new notions and situations, being creative and problem-solving, having communication skills, utilising resources, loving his/her profession, having occupational knowledge and skills, and being open to cooperation.

On the other hand, in the 2017 volume, for which an English version is also available, as far as the comment of the author of this study concerns, as Türkiye is home to different societies from a diversity of backgrounds and cultures, such characteristics as respecting cultural differences and being open to universal values are added in the guideline (MoNE, 2017 English version: 23). As can be perceived, almost all these and other numerous competencies/traits that are not listed here overlap with the traits that entrepreneurial teachers are expected to have.

Another breakthrough in instilling the entrepreneurial culture within Turkish society through education was committed through Turkish Entrepreneurship Strategy and Action Plan 2015-2018 (GİSEP, 2015). The basic objectives of formal education -as expressed within the plan- overlaps with what an entrepreneur is expected to be. Thus, formal education is expected to raise prolific and happy individuals with thinking, perceiving and problem solving skills, having self-esteem and feeling of responsibility as well as entrepreneurial and innovative characteristics, internalising democratic values and national culture, interpreting different cultures, being open to share and communicate, having strong feelings about arts and aesthetics, being open to scientific developments, inclined to

usage and production of technology, having the necessities of the knowledge society. Within the framework of the plan, some of the objectives regarding education are listed as below;

- a) entrepreneurship will be encouraged at individual, educator and education institution levels,
- b) the description and coverage of social entrepreneurship will be determined,
- c) project contests will be organised at all levels in an attempt to develop social entrepreneurship activities,
- d) public service announcements about entrepreneurship will be made and awareness on the topic will be increased,
- e) entrepreneurship perception will be aroused in children,
- f) subjects on entrepreneurship will be incorporated in the curriculums of all levels from elementary to tertiary levels, and lifelong learning centres will provide entrepreneurship education,
- g) Education faculty curriculums will be updated with courses on entrepreneurship.

Besides, the largest event regarding entrepreneurship- “The Global Entrepreneurship Week”, held in 160 countries all over the world in the second or third week of November each year, is an event celebrated in Türkiye as well, by non-governmental organisations, universities and public institutions through various activities, panels and workshops. This annual event aims to enhance awareness about entrepreneurship among individuals between the ages 15-30 and uncover the entrepreneurial potentials in them (<https://globalgirisimcilikhaftasi.org/>).

2.9.2. Entrepreneurship Education at Turkish Tertiary Level

Naqvi (2020) asserts that universities are the promoters of socio-economically developed societies and that university students are the key agents in shaping the knowledge society of the future. Therefore, along with their main field of academic disciplines, they should be equipped with appropriate entrepreneurial skills in order to cope with the upcoming challenges of the next decades.

Being aware of this mission, governments/universities support entrepreneurial growth/awareness through various projects/practices such as organising contests, delivering conferences on entrepreneurship, and offering selective or compulsory entrepreneurship courses at universities (Matley, 2008; Mihalache, 2012; Neto et al., 2017).

In this respect, Higher Education Institution in Türkiye signed a protocol with KOSGEB (Small and Medium Enterprises Development Organization of Türkiye) in 2011 to encourage entrepreneurship courses to be included (either compulsory or selective) in the education catalogues of all majors of Turkish universities (Önel, 2018). In addition, TÜBİTAK ranks universities within

the framework of “Entrepreneurial and Innovative University Index”. According to the 2020 data retrieved from this index, 18 out of 50 universities (the top three are METU, İhsan Doğramacı Bilkent University, Istanbul Technical University) scored more than 50 points (Arpacı, 2015).

Therefore, it can be expressed that various governmental institutions in Türkiye have taken certain steps in an attempt to cultivate entrepreneurial culture within the society; however, entrepreneurship scholars in Türkiye should scrutinise the efficiency of these implementations and should reveal the results to establish to what extent these projections have been achieved. These steps are hoped to contribute to the entrepreneurial evolution of Turkish society.

2.9.2.1. Entrepreneurship Education in Non-Business Faculties

Although entrepreneurship education at the tertiary level in Türkiye was -until recently- predominantly given at the business faculties (Memduhoğlu & Şahin, 2017), this narrow perspective has been widened as the social entrepreneurship gained increasing attention throughout the world.

Turkish universities have started to enhance entrepreneurial mindset in different faculties - particularly in different programs of education faculties varying from physical education programs to science teaching programs or to primary school teaching programs. Some of the entrepreneurship studies that were carried out in non-business-related programs and their findings can be listed as below.

Anagun and Atalay (2017) conducted research on 14 prospective primary school teachers, finding that They associated entrepreneurship with self-esteem, leadership, content knowledge, productivity, and openness to innovations. These findings indicate the importance of training teachers in an entrepreneurial mindset for general education. In another study by Kaya (2020), 224 prospective teachers were examined, revealing above-average entrepreneurial skills. Participants with job experience showed higher levels of entrepreneurship, supporting the need for practice-based curriculums in authentic school settings.

Akyar and Sarıkaya (2020) analysed 118 postgraduate theses from National Thesis Centre of Council of Turkish Higher Institution. Of these theses written between from 2013 and 2019, which included the word “entrepreneurship” either in their titles, abstracts or indexes, 96 were written under the roof of educational sciences institutes. This indicates a strong interest in entrepreneurship within pedagogical circles.

2.9.2.2. EFL and Entrepreneurship Education in Türkiye

The population of Turkey has increased more than three times since 1955 and is expected to reach almost one hundred million people by 2050 (Önel, 2018). Along with the political, economic and demographic crisis, in addition to the migration waves that took place into Turkey within the last decade, have contributed to the unemployment and decrease of life qualities in Türkiye. As a result, many young people, even those with prestigious careers such as doctors, judges, and academics seek ways to make their getaways to western countries, where they believe they will live under more humanitarian conditions.

Thus, growing generations, who are competitive in different fields and country contexts has become more of an issue. In this respect, the importance of teaching English as a lingua franca in an entrepreneurial way must be a prerequisite for countries like Türkiye. Considering the significance of communicative, in other words linguistic skills of individuals, it is inevitable for learners to benefit from foreign language classes in their path to grow up as a world citizen.

As for the literature about entrepreneurship education in the EFL classes, it can be seen that although there are some theoretical articles (Özdemir, 2015; Altan, 2017; 2019b; 2021), practical studies are very few in number. This fact brings about the necessity to encourage scholars in the field of EFL/ESL to carry out more empirical research revealing practical results in an attempt to shed light to the education process.

2.10. Barriers to Entrepreneurial Souls

The barriers that impose limits on individuals' creativity, innovativeness and desire to take initiative should be approached from two perspectives -students and teachers.

Regarding students, the biggest barriers are standardised curriculums and assessment procedures, particularly the centralised nationwide exams which Altan (2019b) terms as "*the standardising tests*". Within the Turkish context, students have to take two nationwide exams in order to qualify for an upper education level - LGS (High School Entrance Exam), and YKS (Exams for Higher Education Institutions). Every year millions of students sweat over any one of these exams. Furthermore, if a student wishes to have an academic career, he/she has to take some other exams like ALES (Academic Personnel and Postgraduate Education Entrance Exam) and YDS (Foreign Language Exam). If he or she pursues a career in the public sector, then he/she has to strive to achieve the required minimum score in KPSS (Public Personnel Election Examination).

Evaluating the pre-memorised knowledge on various subjects, these deductive assessment procedures kill students' creative thinking and force them to memorise as much information as they

can and make their best choice in order to find the correct answer from four or five options provided for each multiple-choice question. As the borders of learning/knowledge are determined strictly, students do not find the opportunity to display their individual differences/entrepreneurial skills or real-world performances. Naturally, curriculums are designed accordingly, leaving no room for students' creativity, or thinking "outside the box". Quite the contrary, these performativity-based high stakes tests kill learners' curiosity, limit their imagination, force them to be like everyone but "*not shine*" (Keyhani & Kim, 2021).

As for teachers, the factors posing barriers to their behaving in an entrepreneurial and innovative manner derive from both mental/internal and external reasons. Among the mental/internal barriers are the fear of failure, lack of self-esteem, and lack of skills while external ones are generally lack of or adequacy of family/colleagues/administrators support, lack of financial resources, insufficient duration of classes, incompatibility of assessment procedures, misperception about entrepreneurship due to its unclear conceptual definition and last but not least the bureaucracy, as most commonly seen in Turkish context (Altan, 2019b; Memduhoglu & Sahin, 2017). In the EFL context, on the other hand, teachers also tend to fail in focusing on learners' creativity, risk-taking and critical thinking skills as they naturally focus on learners' linguistic improvement.

From another perspective, some teachers' unwillingness to undertake novel approaches/applications in their profession is another obstacle posing a threat to the prevalence of entrepreneurial mindset in schools. For example, Seikkula-Leino (2011), who examined various institutions in a total of 43 municipalities in Finland and searched for teacher beliefs and attitudes towards curriculum reforms, emphasises the importance of teacher cooperation in order for curricular changes and/or social changes. The results also reveal that teachers working in some local education institutions were not willing enough to take actions in accordance with curriculum reform that aims to propagate entrepreneurial culture since they were not fully aware what the aim was, thus obtaining lower scores in terms of learning outcomes compared to those with higher scores.

From a similar perspective, Higgings and Mirza (2012) articulate that the busy schedules provided by the teaching programs pose another threat on effective teaching expectations, since there generally is not much time left for the experiential learning activities, which are regarded as a crucial element for entrepreneurial pedagogy.

The findings of the last two studies mentioned above (Seikkula-Leino, 2011; Higgings & Mirza, 2012) seems to apply to the Turkish context as well.

2.10.1. Bureaucracy

Bureaucracy, basically a kind of working system in which services such as education and health provided by the social state are based on written rules, is a phenomenon frequently encountered in daily life. Each individual who encounters bureaucracy may have different experiences and interpretations regarding it.

The concept of bureaucracy has three basic meanings. The first of these, and the one that creates a negative perception of bureaucracy in society, is its slow and cumbersome nature that requires heavy paperwork. In such cases, citizens who resort to state offices in need of any service generally encounter the expression “go today, come tomorrow!”. This is named “stationery” in the literature (Karaman, Yücel & Dönder, 2008). The second meaning of bureaucracy is a management system in which the services provided by the public sector are provided in an organised manner within a hierarchy. The third and ideal meaning is an institution type based on principles such as merit, impartiality and impersonality put forward by Max Weber (Akçakaya, 2016).

In essence, bureaucracy is a form of administrative organisation required by contemporary civilization that emerged with the spread of institutional structures and organisations in the rapidly developing industrialization process. In other words, bureaucracy is the embodiment of the state (Çevikbaş, 2014). According to this understanding, bureaucracy represents a structure within the organisation that regulates the conditions under which public services should be provided. Bureaucracy is needed for the management of institutions and for the services provided to reach a standard within the framework of the principle of equality.

In the context of Türkiye, bureaucracy is a concept that is generally associated with negative meanings and experiences by the society. In the eyes of the society, bureaucracy represents a set of practices that require strict adherence to strict rules in public proceedings, strict compliance with old cumbersome procedures that only make things difficult and make worse, and that causes excessive waste of paper and time. Reasons such as the slow progress of public proceedings and the reluctance of public officers to take responsibility and initiative are among the reasons that bureaucracy is most criticised in Türkiye. In this context, bureaucracy only leads to the implementation of outdated articles in laws and regulations, and it is seen as an application that mediates the putting human factors into the background. This reveals the existence of a cumbersome structure that reduces the quality and satisfaction of the services provided by the state compared to the private sector services that constantly renew themselves and adapt to changing conditions faster.

2.10.2. Effect of Bureaucracy on Entrepreneurship

Bureaucratic practices adopted in Turkish public institutions pose a major threat to entrepreneurial initiatives, hindering transition towards an innovative and entrepreneurial community (Memduhoglu & Sahin, 2017).

According to Memduhoglu and Şahin (2017: 304), authoritative institutions, where practices are overwhelmingly dominated by the bureaucracy, place a barrier against entrepreneurship and innovativeness of both individuals and the society. Therefore, they express that even if governments do not leave space for public schools to act autonomously, they should encourage and support entrepreneurial souls springing within them.

When compared to the Turkish contexts, the Finnish policy makers have adopted a novel perspective as to the implementation of entrepreneurship education (Seikkula-Leino, 2011); Although the central government released a nation-wide instruction as to the incorporation of entrepreneurship education within the curricula, they left the implementation of it to the local authorities as a remark of decentralisation, a core philosophy of entrepreneurial mindset. Effective planning for entrepreneurship education requires considering individual differences, as promoting entrepreneurial culture cannot be achieved through a “one-fits-all” (Altan, 2019b) mentality. This is due to the distinct characteristics, social dynamics, economic opportunities, and field of expertise, which can be systematised and strengthened through curriculums that are specific to the locality.

2.10.3. Effect of Bureaucracy on Teachers

In Turkey, a centralised management approach is dominant in public services provided by the state. This fact strengthens the need for bureaucracy, which is a set of written rules to ensure the sustainability and supervision of these services provided by the state. Because, bureaucracy in the ideal sense aims to carry out public proceedings to be conducted within a predetermined framework without causing any disruption. In this context, bureaucratic governance structure is also adopted in public schools.

Although it is based on the same laws and regulations (Fidan & Beyhan), bureaucracy in administrative terms should be handled in two groups. One is supportive/facilitating bureaucracy and the other is restrictive/blocking bureaucracy. This distinction is directly related to the way bureaucracy is perceived by practitioners. Various academic studies have revealed that the bureaucratic structure adopted in schools has an impact on the behaviour, perception and attitudes of all stakeholders related to the education process (Toprak et al., 2022). Similarly, Cerit (2012) argues that the bureaucracy approach adopted by school administrators in a school has a direct impact on teachers' professional and social attitudes.

Restrictive/blocking bureaucracy advocates a strict hierarchical structure and prevents teachers from going beyond borders and exhibiting innovative approaches. Because in this hierarchical structure, teachers are seen as civil servants responsible for fulfilling the orders and duties given by the administrators (Cerit, 2012). They are not allowed to make their own decisions during the education and training processes, and they are expected to strictly fulfil the authority, duty and responsibility determined by law and regulation. However, in the education sector, whose capital is human, initiative should be taken in situations that arise from individual differences and are sometimes unpredictable.

The facilitating/supporting bureaucracy, on the other hand, accepts teachers as well-educated professionals in their fields, thus allowing them to take the necessary precautions by making use of their creative thinking skills in the local situations they encounter during the education process.

Teachers who work in schools where restrictive bureaucracy is dominant feel themselves under constant control and therefore, they avoid going out of certain patterns. This pushes them to teach the subjects written in the curriculum as recommended by the curriculum and to avoid creative methods. On the other hand, teachers working in schools where bureaucratic pressure is low feel confident in themselves and their professional competence, and in this context, they start to perform their profession in a more motivated way.

According to the results obtained in the study conducted by Fidan and Beyhan (2020), the teachers stated that the administrative approach adopted in the schools they work in made the teachers feel worthless. On the other hand, in his study, Yirci (2017) concluded that the biggest obstacle to the professional development of teachers in Turkey is the current status quo structure and ministry practices, so the author suggested that the current status quo structure should be changed.

2.11. Opposing Views Against Entrepreneurship Education

Kimhani and Kim (2021) stress a significant point in terms of entrepreneurial professionalism of teachers and schools and propose that this kind of approach boosts learners' academic achievements, thus the prestige of schools in return; however, it discourages students to raise their own voice.

In her study on teachers' thoughts about entrepreneurship, Backström-Widjesgok (2010: 109) refers to one of her interviewee's utterances and draws attention to a fact that some students' not obeying the school rules could be regarded as being innovative and thinking "outside the box" as they deny what is imposed on them but behave independently. She calls this a paradox.

From another perspective, Mattila et al. (2009) attract attention to the fact that considering the limited hours of teaching, focusing on the development of entrepreneurial traits only poses a threat to the actual learning of the subject, in other words, it steals the time that should be allocated for the projected learning outcomes of the real curriculum content.

These views reveal that there is still the need to establish firstly what behaviours or traits should exactly be regarded as entrepreneurship and secondly what practices can be performed during the classes in order not to waste actual learning/teaching time trying to be entrepreneurs.

To conclude, entrepreneurship education can vary across countries due to unique contextual factors. Customised approaches are needed to integrate entrepreneurship into curriculums, considering local characteristics such as social dynamics and economic opportunities. A balance must be kept between promoting entrepreneurial traits and preserving core learning outcomes. Policymakers and educators should tailor strategies to their specific cultural, economic, and educational contexts, fostering entrepreneurial thinking while maintaining educational integrity.

2.12. How to Develop Entrepreneurial Mindset in Teachers

One of the six competencies that van Dam et al. (2010) propose an entrepreneur teacher should have is entrepreneurial knowledge. Their study involving 251 teachers reveals a significant relationship between entrepreneurial knowledge and entrepreneurial behaviour ($\beta = .21$, $p < .001$). This result suggests that when teachers are given training about what traits/behaviours make one an entrepreneur teacher, they tend to display these behaviours.

However, under the light of the debate whether entrepreneurs are made or born, it should be accepted that training teachers to be entrepreneurs or in a better word instilling them the understanding of entrepreneurial teaching philosophy/insight is not an easy task that could be achieved through a few hours of in-service training sessions, but it requires a long, dynamic, consistent and ongoing training process. Within this respect, Peltonen (2015) advocates that just grouping entrepreneurial teachers together and providing them with mere theoretical knowledge about how to be more entrepreneurial does not work, but revealing their underlying beliefs and thus intensifying them with practical knowledge enhances their entrepreneurial competence.

On the other hand, some innately entrepreneur teachers -especially the new, inexperienced/idealist ones- are forced -in this or that way- not to be “different” from the majority. Thus, they become like “ordinary” teachers with classical age approaches to teaching and learning process. That might be due to the fact that they feel lost in the school contexts where they are the minority in terms of number. In an attempt to help these teachers not to feel lonely, collaborative learning environments should be established and workshops on entrepreneurial teaching philosophy

for teachers may provide them with the opportunity to gather with others who think alike and let them develop confidence in the way that they teach. That is because when they feel more confident, they willingly take up the mission to initiate a change in the school atmosphere.

Ruskovaara and Pihkala (2013) carried out a study in Finland, examining the relationship between the entrepreneurship training that teachers have received and their entrepreneurial education practices. The researchers found that teachers' tendency to incorporate entrepreneurial education in their teaching practices depended heavily upon how they perceive entrepreneurship as well as the training that they received. In other words, they highlight the importance of pre-occupational education of teachers on entrepreneurship and remark that insufficient training on entrepreneurship is among the main causes of teachers' failure in performing in an entrepreneurial way. Even if prospective teachers are provided with pre-occupational training on entrepreneurship, it does not suffice alone. Teachers and school principals should also be given ongoing in-service training sessions on a regular basis in an attempt to find opportunity for occupational renewal.

In conclusion, developing an entrepreneurial mindset in teachers requires ongoing training and support. Studies have shown that there is a significant relationship between entrepreneurial knowledge and behaviour among teachers. However, training alone is not enough, and it is essential to address teachers' underlying beliefs and provide practical knowledge to enhance their entrepreneurial competence. Collaborative learning environments and workshops can help teachers feel more confident and initiate change in the school atmosphere. Pre-occupational education and continuous in-service training are crucial for teachers to effectively incorporate entrepreneurial education practices. By investing in comprehensive training programs, we can equip teachers with the necessary skills and mindset to foster entrepreneurship in education.

CHAPTER THREE

3. METHODOLOGY

This chapter provides information as to the methodology that has been adopted during the course of the study. The content of this chapter comprises the design of the research, sampling techniques, data collection instruments and the data analysis process. The validity and credibility of the data collection instrument and analysis process are discussed in this chapter.

3.1. Research Design

The study has adopted the explanatory sequential mixed method as the research design. Dörnyei (2007: 44) defines mixed method design as a “*combination of qualitative and quantitative methods*”. Mixed-method research design is expected to be the most appropriate choice in that it enables researchers to retrieve both statistical data in order to retrieve a fuller picture of the current state of the phenomena and non-statistical data in order to explore the issue at hand in-depth.

A combination of both qualitative and quantitative research methods also functions as complementary to each other (Şahin & Öztürk, 2019). Quantitative research methods provide researchers with a well-structured overview of the general state of the problem while qualitative research enables researchers and the participants to meet at a mutual setting, particularly in the natural scene of the research where researchers find the opportunity to gather authentic data about the research questions.

Another benefit of the mixed-methods research design is triangulation (Blaxter et al., 2010). The term concisely defines the validation and generalisation process of the results obtained through different methods. Considering all the benefits of mixed-methods research design, the researcher of this study expects to exploit the strengthening and complementing power of combining both qualitative and quantitative data collection methods (Şahin & Öztürk, 2019).

3.2. Sampling and Setting

3.2.1. Quantitative Research

The quantitative data was collected through an online questionnaire from 153 English teachers who work at public schools from elementary to high school level. The reason why in-service English teachers were chosen as the research universe is, as explained in the previous sections, that they can provide the most appropriate information as to the practical challenges against and performances of entrepreneurial teaching mentality. Pre-service teachers, who have generally been the main universe of other similar studies in the literature, may only give self-beliefs to some extent. However, a thorough description of what makes a teacher entrepreneur, what practices are regarded as pedagogical entrepreneurship and what reactions they receive when they behave entrepreneurially can only be retrieved from those who are actually in the very kitchen of the issue at hand. Another specificity of the sample is that only those who work for the MoNE were included in the research, excluding those who work for the private schools. The reason for this separation is to reveal if bureaucracy followed by the public institutions in Türkiye has a positive or negative effect on teachers' entrepreneurial behaviours.

As the research questions were addressed to a specific group, the purposive sampling method was adopted at the first phase of the research. The main reason why purposive sampling was employed is that those who have experienced the topic/practice under question are expected to provide the best information about it (Dawson et al., 1993).

From the network of the researcher, English teachers who met the criteria mentioned above were contacted and requested to respond to the questionnaire. Then, as a way of snowball technique, they were asked to send the link to the questionnaire to their networks. In this way, the universe of the study was expected to enlarge. Moreover, the researcher went online and checked the web pages of different faculties of different universities, graduates of which receive the authority to teach English in public schools. The chairmen/women of these departments were contacted through email, and requested to share the link of the questionnaire with their graduates. One of the purposes of this contact was the desire of the researcher to behave entrepreneurially himself. However, only a few supportive responses were received to those emails.

Beside the universities, the availability of the social media platforms was utilised in an effort to reach more participants. Admins of some eligible ELT groups in the social media platforms were contacted through direct messages (DMs) and were asked for permission to post the questionnaire link on their front pages. Similarly, social media users who had titled themselves as English Teachers in their bios were sent direct messages, requesting their participation in the study. In this way, 153

English teachers with the appropriate qualifications were reached. Table 1 demonstrates the demographic information of the participants who took part in the questionnaire.

Table 1: Demographic Information of the Participants

Variables		N	%
Gender	Male	43	28,1
	Female	110	71,9
Age	21 to 30	41	26,8
	3 to 40	71	46,4
	+40	41	26,8
BA Major	English Language Teaching	110	71,9
	English Language and Literature	40	26,1
	Translation & Interpreting Studies	3	2
Level of Teaching	Primary School	275	53,5
	Secondary School	239	46,5
	High School	63	41,2
Years of Experience	1to 4	33	21,6
	5 to 10	46	30,1
	11 to 15	30	19,6
	+16	44	28,8
Latest Degree Achieved	Undergraduate (BA)	115	75,2
	Postgraduate (MA & PHD)	38	24,8
Training on Entrepreneurship?	Yes	42	27,5
	No	111	72,5
Total		153	100.0

3.2.2. Qualitative Research

As for the qualitative data, the interviewees were selected through convenience sampling. The main motive for convenience sampling is that a total of 24 English teachers from the network of the researcher were contacted through text messages and phone calls, they were informed about the content of the research and asked about their convenience for an online interview. Seven of the interviewees consented to take part in the research and interview time was appointed in accordance with their availability.

Due to the fact that participants were located in different provinces of Türkiye, the interviews were held online, through the Zoom platform, and recorded with the consent of the participants. After the interviews, the content was transcribed through WhatsApp voice to text recorder, the content was then proofread and spelling mistakes were corrected and finally grouped into themes in an attempt to make content analysis practice easier.

Table 2 demonstrates the demographic information about the interviewees.

Table 2: Demographic Information of the Interviewees

No.	Pseudonym	Gender	BA Major	Postgraduate Education	City	Age	Years of Experience	Level of Teaching	Education on Entrepreneurship
1.	ET1	F	ELL	Yes	Gazi Antep	30	6	Elementary/Secondary	No
2.	ET2	M	ELT	Yes	Erzurum	37	10	High School	No
3.	ET3	M	ELL	Yes	Trabzon	30	8	Secondary School	No
4.	ET4	M	ELL	Yes	Ağrı	29	5	Secondary School	Yes
5.	ET5	M	ELT	No	Erzurum	33	9	High School	No
6.	ET6	M	ELT	No	Erzurum	35	10	High School	Yes
7.	ET7	M	ELL	No	Karaman	32	9	High School	Yes

3.3. Data Collection Instruments

The data of the research was collected in two forms, an online questionnaire and semi-structured interviews. Following chapters provide details for the data collection tools.

3.3.1. Questionnaire

The quantitative data was collected through an online questionnaire with a total of 27 questions, all of which were formed in line with the requirements of an ideal entrepreneur teacher, defined in the literature. The questionnaire was formed on Google Forms platform since the participants were from all over Türkiye and it was not possible to visit each of them in person. The questionnaire involved seven demographic questions- gender, age, major of BA, the level of teaching, job experience, highest degree achieved, and whether the participants received any courses, seminars or training about entrepreneurship.

The questionnaire was composed of five parts, the first four of which asked English teachers for their beliefs, perceptions, opinions and practices about entrepreneurship. The first 26 questions were formed in a 5-point Likert-type scale. Beliefs, perceptions and opinions were scaled as 1- strongly disagree to 5- strongly agree while practices were scaled as 1- never to 5- always. The 27th question was not a Likert type scale, but a multiple-choice question, for which participants were also provided with an “other” section in an effort to allow them to specify their own opinions if they had any.

The questionnaire was prepared by the researcher under the consultancy of his supervisor and then was piloted with experts and teachers from the field. The original form of the questionnaire consisted of 48 questions. However, during the piloting process, the number of questions were advised to be decreased. Thus, 11 questions which were commented to be somehow repetitive were omitted. The wording and comprehensibility of the questions were analysed by assessment and evaluation experts. Upon their advice, the wording was simplified and those questions which initially addressed more than one aspect of the research were downsized in a way that each scaled a single aspect. Moreover, some questions were revised in such a way that they triangulated others. Before deciding on a final version of the questionnaire, statistical analyses were carried out and it was observed that the answers to 10 questions were not distributed coherently. Thus, they were also omitted and the final version of the questionnaire was negotiated with 7 English teachers to see if they can understand and respond efficiently. Once the pilot test was completed, the ultimate version of the questionnaire was sent to the actual sample.

The participants were explicitly informed that their information would be kept confidential, and their responses would be used for this specific study only. They were also informed that their

replies would only be seen and processed by the researcher and his supervisor. Table 3 demonstrates the questionnaire questions.



Table 3: The Questionnaire Items

No	Question	Certainly Disagree	Disagree	Not Sure	Agree	Certainly Agree
Social Entrepreneurship Levels						
1	In today's world, it is crucial for my students to have an entrepreneurial spirit.					
2	Happy teachers raise successful generations.					
3	Teachers have a mission/role to guide the society.					
4	I do not hesitate to share my ideas about and comment on the social problems that I observe (if on social media, in the classroom or in the teachers' room).					
5	I can easily adapt to sudden developing conditions such as the transition to distance education.					
6	I do not only focus on academic knowledge in my classes, I also give my students values education (nationality, morality, virtue, honesty, etc.).					
7	I encourage my students to produce original solutions for local and/or global issues (such as wars, migrations, violence against women, etc.).					
8	The entrepreneurial developments of my students are more important than their English language skills.					
9	I describe myself as an entrepreneurial teacher.					
Perception of Bureaucracy						
10	English textbooks prepared by the Ministry of National Education do not improve students' speaking skills.					
11	English textbooks prepared by the Ministry of National Education do not improve students' listening skills.					
12	The central examination system does not provide the teacher with enough freedom to take initiatives.					
13	The concern that my students would fail the central exams prevents me from going outside the curriculum.					
No.	Question					
Occupational Renewal			Seldom	Sometimes	Frequently	Always
14	I believe in being open to change in order to make a difference.					
15	I follow scientific studies on new expectations, methods and tools in the field of foreign language teaching.					

Table 1: (Continue)

No.	Question					
Occupational Renewal			Seldom	Sometimes	Frequently	Always
16	In order to improve my perspective and teaching skills in language teaching process, I follow opportunities such as seminars and conferences.					
17	I follow the social media platforms for English Teachers and integrate the innovations/sophisticated studies I observe into my lessons.					
Innovativeness						
18	When I deem necessary, I can go out of the curriculum and add a different innovation.					
19	I encourage my students to set future goals.					
20	I organise events such as meetings, seminars, workplace trips that can provide my students with the opportunity to communicate with relevant sector representatives according to their professional career goals.					
21	I observe the processes my students go through in line with the goals they set, and I provide feedback.					
22	I encourage my students to have a wide network in line with their career goals.					
23	Within the scope of my authority, I allow my students to utilise technological devices (smartphones, tablets, etc.) in the classroom for educational purposes.					
24	I skip the topics in the MoNE textbook that I think are not suitable for English communication skills.					
25	In classrooms where audio-visual devices are not available, I can use my own (laptop, tablet, phone, etc.) devices in an attempt to save the lesson from monotony.					
26	In order to increase my students' entrepreneurship tendencies, I create course content through documentaries, short films, and texts about the success stories of entrepreneurs.					
27	Who is guilty in "The system that cannot teach English to students in 12 years"? (More than one option can be selected.)	Students () Teachers () School Administrators () Education Policies () Policy Makers () Other:.....				

3.3.2. Semi-Structured Interviews

Qualitative data was collected through semi-structured interviews. As the researcher intends to investigate (1) the level of entrepreneurship among Turkish EFL teachers, (2) whether there is any significant differences between the entrepreneurship levels of Turkish EFL teachers and their gender, age, major of BA (ELT, English Language and Literature, Translation and Interpretation, or others), the level at which they teach (primary, secondary, and high school), years of teaching experience, the highest degree achieved (BA, MA, PhD), and whether they have received any training, courses, seminars on entrepreneurship, and (3) whether the bureaucracy influence the entrepreneurial spirits of EFL teachers; semi-structured interviews were held with 7 English teachers. The rationale for the semi-structured interviews is that they help researchers elicit more elaborated data and learn about feelings/ideas of the interviewees. Furthermore, interviews provide researchers with the opportunity to observe the gestures and mimes of respondents, which may sometimes speak better than the participants themselves (Yin, 2015). The interviews led to the emergence of valuable data about English teachers' beliefs, perceptions, challenges and practices about the current status of pedagogical entrepreneurship.

In order to avoid any misunderstanding or misconception during the conversations, the interviews were held in the native language, Turkish, of the participants and the researcher. Then the conversations were translated into English by the researcher. Finally, the English version of the transcriptions were proofread by fellow colleagues.

The interview duration varied from almost 11 minutes as the shortest to 27 minutes as the longest. Seven interviewees were considered to be enough as the answers to the questions reached to a satisfying level. Table 4 shows the questions that interviewees were addressed.

Table 4: Interview Questions

The literature review activities on the Entrepreneurial Teacher show that in order to be qualified as entrepreneurial, a teacher must have some of the following characteristics. In this context, entrepreneurial teachers;

- ... are inclined to produce innovative ideas,
- ... are inspiring,
- ... encourage students to think critically and creatively,
- ... teach how to learn,
- ... make difference,
- ... have a wide professional and social environment,
- ... encourage collaborative learning during the classes,
- ... do not blindly obey to bureaucracy,
- ... enjoy knowledge and knowing,
- ... are dedicated,
- ... student centred,

Table 4: (Continue)

... respond to the needs of students with special needs, ... are open to change and development ... are sensitive to social issues, ... are courageous, determined, passionate, ... successful in written and verbal communication, ... are sincere, reliable, and ... are skilled in management and leadership. 1- Within the scope of the entrepreneur teacher definition given above; Do you see yourself as an entrepreneurial teacher? If yes, to what extent do you see yourself as an entrepreneur? Do you have any practices that you think can be an example in this regard? 2- Considering the MoNE policies, school administrators, colleagues, students and parents, how suitable is your work environment for an English teacher's entrepreneurial practices? What are the factors that support or hinder your entrepreneurial structure in this regard? 3- Does in-service teacher training provided by the MoNE include training on pedagogical entrepreneurship? If yes, have you received any of them and to what extent has this training changed your perspective on the profession?

3.4. Data Analysis

3.4.1. Quantitative Data Analysis

Once the responses to the questionnaire were obtained, they were analysed through SPSS V24.00. In the first phase of the analysis process of the quantitative data, four main subdimensions were determined. These were (a) social entrepreneurship levels, (b) perception of bureaucracy, (c) occupational renewal, and (d) innovativeness, respectively. Then the normality test was applied to each sub-dimension separately. The fact that skewness and Kurtosis values provided in Table 5 are between ± 3 demonstrates that the questionnaire has a normal distribution (Gürbüz & Sahin, 2016: 332).

Table 5: Normality Analysis Results of the Survey

Survey Dimensions	Skewness	Kurtosis	Result
Social Entrepreneurship Levels	-0,382	0,311	Normal
Perception of Bureaucracy	-1,004	1,438	Normal
Occupational Renewal	-0,237	-0,748	Normal
Innovativeness	-0,011	-0,321	Normal

During the analysis of the quantitative data, t test and ANOVA tests were also applied to the data set. These parametric tests are more validated when the skewness and Kurtosis values are distributed normally (Karagöz, 2010). The efficiency of these tests is also supported by Thode

(2002), who argues that when the normality hypothesis is met, then such tests as t test or ANOVA can be applied to the data set.

3.4.2. Qualitative Data Analysis

The analysis of the qualitative data was carried out through the content analysis method as it enabled the researcher to elucidate the responses of the participants better than other methods. Upon conceptualising the main parts of the ideas uttered by the interviewees, the concepts were put into a logical order. After the coding and finding theme phases of a content analysis method (Yıldırım & Şimşek, 2013), the data were edited and defined in parallel with codes and themes. The themes obtained as a result of the content analysis were shown in Table 6 below. The content analysis process was followed by an assessment of findings.

Table 6: Themes

1	Self-perception of entrepreneurship
2	Exemplary practices
3	Factors that support and/or impede entrepreneurial spirit
4	Central exams, Curriculum and books provided by the MoNE
5	Seminars delivered by the MoNE and their influence on teachers' perspectives of teaching

3.4.3. Validity and Reliability

Validity and reliability are two crucial components of both quantitative and qualitative research. Heale and Twycross (2015) define validity in quantitative research as the level of accuracy when measuring a concept. They also define reliability as the accuracy of the data collection tool (Heale & Twycross, 2015: 66). Within this respect the subdimensions of the questionnaire employed in this study were analysed in terms of Cronbach's Alpha reliability test, which is the most frequently adopted test to reveal the consistency of a data collection tool.

As can be observed in Table 7, Cronbach's Alpha score was found to be 0,73 for Social Entrepreneurship, 0.70 for Innovativeness, 0.81 for Occupational Renewal, and 0.73 for Perception of Bureaucracy, respectively. According to Heale and Twycross (2015: 77), it is desirable if a Cronbach's Alpha reliability score is higher than 0,70 (including it). Thus, the results prove that the questionnaire utilised in this research is reliable and consistent enough to reflect the authentic practices, beliefs and applications of the participant teachers.

Table 7: Cronbach' Alpha

Sub-dimensions	Cronbach's Alpha
Social Entrepreneurship	0,73
Innovativeness	0,70
Occupational Renewal	0,81
Perception of Bureaucracy	0,73

In terms of validity in qualitative research, it requires researchers to report the data in detail as well as explaining the procedures that they have followed to reach the results (Yıldırım & Şimşek, 2011). Thus, in an attempt to establish the validity of this study, the researcher presents the rationale of the research design, the data collection methods and instruments, the environment and conditions under which the interviews were held, sample and sampling procedure, and finally data analysis method thoroughly.

As for the reliability, Yıldırım and Şimşek (2011) express the importance of an expert consultancy throughout the research. Within this scope, the level of reliability of the research was aimed to be increased through consulting the supervisor as well as the experts from the field at each phase of the research process. The interview questions were formed and revised more than once. Upon agreeing on the questions, the methodology and data analysis methods were negotiated. The final draft of the qualitative data was first sent to an expert and his suggestions and criticism were taken. Also, a fellow colleague was asked to proofread the English versions of the interview transcriptions in order not to lead to any misunderstanding. In other words, much effort has been put and a number of negotiations have been held in an attempt to increase the reliability of the research.

CHAPTER FOUR

4. FINDINGS AND DISCUSSION

This section presents the findings that were obtained through the questionnaire and the semi-structured interviews that were conducted within the framework of this study.

4.1. Analysis of the Quantitative Data

4.1.1. Descriptive Statistics for Social Entrepreneurship Levels of the Participants

Within the scope of the descriptive factor analysis conducted to reveal the social entrepreneurship levels of English teachers working in public schools, the averages, standard deviations, frequency distributions and percentage values of the expressions of the participants' social entrepreneurship levels were examined.

As can be observed in Table 8, when the social entrepreneurship levels of the participants are examined, the average of the item 2 “*Happy teachers nurture successful generations*” had the highest mean score with 4.74. In other words, 76,5 % of the participants were of the opinion that as long as teachers feel happy in terms of both occupational and economic satisfaction, they will be able to perform at their best in order to raise the leaders of the future. On the other hand, item 8 “*The entrepreneurial developments of my students are more important than their English language skills.*” had the lowest mean score, which means that despite other branch teachers, English teachers are overwhelmed by the linguistic skills that they have to focus in their classes in the first place. This finding is in line with Altan (2019b: 28)’s opinion that “The concept of an entrepreneurial mind-set is highly novel to the field of EFL since EFL teachers have primarily been focused on learners’ language development.”.

Table 8: Social Entrepreneurship Levels of the Participants

	Items	$\bar{X}$	SS	1		2		3		4		5	
				F	%	F	%	F	%	F	%	F	%
1	In today’s world, it is crucial for my students to have an entrepreneurial spirit.	4,41	0,89	4	2,6	3	2	9	5,9	47	30,7	90	58,8
2	Happy teachers nurture successful generations.	4,74	0,51	0	0	1	0,7	2	1,3	33	21,6	117	76,5

Table 8: (Continue)

	Items	$\bar{X}$	SS	1		2		3		4		5	
				F	%	F	%	F	%	F	%	F	%
3	Teachers have a mission/role to guide the society.	4,43	0,73	0	0	5	3,3	7	4,6	58	37,9	83	54,2
4	I do not hesitate to share my ideas about and comment on the social problems that I observe (on social media, in the classroom or in the teachers' room).	3,76	1,06	4	2,6	18	11,8	30	19,6	60	39,2	41	26,8
5	I can easily adapt to sudden developing conditions such as the transition to distance education.	3,94	0,97	2	1,3	15	9,8	19	12,4	71	46,4	46	30,1
6	I do not only focus on academic knowledge in my classes, I also give my students values education (nationality, morality, virtue, honesty, etc.).	4,64	0,63	1	0,7	2	1,3	1	0,7	43	28,1	106	69,3
7	I encourage my students to produce original solutions for local and/or global issues (such as wars, migrations, violence against women, etc.).	4,14	0,87	0	0	11	7,2	15	9,8	68	44,4	59	38,6
8	The entrepreneurial developments of my students are more important than their English language skills.	3,52	1,04	5	3,3	24	15,7	34	22,2	66	43,1	24	15,7
9	I describe myself as an entrepreneurial teacher.	3,76	0,90	1	0,7	15	9,8	33	21,6	74	48,4	30	19,6

A thorough examination of Table 8 reveals that of the 153 participants, 137 (89,5 %) are aware of the fact that entrepreneurship has a vital role in the future lives of their students. Similarly, they feel that they have the ability to lead the growing generations into an entrepreneurial society as the mean score of item 3 indicates (4,43). However, it seems contradictory that although they feel they have a role to guide the society in the desirable directions, they seem not to have enough courage or dedication to make their own ideas known publicly (item 4; mean score 3.76).

Having the second highest mean score of 4,64, responses given to the item 6 demonstrates that English teachers are worried about values education such as nationality, morality, and honesty and encourage their students to develop these virtues in their classes as well as providing them with the required linguistic knowledge. In addition to virtue education, English teachers also have their students grow interest in local and global issues such as wars, migration, or environmental disasters, which is an indicator of their activist soul as suggested by Sachs (2001: 157).

As for teachers' self-beliefs about their entrepreneurship levels, which was intended to be scaled through item 9, it seems that they do not feel themselves entrepreneurs enough. This might have various reasons such as the fear of being misinterpreted by the public, or just they may not know the overall concept of what an entrepreneur teacher is.

In order to compare the social entrepreneurship scores of the participants according to their socio-demographic characteristics, an independent t-test was used to compare two independent groups, and one-way analysis of variance was used to compare more than two independent groups. As a result, it was determined that there was no statistically significant difference between the social entrepreneurship scores of the participants in terms of their socio-demographic characteristics ($p>0.05$). Table 9 shows the analysis results regarding the comparison of the participants' socio demographic characteristics to their social entrepreneurship scores.

Table 9: Comparison of the Participants' Socio Demographic Characteristics to Their Social Entrepreneurship Scores

Variables		N	$\bar{x}$	SS	Test Value	p	Bon.
Gender	Male	43	4,21	0,53	1,123**	0,291	
	Female	110	4,13	0,44			
Age	21-30 (1)	41	4,22	0,41	1,286***	0,279	
	31-40 (2)	71	4,09	0,50			
	40+ (3)	41	4,19	0,46			
Major of Graduation	English Language Teaching	110	4,13	0,50	0,291***	0,748	
	English Language and Literature	40	4,19	0,37			
	Interpretation	3	4,22	0,73			
Level of teaching	Primary School (1)	16	4,13	0,53	0,546**	0,580	
	Secondary School (2)	74	4,19	0,46			
	High School (3)	63	4,11	0,47			
Years of Experience	1-4 (1)	33	4,25	0,41	1,522**	0,211	
	5-10 (2)	46	4,04	0,53			
	11-15 (3)	30	4,18	0,44			
	16+ (4)	44	4,17	0,44			
Latest degree achieved	Bachelor's	115	4,15	0,46	0,418**	0,519	
	Postgraduate	38	4,15	0,50			
Training on Entrepreneurship	Yes	42	4,34	0,40	1,630**	0,204	
	No	111	4,08	0,47			

* $p<0,05$, **Independent t test, ***One-way analysis of variance (ANOVA), Bon: Bonferroni

4.1.2. Perception of Bureaucracy Levels of the Participants

Teachers are the implementers of the central policies for education. They are in the very kitchen of communal teaching and learning processes. They are the ones who gets in direct interaction with students whose individual characteristics, learning types, background and necessities vary greatly. Thus, they are expected to know what is applicable in terms of policies and what is not. They can monitor the efficiency of the centrally prepared textbooks and curriculums. In this regard, their opinions about the implementation of policies are valuable.

According to Table 10, the responses given to item 10 indicate that a great majority of the participants (125 of the all participants) think that English textbooks -prepared and given to the students by the MoNE- do not include enough in-class activities that focus on learners' speaking skills ($M=4,16$). In terms of listening skill, on the other hand, the mean score of item 11 demonstrates a slight decrease to 3,78, which shows that these text books include more listening activities when compared to speaking activities. Although not significantly satisfying, this difference might be due to the fact that with the technological devices provided in the classrooms, teachers are able to incorporate audial and visual materials into the class through which students can enjoy listening activities. Here, it should be noted that listening is also a receptive skill during which students are only exposed to “*input*”. The main complaint that Turkish people who learn English as a foreign language often utter is that “*I can understand (English) but cannot speak it*”, which as far as the researcher is concerned stems from this kind of one-way exposure to receptive input. Nevertheless, in order to excel at productive skills like speaking, learners are required to be active in producing “*output*”.

As an important inhibitor of teachers' entrepreneurial spirits, centralised exams – which Altan (2019b: 22) coined the term “*standardising exams*”- pose significantly negative pressure on teachers. As the mean scores of item 12 indicate ($M=4,31$), teachers feel trapped by the framework that these exams exert on their teaching practices. Although having a relatively lower mean score of 3,95, item 13 reveals that due to the restricting effect of central exams, teachers feel worried about their students' failures and do not risk it to go beyond the curriculum and teach students not solely the grammar which repeats itself every year but some authentic linguistic skills such as speaking, listening, and writing.

Table 10: Perception of Bureaucracy Levels of the Participants

	Items	$\bar{X}$	SS	1		2		3		4		5	
				F	%	F	%	F	%	F	%	F	%
10	English textbooks prepared by the Ministry of National Education do not improve students' speaking skills.	4,16	0,96	2	1,3	11	7,2	15	9,8	57	37,3	68	44,4

Table 10: (Continue)

	Items	$\bar{X}$	SS	1		2		3		4		5	
				F	%	F	%	F	%	F	%	F	%
11	English textbooks prepared by the Ministry of National Education do not improve students' listening skills.	3,78	1,04	2	1,3	22	14,4	24	15,7	64	41,8	41	26,8
12	The central examination system does not provide the teacher with enough freedom to take initiatives.	4,31	0,88	3	2	5	3,3	10	6,5	59	38,6	76	49,7
13	The concern that my students would fail the central exams prevents me from going outside the curriculum.	3,95	1,06	1	0,7	22	14,4	18	11,8	55	35,9	57	37,3

In order to compare the participants' bureaucracy perception scores according to their socio-demographic characteristics, independent t-test was used to compare two independent groups, and one-way analysis of variance was used to compare more than two independent groups. Then, Bonferroni test was applied to find the group that caused the difference. As a result, it was determined that there was a statistically significant difference between the participants' bureaucracy perception scores and the level of teaching ($p < 0.05$). Primary school English teachers were found to have a lower level of perception of bureaucracy when compared to those who teach at secondary and high school levels. Another significant difference observed in participants' bureaucracy perception levels is whether participants received any kind of training on entrepreneurship or not ($p < 0.05$). According to the independent t test analysis, those who received training on entrepreneurship felt less bound by the bureaucracy compared to those who did not. No statistically significant difference was found between the participants' perception of bureaucracy scores and other demographics. Table 11 displays the test results regarding the comparison of the participants' socio demographic characteristics to their perception of bureaucracy scores.

Table 11: Comparison of the Participants' Socio Demographic Characteristics to Their Perception of Bureaucracy Scores

Variables		N	$\bar{x}$	SS	Test Value	p	Bon.
Gender	Male	43	3,97	0,82	0,706**	0,402	
	Female	110	4,08	0,70			
Age	21-30 (1)	41	3,90	0,75	1,552***	0,215	
	31-40 (2)	71	4,15	0,76			
	40+ (3)	41	4,04	0,65			
Major of Graduation	English Language Teaching	110	3,96	0,76	2,989***	0,053	
	English Language and Literature	40	4,28	0,62			
	Interpretation	3	4,33	0,58			
Level of teaching	Primary School (1)	16	3,56	0,95	4,318***	0,015*	2>1 3>1
	Secondary School (2)	74	4,14	0,71			
	High School (3)	63	4,07	0,66			

Table 11: (Continue)

Variables		N	$\bar{x}$	SS	Test Value	p	Bon.
Years of Experience	1-4 (1)	33	3,75	0,86	2,456***	0,065	
	5-10 (2)	46	4,15	0,71			
	11-15 (3)	30	4,15	0,66			
	16+ (4)	44	4,11	0,67			
Latest degree achieved	Bachelor's	115	4,05	0,75	0,272**	0,603	
	Postgraduate	38	4,03	0,69			
Training on Entrepreneurship	Yes	42	3,90	0,93	7,540**	0,007*	
	No	111	4,11	0,64			

*p<0,05, **Independent t test, ***One-way analysis of variance (ANOVA), Bon: Bonferroni

4.1.3. Occupational Renewal Levels of the Participants

One cannot nurture the generations of the future through the practices of the past. Thus, in the path to the new world where retro, traditional or -in other words- outdated teaching practices have left their places into modern ones, teachers have to change as well. Item 14 scales English teachers' beliefs in occupational renewal and the responses reveal that English teachers are very well aware of this necessity to alter their perspective of teaching practices (M=4,63).

Items 15, 16, and 17 aim to retrieve information about what kind of sources English teachers benefit from in an attempt to develop their occupational skills and practices. As can be observed in Table 12, English teachers tend to visit social media platforms where they can find the opportunity to interact with colleagues from all over the world (M=4,16). On these platforms, they exchange ideas, and find out authentic, creative materials as well as innovative assessment techniques. Thus, it seems that inevitable integration of the internet in teachers' lives may also help them extend their perspectives significantly. Social media platforms are followed by scientific studies (M=3,95) and occupational conferences (M=3,67) respectively.

Table 12: Occupational Renewal Levels of the Participants

	Items	$\bar{X}$	SS	1		2		3		4		5	
				F	%	F	%	F	%	F	%	F	%
14	Comparison of the Participants' Socio Demographic Characteristics to their Social Entrepreneurship Scores	4,63	0,58	0	0	0	0	8	5,2	41	26,8	104	68
15	Comparison of the Participants' Socio Demographic Characteristics to their Social Entrepreneurship Scores	3,95	0,92	0	0	10	6,5	38	24,8	54	35,3	51	33,3
16	Comparison of the Participants' Socio Demographic Characteristics to their Social Entrepreneurship Scores	3,67	0,91	0	0	11	7,2	64	41,8	43	28,1	35	22,9
17	Comparison of the Participants' Socio Demographic Characteristics to their Social Entrepreneurship Scores	4,16	0,89	2	1,3	6	3,9	20	13,1	62	40,5	63	41,2

In order to compare the participants' occupational renewal scores according to their socio-demographic characteristics, independent t-test was used to compare two independent groups, and one-way analysis of variance was used to compare more than two independent groups. As a result, it was found that there is a statistically significant difference between the professional development scores of the participants according to their ages ($p < 0.05$). Bonferroni test was applied to find the group that caused the difference. In this respect, English teachers between the ages of 21 to 30 were observed to be more inclined to occupation renewal compared to those who are 40 years old or above. No significant difference was found between participants' occupational renewal scores and other demographics. Table 13 shows the comparison of the participants' socio demographic characteristics to their occupational renewal scores.

Table 13: Comparison of the Participants' Socio Demographic Characteristics to Their Occupational Renewal Scores

Variables		N	$\bar{x}$	SS	Test Value	p	Bon.
Gender	Male	43	4,05	0,75	0,448**	0,505	
	Female	110	4,13	0,61			
Age	21-30 (1)	41	4,34	0,60	3,889***	0,023*	1>3
	31-40 (2)	71	4,05	0,62			
	40+ (3)	41	3,97	0,71			
Major of Graduation	English Language Teaching	110	4,06	0,65	0,885***	0,415	
	English Language and Literature	40	4,19	0,65			
	Interpretation	3	4,42	0,80			
Level of teaching	Primary School (1)	16	4,14	0,70	0,161***	0,851	
	Secondary School (2)	74	4,13	0,66			
	High School (3)	63	4,07	0,64			
Years of Experience	1-4 (1)	33	4,33	0,56	2,128**	0,099	
	5-10 (2)	46	4,11	0,67			
	11-15 (3)	30	3,99	0,59			
	16+ (4)	44	3,99	0,71			
Latest degree achieved	Bachelor's	115	4,04	0,64	0,046**	0,831	
	Postgraduate	38	4,04	0,64			
Training on Entrepreneurship	Yes	42	4,35	0,67	0,708**	0,402	
	No	111	4,01	0,62			

* $p < 0,05$, **Independent t test, ***One-way analysis of variance (ANOVA), Bon: Bonferroni

4.1.4. Innovativeness Levels of the Participants

Teachers are the “engineers” of the educational paradigm shift (Altan, 2019b: 22). Entrepreneurial revolution of societies will be possible through entrepreneurial practices of

entrepreneur teachers. In this section of the questionnaire, English teachers were asked about their innovative practices.

Table 14 presents the analyses of the responses that participants gave for the related questions. A closer look at Table 14 reveals that the most frequently applied innovative practice that 92,8 % of English teachers tend to undertake is “*to encourage their students in setting future goals*” (Item 19; M=4.40). This reveals that English teachers are concerned with their students’ future careers and instead of just teaching the subject, they guide students to establish a career program and act accordingly.

It should be noted that the questionnaire questions were retrieved from the literature on entrepreneurship and organising workplace trips where students can find the opportunity to meet sector representatives is a highly recommended issue in the literature (Ruskovaara & Pihkala, 2013: 206). According to the analysis of item 20 demonstrates that English teachers are significantly inactive in this practice. The real reason for teachers not to create opportunities that can enable students to observe authentic workplace benefits and challenges is not clear. One of the two possible reasons might be the bureaucratic procedures enforced by the MoNE. The other reason might be English teachers’ wish to refrain from leaving their comfort zones. Also, insufficient class hours might be a crucial deterrent at this point.

Table 14: Innovativeness Levels of the Participants

	Item	$\bar{X}$	SS	1		2		3		4		5	
				F	%	F	%	F	%	F	%	F	%
18	When I deem necessary, I can go out of the curriculum and add a different innovation.	3,76	0,96	1	0,7	13	8,5	48	31,4	51	33,3	40	26,1
19	I encourage my students to set future goals.	4,40	0,64	0	0,0	1	0,7	10	6,5	69	45,1	73	47,7
20	I organise events such as meetings, seminars, workplace trips that can provide my students with the opportunity to communicate with relevant sector representatives according to their professional career goals.	2,42	1,29	46	30,1	43	28,1	34	22,2	14	9,2	16	10,5
21	I observe the processes my students go through in line with the goals they set, and I provide feedback.	3,68	0,99	5	3,3	14	9,2	35	22,9	70	45,8	29	19,0
22	I encourage my students to have a wide network in line with their career goals.	3,52	1,14	11	7,2	18	11,8	34	22,2	61	39,9	29	19,0
23	Within the scope of my authority, I allow my students to utilise technological devices (smartphones, tablets, etc.) in the classroom for educational purposes.	3,25	1,29	19	12,4	24	15,7	41	26,8	38	24,8	31	20,3

Table 14: (Continue)

	Item	$\bar{X}$	SS	1		2		3		4		5	
				F	%	F	%	F	%	F	%	F	%
24	I skip the topics in the MoNE textbook that I think are not suitable for English communication skills.	3,24	1,14	12	7,8	27	17,6	48	31,4	44	28,8	22	14,4
25	In classrooms where audio-visual devices are not available, I can use my own (laptop, tablet, phone, etc.) devices in an attempt to save the lesson from monotony.	4,07	0,89	4	2,6	1	0,7	28	18,3	67	43,8	53	34,6
26	In order to increase my students' entrepreneurship tendencies, I create course content through documentaries, short films, and texts about the success stories of entrepreneurs.	3,22	1,26	15	9,8	30	19,6	46	30,1	30	19,6	32	20,9

Comparison of the participants' socio demographic characteristics to their innovativeness scores proved to be the most differentiating sub-dimension of the questionnaire.

In order to compare the participants' occupational renewal scores according to their socio-demographic characteristics, independent t-test was used to compare two independent groups, and one-way analysis of variance was used to compare more than two independent groups. As a result, it was found that there is a statistically significant difference between innovativeness scores of the participants according to their genders ($p < 0.05$). Table 15 reveals that male English teachers are more inclined to innovative teaching strategies than females.

One-way analysis of variance also demonstrates that there is a significant difference between participants' teaching levels ($p < 0.05$). In order to find the group that caused the difference, Bonferroni test was applied. In this respect, English teachers who teach at high school level were found to have higher innovative inclination compared to secondary school teachers.

Years of experience was found to be another area where one-way analysis of variance displays a significant difference ($p < 0.05$). According to analysis results, English teachers with 1 to 4 years of teaching experience tend to display more innovative teaching characteristics compared to teachers with 11 to 15 years of teaching. This difference might derive from the idealist and refreshed characteristics of novice teachers.

The last significant difference was found in the latest degree achieved by the participants ($p < 0.05$). Independent t test results demonstrate that English teachers with a postgraduate degree (whether MA or PhD) tend to be more innovative compared to those with a bachelor's degree. Novel approaches and tools that teachers are introduced in the postgraduate programs seem to enable them to catch up with the requirements of modern teaching.

No significant differences were found between the participants' innovativeness scores in terms of their major of graduation and entrepreneurship training ($p>0.05$).

Table 15: Comparison of the Participants' Socio Demographic Characteristics to Their Innovativeness Scores

Variables		N	$\bar{x}$	SS	Test Value	p	Bon.
Gender	Male	43	3,73	0,79	6,707**	0,011*	
	Female	110	3,42	0,62			
Age	21-30 (1)	41	3,63	0,69	1,340***	0,265	
	31-40 (2)	71	3,42	0,68			
	40+ (3)	41	3,53	0,67			
Major of Graduation	English Language Teaching	110	3,46	0,70	0,986***	0,376	
	English Language and Literature	40	3,63	0,60			
	Interpretation	3	3,63	1,29			
Level of teaching	Primary School (1)	16	3,31	0,70	3,233***	0,042*	3>2
	Secondary School (2)	74	3,41	0,67			
	High School (3)	63	3,67	0,68			
Years of Experience	1-4 (1)	33	3,71	0,65	3,406***	0,019*	1>3
	5-10 (2)	46	3,41	0,70			
	11-15 (3)	30	3,25	0,66			
	16+ (4)	44	3,63	0,66			
Latest degree achieved	Bachelor's	115	3,48	0,65	5,492**	0,020*	
	Postgraduate	38	3,59	0,79			
Training on Entrepreneurship	Yes	42	3,75	0,60	1,478**	0,226	
	No	111	3,41	0,69			

* $p<0,05$, **Independent t test, ***One-way analysis of variance (ANOVA), Bon: Bonferroni

4.1.5. English Teachers' Beliefs Regarding the 27th Question

As mentioned in the previous sections, the questionnaire adopted in this study consisted of a total of 27 questions. First 26 of them were formed in a 5-point Likert-type scale while the 27th question was a multiple-choice question. There has long been a criticism that the language education system in Türkiye fails in providing learners with a mastery command in English although English classes start in the 2nd grade and, thus given for 11 years in the compulsory education process. This criticism takes place in social media platforms (such as *eksisözlük*) under the title of “*Who is guilty in “The system that cannot teach English to students in 12 years?”*” Social media users express their own ideas and experiences under these titles and criticise the foreign language teaching system varying from teachers to education policies. Thus, participants of this study were provided with some of the stakeholders who take an active role in language teaching and learning processes. These

stakeholders are (a) students, (b) teachers, (c) school administrators, (d) education policies, and (e) policy makers. Participants were informed that they can select more than one option and they were provided with an “other” option in order to help them specify other factors that they think contribute to the issue at hand but were not listed in the questionnaire.

Table 16: Multiple Choice Question

27	Who is guilty in “The system that cannot teach English to students in 12 years”? (More than one option can be selected.)	Students () Teachers () School Administrators () Education Policies () Policy Makers () Other:.....
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The responses to the 27th question demonstrate that 146 of all 153 participants (94,8 %) of the participants blame education policies. This factor is followed by policy makers with 60,4 %. Then, participants place the responsibility on teachers (32,5%), students (31,8 %), and school leaders (25,3 %) respectively.

When the specific responses given to the “other” section were analysed, it was found that English teachers believe that factors such as limited exposure to authentic language skills, insufficient class hours, central curricula, and central examination system come to the fore as the negative contributors of the inefficiency of language teaching system in Türkiye.

4.2. Analysis of the Qualitative Data

Qualitative data were obtained through semi-structured interviews, which provided the researcher with the opportunity to elicit more detailed data about the topic at hand. The interviews were arranged in accordance with the availability of the 7 participants, who volunteered to take part in the research. Since the participants were from different regions of the country, they were interviewed through the Zoom platform. After the interviews were conducted, the participants were given pseudonyms. They were coded as ET1, ET2, ET3, ET4, ET5, ET6, and ET7- ET standing for English Teacher. The interviews lasted from 11 to 27 minutes. In an attempt to retrieve data as to the research questions, the participants were first introduced to the expected characteristics of an entrepreneur teacher and were asked three main questions. In the end, five main themes have been concluded: (1) self-perception of entrepreneurship, (2) exemplary practices, (3) factors that enhance and/or impede entrepreneurial spirit, (4) central exams, curriculum and textbooks provided by the MoNE, and finally (5) in-service teacher training programs provided by the MoNE and their influence on teachers’ occupational perspective.

Next sections include the analysis of the above-mentioned five main themes.

4.2.1. Self-Perception of Entrepreneurship

The interviews were held in two steps. In the first step, respondents were introduced to the common characteristics that are frequently attributed to entrepreneur teachers in the literature. Then, they were asked about their perceived level of entrepreneurship. The introduction made by the researcher is as follows;

Researcher: I have been conducting research on entrepreneurial teaching. But what is meant by entrepreneurship here is not the one in the economic context, but social entrepreneurship and it is even called pedagogical entrepreneurship in the literature. This is a student-centred teacher profile who produces innovative ideas, adopts innovative teaching styles, rejects the outdated teaching methods, and has a different dialogue with the students. Rather than seeing himself/herself as the only source of information in the classroom, he/she enjoys knowing, leads his/her students and guides them in reaching information. In this context, to what extent can you define yourself as an entrepreneur teacher?

The first theme that was concluded from the interviews is participants' self-perceptions of their entrepreneurship levels. The responses given to the first question varied in the content. To begin with, ET1 was the only participant who expressed that she does not consider herself as an entrepreneurial teacher at all. She attributes this to the fact that she works in Şanlı Urfa, located in the south-eastern border of Türkiye, where a great number of immigrants live. In a nutshell, the factors that force her not to act beyond the central curriculum, as she expresses, are that her classes include students from different nationalities, and that she teaches mainly 8th graders who are going to take a central exam called LGS (Entrance Exams for High Schools). As can be concluded from her response, the heterogeneity of the classes and central exams are among the factors that hinder some English teachers from behaving entrepreneurially.

Interview with ET1

Researcher: I conduct this research on entrepreneurial teachers. But what is meant by this entrepreneurship is not entrepreneurship in the economic context, but it is social entrepreneurship and even called pedagogical entrepreneurship in the literature. This is a student-centred teacher profile that produces innovative ideas, adopts innovative teaching styles, rejects the old teaching methods, and has a different dialogue with the students. Rather than seeing himself/herself as the only source of information in the classroom, he/she enjoys knowing, leads his/her students and guides them in reaching information. In this context, to what extent can you define yourself as an entrepreneur teacher?

ET1: I do not think that I am a real entrepreneur. I regard myself as a teacher who is strictly subject to the MoNE standards. I am aware that I need to improve myself as an entrepreneur teacher; however, as there are too many inclusive students (immigrants) in my classes, I cannot behave at an adequate level of entrepreneurship, unfortunately. Additionally, I mainly teach 7th and 8th graders, and I feel it is compulsory to teach within the framework of central exams and not to go beyond the curriculum. In short, considering the level I am teaching and the number of inclusive students, I have trouble in teaching creatively and entrepreneurially. If I worked at a different school in a different region, I would be much more of an entrepreneur, I guess.

As advocated by Yin (2015), semi-structured interviews help researchers to elicit more elaborate data about the issue at hand. Thus, the researcher finds an opportunity to ask another question, which was not included in the original list of questions prepared for the interviews;

Researcher: *Do you think the reason why you do not act as entrepreneurially derives from a lack of personal characteristics or are there some other factors that prevent you from being innovative?*

ET1: *I am -characteristically-not brave enough. Thus, compared to my service in the private education sector, I base my teaching mentality in the public sector mainly on GTM.*

The response that ET1 gave for this extra question reveals a fact that even though she does not have a brave personality, she utters that she used to be more creative while teaching at the private sector. Upon this response, ET1 was asked to elaborate what she meant with the expression “...compared to my service in the private education sector...”.

R: *What was your entrepreneurship level when you worked in the private sector?*

ET1: *You have to be very active in the private sector, since there is a competition between the teachers. If you are not an entrepreneur enough, you face the risk of losing your job. Thus, I am not as active at the MoNE schools as I was in private schools.*

This reply suggests that lack of competition between teachers in the public schools turn out to have a negative influence on teachers’ innovativeness levels. This is in line with ET7’s following expression;

“...teaching in the public sector pushes teachers to laziness because you get your salary when you teach the standard curriculum without doing anything innovative, and you get the same salary when you make self-sacrifices...” **ET7**

Except ET1, all the remaining interviewees defined themselves as entrepreneur teachers. High level of the participants’ entrepreneurial self-perception lights a glimmer of hope for the future of *edu-preneurship* research. Following are the expressions as to how they perceived their entrepreneurial levels;

Although not completely, I regard myself partially as an entrepreneur. Because I try my best to do something new in terms of teaching and learning practices, I try to make a difference in the field. I am dedicated to my profession, I love teaching. I place much importance on gaining my students’ trust through approaching them fatherly. In terms of leadership and management, I have got some

skills but I am not sure if I have mastery of them. Overall, I think I am an entrepreneur teacher. **(ET2)**

I hadn't heard the term entrepreneur teacher before. It was you who introduced this term to me for the first time. After I got introduced to the term, I decided to do some research about it and realised that I am also an entrepreneur teacher although I was not aware before. Teaching how to learn is something that I myself place much significance on. Because when learners learn how to learn, then they gain autonomy, which is very important to me. In short, I can describe myself as an entrepreneur teacher. Besides, I think I am able to create a difference through my teaching practices. **(ET3)**

Considering the definition that you have made; I can say that I am an entrepreneur teacher. I hate teaching information that my students can obtain from google. I teach them things that they need guidance with. Although it is often exhausting, I try my best to incorporate innovative teaching techniques because following classical teaching techniques is like watching the same movie several times. There certainly must be a difference between the implementations of a century ago and modern days. **(ET4)**

With respect to this definition, I consider myself an entrepreneurial teacher. I have an approach to generating innovative ideas and inspiring students, encouraging them to think critically and creatively. In addition, I often use interactive teaching methods in my lessons. I focus on teaching how to learn, not just knowledge. I also try to teach my students how to use the information they learn. I encourage collaborative learning among students during my class. I use methods that can create discussion environments through group work and projects.

I try to act freely in my classes without getting too caught up in bureaucracy. I analyse the individual needs of my students and work on them. I select teaching methods and techniques and prepare course materials by considering students with special needs. As an entrepreneurial teacher, I attach importance to change and development in education. I am constantly trying to renew myself. I follow new technologies and approaches. I especially incorporate web 2.0 tools in the classroom environment. Similarly, I am sensitive to social issues and try to nurture my students in this way. **(ET5)**

I have been working for the Ministry of National Education for about six years. As I worked in the private sector before, I gained a lot of experience especially in creativity and I count myself lucky for this reason. In other words, I am a teacher who refuses to blindly adhere to the curriculum because I can recognize the deficiencies in the curriculum with my private sector experience. In the meantime, I have repeatedly reported the deficiencies that I have identified regarding national education implementations to the relevant authorities. As an English teacher, I consider myself an entrepreneurial teacher since I practise my profession based on the question of how I can make students love English. Especially when it comes to inspiration, I like to use very different materials in order to keep my students' attention constantly, since today's students can be distracted very quickly. I don't think I'm teaching in stereotypical ways either. For me, English is not a lesson, it is a language acquisition process. As I reflect this approach to my teaching processes, I get more positive feedback from my students. My students have repeatedly stated that they enjoy being in my classes. **(ET7)**

ET6's reply was not listed above since he began with a comment on the revolutionary historical alteration of power relationship between teachers and students, then he gave almost a conference on the past, present and the future of teacher's role in the classroom. He also provided a clear description of the ideal entrepreneur teacher from his own perspective. Thus, his response deserved more space;

Interview with ET6

“The teacher is no longer the only source of information. Especially technological developments, everyone's access to internet infrastructure, and everyone's direct access to information has greatly changed the understanding of teaching today. When we were at school, the teacher would teach the lesson, whatever he said was considered correct and we would act accordingly. However, the fact that the current generation has such easy access to information and the development of their questioning thinking infrastructure has led to a change in teachers as well as students. In the past, the teacher would defend his own ideas as the only truth with stereotypical information, and the student would accept it. However, the change of age caused the teacher to change as well. Inevitably, teachers also had to change themselves, regardless of their working year – whether they had 30 years of experience or just started their working life. That is because, unless they change, they are doomed to be kicked out of the system. Especially at the point of choosing a teacher or choosing a school, it is an important factor for teachers to renew themselves and keep up with the modern age. I am currently in my tenth year in the profession. I think that I have, by necessity, at least a few of these characteristics that you define as an entrepreneur. When I look at myself, I don't particularly stick to bureaucracy blindly. For us, the curriculum is bureaucracy. We are thinking about how we can teach the subjects and content that the ministry of national education says must be taught or should be taught in the way they advise. Especially in English, our teachers had certain responsibilities such as how to teach vocabulary, how to teach grammar, and how students could transfer what they were taught to life. But these are now outdated. Therefore, not sticking to the curriculum is, in my opinion, the most important entrepreneurial characteristic of a teacher. Being able to go out of a framework shows both the competence of the teacher and his dominance on the subject and the class. Because the teacher is not only responsible for transferring what is written in the textbooks to the students. Because there may be students with very different learning styles with very different levels of understanding in a classroom, it is necessary to try some methods that will be able to convey the information in a way that can appeal to almost every student, at least on a common point that the student can understand in the best way possible. I also think that this feature of mine is at the forefront when I attend classes (he is currently the head vice principal at a high school). However, within the scope of the definition “open to change and development”, the teacher should be aware that the education curriculum is a living phenomenon at all times. What is, we see that the teachings of ten years ago and 20 years ago no longer have a place today. New words are added to our language, new information is added to the curriculum. The teacher should follow them and transfer them to the student in the best way. I've been working in high school since I started my job. What I observed in students is that the more sincere and reliable the teacher is, the more the student respects the lesson and the teacher, and the more he considers what teacher teaches him. Being able to communicate with the student, -not just what that particular teaching branch requires--to establish a heartfelt dialogue with the student is one of the reasons for the existence of the teacher. As long as the teacher can establish a bilateral relationship with the student, he becomes a good teacher. Because, students are far ahead of us as a generation gap. They are more in control of everything than us and they can meet us on the same frequency as soon as they feel that we understand and speak the same language with them. It is very important in terms of teaching and transferring the scope of the curriculum to the students. At the same time, there is a sub-title of management and leadership. I think management and leadership require sincerity and trustworthiness. Classroom management or leadership concepts in the old context have lost their value today. Over-disciplined teachers, teachers who only downsize the classroom dominance to strictness have lost their importance. Instead, teachers, who can learn something together with the student, who can learn from the student while teaching them, may act in classes as leaders. In other words, it is now a matter of leadership rather than teaching. As we said at the beginning, students can access information in any way. You can reach all kinds of information with a little Google search, but the important thing is how to transfer it to the student's life. Here, too, the teacher leadership position comes to the fore. We said that in order to be a leader, one must be sincere and reliable. The student will trust the teacher, not only in terms of the teacher's field knowledge; he should be in a position to shed light on the student with his personality, humanity and values. Today, as far as I have observed in our working environment, in the teacher's room; our teachers have made a lot of progress in this direction. While there used to be a teacher-student relationship in the past, teachers who can establish closer relationships with students, even if they are not friends, and who can

understand the student's distress, problem, desire and learning style, come to the fore today. This, of course, affects the quality of education positively. Students' perspective on school changes, students' sense of belonging develops. This will be a guide for them in their careers.” (ET6)

4.2.2. Exemplary Entrepreneurial Teaching Practices

Interviewees were first asked about their self-perception of entrepreneurship. Then those who identified themselves as entrepreneurs were further asked if they had any exemplary classroom activities. The purpose of this follow-up question (*Do you have any practices that you think can be an example in this regard?*) was to take an initial step towards creating a picture of what practices make an English teacher entrepreneur. The only participant who was not addressed the question was ET1 who did not identify herself as an entrepreneur. Other interviewees, on the other hand, provided the researcher with a satisfying body of implementations ranging from social awareness activities to novel teaching practices, which can pose an insight for other language teachers.

Interview with ET2

In terms of social awareness, one of the most important differences of mine might be my sensitivity to social occurrences. For example, after the earthquake that hit Kahraman Maraş and surrounding cities, I led my colleagues and students to organise a fair, through which we wished to raise an amount of donation in an attempt to display our sorrow and willingness to help the victims of the disaster. In this way, I also hoped to raise an awareness in my students and nurture the feeling of helping those in need.

As to teaching practices, I frequently utilise technologic instruments when I teach. Instead of classical way of didactic teaching methods, I incorporate games and internet-based activities in order to attract my students' attention. They spend too much time on the internet, so I wish them to be dealing with something useful.

Interview with ET3

As a language teacher, I always try to seek ways through which students can incorporate English into their daily lives. To this end, I spend much time preparing online intercultural exchange projects (such as e-twinning). I have prepared two of them this year. These projects motivate students a lot. Moreover, our job is to teach a language. Thus, we should target teaching it as a whole, including the culture. Because only in this way can we provide our students with an insight as to the authentic usage of that language.

Another example is that I gave my students a presentation assignment about the environment and protection of animals. My intention was not to let my students learn the related lexicon or grammatical formations only, but I also wished to raise an awareness about nature and natural life. Through this assignment, I also gave my students the message that I am not the only source of information in the class, they can and should seek ways to conduct their research and present the data that they have obtained, which gives them the opportunity to raise their own voice.

On another occasion, at the 8th grade, when students are too busy preparing for the LGS, I was supposed to teach the unit “At the Kitchen”. For this unit, instead of a didactic method, I had my

students record a video, during which they used the school kitchen and described simple processes of cooking. Our school has the opportunity, and the administrators supported me on this occasion.

Interview conducted with ET4 was more of a dialogue, during which researchers found it necessary to ask for elaboration. Because he was observed to display a highly entrepreneurial approach to get his students, who have lived in a remote village for their whole lives, to think globally. He also mentioned his efforts to get his students to be more familiar with the technology.

Interview with ET4

As far as I am concerned, English cannot be taught efficiently by just writing “I go, you go, we go” on the black board. I graduated from the literature faculty and received formation education [a kind of teacher training program for graduates of non-education faculties]. We were taught many courses about language teaching methods. However, many English teachers are still based on traditional teaching techniques like GTM.

Similarly, some institutions provide additional courses on the most recent teaching methods, however, they are not applicable on every single occasion. I teach in a village school in the eastern part of the country and those theoretical training sessions do not conform to reality of many schools.

Researcher: So, you are saying that you teach to a group of students who have never received English courses or felt interested in them. Furthermore, some of them are not even fluent in Turkish [the region where he teaches is predominantly populated by Kurdish people whose mother language is Kurdish]. Does it signify methods like GTM?

ET4: To some extent, yes. However, I believe it shouldn't be in this way [GTM-like methods] all the time. What I mean is that an entrepreneur teacher shouldn't surrender in the face of difficulties and hide behind excuses. I personally incorporate illusion in my classes. Every class I spent a few minutes on illusion. For example, I instruct students “to shuffle the cards”, then let them find out what “shuffle” may mean. In this way, I create an authentic learning environment. I use gestures and mimes to let my students guess the meanings of any words in any particular context. This is my warm up activity, in this way, I attract their attention and increase their interest in the class. Photoshopping and robotic coding are among other innovations that I incorporate in my classes. It is on the basic level, though. For example, when I am supposed to teach describing “people's characteristics and appearance”, I get my students to photoshop their faces to world famous football players, which enables them to mix their own traits with other people and think about a world that they do not and may never belong to. This helps them put themselves in other peoples' shoes and get to know about lives that they sometimes think they will never have. In this way, they gain insight about the outside world and think globally.

Sometimes, we translate Turkish folk-jokes, or proverbs into English or vice-versa and discuss if native English speakers (or Turkish speakers) would understand and enjoy them as others do. In this way, I get them to be familiar with the culture.

For example, there is a unit in the curriculum titled “In the kitchen”. Adopting a hands-on learning style for that unit, I brought an oven into the classroom, and let my students bake a cake by giving and receiving some basic instructions about the baking process.

R: *Do you have the required technological opportunities in the classrooms?*

ET4: *I believe nothing is impossible and nothing can prevent a teacher from creating opportunities as long as he/she is willing to teach in an entrepreneurial way. Schools do have necessary technological devices; however, when they are not sufficient, I utilise my own devices.*

I teach students from 5th to 8th grades. My 5th and 6th graders cannot read (even in Turkish), thus I sometimes have to teach them a little bit of Turkish, and just let them listen to some English songs. In terms of 7th and 8th grades, I mainly teach them grammar through GTM.

R: *How do you manage to assess your students?*

ET4: *I do not have a proper rubric, but I monitor the progress that each of my students makes. I know my students best and can understand if they have comprehended the topic or not. I grade their development through formative assessment techniques.*

In terms of the classroom environment, I believe in the efficiency of cooperative learning. I adopt activities that may get all the students included in the activity.

Interview with ET5

...As an entrepreneurial teacher, I attach importance to change and development in education. I am constantly trying to renew myself. I follow new technologies and approaches. I especially incorporate web 2.0 tools in the classroom environment...

The reason why I use web 2.0 tools in my lessons is that they have become a customary tool after the Coronavirus pandemic period. I use these applications to assign my students outside of the classroom. Also, I have a language class [12th graders who are preparing to take the central English exam for faculties that teach in foreign languages] and I need to spend time with these students outside of class. In order to be more helpful to my students and to spend more time with them, I work with my students on weekday evenings or on weekends in extracurricular activities through online platforms. In these extracurricular activities, we do extra translation, question-solving and similar studies. Students discuss the topics they are curious about. We are trying to increase our knowledge in a discussion environment. In addition to the curriculum, we also work to improve our listening and speaking skills by watching videos.

Thanks to the interview with ET6, the researcher elicited information as to the attitude of school leaders towards exemplary practices that language teachers wish to adopt. His ideas are of significance at this point since in this way the audience of this research may retrieve data about the school administrators' perspectives first hand. He first describes the alteration of the attitudes adopted at secondary and high school levels, then explains the legal procedure to obtain permissions for extracurricular activities to be conducted at public schools:

Interview with ET6

Researcher: Well, for the second question, you say, as an administrator, that a teacher should be able to go out of the boundaries framed by the Ministry of National Education. This is called “thinking [or acting] outside the box” in the literature. Well, as an administrator, let me ask; For example, if teachers, especially entrepreneurial teachers, want to apply a different, innovative teaching method to their students in an activity in your curriculum, would you allow and support them? In this case, what will be your attitude as the administration?

ET6: Here I have to divide the teachers into two groups in terms of English branch. One is the secondary school level and the other is the high school level. Since there is an LGS [Central Entrance Exam for High Schools] at the secondary school level, they are not allowed to be too flexible. Because there is a curriculum to keep up with, there are gains to be given, there is a list of vocabulary to be taught. That is, the student is in an exam preparation process. Because of this, secondary school teachers, unfortunately, cannot go beyond this frame. But there is no limit in teaching English in high schools. To be more specific, the teacher can bring a material himself, use a ready-made material, or use the materials that he wants students to prepare. He can teach his lesson in the garden or in the cafeteria, for which has exemplary applications in different schools. High school English teachers are more comfortable in this regard. As long as the teacher wants. That is, if a teacher says he does not want to teach in the stereotypical way, he neither has to follow the curriculum nor is forced to act within that pattern. Does the teacher want to teach vocabulary? Does he have his own method or material? He can use them. Do students need to be taken out of the classroom? He can take them out. Does he need to invite someone to the classroom? He can invite them. Of course, for security reasons, all of these have a legal permission procedure. As long as these procedures are fulfilled, it is entirely in the hands of the teacher to run the course as an entrepreneur.

R: *So, are these legal procedures you are talking about very complicated and exhausting? Can teachers think that we do not need to waste our time and effort to give up on this idea?*

ET6: Teachers are just required to apply to the relevant national education directorates with a petition, which reads the scope and content of the education to be given. Then, the relevant branch managers examine this application and if they do not think that there is any problem in terms of education, they immediately give permission. In other words, there is no tiring and compelling procedure.

The concept of entrepreneurship in education cannot only be downsized to novel teaching practices. Detecting a problem and generating creative solutions for it is also considered within the coverage of entrepreneurship. In this respect, ET7 expresses that he reports and proposes possible solutions for the problems, which he observes or encounters during the education processes, to the authorities. In the second part, he introduces a real innovative way of integrating technology into English classes as well as attracting students' attention.

Interview with ET7

Researcher: ...Well, you said you don't teach classes with conventional teaching methods. Do you have any exemplary practices?

ET7: Of course, I do. Let's proceed with a very simple logic. I work in the high school group, when I enter a class for the first time in the ninth grade, of course I start from the basics. For example, I need to teach basic “subject pronouns” and “simple present tense”. Instead of explaining the stereotypical grammatical textbook information to my students with the classical didactic methods, I prepare a few seconds or minutes of video clips from TV series or music clips through some applications I use. Then I edit them so that my students can hear the simple present tense from the mouth of an English or American.

Judging from the practices of entrepreneur language teachers, it can be seen that (1) they tend to integrate technology into EFL classes, (2) they regard social and environment awareness as significant as linguistic development, (3) they establish cooperative learning environments, (4) they adopt authentic learning strategies such as hands-on learning, and (5) they promote students to take active role in obtaining and processing any information.

It was also concluded that interviewees’ exemplary entrepreneurial strategies and techniques vary in accordance with the classroom level that they teach. To be more specific, teachers can act more flexibly in terms of their conformity to the central curriculum and adopt more innovative teaching practices when they teach 5th, 6th, and 7th grades at secondary school level and 9th, 10th, and 11th grades at high school level. At the senior classes for both levels, however, they feel obliged to abide by the curriculum and focus on *on-paper linguistic skills* such as vocabulary, reading and test-taking.

4.2.3. Factors that Enhance or Impede Entrepreneurial Spirit

This section presents the interviewees’ opinions as to the factors that enhance and/or impede their entrepreneurial attempts. The data could not be analysed in two different sub-titles since the answers and concepts are in a way overlapping. Thus, this section will be presented in two steps. In the first step, the interviewees will be allowed to raise their own voices with their own expressions. The second step will include the analysis of the interview data both in terms of enhancing factors and impeding factors respectively.

Responses elicited for the second interview question

Interview with ET1

Researcher: *Considering the MoNE policies, school administrators, colleagues, students and parents, how suitable is your work environment for an English teacher's entrepreneurial practices? What are the factors that support or hinder your entrepreneurial traits in this regard?*

ET1: All the factors that you have mentioned are inhibitory factors for me. For example, when I assign my students writing tasks, their parents may come around and tell me <This homework is too exhausting for my kid, other branch teachers give a lot of homework, too and my kid is overwhelmed by the homework burden on him/her.> In my first year, in the public sector, I tried my best to resist this kind of criticism, yet I felt too tired to fight over it, and I gave up. Now, I feel obligated to adopt classical teaching and assignment techniques in order to prevent any

arguments with parents. As you can see, the parents of my students regard innovative teaching systems as a burden and my school administrators do not support me at this point and keep saying “we do not want trouble”. Thus, I regret to confess that I chose to be in peace rather than be an entrepreneur.

Researcher: *The factors that impede your entrepreneurial spirit are obvious. What factors enhance your entrepreneurial spirit?*

ET1: [Thinking for a while] I think there are none. In fact, I really want to do something creative. Despite all the obstacles that I have faced, I try my best to help my students gain some practical skills. However, as I am always inhibited by various factors, I lose my motivation and get discouraged. I also do not want to exhaust myself when I cannot see the desirable academic development in my students. Yet, if I am supported by the school administration or given enough space by the authorities (MoNE), I may become more motivated to put more effort into acting entrepreneurially. Additionally, there is not a system to differentiate entrepreneur teachers from non-entrepreneurial ones. If there were a kind of reward system (not have to be financial gain), I think I would be different. Because there must be something in return for the entrepreneur teachers’ extra effort. In other words, the competition between teachers in the private sector forced me to take the centre stage, however, as it makes no difference to be an entrepreneur or not in the MoNE, nothing motivates me to shine.

From another perspective, being scared that if I act in an innovative way, they will be asked to do so, all my colleagues and school leaders repeatedly warn me “başımıza iş/ıcat çıkarma (a Turkish saying to discourage people from acting creatively, or in an innovative way, but to encourage them to behave in the accustomed pattern), just teach the topic framed in the curriculum, solve the tests and leave the classroom”. Thus, I feel I am prevented acting outside the box.

Interview with ET2

As far as I have observed so far, school administrators are open to innovative ways of teaching. For example, I need to teach modals for polite requests and wish to take my students to the school cafeteria during the class time, my school administrators support it. However, our biggest problem is the classroom size (the excessive number of students studying in the same classroom). Thus, creating an authentic learning environment and taking students there for a better learning experience may cause too much chaos. Thus administrators, although partially willing to innovative ideas, do not generally suggest too many activities like this.

Our classes are too crowded to teach English efficiently. This inhibits us using different teaching techniques and materials. Also, we cannot perform outdoor activities since it gets too noisy to move that many students from somewhere to another place.

Interview with ET3

It is a fact that if things go unexpectedly and any one of the students go through a negative situation, all the responsibility is on the teacher. This might be one of the reasons that discourage teachers from attempting novel implementations. For example, taking students to a field-observation trip may generally be overwhelming, since many procedures are expected to be fulfilled. Thus, teachers think that students should go on these kinds of trips with their family, because they do not want to be responsible.

...At public schools, there is an overwhelming mentality that the less you work, the more peace you get. I do not want to condemn those teachers who act within this mentality. Because, there is a general tendency to think that novice teachers who are assigned to public schools are expected to be more prolific and they get exhausted as years pass. Teachers are not the only ones to be blamed for this fact. There are many reasons for them to feel this way. But I will only handle the issue from the point that you inquired. For example, during an innovative activity that I conducted in the recent weeks, children were supposed to create some forms of suggestions with the modal “should”. I didn’t want to teach it in the traditional didactic way, but I asked them to prepare some notice cards for the school. All the teachers in our school including the ICT teacher and one of the administrators provided assistance to me by letting all the students in the other classes gather at the conference hall. However, only the 5th, 6th, and 7th graders were allowed to take part in this activity. Because when it comes to the 8th grades, they are preparing for a very important exam, LGS, which can determine the course of their careers and which they can only take once throughout their lives. Thus, they have to solve a great number of tests for this exam. And they couldn’t have the opportunity to participate in the activity. Thus, I am one of those who think that this kind of selection and placement (LGS, YKS etc.) must be based on formative assessment techniques but many colleagues will resist this idea, advocating that “başımıza iş çıkarma”.

Interview with ET4

...As I work at a village school, I feel very relaxed since we do not have a very strict administration. Thus, I feel free to behave in an entrepreneurial way.

...A few days after I conducted the “in the kitchen” activity, some high rank officers from the city directorate of National education visited our school. They asked if we had conducted any innovative learning activities. I told about my activity, then they simply said <don’t do it.> I asked about the reason, and they just told me to make them solve tests since they are preparing for LGS. Yet, despite what they think and say, I reply to them “ok, as you say”, but I do whatever I think is more useful for my students. Because I am the king of my classroom. I know what is best for them.

...Some colleagues tell me I am dealing with trivial things; they advise me not to be too innovative and teach students only what the curriculum instructs. Because they think they might be asked to be innovative as well.

...Some of my students cannot speak Turkish due to their mother language, which restrains my capacity a lot.

Interview with ET5

...In this process, we also had conflicts with our fellow colleagues. Because sometimes common exams between classes are held in schools. For this reason, each class must have passed and learned the same number of units. In this case, there are unit differences between the teacher who attaches importance to communication skills and the teacher who applies conventional teaching techniques depending on the curriculum. This can cause conflict among teachers. Therefore, common exams in this way can damage the entrepreneurial spirit of teachers. However, during a skill-based assessment, it turns out that the important thing is not to explain the curriculum exactly, but to give students skills that they can use in real life. That is to make a difference. This is possible with the experience gained over time.

Researcher: *As far as I understand from what you have said, the situation you are in right now is not supportive enough for you to display your entrepreneurial spirit, on the contrary, it contains hindering factors. Is it true?*

Exactly, unfortunately. And these situations depress our motivation. If there is a school administration or a ministry that encourages us to entrepreneurship, if there is no question mark in our minds; If there is no fear of what will happen to us as a result of these actions, of course, as entrepreneurial teachers, we think positive, we can improve ourselves more and perform our profession as more entrepreneurial individuals and be more beneficial to students. but we still do not stop trying and doing our best despite all these obstacles.

Interview with ET7

I cannot say that I had gone through a very productive education process at my previous school (in Şanlı Urfa) due to the low academic level of the students at the school. Also, the administration was very sensitive about bureaucracy. They were also of the opinion that those students did not need to learn a foreign language, their level was already low, and thus they had different priorities. I was very inefficient there. But now I am working with an administration that leaves the teachers very comfortable. They support us. I am very comfortable in that sense. I feel more comfortable here because the administration handles official correspondence and transactions before I do or they support me in matters that I do not know. In this regard, my productivity as a teacher has also increased. But when we look at the general situation, following the curriculum, signing the official forms/reports, or being too concerned to fulfil all the trivial procedures (in case an inspector visits the school at any time) are among the obstacles against entrepreneurship. In summary, **the school leaders' perspective on entrepreneurship** is one of the most important elements that support entrepreneurship.

...The more conscious the **parents** of the student are, the more comfortable you will be. Because, as I said earlier, in my previous school, there were parents who did not think that English was a necessary and important subject. And when these parents' children failed English class, the parents could come to the point of arguing with me. However, where I work now, when there happens a situation related to the failure of their students, the parents - instead of blaming me- are looking for solutions as to what can be done or how the problem can be overcome. This is a very important factor. In other words, we are in a period where parents should be conscious as well.

...Examining from the perspective of colleagues, my previous school was mostly the first place of employment for young teachers. Although young teachers were expected to be idealists, some teachers had lost their idealistic spirit because of the low academic level of the students and gone into the mode of giving a standard education and passing through. But despite this, I had colleagues who were almost at retirement age, but were still busy with the question of what I could add to the student in a different way. In other words, I believe that it is not right to reduce entrepreneurship to age or experience. But I can say that teachers who teach with classical methods predominate in the public sector.

...English is not a course that can be taught by speaking Turkish. However, when we look at the English teachers who are working in their 20th and 25th years in the profession, we see that people have lost their language skills such as speaking and listening. From another perspective, a teacher may have a very good knowledge of English on paper (in terms of reading and test-taking skills), but their productive linguistic skills are atrophied because they have not had the opportunity to practise any communication skills such as speaking and listening. This is a major problem in the national education sector. There is not a suitable environment where teachers can use the language effectively. In other words, the environment where English teachers can practise and improve themselves is unfortunately missing in public schools. Also, when professional development is left to the discretion of the teachers, those who want to develop themselves individually already

find a way. However, those who are closed to development and change can be very lazy in creating such an environment.

I'm not saying this to blame my fellow teachers. But unfortunately, teaching in the public sector pushes teachers to laziness because you get your salary when you teach the standard curriculum without doing anything innovative, and you get the same salary when you make self-sacrifices. In addition, you do not get into trouble when you do what you are ordered on paper. In addition, financial concerns that teachers live through can distract teachers from being entrepreneurs.

An important theme of the interviews turned out to be the factors that promote and enhance language teachers' entrepreneurial souls. These factors are deemed to be very significant since they can pose examples for all parties who wish to create entrepreneurial school environments, which is the first and most crucial step towards an entrepreneurial society. The analysis of these factors revealed that teachers feel more motivated to behave entrepreneurially when (1) their self-sacrificing attempts are appreciated, (2) they are given freedom to take initiatives, (3) they are supported by the authorities, particularly by school leaders, (4) they are rewarded in a way (whether it is financial gain or just a few supporting words) (5) they work in a competitive atmosphere. There is a sixth but seemingly the most important factor that motivates teachers' entrepreneurship. It is the *entrepreneurial culture* to be established in the schools. Because, when entrepreneur teachers are isolated, in other words, left alone, they face negative pressure from everybody around them, which forces them not to shine but adapt to the surroundings.

Contrary to the motivating factors, a potential entrepreneur teacher also faces obstacles, which demotivate them. The content analysis of the responses given to the second interview question suggest that teachers refrain from displaying entrepreneurial attitudes when (1) their innovative approaches and personalities are not appreciated, (2) the academic level of their students is low, (3) the classrooms are overcrowded, (4) they feel overwhelmed by the central exams, especially at 8th and 12th grades. In addition to the above-mentioned factors, the depressing pressure of legal sanctions is an important deterrent for public sector teachers.

Overall, the attitude of the school administrators, freedom to take initiatives, and entrepreneurial culture within the school environment have significant influence on teachers' entrepreneurial spirits.

4.2.4. Teachers' Views related to the Central Exams as well as Textbooks and the Curriculum Provided by the MoNE

In an attempt to draw a roadmap to the most appropriate way of teaching English at public schools, the present condition of the education policies, curriculum and the textbooks should be evaluated critically. Thus, this study inquires about the efficiency of the textbooks and curriculum -

prepared by the MoNE for English language- by letting English teachers, who are in the very kitchen of the phenomena at hand, voice their opinions and observations freely.

Although interviewees were not addressed with a direct question about their opinions regarding this topic, the course of conversations led the researcher and respondents towards curriculum and textbooks. The analysis of teachers' views revealed that the majority of the participants were not satisfied either with the books, or the curriculum. Almost all of the interviewees who wished to talk on this topic long for somehow improvement at this point. Teachers' own expressions are as follows;

Interview with ET1

Researcher: ...*Do you think the central curriculum prepared by the MoNE is a well-planned and prepared one in terms of required linguistic learning outcomes?*

ET2: I, personally, think our curriculum is too crowded [there are too many topics to handle in a given semester]. We teach English -particularly at Secondary and High School levels- within the frame of spiral education model. I mean we teach the same subject both in the 6th grade and 9th grade. Thus, students can't stop grumbling, criticising that <Are we going to learn this (grammar) topic again?>. In short, the curriculum has too much and repetitive information. If it were simplified and purified, it would be more attractive. At least, then we could spare more time for activities such as speaking and listening.

R: *Then, I understand that the current curriculum includes activities for speaking and listening but the time to be allocated for those activities are inadequate. Is that right?*

ET2: *Exactly. The textbooks include speaking and listening activities. By the way, I may say that the textbooks provided by the MoNE are prepared with good-will. However, they can push such desirable linguistic skills as speaking and listening into the background.*

R: *Then, what do you think is the role of the central exams in pushing speaking and listening skills into the background?*

ET2: As I worked at both secondary and high school levels, I can speak for the two levels. At the secondary school, at 7th and 8th grades in particular, listening and speaking skills are inevitably ignored due to the preparation process for the LGS (entrance exams for high schools). As for the high school level, things may change a little bit. The attitude towards English classes at the 9th and 10th grades is a bit more positive, whereas at 11th and 12th grades, when students decide the major of the field, listening and speaking skills are not fully implemented -unless students choose the language major. Unfortunately, students who have chosen the science majors tend to wish to study maths, geometry or physics even during English classes.

Interview with ET4

Researcher: ...*You said you are not worried about what directorate officers tell you to do [as presented in the previous sections, officers suggest not wasting time with innovative activities, but get students to solve tests]. But aren't you worried that your students may fail in the central exams?*

ET4: When I examine the central exam questions, I feel that they are repeatedly the same type of questions. And when I take a look at the curriculum, I see that we are required to teach too little information in too much time. Thus, I try my best to integrate the curriculum topics and other activities together.

Interview with ET5

Researcher: ...*You said you do not adhere to the curriculum strictly, and sometimes go beyond it. Did you have the ability to go beyond the curriculum in this way when you first started the profession? Could you take this kind of a risk? Or do you take such an initiative with the experience you have gained over time?*

ET5: This is all about self-confidence. In the first years of my career, I had to apply the curriculum provided by the national education. Especially the ninth and tenth grades curriculum was very heavy and there was no time for skills such as speaking and listening. Over time, I saw that if I apply this curriculum exactly, students will not be able to gain skills such as speaking, listening and writing. They can grow up as students who have very good knowledge of English on-paper, can take tests very well and can even translate books, but they lack communication skills. For this reason, I saw that I needed to take the initiative over time.

R: *You say that the curriculum is heavy, but can't the Ministry of National Education notice this fact? Why do they not seek an arrangement for it?*

ET5: We are sent surveys on this subject from time to time. We convey our ideas to the ministry through these surveys. Some changes occur in the curriculum from time to time, but there occurs no improvement. The same content reappears in different books and in different units. In this regard, we have to buy extra resources to reinforce the inadequacy of the curriculum, which is a big problem because it is forbidden to get students to buy extra resources.

Interview with ET6

Researcher: ...*Based on your previous speeches, you said that there is a stricter procedure for the LGS exam in secondary schools. Similar results were obtained in our other interviews. Well, you are an administrator in an academic success-oriented school like Anatolian High School. 12th grade students who are preparing for the ÖSS exam from different branches at your school are also preparing for an exam. These students will not encounter questions in English in the ÖSS exam. What are their attitudes towards English lessons?*

ET6: Speaking specifically for the 12th graders, in almost all of the high schools where academic success comes to the fore, like ours, other courses are put into the background except for the courses we call the YKS group, such as physics, chemistry, biology, mathematics and literature, Turkish, and history. But this is neither a direct request of the teacher nor the school administration. Especially the requests of students and parents in this direction cause the whole

program to change. They are also righteous, because there is an obligation to attend school even if it is a senior year. If the student comes to the school instead of going to private courses, the library or a different place to study, a study environment must be prepared for those students. That's why, at the beginning of the semester, we asked the English teachers at our school to allow time for students to solve tests from other branch courses, at least two hours a week, if not all of the English lessons time. We asked them to teach the English curriculum in the remaining two hours. They did not turn down our request.

R: Yes, this is a bit of a negative situation, but considering the conjuncture of our country, it seems like an obligatory situation. It's been like this for years. Where is the Problem here then? I mean, why do these students want to do even one extra maths net instead of learning English at this age when they are most likely to learn?

ET6: Actually, the problem here is that LGS logic is not followed in high school as well. In LGS, a student is subjected to an exam in almost all the courses he/she receives at school. And the effect of each course on the exam result is almost the same. No student can say that <I will take maths tests. I don't need to take an English test>. Because an extra correct answer that he achieves will affect the central placement score of the student. Maybe if we look at it with the same logic, if the exams in YKS are not divided into areas such as science, equal weight, or language, and if each student faces at least five or ten questions from the courses taught in the common curriculum, I think this will change. Because the student rightly ignores English, German or other lessons that will not come up as a question in the exam.

R: *Then these courses (for which no questions will be asked in the exam) you mentioned have no meaning other than filling the curriculum.*

ET6: Definitely. It has no other purpose than to fill a 40-hour weekly course schedule. And this is the criticism that we constantly encounter, "We teach English to students for years, but in the end, we can't get any results". Currently, we do not teach English, we think we teach English. Because we do not attach importance to teaching English, nor do we prepare an environment for effective teaching of English.

Interview with ET7

When it comes to skills training, the English books sent by the national education are not for speaking and listening skills. The content is mostly based on teaching vocabulary and translation. There are some activities for speaking only on the last page of a unit, which is just to pretend.

In addition, how much English can be taught with two or four-hour lessons per week? The number of course hours in classes preparing for the foreign language exam can be up to 20-24 hours. In this case, it is possible to teach English effectively. But unfortunately, we cannot say the same thing in 2- or 4-hour classes.

There is another important point I would like to point out about the books. The curriculum given in schools with high academic success, such as Anatolian high schools and science high schools, is the same as in schools with low academic success or vocational education. Therefore, it does not make much sense to impose the same curriculum on these two different groups of students.

Therefore, the curriculum needs to be decentralised and re-evaluated and rearranged on the school basis.

Experts from the Turkish Ministry of National Education prepare the curriculum and textbooks for every single branch taught in public schools. Although this central decision-making policy is obviously on the contrary to the spirit of entrepreneurship and can be criticised to some extent, there seems not an appropriate alternative way to elect from millions of test takers, who seek for a vacancy at quality high schools or universities. Besides, decentralising the curriculum or the textbooks, there will arise the ethical issue of equality of opportunity in education. Students of high-ranking high schools (such as Science or Anatolian High Schools) will enjoy the highest degree of education in terms of content and quality, yet those with lower academic success will have to make do with what is leftover. Financial status of the families will be another concern regarding textbooks, since those with a higher income may enjoy the best publications while some others may find it difficult to access even the low-quality publications. Yet, it seems to be a must to start considering decentralisation of the curriculum and textbooks accordingly.

4.2.5. In-Service Teacher Training Seminars and Their Influence on Teachers' Occupational Perspectives

In recent years, the MoNE arranges sets of in-service teacher training seminars. The content of the seminars may sometimes be determined by the provincial directorate of national education. However, they are generally scheduled by the Ministry. As explained by ET6, teachers are periodically surveyed about their opinions regarding the training topics that they are interested in or feel inadequate. In accordance with the results of these surveys, related experts determine the scope and content of the training and employ field experts to conduct the seminars.

In-service teacher training seminars were initially held face to face. After the Coronavirus pandemic, which broke out in 2019, these seminars began to be delivered through online platforms, the latest one of which is ÖBA (Informatics Network for Teachers - INT). ÖBA platform hosts a good many video-seminars with greatly varying content. Some seminars may sometimes be assigned to specific groups of teachers compulsorily. However, teachers are generally free to choose which video-seminars they wish to watch.

Content analysis of the third and last interview question revealed that ÖBA offers some useful seminars with the content of entrepreneurial ways of teaching English, although they are not often titled as entrepreneurship. The interviews also led to a promising picture about this in-service teacher training system. Although some interviewees were observed to hold negative attitudes towards these seminars, others expressed their appreciation for them. Follows the expressions of the interviewees with their own utterances:

Interview with ET1

Researcher: *Does in-service teacher training provided by the MoNE include training on pedagogical entrepreneurship? If yes, have you received any of them and to what extent has this training changed your perspective on the profession?*

ET1: I think the seminars on entrepreneurship provided by the MoNE are not satisfactory enough. Entrepreneurship is a subject that requires more attention in the formation training [a kind of education program through which graduates of certain majors gain the qualification to teach at schools]. For example, I am aware that I have trouble in classroom management, and I need some kind of in-service training on this topic. However, I see that the seminars on ÖBA- informatics network for teachers, are too theoretical. Because I can learn theoretical information from the books. As a result, I need some kind of applied training.

I think we -teachers- should be asked about what pedagogical skills we feel inadequate and the seminar topics should be arranged accordingly.

R: During an interview that I conducted with another English teacher, who is also an administrator at his school, I learnt that MoNE arranges these seminars according to the reports written by city provincial directorships of National Education and related units. Judging from what you have just mentioned, I realise that you are not asked about your opinion in this matter?

ET1: *I can frankly say that it is the first time I have heard such an implementation. No one asked me about my opinion about the content of in-service teacher training sessions.*

Interview with ET2

Researcher: *Does in-service teacher training provided by the MoNE include training on pedagogical entrepreneurship? If yes, have you received any of them and to what extent has this training changed your perspective on the profession?*

I partially think that I have received training on entrepreneurship. I say partially because, to be frank, in-service training seminars are given generally at unsuitable periods. They are sometimes given at the weekend, or at those times when I feel tired. Thus, I may sometimes miss them. However, I have read many articles and books about entrepreneurship, leadership and management.

Interview with ET3

ÖBA holds a great number of seminars targeting to enhance teachers' technology usage skills. I watched some of them. I came across a seminar about entrepreneurship, but I did not watch all of it. I think these seminars should be developed.

Interview with ET4

I have received some seminars however they are all theoretical, I need more direct instructions for more specific occasions. Thus, they might be more useful if they took teachers' individual differences into account.

Interview with ET5

Researcher: *Have you received any training related to entrepreneurship during the in-service training seminars provided on the ÖBA?*

ET5: To be frank, I do not attend these seminars unless they are ex officio [obligatory]. Because the way I can develop myself professionally is different for me. I participated in Erasmus projects abroad. I develop myself more with workshops and on-the-job observation activities. Because those seminars are full of repetitive information. These seminars are literally textbooks for me. That is, they are full of information to learn by heart and this information is told to the teachers over and over again.

In short, I do not think that adequate training is given to meet the needs of our modern age.

There are a lot of content out there, maybe I didn't find the quality ones, but I don't think it's enough. For example, I received a two-week education in England with an Erasmus project, it is equivalent to my entire undergraduate education. In other words, we contributed a lot to our professional development with overseas projects and on-the-job observation projects, and we shared what we learned with our colleagues at our schools when we arrived.

Interview with ET6

There are in-service trainings given by the Ministry of National Education especially for English teachers. Such training can be offered sometimes periodically, sometimes on a need-based basis, and our instructors who provide in-service training here explain very well how an entrepreneurial teacher should be, specifically in the English branch. Although they are not directly titled as entrepreneurial teacher training, useful content is provided under the titles of new approaches in English teaching or the development of new methods and materials in English teaching. The teachers who give the training are very valuable teachers. In summary, these training sessions are very useful from a professional point of view.

Interview with ET7

ET7:...I received seminars on entrepreneurship on ÖBA. I found them very useful too. Although they were not titled as entrepreneurship, there were video contents that promoted pedagogical entrepreneurship innovative practices. I watched them and my perspective on the profession changed in a positive way.

Researcher: *You said that in-service trainings were good, productive and beneficial. However, from an outsider's perspective, these seminars were perceived as a burden on teachers. What do you think about it?*

ET7: Before the pandemic, these seminars were held face-to-face at school, and teachers were asked to make a presentation on any topic. These presentations were also made sloppily. This would be an extra burden on the teacher and create reluctance. In addition, the fact that these seminars coincided with the holiday period was another factor that made the teachers reluctant. However, in the current situation, it is much more productive to be able to take my tea and coffee and watch the seminars that interest me and that I think I can train myself professionally, from the comfort of my home. Also, there are lots of options. You can find dozens of good contents on any subject, and the trainers giving these seminars are very qualified people and the content is very high quality, too.

As the researcher observed interviewees' mimes and gestures, he grew the feeling that the seminars provided by the MoNE are satisfactory in terms of quantity and quality. Those respondents who criticised these seminars were observed to hold a prejudiced attitude towards them. One reason for this prejudice might be deriving from the pre-pandemic period, when the seminars were held face to face and teachers were obligated to take them at unavailable times. That is to say, the seminars were held during the summer holiday after the general education in public schools finished. Being obligated to attend those sessions and subjected to repetitive theoretical information which they were given at faculties, teachers developed a negative feeling that those seminars were useless and only aimed at placing extra burden on teachers just when they should have been on holiday. However, as ET7 mentioned, post-pandemic seminars are offered online and teachers who seek for occupational renewal can enjoy them at the comfort of their homes, or wherever they wish.

CHAPTER FIVE

5. RESULTS AND IMPLICATIONS

The purpose of this study was to investigate the entrepreneurial levels of English teachers who teach at public schools administered by the Turkish Ministry of Education. English teachers who work for private education institutions were not included in this research since they are known to be obliged to incorporate innovative teaching strategies in order to protect their jobs within the highly competitive environment of the market. The reason for public teachers to have been chosen as the research universe was to investigate if the bureaucratic implementations adopted by the state officials as well as the feeling of a secured salary have an impact on teachers' entrepreneurial spirits. English teachers' entrepreneurial beliefs, perceptions and practices were aimed to be analysed in terms of certain demographic variables and from the perspectives of parents, colleagues, school leaders, and language education policies and policy makers. To this end, the study followed three research questions.

To begin with, analysis of the quantitative data obtained through an online questionnaire revealed that participants' socio-demographics did not have a significant difference on their social entrepreneurship levels. In terms of the perception of bureaucracy, on the other hand, it was found that level of teaching and training on entrepreneurship have a significant influence on teachers. In this regard English teachers who teach primary school children (from 1st to 4th grades) were observed to be less overwhelmed by the bureaucratic procedure compared to secondary (from 5th to 8th grades) and high school levels (from 9th to 12th grades). This result might stem from the effect of central exams that students have to take in the senior years of secondary and high schools. The obligation to prepare for these summative on-paper exams refrain teachers to act outside the central curriculum. Data obtained from the interviews also support this result. As for the other significant difference observed in participants' bureaucracy perception levels, receiving training on entrepreneurship was found to have an alleviating effect in the feeling of bureaucratic pressure. This is supposed to be due to the fact that entrepreneurs take calculated risks and initiatives for their desired enterprises and take full responsibility for them. Entrepreneurs are also expected to have a high degree of self-confidence which leads them to push the limits.

In terms of the third subscale, occupational renewal scores, age factor was observed to have a significant difference. English teachers at the age group of 21-30 were found to be more inclined to occupational renewal compared to their counterparts at the age of 40 and above. This result might be

explained through the energetic and idealistic characteristics of novice people at any job. They get theoretical information at faculties to some extent and they need to improve themselves more practically through novel approaches. Thus, when they come to a satisfactory point -at about 40 years old- in terms of learning novelties, their occupational renewal tendency comes to a halt. Furthermore, increasing individual responsibilities such as marriages, children, social or economic challenges might be among the other factors that make teachers feel too exhausted to renew themselves. However, it should be noted that learning is a life-long process and teachers are always expected to adapt to the most recent necessities of the world.

The last sub-scale of the questionnaire aimed to investigate English teachers' innovativeness levels. This area was observed to be the most differentiating sub-dimension of the questionnaire. Participant's innovativeness levels displayed significant differences in terms of (a) gender, (b) teaching level, (c) experience, and (d) the latest degree that they achieved. Literature on entrepreneurship holds varying results in terms of the effect of gender on entrepreneurship levels. While some scholars found in their studies that gender has no influence on the participants' entrepreneurship levels (Memduhoğlu & Şahin 2017; Pan & Akay, 2015; Bilge & Bal, 2012), others came up with the results that female individuals are more entrepreneurial (Özdemir, 2015; Sezer, 2013a; Solmaz et al., 2014). However, the findings of this study locate it in the third group which resulted that male participants have more entrepreneurial inclination (Naktiyok & Timuroğlu, 2009; Doganer & Altunoglu, 2010; Koksall & Penez, 2015). According to the independent t test and one-way analysis of variance (ANOVA) test results, male English teachers tend to apply innovative teaching strategies more than female teachers.

As for the influence of level of teaching on entrepreneurship levels, the results of this study demonstrate that English teachers who teach at high school level were found to have higher innovative inclination compared to secondary school teachers. This result is in line with the one carried out by Neto et al. (2017), who also found that teachers who taught high school students were found to display more entrepreneurial behaviours than those who teach elementary and kindergarten pupils. Supported by the qualitative data obtained through semi-structured interviews, this result might result from the fact that as students get older, they can become more applicable to appreciate entrepreneurial content. This complies with Seikkula-Leino (2011: 70)'s observation entrepreneurship education is mostly provided for adults. However, some scholars hold a stance that entrepreneurship education should be provided to children at younger ages (Özdemir, 2015; Matlay, 2008). As the Turkish saying "*ağaç yaşken eğilir (you cannot teach an old dog new tricks)*" refers, entrepreneurial culture might be achieved better when stimulated at younger ages. Thus, penetrating the entrepreneurial mindset as a teaching philosophy from as early as preschool levels seems to change the generations of the future in a radical way.

Additionally, compulsory high school education lasts 4 years and students can take university placement exams at the end of the last year. This endows teachers and students to feel freer from the pressure of exams for the remaining three years, during which entrepreneurial practices may be enjoyed. Similarly, the content of the LGS exam, which secondary school students take so as to be placed in a quality high school, covers almost all the courses that they are taught. At YKS, on the other hand, students take exams in accordance with their department - quantitative, equal weight, or language departments. Thus, enjoying the courses that they are heavily taught, high school teachers can spare more time for entrepreneurial activities. Another advantage that YKS has over LGS is that students can take the former every year if they wish to while LGS, as explained by ET3, can only be taken for once during the whole schooling time. This makes teachers and students preparing for LGS more bound by the exam pressure.

Neto et al. (2017) advocate that duration of service (years spent in-service) does not have a significant effect on teachers' entrepreneurial behaviours. However, in countries such as Türkiye, where teachers are left with almost no space to step beyond the limits posed by dominant bureaucratic applications, a question arises; do years of teaching intensify or atrophy the entrepreneurial spirit within teachers? This study came up with an answer to this question. Considering the participants' experience factor, one-way analysis of variance (ANOVA) test results indicate that English teachers with 1 to 4 years of teaching experience tend to develop more innovative approaches when compared to teachers with 11 to 15 years of teaching. It is a commonly articulated view that novice teachers, beginning the profession recently, are more entrepreneurial and adopt a different style in terms of both teaching and interaction with students. However, as time passes their entrepreneurial spirits might face atrophy due to the failure in helping students achieve the academic success that they initially hope. In this case, they lose their motivation and begin to act as an ordinary state officer, who do not want to leave their comfort zones and keep getting paid regularly. Institutional culture might be another cause for teachers to lose their entrepreneurial motivation. If entrepreneurial culture is disseminated by school leaders and supported appropriate policies, entrepreneur teachers do not feel lonely. As long as the majority of teachers in a certain school work in cooperation in terms of entrepreneurship and they achieve concrete results, it will contribute to their motivation as entrepreneurs. Similarly, there should be a system which differentiates between teachers and promotes entrepreneurial souls. The impact of bureaucracy on teachers' losing entrepreneurial characteristics is also a topic that needs further research.

The fourth and last finding of quantitative analysis reveals that there is a statistically significant difference between participants' innovative practices and the latest degree they achieved. Holders of postgraduate degrees were found to be more innovative than the holders of bachelors' degree only. This is an expected result since teachers find the opportunity to undertake deeper studies in terms of novel teaching strategies as well as the most recent teaching assistant tools during postgraduate

programs. Adapting their deeper insight to teaching processes, teachers with postgraduate degrees adopt exemplary teaching approaches and pose an ignitor force for the change in their schools.

Quantitative data obtained throughout the study creates a general picture as to the current status of entrepreneur English teachers. When complemented with the findings of the qualitative data, a more elaborate picture can be achieved. In this respect, following paragraphs present an overall analysis regarding the qualitative findings of the research.

Six of the seven interviewees identified themselves to be entrepreneur teachers to some extent. It was observed that self-esteem is a crucial component of entrepreneurship. Interviews also revealed the factors that enhance or impede English teachers' entrepreneurial characteristics. In this regard, teachers feel more motivated to behave entrepreneurially when (1) their self-sacrificing attempts are appreciated, (2) they are given freedom to take initiatives, (3) they are supported by the authorities, particularly by school leaders, (4) they are rewarded in a way (whether it is financial gain or just a few supporting words) (5) they work in a competitive atmosphere. Contrarily, teachers were observed to refrain from displaying entrepreneurial attitudes when (1) their innovative approaches and personalities are not appreciated, (2) the academic level of their students is low, (3) the classrooms are overcrowded, (4) they feel overwhelmed by the central exams, especially at 8th and 12th grades. In addition to the above-mentioned factors, the depressing pressure of legal sanctions is an important deterrent for public sector teachers. Overall, it seems difficult to conclude a significant difference between the participants' entrepreneurial traits and socio-demographic characteristics.

Semi-structured interviews led to the emergence of some other useful implications, as well. In this regard, teacher training seminars are insightful, yet they should continue to be given on online platforms and teachers should be endowed to enjoy them at the comfort of their utility. However, some useful improvements can be made in the content. Tens of them are offered to thousands of teachers with different skills. Thus, the content should be determined taking teachers' individual differences into account. More individualised seminars are expected to offer more to teachers. Furthermore, the criticism that these seminars include too much theoretical information can be eliminated if they are incorporated with a kind of workshop-like activities. In this way, participants might internalise the efficiency of hands-on learning, as suggested to be an appropriate way of entrepreneurial teaching.

As frequently mentioned in this paper, both in-service and pre-service teachers should be introduced to entrepreneurship as soon as possible. Education faculties undertake an overwhelming mission in this duty, yet it should be noted that a good portion of graduates of other faculties can enjoy teaching job through attending formation programs. Thus, these programs should also include content about what entrepreneurial teaching is, who the entrepreneur teacher is and how to teach entrepreneurially. As found out by Peltonen (2015) collaborative learning environment enables

teachers to develop new perspectives through exchanging ideas with peer teachers and in this way, they are encouraged to think beyond their experiential and academic limits, thus learning about different/better practices. In this respect, teachers with different competences are advised to get involved in workshops either at faculties or in their in-service training sessions to find the opportunity to broaden their networks and ignite a positive change/ an inspiration about how to maintain professional growth/renewal in their conception of pedagogy.

It was concluded that the content of seminars is determined through related units' reports. However, remembering the surprise that ET1 displayed during the interview, it was observed that some communication problems may occur in this process. Thus, while these reports are being prepared, it should be made sure that every single teacher is consulted about their opinions.

Centralism was observed to contribute to the inefficiency of language classes. In this respect, decentralisation of high stakes tests, curriculum and textbooks require revising. They can be determined on schools' academic level basis.

Finally, leaving the entrepreneurial mindset aside, 2 to 4 hours of language classes are obvious to fail in even the acquisition of any language. Thus, in order for a generation with a good command of any foreign language, hours allocated for language classes should be increased and some authentic learning opportunities should be made available for learners.

Implications

There have always been, now are, and will always be numerous teachers at different schools in different corners of the world who have a high spirit of entrepreneurship. The problem is neither they nor their colleagues are aware of this. This is just because the educational frame of the concept has not been fully established yet. What is significant here is that in our conception we propose entrepreneurship as a method of teaching rather than content.

Although literature accommodates a body of studies as to the nature of entrepreneurship, educational entrepreneurship in particular, they still fall far behind the point of setting established explanations for the questions such as what competencies a so-called entrepreneur English teacher should have, what skills he/she should masterfully hold, what factors make him/her an opportunity seeker, competitor, risk taker and innovative. In the same vein, it needs researching in what way and to what extent an entrepreneur teacher may behave autonomously (Henry et.al, 2005b).

The literature addresses the need for an improvement in the teacher training practices applied in education faculties. This improvement includes incorporating more innovative and creative teaching methods (Peltonen, 2015). Data obtained from the literature about the characteristics and practices of entrepreneur teachers should be applied to education faculties/prospective teachers in an

attempt to raise more entrepreneurially driven teachers. Prospective teachers in these faculties should be warned that there is a need to change in the approach adopted in teaching circles in Turkey. And when they realise that the change begins with them, they will for sure ignite a rooted educational paradigm shift in a positive way.

Duval-couetil (2013) observes that there is a limited number of studies that testify the utility/efficiency of educational practices/curricula with entrepreneurially rich content. However, Fayolle and Gailly (2008: 571) raise a criticism that there is no common framework or agreed good practices regarding how to teach entrepreneurship and urge authorities to determine the coherent purposes in an attempt to agree on a finely developed curriculum. To this purpose, they bring forward the questions of teaching “*What? For whom? Why? How? For which results?*”.

Entrepreneurial education should be set as a teaching philosophy (Jones & Iredale, 2010; Altan, 2019b; 2021), and as the concept itself is relatively new to the academia (Keyhani & Kim, 2021), it should be taken to a centralised base and prescriptive/practical in-class activities should be set as example activities.

Simply developing curriculums, suggesting teachers to act entrepreneurially, or releasing rhetoric guidelines do not suffice for implementation of an entrepreneurial culture. It is crucial to develop control systems, checking to what degree the objective is achieved, or if it is achieved at all. Similarly, the application of curriculums should be controlled through these systems and improvement steps should be regularly taken for advanced efficiency. Teachers' motivation should be measured and their reflections as an essential indication of their professional development and practices should be systematically retrieved and evaluated in terms of their conformity with the national strategy for implementing entrepreneurial culture. Another significant issue to be taken into account is that the real competent entrepreneurs can only be evaluated through their entrepreneurial behaviours, mindsets and additional values, but not through their certificates or diplomas. Thus, the core objective of entrepreneurship education should be on the outcome instead of the labels.

In order to ignite the change in the community, education faculties should focus on growing innovative teachers who are student oriented, can design lesson plans rich in entrepreneurially driving content, hold mastery skills in communication, have the courage to make initiative decisions in the face of difficulties, mainly originating from bureaucracy.

The societies of today and tomorrow require versatile individuals with entrepreneurial skills and behaviours. This, in return, brings about the need for continuous revisions in the current curriculums towards more experience-oriented ones, which include increasing amount of fieldwork, hands-on-learning and internship. As experience signifies more than theoretical training, prospective

teachers should be encouraged to spend more time in schools through internships or similar activities, which Seikkula-Leino et al. (2015: 394) name as “apprenticeship”.

From the perspective of students, entrepreneurship education requires changes both in the curriculums and teaching-learning conceptions. Education planners are advised to develop curriculums, which promote learning through experiments and experience, giving learners the authority to have the control over their own learning. Preparing age/experience relevant curriculums for different education levels (primary, secondary etc.) increases effectiveness in entrepreneurially-aware generations. Learners should also be encouraged to make their peace with their weaknesses and not to be afraid of making mistakes. In an attempt to build up an entrepreneur community, students of today are required to be instilled with empathy and sympathy for the entrepreneurial life.

In terms of language teaching specifically, Özdemir (2015: 295) suggests that teaching strategies of “*repetition and context-rich problems*” may be useful for planning entrepreneurially integrated English classes. She also mentions websites such as “*Consortium for Entrepreneurial Education*” where educators may find useful classroom activities. Also, encouraging EFL students to write online blogs might help them develop entrepreneurial traits in that through blogs, they could find opportunities to get into interaction with a broader audience, to whom they might address in English, and extend their networking skills in addition to linguistic skills.

As the main aim is to create an entrepreneurial community culture, which takes a long time to evolve, results of entrepreneurial education should also be observed patiently for elongated periods. In this vein, in order for the literature about educational entrepreneurship to be intensified/justified, students educated with this kind of mindset should be followed up for a couple of years after graduation in an attempt to monitor how entrepreneurially driven mindset shape their lives or in what way it alters their career (Duval-Couetil, 2013). The literature also lacks longitudinal studies in which the change in participants’ mindset is observed through experiment and control groups. One of the few studies in this respect was carried out by Matlay (2008), who set out to examine how entrepreneurship education influences the individuals’ learning outcomes in terms of entrepreneurial skills, behaviour and attitudes in terms of the economic dimension of entrepreneurship education.

The study reveals significant implications for social/educational entrepreneurship. One of the significant findings of the study is that, all of the individuals turned up with no professional failures (Matlay, 2008: 393) and became employers instead of being employees which he attributes to the entrepreneurship course that they received during their schooling time. A similar study should be carried out on teachers after they work in the field for some years. Then the external/internal factors both enhancing and impeding entrepreneurial mindset might be determined systematically. In other words, more qualitative studies should be conducted in order to elicit self-beliefs of teachers on their conceptualization about entrepreneurship in educational sciences.

Authorities (particularly in Turkey) should read the current global problems such as social integrity, cultural diversity, food crises, viruses, economic turmoils and contemplate on what competences citizens should have in order to survive in the future. Once these competences are set clearly, the content of entrepreneurial education can be determined and the societies can evolve in the desired/required way.

As almost all young people are encouraged to pursue an academic career (not necessarily to be an academic staff, just to be schooled from elementary school to higher education) they spend at least 12 to 16 years of their most prolific ages at schools, thus they cannot find the opportunity to learn another job/profession or craftsmanship. As a result, they heavily count on centralised exam results in order to blossom their hopes to just survive in humanitarian conditions. If they fail in these exams, on the other hand, they get involved in psychological turmoil and get offended to the surrounding world for the rest of their life.

Implications for Further Research:

This study offers some implications for further research for the future of entrepreneurship, specifically in terms of language education.

- There is a limited (Duval-couetil, 2013) number of studies examining the short-long term alterations that entrepreneurially-awareness led to in students' lives, attitudes and careers. As Duval-couetil (2013) agrees, academic circles should be encouraged to delve into more research in the field of assessment of entrepreneurship education.
- Entrepreneurial culture adopted in schools helps grow an entrepreneurial society. The constructors of such a culture are school leaders. Thus, studies should be conducted in order to examine the entrepreneurial inclination levels of school leaders.
- Happy teachers grow knowledgeable generations. Entrepreneurial culture nurtures happy teachers. Thus, empirical studies on teacher happiness or well being are required to justify or defy it.
- As one of the findings of this research, some studies suggest the higher degree a teacher has, the more entrepreneurial they become (Neto et al., 2017; van Dam et al., 2010). Thus, more empirical studies should be conducted to clarify the paradoxical question whether these teachers are entrepreneurs as they hold higher degree diplomas or they endeavour to achieve higher degrees because they are entrepreneurially driven. Neto et al. (2017) attracted attention to the fact that, as teachers got involved in higher education programs, they became more familiar with/ exposed to entrepreneurial seminars/stories and role models. Similar academic /protocols/partnerships should be established between universities and lower degree schools, during which prestigious academics in the field

share their expert knowledge with MEB teachers, most of whom hold Bachelor's degree only.

- Altan (2021: 69) states that “No reform will succeed unless it starts and ends with teachers...”. Seikkula-Leino (2011: 74) observes this reality as “Teachers’ beliefs about aims and contents play a central role in curriculum implementation.”. From a similar perspective, Ruskovaara and Pihkala (2013: 204) also stress the prominence of a teacher's role in achieving the objectives in terms of entrepreneurship education. Thus, in an attempt to achieve full adoption of entrepreneurial education within educational institutions, research should be conducted as to teachers’ beliefs of the efficiency of entrepreneurship.
- There is a controversial issue as observed by Neto et al. (2017); on one hand, as the teaching job evolves into a static phase for teachers teaching the same topics to the same level of students for extended years, they become like automatic teachers who, in time, might choose to enjoy the stability of their career and have neither the energy nor the motivation to endeavour to keep up with the requirements of the 21st century. They might wish to hang around awaiting their retirement while younger/newer ones, hungry to incessant professional and social renewal, seek ways to undertake challenging journeys to what is regarded unexperienced or novel in pedagogy. On the other hand, as they gain more and more experience in their profession, they might reach a mastery to teach in the optimum way since they might have the chance to try out more techniques along their career and might feel comfortable in adapting their teaching styles in compliance with the changing needs. As a result, further studies need to be conducted to clarify whether there is a positive or negative relationship between experienced and inexperienced teachers’ levels of entrepreneurship.

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APPENDIXES

Appendix 1: Questionnaire

Dear Teacher;

This scientific research is being carried out by _____ who intends to prepare his master's thesis at Karadeniz Technical University, Institute of Social Sciences, Department of Western Languages and Literature, and his thesis advisor _____. The purpose of this study is to create a roadmap on how to teach English, in a world that has become a global village, to students of today, but the leaders of the future. The questionnaire aims to investigate your, valuable English teachers working in public schools affiliated to the Ministry of National Education, level of beliefs, perceptions, thoughts and practices regarding “entrepreneurship as a teacher characteristic” in foreign language education processes. Ethics Committee permissions have been obtained for the implementation of the questionnaire, and your answers will only be evaluated for this research and will not be shared with third parties other than the researchers.

Although participation in the survey is entirely on a voluntary basis, we kindly request you to spare a few precious minutes to contribute to this scientific study by filling out the questionnaire below. You can send an e-mail to emrekaya@ardahan.edu.tr to receive more information about the research or the result retrieved.

Part I: DEMOGRAPHIC QUESTIONS

1. Gender : Male () Female () Don't want to specify ()

2. Age : 21-30 () 31-40 () 40 and above

3. Bachelor's Degree :

a. English Language Teaching ()

b. English Language and Literature ()

c. Interpretation ()

d. Other () (specify) (.....)

4. Level of teaching :

a. Primary School ()

b. Secondary School ()

c. High School ()

d. Other (specify) (.....)

Appendix 1: (Continue)

5. Years of teaching experience :

- a. 1-4 years ()
- b. 5-10 years ()
- c. 11- 15 years ()
- d. 16 years and above ()

6. Latest degree achieved:

- a. Undergraduate()
- b. Postgraduate()

7. Have you ever received a training/conference/seminar on entrepreneurship?

Yes () No ()

No.	Question	C. D.	D.	N.S.	A.	C.A.
Social Entrepreneurship Levels						
1	In today's world, it is crucial for my students to have an entrepreneurial spirit.					
2	Happy teachers nurture successful generations.					
3	Teachers have a mission/role to guide the society.					
4	I do not hesitate to share my ideas about and comment on the social problems that I observe (if on social media, in the classroom or in the teachers' room).					
5	I can easily adapt to sudden developing conditions such as the transition to distance education.					
6	I do not only focus on academic knowledge in my classes, I also give my students values education (nationality, morality, virtue, honesty, etc.).					

Appendix 1: (Continue)

7	I encourage my students to produce original solutions for local and/or global issues (such as wars, migrations, violence against women, etc.).					
8	The entrepreneurial developments of my students are more important than their English language skills.					
9	I describe myself as an entrepreneurial teacher.					
Perception of Bureaucracy						
10	English textbooks prepared by the Ministry of National Education do not improve students' speaking skills.					
11	English textbooks prepared by the Ministry of National Education do not improve students' listening skills.					
12	The central examination system does not provide the teacher with enough freedom to take initiatives.					
13	The concern that my students would fail the central exams prevents me from going outside the curriculum.					
No.	Question	N.	S.	St.	F.	A.
Occupational Renewal						
14	I believe in being open to change in order to make a difference.					
15	I follow scientific studies on new expectations, methods and tools in the field of foreign language teaching.					
16	In order to improve my perspective and teaching skills in language teaching process, I follow opportunities such as seminars and conferences.					
17	I follow the social media platforms for English Teachers and integrate the innovations/sophisticated studies I observe into my lessons.					

Appendix 1: (Continue)

Innovativeness						
18	When I deem necessary, I can go out of the curriculum and add a different innovation.					
19	I encourage my students to set future goals.					
20	I organise events such as meetings, seminars, workplace trips that can provide my students with the opportunity to communicate with relevant sector representatives according to their professional career goals.					
21	I observe the processes my students go through in line with the goals they set, and I provide feedback.					
22	I encourage my students to have a wide network in line with their career goals.					
23	Within the scope of my authority, I allow my students to utilise technological devices (smartphones, tablets, etc.) in the classroom for educational purposes.					
24	I skip the topics in the MoNE textbook that I think are not suitable for English communication skills.					
25	In classrooms where audio-visual devices are not available, I can use my own (laptop, tablet, phone, etc.) devices in an attempt to save the lesson from monotony.					
26	In order to increase my students' entrepreneurship tendencies, I create course content through documentaries, short films, and texts about the success stories of entrepreneurs.					
27	Who is guilty in "The system that cannot teach English to students in 12 years"? (More than one option can be selected.)	Students () Teachers () School Administrators () Education Policies () Policy Makers () Other:.....				

Appendix 2: Semi-Structured Interview Questions

The literature review activities on the Entrepreneurial Teacher show that in order to be qualified as entrepreneurial, a teacher must have some of the following characteristics. In this context, entrepreneurial teachers;

- ... are inclined to produce innovative ideas,
- ... are inspiring,
- ... encourage students to think critically and creatively,
- ... teach how to learn,
- ... make difference,
- ... have a wide professional and social environment,
- ... encourage collaborative learning during the classes,
- ... do not blindly obey to bureaucracy,
- ... enjoy knowledge and knowing,
- ... are dedicated,
- ... student centered,
- ... respond to the needs of students with special needs,
- ... are open to change and development,
- ... are sensitive to social issues,
- ... are courageous, determined, passionate,
- ... successful in written and verbal communication,
- ... are sincere, reliable, and
- ... are skilled in management and leadership.

1- Within the scope of the entrepreneur teacher definition given above; Do you see yourself as an entrepreneurial teacher? If yes, to what extent do you see yourself as an entrepreneur? Do you have any practices that you think can be an example in this regard?

2- Considering the MoNE policies, school administrators, colleagues, students and parents, how suitable is your work environment for an English teacher's entrepreneurial practices? What are the factors that support or hinder your entrepreneurial structure in this regard?

3- Does in-service teacher training provided by the MoNE include training on pedagogical entrepreneurship? If yes, have you received any of them and to what extent has this training changed your perspective on the profession?

Appendix 3: Research Ethics Committee Approval



T.C.
ARDAHAN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-67796128-000-2300010231
Konu : Bilimsel Yayın ve Etik Kurul Kararı

27.03.2023

Sayın

"İntegrating Entrepreneurial Culture Into EFL Classes -Yabancı Dil Olarak İngilizce Derslerinde Girişimcilik Ruhunun Yayılması" başlıklı çalışmanız ve bu çalışma kapsamında yapılacak araştırmalarda uygulayacağınız anket Üniversitemiz Etik Kurulu tarafından değerlendirilmiş olup, yapılan değerlendirme sonucu söz konusu çalışmanızın Bilimsel Araştırma ve Yayın Etik Kriterlerine uygun olduğuna karar verilmiştir.

Bilgilerinize rica ederim.

Bilimsel Araştırma ve Yayın Etik Kurulu Başkanı

CURRICULUM VITAE

He studied primary, secondary and high school in Erzurum. He received BA degree at English Language Teaching Department at Atatürk University in 2012. He began the MA degree at Karadeniz Technical University at the department of Applied Linguistics in 2020. He has been working at Ardahan University since 2018.

KAYA is married and the father of two daughters. His foreign language is English.

