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INVESTIGATING PROFESSIOANL AGENCY LEVELS OF TURKISH EFL CONTEXT

Master Thesis

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ÖZET
TÜRK İNGİLİZCE ÖĞRETMENLERİ BAĞLAMINDA ÖĞRETMENLERİN MESLEKİ EYLEMLİLİK SEVİYELERİNİN ARAŞTIRILMASI

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Bu çalışma, Türkiye'deki İngilizce öğretmenlerinin mesleki eylemliliklerini araştırmayı amaçlamaktadır. Mesleki eylemlilik hem öğretmen yetiştiricileri hem de öğretmenleri yakından ilgilendirir. Mesleki eylemlilik seviyesi yüksek öğretmenler başarının artırılmasındaki önemli etkenlerden biridir. Fakat Türkiye literatüründe öğretmenlerin mesleki eylemliliklerinin araştırıldığı çalışma sayısı yeterli değildir. Buradan yola çıkarak bu çalışma Türkiye özelinde görev yapan 486 İngilizce öğretmeninin profesyonel açıdan eylemlilik seviyelerini araştırır. Öğretmenlerin cinsiyet, öğretmenlik deneyimi, öğretmenlik yaptıkları okul kademesi, okul türü, mezun oldukları bölüm ve yükseköğrenime devam etme oranları gibi değişkenler ile mesleki eylemlilikleri arasında bir bağlantı olup olmadığı araştırılmıştır. Bu çalışmada karma yöntem deseni kullanılmıştır. Nicel veriler bir anket aracılığıyla toplanmış ve elde edilen veriler yarı yapılandırılmış 7 soruluk bir röportaj ile desteklenmiştir. Röportaj verileri içerik analizi yöntemiyle incelenmiştir. Sonuçlar göstermiştir ki katılımcı İngilizce öğretmenleri, öğretmen toplulukları içerisinde sınıf ile karşılaştırıldığında daha düşük seviyede mesleki eylemlilik gösterir. Her iki alanda da hedeflenen seviyeye ulaşabilen öğretmenler mesleki eylemliliği yüksek olarak kabul edilir. Cinsiyet değişkeni mesleki eylemlilik açısından bilimsel bir farklılık sergileyememiştir. Çalışmaya katılımcı öğretmenlerin mezun oldukları bölümler ile mesleki eylemlilikleri arasında anlamlı bir fark bulunamamıştır. Profesyonel ve mesleki eğitimlerine devam eden öğretmenlerin etmeyenlerle karşılaştırıldığında daha yüksek oranda mesleki eylemlilik sergilediği görülmüştür. Ayrıca bulgular göstermiştir ki ilkokul kademesinde çalışan öğretmenler ortaokul ve lise öğretmenlerinden daha yüksek mesleki eylemlilik seviyesine sahiptirler. Bu çalışma sonuçları göstermiştir ki Türkiye'deki İngilizce öğretmenleri sınıf içi ve öğretmen topluluklarında farklı seviyelerde eylemlilik sergiledikleri için başarılı seviyede mesleki eylemliliklerini kullanamamaktadır.

Anahtar Kelimeler: Eylemlilik, Mesleki Eylemlilik, Yabancı Dil Olarak İngilizce Dersi Öğretmenleri

ABSTRACT

INVESTIGATING PROFESSIONAL AGENCY LEVELS OF TURKISH EFL CONTEXT
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This study aims at investigating Turkish EFL teachers' professional agency by collecting its data from 486 teachers, and seeks to discover whether there is a difference between variables such as gender, teaching experience, the stage they are teaching, the school type, their major, ongoing professional development. In this study, mixed method research design has been used. Quantitative data has been collected via a questionnaire and the researcher has conducted a semi-structured interview with 10 Turkish EFL teachers to gather the qualitative data. Content analysis method has been used to analyze interview answers. The results have shown that participating Turkish EFL teachers show low levels of professional agency in the teacher community when compared with the results of classroom. Even though they present a higher level of agency in the classroom, participating Turkish EFL teachers cannot be said to perform intended level of professional agency. Gender variable has found to have no impact on professional agency levels of the participant teachers. The majors of the participants do not affect their performed professional agency. Teachers who have continued with their professional development educations and trainings uses higher levels of agency when compared with their colleagues. Additionally, it has been seen that primary school teachers perform higher levels of professional agency when compared with middle school and high school teachers. Findings of this study has presented that novice Turkish EFL teachers do not act accordingly in order to be accepted as an agentic teacher since they employ significantly different levels of agency in the two main contexts of their professional life, teacher community and classroom.

Key Words: Agency, Professional Agency, EFL Teachers

ACKNOWLEDMENTS

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
TSI	: Turkish Statistical Institute
ELT	: English Language Teaching
ELL	: English Language and Literature
PRAC	: Transformative Practice
HELP	: Looking For Help
CE	: Collective Efficacy
AGRM	: Bilateral Agreement
INTER	: Positive Interdependency
AGENCY PC	: Professional Agency in the Professional Community
AGENCY CR	: Professional Agency in the Classroom
CLE	: Collaborative Learning Environment
REF	: Reflection in the Classroom

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1. INTRODUCTION

Teaching requires developing a new understanding or capacity as well as using already existing knowledge in a new context (Schoenfield, 1999, p.6; Eraut, 2000, p.144). Through time, teachers learn more about their profession and consequently, their improvement concerning teaching skills brings out more successful classrooms (Fullan, 2014). Professional community and classrooms are the two main contexts in which teachers learn; they try new methods, regulate their already existing beliefs about teaching, and continuously construct their professional selves (De Vries et al., 2013; Lohman and Woolf, 2011). Specifically, being positively influenced by their work community and practicing new ideas, reflecting and evaluating their actions help teachers to adjust their beliefs and practices about teaching (Ketelaar et al., 2012; Mansvelder-Longayroux et al., 2007; Meirink et al., 2009).

Teachers' professional agency refers to a teacher's intentional and responsible actions in a given situation, which form a new learning opportunity (Pyhltö et al., 2012; Pyhältö et al., 2014). A teacher's ability to actively, manage a learning situation and act responsibly form teachers' professional agency. Agentic teachers are expected to see and use others as a means of learning and reciprocatively be a source of learning for them (Edwards, 2005; Pyhältö et al., 2012). Correspondingly, teachers can also adjust their learning and motivate themselves using their will to improve (Giddens, 1984; Sachs, 2000, 2003; Turnbull, 2002, 2005). It has been stated that teachers' professional agency is "highly relational" (Greeno, 2006; Lipponen and Kumpulianen, 2011). In other words, agentic teachers voluntarily help others learn and improve themselves (Niemi and Kohonen, 1995) since they perceive themselves as responsible for their colleagues' and students' development and they know their importance in their professional environment (Husu and Toom, 2010; Kwakman, 2003; Rogoff et al, 1996). This shows that the professional agency of teachers is influential, and it may differ depending on personal factors, the situation, the audiences, socio-cultural contexts, and culture (Fullan, 2007; Stoll et al., 2006; Vähäsantanen et al., 2009), but years spent in the profession might have an impact on teachers' professional agency because with time teachers are expected to gain more expertise and become more agentic.

Agency provides and develops a teacher's Professional improvement, and chiefly assists teachers to become accomplished teachers (Pyhltö et al., 2012). Teacher agency includes encouragement to learn, self-efficacy beliefs, and volunteered behaviors to provide and develop learning in everyday life. Together with aforementioned notions, it has to be stated that these features are connected together. Performing only one of them does not necessarily mean that one holds a high and healthy level of agency (Pyhältö et al., 2015). Moreover, the agency requires intentional use of people as a source of development and learning such as colleagues and students, and also reciprocally being a development and learning source for them which was introduced as "collective responsibility of knowledge building" by Pyhältö, Soni and Pietarinen (2015).

Based on above stated reasons, it is believed that professional agency may increase the quality and effectiveness of teacher education and teaching practices. It is also said to have a positive impact on professional competence of teachers. Drawing upon these, this study aims at investigating the elements which form Turkish EFL teachers' professional agency and also tries to discover whether professional agency of Turkish EFL teachers differ according to specific variable such as professional development, experience, gender, and their majors. This study employs mixed method research design to examine obtained data.

1.1. Background of the Study

Teachers' professional development has been the scope of many studies in the field of education. It has been seen as a significant factor for teachers to have "continuous professional development" as well as to contribute to meaningful learning contexts (Lee, 2005). Teaching is such a profession that learning never leaves the stage because a teacher's audience is always unique and diverse. Correspondingly, teachers are responsible for their professional development along with that of their pupils throughout their career (Beijaard et al., 2007; Lieberman and Pointer Mace 2008; Opfer and Pedder 2011; Vermunt and Endedijk 2011). During their career, teachers have the necessity to modify their teaching accordingly to their students' immediate needs. Since their student community is very prone to change from one classroom to the other, and teachers' ability to act and decide effectively gains importance.

As well as teaching, learning how to teach can be a challenging process itself. In this sense, language teacher educators gain a recognition since they have a great impact on the improvement of language teachers (Freeman and Johnson, 1998; Richards and Pennington, 1998). They have the potential to regulate teacher candidates' beliefs about teaching and consequently regulate teachers' perception of professional agency.

Professional agency focuses on a teacher's ability to act and decide willingly in a given situation related to his profession. For a teacher, classrooms and teacher communities in their schools are the two basic contexts in which teachers can practice professional agency (Etelapelto et al., 2015). For that matter, Freeman and Johnson (1998) put forward that teacher educators should definitely help student-teachers to gain "an understanding of schools and schooling and the social and cultural contexts in which learning how to teach takes place". Similar to this idea, they continued by saying:

> Studying, understanding, and learning how to negotiate the dynamics of these powerful environments, in which some actions and ways of being are valued and encouraged whereas others are downplayed, ignored, and even silenced, is critical to constructing effective teacher education (p. 409).

Polatcan (2021) set forward in his article examining possible ways to advance teacher learning that teacher agency plays an important role as an interceding element in teacher learning. Niemi, Nevgi and Aksit conducted a study on effective learning practices of teachers and they stated that professional agency can be affected by effective learning of teachers (2016). Be that as it may, as Ekşi, Yakışık, Aşık, Fişne, Werbinska and Cavalheiro stated studies focusing on language teachers' professional agency are not abundant (2019). Existing studies may not be thoroughly adequate to help teacher educators gain an insight into professional agency. For that reason, this paper seeks to be beneficial for education research studies.

1.2. Statement of the Problem

Teachers' professional agency has been under the scope of educational research for the past two decades. It has been presented by the studies that professional agency is a significant factor that teachers benefit from in order to become experts. However, the number of studies investigating Turkish EFL teachers' professional agency is very scarce. By exploring such a notion, this study aims at filling a gap in

the literature and being beneficial for teacher educators, student-teachers and teachers in the field.

1.3. Aim of the Study

This study aims at investigating 486 Turkish EFL teachers' professional agency levels and finding out whether teachers' professional agency is affected by certain variables such as gender, teaching experience, the stage they are teaching, the school type, their major, ongoing professional development.

1.4. Research Questions

Below are the research questions that were formed:

1- What is the professional agency level of Turkish EFL teachers?
2- Does the level of professional agency of Turkish EFL teachers differ according to specific variables (gender, teaching experience, the stage they are teaching, the school type, their major, ongoing professional development)?

1.5. Overview of Methodology

The study uses sequential explanatory research design, which is a subtitle of mixed method research design. In sequential explanatory research, quantitative data collection is followed by qualitative data. This type of research design is useful to help examine the results in detail and interpret the quantitative data more in depth. Sequential explanatory research design requires the quantitative data collection as the first step of data gathering process. Later researcher examines the data and can interpret qualitative data better. Since there is an order of actions while doing such a research, it is sequential. Similarly, because of the fact that quantitative data is used to explain the qualitative data better, it is called explanatory (Creswell and J.W., 2014, p.44).

First, "The scales and items for exploring the relation between teachers' sense of professional agency in teacher community and classroom" (Pietarinen et al., 2016) survey was employed to collect the quantitative data. Survey answers were analyzed by Statistical Package for Social Sciences which is commonly known as SPSS. Later, 10 volunteered teacher participants were interviewed in order to obtain the qualitative data. The interview were a semi-structured interview consisting of seven open-ended questions. Content analysis was chosen to analyze the interview

answers. Content analysis method is used to code and clarify the textual data in order to make them valid inferences so that qualitative data can be translated into quantitative data. However, one condition to make content analysis is that the qualitative data can be turned to concepts, categories and codes (Cavanagh, 1997; Elo and Kyngäs, 2008; Hsieh and Shannon, 2005). Krippendorf (2004) explains it as "a research technique for making replicable and valid inferences from texts to the contexts of their use". Content analysis method makes it possible for the researcher to examine the data and decipher its meaning (Schreier, 2012). It is systematic and scientifically reliable (Downe-Wamboldt, 1992; Schreier, 2012).

1.6. Significance of the Study

It can be seen that professional agency studies focusing on Turkish teachers are scarce (Yangın Ekşi et al., 2019; Niemi et al., 2016; Polatcan, 2021). Agency is a significant factor affecting and assisting teachers through the process of being expert teachers. An agentic teacher can act individually and in groups to make the highest benefit of a given situation in order to help learning occur. By shedding light on such a concept, this study aims at being beneficial for teachers, teacher educators, and hopefully being useful in educational professional agency literature in Turkey.

1.7. Scope of the Study

This study aims to investigate participating Turkish EFL teachers' level of professional agency as well as exploring possible factors that may have impact on their agency levels. The primary data collection is done by a survey and semi-structured interviews. 486 teacher participants answered the survey questions. The participants are Turkish EFL teachers who have been working in different cities, on different stages, and they are from variety of professional backgrounds. The researcher hands out the survey using online tools such as Facebook, e-mail, and WhatsApp since social media tools make data collection process much more convenient and easier to connect with the target group. Three months of a time limit is given to primary quantitative data collection. Because of Covid-19, video calls and voice mails are chosen to conduct the semi-structured interviews with volunteered 10 Turkish EFL. The interview benefits from availability sampling method so that teachers who are easy to connect and reach can be selected.

This study aims to present nationwide results regarding EFL teachers' professional agency. In order to achieve that, the researcher follows the guideline of Nomenclature of Territorial Units of Turkey (NUTS) to obtain the primary data. According to Turkish Statistical Institute (TSI), Turkey can be divided into twelve regions and cities are grouped under these regions. In the data collection process, one city from each region is chosen so that the results can represent nationwide value. In this manner, the study has chosen its sample from twelve different cities. The table regarding these cities can be found in Appendix 1.

1.8. Limitations

The study can reflect better results for Turkish educational research literature on teacher agency if it is conducted on a larger sample. The topic itself makes the study significant in Turkey, however, Turkey's related research literature unfortunately does not provide us with enough studies previously made on EFL teachers' Professional agency to give comparable results.

1.9. Assumptions

This study assumes that Turkish EFL teachers' professional agency does not differ depending on gender and the stage they are teaching, however the results may present significant differences regarding teaching experience, their majors and ongoing professional developments. It is assumed that teachers who have longer teaching experiences and who has continued with their graduate studies might show a higher level of professional agency both in the teacher community and in the classroom.

1.10. Definition of Terms

1.10.1. Agency

In recent years, agency has been studied in different fields most popularly education, the social sciences, and psychology. Accordingly, it can be proposed that agency is a multidisciplinary concept (Etalepaltö et al., 2013).   Even though its popularity in the academic world in the last one or two decades, the term agency has still not possessed an explicit definition of its precise meaning. (Etalepaltö et al., 2013). Edwards (2015) states in her article that answering what agency is a difficult task to do since various articles set forth various definitions.

Agency has been explained as communication between individual caliber and tendencies and the affordances or resources for the agency practices of the particular socio-cultural context. Simply put, the relation between a person's capacity to act in a given situation and the situation which led him to act shapes the agency. Charles Taylor (1977) states that agency is associated with responsibility and self-evaluation. He says that "we think of the agent as not only responsible for what he does, for the degree to which he acts in line with his evaluations, but also as responsible in some sense for these evaluations" (Taylor, 1977, p.118).

It has been stated by Edwards that to be agentic as Taylor describes, one must make a separation between weak and strong evaluations. That is to say, to be called agentic-independent, assertive- one should have the ability to make a strong analysis of the value of one's intentions while taking actions. This is given by Taylor as a criterion for strong evaluation. On the other hand, once the agency gets trivialized into what Taylor describes as weak evaluations, such as paying "lip service to responsibility demands", it can be commented that teaching is being an organizational professionalism (Edwards, 2015).

1.10.2. Professional Agency

The phenomena, agency can be observed in a work community. In that situation, it is referred as professional agency" (Etelapelto et al., 2013). In the case of teachers, the professional agency can be observed when teachers have the competence to "intentionally" succeed at new learning in classroom interaction or in teacher communities.

First of all, work related agency includes the interpretation which sees professionals or employees as active agents, and that they have their moments to make an impact, to follow their principles, and to make choices concerning their career and their professional selves.

Recent literature shows that teachers' professional agency again have become a popular topic among policy makers, educational organizations and researchers (Hökkä and Etelapelto, 2014, Vähäsantanen, 2015; as cited in Leiden University, 2018). Examining professional agency can help us to have a deeper comprehension of "how teachers experience and practice their pedagogic innovation, lifelong learning

and development, freedom, well-being and happiness at the workplace" (Eteläpelto et al., 2014; as cited in Peng, 2018, p. 4).

1.10.3. English as a Foreign Language

According to Stern (1983), foreign language is the language that is not spoken in one's country. A foreign language is being used outside the national or territorial boundaries. One might learn a foreign language for the purposes of communication, tourism, reading etc. Shu Dingfang (1994) states that if one is an EFL learner, it also means that he lives in a non-English speaking country. Hence, foreign language learning demands formal instructions and measures compensating for the lack of environmental support.

2. LITERATURE REVIEW

This chapter tries to present a review of related literature concerning mainly the notion of agency. Under the umbrella term of agency, professional agency and teacher agency take place.

2.1. Agency

Research which deal with teacher learning or professional learning might have been frequently use the term, agency. Different fields most popularly education, the social sciences, and psychology studies agency; consequently scholars propose that agency is a multidisciplinary concept (Etalepaltö et al., 2013). Even though its popularity in the academic world in the last one or two decades, the term agency has still not possessed an explicit definition of its precise meaning. (Etalepaltö et al., 2013). Defining agency has two main features. The first one is to emphasizing relations between individuals and contexts "ranging from analytical inseparability to separateness" (Etelapelto et al. 2013). The second one is the impact of the socio-economical structure of a given environment on the individual's actions and the level of agency practiced in the environments (Hitlin and Elder, 2007; Biesta et al., 2015).

Edwards (2005) says that defining agency is a challenging task since the notion of agency seems to have several definitions. Yet she also tells that scholars use language deceptively only to talk about almost the same things with devious sentences. For instance, Eteläpeltö, Vähäsantenen and Hökkä go parallel with Taylor's definition, and say that individuals who practice agency have a power to affect their environments. For them, agency can be worked on and can be improved. Soini, Pietarinen, Toom and Pyhältö sees agency as a talent that can be constructed and self-regulation is perceived as its evidence. On the other hand, Biesta, Priestly and Robinson's agency is "an emergent phenomenon". Shortly, agency is something to be achieved, not something to suddenly appear out of blue. Additional to these, Buchanan, Stillmann and Anderson highlights the importance of identity closely connected with agency.

As Parker stated, the agency can also be identified in three different positions. The first one is the internal view. According to this view, people have the potential to act autonomously independent from any blockages of social structure. Humans are seen as "self-motivated, self-directing, rational subjects, capable of exercising

individual agency" (Usher and Edwards, 1994). Yet, these ideas are argued by researchers that this kind of an agency is exceedingly individualistic because it underemphasizes the significance and influence of societal structures and human culture and discourse (Priestly et al., 2012b). Archer posits that this view unnoticed the ties between the individual and society. The second one is the centrist position. It has been put forward as a reaction to the internal view and determinism, which is the third position. Centrist position rejects the idea that the agency is a capacity which an individual holds and can be transformed. It positions individual capability as a variable and a driving force for social actions since it positions structure and agency differently. Problems with seeing the agency as a capacity to have and disregarding of the context are overcome. This view conceives people as reflexive and influenced by society and individuals are understood as being embedded in and imbued by their socio-cultural context. The last and the third one is determinism. It puts the influence of society over the individual and seeks to supplant the agency with structure (Priestly, 2012). Which it could be argued, is an over-socialized view of someone who is "shaped and molded by his social context". And little more than an epiphenomenon of society (Archer 2010).

Priestly (2015) starts approaching agency by focusing on its "long history in sociology". Agency explicitly appears before us in the structure/agency debate. The inquiry which forms the basis of this debate is "whether the agency is more or less important than the structure in human life". Here, agency refers to one's capacity to act in a given situation while the structure is conceived as the driving forces and blockages afforded by society. As put forward in the literature, some researchers focused on the importance of one's deliberate choices while some focused on the impact of society in human activity. However, many share the idea that it would not be appropriate and reasonable to think of human activity independent from either agency or structure since individuals benefit from both of them while taking actions in their life. The view of sociology stated above, conceives agency as "a personal capacity, something innate to the individual", and a former variable in human action.

From the ecological approach's viewpoint, the agency is not conceptualized as an innate capacity, which an individual possesses. Rather, it is seen as an emergent phenomenon, something that can be succeeded. Priestly (2015) explains it as "an always unique interplay of human capacity and the social and material conditions by

means of which people act". The ecological approach puts forward the claim that the agency has "three temporal dimensions" (Priestly, 2015). Emirbayer and Mische (1999) provide us their own explanation of temporal dimensions of agency by stating that agency is "the interplay of what they call a chordal triad of the iterational element, the projective element and the practical-evaluative element of agency". They further explain iterational element as "the selective reactivation by actors of past patterns of thought and action" (p.971). It can be commented here that agency benefits from one's past experiences, individuals who possess a wider repertoire of experience may achieve agency more readily than those who do not possess the same amount of past experience. In simpler words, it can be said that iterational element refers to our past experiences which have a significant impact on our both present and future actions, the projective element is defined as the mind-made by actors of possible future orbits of action. By setting goals and projecting the possible future in his/her mind, the individual orients his/her agency to the future (Priestly, 2015). People who can imagine multiple trajectories are more likely to achieve agency more readily than those who cannot. Lastly, the practical-evaluative element is defined as "the capacity of actors to make practical and normative judgments among possible trajectories of action – in response to presently evolving situation (Emirbayer and Mische, 1999, p.971). It concerns with the resources in the current situation. In his article, the writer further points out that we cannot quite take action to revise our experiences which have a great impact on our agentic actions. This also brings out the idea that as much as iterational and projective element; the practical-evaluative element holds a significance. The writer reminds us that each of these elements mentioned above might be "personal or collective". That is, iterational, projective and practical-evaluative elements of agency might share the same sociocultural context; however, they might differ "depending on a personal biographical trajectory".

Some researchers studying agency focuses on personal factors while some focuses on contextual factors to have a better understanding of agency. These two different approaches Show that they share "the symbiotic and reciprocal nature" of the agency.

Additionally, the agency can be observed in a work community. In that situation, it is called "professional agency". (Etelapelto et al., 2013). In the case of teachers, the professional agency can be observed when teachers have the competence

to "intentionally" succeed at new learning in classroom interaction. Throughout their career, teachers are continuously developing themselves, and improving, creating and regulating their professional identities. They can have their own unique characteristics (Elbaz, 1983, Louden 1991, McDonald, 1992). A teacher intentionally decides and acts in a specific way to succeed at teaching.in and outside of the classroom

Initially, professional agency involves the perception that individuals in the work community are seen as dynamic agents. Consequently, they hold the ability to adjust their environment for the better and they also can be influenced by their environment.
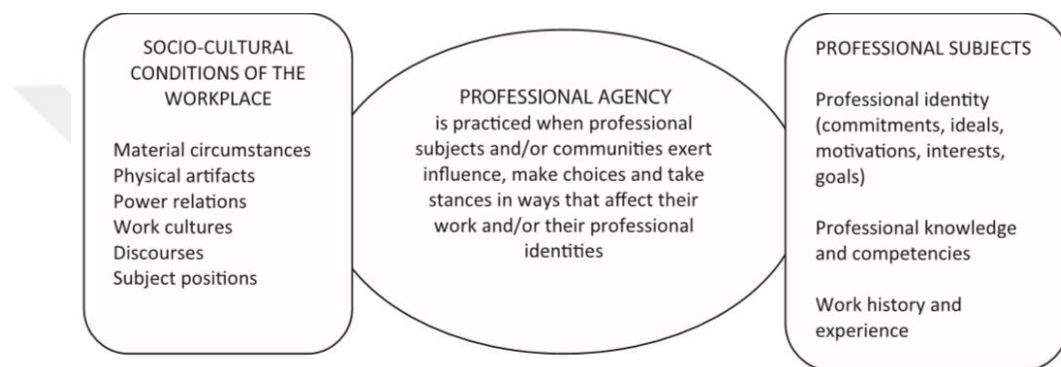
Figure 2. 1. Understanding professional agency within a subject-centered socio-cultural frame

The figure above presents the ways in which one can "conceptualize and analytically understand agency" according to the subject-centered sociocultural approach to Professional agency as follows: (i) in order to exercise professional agency, professional agents or communities are supposed to utilize influence, make decisions, and take a stand in ways that influence their work and/or their professional identities; (ii) exercising of professional agency is highly embrangled with agent's Professional identities, involving the agent's work-related and ethical adherence, standards, motivations, enthusiasm and targets; (iii) the agent's exclusive experiences, expertise and skills as an individual can provide him developments and personal sources for the exercise of professional agency at work; (iv) Professional agency is , all the time, practiced for specific goals and within specific sociocultural circumstances, and not surprisingly it is restrained and resourced by these circumstances; (v) in the process of studying professional agency, we see that personal and social entities are analytically separate, however, they are commonly "constitutive" to each other; (vi) in order to flourish one's work and work community,

professional agency is required; additionally, agency is necessary for work related learning (Eteläpelto et al., 2013, 2014).

While shortly Marshall (1994, p.7) defines agency as "the capacity for willed action", further he claims that agency is "the psychological and socio-psychological disposition of the agent". Emirbayer and Mische (1998) put forward that agency is the skillful act of the individual to shape his reactions in a given challenging situation. Additionally, agency is said to have a sociocultural aspect to its nature (Ahearn, 2001). Namely, one's capacity to make a decision is also shaped by his environment. Ritzer (2005) defined agency as one's attended, volunteered and self-governed actions. Calhoun (2002) stated that agency requires self-reliant social activity as well as acting autonomously in a challenging situation. The ability to take action in a self-directed and sovereign way with the burden of skeletal constraints is another way to define agency (Abercrombie et al., 1984). Taylor's definition, a relatively old one, makes a connection between both responsibility and self-evaluation. He describes agency as a guidance of the individual through the actions and to evaluate if they have been succeeded or not (1977). It can be concluded that all these definitions highlights the power of individual in terms of agency. Withal, there is a requirement for discrimination between sovereignty and independence from the social structure. In order to give a more appropriate explanation of the discrimination, "psychological, socio- psychological, and philosophical constructions of human agency" should be examined. On the other hands, Edwards (2015) collects eight pieces of paper in order to come up with a broader perspective of agency. She quotes Taylor (1977) and says that agency means to taking responsibility of one's actions and intentions, as well as continuously evaluating these actions and intentions. Further, she says that if agency is being spoken, culture has to be mentioned since culture has an impact on the variation of educational policies, curriculum making and the emphasis put on the evidences of agency. Green (1978a), as an example described agency as a notion which holds a kind of a moral worry in itself. As Taylor (1977) once said, to be agentic the individual must be active during the process. Sen is seem to state the same by saying that people should not be uninvolved attendance of "the fruits of cunning development programs" (Sen, 1999, p. 53). Moreover, Green puts forward that individuals who are active agents should be careful about the risk of "acquiescence and mindlessness" (Greene, 1978a, p. 248). Namely, the active agent should be aware of various

opportunities (Greene, 1978b, p. 26) and should have the ability to thin critically (Giddens, 1979, p. 56).

When examining the literature on human agency, it is seen that agentic teachers seem to hold specific features which help them to predict possibilities, being volunteered, to act and to do it in a conscious and deliberate way (Paris and Lung, 2008). Additionally, it has been put forward throughout the literature that agentic teachers are said to have the ability of self-reflected and self-regulated behaviors, and endurance. The features that are said to shape human agency in philosophical, psychological, social-psychological and educational literature are given below.

Table 2. 1. Elements of Agency Identified in Philosophical, Psychological, Social-psychological and Educational Literature on Agency

Intentionality	Bandura, 2001; Giddens, 1979
Mindfulness	Greene, 1978a
Perceived control	Zimmerman, 1995
Perceived empowerment	Danielewicz, 2001
Perceived self-efficacy	Bandura, 1997; Wheatley, 2001
Persistance	Ayers, 2002; Bandura, 1997
Initiative	Arendt, 1958; Bandura, 2001
Self-reflection	Oakschott, 1975
Self-regulation	Bandura, 2001
Sense of moral responsibility	Greene, 1978a
Flexible, generative thinking	Greene, 1978b; Giddens, 1979
Will to act	Danielewicz, 2001

Note. Adapted from "Agency and child-centered practices in novice teachers: Autonomy, efficacy, intentionality, and reflectivity" by C. Paris and P. Lung. (2008)

Paris and Lung (2008) give information about four constructs which are autonomy, self-efficacy vs. efficacy doubt, intentionality and reflectivity. These are

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put forwarded as agency-related constructs. Autonomy refers to the ability to act and decide rightfully concerning moral values. Morals and decisions are created by the individual using his own arguments. On the other hand, Castle (2004), highlights the contrast between Piaget's heteronomy concept and autonomy saying that autonomy somewhat imposed by others, not completely created by individual's inner drives. While Paris and Lung (2008) define autonomy, they benefit from Bandura and explain autonomy as the individual who knows that he has the power to influence the world around him (p.261). Self-efficacy belief are defined by Bandura (1997) as one's positioning himself, taking his successful past experiences into account, in what he believes to be fruitful when faced with challenges. Addition to Bandura's definition, Zimmerman (1995) suggest that one's positioning of himself may vary depending on activity, context and time. It is stated that strong self-efficacy beliefs of a teacher is beneficial for his eagerness to taking risk, on the other hand, negative self-efficacy beliefs might be a handicap for a teacher's improvement in the profession (Paris and Lung, 2008).

While explaining intentionality, Paris and Lung (2008) state that individuals act in a considerate and deliberate way, evaluating their purpose and then engage in obliged and logical planning. In other words, if a teacher is said to be intentional, his actions are planned thoroughly and his every action has a purpose (Epstein, 2007). Lastly, reflectivity is defined as a teacher's action taking into account his past successes when he faces a new challenge (Paris and Lung, 2008).

2.2. Agency and Social Cognitive Theory

The theory is constructed with an agentic perspective (Bandura, 2001a). It has been put forward by human agency that the mind of mankind is comprehensible of being creative, original and active (Bandura, 1997). Consequently, individuals can adjust their behaviors, evaluate and criticize their actions unlike being passive receivers of their environments (Bandura, 2001a, p.266). Throughout the process of being active agents of their own lives, individuals take control of their actions to reach their goals because this is a humanly feature (Bandura, 1989). That is why agency is defined as "the acts done intentionally" (Bandura, 1997, p.3).

Looking through constructivist viewpoint of social cognitive theory of agency, it can be seen that individuals are not passive while making sure that the

stability in their life is preserved by active rearrangement of their given settings (Bandura, 1986, 1997; Snyder, 1981).

Bandura (1997) composes his view of agency with tripartite division, namely personal factors, behaviors and environment (Figure 2.1). Bandura (1999) highlights that there is a reciprocal relation between these three factors, and consequently every one of them affect the activity in other two. So this tripartite division brings out the conclusion that individuals are not independent of their deeds.
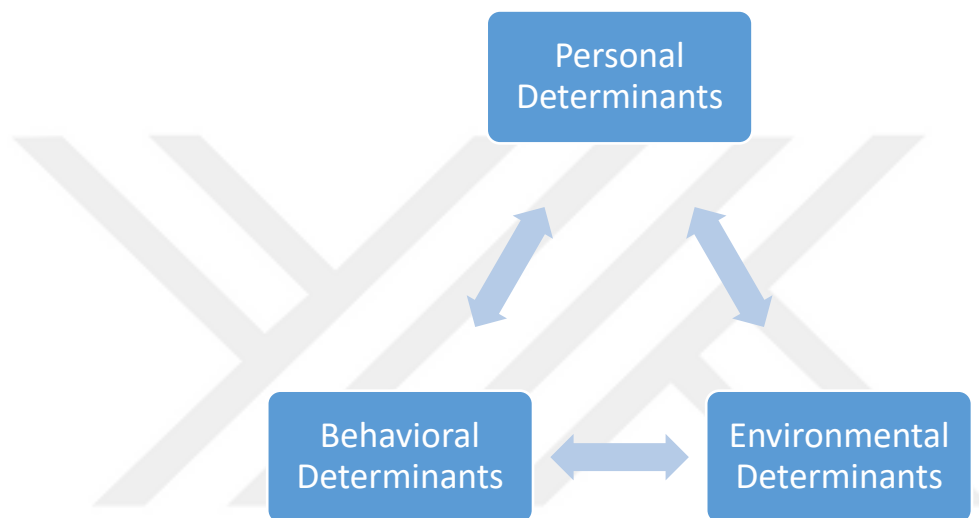
Figure 2. 2. Tripartite Division of Human Agency of Social Cognitive Theory (Bandura, 2001a).

Individuals affected by their surroundings which to some extent they create. In this sense, social cognitive theory of agency describes three different kinds of environment: the imposed environment, the selected environment and the created environment. The impose environment is the one where individuals are involved in whether they like it or not. In this kind of an environment, they do not hold the authority to absence themselves from it, yet they have the capacity to decipher and answer to it (Bandura, 1999). The selected environment is composed of actions, social context and choice of collaborator. The created environment grasps the social context and institutional arrangement structured around creative labor. All in all, the imposed, the selected and the created environment highlights the reciprocal relation between tripartite divisions of social cognitive theory's perception of the human agency.

Further, Bandura (1999) states that there is a distinctive space between what is possible and what is experienced in a given context. In its core sense, environment

hold the feature of giving an award or a punishment, yet there has to be an action first to see its outcome either as an award or punishment. In this sense, individuals are the ones who turns potentials into experience.

Moreover, individual factors such as cognitive, affective and biological, reciprocally affect the agent's actions and the environment, as well. Since subjective determinants of an individual ranging from self-efficacy to physical features, have an impact on how the individual is perceived and handled by the community, people try to regulate or improve these determinants to overcome environmental bias (Bandura, 1978.). Similarly, it is stated that agency practices may also rely on individual interests, character and favoritism (Archer, 2003; Billet, 2006). Just as agency might be affected by future actions or plans, it also can be affected by past experiences (Emirbayer and Mische, 1998).

It is seen in the literature that Bandura (2001b) describes four angles of agency: (1) intentionality, (2) forethought, (3) self-regulation, and (4) self-reflectiveness. First one can be explained as one's flexible actions. This angle has the feature of turning initial assumptions of a specific action into reality, and said to be the proactive stage of action. Intentionality holds a significance to characterize consequences of an action, but during the process agency does not quite promise to create the right outcome. The second one is forethought which as its name suggests, it can be defined as thinking about what may happen and be required in the future of a given situation, and individuals are driven by possibility of affairs in future. Yet this process is not controlled by idle possibilities in the universe, rather it takes place "in the form of anticipatory self-guidance, the behavior is motivated and directed by projected goals rather than being pulled by an unrealized future state" (p.7). The agent takes deliberate action not only to elect from a cluster of choices but also to inspire and adjust his actions, and that is defined as self-regulation. Self-reflectiveness, on the other hand, is composed of individuals own quality of working, capacities and the ambition of their pursuits of life. It is the bottom line of agency since self-reflectiveness represent the metacognitive scope of the individual's ability of thought and actions. Bandura (1989), highlights that to practice personal agency one needs to use his own capacity, contemplate his thoughts and have an impact on himself to add more to the improvement of his own behavior pattern.

Gould (1978) highlighted that the notion of agency does not merely mean to constructive knowledge of the individual himself, sharing in society which shows cultural characteristics. To elaborate it, agents regulate and create their actions and choices throughout the process getting affected by social contexts and communities as well as their own mental processes. Firstly, the agent evaluates his abilities and requirements and this process leads him to defining himself through his talents. After that agent has been said to altered into a new one because the given situation has impacts on the individual. At the end, the individual holds different kinds of stimulations and goals (Gould, 1978). Through the lens of this view to agency, individuals are the main body of social action, and that is the reason why agency is defined as socio-culturally integrated capability of doing (Ahern, 2001).

In other words, it can be understood that the notion of agency works within a compound social system. In these systems, individuals are both the crop and the farmer (Bandura, 2001a). Aforementioned systems embraces improvement of the self, change and transformation. Additionally, they help the construction of the social environment (Bandura, 1978).

2.3. Teacher Agency

Teachers' agency defined by Pyhälto as a teacher's intended and responsible acting capability in a given situation (Pyhältö et al., 2011; Pyhältö et al., 2012). It can be experienced both at the individual and community level. Anderson (2010) described agency as "teachers' capacity to make choices, take principled action and enact change" (p.541). Teachers' animus, will to learn and deliberate action to improve their own learning in the classroom construct teacher agency (Pyhältö et al., 2012; Soini et al., 2016). It is seen as fundamental for teachers to make student learning better, advancing curriculum and developing professionally (Toom et al., 2015; Ponnusamy, 2017). Additionally, agency covers crashing boundaries of a given context thinking outside the box and acting according to teachers own goals (Oolbekkink-Marchand et al., 2017). When teachers experience and realize agency, they also consider teaching as "a meaningful profession rather than just a job" and consequently they begin to show more commitment (Priestly et al., 2015, p.149).

It can be taken to mean that agentic teachers are also active learners whose choices are intentional and they like to evaluate themselves on every action they take

(Pyhältö et al., 2015). When teachers' agency work, they automatically feel more powerful and authoritative since their decisions represents their purposes (Vähäsantanen et al., 2008). Moreover, they begin to understand that they help their professional community in considerable amount (Pyhältö et al., 2015). Relationally by Edwards, agency is defined as "the capacity to align one's thought and actions with those of others in order to interpret problems of practice and to responds to those interpretations" (2009, p.5). Consequently, agentic teachers are said to "have the skills and will to strengthen their own capabilities for life-long learning and sustained professional growth" (Lipponen et al., 2011, p.812). Agency holds a great potential to affect teachers improvement (Ketelaar et al., 2012), their attitudes towards their profession, the feeling of achievement and professional benefits (Vähäsantanen, 2015).

Teachers' professional agency is affected by their relations in the professional community including pupils, administrations and stakeholders, as well (Greeno, 2006; Lipponen and Kumpulainen, 2011; Pyhältö et al., 2015). The nature of a given situation might create and stimulate different levels of agency, and a teacher's authority and resources also has an impact on the level of agency being practiced (Pyhältö et al., 2015). Kayi-Aydar explains this by saying that it is "possible to see the same individual exercising more agency in one context and less in another" (2015, p.95). Biesta (2015) adds one more factor here affecting the level of agency being practiced, and that is teacher's own beliefs. Likewise, Robinson highlights the importance of teachers' beliefs and advices not to underrate those (2012).

The ecological approach to agency says that teacher agency is prone to be affected by expectations, moments and limitations of a specific situation (Biesta and Tedder, 2007; Vähäsantanen et al., 2009). As another angle to agency, culture can be spoken of since it forms teachers' agency both in the schools and in the communities (Datnow et al., 2002). Priestly put forward that teachers' connections with professional community and students is important in terms of practicing professional agency (Priestly et al., 2013).

Even though teachers are given some free space to practice agency by attending and adjusting their professional community, they are still depended upon the school, the environment, administrations and curriculums (Pyhältö et al., 2015). Stated

by Priestly (2012), teachers' main beliefs and support of the school principals are important to practice teacher agency. This means that it is possible for teachers to both manipulate and acclimate to already existing environments (Hopwood, 2010), and change authoritative designs and attempt to create a new design in the professional community (Sannino, 2010). The professional environment of a teacher can be modified by conducting wide variety of strategies by the teacher himself (Pyhältö et al., 2015).

In the related literature, four individual features of agentic teachers are given: (1) lifelong learning, (2) mastery, (3) human resources management, (4) collaboration (van der Heijden et al., 2015). Lifelong learning comes to mean that agentic teachers prefer to search for chances to improve themselves repeatedly, and they also evaluate their own teaching method to make it better since agentic teachers are willingly developing themselves and practice agency. During their career, agentic lifelong learner teachers reflect on themselves to be more beneficial for students learning, as well. Additionally, those teachers are inquiry-oriented and make regulations to accustom their work in and out of the classroom.

Mastery means that the agentic teacher is seen as an expert in the field of teaching. Their characteristics are having the ability to teach, professionally knowing his subject matter and teaching methods well and being adequate for his work. Hattie once stated that what teachers believe about their pupils' talents and their eagerness to the subject matter affect students' success (2012). Agentic teachers who have mastery is defined as such a wistful and encouraging teachers that they makes their students wistful and encouraging as well (van der Heijden et al., 2015, p.684).

Similar to a HR manager, an agentic teacher takes the same role in the teacher community since he takes risks, make decisions and know how to galvanize his colleagues. It is possible for teachers who refuses to take risks to end up with a change in their teaching plans. It is important for an agentic teacher to willingly take risks, act creatively in challenging situations and take the responsibility of his decisions because these help to design a fruitful educational change.

Lastly, creating and maintaining a collaborative environment for agentic teachers is crucial because both students and teachers get affected by it positively. A

collaborative relation is open to regulations, and it is required to strengthen teaching, student learning and alterations in the schools.

Aforementioned features may bring the question of what sort of actions make a teacher agentic. Paris (2013) put forward that "teacher agency in curriculum matters involves initiating the criterion or critique of curriculum, awareness of alternatives to established curriculum practices, the autonomy to make informed choices, and investment of self, and on-going interaction with others" (p.16). In other words, Paris says that agentic teachers are not the "consumers of the curriculum" and "technical implementers of ideas and products of experts", on the contrary, they are the opposite (Paris, 1993). On top of it, agentic teachers willingly involve in curriculum making, its implementations and evaluations. The evaluation step is perceived as the most important one in all three because evaluation is the most reliable criterion of the real goals of a curriculum (2003). Then she said that "the degree of agency expected from the educator in designing assessment strategies and criteria can be seen as the key to understanding the epistemology of education management" (p.103). Da Ponte (2001) made a division between the character professional agency loads on the teacher and the value accredited to it. He stated that at the lower level, a teacher might both be "a consumer of ideas and materials to an active participant in negotiating and decision-making concerning the activities of the course" (p.29). Teachers' agency is "teacherhoods within a larger activity system "(Moate, 2013, p.59), yet the agency itself is being affected by and affecting a wider context (Lasky, 2005). Simply put, agency is benefiting from others as a resource and changeably being a resource for them (Edwards, 2005; Edwards and D'Arcy, 2004; Heikonen et al., 2016).

According to a Turkish study, teachers look for a reinforcement when they believe that they have performed successfully. When they receive such a praise, it is put forward that teachers feel more agentic (Yangın Ekşi et al., 2019).

Some research tried to explain what steps in the way of teachers' practicing agency. Paris put forwards that teachers are trying to be agentic in spite of conflicting ideas, cultural contexts and professional-related obstacles (1993). Further, she highlights that "the ideological walls that block true agency are those that define curriculum knowledge as a rationally created and sanctioned commodity, controlled and enforced by experts who deliver it to masses of teachers who are assumed to be

incapable or unwilling to engage in such work" (p.149). Lasky (2005) emphasized that changes in practicing the curriculum may result in teachers' "unwillingness to change" (p.913). Sloan (2006) said that accountability-explicit curriculum policies "like 'teacher-proof' curriculum materials before them, operate as purely negative mechanism of teacher control and that this control undermines teacher agency" (p.123). It also limits teachers from becoming flexible, and direct them to focus on the product rather than the process, and aiming at intellectual skills which results in restricted, unsuccessful, routinized teaching focusing on test preparations (Sloan, 2006). Moreover, Priestly et al. (2012) stated that curriculum development gets more attention than agency. Even tough teacher agency is well-known by scholars (Day et al., 2006), research on education does not underscores and gives an equal importance to teacher agency (Walker and Tedick, 2000).

When considering the case of teachers, Professional agency can be experienced in school and classroom contexts (Etelapelto et al., 2015). To observe teachers' Professional agency, one can look at their teaching practices (Priestley et al., 2012; Vähäsantanen et al., 2008; Vähäsantanen et al., 2009). In their teaching practices, teachers negotiate ideas affecting their "core pedagogical and instructional practices", influence each other, and make their own decisions based on their experiences in life. However, to be able to talk about the presence of teachers' Professional agency, teachers must feel their control over the decisions made within their work and those decisions should be made drawing upon their own past experiences and current targets (Ketelaar et al., 2012; Vähäsantanen et al., 2008). Vähäsantanen puts forward that teachers' professional agency is directed by their previous work actions, capacities, and interests. Additionally, the curriculum, the work-related tasks, the standards of their school, materials and social sources available are said to be the social conditions that construct teachers' Professional agency in teaching (Lasky, 2005; Priestley et al., 2012; Vähäsantanen et al., 2009).

The practice of professional agency involves the influence exercised on the work community and organization. As an example, one can experience this kind of Professional agency by sharing his or her ideas and influencing the content and conditions of the work in the society and institutional levels, and maintaining an attitude (Vähäsantanen et al., 2008). Furthermore, it is said that influencing and taking a part in developmental educational and organizational practices are the components

of community and organizational agency (Hökkä et al., 2012; Imants et al., 2013; März and Kelchtermans, 2013; Priestley et al., 2012). However, the opportunities to exercise agency and "the sense of that agency" may vary in different managements, but that aforementioned agency also might have a connection with the length of teachers' work experiences. It has been stated in the literature that novice teachers might not have agency in specific contexts or at a particular time in their improvement as teachers (Beauchamp and Thomas, 2011).

Teachers' professional agency can be defined as a capacity. It allows teachers to succeed in their development so that they can encourage students' gains in the classroom. (Pyhältö et al., 2012). Teachers' desire and inspiration to acquire more, self-efficacy beliefs about learning and voluntary exercises of learning in a classroom context are the components of teachers' professional agency. (Edwards, 2005; Giddens, 1986; Soini et al., in press; Turnbull, 2002, 2005). If teachers feel that they are in control of their work-related actions –pedagogical and practical choices, which are based on their principles, objectives, concerns, and motivation, they are said to experience professional agency (Vähäsantanen et al., 2008). During this developmental ongoing process, teachers perceive others including students, colleagues, the school principal as a resource, and think that they all offer their own kind of backing (Edwards, 2005; Edwards and D'Arcy, 2004). This process calls for a sustainable practical teacher-student communication and a mutual perception of interaction (Martin and Dowson, 2009). It has been put forward that teachers should employ repeated reflection procedures both for teacher-student relations and "transformation of classroom practices" (Soini et al., in press).

Teachers who do not hold long years of experience benefit from experimenting in the classroom by implying new and different teaching methods. The materials they use and their surroundings has a significant impact on their professional development, additionally early career in-service teachers collect suggestions from their colleagues and use refection strategy in their teaching (de Vries et al., 2013; Hoekstra et al., 2009; Lohman and Woolf, 2001). According to related literature experimenting and using reflection strategy are the two factors which positively affect change in teachers' belief and actions (Bakkenes et al., 2010; Meirink et al., 2009).

In the case of early career teachers, it has been set forward that they attempt to experiment less since they need to gain the necessary classroom management skills (Grosemans et al., 2015; Meristo and Eisenschmidt, 2014). Additionally, they prefer to use classic teacher-centered teaching practices even though they are educated to use innovative and new methods. The reason why is that they do not hold the required amount of experience in the profession. (Flores and Day, 2006; Nicholas and Williams, 2010; Rozelle and Wilson, 2012). It is highly possible for most of them to feel inadequate in a classroom context from time to time during their first year. Experiences of this kind are related to teachers' Professional agency since the agency is defined as a capacity to intentionally act on a given situation (Pietarinen et al., 2016).

Teachers' professional agency is "highly relational" (Pietarinen et al., 2016). That is, learning is integrated into qualified communication among teachers, students and their parents and representatives of the school. (Eraut, 2004). Consequently, teachers' professional agency gets affected by specific situations, additional to "the social and personal resources at hand. "(Pietarinen et al., 2016). Further, one can conclude that teachers' Professional agency is not steady, and might differ depending on social and individual elements. (Pietarinen et al., 2016). This means a teacher's professional agency and its development is adjusted according to the requirements of his work, opportunities, and borders of his work (Fullan, 2007; Stoll et al., 2006; Vähäsantanen et al., 2009) such as workplace conditions, work related relations and leadership (Bakkenes et al., 2006; Clement and Vandenberghe, 2000; Stoll et al., 2006).

It has been proposed by Niemi and Kohonen (1995) that if teachers see perceive themselves as operating learners, they tend to become more effective while devoting themselves to others' learning practices. As stated above, colleagues and students are effective resource for professional development (Pietarinen et al., 2016) When teachers are aware of the reciprocal pattern in this, since also their colleagues and students see them as a resource for development, teachers begin to conceive themselves as desirable and responsible member of the work and classroom community (Husu and Toom, 2010; Kwakman, 2003; Rogoff et al., 1996).

Nonetheless, additional to getting influenced by their Professional environment; also teachers can have an impact on their surroundings- a reciprocal

process (Hoekstra, 2007). Thus, teachers' professional agency both holds the willing and responsible controlling process of new learning activities and the ability to build the learning context accordingly. (Pietarinen et al., 2016). What is more, teachers use different strategies according to their learning goals. For instance, one may need to create a collaborative, help-seeking environment in order to gain "a good quality learning environment" in a Professional community. Differently, a classroom context supplies reflection for teachers' acts in the immediate environment. (Pietarinen et al., 2016). (Ketelaar et al., 2012; Leana and Pil, 2006; Leithwood and Seashore-Louis, 2012; Pyhältö et al., 2015; Soini et al., 2016).

The working community (Doornbos et al., 2004) which is necessary for teachers' professional agency development provides an essential learning climate. As it has been shown by Meirink et al., (2009) that teachers' time and again learn from their colleagues and when they entangled in "resolving problematic situations" (Pietarinen et al., 2016).

The feeling of support which is received from teachers' colleagues and a positive work environment has been said to be principally associated with teachers' fulfilled emotions and learning motivation (Alhija and Fresko, 2010; Skaalvik and Skaalvik, 2011). Furthermore, related literature provides us that when teachers have positive feelings, they tend to make use of new and innovative solutions to problematic situations (Järvenoja and Järvelä, 2013; LinnenbrinkGarcia et al., 2012; Lyubomirsky et al., 2005). Embracing strategies like help-seeking from the professional environment, caring for agreements and building an adjuvant working climate in which colleagues trust each other foster teachers' moments to interact with other parties of communication and consequently, they can improve themselves reciprocally (Bakkenes et al., 2006; Clement and Vandenberghe, 2000; Pyhältö et al., 2014, 2015; Pyhältö et al., 2012; Stoll et al., 2006). Teachers' instructional exercises are said to have an impact on their learning, consequently affecting their professional agency development. (de Vries et al., 2013; Gordon et al., 2007). That is, a teacher's perspective when stating a problem in the classroom contribute to what he/she learns (Soini et al., 2010; Zimmerman, 2002). The more a teacher can adapt her own strategies in a flexible way, the more the teacher possess a will to learn from classroom interaction, since reflecting on teaching experiences such as by guessing her accomplishments and meeting the outcomes is of high importance regarding work

related (Cranton and King, 2003; Van Eekelen et al., 2006; Edwards, 2007; Lipponen and Kumpulainen, 2011; Soini et al., 2016)

It is stated that the iteraction made with colleagues are significant for professional development (de Vries et al., 2013; Lohman and Woolf, 2001; Meirink et al., 2007; Vescio et al., 2008). In education field, teachers who are not willing to look for gaining experiences or giving support or collecting unique suggestions from their colleagues are described as teachers who holds a low potential to obtain a collaborative environment in the classroom, such as, adjusting their teaching to varied student groups or employing the feedback received from students (e.g., Edwards, 2007; Soini et al., 2016). It can be concluded that to be able to sustain a necessary amount of competency to aid and succeed in learning by shaping and changing the context, taking initiatives and valuing personal and social resources inside and outside the classroom must be experienced (Bakkenes et al., 2010; Bandura, 1997; Hoy, 2008; Lipponen and Kumpulainen, 2011; Pyhältö et al., 2015; Rozelle and Wilson, 2012; Salomon, 1996; Vermunt and Endedijk, 2011).

In structuration theory, the duality of structure can be seen (Giddens, 1984). This duality means that a teacher's action can both be the means and the final intended product (Coldron and Smith, 1999). This also infers that the practicum endures through the Professional practices of the key actors. Additionally, this duality tells that it wouldn't be possible to argue about the Notion of agency without the concept of the agent. Giddens (Giddens, 1984, p.10) defines agency simply as "doing". Also agency indicates a person's capability of doing things, and that is why agency holds power in itself, as well (p.9). Giddens discusses that "action logically involves power in the sense of transformative capacity" (p.15). He employs the term "transformative capacity" meaning "capability of the actor to intervene in a series of events so as to alter their course' (Giddens, 1993, p.110). Keeping oneself restrained from acting is an implication of transformative capacity in Gidden's work (1984). He highlights the connection between action and power, and emphasizes that power is highly linked to the capacity of a person's choices on how to act in a specific situation.

Giddens (1984) sees all human beings as "knowledgeable agents" (Coldron and Smith, 1999). He believes that "…to be a human being is to be purposive agent,

who has both reasons for his or her activities and is able, if asked, to elaborate discursively upon those reasons (including lying about them)" (p.3).

Nevertheless, it may not always be the case to transfer one's active agency in one context to active agency in the classroom (Day et al., 2006; Vähäsantanen et al., 2009). Teachers' professional agency in the work community is not only of great importance in terms of classroom interaction, it also affects school development to a great extent (Vescio et al., 2008). Even though, teachers' improvement is mainly based on learning of teachers, the effect of these learning is expected to be influential in the classroom, as well. Consequently, it can be suggested that work related agency of a teacher have the potential to regulate the success of a classroom. (Edwards, 2005, 2007; Greeno, 2006; Lipponen and Kumpulainen, 2011; Putnam and Borko, 2000; Pyhältö et al., 2015; Soini et al., 2016; Van Velzen et al., 2012).

Pietarinen, Pyhaltö and Soini (2016) hypothesized a model for teachers' sense of Professional agency in the work community (see Figure 3). In their model, they mainly proposed two hypothesis. One of the hypothesis sets forward that teacher learning with regards to contrasting and adjusting Professional relationships (transformative practice [PRAC] and looking for help [HELP]), counting on colleagues (collective efficacy [CE], bilateral agreement [AGRM]), constructing an organizational climate (positive interdependency [INTER]) is a component of teachers' sense of Professional agency in the professional community (AGENCY PC).(Bakkenes et al., 2006; Clement and Vandenberghe, 2000; Edwards, 2007; Eraut, 2004; Lipponen and Kumpulainen, 2011; Neumann et al., 2006; Pyhältö et al., 2014, 2015; Pyhältö et al., 2012; Stoll et al., 2006; Vähäsantanen et al., 2009).
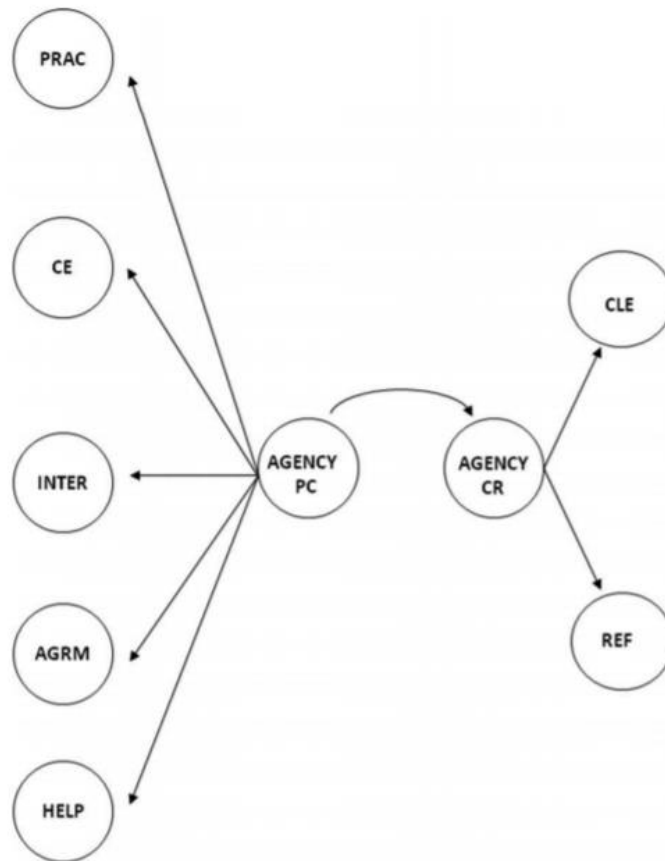
Figure 2. 3. Hypothesized Model for the teachers' sense of professional agency in the professional community and in the classroom

Their second hypothesis is that teachers' sense of professional agency in the classroom (AGENCY CR) is formed by teacher learning regarding exercising with ideas (collaborative learning environment [CLE]) and reflection of success from their classroom interaction (reflection in the classroom [REF]) (Edwards, 2007; Eraut, 2004; Ketelaar et al., 2012; Lipponen and Kumpulainen, 2011; Mansvelder-Longayroux et al., 2007; Meirink et al., 2009; Neumann et al., 2006; Vähäsantanen et al., 2009; Vermunt et al., 2008).

Furthermore, their study, which aims at attaining a better understanding of the perplexing nature of teacher learning by delving into the basics of teachers' sense of professional agency in the two main contexts of teachers' work: the professional work related community and the classroom, showed that teachers' sense of professional agency in the two central and leading surroundings of their occupation is not determined by a single behavioral attribute, but by several complementary objects of learning that facilitate teacher learning.

More clearly, Professional agentic learning is depend upon teachers' competences of taking the learning initiative – maintaining pedagogical dialogue with colleagues and students- and also the ability to regulate and build their surroundings and their own actions according to students' immediate needs and actively seeking help from their work friends (PRAC, HELP, and CL). Furthermore, agentic learning is promoted by admitting and valuing individual and social resources, such as getting commentary reflections regarding one's success in teaching context on a regular basis (CE, INTER, AGRM and REF) inside and outside the classroom. Namely, teachers' sense of professional agency calls for self-regulated learning, productive interaction, and ongoing dialogue in both contexts.

Investigating how people learn and improve in the work community has close relations with agency studies because similar to the construction of professional learning, agency requires "one's construction and reconstruction" of professional knowledge as well as interact and adjust others in the community. When "professional subjects and/or communities exert influence, make choices and take stances in ways that affect their work and/or their professional identities" (p.61), they are considered as agentic people (Billett, 2011; Etelæpelto et al., 2014; Vahasantanen, 2015). Etelæpelto et al., 2013).

Further, there are now three basic views that define the notion agency. Social deterministic view states that the society surrounding the individual shapes and affect hi agency, on the contrary, individualistic view sees agency as an efficacy that an individual has and in return he "acts upon the world" (Etelapelto et al., 2013; Priestley et al., 2012). Recent conceptions of agency emphasize "the interdependency between agency and structure" by saying that social situations forms agency. Moreover they can adjust social realities (Archer, 2003; Biesta and Tedder, 2007; Emirbayer and Mische, 1998). It is achieved through the interactions of the personal capacities to act and the contingencies of the social contexts (Biesta and Tedder, 2007).

Teachers' exercise of professional agency is subject to the influence of not only school structures but also school cultures. In addition, the power relations at schools, both official hierarchical or status-based sovereign powers and unofficial powers embedded in social discourses and practices, could both constrain and resource professional agency (Allen, 2002; Eteleapelto et al., 2014; Vahasantanen, 2015). The

exercise of agency is also intertwined with personal interests, identities and subjectivities (Archer, 2003; Billett, 2006) and is influenced by past experiences and habits, orientations towards the future and engagement with the present (Emirbayer and Mische, 1998). Personal interests, identities and subjectivities may influence individuals to exercise agency selectively with different degrees of engagement, which impact what gets learned or changed through their engagement (Billett, 2006). Vahasantanen (2015) concluded, from a synthetic analysis of several studies on the manifestation of professional agency, that professional agency is influenced by both individual resources and sociocultural resources.

Moreover, the influences of individual resources and social suggestions (i.e., social structures, socio-cultural norms and practices, power relations) on professional agency are relational. The strength of the exercise of social suggestions may vary in different situations and the intensity of individual engagement with social suggestions may vary as well depending on individual interest and intentionality (Billett, 2011). Consequently, professional agency may vary in its manifestations across individuals and situations and in different aspects of a person's professional work (Etelapelto et al., 2014; Vahasantanen, 2015). Researchers have found individual variations in the manifestations of professional agency (Billett, 2006; Lipponen and Kumpulainen, 2011). For instance, Vahasantanen, Saarinen, and Etelapelto (2009) conducted open-ended narrative interviews with 16 vocational teachers on their experience of collaborating with professionals in the workplace, and identified five different forms of agency: some took the initiative to advance the existing practices in the workplaces and others took more passive and uncritical stances. Researchers have also identified the multi-levelness and context specificity of the manifestation of professional agency (Etelapelto et al., 2014; Vahasantanen, 2015). For instance, Hokka, Etelapelto, and Rasku- Puttonen (2012) interviewed eight university teacher educators and found that they demonstrated strong individual agency in the construction of teacher- and developer-identity but weak individual agency in the construction of researcher-identity. Giving that professional agency is multi-leveled and context specific, researchers are calling for studies to examine the nature and manifestations of professional agency in different professional contexts so as to better support the exercise of professional agency for professional learning (Etelapelto et al., 2013).

3. METHODOLOGY

This chapter aims to explain the research design and methodology used in this particular study. The researcher makes use of the sequential explanatory research design which is a subtitle of mixed research design in order to profit from both qualitative and quantitative data sets. By benefitting from both data, the researcher can represent and interpret the quantitative data better and criticize the results in detail. The research population is explained demographically, and survey materials are presented.

3.1. Research Design

This study aims at investigating Turkish EFL teachers' professional agency. In order to present scientifically reliable results, the study uses mixed research design and relies on its principles. This current study also employs a cross-sectional research. To be named as a cross-sectional research, the study should collect its data at a certain time from certain participants with the help of a questionnaire, an interview or a test (Bethlehem, 1999). This kind of a research becomes easy to conduct and economical for both parties of the study, namely researcher and the participants. Online tools can assist to make this process even faster, budget friendly, less time consuming and can also help to reach out to much larger sample than doing it manual (Dörnyei, 2007). The researcher uses "Teachers' Professional Agency Questionnaire" created by Pietarinen, Pyhaltö, Soini (2016), and to support the data gathered from the questionnaire, interpretation of the quantitative data is made using Statistical Package for Social Sciences software. As the next step of primary data collection, the researcher interviews with ten Turkish EFL teachers, and the interview composes of seven open-ended questions. In this way the quantitative data can be supported with the qualitative data, and thus study results can be explained in depth. Employing both qualitative and quantitative data increases the reliability and validity of results and eliminates weaknesses (Bethleheim, 1999).

Qualitative methods can be used to find answers to "why" questions as well as expanding our understanding of a particular concept. On the other hand, quantitative methods uses consistent procedures to examine objective reality. As Dörnyei stated quantitative methods are "systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable replicable data that is generalized to other contexts" (2007). On the other hand, Schreier states that

qualitative content analysis method is used to analyze verbal or written data and decipher its meaning (2012). It can be said that it is systematic and a scientific way of explaining a certain phenomenon (Downe-Wamboldt, 1992; Schreier, 2012). One necessity while doing qualitative content analysis is that researcher should translate data into concepts or codes which can successfully represent studied phenomenon (Cavanagh, 1997; Elo and Kyngas, 2008; Hsieh and Shannon, 2005). The researcher starts by transcribing participants answers into a text so that the interview in question can be analyzed easily. The main aim of content analysis is to translate the text one has at hand into a "highly organized and concise summary of key results" (Erlingsson and Brysiewicz, 2017). By analyzing the raw data which consist of words, the researcher can create categories or themes to study the abstract aspects of the given answers during the interview.

Qualitative research contributes to an understanding of the human condition in different contexts and of a perceived situation. As a method, content analysis is unique in that it has both a quantitative (Krippendorff, 2004; Neuendorf, 2002) and a qualitative methodology (Berg, 2001; Burnard, 1991; Catanzaro, 1988; Downe-Wambolt, 1992), and it can be used in an inductive or a deductive way. In qualitative content analysis, data are presented in words and themes, which makes it possible to draw some interpretation of the results.

This study employs content analysis method in order to interpret qualitative data successfully. Content analysis method is useful to find out the frequencies and occurrence of certain words, themes or concepts in a given qualitative data piece. Content analysis is beneficial to determine and analyze the presence, specific meanings and relations between certain codes.

First step to start qualitative content analysis is to read the transcribed data multiple times to see the whole as well as to be able to read between the lines. In this step, the researcher can comprehend the message or opinions that the participant is sharing. The following step is to "divide the text into smaller parts, namely, meaning units" ((Erlingsson and Brysiewicz, 2017). Further, the researcher can raise the density of the meaning units, however, he makes sure that the core meanings of the units are preserved. Later, he should label those condensed meaning units with the help of code creation and turning those codes into categories. The nature and the aim of study are

the determining factor to choose either categories or themes as the highest level of abstraction while presenting the results.

Research questions narrow down what a researcher wants to analyze and what he intends to create (Elo and Kyngas, 2008; Schreier, 2012). Abstraction process of qualitative data analysis is when the answers are translated into concepts. Usually, one can readily describe the aspects of this process, yet sometimes those aspects might be relying on the researcher's perception or actions (Elo and Kyngas, 2008; Graneheim and Lundman, 2004). To show a scientifically trustworthy level of validity on the results, the researcher should explain to the reader how the results were created, so that the reader face no difficulty to understand the analysis and concluded results (Schreier, 2012).

The data analyzed by qualitative content analysis can be presented either in an inductive or a deductive way. Both of them include three steps to follow; preparation, organization and reporting of the results. In the preparation stage, the researcher collects applicable data to analyze, tries to understand the data, and lastly chooses suitable pieces of the collected data to analyze. Elo and Kyngas (2008) set forward that if one uses the inductive approach to qualitative content analysis, he needs to include open coding, creating categories and abstraction to the organization stage. On the other hand, deductive content analysis include categorization matrix development to analyze the data for content and create codes with matching categories (Polit and Beck, 2012). For categorization matrix to be labeled as valid, created categories should successfully speak for the concepts (Schreier, 2012). In the reporting phase, results are described by the content of the categories describing the phenomenon using a selected approach, either deductive or inductive.

3.2. Research Population and Sampling

The sample and population of the study include English as Foreign Language teachers working at public schools affiliated to the Ministry of National Education in Turkey. English teachers of all there stages of education can participate in the survey. The survey uses online tools to reach out its participants and collects data from teachers who work at secondary schools, religion secondary schools boarding religion secondary schools, Anatolian high schools, science high schools, religion Anatolian high schools, vocational-technical high schools and multi-program Anatolian high

schools. Since the study aims at producing nationwide participation, researcher aims at working with a large sample of participants coming from varying professional background.

The questionnaire was sent to teacher participants in twelve cities. Those cities are İstanbul, Çanakkale, İzmir, Bursa, Ankara, Antalya, Kayseri, Samsun, Trabzon, Erzurum, Van, and Gaziantep. The cities were chosen according to the data of Turkish Statistical Institute (TUIK). Turkish Statistical Institute, founded in 1926, is a research institution affiliated to the Ministry of Treasury and Finance of the Republic of Turkey. According to TUIK, Turkey can be divided into twelve regions, and in order to present results representing the country, a researcher should collect data from each of the 12 regions. The detailed information can be found in Table 3 in Appendix section. 486 teachers participated in the study.

Table 3. 1. The cities participants are teaching

City	N	Percent
İstanbul	57	11.7
Tekirdağ	21	4.3
İzmir	51	10.5
Bursa	34	7.0
Ankara	26	5.3
Antalya	49	10.1
Sivas	55	11.3
Samsun	30	6.2
Trabzon	34	7.0
Erzurum	15	3.1
Malatya	24	4.9
Adıyaman	90	18.5
Total	486	100.0

	N	Percent
Rural	407	83,7
City Center	79	16,3
Total	486	100

Demographic information regarding in which city teacher participants teach is given. It can be seen that there is not a normal distribution proportionate to the population of the cities. The most frequent city in the dataset is Adıyaman, the second one is İstanbul and the third one is Sivas. The frequency does not seem to be related to the population of the cities. Additionally, teachers who work in a rural areas build a significant amount of the survey sample. Related information is given below.

Table 3. 2.Comparison of rural and city centers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RURAL	407	83.7	83.7	83.7
	CITY CENTER	79	16.3	16.3	100.0
	Total	486	100.0	100.0	

In Table 4.3., the demographic information regarding where teacher participants of the study work is given. It is seen that 83 per cent of the participant teachers are working at a rural area of Turkey.

Table 3. 3. Gender Distribution of Teacher Participants

Gender	N	$\bar{x}$		
Male	115	225,68		
Female	371	249,02		
Total	486			
	Mann-Whitney U	Wilcoxon W	Z	Sig.
Gender	19283	25953	-1,558	.119

In the table above, the numeric information regarding the gender distribution of sample of the study is given. It can be stated that female participants compose 76 per cent of the whole population. According to statistics of the sample, it can be seen

that female Turkish EFL teachers of this study create the majority when compared with male participants by holding a density of 76,3 per cent, whereas the number goes down to 23,7 for male participants. Consequently, it can be concluded that female teachers compose a larger percentage in the survey data.

When the data examined regarding in which stage teacher participants teach, it is seen that secondary school teachers are in the majority group of the sample.

Table 3. 4. In which stage participants are teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PRIMARY	120	24.7	24.7	24.7
	SECONDARY	191	39.3	39.3	64.0
	HIGH SCHOOL	175	36.0	36.0	100.0
	Total	486	100.0	100.0	

The data regarding whether participant teachers attendance to further professional development courses show that after teacher participants are admitted to the Ministry of Education as English teachers, the large majority of them prefer not to proceed with their professional development. Specifically professional development in this study includes online courses, webinars that Turkish Ministry of Education provides, CELTA/DELTA courses, MA and PhD studies. What can be concluded from the data is that after being admitted as a teacher, only 37, 9 per cent of teachers had or are having professional development courses whereas this percentage climbs up to 62, 1 for teachers who haven't had any Professional development courses throughout their career.

Table 3. 5. . Professional development courses participants take

Do you take any professional development training to improve yourself as a teacher?	N	Percent
Yes	202	41,56
No	284	58,44
Total	486	100
If yes, please state the name of the training or trainings	N	Percent
No	284	58,4

45

Master	30	6,2
Webinar	2	.4
Online Courses	164	33,7
CELTA-DELTA	6	1,2
Total	486	100

Further, when asked specifically what kind of courses or development trainings they have attended, majority of teacher participants stated that they preferred online courses since Turkish Ministry of Education provides a selection of professional development trainings in its special portal called EBA (Education-Information Network). Addition to this, it has seen that a large portion of the teacher participants has not started a Master's study. Teachers who have a MA or PhD diploma form only 9 per cent of the total in this study's sample.

Table 3. 6. The Rates of Attending Professional Development Courses

	Trainings	N	x̄	Ss	F	Sig.
	Master	30	167,63	20,395		
	Webinar	2	166,00	15,556	1,966	
Professional Agency Levels	Online	164	173,27	20,113		.120
	CELTA-DELTA	6	188,17	10,028		
	Total	202	172,80	20,086		

p>.05

The study also is concerned with the percentages of the departments that teacher participants graduated from. To be assigned in a teaching position in Turkey, a teacher must complete a 4 year of BA in English Language Teaching department or a 4 year English major with a pedagogical certificate. The answers given to the question investigating teacher participants departments show that vast majority of the participants graduated from ELT departments.

Table 3. 7. Majors of Teacher Participants

		N	x̄	Ss	F	Sig.
	ELT	373	168,49	19,237		
	ELL	70	169,87	19,830		
Professional Agency Levels	Translation	8	169,13	26,739	.259	.904
	Linguistic	9	165,78	23,042		
	Other	26	171,58	21,349		
	Total	486	168,81	19,575		

p>.05

Following, when the numeric data examined, it can be stated that experienced teachers show the highest attendance to the survey. However, novice teachers present the least attendance rate. According to the related literature, two different definitions have been accepted and used for the term "novice" by different scholars. Some scholars accept 1 to 3 years of professional work experience as being novice whereas some think that teachers who have a work experience of 1 to 5 years should be considered as novice teachers. The researcher uses the second remark as her basis and accept teachers who have 1 to 5 years of professional experience as novice teachers.

Table 3. 8. The Year Spent in the Profession by Teacher Participants

	Years	N	x̄	Ss	F	Sig.
	1-3	163	165,77	18,793		
	3-5	81	164,60	19,619		
Professional Agency Levels					5,233	.001
	7-10	70	172,77	17,790		
	10+	172	172,07	20,252		
	Total	486	168,81	19,575		

P<.01

3.3. Data Collection Instruments

Two data collection tools were used in the study. The first one is "Teachers' Professional Agency Questionnaire" (2016). It was developed by Pietarinen, Pyhaltö, Soini (2016), and it was used in their article called "Teachers' Professional Agency- a Relational Approach" (2006). They suggested that there are two main contexts that teachers deal with every work day, and these are classroom and the teacher community. By holding a magnifying glass over teachers' perceptions of professional agency in those contexts, one might have a better chance to comprehend how teacher learning takes place and its complex nature.

The study used a Likert-scale questionnaire originally composing of two sections and 24 questions in total. First section focuses on work related agency in teacher society, and the second section focuses on teachers' professional agency in the classroom. It would be beneficial to give further detail on the first and second sections. The 15 questions in the section I explore five main areas of professional agency in the teacher community. They can be listed respectively as transformative practice (PRAC), collective efficacy (CE), positive interdependency (INTER), mutual agreement (AGRM), and active help-seeking (HELP). For the section II, 9 questions concentrate on classrooms and explore collaborative environment (CLE), and reflection in the classroom (REF). A reliability study was applied in order to investigate how well Teachers' Professional Agency Questionnaire represents the research and how reliable the results are.

Table 3. 9. Reliability Test Results of the Questionnaire Used in the Study

Scale	Cronbach's Alpha	Standardized Cronbach's Alpha	Items
Professional Agency	,937	,938	25

The Cronbach's Alpha reliability coefficient of the survey used in the study is found to be 0.937 for "Teachers' Professional Agency Questionnaire". This indicates that the reliability of the questionnaire is 94 %, namely it represents the research strongly and the results obtained via the questionnaire is significantly reliable.

The second tool used in the study was an interview. It was used to support the survey data and investigate teachers' professional agency in depth. A semi-structured interview protocol was used. It consisted of seven open ended questions. Online conferencing, voice messages and social media tools such as WhatsApp and Facebook were used to obtain the qualitative data from the teacher participants.

3.4.   Procedure and Data Analysis

The first procedure of data gathering was to get the required permission from the Ministry of Education in Turkey. When the necessary permission was taken, the researcher started distributing the questionnaire with the help of three main online tools, and they are Facebook, Twitter and WhatsApp. This process lasted as long as three months and 486 Turkish EFL teachers answered the questionnaire. Gathered quantitative data was analyzed by Statistical Package for Social Sciences 2.0 program. The data examined in terms of demographic variables as well such as gender, graduated department, time spent in the profession and taking professional development.

Similarly interviews were conducted with the help of video calls and voice messages. 10 Turkish EFL teachers interviewed by the researcher. Participants were chosen according to convenience sampling method. Readily available and willing to attend teachers interviewed by the researcher. The obtained qualitative data was analyzed by content analysis method. It is used to specify the use of certain words in qualitative data. The occurrence of words can be seen and their presence can be examined by content analysis method. In order to explore the textual data, the text should be broken down into codes and codes can be categorized as code categories. The researcher uses conceptual analysis to investigate teachers' professional agency in the codes. According to this type of content analysis, the researcher chooses a concept to examine in the text and quantify and count its presence.

4. DATA ANALYSIS AND FINDINGS

This chapter presents the data analysis and results of Teacher' Professional Agency Questionnaire and the interview. The study aims to investigate the professional agency level of Turkish EFL context and examining whether there is a relation between specific variables such as gender, experience, their majors and further professional studies.

4.1. Findings of the Professional Agency Questionnaire

Table 4. 1. Professional agency levels of the participants according to their stages

Teaching Stage	N	$\bar{x}$
Primary	120	251,06
Secondary	191	240,84
High School	175	241,22
Total	486	

The table above sheds light onto the first research question which aims at exploring the professional agency levels of participant Turkish EFL teachers. It can be inferred from the given data that there is not a significant difference between secondary and high school EFL teachers, however primary school EFL teachers perform the highest level of professional agency in both their teacher community and classrooms. When individually examined, in the teacher community, primary school EFL teachers present the highest form of professional agency whereas in the classroom, primary and high school teachers carry out nearly the same level of professional agency.

Table 4. 2. Kruskal Wallis analysis of the questionnaire data

Stage	Kruskal-Wallis H	df	Sig.
Primary	.462	2	.794

In order to understand whether teachers' professional agency differ according to in which stage they teach, a Kruskal-Wallis test was conducted. Kuruskal-Wallis test is a non-parametric testing method to find out if samples arise from the same distribution. While employing Kruskal-Wallis tests, at least two independent samples coming from either equal or different sample sizes are compared. This type of a test

implies that at least one of the samples dictate the other. However, it cannot be inferred from Kruskal-Wallis test where or how samples control one another. Results of the test indicates that primary school teachers show a slightly higher level of professional agency even though they compose the least participant numbers when compared with the other groups.

Table 4. 3. The Mann-Whitney U Test results regarding gender variable

Ranks

	Gender	N	Mean Rank	Sum of Ranks
SumTotal	MALE	115	225.68	25953.00
	FEMALE	371	249.02	92388.00
	Total	486		
SumTeachers	MALE	115	233.71	26876.50
	FEMALE	371	246.54	91464.50
	Total	486		

	SumTotal	SumTeachers
Mann-Whitney U	19283.000	20206.500
Wilcoxon W	25953.000	26876.500
Z	-1.558	-.856
Asymp. Sig. (2-tailed)	.119	.392

Mann-Whitney U test was employed on the survey data in order to explore whether there is a relation between professional agency and gender and where teacher participants teach. Mann-Whitney U test is used to compare differences between two independent groups when the dependent variable is either ordinal or continuous, but not normally distributed. The table shows that participant Turkish EFL teachers does not show statistically significant difference in terms of gender and their professional agency (U=19283 p=.119, p>0.05).

Table 4. 4. Professional agency levels of teachers regarding the year spent in profession

Descriptives

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Min | Maximum |
					Lower Bound	Upper Bound		
1-3	163	165,77	18,793	1,472	162,87	168,68	104	198
3-5	81	164,60	19,619	2,180	160,27	168,94	114	198
7-10	70	172,77	17,790	2,126	168,53	177,01	131	204
10+	172	172,07	20,252	1,544	169,02	175,12	96	209
Total	486	168,81	19,575	,888	167,07	170,56	96	209

Table 4. 5. The ANOVA test results regarding the year spent in profession

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5861,868	3	1953,956	5,233	,001
Within Groups	179981,465	482	373,406		
Total	185843,333	485			

In the tables above, the information regarding teachers' professional agency depending on the teaching experience they have is presented. When the data is analyzed, it is seen that teachers who are perceived as experienced show the highest score whereas novice teachers do not perform the same amount of professional agency. Experienced teachers are those who hold a teaching experience of more than 5 years. On the other hand, novice teachers are the ones who have less than 5 years of experience. Drawing upon these results, it can be stated that even though there is not a significant difference, experienced teachers employ a higher level of agency when compared with their novice counterparts. According to Pietarinen (2015), the professional agency in the classroom can be affected by multiple elements including motivation to learn about teaching, efficacy beliefs about learning, and activities for facilitating and managing learning in the classroom. What's more is that experienced teachers utilize reflection from the classroom in a more Professional way. Aforementioned elements reflects the professional agency as a holistic entity.

Table 4. 6. The professional development courses teacher participants take

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Master	30	167,63	20,395	3,724	160,02	175,25	124	194
Webinar	2	166,00	15,556	11,000	26,23	305,77	155	177
Online	164	173,27	20,113	1,571	170,17	176,37	105	209
CELTA-DELTA	6	188,17	10,028	4,094	177,64	198,69	172	201
Total	202	172,80	20,086	1,413	170,02	175,59	105	209

Table 4. 7. The ANOVA test results of teacher participants regarding professional development courses they take

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2346,084	3	782,028	1,966	,120
Within Groups	78745,995	198	397,707		
Total	81092,079	201			

In the tables given above, the SPSS analysis of Professional agency regarding attending professional development courses variable is presented. It can be stated that teachers who have attended CELTA/DELTA courses perform the highest level of agency when compared with the rest. Hence, it can be set forward that the hypothesis which assumes that teachers who have continued with heir graduate studies would show the highest performance in terms of agency is being disproven. When teachers look for the support of a higher authority regarding how correct is the implication, they tend to limit their own professional agency, and fail to employ a careful reflection. Moreover, teachers also have the potential to hinder themselves by sticking to one previously learned way of teaching. They show no "agentic attempt" to integrate the new into the already existing. Consequently, these behaviors lead to a lower level of Professional agency (Kauppinen, 2020). During such a training course like CELTA/DELTA, participants have the possibility to reflect on what has happened in

the classroom, however, a real teaching environment does not necessarily provide same type of feedback. Drawing upon this reason, it can be suggested that having constant feedback and evaluating one's actions may lead to becoming an agentic teacher.

Table 4. 8. The majors of teacher participants

Descriptives

V35

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
					Lower Bound	Upper Bound		
Elt	373	168,49	19,237	,996	166,53	170,45	96	206
Ell	70	169,87	19,830	2,370	165,14	174,60	104	206
Translation	8	169,13	26,739	9,454	146,77	191,48	119	209
Linguistics	9	165,78	23,042	7,681	148,07	183,49	128	193
Other	26	171,58	21,349	4,187	162,95	180,20	114	199
Total	486	168,81	19,575	,888	167,07	170,56	96	209

Table 4. 9. The ANOVA test results of teachers' professional agency regarding their majors

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	399,497	4	99,874	,259	,904
Within Groups	185443,837	481	385,538		
Total	185843,333	485			

In the tables given above, the information regarding the major teacher participants have is presented. It can be state that between different majors of English in the participants of this study, there is not a significant difference in terms of professional agency. Yet, it should be stated that there is not a homogeneous distribution between teacher participants and their majors, namely, English Language Teaching composes the highest number of participants regarding this variable.

All in all, when the data was analyzed by employing One Way ANOVA test in order to find whether there is a significant difference in terms of the time spent in the profession, attending professional development courses and the departments participant teachers were graduated from, it could be seen that teachers who are accepted as experienced present a higher score in professional agency. As it has been

explained by scholars, teachers who hold more than 5 years of teaching experience are perceived as experienced. Results also indicates that teachers who attend CELTA/DELTA courses perform higher levels of agency when compared with teachers who have master's or Ph.D. degrees. Additionally, it is presented in the data that participant teachers of this study mostly prefer online professional development courses as the number of teachers who attended online courses is the highest among all four categories of professional development, master's/Ph.D., webinars, online courses and CELTA/DELTA courses. It can be seen that teacher participants of this study do not show significant difference in terms of the departments they graduated from. According to results, they score nearly the same in professional agency scale.

As the second step of the study, a semi-structured interview consisting of 7 open-ended questions was conducted. 10 Turkish EFL teachers answered the interview questions. The qualitative data analyzed by content analysis method. In this method, the data is broken down into smaller sections that are called codes, and codes constitute the head title, themes. This method is helpful to show the fact that if qualitative and quantitative data sets are aligned with each other and how they support one another.

4.2. Findings of the Interview

In this section, the interview results is presented. Content analysis research method has been used to interpret the qualitative interview data and related codes and themes have been formed. The tables which present the codes and themes can be found below.

4.2.1. Decision Taking

When the question related to the effects of teacher communities and student groups on the decisions that are being made concerning teaching environments was asked to the participant teachers, they gave answers which focus on different aspects of their everyday teaching practices. Below, some of the answers are presented.

Table 4. 10. How does the teacher and student communities affect the decisions taken?

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Mutual benefits	*X*									
Students' immediate needs		*X*	*X*		*X*		*X*			

CODES										
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Agreed action			X							
Teacher experience					X				X	
Teacher sucess										X
Time spent with colleagues								X		

Participant 2: My colleagues don't really have an impact on my actions unless they are perceived as successful teachers. I spend that 40 minutes with the kids. Therefore, I know what my students need in my class hour.

Participant 7: I talk and discuss with my colleagues but at the end I tend to care more about what my students ask for, what they need. Because I have a connection with them, one on one.

The table shows that 40% of teachers put students' immediate needs to the first place. Their own level of experience and the confidence that professional knowledge brings come second with a percentage of 20. Also, it can be stated that the question regarding decision taking in the teaching environment created the most codes among other questions.

4.2.2. Implementing the Decisions

Table 4. 11. How effective are the teacher and student communities in implementing the decisions?

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Students' requests	X									
Mutual benefits		X		X	X					
Student effect on implementations			X			X	X	X	X	
Teaching experience									X	

As the following question, participant teachers were asked to give their opinion about whether teacher communities or student groups have the biggest part while implementing the decisions that previously made. It can be seen from the table that since students are the main audience they have a bigger effect on performing the

decisions with a percentage of 50. It can be deduced from the answers that participants provided.

Participant 1: Of course, I discuss with my teacher friends beforehand when I plan an activity but sometimes their ideas conflict with my students reactions. If the students like the activity or need to practice the same activity more than once, I immediately put their requests or needs in the first place.

Participant 5: I like to share my ideas with my colleagues because we create a rich pool of ideas. However, I always try to find ways to meet my students' needs instead of following an experienced teacher's lead.

Additionally, it is seen that teachers care about mutual benefits of a teaching environment. To elaborate, 30 % of teacher participants would prefer to agree on a point which both parties, students and themselves, could feel comfortable and benefit more from.

4.2.3. Communication

Table 4. 12. What is the effect of communication with students on teacher character?

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Reflection	X	X	X				X	X	X	
Motivation				X	X	X				X

The interview continues with the third question which tries to understand on what aspects teachers' communications with students affect their professional agency. It can be seen from their replies that 60 per cent of teachers see it as a reflection of their professional agency and their work. When teacher have a healthy communication with their students, they also feel motivated in their work. It can be concluded that communication with students is another factor affecting teachers' professional agency.

Participant 1: I resemble our conversations to a mirror. If I see something I like, I know that I have given them something they like. It is the ultimate reflection for me.

4.2.4. Communication between Colleagues

Table 4. 13. What is the effect of communication with teachers on teacher character?

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Experienced teachers	X					X	X			
Time spent together		X	X		X					
Collaboration				X						
Unimportant								X	X	X

The forth question focuses on teachers' communication with other teachers in the community. Unlike the first there question, it has seen that three main factors can affect teachers professional agency. If teachers are perceived as experienced teachers, they tend to look up to them in their teaching practices. Since colleagues spend a considerable amount of time at schools, this becomes another aspect of professional agency in terms of communication between colleagues. Interestingly 30 per cent of participant teachers find their communication with colleagues as unimportant because they think that their main goal is to teach. As long as they feel successful and they have a healthy relation with their students, they seem to do not mind their colleagues**.**

Participant 4: I always try to not to be affected by other people's ideas even if they are my colleagues. I am alone in the classroom with the kids. They may not have the slightest idea how I feel comfortable and the way I teach my own subject. It may sound weird but I kindly listen to their suggestions and take only very few of them.

Participant 7: I do not like the fact that we are in a position to care about each colleague's ideas. To be honest, I find most of them underqualified. Most of them has not even care about their own professional development, and because of this reason, I don't get feedback or ideas from them. If the colleague is an experienced and successful one, I, of course, sit down and try to learn from his experiences in that case.

4.2.5. Individual Development and College Support

Table 4. 14. What is the contribution of colleagues to professional growth?

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
When they care their own development	X							X	X	X

Experience	*X*	*X*	*X*	*X*	*X*	*X*	

The fifth question tries to explore how colleagues have an effect on professional development. It can be seen that 60 per cent of participant teachers seem to look up to teachers who is accepted as experienced in the community. On the other hand, 40 per cent of participant teachers think that if a teacher is involved in with his own development, they tend to value their opinions.

Participant 2: I have been doing my master's studies. It is not an easy task. I have a colleague who is married with a kid and doing her doctorate. She inspires me so much with her enthusiasm and I see her as an idol teacher. On the other hand, when I see a bad example, I tell myself to not be like that. So, for me, other teachers have an impact on my development.

4.2.6. Independent Action

Table 4. 15. Teachers' ability to act individually

CODES	PARTICIPANTS									
	P1	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**	**P10**
Not taking risks	*X*							*X*		
Students' benefits		*X*								
Mutual agreement			*X*			*X*	*X*		*X*	*X*
Personal beliefs				*X*	*X*					

When the researcher directed teacher participants the sixth question which tries to find answers to what extend can teachers act individually, it is seen that teachers put students' requests in the first place and if they have a mutual point to act, then they are willing to perform. Namely, if students and the teacher decide to do a certain implementation, only then teachers seem to be willing to act individually within their working community.

Participant 2: Acting individually is not always the case for me, or for my colleagues. We have to think about our administrative forces. I know what the right thing to do is but there is a legal line, and I cannot cross that.

Participant 3: I feel much more confident when we act together with my friends and support each other. When someone act by his beliefs, he may do wrong things.

4.2.7. Learning from Colleagues

Table 4. 16. What influences the normality of learning from teachers?

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Experience	X	X				X	X	X		
Spending time together			X	X	X					X
Observation									X	

The last question in the interview focuses on what factor have an impact on their professional learning from their colleagues. 50 per cent of the participant teachers think that experience is a huge factor when they learn from their teacher friends. 40 per cent of the teacher participants, on the other hand, said that they value the time spent in the work environment; consequently, they tend to learn more from the teacher friends that they spend the most time with.

Participant 2: As I said before, I need to see proof of success in order to let the other person influence me. If the teacher is not a successful one, why would I let him change my beliefs about teaching or what is best for my classroom.

5. DISCUSSION AND CONCLUSION

The study presented its results to illuminate participant Turkish EFL teachers' professional agency perception by conducting a research using both qualitative and quantitative research methods. A questionnaire was used to gather the quantitative data, whereas a semi-structured interview was conducted to collect qualitative data from the teacher participants. Teacher participants were randomly chosen for the interview. The study aimed at presenting countrywide results. To be perceived as scientifically accepted piece of paper in this sense, twelve cities (*İstanbul, Çanakkale, İzmir, Bursa, Ankara, Antalya, Kayseri, Samsun, Trabzon, Erzurum, Van, and Gaziantep*) were chosen to conduct the research. Those cities are based on Turkish Statistical Institute's data. The institution divides the country into twelve areas and states that a research paper should collect its data from those afore mentioned twelve regions so that the collected data can speak for the country. Next step was the semi-structured interview. 10 teachers were voluntarily participated in the semi-structured interviews, and 482 teacher participants answered the questionnaire via online tools like Facebook and WhatsApp.

The following research questions were posed for this study:

1- What are the professional agency level of Turkish EFL teachers?
2- Does professional agency of Turkish EFL teachers differ according to specific variables (experience, gender, degree, major, professional development)?

This chapter discusses the findings of the study, implications of the study for ELT research, and limitations of the study. Suggestions for further studies and conclusion will also be presented in the last section of the chapter.

5.1. Discussion of the Findings

The first research question was formed in order to detect participant Turkish EFL teachers' sense of professional agency in Turkish context. It can be set forward that participant Turkish EFL teachers are better at benefiting from the feedback they get from the classroom and reflecting their own teaching experiences in general, which composes teachers' main motivations for self-regulated learning. REF4 (I think we can all learn something in a teaching situation), REF1 (I still want to learn a lot about

teaching), REF2 (I would like to understand young people's ways of thinking and acting better) and HELP2 (I'm not afraid to ask the other teachers for help) are the questions they showed the highest scores.

Nevertheless, what they seem to struggle is taking collective responsibility for learning that is the main pathway to the capacity to keep mutual agreement as well as actively seeking help from colleagues. Turkish EFL teacher participants in this study showed high scores on three main questions in the questionnaire. The first two of them belongs to Collective Efficacy (CE) theme and the third one belongs to Active help-seeking (HELP) theme. CE3 (The common development work in our school has made it easier to carry out my own teaching), CE4 (In our teacher community we encourage each other to develop) and HELP1 (I can discuss even the difficult subjects in my teacher community) questions are the ones they proposed that they do not agree the most.

It might be seen that for HELP theme teacher participants showed that they do not feel hard while asking for help from colleagues, yet when they need to discuss a specific subject with their teacher friends, they do not feel at ease as they would whilst seeking help actively.

Additionally, the research data sets forward that gender plays a role in participant Turkish EFL teachers' professional agency. When female teachers' answers and male teachers' answers to the questionnaire are analyzed, it was obvious that female teachers were better at using the reflection coming from the students as well as they seemed to be more collaborative in the teaching community which involves colleagues, administration, and students. Moreover, it has been found out that experienced teachers perform a higher level of agency both in classroom and school settings, whereas, this is not the case for novice teachers. Proceeding further with professional education has a positive impact on teacher agency. Participant teachers who have CELTA/DELTA courses show the highest score while teachers who hold a master's or Ph.D. degrees come in the second place. On the other hand, it was seen from the findings that departments that teachers graduated from do not affect their practices in terms of agency. According to findings, teacher participants do not present a significant difference regarding this variable.

In this study, the researcher used qualitative data to enhance the survey results and the interview findings present that Turkish EFL teachers put their students in the first place in all aspects of their teachings and perceive their colleagues as unimportant partners unless they are accepted by the community as experienced and they care for their own professional development. Even though Turkish EFL teachers seem to perform their professional agency in the classroom, they do not show the same rank and enthusiasm when it comes to their teacher community. Additionally, they seem to struggle while taking an individual and volunteered action. Hence Turkish EFL teachers cannot be said to have proper level of professional agency regarding the two main contexts of their everyday life, the teacher community and classroom.

Further, when the results are compared with related studies made on the professional agency phenomena, participant Turkish EFL teachers show similarities and differences in specific aspects. Eteläpelto, Vhäsantanen, & Hökkä, (2015) investigated Finnish teachers' conception of work related agency, and the perceived sources and impediments affecting it. They worked with 13 teacher participants who are formally qualified class teachers and they had one to five years of teaching experience, which the researcher refers to state as novice teachers. According to the results of this study, Finnish teachers found themselves having a strong conception of professional agency in the classroom, which falls into the category of CLE. As well as classrooms, the teachers stated that they also maintain the same strong sense of professional agency in the work community, namely INTER category. Lastly, it was put forward on the paper that Finnish teachers are aware of the fact that they need to adjust, renovate and update their teachings, and they might as well learn while teaching in the school environment. This brings out the Reflection in the classroom (REF) aspect of their agency. When compared with this paper's findings, it can be stated that Finnish teachers can be benefitting more from their professional community, whereas this is the least benefitted area for participant Turkish EFL teachers. However, utilizing the feedback obtained from the classroom seems to be the mutual cloud since REF is one of the most scored themes for this study's participant teachers. Surely, these two studies do not share the exact same processes.

Namjung, Moate, & Ruohotie-Lyhty worked with Korean school teachers to conduct a research on their Professional agency (2020). They found out that Korean school teachers struggle with putting their Professional agency into operation because

they feel the pressure of both students and their parents as well as the administration which led for them to question their competencies and confidence as a teacher. Even if they are aware of the possibilities that help them to practice Professional agency, their concerns leave them so much little space both in the classroom and in the working environment. For the participant Turkish EFL teachers, it can be seen from the results that they seem to create that space to practice their Professional agency in the matters that they believe to be the best interest of every party.

Chabaan, Arar, Sawalhi, Alhouti, & Zohri (2021) set forward research data from their paper which focuses on exploring teachers' Professional agency during Covid-19 process in four countries, Lebanon, Qatar, Kuwait and Morocco. They worked with 46 teachers in total. They found out that teachers' Professional agency have been manifested in three main ways during the pandemic, and they are initiating teaching and learning(being concerned with students participation, being resourceful), engaging in individual and collaborative learning opportunities (trying new technology, self-pacing their learning) and establishing new partnerships with multiple stakeholders (making home calls, considering parents as the gatekeepers). When we translated these findings into this paper's questionnaire, we can say that those teachers experienced high Professional agency in Collaborative Environment (CLE) and Reflection in the Classroom (REF) themes which are the components of teachers' agency in the classroom. The pandemic has created somewhat an isolated teaching and learning situation and this might be one of the reasons why we cannot make any statements about teachers' Professional agency in the work community.

Yakışık, Fişne, Ekşi (2019) did a study on teachers' professional agency, and they worked with Turkish, Polish and Portuguese teacher trainees. The article was a product of an Erasmus+ Project called ILTEG "International Language Teacher Education Research Group" (no: KA203-035295). They altered the same questionnaire that the researcher used in this study in a way to best promote their exploration on teacher professional agency. Their starting point was to find out that if there is any difference in terms of perception of teachers' professional agency and as well as their level of professional agency. Their results showed that there was a significant variation in terms of teachers' level of professional agency in practicum. Portuguese participants showed the highest scores whereas Turkish participants showed the lowest. This was surprising since Turkish education system is composed

of eight semesters, however Portuguese system uses a master's level training which lasts for three semesters for teaching young learner and four semesters for upper levels.

This study adopting mixed methodology tried to discover the elements which may affect participant Turkish EFL teachers' agency in the work society and in classroom. Results have revealed that in the classroom context, participant Turkish EFL teachers put their students in the first place even when teacher participants are required to act individually. They try to act according to students' immediate needs in classroom settings. In this sense, it can be set forward that participant Turkish EFL teachers perform agency by being able to take a stance to be beneficial for the audience and also benefit from a learning situation themselves.

Whereas, in the teacher community, participant Turkish EFL teachers cannot be said to employ the same level of agency they perform in a classroom. In this change of settings, teacher participants tend to be more withdrawn. Consequently, they lack being resourceful for their colleagues and in return they have difficulty perceiving their colleagues as a source.

All in all, by predicating on Pietarinen, Pyhaltö and Soini (2016) proposed model for professional agency, it can be conclude from this paper that participant Turkish EFL teachers perform their agency in classrooms settings, however, they seem to struggle with professional relationship and counting on colleagues themes when it comes to employing agency in the teacher community.

5.2. Pedagogical Implementations of the Study

The present study has an importance for teacher educators and teachers. It has been stated before in the study that agency is a phenomena that can assist a teacher too become an experienced one. If it is understood thoroughly how crucial to be an agentic teacher, the quality of education can move higher. There are two initial structures in a teacher's professional life that she can practice her agency actively and willingly. The first one is the teacher community. In order to be an agentic teacher, one should know the fact that her colleagues are an important source of information for herself and reciprocally she is a resource for her colleagues. The second one is the classroom. It is the place in which a teacher can act according to her beliefs and do so voluntarily for the sake of her students2 and her own success and fulfillment.

This study has shown that participant Turkish EFL teachers do not perform the intended professional agency in the two main contexts of their everyday life. In another words, Turkish EFL teachers of this study have the potential to act like an agentic teacher, however when examined closely, it turns out to be some kind of a make believe play. As stated above, a teacher must balance both the teacher community and the classroom and his agentic performance in these contexts. Drawing upon these results, it can be stated that this study may assist teachers and teacher educators to understand agency better and encourage them to be agentic teachers.

5.3. Suggestion for Further Studies

This thesis contributed to our understanding of Turkish EFL teachers' professional agency both in the classroom and in the teacher community; how it is challenged and how it is learned during teacher education. However, there are aspects that need further exploration and some novel questions that can guide future inquiries.

The sample of the current study consists of 486 Turkish EFL teachers. If it is conducted on a larger sample group, the study might present different results. Additionally, there is not a homogeneous distributions between sample cities in this present study. Another study keeping its focus on TSI's 12 cities can present distinct results. Although, there are few agency studies made with cooperation from foreign countries, their number is scarce in Turkish education research. A further study might give an insight to professional agency of Turkish teachers and teachers from other countries. This may lead to comprehending the factors which make an agentic teacher agentic better.

APPENDICES

Appendix 1. Demographic Information Regarding the Sample of the Study

Table 3. 10. 12 Regions and cities of Turkey according to the Database of Turkish Statistical Institute

Code	Level 1 (12 Region)	Code	Level 2 (26 Sub Region)	Level 3 (81 Cities)
TR1	İstanbul	TR 10	İstanbul sub region	İstanbul
TR2	West Marmara	TR21	Tekirdağ sub region	Tekirdağ, Edirne, Kırlareli
		TR22	Balıkesir sub region	Balıkesir, Çanakkale
TR3	Egea	TR31	İzmir sub region	İzmir
		TR32	Aydın sub region	Aydın, Denizli, Muğla
		TR33	Manisa sub region	Manisa, Afyonkarahisar, Kütahya, Uşak
TR4	East Marmara	TR41	Bursa sub region	Bursa, Eskişehir, Bilecik
		TR42	Kocaeli sub region	Kocaeli, Sakarya, Düzce, Bolu, Yalova
TR5	West Anatolia	TR51	Ankara sub region	Ankara
		TR52	Konya sub region	Konya, Karaman
TR6	Mediterranean	TR61	Antalya sub region	Antalya, Isparta, Burdur

		TR62	Adana sub region	Adana, Mersin
		TR63	Hatay sub region	Hatay, Kahramanmaraş, Osmaniye
TR7	Middle Anatolia	TR71	Kırıkkale sub region	Kırıkkale, Aksaray, Niğde, Nevşehir, Kırşehir
		TR72	Kayseri sub region	Kayseri, Sivas, Yozgat
TR8	West Blacksea	TR81	Zonguldak sub region	Zonguldak, Karabük, Bartın
		TR82	Kastamonu sub region	Kastamonu, Çankırı, Sinop
		TR83	Samsun sub region	Samsun, Tokat, Çorum, Amasya
TR9	East Blacksea	TR91	Trabzon sub region	Trabzon, Ordu, Giresun, Rize, Artvin, Gümüşhane
TRA	North-east Blacksea	TRA1	Erzurum sub region	Erzurum, Erzincan, Bayburt
		TRA2	Ağrı sub region	Ağrı, Kars, Iğdır, Ardahan
TRB	Middle east Anatolia	TRB1	Malatya sub region	Malatya, Eazığ, Bingöl, Tunceli
		TRB2	Van sub region	Van, Muş, Bitlis, Hakkari
TRC	South east Anatolia	TRC1	Gaziantep sub region	Gaziantep, Adıyaman, Kilis

		TRC2	Şanlıurfa sub region	Şanlıurfa, Diyarbakır
		TRC3	Mardin sub region	Mardin, Batman, Şırnak, Siirt

Table 3. 11. Total Number of the Participants

	N	%
Gender		
Male		
Female		
Where Do You Teach?		
Rural		
City Center		
Teaching Stage		
Primary		
Secondary		
High School		
Professional Development Training		
Yes		
No		
Name Of The Training Or Trainings		
No		
Master		
Webinars		
Online Courses		
CELTA-DELTA		
Graduated Department		
ELT		
ELL		
Translation		
Linguistics		

Working Year In The Ministry Of Education		
1-3		
3-5		
7-10		
10+		
In Which City Are You Currently Working?		
Istanbul		
Tekirdağ		
Izmir		
Bursa		
Ankara		
Antalya		
Sivas		
Samsun		
Trabzon		
Erzurum		
Malayta		
Adıyaman		
TOTAL	486	100

Appendix 2. Professional Agency Questionnaire, Interview Questions and Permission Email Screenshot Is Being Presented.

Table 3. 12.Total Number of the Participants

1. Do teacher and student communities have an impact on your decisions?

2. Do the teacher and student community have an impact on your implementation of the decisions taken?

3. Does your communication with students make a difference in your teacher identity?

4. Does your communication with your colleagues change your identity as a teacher?

5. Does the teacher community at your school help you on your professional journey?

6. Do you act separately from your group or teacher community on a subject you believe to be true?

7. Is it normal for you to benefit from your colleagues and learn from them consciously or unconsciously?

Table 3. 13.Professional Agency Questionnaire Permission E-mail Screen Picture

Kimden: Janne Pietarinen <janne.pietarinen@uef.fi>
Tarih: 21 Eylül 2020 08:13:14 GMT+3
Kime: Ceylan yangın ersanlı <ceylanyangin@gmail.com>
Konu: RE: Request

Dear Ceylan Yangin Ersanli,

the measurements published in the peer reviewed journals (such as Teacher's professional agency – a relational approach to teacher learning) can be used for the scientific purposes (including thesis naturally). But, please, take account that those scales have not been validated across countries and different educational systems. So, pre-testing might be needed before the research data gathering.

Due to the minor pre-testing in different contexts, our preliminary experience is that the professional agency in the classroom scale is not so context-sensitive and would work better in different data sets. However, the professional agency in the professional community seems to be relatively context-specific scale and might not work sufficiently in different educational contexts (due to the different professional practices adopted in different countries and among teacher communities at school).

BW,
Janne P.

Pietarinen, Pyhaltö, Soini, Teachers' Professional Agency-A Relational Approach, 2016.

Table 3. 14. The Professional Agency Questionnaire (Pietarinen, Pyhaltö, Soini, 2016)

Scales*

1) Teacher's professional agency in the teacher community
(SECOND-ORDER-FACTOR FACTORIAL STRUCTURE)

Transformative practice (PRAC)

Prac11: Other teachers' ideas inspire me to advance my own teaching.
Prac12: I'm willing to discuss my own work with my teacher colleagues.
Prac13: The discussions in the teacher community inspire my work.
Prac14: I'm able to utilize the feedback from teacher colleagues in developing my teaching.

Collective efficacy (CE)
Ce21: We are able to deal with challenging school situations together.
Ce22: Our teacher community is able to take care of our pupils together.
Ce23: The common development work in our school has made it easier to carry out my own teaching.
Ce24: In our teacher community we encourage each other to develop.

Positive interdependency (INTER)
Inter 31: I'm able to utilize the critical feedback I get from the teacher community.
Inter 32: I encourage my teacher colleagues to collaborate.
Inter 33: I'm willing to act in order to advance the best of our entire teacher community.

Mutual agreement (AGRM)
Agrm 41: I appreciate the fact that we have shared rules of behaviour in facing the most challenging pupils.
Agrm 42: Settling the common school behaviour rules helps me to advance my teaching.

Active help-seeking (HELP)
Help 51: I can discuss even the difficult subjects in my teacher community.
Help 52: I'm not afraid to ask the other teachers for help.

2) Teacher's professional agency in the classroom
(SECOND-ORDER-FACTOR FACTORIAL STRUCTURE)

Collaborative environment (CLE)
Cle11: I've been able to build functioning interactive relationships with my pupils.
Cle12: I'm able to create a nice atmosphere together with my students.
Cle13: When planning my work I'm able to utilize the feedback I get from my pupils.
Cle14: I can modify my teaching to adjust to different groups of pupils.
Cle15: I'm able to find teaching methods to engage even the most challenging groups of pupils.
Cle16: I'm able to find ways to support the learning processes of all my pupils.

Reflection in classroom (REF)
Ref21: I still want to learn a lot about teaching.
Ref22: I'd like to understand young people's ways of thinking and acting better.
Ref23: I regularly endeavour to estimate my success in teaching situations.
Ref24: I think we can all learn something in a teaching situation.

* The item scale: *completely disagree* 1 2 3 4 5 6 *completely agree* 7.

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ETHICAL COMMITTEE APPROVAL CERTIFICATE

ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
23.09.2020	8	2020/608

| KARAR NO: 2020/608 | Üniversitemiz Lisansüstü Eğitim Enstitüsü Yüksek Lisans Öğrencisi Öznur ÖZTÜRK' ün Doç. Dr. Ceylan YANGIN ERSANLI danışmanlığında "Türkiye' deki İngilizce Öğretmenlerinin Mesleki Eylemlerinin Araştırılması" isimli Yüksek Lisans Tezine ilişkin Anket, Mülakat, Ses Kaydı çalışmalarını içeren 30813 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Lisansüstü Eğitim Enstitüsü Yüksek Lisans Öğrencisi Öznur ÖZTÜRK' ün Doç. Dr. Ceylan YANGIN ERSANLI danışmanlığında "Türkiye' deki İngilizce Öğretmenlerinin Mesleki Eylemlerinin Araştırılması " isimli Yüksek Lisans Tezine ilişkin Anket, Mülakat, Ses Kaydı çalışmalarının kabulüne oy birliği ile karar verildi. |
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CURRICULUM VITEA

Öznur Öztürk finished her Bachelor of Arts studies in Hacettepe University in English Language Teaching Department in 2018. She continued with her Master of Arts studies in Ondokuz Mayıs University English Language Teaching Department focusing on teachers' professional agency and graduated in 2022. She was appointed as an English teacher to Adıyaman in 2019. She worked in a high school for three years. In 2021, she was appointed at Adıyaman Provincial Directorate of National Education in R&D unit, and she is working there as the person in charge of strategic planning and ERASMUS projects. She is fluent in English, German, Italian and Korean. Her main research interest is in educational technology field.

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