Changing Roles of Teachers: Prospective Teachers' Thoughts*

Değişen Öğretmen Rolleri: Öğretmen Adaylarının Düşünceleri

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Abstract

This paper mainly aims to determine prospective teachers' (n=186) thoughts regarding the changing roles of teachers. For this main purpose, a descriptive study was conducted and data were gathered through both qualitative and quantitative research methods. The main research technique was based on a questionnaire. The results indicated that prospective teachers dwell on guiding, motivating to learn, transmitting knowledge, self-development and being a role model as most important teacher roles. Moreover, the results also showed that 'using technology' (M=4,03) emerged as the role that changed most among others. This study might be beneficial in showing prospective teachers' viewpoints related to teacher roles. Seeing their priorities helps us, as teacher trainers, to motivate and prepare them for their changing roles.

Keywords: role, teachers, change, prospective teachers.

Öz

Bu çalışma ile öğretmen adaylarının (n=186) değişen öğretmen rolleri konusunda görüşleri araştırılmıştır. Bu temel amaçla betimsel bir araştırma planlanmıştır ve veriler nitel-nicel araştırma teknikleri ile toplanmıştır. Bunun için anket geliştirilmiştir. Araştırmanın sonuçları, öğretmen adaylarının en çok 'rehberlik', 'öğrenmeye motive etme,' 'bilgiyi aktarma', 'bireysel gelişim' ve 'rol model olma' gibi öğretmen rollerinde değişime işaret ettikleri gözlenmiştir. Ayrıca teknolojiyi kullanma (X=4,03), adaylarca diğer rollere göre en çok değişimin olduğu rol olarak vurgulanmıştır. Araştırma, öğretmen adaylarının öğretmen rollerine ilişkin bakış açılarını görmek açısından yararlı olabileceği gibi, öğretmen eğitimcilerine de adayları mesleğe daha iyi motive etmek ve onları değişen öğretim rollerine hazırlamak açısından yararlı olabilir.

Anahtar Sözcükler: Rol, öğretmen, değişim, aday öğretmen.

Introduction

Teachers have important responsibilities in creating effective teaching and learning contexts. These responsibilities manifest in their roles in teaching and learning processes. Literature shows that teachers have a variety of roles. Being a manager, an administrator of materials, an initiator, a facilitator, a reflection partner, and a mentor (Petterson et al., 2004) can be considered as some of these roles. It is obvious that all of the roles are interconnected and closely related to one another and a teacher may take on several roles. However, a good teacher does not need to be competent in all the roles regarding the teaching and learning process as Harden and Crosby (2000) stated. Cranston (2000) indicates that traditional notions of the skills, knowledge, competencies and attitudes that teachers need to have as well as their roles and responsibilities are changing. It should also be noted that today's students are changing as well. They actively participate in the learning process. They have started to take on a more active role in the teaching

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and learning process. They do not only receive information, but they also participate in classroom instruction. This change in student involvement has necessitated the teachers to make certain changes in their roles in classroom instruction. Teachers are no longer in the role of a transmitter of knowledge but a facilitator of learning. This can be observed in the lines below:

> Changing demands on the teacher role brings about expectations for a change from a traditional additive teacher role where the task of the teacher is to be a transmitter of knowledge, into a communicative role where the teacher is more of a facilitator and mentor (see Utbildningsdepartementet Ds 1996:16; cited in Von Wright, 1997).

Cohen, Manion and Morrison (1996, p.143) stated that: "*the role and function of the teacher have become increasingly diffuse in recent years and his or her close involvement with society at large means that changes and developments taking place in it directly affect him or her*". At this point, "teacher role" represents what may be necessary to answer a question. What does the term "teacher role" mean? As Beltran (1995) stated, different educators use the term "role" in somewhat different sense. Standart definitions of the role emphasize the differentiating "set" of tasks or activities expected of those in social or organizational positions (Ogawa & Bossert, 1995; Turner, 2001; cited in Valli and Buese, 2007). Teacher roles are acted out in concert with the conditions and characteristics of a teaching-learning environment (Entwistle, McCune & Hounsell, 2002; cited in Wake; Dysthe and Mjelstad, 2007). In other words, roles of teachers have been explained in a variety of ways by educators. As Beltran (1995) noted that teachers have two major roles in the classroom: (1) to create the conditions under which learning takes place which is social side of teaching (2) to impart, by a variety of means, knowledge to their learners which is the task-oriented side of teaching. As Zepp (2005) stated, wise teachers have always understood that they serve as role models, motivators, and coaches in critical and creative thinking, in addition to being organizers and dispensers of information. Lamm (1972, 2000; cited in Arnon, and Reichel, 2007), for example, illustrated four major prototypes for ideal teachers based on research from past to present as follows: (1) acculturation: the good teacher is a provider of culture (2) socialization-the teacher is an agent of socialization who transmits social norms and maintains the existing social order (3) individualization-the teacher is a developer, a shaper and a tutor for each of their students (4) disciplinary expertise-ideal teachers transmit knowledge of their subject.

Teachers today are increasingly expected to care for the whole child, foster affective as well as academic learning, make the curriculum relevant and integrated; teach heterogeneous, inclusive classes; foster group work; build a class community; assess and report on student progress in great detail; engage in research; explain their approach to teaching to parents and an often hostile public; continually develop professionally (Darling-Hammond, 1997; Noddings, 1992; cited in Kosnik and Beck, 2000). In other words, teachers must be able to look at their roles differently and must be able to give students freedom to work on projects as they make discoveries, encounter difficulties, and change directions when they need (Cárdenas and Garza-Loudermilk, 2007). Kennedy (1996) stated that teachers can be powerful positive forces for change but only if they are given the resources and support which will enable them to carry out implementation effectively. Needless to say, the interests, characteristics, needs and preferences of students change with the rapidly changing world around them. Akhtar (2007) states that "*Good teaching is open to change and it involves constantly trying to find out what the effects of instruction are on learning, and modifying that instruction in the light of the evidence*". Teacher roles like teaching are open to change.

Teachers need to renovate themselves in order to fulfil their responsibilities. Modern innovations in this era cause significant changes and improvements in their responsibilities (Helvacı, 2007, p.314). As Stokking et al., (2004) indicated "today, teachers are expected to develop complex skills, such as research skills, in their students while implementing new views on learning and teaching and using authentic assessment strategies". The change is represented by increased access to education at all levels, and a consequent re-thinking of the aims, objectives, and manner of delivery of the curriculum (Kennedy, 1996). Clarke and Hollingsworth (1994; cited in Spektor-Levy et al., 2008) identified a number of alternative perspectives to explain "teacher

change and discussed that the notion of "teacher change" is open to multiple interpretations and each interpretation could be associated with a particular perspective of teachers' professional development. They describe six perspectives regarding the teachers' change as:

- training—change is something that is done to teachers; that is, teachers are "changed".
- adaptation—teachers "change" in response to something; they adapt their practice to changed conditions.
- personal development—teachers "seek to change" in an attempt to improve their performance or develop additional skills or strategies.
- local reform—teachers "change something"' for reasons of personal growth.
- systemic restructuring—teachers enact the "change policies" of the system.
- growth of learning-teachers "change inevitably through professional activity", teachers are themselves learners who work in a learning community.

A summary of the views of educators and researchers towards teacher roles based on related literature can be seen in Table 1.

Table 1.

Some Classifications about Teacher' Roles by Several Researchers

1	2	3	4
Cohen, Manion& Morrison (1996)	*Harden and Crosby (2000)*	*Cornelius and Higgison, 2000; cited in Briggs (2005)*	*Ellsworth (1994; cited in DeCoito, (2006)*
▭manager ▭observer ▭diagnostician ▭educator ▭organizer ▭decision-maker ▭presenter ▭communicator ▭facilitator ▭motivator ▭counselor ▭evaluator	▭information provider ▭role model ▭facilitator ▭assessor ▭planner ▭resource developer	▭technologist ▭manager ▭co-learner ▭designer ▭knowledge expert ▭researcher ▭facilitator ▭assessor ▭advisor-counselor ▭e-tutor ▭mentor	▭ *inducer-persuader* content driven ▭ *inquirer-catalyst:* content acquired through discovery ▭ *dialogist:* discourse format, with lifelong learner as focus; mutual and interchanging leadership roles ▭ *facilitator:* mutuality of content between teacher and student, with teacher as support

5	6	7	8
Domingo (2006)	*Rodriquez; Serra; Cabot & Guitart (2006)*	*Leon-Carillo (2007)*	*Harrison & Killion (2007)*
▭ conventional roles -a sole source of information -teaching knowledge -teaching as an occupation -an instructor ▭ new roles - one of multiple sources of knowledge -a friend and guide in exploring and discovering -facilitator of learning of knowledge, skills and values -an artist and a scientist in teaching -a learner-teacher: continuously learning throughout life -a proactive agent of change and active participant in transformation -a specialist in teaching with new technologies -teaching the person: an example setter and a role model	▭ designer ▭ architect ▭ consultant ▭ evaluator ▭ lecturer ▭ learner ▭ researcher ▭ author ▭ manager ▭ mentorship	▭ knowledge source ▭ direction setter ▭ character formatter ▭ change agent ▭ learner.	▭ resource provider ▭ instructional specialist ▭ curriculum specialist ▭ classroom supporter ▭ learning facilitator ▭ mentor ▭ school leader ▭ data coach ▭ catalyst for change ▭ learner

Table 1 illustrates some different approaches of researchers to teacher roles. Some of them provide a detailed list of teacher roles, and use metaphors to classify these roles, and some others explain teacher roles through the viewpoint of technology. A review of the studies conducted on teacher roles shows that the roles in these studies presented in lists on a theoretical basis. When an analysis was utilized in Table 1, it is seen that researchers have used different types of concepts to identify teacher roles. Table 2 indicates these analysis results.

Table 2.

The Concepts Used in the Research Classify Teacher Roles.

No	Name of the concept	Related research number	f	No	Name of the concept	Related research number	f	No	Name of the concept	Related research number	f
1	Manager	1-3-6	3	14	Role model	1-5	2	27	Direction setter	7	1
2	Observer	1	1	15	Planner	2	1	28	Character formatter	7	1
3	Diagnosition	1	1	16	Resource developer	2	1	29	Change agent	5-7	2
4	Educator	1	1	17	Technologist	3-5	2	30	An artist and scientist in teaching	5	1
5	Organizer	1	1	18	Co-learner	3	1	31	Induser-persuader	5	1
6	Decision-maker	1	1	19	Designer	3-6	2	32	Inquirer-catalyst	4	1
7	Presenter	1	1	20	Knowledge expert	3-7	2	33	Dialogist	4	1
8	Communicator	1	1	21	Researcher	3-6	2	34	Instructional specialist	8	1
9	Facilitator	1-2-3-4-5-8	6	22	E-tutor	3	1	35	Curriculum specialist	8	1
10	Motivator	1	1	23	Mentor	3-6-8	3	36	Classroom supporter	8	1
11	Counselor	1-3-6	3	24	Architect	6	1	37	School leader	8	1
12	Evaluator	1-2-3-6	4	25	Learner	5-6-7-8	4	38	Data coach	8	1
13	Information provider	1-2-5-6-8	5	26	Author	6	1	39	Catalyst for change	8	1

It can be seen in the table that thirty-nine roles were identified by educators. As also seen in the table above, "facilitator" (n=6), "information provider (lecturer)" (n=5), "evaluator" (n=4) and "learner" (n=4) were the most common concepts stressed by educators as teacher roles which supports that teachers takes on many roles in teaching-learning process. This result is partly consistent with other study results. For example, Hattingh and de Kock (2008) indicated that the five most popular role perceptions were multiple roles, knowledge provider, mother (carer/nurturer), facilitator of learning and role model. There are also other researchers who studied teacher' roles. Demirbolat (2006), for example, identifies teacher roles in two ways: Static institutional teacher roles and innovative teacher roles. The results of the study show that the teacher candidates are sensitive towards innovative teacher roles while they are undecided about static institutional roles. Baki and Gökçek (2007) also determined how prospective teachers perceive teachers' roles. The roles described within an effective teacher model that prospective teachers described in this study can be listed as needs-based and individualized instruction, showing interest in the student and facilitating growth, overcoming the present difficulties and helping them to gain the target behaviors, managing the classroom, motivating students, guiding, considering individual differences, and presenting knowledge and skills.

Based on the related literature, this study purposes to find out the prospective teachers' perceptions towards teaching roles. The literature review of this study revealed that there is a lack of research regarding prospective teachers' thought on this issue which suggests that there is a need for this type research in order to get their viewpoints. It may also be important to determine the views of prospective teachers, who can be considered as the teachers of the near future, towards teacher roles as this may help identify their viewpoints regarding this issue. Without

doubt, prospective teachers have not started practicing teaching professionally, yet; however, their experiences, education, and observations they conducted in schools up to this point are effective factors in developing an opinion on this and similar topics. As Baki and Gökçek (2007) stated, trainee teachers go through many experiences through their school years before starting university and becoming familiar with many different teachers. This study sought answers to how prospective teachers perceive their teaching roles within a limited framework. As Pajares (1992; 307; cited in Wang, Yu-mei, 2000) states, "preservice teachers' beliefs and perceptions play a crucial role in shaping their teaching styles. Therefore, understanding the belief structures of teachers and teacher candidates is essential to improving their professional preparation and teaching practices. An understanding of how perception of roles affects teacher behavior serves to increase the awareness of both future and experienced teachers about the importance of the images they have (Ben-Peretz et al., 2003; Fung & Chow, 2002; cited in Leon-Carillo, 2007).

The main problem in this study can be stated as the following: What are the prospective teachers' views about the changing teacher roles in an effective teaching and learning process? Answers to the following questions were sought based on this basic problem: (1) What are the prospective teachers' views towards the importance of teacher roles within the teaching and learning process? (2) Which teacher roles do the prospective teachers consider as the most important in teaching and learning process? (3) What are the prospective teachers' views towards the change in teacher roles from the past to the present within the teaching and learning process? (4) Do the prospective teachers' views towards the importance of teacher roles differ based on gender? (5) Do the prospective teachers' views towards the importance of teacher roles change based on the branch of study they pursue? (6)What are the prospective teachers' views towards the factors that have an effect on the changes in teacher roles?

Method

Development of data collection instrument

In this descriptive research, a questionnaire including close type questions and an open-ended question were used in order to gather data. The questionnaire was developed by the researcher. To this end, first, the background literature was reviewed in order to identify teacher roles and it was assumed that various classifications of teacher roles have been encountered in the related studies. A role can be defined as the behaviours that are supposed to be shown in a determined statute. In the development of the questionnaire process, the prospective teachers were also asked to create a concept map to show their opinions about teacher roles. The concept maps prepared by prospective teachers were very useful in order to see their viewpoints about teacher roles for the researcher. As a result, roles that are supposed to be shown in the teaching process are only examined in the present study. In the light of the examined research, the researcher identified twenty teacher roles. The last version of the questionnaire consisted of three sections. The first section comprises personal information related to gender and the branch of study of the prospective teachers. The second section was prepared using 5 point Likert type Scale as it aimed to determine the degree to which prospective teachers viewed the twenty teacher roles as important (5=very important, 1=not important). The third part aimed to determine the prospective teachers' thoughts about the change in teacher roles. For this section, another 5 point Likert scale was used (5=totally changed, 1=never changed). In the last part, one open-ended question was posed to prospective teachers so as to ask their opinions on the factors that affect the changes that they observe in their teacher roles. To establish the validity of the prepared questionnaire, it was first studied by experts. After making a few necessary corrections, the final version was obtained. The reliability of the questionnaire was assessed through factor analysis of the items included. For the items in the first section, the total variance was .37 and for the second section the total variance load was found as .57. The items in the first section were collected under one factor while the items in the second section were collected under three factors.

Data collection process

A total of 185 prospective teachers, who attended branches of study with main emphasis on social/linguistic areas and science/mathematics education at a faculty of education of Gazi University, in Ankara, Turkey, participated in the study. The participants were selected by using a purposive sampling approach during their education in the spring semester of 2007-2008. As Kline (2008, p.101) stated, researchers use their judgement to select a sample that they believe, based on prior information will provide the data they need in purposive sampling. The participants of the study were prospective teachers, in their third and last year of their program, since they already completed half of their education to be a teacher. It is thought that their extensive experience of both faculty teaching and school context was important in responding to the questions in the questionnaire regarding teacher roles. Most of the participants (68%) were female students in the sample. On the other hand, 74% of the participants attend a branch of the study related to science/mathematics and 26% of them attend a branch of study related to social/linguistic area in the study.

Data Analysis

The quantitative data were analyzed through the SPSS program and the qualitative data based on open-ended question were analyzed through content analysis. The data obtained for the first sub-problem were analyzed using SPSS and the obtained results were tabulated, which illustrated the frequency, percentage and arithmetic averages. In the second sub-problem, the first five roles that were found to be the most important by all of the participants were determined. As a result of the quantitative analysis, a table was created and the five roles that were found to be the most important and their order of importance were included. In the data analysis for the third sub-problem, the distribution of the opinions towards the change in teacher roles of prospective teachers was presented in terms of frequency, percentage and arithmetic means. Arithmetic means: 1.00-1.80=not important, 1.81-2.60=slightly important, 2.61-3.40= moderately important, 3.41-4.20=quite important, 4.21-5.00=very important. In order to find answers to the fourth and fifth sub-problems, an independent sample t-test was administered. For the final sub-problem in the research, the five roles that have changed the most today according to the prospective teachers were processed through qualitative analysis and were shown in a table quantitatively. By using open-ended questions, it is thought that to enable respondents to spontaneously and authentically reflect their points of view (Arnon and Reichel, 2007). The open-ended question was asked to all prospective teachers, however, not all the prospectives responded to this question. The participants' responses to this question was analysed through content analysis (Strauss and Corbin, 1990; Miles & Huberman, 1994). First, a file was created for the open-ended question in order to write all the responses they gave. Following this stage, common points in the responses were found. The results were presented in a table by using frequencies.

Results

The findings of the study can be summarized in this section of the study. The first problem was finding out prospective teachers' views towards the importance of teacher roles in the teaching and learning process. The answers to this question are shown in Table 3.

Table 3.

The Distribution of the Prospective Teachers' Views towards the Importance of Teacher Roles in the Teaching and Learning Process.

Teacher roles	Mean	SD	Teacher roles	Mean	SD
1.Transmitting knowledge	4,41	,79	11.Being a role model	4,52	,65
2.Guiding	4,66	,52	12.Facilitating learning	4,44	,59
3.Delivering the content in the program	3,70	,79	13.Being inquisitive	4,28	,72
4.Self-development	4,71	,55	14.Participating in program development	3,67	,89
5.Evaluating learning	4,23	,73	15.Guiding students towards inquiry	4,39	,70
6.Classroom management	4,42	,61	16.Fostering student interest and skills	4,45	,69
7.Lesson planning	4,18	,79	17.Sharing with colleagues	3,82	,75
8.Motivating to learn	4,63	,55	18.Evaluating programs	3,75	,90
9.Designing and preparing materials	3,91	,85	19.Utilizing different instructional methods	4,32	,78
10.Following new developments	4,37	,71	20.Using technology	4,30	,75

Table 3 shows that more than half of the prospective teachers consider the roles in the first (transmitting knowledge), second (guiding), fourth (self-development), eighth (motivating to learn), eleventh (being a role model) and sixteenth (fostering student interest and skills) places as "very important" roles. Almost half of the prospectives view the teacher roles described in the ninth (designing and preparing sources and materials) and seventeenth (sharing with colleagues) places as "quite important". It can be said that prospective teachers generally view all of the teacher roles shown in the table as generally important. When the arithmetic means presented in the table are studied, it can be observed that" self-development" has the highest mean (M=4,71) and "participating in program development" has the lowest mean (M=3,67) among the teacher roles. This result shows that prospective teachers prioritize self-improvement before the other teacher roles. The second problem of the study was finding out the teacher roles prospective teachers consider as the most important in teaching and learning process. The answers to this question are provided in Table 4. Table 4 depicts that "guiding" is in the first place when ranked based on importance by prospective teachers.

Table 4.

The Teacher Roles That Prospective Teachers Consider As the Most Important in the Teaching and Learning Process.

Teacher roles	f	%
1. Guiding	111	60,0
2. Motivating to learn	83	40,4
3. Transmitting knowledge	81	40,3
4. Self-development	74	40,0
5. Being a role model	70	30,7

The third research problem was prospective teachers' views towards the change in teacher roles from the past to the present within the teaching and learning process. The prospective teachers' answers are provided in Table 5.

Table 5.

Distribution of Prospective Teachers' Views towards the Change in Teacher Roles in the Teaching and Learning Process.

Teacher roles	Mean	SD	Teacher roles	Mean	SD
1.Transmitting knowledge	3,67	,98	11.Being a role model	3,25	1,08
2.Guiding	3,61	1,02	12.Facilitating learning	3,47	,99
3.Delivering the content in the program	3,37	1,01	13.Being inquisitive	3,43	1,11
4.Self-development	3,51	1,02	14.Participating in program development	2,89	1,16
5.Evaluating learning	3,23	1,02	15.Guiding students towards research	3,76	,92
6.Classroom management	2,85	1,03	16.Fostering student interests and skills	3,65	,94
7.Lesson planning	3,20	1,12	17.Sharing with colleagues	2,94	1,12
8.Motivating to learn	3,38	1,06	18.Evaluating programs	3,07	1,12
9.Designing and preparing materials	3,61	1,09	19.Utilizing different instructional methods	3,77	1,08
10.Following new developments	3,62	1,05	20.Using technology	4,03	1,02

An examination of the arithmetic means in the table reveals that "using technology" has the highest mean (M=4,03) and "classroom management" has the lowest mean (M=2,85) among the roles. This result shows that trainee teachers view that the most important change in their roles of the teacher occurred in the area of using technology.

The fourth problem was whether or not prospective teachers' views towards the importance of teacher roles within the teaching and learning process differ based on gender. The prospective teachers' answers to this question show that there is a significant difference in the perceptions regarding the importance of teacher roles between the genders of trainee teachers with regard to the teaching roles given in item 3 (Delivering the content in the program) [$t_{(178)}$= 2,85, p<.05) and item 16 (Fostering student interest and skills), [$t_{(182)}$=1,89 p<.05). For other teacher roles, the gender of the prospective teachers is not a significant determiner of views related to teacher roles.

The fifth problem of the research aimed to find out if prospective teachers' views about the importance of teacher roles within the instructional process change based on the branch of study they pursue. The trainee teachers' answers to this question show that there is a significant difference between the views of prospective teachers pursuing two branches of study related to the level of importance of teacher roles in the third (delivering the content in the program) [$t_{(178)}$=2,58, p<.05], eight (motivating to learn) [$t_{(181)}$=2,11, p<.05]; ninth (designing and preparing materials) [$t_{(181)}$= 3,30, p<.05]; eleventh (being a role model) [$t_{(180)}$= 2,23, p<.05]; fifteenth (guiding students towards research) [$t_{(182)}$= 1,91, p<.05]; sixteenth (Fostering student interests and skills) [$t_{(182)}$= 2,06, p<.05] and seventeeth (Sharing with colleagues) [$t_{(182)}$= 1,91, p<.05]. The final research was about finding out prospective teachers' views towards the factors that have an effect on the changes in teacher roles. Table 6 shows the three factors that prospective teachers dwelt on.

Table 6.

Factors That Have an Effect on the Changes in Teacher Roles According To Prospective Teachers.

Factors	n
Technology and developments and changes in technology	35
Curriculum change (constructivist approach)	21
Change in the student profile	10

As can be seen, most prospective teachers view that the changes in teacher roles are related to technology and developments and changes that occur regarding technology. This view is consistent with the literature reported by some researchers (e.g. Cornelius and Higgison, 2000) who made classifications of teacher roles. Some other factors stated by trainees can be listed

as the education that teachers receive, changes in teaching methods, conditions of information age, student needs, change in the definition and transmission of knowledge, emphasis on the importance of research, curriculum, and striving for finding the best.

Discussion and Conclusion

One of the main topics in educational discussions concerning teacher education today is the changing demands on teachers and the importance of giving all pre-service teachers' good preparation for a changed teacher role during their training (Von Wright, 1997). Teacher educators have to be aware of their students' views concerning the roles of teachers. These views are not static but are bound to change as the teaching contexts of trainee teachers' change. Moreover, trainee teachers, like teachers, might not perceive the realities of their own actions in classrooms (Ben-Peretz, 2001). Teacher education is rather important for trainees to become familiar with the teaching profession. However, Guskey (2002) brings a critical viewpoint about this situation and indicates that one of the important factors that many professional development programs fail to consider is the process of teacher change. Professional development activities frequently are designed to initiate change in teachers' attitudes, beliefs, and perceptions. As Korthagen et al., 2001, p.182; cited in Hattingh and de Kock (2008) stated that when student teachers are exposed to and challenged with living through new experiences, the process of changing their existing perceptions, they conciously start to develop alternative perceptions of teaching.

In a sense, the discussion of the teachers' role shift has significant implication to teacher education, as Wang (2000) stated. Again, as Becker (1991, p.8; cited in Wang, 2000) indicated, "the way that teachers teach is a product of their own schooling, training, and experiences as teacher. Trainees add new observations and experiences in the process of educational curriculum to their own past observations and experiences. In addition, they find the opportunity to investigate and familiarize with the teaching profession through theoretical and practical courses. Knowledge of the opinions of trainees about teacher roles, as with many other topics, may be beneficial in establishing their viewpoints regarding this subject. In addition, it may be beneficial to conduct many other studies on teacher roles. It should also be noted that this study is limited with 186 prospective teachers from teacher education programs. In future research, it might be useful to examine this issue for both primary teacher trainees and secondary teacher trainees since it migt enable us to compare their viewpoints and see whether their responses vary or not.

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