



A Study on How English Departments are Perceived by Final Year High School Students

İngilizce Bölümlerinin Lise Son Sınıf Öğrencileri Tarafından Nasıl Algılandıkları Üzerine Bir Çalışma

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ABSTRACT: Each year final year high school students confront with problem of deciding which university they will choose to study for the realization of their career goals. Selecting a right university is a complicated as well as a tiresome process which demands students and their parents to be aware of various factors. This paper attempts to examine the decision-making behavior adopted by graduating high school students hoping to enter an English department to continue their education. A survey was designed and administered to final-year high-school students with the purpose of determining their reasons to study at English department. The sample consisted of 164 graduating high school students and findings revealed that the job opportunities available to English majors affect students' decision to study at the department. They do not intend to teach English but rather seek employment at multi-national companies and embassies of foreign countries.

Keywords: graduating high school students, perception, English department, career choice, decision

ÖZ: Her yıl lise son sınıf öğrencileri kendi kariyer hedeflerini gerçekleştirmek için hangi üniversitede öğrenim göreceklarının seçimine dair karar verme sorunuyla karşı karşıya kalmaktadırlar. Doğru bir üniversitenin seçimini yapma hem karmaşık hem de öğrenci ve velilerin çeşitli faktörlerin farkına varmasını gerektiren yorucu bir süreçtir. Bu makale eğitimlerini devam ettirmek amacıyla İngilizce bölümüne girmeyi ümit eden lise son sınıf öğrencileri tarafından benimsenen karar-verme davranışını incelemeyi amaçlamaktadır. Lise son sınıf öğrencilerinin İngilizce bölümünde eğitim görmek isteme nedenlerinin belirlenmesi amacıyla bir anket tasarlanmış ve uygulanmıştır. Örneklem 164 mezun olacak lise son sınıf öğrencilerinden oluşmuştur ve bulgular İngilizce mezunları için mevcut olan iş imkanlarının öğrencilerin bölümde öğrenim görme yönündeki kararlarını etkilediğini ortaya koymuştur. Onlar İngilizceyi öğretmeyi düşünmemekte aksine çok uluslu şirketler ve yabancı ülkelerin elçiliklerinde istihdam edilmeyi amaçlamaktadırlar.

Anahtar sözcükler: mezun olacak lise son sınıf öğrencileri, algılama, İngilizce bölümü, kariyer seçimi, karar

1. INTRODUCTION

Universities have a mission to carry out the dissemination of knowledge through teaching, theoretical and experimental research, examination of national as well as regional issues and offering potential solutions. It is again one of the primary goals of the university to encourage and to support academic activities in order to enhance academic excellence. Students, hoping to graduate from high school at the end of the academic year, are faced with the problem of having to decide on which university to choose in order to realize their future career plans. Russell H. Johnson and David W. Chapman (1979) regard decision on whether or not to continue their higher education and the selection of a higher institution to attend as two crucial decisions graduating high school students have to take. The selection stage probably gains a prominent place for graduating students who intend to continue their education at university. This stage usually takes up a number of years and may even begin in very early period of childhood when potential students start developing certain perceptions of universities and the life in the campus (Maguire & Lay, 1981). Many factors probably affect the final decision. Research by Litten, Sullivan, and Brodigan (1983) indicates that graduating students may not be aware of needs as well as benefits of their future education. However, the university selection process provides students the opportunity to consider various alternatives. In her book *How to Choose a College Major*, Linda Andrews points out the negative effects and consequences of studying at a major without sufficient preparation as such: "Many are working and

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going to school at the same time. But an overwhelming factor is the number of students changing majors midstream. Millions of dollars are spent each year in the United States on majors that students change before graduation day” (Andrews, 2006, p.2). Selecting a major without much prior preparation generally causes worry, frustration, insomnia and discouragement in university students. They feel as if they will have to start all over again when they consider that the major they are currently studying is not the right one for themselves.

Choosing the right department to study is as equally important for graduating high school students as their choice of university. Upon their graduation from high school, students have to decide on what university to continue their higher education. This is a quite challenging decision and a big step for them. Similarly, they encounter the next big decision when they have to decide which scientific field they are going to major in. Julio Machado emphasizes the significance of this selection process for high school student and the sense of relief that these students feel when they have a clear picture of what major they are going to study. He further states this process in following words:

Choosing a field of study, or a major, is in many ways a process of self-discovery. It's search for what you're truly interested in, for what you feel you can happily study for the four years you spend in college. As you begin to consider you are academic career, ask yourself, "What do I really love to do?" If the answer is simple and immediate, and there exists an appropriate academic field, then your path is clear"(Machado, 2002, p.2).

Majority of prospective students naturally tend towards majors that will help them acquire skills for getting them ready to a wide range of professional jobs, and English is an excellent example of such a distinct major. Prospective students, who enjoyed English as a subject in their primary, secondary and even in high school years and feel very competent about it, cannot help but to seek answers to the question at the back of their minds: “I like English very much, but what can I do with it after graduation, except teach?” Or when English majors asked a similar question intended to confirm the obvious career path: “Oh, an English major – planning on teaching, are you?” These types of questions haunt most graduating students as well as English majors today. Timothy Lemire highlights the prevalent misconception as such: “When friends or family ask this of English majors, they ask it not so much with genuine curiosity as with an automatic expectation that the answer will be yes – teaching being the assumed normal, natural next step for anyone who graduates from college with a BA in English” (Lemire, 2009, p.12). High school students, seeking admission in English department, usually complain about the narrow and slender career choices available to them and William H. Evans states this predicament of students when he says “apparently English is stereotyped as a teaching major. The public seems to expect most students who major in English to teach”(Evans, 1978, p.199). Some may even think that they are caught in a situation without any possible solution. In her article entitled “Was There Life Before the English Major,” Jane D. Eberwein portrays a rather pessimistic picture of having an English major and expresses her opinion as such:

Today's image of graduating English majors sadly resembles Milton's Adam and Eve at the end of Book XII. Having forfeited paradise with one perverse choice, they stand forlorn outside the gates of academe and in this dismal plight take little comfort in knowing that the world lies all before them, where to choose. The world itself, we gather, is precisely what our majors have not chosen-unlike vocational students, who train deliberately for the fall from grace. Nor has the taste of forbidden fruit done anything to enhance our graduates' self-confidence in their ability to choose. Small wonder, then, that the question "Is there life beyond the English major?" arises predictably in our departments (Eberwein, 1981, p.604).

Graduating high school students will gather a bleak and gloomy picture of English departments and will have no desire to enroll at these departments for their further education. Similarly, Carlyn R. Horton also focuses on this limited and disheartening aspect of being English majors and expresses their poor prospects of finding employment in following words

These students, instead of writing papers, scanning articles, and sleeping through class as their wont is, are forced to spend all their time writing letters of application to superintendents, who have no vacancies or, who seek All-Around Jonathan, to teach one class of typing, coach the basketball team to the state tournament, and instruct five classes of English 7, 9, 10, 11, and 12 on the side. Since even such unappealing openings as these are few, English majors have no other recourse than to remain in school, thus further glutting the market with PhDs (Horton, 1985, p. 85).

However, it has to be kept in mind that there is a whole new face of English department. English majors develop a range of skills that support a variety of occupations. Below are some examples of those skills, as well as sample occupations where those skills may be used. English is a major which is very much in demand because it offers adjustability and applicability. It is in demand because it is a university degree that spans in a period of four-years and provides perfect pre-professional development for academic fields such as graduate studies, medicine, law or business schools. English department offers courses such as comparative literature, advanced reading, public speaking and effective communication, creative writing, and linguistics, which prove to be virtually useful and relevant for any professional career because these courses help students to develop themselves as critical thinkers, and expert communicators. These skills are highly valued by potential employers and are gladly welcomed at any line of profession. English major should be able to equip himself or herself well with the necessary skills through courses offered at the department and to display his or her aptitude in the mastery of these skills. William Evans emphasizes the significance of skillful English majors for English department as well as in business world in such words:

To meet the requirements of the college department and the employer in the business world, the English major apparently had to have depth and breadth in literature, be highly proficient in speaking and writing English, and had to have a non-English minor or at least a cluster of courses which could be identified by the employer as relevant and practical (Evans, 1978, p.201).

Therefore, it is vitally important for students, who are majoring in English, to make the best of the courses they are offered at English department and to sharpen their communicative skills in order to get an upper hand in their search for jobs.

1.1. Statement of the Problem

The university selection is completely delicate and sensitive process for graduating high school students. They will have to consider several options and will naturally fall under influences of various factors when they finally pick a university to study from the short-list they bring together after diligent and careful reflections. These students also spend a considerable amount of time on what to major in. They will keep several factors in mind, such as job opportunities, qualified teaching staff and course contents, until they reach a final decision on the field they are going to have their majors in. English departments do not usually occupy top level choices in the lists graduating students compile during the process of deciding what field to study in. Some students try to find answers to a question that frequently occupies their minds: "What can I do with a major in English besides teach?" John C. Clayton accurately confirms these worries and concerns of the prospective students in following words when he states that "there are few teaching jobs; requirements for a certificate have grown stiffer in a number of states, and the job market outside of teaching is terribly competitive" (Clayton, 1981, p.123). Many graduates, with English major, either grow tired of sending or submitting their CVs in every possible job vacancies or are employed in unrewarding professions.

1.2. Purpose of the Study

The purpose of this study was to identify factors considered by high school students in Bosnia and Herzegovina to be significant in the process of choosing English language and literature department to pursue their further education. The study included only graduating high school students who currently study at three different private institutions in Bosnia and Herzegovina. Since

these students are in the process of deciding about which university or what field of study they will have to choose for their future careers, they were asked whether they would consider continuing their university education at English department and what factors would influence their choice of the department.

1.3. Research Questions

It is hoped that this study could be an eye-opener and aid educators at English departments to revise or re-design their curriculum in accordance with the needs and requirements of the students who potentially incline to have their majors in English. It is also expected that high school students should not necessarily follow the trend and maintain the false-hope that they will move one step closer to their future careers if they major in the fields of science and technology. They will have to make sure they have necessary qualifications to embark on the jobs of their choice. Therefore, these students should not rule out the option of majoring at English department. On the contrary, they should give a serious thought about it after a careful career planning and should support their English major with a minor at other fields of their choice in order to increase their chances of finding employment at sectors where they can put the skills they obtained while studying at English department into use. The study seeks to answer the following questions:

- 1) What motivates the graduating high school students to have a major in English?
- 2) What do students need to accomplish their career goals?
- 3) What will affect students' choice of studying at English department?

2. METHODOLOGY

2.1. Sampling

A total of 164 students participated in this study. These students are currently enrolled in three different private high schools located in Sarajevo, Bosnia and Herzegovina.

2.2. Instrument

The research instrument was put together by getting inspiration from several studies, such as Carlyn Horton's "Have License, Will Travel", Julie DeGalan and Stephen Lambert's book *Great Jobs English Majors*, Shelley O'Hara's *What Can You Do with a Major in English?* and Donald C. Steward's "What Is an English Major, and What Should It Be?" Survey questions were prepared by a group of experienced teachers of English language or members of academic staff at English department. Upon the completion, the survey was peer-reviewed and revised by a group of experts in the field. Next, it was piloted to a group of students with the aim of determining its reliability.

3. FINDINGS AND DISCUSSION

The findings in this study can be analyzed in three different variables for the sake of identifying the preference of graduating high school students to study at English department in order to continue their further education. These variables are job opportunities, course selection for target profession, and factors affecting students' choice of English department.

3.1. Job Opportunities

There is a widespread misconception that graduates of English department can only find employment in teaching profession. Dorothy Bestor, William Evans, Elizabeth Berry, Linwood Orange and other academicians have attempted to wipe out this stereotyped misconception of English as a teaching major. William H. Evans accurately presents this misconception in following words when he states that "apparently English is still stereotyped as a teaching major. The public seems to expect most students who major in English to teach" (Evans, 1978, p.199). It naturally brings these questions in mind: Does English appear to lead only to teaching? Does the public assume that English is not useful enough to prepare a university student for other careers? This

public's misconception of English as a teaching major has caused university students to feel completely frustrated and discouraged graduating high school students to choose English as a major since teaching jobs are in short supply nowadays. However, this is not true. There is a wide range of career opportunities open for students with English major.

The findings of this study revealed that graduating high school students do not necessarily enroll at English department with the intention of becoming language teachers. In fact, teaching profession appeared almost at the end of the list of professions students would like to seek employment at upon their graduation from the department. The analyses of students' choice of professions are shown in the tables given below.

Table 3.1.1. Interpreter, Tourist Guide and English Language Teacher

Interpreter			Tourist Guide			English Language Teacher		
Category	F	%	Category	F	%	Category	F	%
not important	8	4.9	not important	6	3.7	not important	19	11.6
less important	10	6.1	less important	23	14.0	less important	23	14.0
Neutral	34	20.7	neutral	44	26.8	neutral	43	26.2
important	77	47.0	important	67	40.9	important	45	27.4
very important	35	21.3	very important	24	14.6	very important	34	20.7
Total	164	100	Total	164	100	Total	164	100

As shown above in the table 3.1.1, out of 164 respondents, 68.5% of graduating students would choose to study at English department in order to be an interpreter upon his/her graduation, 55.5% of them would prefer to continue their academic education in order to become tourist guides and only 48.1 of these students would consider enrolling at English department in order to get preparation for their career as an English language teacher. These findings revealed the fact that the graduating high school students would mainly prefer to study at English department for the purpose of realizing future career plans rather than aiming to find employment at educational institutions. John J. Clayton emphasized the scarcity of available teaching jobs as well as the difficulty of being a certified teacher as such: "there are few teaching jobs; requirements for a certificate have grown stiffer" (Clayton, 1981, p.123). Since teaching profession is demanding, difficult and unfulfilling and the fact that there are not many teaching positions available, students incline to go after jobs which are fulfilling, financially satisfying and secure.

Table 3.1.2 Multi-national Companies in BiH and Multi-national Companies Abroad

Multi-national Companies in BiH			Multi-national Companies Abroad		
Category	F	%	Category	F	%
not important	6	3.7	not important	5	3.0
less important	5	3.0	less important	3	1.8
Neutral	21	12.8	Neutral	21	12.8
Important	66	40.2	Important	50	30.5
very important	66	40.2	very important	85	51.8
Total	164	100	Total	164	100

Table 3.1.2 contains data on graduating students' desire to work at multi-national companies in Bosnia and Herzegovina as well as abroad. According to this table, 82.3% of respondents expressed their desire to pursue their careers at multi-national companies located abroad. On the other hand, 80.4% of these students hoped to find employment at multi-national companies which have their offices or branches within Bosnia and Herzegovina. These two professions obtained the

highest percentages in students' choices and the opportunity to be a part of these institutions would play a vital role in their preference of English department in order to accomplish and realize these career choices.

Table 3.1.3 Journalist and Working at Embassies in BiH

Journalist			Working at Embassies in BiH		
Category	F	%	Category	F	%
not important	15	9.1	not important	5	3.0
less important	23	14.0	less important	7	4.3
Neutral	55	33.5	Neutral	24	14.6
Important	47	28.7	Important	46	28.0
very important	24	14.6	very important	82	50.0
Total	164	100	Total	164	100

In the light of the above-mentioned results, it can be safely stated that the graduating high school students do not only turn to English department to seek a professional career in teaching. These findings refuted the public's misconception expressed by William H. Evans that English majors can only find employment in teaching profession. They revealed that English majors can find employment in a wide array of professions ranging from interpreting to journalism, from teaching English to working at multi-national companies at home or abroad. These findings also confirmed the argument stated by Donald C. Stewart in his article entitled "What is English Major, and What Should it be?" in following words: "English majors ... go into a variety of careers: teaching, editing, publishing, writing, and related vocations" (Stewart, 1989, p.188).

3.2. Course Selection for Target Profession

Graduating students expected to seek for potential employment in various fields of professions. Therefore, it is crucially important for them to prepare themselves with required skills and competences in order to stand one step ahead of other employment-seekers when they look for jobs after graduation. To equip them with these skills and to render them competitive in the job market, they stated that they would require courses to land on their respective target professions.

English majors, who are able to think on their own, good-communicators, and can easily adapt themselves in complex situations, are more versatile and more qualified in new learning environments as well as better professionals in any field. Therefore, they incline to take courses that will help them to obtain those skills and put them one step ahead of many potential job-seekers.

Table 3.2.1 Grammar, Listening and Speaking Courses

Grammar			Listening			Speaking		
	F	%		F	%		F	%
not important	2	1.2	not important	5	3.0	not important	2	1.2
less important	13	7.9	less important	6	3.7	less important	4	2.4
neutral	25	15.2	neutral	35	21.3	neutral	12	7.3
important	78	47.6	important	65	39.6	important	32	19.5
very important	46	28.0	very important	53	32.3	very important	114	69.5
Total	164	100.0	Total	164	100.0	Total	164	100.0

As can be seen in the table 3.2.1 above, graduating students considered courses on grammar, listening and speaking to be important for realizing their career goals. According to the data, out of 164 graduating students, 89% of participants regarded speaking courses to be the most important classes they would require to equip themselves for their career choices. 75.6% of them thought grammar courses are of secondary importance on their path to accomplish their future plans and whereas 71.9% of respondents believed that they would need listening courses to realize their respective career plans.

Table 3.2.2 Short Story, Poetry and Drama Courses

Short Story			Poetry			Drama		
	F	%		F	%		F	%
not important	10	6.1	not important	20	12.2	not important	15	9.1
less important	28	17.1	less important	40	24.4	less important	44	26.8
neutral	65	39.6	neutral	66	40.2	neutral	64	39.0
important	45	27.4	important	31	18.9	important	33	20.1
very important	16	9.8	very important	7	4.3	very important	8	4.9
Total	164	100.0	Total	164	100.0	Total	164	100.0

Table 2.2 contains data on courses which graduating students opted to stay neutral on the importance of short story, poetry and drama courses for the accomplishment of their future career objectives. Short story courses received 37.2% responds, drama courses gathered 25% of responds and finally, poetry courses attracted 23.2% of student responds. These findings indicate that graduating students consider above courses to have very little contribution to the realization of their career choices.

Table 3.2.3 Linguistics, Language and Methodology Courses

Linguistics			Language			Methodology		
Category	F	%	Category	F	%	Category	F	%
not important	9	5.5	not important	9	5.5	not important	13	7.9
less important	24	14.6	less important	15	9.1	less important	16	9.8
neutral	41	25.0	neutral	30	18.3	neutral	44	26.8
important	74	45.1	important	76	46.3	important	62	37.8
very important	16	9.8	very important	34	20.7	very important	29	17.7
Total	164	100.0	Total	164	100.0	Total	164	100.0

In table 3.2.3, graduating students' selection of linguistics, language and methodology courses can be seen. Out of 164 students, 67% of participants believed that they would need language courses to prepare themselves for the future careers that they hoped to land after their graduation from English department. 55.5% of them emphasize the importance of methodology courses that they would require for the accomplishment of their career goals, and, finally, 54.9% of respondents considered linguistics courses to be critically important in order to realize their future plans. In this regard, these findings indicate that students tend to take courses which would prove to be beneficial and valuable in their respective career choices. It also confirmed the fact that English majors would have a variety of professions open to them if they would be able to equip themselves with skills that

potential employers seek in their employees. This confirmed the opinion expressed by Philip R. Wikelund in his article entitled “Attracting English Majors at Indiana University.” There, he stated the following: “For in addition to career opportunities for English fields in fields traditionally associated with the study of English, a recent trend shows that realistic and forward-looking employers are increasingly offering opportunities in business and elsewhere to young people who have had the advantages of a broad liberal education” (Wikelund, 1956, p.81).

3.3.Factors Affecting Students’ Choice of English Department

There is a substantial decrease in the number of graduating high school students applying for English major. The concerned parents as well as graduating high school students still maintained the misconception about English departments. Students expressed their love for English but preserved the narrow perspective that they would not have many career options available to them other than teaching. Thus, if they inclined to study at English department, they would have different career options in mind with the degree they would obtain in this department. The following tables confirm that students considered career opportunities to be their foremost priority for enrolling at English department.

Table 3.3.1 Department’s Title, Course Contents and Qualified Academic Staff

Department’s Title			Course Contents			Qualified Academic Staff		
Category	F	%	Category	F	%	Category	F	%
not important	9	5.5	not important	4	2.4	not important	1	.6
less important	13	7.9	less important	8	4.9	less important	7	4.3
neutral	62	37.8	neutral	51	31.1	neutral	31	18.9
important	60	36.6	important	76	46.3	important	57	34.8
very important	20	12.2	very important	25	15.2	very important	68	41.5
Total	164	100.0	Total	164	100.0	Total	164	100.0

Table 3.3.1 revealed data on what kinds of elements would play a vital and crucial role in influencing graduating students’ decision to study at English department. The above-given table provides data on three elements, i.e. department’s title, course contents and qualified academic staff. 76.3% of graduating students regarded qualified academic staff to be the most important factor that would influence their decision to study at English department. 61.5% of them placed course contents of the department to be the second most important factor, and finally, 48.8% of participants believed department’s title to be the next factor that would influence their decision to enroll at this department. The above-mentioned table indicates that final year high school students do not place much importance to the name of the department. They were more interested in qualified academic staff and the courses offered at there.

Table 3.3.2 Extra-curricular Activities and Job Opportunities

Extra-curricular Activities			Job Opportunities		
	F	%		F	%
not important	6	3.7	not important	1	.6
less important	11	6.7	less important	5	3.0
neutral	42	25.6	neutral	11	6.7
important	77	47.0	important	41	25.0
very important	28	17.1	very important	106	64.6
Total	164	100.0	Total	164	100.0

According to table 3.3.2, 89.6% graduating students considered job opportunities to be the most significant and critical factor to influence their decision to enroll at English department. However, 64.1% of participants expressed their view that extra-curricular activities of the department stand to be a very important deciding factor in their choice to study at the department. In the light of data provided in these two tables above, it would not be difficult to state that job opportunities prevailed to be the most significant factor that would influence graduating high school students' decision to continue their further education at English department. The career opportunities dominated to be the most important agenda in students' decision-taking process. The job opportunity factor even surpasses qualified academic staff, course content and extra-curricular activities of the department. In her book called *Aside from Teaching English, What in the World Can You Do?*, Dorothy K. Bestor encouraged English majors to expand their career horizons and urged them to review the skills they gained throughout their study at English department. She stated her support as such: "This is hardly the time . . . to give up, to decide that those of you who have studied, practiced, and perhaps taught the art and craft of writing are no longer needed. It is the time to take a fresh approach to job hunting. You must make your skills visible; you must show employers that you can help meet their needs" (Bestor, 1977, p.6).

4. CONCLUSION

Many English students start university with mistaken belief that the only career they can get is a teaching position and this study provided sufficient and substantial evidence that there is a wide range of careers available to English majors. It is because English majors are trained to maintain effective communication and to discuss as well as to examine complicated ideas. They also render themselves useful and helpful in professional careers that require oral and verbal skills; the proficiency to organize, to generate, and to express ideas; and the capacity to critically study and to provide different perspectives. Shelley O'Hara, in her book *What Can You Do with a Major in English?*, states that "English is not a vocational major that prepares you for one particular job (like an accountant, for example) Instead, a degree in English provides you with a broad range of skills useful for any number of careers" (O'Hara, 2005, p.67). With appropriate training and guidance, numerous English majors have been instructed to go after careers ranging from law to medicine, from business to journalism. Since they possess the ability to analyze complex information, to conduct research, and to critically study, employers and graduate schools generally look for all-around and versatile English majors because these students are capable of using their education as journalists, tourist guides, interpreters, and teachers in the immediate fields related to their majors as well as in other fields such as medicine, law, business, media, and public service. Commenting on the accomplishments of English majors in various professional careers and their ability to handle the challenges through skills they obtained during their study at English department, Julie DeGalan and Stephen Lambert express the following in their book called *Great Jobs for English Majors*:

The English majors whose faces appear in the yearbooks of the past became leaders in banking, finance, business, education and medicine. Not only did they feel prepared for these roles by their English degrees, but society also agreed with them and valued that degree as excellent career preparation for a host of possible employment situations (DeGalan & Lambert, 1994, p. x).

The advantage for English majors lies in perspectives they can bring to a new problem and to use their skills of interpretation and communication towards resolving it. Therefore, these young people will have to examine themselves, their interests, their needs, and their skills well. Once they become aware and conscious of these skills and start planning early, English majors can find a way to translate them into career choice and tentative decision involving coursework, internships and other forms of training. Nancy Harper and her colleagues state in the review of surveys that "employers identify such abilities as 'listen actively,' 'prepare action plans,' and 'supervise or direct paraprofessionals as job competencies'" (as cited in Clayton, 1981, p. 124). Linda Orange considers English as an excellent "pre-professional major" (Orange, 1979, p.1). The findings of this study confirm the view that there are a wide range of professional career opportunities available to English majors. They also negate the misconception of the public stated by William H. Evans that English majors to seek careers in teaching. Because graduating students primarily hope to find employment

either at multi-national companies or embassies of foreign countries. Teaching profession occupies 7th place in the list of professions brought together by graduating high school students.

Final-year high school students consider courses on grammar, listening, speaking and various languages to be important for preparing themselves to professional careers they hope to land on upon their graduation from English department. As can be seen, students only want to take courses that will become beneficial in their future career choices. This career choice also influences students' decision to enroll at English departments. Thomas P. Miller and Brian Jackson believe that the undergraduate programs of English departments should be revised in order to address the changes taking place in the world of education and they stated the following:

While writing majors provide an increasingly popular alternative to the traditional major, more integrated and expansive programs of study can be developed if we can build interdisciplinary and intradisciplinary coalitions with others who work with literacy around the boundaries set by modernist conceptions of literature, including ESL specialists and other applied linguists, journalists and creative writers, teacher educators, and colleagues in media, ethnic, and cultural studies.(Miller & Jackson, 2007, pp.682-683).

The future of English departments depend on how they can adapt to the modern trends in education and should be able to provide various alternatives to the potential candidates if they would like to attract more students by making them realize that graduates of English department cannot only employed at schools as teachers but they can choose to continue in different career choices for which the courses that they took at English department will prove to be beneficial and advantageous.

Students give utmost importance to job opportunities among the factors that will affect them to study at English departments. Qualified teaching staff and extra-curricular activities of the department occupy the second and third places among the factors students mention in their responses. Therefore, curriculum experts should take these views of the students into account when they design curriculums for English departments. Curricula of English departments should be updated and revised in accordance with the currents trends in the field of education as well as the suggestions put forward by potential students who wish to continue their high education at English departments.

Graduating high school students will encounter immense and serious difficulties in reaching a decision to have English majors. Therefore, it is of great importance to make these students realize the skills they will gain while studying at English departments and guide them into appropriate professional careers they stated in their responses. It will be a tremendous opportunity for them to start the process of career planning early and English department can provide a supporting system of advising. In this career-advising program, each major can be regarded as individual cases and he or she can work out a program with the help of career counselors, faculty advisors or teaching assistants. Many advisors can help students who have a clear vision of themselves and a general idea of the careers they would like to follow. Commenting on the fate of English departments and the responsibilities of the academic staff for publicizing activities of the department, Dean Baldwin states the following:

It is crucial for humanists in general and English faculty in particular to become effective advisors in every sense of the word. If we do not spread the message that a degree in English is excellent career preparation, if we do not learn what we need to know about graduate school preparation, if we do not form contacts with employers, sponsor career workshops and seminars, and advertise the successes of our graduates, no one will do these things for us. And my fear is that if we do not do these things, English as a major will continue to decline in enrollments until we in English become as marginalized as our colleagues in the classics (Baldwin, n.d., para 7).

Therefore, advising is increasingly important to graduating high school students seeking admission at English departments as well as to the future of the undergraduate English majors. J. Rocky Colavito, Lisa Abney, and Suzanne Disheroon Green, in their article entitled "Selling the Truth: What English Majors Need to Hear," discuss the advisor's responsibilities apart from their assistance to students in course selection process and draw attention to his/her role in guiding students towards a career path once they have decided to pursue their undergraduate education in

English (Colavito & Abney & Green, 1998). However, it would be a mistake for any English department to emphasize career planning at the expense of its primary objective: introducing wide range of courses, ensuring quality of teaching and organizing extra-curricular activities to nourish students' minds and widen their perspectives.

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Geniřletilmiř zet

niversitelerin bilginin ğretim, teorik ve deneysel arařtırma vasıtasıyla yayılmasının bařarılması, ulusal ve blgesel sorunların incelenmesi ve onlara potansiyel czmler sunulmasına ynelik bir misyonu bulunmaktadır. Her yıl lise son sınıf ğrencileri kendi kariyer hedeflerini gerekleřtirmek iin hangi niversitede okumaları gerektiğinin seimini yapma sorunuyla karřı karřıya kalmaktadırlar. Doğru bir niversiteyi seme, ğrencilerin ve onların velilerinin eřitli faktrlerin farkında olmalarını gerektiren hem karmařık ve hem de yorucu bir sretir. Aynı řekilde ok bir n hazırlık yapmadan bir blmn seilmesi, niversite ğrencilerinde genellikle endiře, hayal kırıklığı, uykusuzluk ve cesaretin kırılmasına sebep olmaktadır. ğrenciler okudukları alanın kendileri iin doğru olmadığını dřndükleri zaman her řeye yeniden bařlamak zorunda olacakmıř gibi hissetmektedirler.

Liseden mezun olacak ğrencilerin okumak iin doğru blm semesi onların niversite seimiyle eřit derecede nemlidir. Liseden mezun olduktan sonra, ğrenciler yksek ğrenimlerini hangi niversitede devam ettireceklerine karar vermek zorundadırlar. Bu onlar iin olduka zorlu bir karar ve byk bir adımdır. Aynı řekilde, hangi bilimsel alanda okuyacaklarına karar verirken de bařka bir byk kararla karřı karřıya kalmaktadırlar. Potansiyel ğrenciler kendilerini ok sayıda profesyonel kariyere hazırlamada becerileri edindirecek blmlere doğru doğal olarak ynelmektedirler ve İngilizce byle bir alana mkemmel bir rnektir. İngilizce blmne kabul edilmek isteyen lise ğrencileri genellikle kendilerine sunulan kariyer seimlerinin dar ve sınırlı olduğundan řikayet etmekte ve İngilizcenin sadece ğretmenlik blm olduėu ynnde basmakalıp bir grře sahip olmaktadır. Aynı zamanda halk İngilizce blmnde okuyan ğrencilerin oğunun ğretmenlik yapmasını beklemektedir.

Ancak, İngilizce blmnn yepyeni bir yz olduėunu akılda tutmak gerekmektedir. İngilizce blmnde okuyanlar eřitli meslekler tarafından desteklenen bir dizi beceri geliřtirmektedir. Ařağıda hem bu becerilerin bazı rnekleri ve hem de bu becerilerin kullanılabileceėi meslekler verilmiřtir. İngilizce, ayarlanabilirlik ve uygulanabilirlik olanağı sunduğundan dolayı ok talep olan bir blmdür. Drt yıla yayılan ve lisansst alıřmaları, tıp, hukuk veya iřletme okulları gibi akademik alanlar iin mkemmel bir n-mesleki geliřim sunan bir niversite derecesi olduğundan talep grmektedir. İngilizce blm her profesyonel kariyer iin aslında faydalı ve iliřkili olan karřılařtırmalı edebiyat, ileri okuma, halka hitap etme, etkili iletiřim, yaratıcı yazma ve dilbilim gibi dersler sunmaktadır, nk bu dersler ğrencilerin kendilerini eleřtirel dřnr ve uzman iletiřimci olarak geliřtirmelerine yardımcı olmaktadır. Bu alıřmanın amacı yksek ğrenimlerini devam ettirmek iin İngilizce blmn tercih etme srecinde Bosna Hersek'teki lise ğrencilerinin nemli olarak dřndė faktrleri tespit etmektir. Bu alıřma sadece Bosna Hersek'te  farklı zel ğretim kurumlarında hali hazırda okuyan mezun olacak lise ğrencilerini kapsamaktadır.

Lise son sınıf ğrencilerinin İngilizce blmnde okuma nedenlerini belirlemek amacıyla bir anket tasarlanmıř ve bu ğrencilere uygulanmıřtır. rneklem mezun olacak 164 lise ğrencisinden oluřmaktadır.

Bu alıřmanın bulguları İngilizce mezunları iin ok eřitli mesleki kariyer fırsatlarının bulunduėu grřn doğrulamaktadır. William H. Evans tarafından belirtilen İngilizce mezunlarının ğretmenlik mesleğinde kariyer aradıkları ynndeki halkın kavram hatasını da hkmsz kılmaktadır. nk mezun olacak ğrenciler ncelikle ya ok uluslu řirketlerde ya da yabancı lkelerin eliliklerinde iř bulmayı mit etmektedirler. ğretmenlik mesleėi mezun olacak lise ğrencileri tarafından bir araya getirilen meslekler listesinde 7. sırayı iřgal etmektedir.

Lise son sınıf ğrencileri gramer, dinleme, konuřma ve eřitli dillerdeki derslerin İngilizce blmnden mezun olduktan sonra yapmayı mit ettikleri mesleki kariyerlere kendilerinin hazırlaması iin nemli olduklarını dřnmektedirler. Grldė gibi, ğrenciler sadece kendilerinin gelecek kariyer tercihlerinde faydalı olacak dersleri almak istemektedirler. Bu kariyer tercihi ğrencilerin İngilizce blmlerine kayıt olma kararlarını da etkilemektedir.

ğrenciler kendilerinin İngilizce blmlerinde okumalarını etkileyecek faktrler arasında bulunan iř imkanlarına son derece nem vermektedirler. Nitelikli ğretim elemanları ve blmn mfredat dıřı faaliyetleri ğrencilerin cevaplarında bahsettiėi faktrler arasında ikinci ve nc sıraları almaktadırlar. Bundan dolayı, mfredat uzmanları İngilizce blmlerinin mfredatlarını tasarlariken bu ğrenci grřlerini dikkate almalıdırlar. İngilizce blmlerinin mfredatları hem eėitim alanındaki gncel eėilimler ve hem de eėitimlerini İngilizce blmlerinde devam ettirmeyi arzulayan potansiyel ğrenciler tarafından ne srlen neriler doėrultusunda gncelleřtirilmeli ve revize edilmelidir.

Mezun olacak lise ğrencileri İngilizce anadalında eėitim grme konusunda bir karara ulařmada byk ve ciddi zorluklarla karřı karřıya kalacaklardır. Bundan dolayı, bu ğrencilerin İngilizce blmlerinde okurken

kazanacakları becerilerin farkına varmalarını sağlamak ve onları cevaplarında belirttikleri uygun mesleki kariyerlere yöneltmek son derece önemlidir. Öğrencilerin kariyer planlama sürecine önceden başlamaları onlar için büyük bir fırsattır ve İngilizce bölümünün de aralarından bulunduğu bölümler bir danışmanlık destek sistemi kendi öğrencilerine sunabilirler. Bu kariyer danışmanlığı programında, her bir aday bireysel bir durum olarak kabul edilebilir ve kariyer danışmanları, fakülte danışmanları veya akademik personelin yardımıyla bir program geliştirebilirler. Birçok danışman kendileri hakkında net bir vizyona sahip olan ve takip etmek istedikleri kariyer hakkında en azından genel bir fikri olan öğrencilere yardımcı olabilirler.

Appendix

Graduating High School students' Perception of English Departments

A) If you decided to study in English Department, what job opportunities below would you prefer? Please rate them from not important (a) to very important (e).

1) Interpreter / Translator

a) Not important b) Less important c) Neutral d) Important e) Very important

2) Tourist Guide / Travel Agent

a) Not important b) Less important c) Neutral d) Important e) Very important

3) Language Teacher

a) Not important b) Less important c) Neutral d) Important e) Very important

4) Working in Multi-national Companies in Bosnia and Herzegovina

a) Not important b) Less important c) Neutral d) Important e) Very important

5) Working in Multi-national Companies abroad

a) Not important b) Less important c) Neutral d) Important e) Very important

6) Journalist / Writer

a) Not important b) Less important c) Neutral d) Important e) Very important

7) Working in Foreign Embassies

a) Not important b) Less important c) Neutral d) Important e) Very important

B. Which of the following courses do you think you would need for your preferred career choices? Please rate them from not important (a) to very important (e).

1. Grammar Courses

a) Not important b) Less important c) Neutral d) Important e) Very important

2. Listening Courses

a) Not important b) Less important c) Neutral d) Important e) Very important

3. Speaking Courses

a) Not important b) Less important c) Neutral d) Important e) Very important

4. Short Stories / Novels Courses

a) Not important b) Less important c) Neutral d) Important e) Very important

5. Poetry Courses

a) Not important b) Less important c) Neutral d) Important e) Very important

6. Drama / Theatre / Cinema Courses

a) Not important b) Less important c) Neutral d) Important e) Very important

7. Linguistic Courses

a) Not important b) Less important c) Neutral d) Important e) Very important

8. Language Teaching Courses

a) Not important b) Less important c) Neutral d) Important e) Very important

9. Teaching Methodology Courses

a) Not important b) Less important c) Neutral d) Important e) Very important

C. Which of the followings would affect your decision to study in English Language Department? Please rate them from not important (a) to very important (e).

1. Department's Name and Popularity

a) Not important b) Less important c) Neutral d) Important e) Very important

2. Course Content

a) Not important b) Less important c) Neutral d) Important e) Very important

3. Quality and Experienced Staff

a) Not important b) Less important c) Neutral d) Important e) Very important

4. Extra Curricular Activities

a) Not important b) Less important c) Neutral d) Important e) Very important

5. Job Opportunities

a) Not important b) Less important c) Neutral d) Important e) Very important

6. Others: _____

a) Not important b) Less important c) Neutral d) Important e) Very important

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