REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ACTION RESEARCH AS A TOOL FOR CHANGE: EFL INSTRUCTORS' PERCEPTIONS OF TEACHER AGENCY AND CONCEPTUALIZATION OF AN EFFECTIVE TEACHER

Meltem YILMAZ

Ph.D DISSERTATION

ADANA / 2022

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Ph.D DISSERTATION

ADANA / 2022

To Çukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree Doctor of Philosophy in the Department of English Language Teaching.

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ÖZET

DEĞİŞİM İÇİN BİR ARAÇ OLARAK EYLEM ARAŞTIRMASI: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETİM ELEMANLARININ ÖĞRETMEN ETMENLİĞİYLE İLGİLİ ALGILARI VE ETKİLİ ÖĞRETMEN GÖRÜŞLERİ

Meltem YILMAZ

Doktora Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
Danışman: Doç. Dr. Gülden İLİN
Temmuz 2022, 328 sayfa

Öğretmenlerin etkililiği, görevlerini nasıl tanımladıklarına, stratejileri nasıl kullandıklarına, başarabileceklerinin farkına varmalarına ve böylece karşılaştıkları problemleri çözmelerine yani ne kadar etmen olduklarına bağlıdır (Bray-Clark & Bates, 2003). Eylem araştırmasının öğretmenleri güçlendirme ve onları özgürleştirme potansiyeli sayesinde eylem araştırması ve öğretmen etmenliği kavramları yakından ilişkilidir. Eylem araştırması yapmak öğretmenlerin öğretme ve öğrenme süreçleriyle ilgili geniş kapsamlı bakış açısı geliştirmelerine yardım edebilir ve bu nedenle hem bilim insanları hem de öğretmenler tarafından olumlu bulunur (Lacorte & Krastel, 2002).

Eylem araştırması yapmanın faydaları, öğretmen etmenliği ve etkililiği arasındaki dinamik ilişki ile birlikte göz önüne alınarak bu çalışma, eylem araştırması yapmanın üniversite düzeyinde çalışan İngilizce öğretmenlerinin sınıftaki öğretmen etmenlikleri ve etkili öğretmen algılarını nasıl etkilediğini araştırmaktır. Çalışma nitel bir çalışmadır fakat veri toplama araçları bakımından hem nicel hem de nitel araçlardan faydalandığı için karma yöntem kullanmıştır. Çalışmanın katılımcıları, Antalya'da bir devlet üniversitesinde çalışan yedi İngilizce öğretim elemanıdır. Veri toplama yöntemleri olarak; etmen öğretmen ölçeği (uygulama öncesi ve sonrası), repertuar çizelgesi tekniği (uygulama öncesi ve sonrası), ders gözlemleri (uygulama öncesi ve sonrası), ve görüşmeler (uygulama öncesi ve sonrası), kullanılmıştır. Çalışmanın başlangıcında katılımcıların öğretme ve öğrenme sürecinin farklı bölümlerinde ne kadar etmen olduklarını araştırmak için katılımcılara bir etmen öğretmen ölçeği verilmiştir. Daha

sonra, ölçek ile elde edilen verilerin doğrulanması amacıyla katılımcılarla görüşmeler ve ders gözlemi yapılmıştır. Ayrıca, repertuar çizelgesi tekniği kullanılarak katılımcıların etkili öğretmen hakkındaki görüşleri alınmıştır. Repertuar çizelgesi tekniği ile elde edilen verilerin doğrulanması için katılımcılarla görüşmeler ve ders gözlemleri yapılmıştır. Çalışmanın ikinci aşamasında katılımcılar eylem araştırması hakkında bilgilendirildiler ve çalışmalarına başladılar. Çalışma esnasında araştırmacı ve katılımcılar deneyimleri üzerine düşüncelerini paylaşmak için iki haftada bir toplanmışlardır. Altı hafta süren eylem araştırması sürecinden sonra, eylem araştırması yapmanın katılımcıların etmen öğretmen algılarında bir değişikliğe sebep olup olmadığını görmek için etmen öğretmen ölçeği tekrar verilmiş ve sınıf gözlemleri ve görüşmelerle ölçek desteklenmiştir. Daha sonra repertuar çizelgesi tekniği kullanılarak etkili öğretmen algılarında bir değişiklik olup olmadığına bakılmıştır. Son olarak da görüşme tekniği kullanılarak repertuar tekniği vasıtasıyla elde edilen bilgiler doğrulanmaya çalışılmıştır. Öğretmenlerin repertuar çizelgeleri Rep Plus V1.1 bilgisayar programı aracılığıyla analiz edilmiştir. Ayrıca, görüşmeler (uygulama öncesi ve sonrası) ve ders gözlem formları (uygulama öncesi ve sonrası) aracılığıyla elde edilen veriler içerik analizi yoluyla analiz edilmiştir.

Çalışmanın sonuçları, katılımcıların eylem araştırması yaptıktan sonra öğretme ve öğrenme sürecinde daha aktif rol almaya başladıklarını göstermiştir. Ayrıca, çalışmanın sonunda yedi katılımcıdan beşinin repertuar çizelgelerinin anlamlı değişiklikler içermesine rağmen, katılımcıların hepsinin etkili öğretmenin özelliklerine dair kişisel teorilerini yeniden organize ettikleri görülmüştür. Buna ek olarak, katılımcıların repertuar çizelgelerindeki verilerin çalışmanın başlangıcına göre daha fazla yapı ve bu yapıların da daha fazla eşleşme içerdiği ortaya konmuştur ki bu da katılımcıların çalışma esnasında fikirlerinin birbirleriyle daha fazla bağlantı kurarak geliştiğini gösterir. Sonuç olarak, eylem araştırması süreci, sınıflarında bir problemle karşılaştıklarında daha aktif rol alabileceklerinin farkına varma, planın belirttiğinden daha fazla şey yapabilme, öğretme süreciyle ilgili derin düşünebilme, deneyim ve bilgi paylaşma sayesinde başkalarından öğrenebilme gibi açılardan faydalı bulunmuştur.

Anahtar kelimeler: Eylem araştırması, öğretmen etmenliği, etkili öğretmen, mesleki gelişim, repertuar çizelgesi, etmen öğretmen ölçeği

ABSTRACT

ACTION RESEARCH AS A TOOL FOR CHANGE: EFL INSTRUCTORS' PERCEPTIONS OF TEACHER AGENCY AND CONCEPTUALIZATION OF AN EFFECTIVE TEACHER

Meltem YILMAZ

Doctor of Philosophy, English Language Teaching
Supervisor: Assoc. Prof. Dr. Gülden İLİN
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Effectiveness of teachers hinges on how they define tasks, use strategies, realize that they can succeed and solve the problems they face that is how agent they are (Bray-Clark & Bates, 2003). Thanks to its potential to empower and emancipate teachers, action research is closely linked to teacher agency. Action research can assist teachers to develop in-depth perspectives about the process of teaching and learning making it favourable by both scholars and teachers (Lacorte & Krastel, 2002).

When the assets of doing action research are considered together with the dynamic relationship between teacher agency and effectiveness, the current study aims to explore the impacts of conducting action research on EFL instructors' conceptualization of an effective teacher and their teacher agency in the classroom. It is a qualitative study in nature but in terms of data collection tools it can be identified as mixed method study making use of both qualitative and quantitative data collecting tools. The participants are seven EFL instructors working at a state university in Antalya. As data gathering instruments, repertory grids (Post- and Pre-), teacher agency scale (Post- and Pre-), semi-structured interviews (Post- and Pre-), and lesson observation (Post- and Pre-), techniques were used. At the beginning of the study, the participants were given teacher agency scale in order to explore to see how agent the participants are in different phases of teaching and learning procedure. Follow-up interviews and lesson observations were utilized to validate the findings. Moreover, repertory grids were administered to the participants to see their constructions of an effective teacher. The participants were interviewed and observed to confirm the findings obtained from repertory grids. In the second part of the study, the participants were informed about the action research procedure and started to conduct their

studies. During their studies, the participants and the researcher met every two weeks to share and reflect on their experiences. After the action research procedure, which lasted for six weeks, the same teacher agency scale was administered again followed by semi-structured interviews and classroom observations to find out the impacts of conducting action research on their agency as a teacher. Moreover, they completed repertory grids and they were interviewed and observed again to validate the findings to see if there is a difference in their constructions of an effective teacher. The data collected by rep-grids were analysed using the Rep Plus V1.1 computer program. In addition, the analysis of the interviews and lesson observation forms were made using content analysis technique.

The findings of the study revealed that the participants have started to take more action during the teaching and learning process after the action research procedure. Moreover, it is found that although five out of seven participants' repertory grids illustrated significant changes, all of the participants reorganized their personal theories on the qualities of an effective teacher at the end of the study. In addition to producing more constructs, it was found that the grid data of the participants illustrated more matches indicating development of their ideas during the study which resulted in forming more links with one another. Finally, the AR procedure was found to be beneficial in terms of realizing their ability to take more action when there is a problem in the classroom, doing more than what the plan says, reflecting on their teaching, learning from others thanks to knowledge and experience sharing.

Key-words: Action research, teacher agency, effective teacher, professional development, repertory grid, teacher agency scale

DEDICATION

Dedicated to my dear children;
Oktay and Demir

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LIST OF ABBREVIATIONS

CPD: Continuous Professional Development

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

HEC: Higher Education Council which stands for YÖK, Yüksek Öğretim Kurulu

MONE: Ministry of National Education which stands for MEB, Milli Eğitim Bakanlığı

PD: Professional Development

REP-GRID: Repertory Grid

SPSS: Statistical Package of Social Sciences

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Teachers' needs and the requirements of the schools and institutions in which they work alter in the course of time. Hence, teachers' education is not limited to formal education. As a matter of fact, research shows that Continuous Professional Development (CPD) must be the standard in all professions (Richards & Farrell, 2005).

As the popularity of teacher-guided Professional Development (PD) activities such as action research and reflective teaching increase, the requirement for continuous teacher education has a new focal point (Richards and Farrell, 2005). Since it is considered to be a potentially beneficial form of professional development enhancing the improvement of professional practice, engaging in research is widely recommend to language teachers. However, the empirical records of the practices and experiences of teachers doing and reading research and the benefits they gather seems to be limited and diffuse (Borg, 2010).

Borg (2010) lists the potential contributions of teacher research as follows:

- developing teachers' capacity for autonomous professional judgements (Lankshear & Knobel 2004);
- reducing teachers' feelings of frustration and isolation (Roberts 1993);
- allowing teachers to move out of a submissive position and be curriculum innovators (Gurney 1989);
- allowing teachers to become more reflective, critical, and analytical about their teaching behaviours in the classroom (Atay 2006);
- making teachers less vulnerable to and less dependent on external answers to the challenges they face (Donato 2003);
- fostering connections between teachers and researchers (Crookes 1993).

Furthermore, since teaching is a learning profession, and if students know that their teachers are learning with them, from them, for them, through a form of teacher

research involving learners as co-participants and co-researchers, it will probably enhance the affective dimensions of learning (Wyatt, 2016).

Action research can be a tool to bridge the gap between research and teaching. Although action research was inspired by Dewey's (1929) ideas about continuous education, it emerged with Lewin (1946), who regarded it as an alternative to positivistic research. Initially, its potential to empower and emancipate participants via cycles of reform based on reflection and action was emphasized nevertheless more recently its contribution to an individual teacher's professional self-development has been highlighted (Burns, 1999; Rainey, 2000).

Burns (1999) summarizes certain features of action research as follows:

1. Action research is contextual, small-scale and localized-it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change. (p.30)

Furthermore, Crookes (1993) makes a distinction between teacher research and action research by stating that while the former may investigate theoretical issues and topics considered significant by scholars in the field, the latter focuses on questions that emerge from a teacher's immediate classroom situation.

To sum up, due to the fact that action research can assist teachers to develop in-depth perspectives about the process of teaching and learning it has been regarded favourably by both scholars and teachers (Lacorte & Krastel, 2002).

Thanks to its potential to empower and emancipate teachers, action research is closely linked to teacher agency, which is defined as “the capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues” (Calvert, 2016, p 52). Calvert (2016) adds that teachers possessing agency are conscious about their part in their professional growth and they make decisions regarding their own learning to accomplish their goals instead of showing a passive response to learning opportunities.

Furthermore, agency, defined as "socioculturally mediated capacity to act" (Ahearn, 2001:130), is thought to be crucial for teachers' professional development since teachers are expected to exercise power, take action and affect change. Moreover, teachers achieve their agency and construct their identity in a continuous, discursive, complicated, negotiated and probable process which is not linear.

Thus, it may be concluded that the more agent teachers feel in their teaching environments the more they can act purposefully and constructively to make choices to achieve their objectives and the more effective they will feel regarding both their own professional growth and teaching skills.

Day et al. (2007) states that the relationship between identity, agency and structure (external influences), and effectiveness (both perceived and measured) is dynamic. Hence, agency with respect to identity is associated with; the attainment of all three aspects along with the reorganization of them if needed; managing critical circumstances intimidating them and the extent to which people can live with conflicts and pressure within these various aspects, and pursue effectiveness where they work.

In conclusion, considering the assets of doing action research in terms of empowering and emancipating teachers together with the dynamic relationship between teacher agency and effectiveness, the current study aims to explore the effects of conducting action research on the EFL instructors' classroom agency and conceptualization of an effective teacher. The present study intends to contribute to research on professional development of EFL teachers via investigating teacher agency and effectiveness before and after conducting action research.

1.2. Statement of the Problem

Continuing professional development of teachers has become one of the most prevailing concerns in educational studies over the past several decades. Hirsh (2001) has proposed that the professional development of teachers is the best way to affect their quality of teaching. Thus, the importance of teachers' professional development has been an essential research area as a means to improve schools, teaching quality, and students' academic achievements (Day, 1999; Verloop, 2003). However, it has been seen that the ineffectiveness of the professional development programs has been emphasised in many studies (Collinson, 2000; Birman et al., 2000; Abadiano & Turney, 2004) due to certain

reasons such as being inefficient and unproductive, not being needs oriented and including top-down decision making.

On the other hand, action research, which is defined as systematic classroom research conducted by teachers in order to investigate and collect information to discern an issue or problem with an aim to enhance classroom instruction (Richards and Farrel, 2005), can be an effective professional development tool promoting active involvement, reflection and problem solving skills of teachers which could trigger change (Carr & Kemmis, 1986).

Furthermore, agency is an essential aspect of teachers' professional identities allowing them to take action in line with their goals for continuous professional development. However, when teachers' agency is not sufficiently mediated, it may lead to burnout and teacher attrition (Trent, 2017). Hence, teacher agency is closely related to effectiveness of teachers. Besides, Dikilitaş and Griffiths (2017, p. 2) suggest that action research can liberate teachers 'with a sense of agency and ownership to deal with their own problems, critical questions, points to improve or puzzles, thereby promoting teacher autonomy.

There are various studies investigating the three different parameters of the current study namely, professional development, action research, teacher agency and effective teacher separately (Cabaroğlu, 2014; Biesta et al., 2015; Yiğitoğlu & Dollar, 2018; Yuan & Hu; 2018; Göksel & Söylemez, 2018; Gülmez, 2019). However, to my knowledge there seems to be no study exploring how conducting action research affects the perceptions of EFL instructors working at a state university regarding teacher agency and an effective teacher.

We hope to reach fruitful implementations this study may give way. To illustrate, conducting online action research, the idea of which emerged after the compulsory online teaching period as a result of the pandemic, is an innovative concept. It can be introduced to in-service teachers working at both university level and Ministry of National Education (MONE) by including it into the in service training or professional development courses to make these programs more efficient. Furthermore, teachers can be included in the different phases of these programs such as preparation, implementation and reflection bearing in mind that they are not merely recipients of knowledge which will lead to an increase in their feelings of agency.

Finally, I have noticed that the concept of teacher agency has not been investigated much in the EFL context. Hence, this study can inspire other studies to investigate teacher

agency, which is noteworthy for the teachers to take action and make changes in their teaching contexts.

1.3. Purpose of the Study

The present study aims to investigate the effects of conducting action research on the perceptions of EFL instructors working at a state university regarding their teacher agencies and qualities of an effective teacher. In line with this aim, the research questions of the study are as follows:

Research Questions of the Study

1. What are the perceptions of EFL instructors working at a state university regarding their agency in the EFL classroom before conducting action research in their classrooms?
2. Can we detect any changes in the way the instructors perceive their agency in the classroom after conducting action research in their classrooms?
3. How do the instructors conceptualize an effective teacher before conducting action research in their classrooms?
4. Can we detect any changes in the way the instructors perceive an effective teacher after conducting action research in their classrooms?

1.4. Limitations

The main limitation of the study is the necessity to adapt all the procedure including the action researches of the participants to online teaching. The study commenced at about the same time when the COVID -19 pandemic started. Thus, it witnessed the process of shifting from face to face education to online education which caused the adaptation of data collecting methods to online teaching. Moreover, the pandemic affected the participants and the researcher both physically and psychologically. Either their family members or they suffered from the illness so they were stressed from time to time. Similarly, in a study examining the stress and coping responses of an international sample of over 600 language teachers via an online survey during the Covid-19 pandemic, substantial levels of stress were reported by teachers (MacIntyre et al., 2020). In spite of its limitations, the current study had a chance to

witness the social, psychological, physical and technological consequences of COVID-19 pandemic.

1.5. Operational Definitions

Action Research: "It can be defined as an approach in which the action researcher and members of a social setting collaborate in the diagnosis of a problem and in the development of a solution based on the diagnosis." (Bryman, 2012, p.396)

Agency: Agency is defined as "the capacity for willed action" (Marshall, 1994, p. 7) and "the ability of actors to operate independently of the determining constraints of social structure" (Calhoun, 2002, p. 7).

Teacher agency: Teacher agency refers to teachers' intentionality and responsibility to manage new learning at the individual and community level (Pyhalto et al., 2011)

Professional Development: "an evolving process of professional self-disclosure, reflection, and growth yielding the best results when it is sustained over time in communities of practice and when it is focused upon job-embedded responsibilities" (Diaz-Maggioli, 2003).

Repertory Grid: "the technique providing the researcher an opportunity to elicit constructs which are customarily used by the subjects in order to interpret and estimate the behaviours of the people that they know well and/or of importance for them" (Zuber-Skerritt, 1992).

Effective Teacher: Effective teacher can be described as someone who should lead higher student achievement and long-lasting learning. (Cruickshank and Haefele, 2001).

1.6. Abbreviations

CPD: Continuous Professional Development

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

HEC: Higher Education Council which stands for YÖK, Yüksek Öğretim Kurulu

MONE: Ministry of National Education which stands for MEB, Milli Eğitim Bakanlığı

PD: Professional Development

REP-GRID: Repertory Grid

SPSS: Statistical Package of Social Sciences

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This chapter provides literature review of the study. It begins with theoretical framework which includes an overview of social constructivist theory and Personal Construct Psychology (PCP) that form the basis for the current study. It also involves background information about professional development of teachers, teacher and action research, teacher agency and teacher effectiveness respectively with an overview of recent studies conducted on the concerned fields.

2.2. Theoretical Framework

In this part, the theory of social constructivism in relation to teaching and learning process and Kelly's (1955) PCP, which form the basis of the present study, are explained respectively.

2.2.1. An Overview to Social Constructivism in Teaching-Learning Process

The main tenet of constructivist learning theory which was greatly influenced by the ideas of Lev Vygotsky and Jean Piaget is that learners construct their knowledge on their own by associating new with prior information. While Piaget studied cognitive development and developed a theory of the different cognitive stages whereby children come to know the world, Vygotsky took a sociocultural approach and promoted the idea that the individual cannot be separated from the social life and that thinking develops under certain social and historical conditions. When learning is concerned it is an active constructive process in which an internal representation of the world is built by the learner who adjusts his understandings to fit his experiential world (Cole & Wertsch, 1996). Thus, in constructivism the focus is on the learner and his mental constructions while learning.

Building on the foundations of constructivist theory, the main argument of social constructivism is that "human cognition is formed through engagement in social activities, and that it is the social relationships and the culturally constructed materials, signs, and symbols, referred to as semiotic artefacts, that mediate those relationships that

create uniquely human forms of higher-level thinking" (Johnson, 2009, p.1). Since knowledge is constructed via social interaction and is the result of social processes (Gergen, 1995), it is a shared, rather than an individual, experience (Prawatt & Floden, 1994).

Social constructivism is more concerned with meaning than structure since the co-construction of meaning within a social activity is emphasized. Meaning can be created through individuals' interactions with each other and their environment and meaningful learning can occur when they are engaged in social activities (Prawatt & Floden, 1994).

The social constructivist principle which promotes that knowledge is constructed through social interaction, discourse, reflection and explanation suggests that teachers should be given opportunities to be engaged in activities requiring interacting verbally and communicating with both novices and experts in their field of study (Rock & Wilson, 2005).

The social constructivist perspective asserts that social interactions pave the way for individual development; members of the group share cultural meanings and eventually, those meanings are internalized by individuals which constitute the base for the present study (Ilin, 2003).

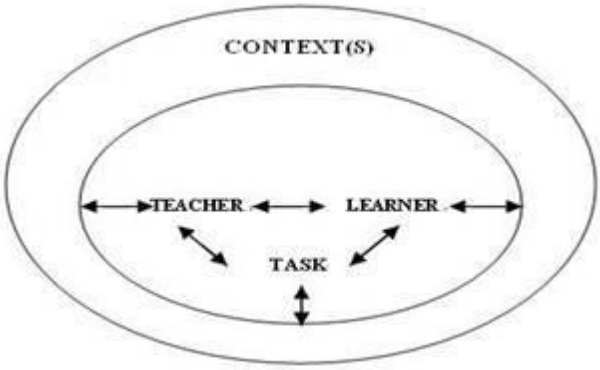


Figure 1. A social-constructivist model of the teaching-learning process
Source: Williams & Burden, 1997, p. 43

Figure 1 displays four key elements which affect the process of learning which are teachers, learners, tasks, and contexts. Williams and Burden (1997) explain the process as follows:

Teachers select tasks which reflect their beliefs about teaching and learning. Learners interpret tasks in ways that are meaningful and personal to them as individuals. The task

is therefore the interface between the teacher and learners. Teachers and learners also interact with each other; the way that teachers behave in classrooms reflects their values and beliefs, and the way in which learners react to teachers will be affected by the individual characteristics of the learners and the feelings that the teacher conveys to them. These three elements: teacher, task and learner are in this way a dynamic equilibrium (p. 43-44).

It can be interpreted that learning takes place as a result of interaction, cooperation and negotiation in a social context while the teacher is seen as a facilitator or a guide., The main principles of learning from a sociocultural perspective are as follows:

- Learning precedes development,
- Language is the main vehicle of thought,
- Mediation is central to learning,
- Social interaction is the basis of learning and development,
- Learning is a process of apprenticeship and internalization in which skills and knowledge are transformed from the social into the cognitive plane.
- The Zone of Proximal Development (ZPD) is the primary activity space in which learning occurs (as cited in Walqui, 2006, p. 160).
- Scaffolding is the supportive dialogue directing the attention of the learner to key features (Wood et al., 1976).
- Other regulation (under the guidance of others) precedes self-regulation (autonomous functioning) (Mitchell & Myles, 2004).
- Private speech (talk to and for yourself) eventually becomes inner speech (language to regulate inner thought) (Mitchell & Myles, 2004).

Mediation can be explained as the process through which the social and the individual mutually shape each other. Human mental functioning is a mediated process that is organized by three cultural factors such as artefacts, activities, and concepts (Lantolf et al., 2015). These artifacts, activities and concepts are simple ‘tools’ for the mediated learning process that the learning environment provides. That is, the importance of different immediate settings in which the learners find the chance to receive the support of their environment during their learning process are emphasized (Lantolf, Thorne & Poehner in VanPatten & Williams, 2015).

Besides, internalization in Vygotsky's view, means the law of transformation of the external into internal (Meshcheryakov, 1999, 2007). Vygotsky's conceptualizes internalization on two levels: as a process which encompasses the human universal dimension in development, and as a process that entails the formation of internal representations that are specific to the cultural and individual contexts (Damianova & Sullivan, 2011).

The development of self-regulation is clarified in three stages. The first stage is object regulation which involves using objects as a way of thinking. The second stage, which is called other regulation, is the regulation of learning by others instead of objects. The final stage, which is self-regulation, takes place when with little or no external support is needed to conduct activities. All of those stages happen through internalization of information (Gass et al., 2013).

Another essential concept in the social constructivist theory is the zone of proximal development (ZPD) which is defined as the distance between what can be actually achieved independently through problem solving and the level of potential development which can be accomplished under adult guidance or through collaboration with more knowledgeable or expert peers (Gass et al., 2013). Collaborative learning, discourse, modelling and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning. The term scaffolding which is defined as supportive dialogue directing the attention of the learner to key features (Wood et al., 1976), helps the appropriation of new concepts (Mitchell & Myles, 2004). Wood et al. (1976) summarised the functions of the scaffolded help as follows:

- Raising interest in the task
- Clarifying the task
- Providing the pursuit of the goal
- Demonstrating crucial aspects and differences between the produced and the ideal solution
- Dealing with resentment while solving a problem
- Displaying an idealized form of the action to be accomplished

Moreover, dynamic assessment' is a continuum of providing the learners with scaffolding by other and self-regulation in activities and tasks so that learners can reach their ZPD (Lantolf, Thorne & Poehner in VanPatten & Williams, 2007).

Finally, private speech, which means the talk of young children to and for themselves, is the indication of children's developing ability to manage their own behavior according to the socio cultural theory. According to Vygotsky, private speech develops into inner speech, which is the language to regulate inner thought, in the course of time (Mitchell & Myles, 2004).

Besides, education of teachers is seen as situated learning which is a blend of the scientific discourse with the experiential discourse according to Vygotskyan approach to teacher development. The Zone of Proximal Teacher Development (ZPTD) means "the distance between what teaching candidates can do on their own without assistance and a proximal level they might attain through strategically mediated assistance from more capable others (i.e. methods instructor or supervisor)" (Warford, 2010, p. 253). According to Warford (2010), the ZPTD includes four stages which are:

1. Self-assistance **(**Stage II in ZPD) (Gallimore & Tharp, 1990)
2. Expert other assistance (Stage I in ZPD) (Gallimore & Tharp, 1990)
3. Internalization (automatization)
4. Recursion (De-automatization)

The notion that learning leads development is the core wisdom of this approach. In addition, proleptic instruction (teaching in a way that "assumes (or pretends) that the learners know more than they actually do) (van Lier, 2004, p. 153), is used to understand the optimal distance between actual and potential development (Warford, 2010). This assumption might be the reason why self-assistance precedes expert or other assistance in ZPTD.

2.2.2. Personal Construct Psychology

The current study is also based on Kelly's (1955) PCP which proposes that internal constructs form each person's individual sense and reality and we construe the world using these constructs. Thus, the same objective situation is interpreted in unique ways by different people (Denicolo et al. 2016). Kelly (1955) proposes that each person's

reality is unique and by realizing that reality (only through that person) we can have unique insights about their thoughts and behaviours.

According to Kelly people try to make sense of the universe, themselves and the situations they encounter like a scientist. By making hypothesis and testing them, people form personal constructs which constitute their theories and beliefs and which can change and be adapted by experience (Fransella & Bannister, 1977).

Kelly proposed the concept of "constructive alternativism" (Kelly, 1969, p. 64) which he explained as: "the notion that one does not have to disprove one proposition before entertaining one of its alternatives" (p.55). Kelly asserts that there is generally some ambiguity about our existing understandings. Thus, we should be open to considering other options, alternative conceptualizations, even when they seem inconsistent with how we currently think. That is, the same person may construe the world in various ways.

Kelly's theory is constructivist because it asserts that an individual person develops a system of constructs that are personal to that individual, and which are the basis for interpreting experience to understand the world (Taber, 2020). Constructs are like hypotheses which are bipolar in nature and which we test in different contexts about how things are. We build up cross-references between constructs and people to understand our social world. When a construct fits our world it is reinforced. If it does not fit, we can either keep it denying the efficacy of the experience or adapt it. Moreover, there is a hierarchy of importance in our construct systems ranging from subordinate to superordinate constructs (Denicolo, Long & Bradley-Cole, 2016).

Finally, Kelly (1955) proposes 11 corollaries when explaining his theory. According to *construction corollary*: "A person anticipates events by construing their replications" (Kelly, 1991, p.35). When we encounter with new events, instead of building a new model we make predictions on the basis of our existing models. *Individuality corollary* asserts that: "Persons differ from each other in their constructions of events" (Kelly, 1991, p.38). Although we live in the same world, it is unique to each person due to the personal interpretations of the events (Brown & Chiesa, 1990). *Organization corollary* claims that: "Each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructs" (Kelly, 1991, p.39). That is, constructs are organised into a hierarchical or heterarchical framework or into a lattice. The fourth corollary is *dichotomy corollary* which proposes that: "A person's construction system is composed of a finite

number of dichotomous constructs" (Kelly, 1991, p.41) drawing attention to the bipolar nature of the constructs. According to *choice corollary*: "A person chooses for himself that alternative in a dichotomized construct through which he anticipates the greater possibility for extension and definition of his system" (Kelly, 1991, p.45). When we choose between the alternatives, we prefer the one that enhances the total meaning of our life (Hinkle, 1965). The sixth one is *range corollary*, which asserts that: "A construct is convenient for the anticipation of a finite range of events only (Kelly, 1991, p.48). Each construct applies for only a limited range of events. *Experience corollary* proposes that: "A person's construction system varies as he successively construes the replication of events" (Kelly, 1991, p.50). Bannister and Fransella (1971) explain this corollary as follows: "Kelly repeatedly pointed out that we can have ten experiences if we reconstrue each time, or else have one experience repeated ten times if we fail to reconstrue" (p.114). We either confirm or disconfirm instances via our predictive systems. The eight one is *modulation corollary* stating that: "The variation in a person's construction system is limited by the permeability of the constructs within whose ranges of convenience the variants lie" (Kelly, 1991, p.54). A construct is considered to be permeable if new elements can be embraced. *Fragmentation corollary* states that: "A person may successively employ a variety of construction subsystems, which are inferentially incompatible with each other" (Kelly, 1991, p.58). That is, inconsistency regarding personal construct sub-systems is tolerated (Bannister, & Fransella, 1971). The next one is *commonality corollary* proposing that: "To the extent that one person employs a construction of experience, which is similar to that employed by another, his processes are psychologically similar to those of the other person" (Kelly, 1991, p.63). If individuals share the same constructs, they are thought to be similar. Finally, *sociality corollary* proposes that: "To the extent that one person construes the construction processes of another he may play a role in a social process involving the other person" (Kelly, 1991, p.66) drawing attention to understanding others.

2.3. Professional Development of Teachers

As it is internationally recognized, "An education system is only as good as its teachers" (UNESCO, 2014, p. 9). Instead of conceptualizing professional development as something that is done to teachers, it has been reclaimed as something "for teachers, by teachers" (Johnson, 2006, p. 250) recognizing teachers' 'right' to direct and

'responsibility' to sustain their professional development throughout their careers (ibid.), emphasizing teacher agency. However, traditionally teachers tend to be regarded as knowledge consumers who are expected to implement what they have learnt in their classrooms (Borg, 2015).

Professional Development (PD) is defined as "... processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students." (Guskey, 2000, p. 16). Guskey (2000) also argues that the activities constituting PD should be intentional, systemic and ongoing.

Day (1999) conceptualizes teacher professional development as follows emphasizing the experiences acquired by teachers through their career procedure:

> Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people, and colleagues through each phase of their teaching lives (p. 4).

Díaz-Maggioli (2003, p.1) defines professional development as "ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students." He adds that it provides the best results if it is sustained in the process of time within a community of practice.

With respect to the significance of PD, Guskey (2000, p. 16) states that, "High-quality professional development is at the center of every modern proposal to enhance education. Regardless of 'how schools are formed or reformed, structured or restructured, the renewal of staff members' professional skills is considered fundamental to improvement."

PD activities can be classified as traditional consisting of short workshops, conferences etc. and non-traditional consisting of mentoring, coaching, peer observation and so on. Díaz-Maggioli (2004) distinguishes traditional and visionary methods of professional development. As it is illustrated in table 2.2, he thinks that visionary PD practices differ from traditional ones in terms of the organization, content, follow up and evaluation of the program, the former being more collaborative, context and participant sensitive.

Table 1.

Differences between Traditional and Visionary Professional Development

Characteristics of Traditional Professional Development	**Characteristics of Visionary Professional Development**
• Top-down decision-making	• Collaborative decision-making
• A "fix-it" approach	• A growth-driven approach
• Lack of program ownership among teachers	• Collective construction of programs
• Prescriptive ideas	• Inquiry-based ideas
• One-size-fits-all techniques	• Tailor-made techniques
• Fixed and untimely delivery methods	• Varied and timely delivery methods
• Little or no follow-up	• Adequate support systems
• Decontextualized programs	• Context-specific programs
• Lack of proper evaluation	• Proactive assessment
• Pedagogical (child-centred) instruction	• Andragogical (adult-centred) instruction

Source: Díaz-Maggioli, 2004, p 6

Borg (2015, p 5) points out the disadvantages of traditional models of PD as follows:

- Teachers may become dependent to others for their PD rather than learning to take charge of it themselves.
- Teachers may undervalue both their own knowledge and experience, believing that what they receive externally is more important.
- Continuous Professional Development (CPD), which is externally driven, tends to limit the contributions teachers can make to both its content and process.
- Conventional approaches to CPD tend to take place in the training room rather than the classroom and focus on teachers' behaviors without acknowledging teachers' beliefs.
- It fails to produce sustained positive changes in teaching and learning.

Professional development for teachers that take place outside the classroom such as conferences or workshops have certain drawbacks which are summarized below:

Table 2.

Drawbacks of External Teacher Development

Drawbacks	Explanations
Infrequent	Teachers cannot attend external events on a regular basis
Costly	Teachers or their schools must pay to attend
Disruptive	Teachers are taken out of school and lessons must be rearranged
Generic	External training may not address individual teacher needs
Decontextualized	Learning is not situated in teachers' classrooms
Receptive	Teachers receive knowledge from more 'expert' trainers
Not 'owned'	Teachers have minimal say in decisions about the training

Source: Borg, 2014, p. 23

Other criticisms about the ineffectiveness of traditional PD activities include lacking efficiency about particular teaching and learning matters (Collinson, 2000), not providing enough time to the teachers so not having much influence to change teaching practice (Birman et al., 2000), being inefficient and unproductive (Abadiano & Turney, 2004).

Guskey (2003) examined 13 recent lists of features of "effective professional development," Among the 21 characteristics in the lists, enhancing teachers' content and pedagogical knowledge was the most frequently cited feature. Providing sufficient time and other resources, collaboration, including procedures for evaluation and being school- or site-based were other most mentioned characteristics. He concluded that there is not much agreement among PD researchers or practitioners about the criteria for "effectiveness." Moreover, he added that it should not be forgotten that eventual goal of PDs is improving student learning outcomes. He suggests teachers to determine the practices and strategies for PD and share them with their colleagues to provide effective PD within that context.

The effectiveness of PD also depends on the extent it aligns with teachers' career development. Huberman (1989) outlines five phases of teachers' professional lives as exploration and stabilization, commitment, diversification and crisis, serenity and distancing, and conservatism and regret. Thus, teachers' professional needs change as they experience these different stages. Another factor for the success of PD is the educational context where it is implemented. PDs which have clear goals with decent levels of challenge, focusing on previous knowledge, which are sustainable, supported by

organization can be regarded as effective (Pontz, 2003). Moreover, according to Sparks (2002), effective PD should be integrated in the daily routines of teachers which will be supported by the administration taking the specific needs of the participants.

When the afore-mentioned conditions for the effectiveness of PDs and the factors hindering it are considered in order to meet diverse needs of teachers Díaz-Maggioli (2003) suggests PD strategies such as peer coaching, study groups, dialogue journals, professional development portfolios, mentoring and finally participatory practitioner research as alternatives to traditional PD implementations. Peer coaching involves basically trained teachers' visiting each other's classes to observe and give advice on their teaching. It is based on three stages, which are planning, observation and feedback (Cogan, 1973). Study groups require teachers to meet and review professional literature or analyze students' works. Peyton (1993) describes dialogue journals as written conversations. Dialogue journals involve teachers' keeping written conversations with their mentors or colleagues and are especially beneficial for teachers who do not have time for a face to face meeting. Professional development portfolios, which include systematic collection of documents related to teachers' own development such as samples of students' or teachers' works, show teachers' development. Regarding mentoring, there is a more knowledgeable professional working with a less experienced colleague for collaboration and giving feedback about teaching and learning. Finally, participatory practitioner research which is also known as action research involves colleagues working in collaboration to diagnose, plan and intervene for the improvement of existing conditions (Díaz-Maggioli, 2003). All of the aforementioned strategies of PD share common features such as being integrated in the daily lives of teachers rather than external PDs like conferences or workshops. Similarly, Borg (2014) suggests teacher research, which is done by teachers in their working contexts to improve their implementations as an alternative to external professional development methods to avoid the afore-mentioned issues.

2.3.1. Research on Professional Development

Recent research results on professional development are examined in this section in order to shed light on the issue along with the literature discussed above.

He, Prater and Steed (2011) organized PD sessions and investigated the effects on teachers and English as Second Language (ESL) students. Twenty-two teachers (9 ESL,

13 regular classroom teachers) participated in 46 hours of PD sessions in a year. As data collecting instruments, a Likert scale, open ended questions, pre- and post- ESL knowledge inventory were used. The effectiveness of the PD program was investigated from three different aspects which were the quality of the PD sessions based on teacher feedback and teacher understanding of working with ESL students and English language development of ESL students. The results illustrated that teachers were able to benefit from useful strategies and resources thanks to a research based and needs-oriented PD program.

In Turkish context, Yurtsever (2013) investigated English instructors' beliefs on traditional and constructivist models of PD at Akdeniz University School of Foreign Languages in Antalya, Turkey. Ninety one English language instructors participated in the study. Data were collected via 5-point Likert-type questionnaire, which was both paper-based and online. While the results revealed that both traditional and constructivist models were favored by the participants, the self-directed model emerged to be the most favored one which indicates the concern of the participants for their own PD.

Additionally, Bayar (2014) investigated the features of effective professional development activities by interviewing sixteen elementary school teachers about their experiences of PD activities implemented during a 12-month period. The findings showed the features of effective professional development activities as follows: 1) matching existing teacher needs, 2) matching existing school needs, 3) teacher involvement in the design/planning of professional development activities, 4) active participation opportunities, 5) long-term engagement, and 6) high-quality instructors.

In another study, Bayar and Kösterelioğlu (2014) examined the satisfaction level of teachers in PD activities in Turkey to identify the factors influencing their satisfaction. 12 teachers were interviewed by asking open ended questions. The results revealed that teachers were not mostly satisfied with professional development activities so they chose not to participate in them. They identified the reasons for this dissatisfaction and unwillingness as: 1) offering only traditional professional development activities, 2) not involving teachers in the design of professional development activities, 3) ignoring teachers' needs during the process of planning of professional development activities, 4) offering activities unrelated to authentic classroom situations, and 5) having low quality of instructors in professional development activities.

Moreover, Gökmenoğlu and Clark (2015) investigated teachers' views on the quality of professional development programs that were designed to support national

reforms via a national survey with 1,730 Turkish teachers. Teachers' reports showed that professional development activities satisfied them only moderately. They also reported relatively low teacher enthusiasm for mandatory, centrally designed training.

Besides, Yılmaz (2017) investigated the opinions of prospective and in-service English language teachers working at different institutions on professional development programs in general and the Alternative professional development applied during the study and which kind of PDP they prefer. Eight in-service and two pre-service teachers took part in the study in which two different open-ended questionnaires (Pre- and Post-) and a post program interview were used as data gathering instruments. The findings of the study revealed that all ten participants preferred the alternative program to the other PDPs they had participated in before, mainly because it promoted practice rather than theory. In addition they also found the modules of the program up-to-date and appealing to the needs of the participants. The size of the group was also appreciated by the participants since in small groups, they felt more relaxed to ask questions and it was easier to get feedback.

In a more recent study, Yalçın Arslan (2019) analyzed the influence of lesson study approach on the PD of EFL preservice teachers in Turkey. Data was collected from research lessons, observations, and reflections during the teaching process. The findings revealed that lesson study contributes to teacher learning by maintaining concrete examples of practice for teachers.

To sum up, the studies on PD programs essentially explored teachers' views on effective PD implementations and the factors that caused dissatisfaction regarding these programs. Data were collected via tools such as questionnaires, interviews and observation. The findings of the studies illustrated that PD implementations which are research-based, needs oriented, self-directed, up to date, promoting practice rather than theory are found to be beneficial by the participants. However, the ones which offer traditional methods, ignore teachers' needs, involve low-quality instructors, do not involve teachers in the design are found not to be satisfactory.

In the light of the discussions and recent studies above regarding effective PD programs, teacher research and action research, which are among the alternative methods to traditional PD implementations, are examined in the following section

2.4. Teacher Research

The origins of teacher research dates back to 1940's to Kurt Lewin and action research which is considered as the ancestor of teacher research. However, more recently it emerged in 1970's in the UK with works of Stenhouse (1975) and Elliott (1990) and the USA with Schön's (1983) work on reflective practice. With respect to language teaching it did not emerge until 1980's with an aim to promote language teaching via local, classroom based studies (Borg, 2010).

Teacher research is described as ". all forms of practitioner enquiry that involve systematic, intentional, and self-critical inquiry about one's work" (Cochran-Smith & Lytle 1999, p. 22). Moreover, Borg (2010, p. 395) makes a comprehensive definition of teacher research as:

a systematic inquiry, qualitative and/or quantitative, conducted by teachers in their own professional contexts, individually or collaboratively (with other teachers and/or external collaborators), which aims to enhance teachers' understandings of some aspect of their work, is made public, has the potential to contribute to better quality teaching and learning in individual classrooms, and which may also inform institutional improvement and educational policy more broadly.

Borg (2014) asserts that certain processes such as reflection, reading research, communication and collaboration enhance teacher research. Moreover, according to Carter and Halsall (1998, pp. 73–74) 'essential characteristics' of teacher research are as follows:

- It is grounded in data which has been systematically collected and analyzed for a clearly defined purpose;
- It is undertaken by teachers, though sometimes with the support of external critical friends;
- It focuses on professional activity, usually in the workplace itself;
- Its purpose is to clarify aspects of that activity, with a view to bringing about beneficial change – ultimately, to improve student progress, achievement and development, this being precisely the purpose of school improvement itself.

Bailey (2001, P. 491) makes a distinction between classroom research, teacher research and action research and explains that 'the term *classroom research* refers to the location and focus of the study. While *teacher research* refers to the agents who conduct

the study, *action research* denotes a particular approach'. The term action research will be elaborated in the next part of this chapter. Moreover, Medgyes (2017) states that he favours the term 'teacher-inquirer' instead of 'teacher researcher' since it demonstrates a teacher's job which has a pragmatic and problem solving nature.

Cochran-Smith and Lytle (1999) conceptualize teacher research in three different ways: teacher research as social inquiry as a way of enhancing social change; ways of experiencing within communities as a form of collaborative enquiry for teachers to improve their classrooms and as practical inquiry to improve teachers' practical knowledge.

Teacher research has been considered to be beneficial from various aspects. To illustrate, if teachers are engaged in research either by reading or by doing, their pedagogical decisions will be based on the research evidence which will affect teaching and learning (Hargreaves 2001). Moreover, assets of engaging in research in terms of contributing to teachers' professional development (Kincheloe 2003) and to their professional status (Gurney 1989) have been reported.

Kincheloe (2003, p. 18–19) claims that thanks to research teachers can:

- appreciate the benefits of research;
- begin to understand in deeper and richer ways what they know from experience;
- be seen as learners rather than functionaries who follow top down orders without question;
- be seen as knowledge workers who reflect on their professional needs and current understandings;
- explore the learning processes occurring in their classrooms and attempt to interpret them.

Olson (1990: 17–18) lists six benefits regarding the prospective benefit of teacher research as follows:

- reducing the gap between research findings and classroom practice
- creating a problem-solving mind-set that helps teachers when they consider other classroom dilemmas;

- improving teachers' instructional decision-making processes;
- increasing the professional status of teachers;
- helping empower teachers to influence their own profession at classroom, district, state and national levels;
- offering the overriding and ultimate advantage of providing the potential for improving the educational process.

To conclude, the above-mentioned benefits of conducting teacher research should be taken into consideration. As it is stated, the assets of engagement in research range from enhancing the effectiveness of teachers to making them more agent teachers by developing their capacity for autonomous professional judgements, allowing them to be curriculum innovators and by making them less dependent on finding external answers to their problems.

According to Borg (2006, p.23) there are ten conditions affecting teacher research which are: (1) awareness, (2) motivation, (3) knowledge and skills, (4) choice, (5) mentoring, (6) time, (7) recognition, (8) expectations, (9) community, and (10) dissemination potential. Firstly, teachers should be aware of research and its assumptions. Then, they should have a reason to conduct research for example they should believe that it will be beneficial for their work. Thirdly, they should have relevant research-related knowledge and skills. Regarding the choice element, teacher research seems to be more productive if teachers are enabled to make choices on what and how to study. It is also important to have mentors for teachers since teacher research, especially at the beginning needs to be scaffolded by a more experienced and skilled individual. Besides, additional time and effort is required to do research which is regarded as one of the most common impediments of doing research. Recognition of knowledge acquired from teacher research by teachers and other stake holders will popularize teacher research. If teachers know that doing research is expected from them, it will be a primary motivation to conduct research. Getting institutional and collegial support for doing research will motivate teachers to do research. Finally, teachers need to know that their studies will be made public for others to benefit from their findings. Regarding this condition Freeman (1996, p.105) states that if teacher research is not made public, the knowledge it generates will 'dissipate in the recesses of private conversations, staff rooms, or schools'.

2.4.1. Action Research

Action Research (AR) is considered as a medium to create meaning and understanding in precarious social circumstances and improve the quality of human interactions and practices in those conditions (Burns, 2005). Basically, it is based on John Dewey's discussions against separating theory and practice which influenced research conducted by educators. Kurt Lewin, who is regarded as the father of action research considered AR as a spiral of steps, 'each of which is composed of a circle of planning, action and fact-finding about the result of the action' (Lewin, 1948, p. 206). Burns (2005, p. 58) summarized major characteristics of approaches to action research as follows:

Table 3.

Major Characteristics of Approaches to Action Research

	Technical AR	**Practical AR**	**Critical AR**
Philosophical base	Natural sciences	Hermeneutics	Critical theory
Nature of reality	Measurable	Multiple, holistic, constructed	Inter-related with social and political power structures
Nature of problem	Predefined (problem-posing)	Defined in context (problem solving)	Defined in context in relation to emerging values(problematizing)
Status of knowledge	Separate, deductive	Inductive, theory producing	Inductive, theory producing, emancipatory, participatory
Nature of Understanding	Events explained in terms of real causes and simultaneous Effects	Events described in terms of interaction between the external context and individual Thinking	Events understood in terms of political, social and economic constraints to improved conditions
Purpose of research	Discover 'laws' of underlying reality	Discover the meanings people make of actions	Understand what impedes more democratic and equal practices
Change outcomes	Change is value-free and short-lived	Change is value-bounded and dependent on individuals involved	Change is value-relative and leads to ongoing emancipation

Action research focuses on action and research simultaneously. During the action process, the participants develop strategies or activities as a response to a problem which needs to be solved in the context of research which is named as planned intervention. AR is often regarded as a collaborative process favorably conducted by a group of researchers collectively (Kemmis & McTaggart, 1982). The research process involves collecting and analyzing data systematically and reflecting on the implications of findings for additional action. These processes can change direction because of the flexible nature of AR. In sum, it is a spiral cycle of planning, acting, observing and reflecting conducted interactively (Somekh & Thaler, 1997). Kemmis and McTaggart (1988, p. 11–14) elaborate the phases of AR as follows:

- Plan – prospective to action, forward looking and critically informed in terms of: i) the recognition of real constraints; and ii) the potential for more effective action

- Action – deliberate and controlled, but critically informed in that it recognizes practice as ideas-in action mediated by the material, social, and political 'struggle' towards improvement
- Observation – responsive, but also forward-looking in that it documents the critically informed action, its effects, and its context of situation, using 'open-eyed' and 'open-minded' observation plans, categories and measurements
- Reflection – evaluative and descriptive, in that it makes sense of the processes, problems, issues and constraints of action and develops perspectives and comprehension of the issues and circumstances in which it arises

With respect to the difference between basic research and applied research Burns (2005) states that while the former intends to develop a theory, the latter aims to apply theory to practice. AR intends to scrutinize issues which are important practically by collecting data systematically focusing on local problems to change and improve the existing situation. Thus, it has an interventionist and subjective approach unlike basic research.

Regarding teachers as research oriented, self-directed, reflective professionals instead of a passive receiver of methods was a popular theme in the 1990's (Nunan & Lamb, 1996). As Prabhu (1992, p. 225) states "classroom teaching can improve only to the extent that teachers themselves act as specialists". Involvement of practitioners in research bridges the gap between research and teaching profession (Beasley & Riordan, 1981). AR is regarded as an instrument which encourages teachers to have a research orientation and engage in classroom research (Nunan, 1989). van Lier (1989) emphasized the link between conducting AR and empowerment of teachers.

However, other researchers remarked the challenges of engaging in research for teachers. To illustrate, Wallace (1991) asserts that certain factors are required for doing research such as expertise, time, financial resources and specific personality features. McKernan (1993) claims that factors such as scarcity of time, and resources, limitations enforced by institutions, difficulties of getting consent and support from school administrators, skills to acquire the discourses of research, scarcity of sources of advice, criticisms from colleagues, and self-doubt hinder teacher research.

When the purposes of AR in the field of ELT is examined, it is observed that it is seen as means of enhancing professional development of teachers rather than producing

knowledge in terms of pedagogy or curriculum (Burns, 2005). Currently, in second language teacher education programs AR is encountered in three forms: as a required element of formal undergraduate or postgraduate courses; as collaborative teacher-researcher projects in educational programs and as individual projects by classroom teachers / teacher educators (Burns, 2009).

Besides, although AR is supported on a large scale due to the aforementioned assets, involvement of teachers seems to be limited. In addition, empirical data with regards to the AR cases conducted by teachers cannot be accessed since they are not usually published which contributes to the legitimation problem of AR and underestimation of small scale AR projects.

Rainey (2000) surveyed 228 teachers in 10 countries internationally (China, Colombia, Greece, Japan, Morocco, Poland, Qatar, Saudi Arabia, Thailand, and Tunisia) found that 75.5 percent had never heard of AR. As a result of her study she highlighted that teachers needed training to conduct AR and support is required to extend AR beyond the classroom.

In terms of advantages of educational AR Kemmis & McTaggart (1982, p. 2-5) list the following features:

- thinking systematically about what happens in the school or classroom
- implementing action where improvements are thought to be possible
- monitoring and evaluating the effects of the action with a view to continuing the improvement
- monitoring complex situations critically and practically
- implementing a flexible approach to school or classroom
- making improvements through action and reflection
- researching the real, complex and often confusing circumstances and constraints of the modern school
- recognizing and translating evolving ideas into action.

Burns (1999, p. 14-15) reports Australian teachers' experiences after conducting AR as follows:

They experienced

- deeper engagement with their own classroom practices
- a better understanding of research and methods for carrying out research
- less sense of isolation from other teachers
- a sense of sharing common problems with other teachers
- a personal challenge, satisfaction and professional growth
- heightened awareness of external factors impinging on their classrooms.

Furthermore, Wadsworth (1998, p.4) asserts that AR helps teachers to become;

- more conscious of "problematizing" an existing action or practice and more conscious of who is problematizing it and why we are problematizing it;
- more explicit about "naming" the problem, and more self-conscious about raising an unanswered question and focusing an effort to answer it;
- more planned and deliberate about commencing a process of inquiry and involving others who could or should be involved in that inquiry;
- more systematic and rigorous in our efforts to get answers;
- more carefully documenting and recording action and what people think about it and in more detail and in ways which are accessible to other relevant parties;
- more intensive and comprehensive in our study, waiting much longer before we "jump" to a conclusion;
- more self-skeptical in checking our hunches;
- attempting to develop deeper understanding and more useful and more powerful theory about the matters we are researching in order to produce new knowledge which can inform improved action or practice; and
- changing our actions as part of the research process, and then further researching these changed actions.

However, there are not many studies on the conceptual change occurring in time for the teachers who conduct AR. However, Linder (1991) found idiosyncratic changes in the participants' personal theories about teaching as a result of a yearlong project in which participants conducted AR on mixed ability teaching. AR helps teachers to reassess their existing belief systems and re-theorize their current classroom practices through

self-evaluation and the empirical evidence gathered through systematic investigation in the classroom.

As it is mentioned before in the case of ELT the majority of the participants are not involved in AR since essential circumstances such as motivation, support, knowledge of research and opportunity to disseminate findings are missing.

Besides, there are also certain criticisms with respect to AR. As a criticism of AR Jarvis (1981) asserts that AR lacks academic prestige and academic specialists with training and capacity should deal with research. Burns (2005, p. 67) summarizes the criticisms about AR as follows:

- It has not developed sound research procedures, techniques and methodologies.
- It is small-scale and therefore not generalizable (has low external validity).
- It shows low control of the research environment and therefore cannot contribute to causal theories of teaching and learning.
- It exhibits strong personal involvement on the part of the participants and therefore is overly subjective and anecdotal.
- It is not reported in a form that conforms to a recognizable scientific genre.

In order to avoid these criticisms epistemological approaches and assumptions about the research should be provided by the teachers engaging in AR. Moreover they should specify the research context and document and analyze the data carefully with a clear explanation of what the researcher is investigating. Furthermore AR should not be criticized in terms of not being generalizable or replicable since it attempts to provide a local understanding. Checkland & Holwell (1998) claim that recoverability, which refers that the research process can be recovered by an external audience, rather than external validity is crucial in AR. Thus, providing rich descriptions and practical solutions is aimed in AR which might help other practitioners in similar situations. In order to reduce subjectivity, iteration is an important feature of AR since as the cycles of AR are repeated initial findings will yield to deeper questions expanding the scope of the study.

2.4.2. Research on Teacher and Action Research

In consideration of the review of literature on teacher research and action research, exploring recent research on teacher and action research may help us better understand the concepts in relation to the present study.

Allison and Carey (2007) studied the views of 22 members of staff teaching at a university language center in Canada on research via questionnaires and interviews. They found that the participants felt inhibited to engage in research due to lack of time, encouragement and motivation to do research especially for the ones for whom doing research is not a requirement for their jobs.

Besides, Atay (2008) implemented an INSET program in a state university in İstanbul, Turkey to determine Turkish EFL teachers' attitudes towards classroom research and the effects of research on teachers' instructional practices. The participants were sixty-two teachers who participated in a program involving three parts which were; theoretical knowledge on ELT (two weeks), issues for investigation (two weeks), and investigating the classroom and doing research (two weeks). Data was collected through teachers' narratives and journals. The results of the study illustrated that teachers appreciated the significance of examining the data of their own classroom and cooperating with their colleagues to improve their classroom practices. This study is significant since teachers had the opportunity to become active researchers instead of passive recipients of knowledge.

Additionally, Borg (2009) investigated how 505 teachers of English from 13 countries around the world conceived research by using questionnaires and follow up interviews. The results revealed that the teachers' level of reading and doing research was moderate to low due to lack of time, knowledge, and access to material. Moreover, he reported that the teachers engaging in research were mostly motivated by practical and professional concerns rather than external factors such as promotion. He identified the factors hindering teachers to conduct research as attitudinal, conceptual, procedural, and institutional.

In another study, Wyatt (2011) inspected the achievements of four teachers of English who engaged in action research as part of their studies and how benefited from the process by using observations, interviews and the analysis of written assignments. The findings of the study revealed that the participants highlighted several benefits of conducting AR such as awareness of their achievements to help others by doing research,

improvement in their research skills, and feeling motivated as a result of the research experience. It was also determined that the teachers seemed to become more self-confident in different aspects of their work and more autonomous.

In addition, Goodnough (2011) examined teacher perceptions of the long-term effects of engaging in collaborative action research on professional identity and practice. Ten teachers were interviewed before and after conducting action research. Outcomes revealed changes in terms of several aspects of teacher identity and classroom practice. The participants reported benefits such as enhancing their confidence in teaching, increasing their levels of self-efficacy, viewing learners form a more holistic perspective and understanding learning needs of the students.

Similarly, Cabaroğlu (2014) explored the impact of action research on English language teacher candidates' self-efficacy beliefs in a 14-week course in which action research was utilized. Self-efficacy scales, reflective journals and a course evaluation form were utilized as data gathering instruments. The results revealed that the participants experienced growth in teaching efficacies, increased self-awareness, improved problem-solving skills and enhanced autonomous learning. These results show that action research is a valuable tool to develop pre-service English language teacher candidates' self-efficacy.

In the same vein, Edwards and Burns (2016) investigated the sustained effects of participating in an AR program with 16 teachers who completed an AR program between one and four years ago by using a survey and interviews. They found that the teachers felt more confident, connected to their students, research-engaged, and recognized by colleagues and managers.

Finally, Yiğitoğlu and Dollar (2018) studied the influence of action research on teacher cognition. MA-student in-service teachers were asked to complete English teachers' action research proposals, reports and reflections. Interviews were used to collect data. Participants were not able to fully utilize action research in their teaching, due to an interplay of contextual and institutional constraints.

To sum up, the studies on teacher and action research mainly focused on the views of teacher on research and its benefits using instruments such as questionnaires, interviews, journals, observations, scales and surveys. The results of the studies pointed out that teachers essentially feel themselves inhibited to do research due to several reasons including lack of time, knowledge, encouragement, motivation and access to materials. In addition teachers benefited from doing research in terms of feeling motivated, more

self-confident, autonomous, and more aware of their achievements. They also reported assets of doing research such as enhancing confidence in teaching and self-efficacy, self-awareness, problem solving skills, autonomous learning and understanding learning needs.

The concepts agency and teacher agency are scrutinized in the following section since teacher agency is another crucial aspects of the present study.

2.5. Agency

The concept of agency gained popularity in the late 1970's as a reaction against structuralism which failed to consider individuals' actions. Sociologist Anthony Giddens together with anthropologists Pierre Bourdieu and Marshall Sahlins concentrated on the dialectical relationship between human actions and social structures and they remarked that human beings are made by society as they make society (Ahearn, 1999). Sherry Ortner (1989) called this as 'practice theory' which emphasizes the social effects on agency and claims that human actions cannot be considered without social structures shaping them. Unlike 'action theory' which asserts that human agency requires intention ignoring the social nature of agency (Davidson, 1980), practice theory asserts that actions are continually culturally, socially and linguistically constrained (Ahearn, 1999). In the same vein, according to Gidden's (1979) structuration theory, social structures shape people's actions via constraining and enabling unlike the idea that agency is synonymous with free will or resistance.

Moreover, Bourdieu (1977) explained agency inside his habitus theory. He defines habitus as "a generative process that produces practices and representations that are conditioned by the "structuring structures" from which they emerge" (p.78). Regarding agency, the possible actions generated by habitus are infinite in number but confined by the predispositions of the habitus (Bourdieu, 1977). Thus, it is interpreted that Bourdieu's conceptions of agency moves away from free will.

Furthermore, agency is considered as a synonym for resistance by certain approaches such as feminist theory. Resisting the patriarchal status quo is a must to show agency according to many feminist theories (Goddard, 2000). However, Ortner (1995) states that mere resistance does not exist because of the complicated and conflicting nature of motivations.

Besides, Duranti (2004, p.453) points out three fundamental features of agency which are 1) control over one's own behavior; 2) producing actions that affect other entities as well as self; 3) producing actions that are the object of evaluation. Duranti (1994) also investigated the relationship between language and agency by studying the use of ergative markers (a grammatical form which is used in some languages showing that the subjects of transitive and transitive verbs are encoded in different ways) and found that agency is attributed in the situations of praising or blaming. Hence, it is interpreted that agency can be embedded in linguistic forms too.

According to Ahearn (2001) both the productions and interpretations of all actions are socioculturally mediated. Thus, he defines agency as "socioculturally mediated capacity to act" (Ahearn, 2001; 130). Karp (1986) makes a distinction between an actor and an agent and states that while rule-governed or rule-oriented actions belong to an actor, an agent person uses power in order to generate effects and reconstruct the world.

Emirbayer and Mische (1998, p.970) define agency as "… the temporally constructed engagement by actors of different structural environments." According to them human agency involves iteration, projectivity and practical evaluation elements. The iterational element refers to reactivation of past patterns and thoughts selectively and integration of them to practical activity providing stability and order. The projectivity element refers to the imaginative creations of possible future directions of actions in which the actor may reconstruct his/her thoughts and actions based on his/her hopes, fears and wishes. Finally, the practical evaluative element encompasses the actors' capacity to make efficient and normative judgements responding to present situations' demands and dilemmas (Emirbayer and Mische, 1998). To conclude, achieving agency is a composition of the effects of past, adjustment to the future and engagement with the present.

Biesta & Tedder (2007) suggest an ecological view of agency and state that:

This concept of agency highlights that actors always act by means of their environment rather than simply in their environment so that the achievement of agency will always result from the interplay of individual efforts, available resources and contextual and structural factors as they come together in particular and, in a sense, always unique situations (p. 137).

This explanation points out that agency is not something people possess but it is concerned with doing something along with the constraints or assets of social and material environments.

Regarding the relationship between agency and autonomy, drawing from Benson's (2011, p. 58) definition of autonomy which is "a capacity to control one's own learning", it can be interpreted that autonomy is related to having power to make decisions about what a person can do. When the afore mentioned definitions of agency are taken into consideration it is realized that agency and autonomy are closely interrelated since an agent person is also capable of making decisions based on his/her aims. However, the two concepts have been treated differently in the field of applied linguistics. To illustrate, while agency refers to reflexive learning actions which are self-conscious, autonomy is about feeling in charge of learning actions (Candlin & Sarangi, 2004). That is, taking actions consciously does not guarantee being in control of the process.

Lantolf and Pavlenko (2001) point out that the recent conception of activity theory (Engeström, 1987) maintains an approach to consider the relational construction of agency. In addition to the material and symbolic tools, individual actor is mediated by social formation too. From the point of view of the activity theory, social constructs, and material and symbolic resources, as well as other social and personal factors constrain agency (Johnson & Golombek, 2011).

Lasky (2005) asserts that agency is mediated by the interplay between the individual "attributes and inclinations and the tools and structures of a social setting" (p. 900). In accordance with this view of agency, human beings "are neither independent and autonomous agents nor are they shaped and controlled entirely by external influences" (Ray, 2009, p. 116). Hence, the same individual can exercise more agency in one context and less in another.

Agency is achievable if individuals are appointed agentic positions which give them capacity or willingness to act. Harre and Slocum (2003) describe three categories of actions: Those one has done, is doing, or will do; those which one is permitted, allowed or encouraged to do; and those which one is physically and temperamentally capable of doing (p. 125).

Positioning theory explains the relations between these three domains. Namely, via positional moves or positionings, people can attain or lose the power to speak and act. In other words, whether or not to exercise agency depends on the individuals' being positioned in certain ways.

In order to discern human agency better we need to understand Social Cognitive Theory on human agency which suggests that the human mind is not only reactive but also productive, authentic, and active (Bandura, 1997). The following section examines

the social cognitive theory which is among the theoretical underpinnings of human agency.

2.5.1. Social Cognitive Theory and Human Agency

According to Bandura (2001, p. 2) “To be an agent is to intentionally make things happen by one’s actions”. He adds that thanks to agency people can have a say in their self-development, adjustment and self-renewal as the time changes.

Social cognitive theory advocates agency which is emergent and interactive (Bandura, 1986). Cognitive processes are brain activities that are emergent and have determinative effects. People perceive unique events and actions and decide to implement one of them. Two major routes are taken to explain the basic mechanisms of human functioning. The first one studies the microanalyses of the processing of human mind such as making use of coded information to do various tasks. The other one focuses on the macro analytic functioning of factors which are socially situated in the development, adjustment and change of humans. In this framework the functioning of humans is socially interdependent, largely contextualized and coordinated by inclinations of diversified social sub systems (Bandura, 2001).

Intentionality, forethought, self-reactiveness and self-reflectiveness constitute the core features of human agency. Bandura (2001, p. 6) defines intention as “..a representation of a future course of action to be performed.” Instead of expecting or predicting a future action, intentionality requires commitment to achieve it. The capability to generate actions in line with a purpose is the basic feature of personal agency. Forethought is concerned with anticipating the outcomes of prospective actions and guiding actions to produce desired consequences. In addition to making choices and action plans deliberately agency requires shaping appropriate actions and organizing their accomplishment which is about self-reactiveness. Finally, self-reflectiveness refers to the capacity to self-examine one’s own functioning which enables the evaluation of one’s motivations, values and the meaning they attach to the pursuits of life (Bandura, 2001).

Efficacy beliefs constitute the basis of human agency. If people do not believe that they are able to generate expected results and anticipate and avoid unfavorable ones they will have little motivation to proceed when they face difficulties. Hence, having a strong sense of efficacy decreases susceptibility to stress and depression in demanding situations and enhances resilience (Bandura, 2001).

Social cognitive theory characterizes two more modes of agency in addition to personal agency namely proxy and collective agency. Proxy agency is about reaching people having access to assets or knowledge which relies on perceived social efficacy such as children's turning to their parents. In short it means working with others in order to accomplish what we cannot achieve on our own. Collective agency is concerned with the belief that people can produce desired results thanks to their collective power. In addition to the mutual intentions, knowledge and skills, the groups' achievements depend on the transaction dynamics which are interactive, organized and cooperative (Bandura, 2001). Thus, personal agency functions within a system of sociocultural effects.

Human functioning is explained by means of triadic reciprocal causation by social cognitive theory (Bandura, 1986). The elements of this causality are "internal personal factors" consisting of cognitive, affective and biological events, "behavioral patterns" and "environmental influences" which effect each other reciprocatively. (p.14). Figure 1 illustrates this triadic relationship. Social cognitive theory claims that behavioural effects are generated as a result of the functioning of sociostructural factors via psychological mechanisms (Bandura, 2001). To conclude, personal agency and social structure function in a mutually dependent way. That is, human activity creates social structures and they restrain or maintain resources and opportunities for personal development.

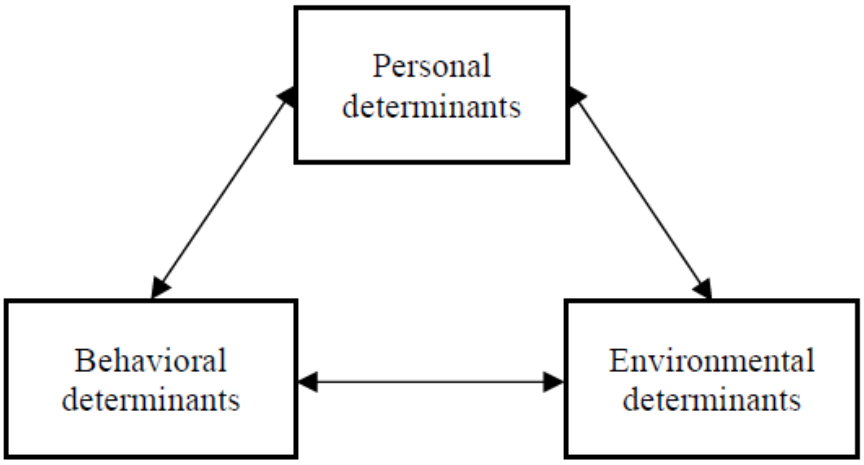


Figure 2. Triadic reciprocal causation model of social cognitive theory
Source: Bandura,2001b

To sum up, human agency is a slippery concept which has been defined in various ways from various aspects. To illustrate, it has been conceptualized as individual capacity and choices as in action theory, a mutually constitutive and interdependent relationship between individual capacity and contexts as in practice theory, ecological view of agency and social cognitive theory and activity theory.

2.5.2. Teacher Agency

Teachers are believed to be the most important agents influencing the improvement of educational policy since they implement policy in their classrooms, and shape learning conditions of students directly (Anderson, 2010; Priestley et al., 2015).

Priestley et. al (2015, p.3) defines teacher agency as "agency that is theorized specifically in respect of the activities of teachers in schools". Figure 2.2 below depicts Priestlt et. al's interpretation of Emirbayer and Mische's conceptualization of agency which was explained previously.

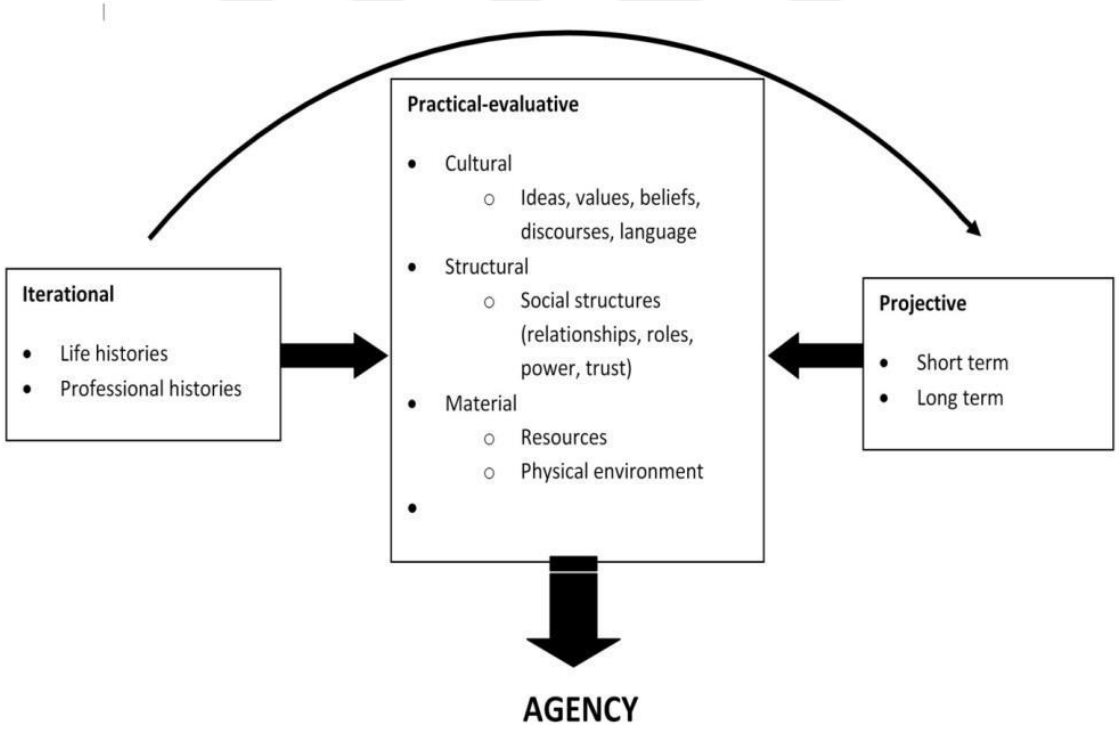


Figure 3. Priestley et. al's interpretation of Emirbayer and Mische's conceptualization of agency

Source: Priestley, Biesta & Robinson, 2015 p.4

When the diagram is analyzed in terms of teacher agency, the iterational aspect involves personal capability (skills and knowledge), beliefs (professional and personal) and values rooted in past experience. Thus, the focus of teacher education should be on building resources and engaging teachers in a reflective way. In addition to professional education, school experience is also of great importance. Personal experience seems to be more significant than professional experience to build teacher agency. The projective aspect of teacher agency deals with teachers' short term and long term goals regarding their work often rooted in their beliefs and values. Finally, the practical-evaluative aspect has a great influence on agency since it shapes how teachers make decisions and act by both enhancing and inhibiting their agency (Priestley et. al, 2015).

Anderson (2010, p.541) defines professional agency of teachers as "the capacity to make choices, take principled action, and enact change". Molla and Nolan (2020) state that achieving agency requires contexts where teachers negotiate or struggle against the constrictions posed by the policy or the authority. Sen (1999) describes agentic teachers as the ones who have ability to distinguish what they value in their professional lives and get it. Thus, the focal point of professional learning is changed from acquisition of knowledge to engagement by teachers' articulating their preferences and exerting influence according to the freedom based assessment of agency. Teachers who are agentic can recognize and make use of opportunities to improve their professionalism and take action to change such as being proactive in their behaviors (Anderson, 2010).

Crocker and Robeyns (2010) state that being a professionally agentic teacher depends on to the extent you make decisions autonomously and deliberatively, act considering your decisions and generate change in your practice. On the other hand, according to Calvert (2016) being an agentic teacher is related to certain aspects involving teacher's internal features such as the inclination to participate in professional learning, the structural conditions of the school for professional learning and the extent to which the system includes teachers in making decisions about their learning.

Furthermore, according to Wang et al. (2017) teacher agency is about teachers' ability and capacity to make everyday decisions regarding context-specific pedagogies actively, to take actions intentionally, and to initiate changes strategically in line with a socio cultural approach.

Pyhältö et al. (2015, p. 813) explains professional agency as "a capacity that prepares the way for the intentional and responsible management of new learning, at both an individual level and community level". This requires making use of others as a

resource intentionally and also being a resource for others (Edwards, 2005). An active professional agent perceives himself/herself as an active learner who makes decisions and acts intentionally and reflects on his/her actions. Having motivation to improve and implement his/her expertise is another feature of professional agents (Giddens, 1984). To conclude, from the point of view of teacher agency, it is about teachers' constructing their learning contexts.

Teachers' professional agency depends on the professional interplay between teachers, pupils and their parents, and the other members of the school community (Greeno, 2006). Hence, the opportunities, limitations and the demands of the context regulate teachers' professional agency. In addition to adaptation, teachers' professional agency can also include opposition which will commence initiatives or alter prevailing power relations in the school (Sannino, 2010). Thus, teachers are capable of changing their working environment via using various strategies.

Molla and Nolan (2019, p. 554) identified five aspects of teacher's professional functioning which are "expertise, deliberation, recognition, responsiveness and integrity". Corresponding to these aspects they determined five features of teacher's professional agency namely; "inquisitive agency, deliberative agency, recognitive agency, responsive agency, and moral agency" as a result of the study they conducted to investigate the interaction between teacher agency and professional practice (Molla & Nolan, 2020, p. 72). Inquisitive agency refers to teachers' searching for and participating in appropriate professional learning programs. Besides, deliberative agency is concerned with having the ability to reflect critically on one's actions. In teachers' case it is the capability and having power to reconsider assumptions, values and policies in relation to their practices. Recognitive agency is about teachers' being valued and respected regarding their professional work. Recognition enhances agency since teachers, who are respected for their professional practices, are more inclined to identify their purposes and try to achieve them. When it comes to responsive agency, it is concerned with meeting different learning needs of the students and responding creatively to emergent problems. Finally, moral agency is about practitioners' capability to act ethically.

Teacher agency is mainly characterized as teachers' responses to educational reforms in recent studies (Robinson, 2012; Sannino, 2010, Yang, 2012). However, teacher agency may have different indications, and may have different stages from consenting to resistance to negotiation (Robinson, 2012).

In terms of the relation between agency and identity Buchanan (2015) state that there is a reciprocal relation between a person's professional agency and professional identity. As teachers build awareness about who they are both in their school and professional contexts, the actions they take become in line with their awareness and their actions influence their identity constructions. That is, teachers construct and reconstruct themselves making use of their self-conceptions and their actions comply with their self-conceptions.

Toom et al. (2017, p.126) describe professional agency as "an integrated concept comprising teacher's cognitive, motivational and attitudinal resources as well as skills and abilities to promote and manage learning in multiple professional contexts, especially in the classroom with pupils and in the professional community".

In a nutshell, teacher agency can be explained as a phenomenon which is emergent and accomplished in constantly changing contexts in the process of time involving past, future and present goals changing each time agency is achieved.

Regarding the importance of teacher agency, supposing that agency is not merely the capability of individuals but it is something they achieve, the significance of context should be considered more critically since it has a potential to debilitate the agent ones. Assuming that experiences of the past influence agency today, it can be concluded that future agency of teachers will be influenced by today's contexts (Emirbayer & Mische, 1998).

Another implication is about the fact that in unproblematic situations innovative actors may be just going with the flow instead of accomplishing agency (Emirbayer & Mische, 1998). Thus, as autonomy does not mean agency, autonomous teachers may not achieve to be agent because they do not have cognitive or relational sources or they just follow their past behavior patterns in a habitual way. On the other hand, policies specifying goals may shape and enhance agency helping teachers make decisions and plan future actions (Priestley et. al, 2015, p.3). Besides, Molla and Nolan (2020) assert that agentic teachers are also empowered and autonomous during their professional practices.

As another feature of agentic teachers Molla and Nolan (2020) assert that they have the determination and power to make reasonable decisions to assist their students and they add that opportunities for continuous professional learning which benefit from the dialectical relationship between teachers' subjective conditions and objective contexts of teaching will promote professional agency of teachers.

In addition to fulfilling complicated tasks, agentic teachers also "have the "skills and will to strengthen their own capabilities for life-log learning and sustained professional growth" (Lipponen & Kumpulainen, 2011, p. 812). Thus, it can be interpreted that teacher agency has a role in assisting professional development. Moreover, agency helps teachers to achieve self-realization by motivating them to stay true to themselves (Ketelaar et al., 2012). Another asset of agency is that agentic teachers are more likely to consider what they do meaningful (Priestley, Biesta, & Robinson, 2015). To conclude, on the basis of the literature on the features of agentic teachers, in the current study, the professional agency of teachers' has been described as their beliefs and practices to exercise power on the structured educational context and to accomplish their professional development.

2.5.3. Research on Teacher Agency

In the light of the above discussions, going through the research on teacher agency may shed even more light to the core of this study. Thus, recent research results on teacher agency are presented in this section.

Yang (2012) examined the nature and extent of teacher agency with respect to requirements of the new curriculum reform by using surveys with 44 EFL teachers, interviews and observations with three case teachers and focus group interviews with 18 students from three case teachers. The study illustrated that both theoretical and practical knowledge together with support from students and professional peers are required for the EFL teachers' improvement of pedagogical agency.

In another study Biesta et. al. (2015) investigated the role of beliefs in teacher agency to understand the dynamics of teacher agency and the factors that contribute to its promotion and enhancement using observation; semi-structured individual and group interviews. They found that beliefs play an important role in teachers' work. There is an apparent mismatch between teachers' individual beliefs and values and wider institutional discourses and cultures which indicate that the promotion of teacher agency does not just rely on the beliefs that individual teachers bring to their practice, but also requires collective development and consideration.

Besides, Pyhältö et. al (2015) explored teacher learning with respect to teachers' professional agency by using a survey with 2310 Finnish comprehensive school teachers. The findings revealed that teacher learning with regards to professional agency involved

several factors such as abilities, beliefs of efficacy, motivational aspects requiring transformation of teachers' teaching practices, encountering collective efficacy, building positive interdependency, appreciating reciprocal agreements and making use of strategies to seek help.

Moreover, Kayi-Aydar (2015) examined the identity negotiations and agency of three pre-service classroom teachers at a research university in the United States by using interview data and teachers' journal entries. The results revealed that the teachers took on various, and sometimes conflicting, positional identities which shaped teachers' agency and self-reported classroom practices in relation to their social context.

Additionally, Biesta et. al. (2017) scrutinized the role of teacher talk in the attainment of agency in one primary and two secondary schools in Scotland. Two experienced classroom teachers and a single senior line manager in each school constituted the participants. They used observation, semi-structured individual and group interviews, a personal and professional history interview at the start of the project, analysis of key policy texts and teacher network mapping. Their study revealed that teacher talk can make essential difference for teacher agency. To illustrate, when teachers talk about education, their talk allowed them to have opinions on current situation which is about the practical-evaluative dimension of the achievement of agency and it also illustrated orientation about the future showing the projective dimension of agency.

Furthermore, Tao and Gao (2017) inspected teachers' enacting agency to assist their professional development during curricular reform at a university in China. They conducted life history interviews with eight language teachers and used field notes as data gathering instruments. They found that the participants made different choices and took different actions which were mediated by their individual identity commitment as a response to similar contextual opportunities and constraints.

In a similar context, Ruan (2018) explored a Shanghai tertiary female EFL teacher's agency by investigating how she demonstrated her agency and how she negotiated with the situated context to manage her roles in her career path. Interviews, classroom observations, artifacts, living graphs, and SNS-based communication were used to collect the data. It was found that; the participant accomplished her agency recursively through influences from the past, orientation towards the future, and engagement with the present; her achievement of agency was facilitated by reflection and self-regulation and her situated context supported or constrained her agency.

In Turkish context Gülmez (2019) studied the relationship among factors that relate to teacher agency namely teachers' personality traits, levels of academic optimism, and their commitment to teaching. A survey instrument which includes 4 scales was given to 577 in-service secondary and high school teachers working in public schools. The results revealed that teachers' academic optimism and their commitment to the teaching profession were significant predictors of teachers' agency, while the direct effect of personality traits on teacher agency was not significant.

In addition, Jenkins (2019) conducted a longitudinal qualitative case study which investigated teacher agency using the Triadic Reciprocity Framework Core Agency Concepts (TRFCAC) model. The participants were twelve high school teachers and semi-structured interviews were used as data gathering instruments. Results manifested that teacher agency occurred in a blend of three ways: as proactive agency which includes teachers' planning and initiating curriculum change as a personal decision; as reactive agency which requires teachers to create change in consequence of an environmental effect; and as passive agency where teachers resist passively to a enforced curriculum change.

Finally, Molla and Nolan (2020) explored the interaction between teacher agency and professional practice using semi-structured interviews with ten teachers. They identified five features of teacher's professional agency namely; inquisitive agency, deliberative agency, recognitive agency, responsive agency, and moral agency. Moreover, they found that the participant teachers' agency was limited in respect to expertise, recognition and responsiveness.

To conclude, the studies summarized above focused on different aspects of teacher agency ranging from its nature, extent, factors enhancing and constraining it and its relation to various features such as identity, beliefs, teacher talk and professional development. As data gathering instruments they mainly used surveys, interviews and observation. The findings of the studies revealed that while factors such as theoretical and practical knowledge, support from students and peers, beliefs of efficacy, reflection, self-regulation, academic optimism, commitment to teaching enhance teacher agency, context can constrain it.

The following section reviews the literature on teacher effectiveness, another parameter of the present study, which is closely related to teacher agency.

2.6. Teacher Effectiveness

Many factors contribute to student achievement such as family or school related factors but teacher who is at the center of education seems to be the most influential one (Stronge & Tucker, 2000). Enhanced student achievement is only as good as the classroom teacher and their teaching practice(s) (Skourdoumbis, 2014, p.113). Moreover, Buchanan (2012) asserts that success of the whole education system is based on the quality of teachers (Buchanan, 2012).Thus, there are various attempts to make a definition of an effective teacher but because of the qualitative nature of "being effective", it is difficult to make a precise list of the features of an effective instructor.

The research dealing with the effectiveness of teaching and teacher education reveals that under different periods teachers were conceptualized from different perspectives. For instance, in the 20's-40's, teacher characteristics were emphasized and teachers were regarded as knowledge transmitters. In the 50's-80's, teacher behavior in the classroom was related to learning outcomes and teachers were conceptualized as facilitators of knowledge (Cochran-Smith & Fries, 2005; Zeichner, 2005). Finally, they are regarded as professionals who assist learning as an active social phenomenon with an emphasis on critical features of education (Buchanan, 2015; Burns & McIntyre, 2017).

Research on teacher effectiveness focus on different aspects such as student success (Stronge et.al. 2011; Burroughs, 2019), comments of students (Barnes & Lock, 2010; Çubukçu, 2010; Wichadee and Orawiwatnakul, 2012; Demiröz & Yeşilyurt, 2015; Göksel & Söylemez, 2018), teachers (Bozkuş & Taştan, 2016; Yuan & Hu, 2018; Mohammaditabar et. al., 2019), both teachers and students (Brown, 2009; Arıkan, 2011; Simpson and Mengi, 2011) or administrators (Williams, 2010; Pinto et. al. 2012).

World Bank's (2011) defined teacher effectiveness "as the capacity of a given teacher to lead their students to sustained achievement gains" (p. 16). Hunt (2009, p. 1) proposed a comprehensive definition of teacher effectiveness as:

The collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

Stronge and Hindmam (2003) classify characteristics of effective teachers under six domains based on the research findings which are; prerequisites of effective teachers, teacher as a person, classroom management and organization, organizing for instruction, implementing instruction and monitoring student progress and potential. Prerequisites of

effective teachers includes issues such as content knowledge, knowledge about students with special needs and coursework on pedagogy. The second domain teacher as a person is about personality features such as being fair, caring or reflective thinkers. Classroom management and organization is related to providing learning environments which are safe, organized and productive. The fourth domain which is organizing for instruction includes features such as determining priorities, planning instruction and time allocation. Research has revealed that effective teachers set explicit goals which are linked with classroom activities. As for the implementing instruction domain, it involves using strategies such as problem solving, hands-on-learning, giving feedback to meet individual needs. Finally, monitoring student progress and potential is about facilitating student achievement by monitoring student learning and adapting their instructions in line with their observations.

In another study Stronge (2007) made a detailed classification of the qualities of an effective teacher and put those under five categories which can be seen in table 4 below.

Table 4.

Qualities of Effective Teachers

Category	**Quality**
Personality Traits	Caring for students
	Treating students fairly and respectfully
	Positive interaction with students
	Enthusiasm in teaching
	Motivation to work
	Devotion to professional development
	Awareness of strong and weak sides
Classroom management	Establishing classroom management
	Organizing tasks, instruments and space in class
	Establishing student discipline
Planning of instruction	Considering instruction important
	Time management
	Having high expectations of himself and students
	Organizing contents for an effective instruction
Instruction	Using different instruction methods and strategies
	Guiding students with clear examples
	Supporting learning by understanding rather than by memorizing
	Using questioning effectively
	Directing student attention to lesson
Monitoring of student progress	Giving homework appropriate to lesson content and student capacity
	Providing face to face interaction to students left behind of class
	Considering student needs and proficiency

Source: Stronge, 2007

Shulman made a distinction between different kinds of teacher knowledge which are content knowledge (Mathematics, Science, Art, Geography etc.), general pedagogical knowledge (knowledge of principles and strategies for classroom management and organization), curriculum knowledge (with a particular grasp of the materials and programs that serve as the "tools of trade" for teachers), pedagogical content knowledge (Teachers' own special form of professional understanding), knowledge of learners and their characteristic, knowledge of educational contexts (the characteristics and effects of groups, classrooms, schools, school district administration, communities and cultures), knowledge of educational ends (purposes, and values and their philosophical and historical grounds) (Shulman, 1987, p.8).

Alashwal (2019) classifies the characteristics of effective teachers into two groups; professional and personality features. The former is made up of various knowledge fields which are self- knowledge, knowledge of context, knowledge of students, pedagogical knowledge, subject knowledge, curriculum knowledge and knowledge of the method of teaching. On the other hand, the latter includes traits about the professional role and the responsibilities of teachers. Various character traits constitute personality qualities such as confidence, desire to learn, adaptability and listening skills.

According to Darling-Hammond and Baratz-Snowden (2007, p. 112) effective teachers:

1. Use various assessment tools to measure both what students learn and how they learn;
2. Organize activities and instruction based on students' prior knowledge and developmental levels;
3. Engage students in active learning;
4. Convey expectations for high quality work;
5. Provide constant feedback for student improvement;
6. Design a well-managed classroom;
7. Collaborate with colleagues and students' families.

Bray-Clark and Bates (2003), associating teacher effectiveness, agency and self-efficacy state that effectiveness of teachers depends on personal agency of teachers that is, teachers' defining tasks, utilizing strategies, seeing their possibility of success and

finally solving the problems they encounter. Self-efficacy referring to an individual's belief in his or her capability "to organize and execute the course of action required to manage prospective situations" (Bandura, 1997, p. 2) is a critical element of teacher effectiveness too. Personal agency concept which involves teachers' capability of being "self-organizing, self-reflective, self-regulating and proactive in their behavior" highlights the significance of self-efficacy.

In Turkish context, Higher Education Council (HEC) has designated proficiency guidelines for effective teachers. HEC highlighted the following criteria under the heading of proficiency guidelines for teachers:

- Knowledge of subject matter
- Planning the learning and teaching process
- Classroom management
- Effective communication skills
- Effective evaluation and feedback
- Updating one's professional development (YÖK, 1998, p 16, 17)

Besides, in 2006, MONE described general teacher efficacies consisting of 6 main, 31 sub-efficacies and 233 performance skills. The six main efficacies include; individual and professional values- professional development, becoming acquainted with the students, the process of teaching and learning, monitoring and evaluating learning and development, the school, family and society relationship and program and content knowledge (MEB, 2006).

Finally, 21st century skills should be taken into consideration since in addition to the afore-mentioned features, teacher effectiveness is related to the acknowledgement of these skills too. Kim et. al. (2019, p.100) explain the 21st-century skills as "a range of competencies, including critical thinking, problem solving, creativity, meta-cognition, communication, digital and technological literacy, civic responsibility, and global awareness". Framework for 21st Century Learning (P21, 2011, p. 3), refers to the 21st century skills as the 4Cs of the Learning and Innovations Skills domain which are a) critical thinking and problem solving, b) communication, c) collaboration, and d) creativity and innovation. Critical thinking necessitates evaluating what is said for its virtue and authenticity depending on what you know. Thus, it is related to problem solving since it requires asking questions for clarification of opinions to solve problems

innovatively (Kvinja, 2014). The Partnership for 21st Century Skills (P21, 2009, p.13) describe five groups of communication skills including "the ability to articulate thoughts and ideas effectively, both orally and nonverbally, the ability to listen and make sense of what is being said, the ability to utilize communication effectively, the ability to utilize a wide range of media and related technologies and ability to communicate in different environments." Strathclyde, (2014) defines collaboration as giving and getting feedback from peers or other members of the team so as to accomplish a common task, sharing good ideas with others as well as acknowledging their contributions. Finally, Kvinja (2014) explains the creativity skill as being able to solve problems innovatively and inventing new technologies or creating new applications of the existing technologies. To conclude, teachers' 21st century skills should be emphasized in order to generate 21st-century learners.

In conclusion, as Kivunja (2014) claims there are not any universal laws of effective teaching but there are various ways of teaching effectively according to recent research. Similarly, Tomlison and Germundson (2007) liken teaching effectively to creating jazz in terms of combining various elements and styles using instructional strategies and methods. Thus it should be emphasized that what is effective in one context may not be effective in another one.

2.6.1. Research on Teacher Effectiveness

This section examines recent research results on teacher effectiveness in order to have a better understanding on the issue along with the literature discussed above.

Khojastehmehr and Takrimi (2009) attempted to find out the perceptions of the English teachers in Khuzestan on teacher effectiveness. 215 male and female secondary school English teachers participated the study and a 50-item questionnaire was used as data gathering tool. Results revealed that, instructional strategies were viewed as more critical for teacher effectiveness than other characteristics.

Similarly, Demiröz and Yeşilyurt (2015) examined the perceptions of prospective English teachers studying at Department of English Language Teaching (ELT) and Department of English Language and Literature (EL&L) with regard to an effective foreign language teacher. They used Effective Teacher Questionnaire for the collection of data and the t test results showed that there was a significant difference between ELT students' and EL&L students' perceptions of an effective foreign language teacher.

Besides, Bozkuş and Taştan (2016) investigated both the importance order of qualities that effective teachers have and differences of perceptions based on gender, branch and school types with 981 teachers working at public schools by using a questionnaire. Results of the study showed that most important quality perceived by teachers was classroom management followed by the planning of instruction, personality traits, instruction, and monitoring of student progress. Moreover, they found that classroom teachers attached more importance to classroom management than branch teachers.

In addition, İlin (2016) studied a female novice ELT teacher's conceptions of the qualities of an effective teacher by using repertory grid technique. The findings of the study revealed that theoretical knowledge was sufficient for a teacher to be effective.

In another study Göksel and Söylemez (2018) explored English EFL pre-service teachers' conceptions of the characteristics of an effective EFL teacher. The data were collected through concept maps from a group of EFL pre-service teachers attending the same teacher-education program, focus group interviews with 20 pre-service teachers selected randomly from the participant group, and the researcher's notes taken throughout the study. The results showed that the most important characteristics was having the necessary language skills to be able to use English fluently and accurately in the classroom. Moreover, being patient, helpful and humorous with good relationships with their students were also mentioned.

Additionally, Yuan and Hu (2018) investigated the qualities of effective EFL language teacher educators from the perspectives of pre- and in-service teachers at a university in China. Data was gathered from focus group interviews and the findings of the study demonstrated the perceived qualities of effective language teacher educators, including, in the words of some of the participants, being 'fountains of knowledge', having 'eyes on the stars and feet on the ground', and 'providing a personal touch'.

In the same vein, Kulekci (2018) scrutinized prospective EFL teachers' perceptions of characteristics of effective teachers by using a questionnaire and semi-structured interviews with 165 male and female prospective English language teachers. The findings revealed that various characteristics associated with ELT were determined, such as giving examples related with the real life situations, being prepared for the lesson and developing themselves continually.

Furthermore, Bergman (2018) inspected influential teacher qualities by using a survey with 98 science teachers. The results revealed that the seven most frequent features

of influential teachers were passion, rapport, pedagogy, time, high expectations, fun, and helpful.

Another study conducted by Karabuğa (2018) explored how teachers' beliefs about the qualities of effective teachers are shaped after taking part in Lesson Study practice, and how teacher learning is structured through the social context and collaboration between colleagues and the contributions of Lesson Study on the professional development of teachers with five EFL teachers in a Ph. D. dissertation thesis. She used interviews, teachers' reflective journal entries, field notes, video recordings of the teacher workshops and research lessons, rep-grids and minute papers as data gathering instruments. The results of her study revealed that EFL teachers did not experience a great deal of change in their beliefs about the qualities of effective language teachers after practicing Lesson Study model but they added constructs under the categories of Teacher-Student relationships and Professionalism at the end of the study. Moreover, it was found that the teachers had a positive attitude towards LS practice both at the beginning and at the end of the study. The participants also benefited from the study in terms of personal and professional growth, improvements in teachers' knowledge and teaching practices, an increase in teachers' confidence towards themselves, their students, and their teaching abilities, and development of positive attitude towards professional development, students, and teaching profession.

Moreover, Mohammaditabar et. al. (2019) studied EFL teachers' perspectives of qualities of a good language teacher. The participants were 386 Iranian EFL teachers working at different educational settings who completed a self-report questionnaire on qualities of a good language teacher. Semi-structured interviews were also conducted with 40 EFL teachers. They found the participants in all the educational settings in question attach importance to teaching boosters, care and enthusiasm. However, evaluation, was the last-ranked quality of a good language teacher as perceived by EFL teachers.

Finally, one of the most recent studies is Metruk's study (2020) which investigated Slovak pre-service EFL teachers' and Slovak in-service EFL teachers' perceptions of a good and effective language teacher with seventy four pre-service EFL teachers and sixty three in-service teachers via a 57-item Likert type questionnaire. The results showed that the pre-service teacher participants preferred traditional teaching more than their in-service teacher who preferred CLT (Communicative Language Teaching) markedly.

To sum up, the studies presented above struggled to find out the perceptions of pre-service and in-service teachers on the qualities of an effective teacher by using various methods. The most common methods are questionnaires and surveys supported by interviews. It is observed that two studies made use of rep-grids which are also used in the current study to explore the personal theories of EFL instructors on an effective teacher. When the findings of the studies are concerned, it is noticed that the characteristics mentioned by the participants can be grouped under categories such as instructional practice, personality traits, teacher-student relationship and professionalism.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents information about the methodology of the present study which involves subparts such as the research design, the participants, data collection tools, and the procedures followed during data collection and analysis.

3.2. Research Design

A qualitative research design which is based on interpretive paradigm is used in the study. Interpretive paradigm aims to understand and interpret the perspectives of the social actors and the reasons and motivations of social actions. The aim of the qualitative research is to interpret how people create meaning and social reality in their natural social contexts. It intends to describe social facts in depth to interpret complicated relations among the social facts in their own social contexts (Neuman, 2000). However, as one of data gathering instruments the current study also employed a scale which is a quantitative tool. Thus, the study made use of mixed method when the tools for gathering data are concerned.

The present study is an explorative case study (Yin, 1984) and an interpretative one based on Merriam's (1988) classification. Yin (1984) pinpoints three types of case studies with regards to their outcomes: (a) exploratory (as a pilot to other studies or research questions); (b) descriptive (providing narrative accounts); (c) explanatory (testing theories). Exploratory case studies can be used to generate hypotheses that are tested in larger forms of research. Nonetheless, Adelman et al. (1980) warn the researchers not to use case studies solely as preliminary studies and add that they are noteworthy and valid methods of research in their own right. Merriam (1988) labels three types of case studies which are; (a) descriptive (narrative accounts); (b) interpretative (developing conceptual categories inductively in order to examine initial assumptions); (c) evaluative (explaining and judging). Thus, the present study is both exploratory since it may help the generation of hypotheses regarding the effects of action research on the perceptions of teacher agency and effective teacher and an interpretative one.

Yin (1981) states that “The need to use case studies emerge when an empirical inquiry must examine a contemporary phenomenon in its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.” (p 59). Moreover, Cohen et al. (2002) point out that since case studies present unique instances of actual people in actual situations, they help the comprehension of the ideas more clearly when compared to the presentation of them with abstract theories and principles. Observing effects in actual contexts bearing in mind that they determine both causes and effects is one of the assets of case studies.

Hitchcock and Hughes (1995) point out several features of case studies:

- It is concerned with a rich and vivid description of events relevant to the case.
- It provides a chronological narrative of events relevant to the case.
- It blends a description of events with the analysis of them.
- It focuses on individual actors or groups of actors, and seeks to understand their perceptions of events.
- It highlights specific events that are relevant to the case.
- The researcher is integrally involved in the case.
- An attempt is made to portray the richness of the case in writing up the report. (p. 317)

Regarding the weaknesses of case studies Nisbet and Watt’s (1984) mention that the results may not be generalizable. They add that they are not easily open to cross-checking and there may be the problem of observer bias. The aforementioned issues were considered and certain precautions were taken such as using various validation techniques and inter-coders during the study.

Besides, Yin (2003) bases his approach to case study on a constructivist paradigm. Constructivists claim that truth is relative and that it is dependent on one’s perspective. This paradigm recognizes the importance of the subjective human creation of meaning, but doesn’t reject outright some notion of objectivity.

The current study is also based on Kelly’s (1955) personal construct psychology, which proposes that internal constructs form each person’s individual sense and reality and we construe the world using these constructs. While ‘constructs’ are defined as the existing patterns or beliefs which influence our interpretations, ‘construing’ is described as interpreting something via thinking, feeling and reacting . Thus, the same objective

situation is interpreted in unique ways by different people (Denicolo, Long &Bradley-Cole, 2016). According to Kelly, people try to make sense of the universe, themselves and the situations they encounter like a scientist. By making hypothesis and testing them, people form personal constructs which constitute their theories and beliefs and which can change and be adapted by experience (Fransella & Bannister, 1977).

Lastly, since the present study investigates the possible change in the constructs of the participants as a result of conducting action research, it fits into one of Denicolo et. al.'s (2016) classification of case studies labelled as 'before and after study'. According to Denicolo et. al. (2016) these studies are concerned with investigating constructs regarding an issue before and after the intervention.

3.2.1. Role of the Researcher

The researcher's role is two folds in the current study; as a researcher and as a participant. As a researcher, she was mainly an observer keeping a record in her field notes in each step of the study in order to analyze the phenomena intensively. As Denicolo et al. (2016) suggest constructivist approaches require both an interactive and idiographic attitude in the data collecting procedure with an aim to understand the rich variety of meaning that the participants attach to their experiences. Thus, along with being a careful observer, she was an active interpreter of meanings providing opportunities for the participants to reflect on their experiences throughout the research procedure.

As a participant, she had a chance to experience the procedure from the point of view of the participants as well as experiencing the procedure from the researcher's standpoint. This enabled her to see the difficulties that the participants encountered especially during the online action research process and to take action to overcome these difficulties.

3.3. Participants

In the study which is concerned with investigating the perceptions and constructs of EFL instructors regarding their senses of agency and an effective teacher, participants are seven EFL instructors working at a state university. Criterion sampling which is a kind of purposive sampling technique belonging to non-probability sampling techniques, is used for the selection of the participants. Non-probability sampling techniques are preferred in qualitative studies when the researchers do not have an intention to generalize

findings beyond the sample in question (Cohen et al., 2002). Cohen et al. (2002) state that in purposive sampling, researchers choose the sample for a specific purpose which is satisfactory to their needs. Furthermore, Denicolo et al. (2016, p.113) add that "criterion sampling is used when participants must exhibit specific attributes" such as being members of a sports team. In the current study, the participants are all EFL instructors who work at the same institution. Moreover, their students' profiles are similar in age and level of English. All these features make them suitable to the scope of the study.

All of the participants are females and their ages range from 32 to 45, and their years of experience range from 9 to 22 years. Demographic information about the participants can be seen in table 5 below.

Table 5.

Demographic Information About the Participants

Participant	Sex	Age	Years of experience	Institution
Sea	Female	39	16	State University
Astronaut	Female	32	11	State University
Elly	Female	32	9	State University
Blueberry	Female	45	22	State University
Tobe	Female	38	16	State University
Melisa	Female	42	20	State University
Ginger	Female	38	15	State University

Pseudonyms which the participants chose were used instead of real names. Besides, since the participants work at Akdeniz University, an approval from the ethics committee of Akdeniz University was received. Participants also signed a consent form (See Appendix A) which informs them about the content, procedure of the study and confidentiality of the participants.

3.4. Data Collection Tools

In order to find out the perceptions of the participants on their senses of agency in the classroom before and after conducting action research (the first and second research questions) a teacher agency scale formerly developed by Gülmez (2019) was adopted and administered to the participants and to get a deeper and more detailed understanding of

how agent they feel in their classrooms semi structured interviews and observation techniques were utilized. In order to analyse the data gathered through semi-structured interviews and observations, content analysis technique was used.

Furthermore, repertory grid technique, a non-directive elicitation technique, semi-structured interviews and observation technique were used to reveal the constructions of the participants regarding an effective teacher before and after conducting action research (the third and fourth research questions). Denicolo et. al.(2016) state that repertory grids are effective sources to elicit deeply held assumptions and values in a structured way. Thanks to repertory grid technique the underlying construct systems of individuals can be revealed and they are engaged in a reflective dialogue about their motivations and attributions. Moreover, semi-structured interviews and observation technique were used for the triangulation and validation of the data obtained through rep-grid technique. The interviews were recorded and later transcribed verbatim in order to implement content analysis technique.

The data collection tools utilized in the present study concerning each research question are illustrated in Table 6 below.

Table 6.

Data Collection Tools

Research Questions	**Data Collection Tools**
1. What are the perceptions of EFL instructors working at a state university regarding their agency in the EFL classroom before conducting action research in their classrooms?	Teacher agency scale (Time 1), follow-up interviews and classroom observations
2. Can we detect any changes in the way the instructors perceive their agency in the classroom after conducting action research in their classrooms?	Teacher agency scale (Time 2), follow-up interviews and classroom observations
3. How do the participant teachers conceptualize the qualities of an effective teacher before conducting action research in their classrooms?	Repertory-Grids (Time 1), follow-up interviews and classroom observations
4. Can we detect any changes in the way the instructors perceive an effective teacher after conducting action research in their classrooms?	Repertory-Grids (Time 2), follow-up interviews and classroom observations

3.4.1. Repertory Grid

Repertory grid, which is referred as "a hard tool for soft psychologists", was created by Kelly (1955) and can be described as a tool used to analyse and reveal an individual's conceptual system (Shaw, 1980). Thanks to the mathematical basis of the grid both qualitative and quantitative data can be gathered which reminds us the metaphor 'person as a scientist'. A repertory grid includes a matrix of three parts which are elements, constructs and ratings arranged around a sole topic. They all combine and give us a 'mental map' of the participants' constructions related to the investigated topic (Denicolo et. al., 2016).

In line with the aims of the present study, repertory grid was used to elicit beliefs of EFL instructors in terms of qualities of an effective teacher and to explore any changes in their beliefs as a result of the action research process.

In the current study, the repertory grid administration procedure consisted of three phases. The first one was the construct elicitation phase, second, the ranking of the constructs, and finally giving priorities to the constructs cited. Before the repertory grid elicitation procedure, the participants were informed about the phases. Then, the researcher asked the participants to think about the qualities of three (the number may vary depending on the nature of the study) Effective, three Typical and three Ineffective elements (teachers) from their own repertoire without giving names. The participants were asked to think about the similarities and differences between the elements (teachers) in order to fill in the bipolar grid (Appendix B) by using the triads such as E1, E2, E3 formed by the researchers. The participants continued to generate constructs until they could not think of any more constructs. In the second phase, the participants rated each of these constructs on a 1 to 5 scale, 1 being the closest and 5 farthest to the construct. They also rated themselves and their ideal teacher. Finally, five high priority constructs were selected by the participants and listed in the order of importance. The reason behind this procedure is to investigate the participant teachers' most important or high priority constructs and as well as to observe whether those constructs undergo any change as a result of the experience they had throughout the action research process. Then, the data gathered was computed and each grid was subjected to focus analysis to picture and illustrate the way thoughts are organized in the participants' minds.

The same procedure was repeated at the end of the action research process. Moreover, upon getting rep-grids (time 1 and time 2) back from the teachers, they were

interviewed in order to have more insight on their constructs and ratings, and to make the points that needed more elaboration clear. Besides, in order to have a deeper understanding of teachers' beliefs regarding the qualities of an effective teacher and to investigate whether or not the teachers changed their beliefs as a result of conducting action research, lesson observations were utilized both at time 1 and 2.

3.4.2. Interviews

Interviewing which is regarded as "conversation with a purpose" (Dexter, 1970, p. 136) is a common tool used to collect qualitative data. Kvale (1996, p.14) describes an interview as a way of interchanging views between two or more people on a topic of mutual interest. Thanks to the interviews the participants can confer their own perceptions of the world and convey their own opinions of the situations.

Based on the degree of structure interviews can be classified as structured, unstructured and semi-structured interviews. In the structured format, a guide containing the questions to be asked which is prepared before the interview is used. While this kind of interviews enable comparing participants, they are limited in richness. On the other hand, the unstructured interview also known as the ethnographic interview involves little interference and maximum flexibility for the interviewee to reveal as much information as possible. Finally the semi-structured type which is the most common one used in applied linguistics involves pre-prepared questions as a guide. However, the interviewee is also encouraged to elaborate on particular issues since the researcher does not want to limit the depth of the interviewee's story (Dörnyei, 2007).

The present study made use of semi-structured interviews since the researcher did not want to limit the participants' constructions regarding an effective teacher and teacher agency. The pre and post interviews were conducted in English before and after conducting action research as a tool to validate the data collected via repertory grids and teacher agency scale. The duration of the interviews ranged from 20 minutes to 35 minutes. While the follow-up interviews regarding effective teacher are prepared in line with each participant's grid data, the ones regarding teacher agency are prepared based on the participants' teacher agency scale results. Furthermore, while the interviews conducted at the beginning of the study were face to face, the ones carried out at the end of the study were online using the MS (Microsoft) Teams application due to the pandemic. At both times they were recorded and transcribed verbatim for data analysis.

3.4.3. Teacher Agency Scale

The teacher agency scale used in the present study was developed by Gülmez (2019) to measure teacher agency and included items that relate to a number of agentic behaviours of teachers. She decided to develop this tool because of the inexistence of such a tool since the concept of teacher agency has only been recently explored. Regarding the validity and reliability of the scale, Cronbach alpha coefficients were also estimated for each subscale. Alpha coefficients which ranged between .70 and .89 deemed satisfactory. In addition, item-total correlations (ranging from .54 to .71 for "instruction", from .58 to .80 for "community service", from 65 to 76 for "evaluation", from .49 to .69 for "planning", from .51 to .69 for "dissemination", and from .60 to .70 for "empowerment") indicate that the items were strongly correlated with the total scale (Gülmez, 2019).

The scale was designed on a 5-point rating scale with the following anchors: 1: Never, 2: Seldom, 3: Sometimes, 4: Often, and 5: Always.

Teacher Agency Scale aimed at identifying teachers' agentic behaviors within the context of teaching, in and out of their classrooms. It particularly intended to measure the extent to which teachers took the steps to further and enhance their teacher practice (Gülmez, 2019).

The final version of the scale includes 34 items under six subscales which are: (1) Planning, (2) Instruction, (3) Evaluation, (4) Empowerment, (5) Community service, and, (6) Dissemination.

The *Planning* items underline the actions teachers engage in to individualize the activities of planning based on the needs of the students using a variety of tools and support. The *Instruction* dimension includes teacher behaviors as the integration of school and out of school learning, fostering students' development through supporting them to engage in scientific projects and dissemination of them, and using scientific research results in teaching/learning processes. The subscale *Evaluation*, refers to the diverse and authentic implementations of teachers in assessing their students' learning as wells as their teaching using other stakeholders' and their own reflections. The *Empowerment* subscale is related to engaging students in planning, instructional and evaluation activities. The *Community Service* subscale includes activities as organizing various parent involvement and acculturation activities. Finally, the *Dissemination* subscale

includes the teachers' endeavours to share their authentic works with their colleagues, other schools, ministry, and other external stakeholders.

Sample items from each sub-scale are provided in Table 7 below.

Table 7.

Sample Items for Each Subscale

Subscale	**Sample Items**
Planning	Instead of using ready made plans I prepare my own plans based on the needs of my students every year. [Hazır planlar kullanmak yerine her yıl öğrenci grubumun ihtiyaçları doğrultusunda yeni planlar oluştururum.]
Instruction	I utilize scientific research results in learning/teaching processes. [Oğretme/oğrenme sureclerinde bilimsel araştırma sonuclarını kullanırım.]
Evaluation	I give detailed feedback to my students about their progress by evaluating the testing outcomes. [Ölçme sonuçlarını değerlendirerek öğrencilere gelişimleri ile ilgili detaylı geri bildirim veririm.]
Empowerment	I make my students evaluate each other's learning processes. [Öğrencilerin birbirlerinin öğrenme süreçlerini değerlendirmelerini sağlarım.]
Community service	I organize events for parents to participate in several social, cultural, and art activities. [Ailelerin ceşitli sosyal, kulturel, sanatsal etkinliklere katılımı icin organizasyonlar duzenlerim.]
Dissemination	I share my authentic works with external stakeholders (other schools, Ministry of National Education, public education centers, etc.). [Özgün calışmalarımı dış paydaşlarla (diğer okullar, MEB, halk eğitim merkezleri gibi) paylaşırım.]

Gülmez (2019) examined the factor structure of the Teacher Agency Scale initially through Exploratory Factor Analysis (EFA) with the pilot data and then through the Confirmatory Factor Analysis (CFA) using the main study data.

Modifications were made based on the results of these analysis such as omitting certain items and adding new subscales.

3.4.4. Classroom Observations

The observational technique allows behavior and events to be recorded as they occur. The fact that there is no time lag between observation and recording guarantees validity. Moreover, the researcher has a chance to see the world from the perspectives of the participants (Guba & Lincoln, 1981).

Observation is a part of the ethnographic research but classroom observation focuses on specific aspects of particular areas rather than providing an ethnographic explanation. Classroom observation can be categorized as participant versus nonparticipant and structured versus unstructured observation. While the participant observer is like a member of the group, the non-participant observer is not usually engaged in the setting. Gold (1958) regards researcher roles in observation on a continuum namely the complete participant being at one end, participant-as-observer, the observer-as-participant, and finally the complete observer at the other end. Furthermore, the distinction between structured and unstructured observation is related to having a particular focus and pre-determined observation categories or not (Dörnyei, 2007).

That is, while a highly structured observation involves having a hypothesis in advance to test using the observational data, a semi-structured or an unstructured observation has an aim to generate hypothesis rather than testing it (Cohen et al., 2002).

In the current study, classroom observation technique was used to validate the findings obtained through repertory grids and teacher agency scale. The researcher's role was a complete observer since the lessons were online and recorded on the Ms Teams programme. Thus, the researcher watched the recorded lessons without interfering in the lesson. Moreover, the observations can be regarded as semi structured ones because although there was a checklist prepared in advance based on the collected data through scales and rep grids, the researcher was open to include data that was not covered in the checklist. Hence, the data was collected in a less pre-determined manner when compared to structured observations.

3.5. Procedure

The study started in the second term of 2019-2020 academic year and finished at the end of the second term of 2020-2021 academic year. The stages followed during the research process are summarized in Table 8.

Table 8.

The Stages Followed During Research Process

No	The Stages	Time
1	First meeting with the participants (signing the participant consent form)	04·03.2020
2	Introduction of the data gathering instruments (Online education started due to the pandemic)	11.03. 2020
3	Administration of teacher agency scale (Time 1)	18.03.2020
4	Administration of Repertory grids (Time 1)	25.03.2020
5	Analysis of the teacher agency scale (Time 1)	18.03-15.04.2020
6	Follow-up interviews about the analysis of the scale(Time 1)	15.04-30.04.2020
7	Analysis of repertory grids (Time 1)	01.05-15.05.2020
8	Follow-up interviews about the analysis of the rep-grids(Time 1)	15.05-25.05.2020
9	Lesson observations (Time 1) (Summer holiday started)	25.05-05.06.2020
10	Meeting with the participants (informing about the action research procedure and reflecting on online teaching)	12.11.2020
11	Deciding on the action research topics and research questions	12.11-26.11-2020
12	The action research procedure	30.11.2020-08.01-2021
13	Meeting with the participants and reflecting on the actin research procedure (winter break started)	15.01.2021
14	Administration of teacher agency scale (Time 2)	01.03.2021
15	Administration of Repertory grids (Time 2)	08.03.2021
16	Analysis of the teacher agency scale (Time 2)	08.03-22.03.2021
17	Follow-up interviews about the analysis of the scale (Time 2)	22.03.-05-04.2021
18	Analysis of repertory grids (Time 2)	05.04- 19.04.2021
19	Follow-up interviews about the analysis of the rep-grids(Time 2)	19.04-03.05.2021
20	Lesson observations (Time 2)	03.05-17.05.2021

The first meeting with the participants was held on 04th March 2020. The researcher first explained the aim of the study to the participants. They had already signed the participant consent form (Appendix A), which informed them about the aim, scope and contents of the research and their responsibilities during the study. Moreover, they were informed that they can withdraw from the study whenever they wanted and their names would be confidential during the study. They picked up pseudonyms to be used in the study.

3.5.1. The Procedure before Conducting Action Research (Time 1)

The researcher introduced the data gathering instruments of the study and wanted the participants to fill in the teacher agency scale. After the teacher agency scale was analyzed, the participants were interviewed in order to have a better idea about their sense of agency as a teacher and to validate the findings. Finally, observation technique was utilized as another means of validation of the data obtained via teacher agency scale.

Furthermore, the participants were administered rep-grids to explore their constructions of an effective teacher and after the data collected by rep-grids were analysed, follow-up interviews were conducted. Finally, observation technique was utilized to validate the findings.

3.5.2. Collaborative Action Research Procedure

As Kemmis and McTaggart (1992:10) state “to do action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life”. Kemmis and McTaggart (1992) state that by conducting action research people strive for improving their own practices. According to Oja and Smulyan (1989) four elements characterize participation in the shared experience of collaborative action research: ‘‘(a) its collaborative nature, (b) its focus on practical problems, (c) its emphasis on professional development, and (d) its need for a project structure which provides participants with time and support for open communication’’ (p. 12) within recursive cycles of planning, acting, reflecting and revising (p. 17). Moreover, Zuber-Skerritt (1996) adds that any action research project or program has an aim to achieve improvement in practice, innovation, alteration or advancement of social practice, and the practitioners’ better comprehension of their practices’.

Similarly, in the current study, before the participants started their studies, the researcher wanted them to think about problems they face in their classrooms and possible solutions to these problems and write them on a piece of paper which is the very first step of action research procedure. Moreover, a presentation about implementing action research which consisted of the features of action research, models related to how to implement it and possible action research topics from the literature was given to the participants.

Photo 1. The researcher is giving a presentation on action research

Various experts in the field of action research have designed their own model or stages for action research. Some of the commonly practiced stages of action research can be listed in table 9.

Table 9.

Stages of Action Research

Stage	Kemmis and McTaggart (1990)	Sagor (1992)	Calhoun (1994)	O'leary (2004)	British Council (2015)
1.	Planning	Problem formulation	Selecting the area of focus	Observe	Notice a problem
2.	Acting	Data collection	Collecting data	Reflect	Plan
3.	Observing	Data analysis	Organizing data	Plan	Teach/Act
4.	Reflecting	Reporting of results	Analysing and interpreting data	Act	Observe
5.	Re-planning	Action planning	Taking action	Observe	Reflect

Since it is the most recent one, the model suggested by the British Council was implemented in the study.

Participants were also informed about qualitative and quantitative research types and data collecting tools briefly. Then they talked about the problems they noticed in their classrooms and possible solutions to them.

However, they could not start the procedure immediately because it was announced that schools were closed for three weeks due to the COVID-19 pandemic. During that time the researcher met with the participants via skype to decide on the action research topics. Nonetheless, the online education which started in March 2020 continued in 2020-2021 academic year too. Thus, the studies of the participants started at the beginning of the first term of 2020-2021 academic year and ended at the end of the term. Since the teaching contexts of the participants changed in terms of the students they teach and the way they teach, the researcher held meetings with the participants regularly via MS teams programme. During these meetings the mentioned problems by the participants about online teaching and solutions to these problems are illustrated in Table 10.

Table 10.

Encountered Problems and Suggested Solutions

Encountered Problems	**Suggested Solutions**
Few students participate in the lessons	Using chat box for writing activities is effective because students can read each other's texts.
There is little ss-ss interaction	Making the students turn on their cameras gives a sense of classroom and enables interaction.
There is too much teacher talk	Using social media for writing or speaking activities will enable peer feedback and increase motivation.
The students are not motivated	Blogs can be used as a means of giving writing and speaking homework and checking them.
The students do not turn on their cameras so there is no eye contact	Using tools like vocaroo to record voices will help to improve students' pronunciation.
There are technical problems such as internet access	
Teaching writing is problematic. Students do not do writing assignments	
There are a lot of distractors	
Teacher motivation is low because of the low participation rate	
Difficulty of giving feedback.	
The communication is artificial	
It is hard to conduct effective speaking activities	

Finally, the participants decided on a problem in their virtual classrooms and started the action research procedure. The action research topics of the participants can be seen in table 11 below.

Table 11.

The Action Research Topics of the Participants

Participants	**Topics**
Astronaut	Using reading aloud technique to improve primarily learners' speaking skills and writing skills
Blueberry	The effects of participating in out of class online discussion groups on the speaking skills of prep school students
Elly	The effects of writing in the target language on the speaking skill and students' feeling of success
Ginger	Using vlogs to enhance students' speaking skills
Melisa	Using WhatsApp as a tool to give peer feedback enhance EFL students' writing skill
Sea	Using follow up questions to enhance speaking competency of EFL students
Tobe	Making out of class online speaking practice to enhance speaking skills of prep school students

During the practice, the researcher met them twice a month and they reflected on their study. The practice lasted for 2 months. Finally, the participants gave a presentation on the phases of their studies.

3.5.2.1. The Action Researches of the Participants

Astronaut

Astronaut conducted the study between December 2020 and January 2021 with 13 voluntary prep class students –all from engineering departments and all at pre-intermediate level- for 6 weeks. The study aimed to improve primarily learners' speaking skills like pronunciation, fluency and intonation using reading aloud technique as well as reinforcing writing skills including grammatical and lexical accuracy &range through producing short texts.

Students were given a topic related to the subject of the week (both content-wise and syntax and lexis-wise) and asked to write a post finding a picture just like they do on their social media accounts –and so which they are familiar and presumably would be interested-, and later, to read their text aloud naturally as though they were throwing a

speech. They were required to send the picture, their post and their voice recording once a week due a certain deadline.

Upon their submission, she provided them with a piece of oral feedback and a sample reading of their texts. She also gave written feedback to highlight the correction or betterment in their written texts.

All of the students were the ones who followed online lessons except one of them who was following the videos only, nevertheless, all of them were eager to learn and practice. They found it interesting and motivating.

Before the study, they were asked to record their voice reading a certain paragraph from their course book as a piece of pre-data to be redone after the study which will offer a pre/post sense of their speaking skills. What's more, their speaking test marks were saved to be compared with the post-speaking test results. Moreover, 5 of the students were given a semi-structured interview questions as a supporting evaluation of the study.

It was quite apparent that they all used dictionaries and online platforms to look for different kinds of information thanks to the curiosity-raising topics. All the topics were personal, so they actually enjoyed reflecting their likes and opinions. Peer communication among students almost disappeared due to online lessons and this study was also a way for them to get to know one another.

All five students were on the idea that their speaking skills, pronunciation, writing skills, grammatical performance lexical knowledge improved by this study. Additionally, some of the comments they made as self-evaluation were as follows:

- I think this activity gave me the ability to write longer and more detailed English texts.
- I'm not afraid to write paragraphs anymore. I'm not afraid of making mistakes while writing a text anymore and I think I speak English better now. And I think we should keep these missions because they are so fun.
- My vocabulary has improved both because I did word research in my own articles and because I did I looked at the words I did not know in my friends' articles on the internet.
- Thanks to this practice I don't think Turkish in my mind when making sentences. I think English when making sentences so I can speak or write more fluently.
- This activity has positively affected my writing skills because I learned to make more meaningful and more formal sentences and it taught me how to use conjunctions

more expressively. I also learned many new patterns. For example, to summarize etc.

In addition, the speaking and writing test results before and after the study were examined. It was found that while the speaking test marks got lower for most of the students after the practice, the writing test marks got higher. This might have been affected by the different evaluation rubric and scale. Yet, the target for speaking skills was reached according to qualitative evaluation made both by the teacher and students themselves. Last but not the least, this study obviously worked more to improve writing skills than speaking skills.

In the meeting after the project is over, the other participants expresses that they found the study and especially the weekly topics provided for writing and speaking activities effective. Astronaut stated that:

Extract 1

Especially at this time of pandemic, I think this study motivated the students. Rather than improving their skills or the numerical achievement results, the main asset of this study was to integrate them to the lesson at this difficult time.

Blueberry

Blueberry teaches English to prep class students. She has 18 students in her class, but only 10 students attend the lessons actively since attendance is not compulsory.

The main problem she encounters in her lessons is that her students are not good at speaking and they are not volunteer to speak as they are afraid of making mistakes. The students do not know how to organize their ideas and how to respond their friends' ideas in a discussion group, either. To increase the chance of students improving their speaking skills, she decided to create a platform on MS Teams for discussion groups while they are getting socialized in a way outside class, which she thinks is really valuable especially during this Covid-19 pandemic. By doing so, she intended to make students get more competent and confident in speaking skill. The students who were participating in online classes were eager to be a part of this project. She created three different groups, assigning them the same topic for the first week. The teacher prepared a word document, listing students into three different groups. She also included the ones who were not attending the lesson, thinking that they might also want to participate in the project; yet, the process did not work out as she had planned.

Mostly the students who were actively present in online class were much more enthusiastic to participate in the discussion groups. For the other weeks, she created new groups assigning different topics this time so that the students could have the chance to cooperate and interact with different classmates. She chose topics from the book they are covering in class. She also prepared a guideline for them so that they could follow a route while getting prepared for the discussions. All the information the students needed- topics, name of the group members, guideline for the discussion and deadline- was available on MS Teams weekly. The groups were required to record their discussions with cameras on and upload them on Teams so that they could get an idea about what the others were doing. It took the students usually four days to complete the task.

Her research questions were:

1. Does participating in out of class online discussion groups promote speaking skills of prep school students?
2. Does giving a guideline for discussions help students enhance their speaking skills?

At the beginning ten students participated in the study actively. By time, the number of the students participating in them declined. The study lasted for six weeks. Every week they discussed about a different topic assigned to them, except last week because she assigned the same topic to the same group formed at the very beginning so that the students could see their own progress during this project. After watching the videos, she gave feedback to her students.

As data gathering instruments Blueberry used an open ended questionnaire which she implemented via Google docs. She also applied semi structured interviews via MS teams so that she could get more detailed information about the process.

Concerning the first research question, the results of the study revealed that all of the participants of the project agreed on its being helpful to improve their speaking skill. Most of them also reported that they had great chance to improve their vocabulary and grammar. Furthermore, they stated that the project helped them to get more confident when speaking.

As to the second research question, most of the participants pointed out the importance of guideline provided, making them feel more secure. Most of them also expressed that these discussions group also made them feel much more competent and

organized when writing a paragraph. Very few students also expressed the importance of collaboration when preparing for a task designed.

In conclusion, this project helped her students to enhance their speaking skill. Although the number of the students participating in lessons decreased by time, the ones who were attending lessons would like to continue to take part in these discussion groups.

In the final meeting Blueberry stated that:

Extract 2

There is a noteworthy improvement in the students' speaking skills. Moreover, while they are searching their topics on the internet, they learned how to simplify their language when looking for information in English. They were enthusiastic while doing the activities since they had fun. They also wanted to continue the project in the second term. It was a fruitful experience.

Elly

Elly teaches English for general purposes to preparatory classes at School of Foreign Languages. She teaches 12 hours a week to a day class and 8 hours a week to a night class. In total, she has 40 students. However, 18 of them actively take place in the lessons as attendance is not an issue in the assessment.

When she started to have online lessons with the students, she realized that students did not have the same opportunity to practice speaking or to produce the language with different activities as in face to face lessons before the Corona virus pandemic. She asked students their opinions, as well and they stated that they did not know how to produce the language outside the online lessons. She had an action plan to contribute students' productive skills. As a second productive skill, she aimed to contribute to students' writing skill due to the similarity of the processes. Thus, she required students to write a task and send it to a pen friend chosen in the class each week. Her research questions were:

1. Does writing constantly contribute to students' English language improvement?
2. Does writing as a productive skill contribute to their speaking skill?
3. Does writing in the target language give students feeling of success and motivation to progress and study more?

18 students participated in the study. The study lasted for 11 weeks. Students wrote a task similar to the topic in the course book each week and sent it to a pen friend and to the teacher. Students also wrote back to the pen friend and had a chat when they had time. Moreover, students wrote sentences everyday as much as they could with the new vocabulary learned at the daily lessons. The teacher also wrote them back and commented on their writings.

As data gathering instrument, Elly used an open ended questionnaire which she implemented via email.

The results of the study revealed that all of the participants agreed that writing constantly in English contributed to their English language improvement. When asked, some of them stated that they could make sentences about what they wanted to say in time slowly. Some students also said that they were way better in English after 11 weeks thanks to writing constantly besides their own study. While one of them also mentioned that she was able to make longer sentences, another student stated that he could express himself better in English now than before.

Regarding the second research question, all of the participants agreed that writing constantly in English helped them to improve their speaking skill. Nearly all participants stated that they made sentences more easily than before in the speaking part of the last module test. Moreover, some of them also mentioned that they could speak more fluently and make the word order to make sentences more quickly than before.

Finally, when the third research question is concerned, all of the participants agreed that being able to write in the target language gave them the feeling of success. Nearly all participants agreed that when they were able to produce sentences in the target language, they felt that they achieved and could achieve more. Most of the participants wanted to continue studying English and make progress in it. Some of them especially stated that feeling of success also gave them motivation to study and learn more.

In conclusion, this action project helped her students to enhance their speaking skill via improving their writing skill. Moreover, in process, when students completed their writing tasks and felt that they were able to produce sentences, they were more motivated to progress in the target language with the feeling of success. Therefore, they all wanted to continue writing in the target language constantly for their English language improvement.

Elly pointed out that it was a nice and fruitful experience. She added that:

Extract 3

Action research really worked. I mean when we notice a problem, doing action research can work. The procedure also contributed to my professional development especially via sharing information. We always come across with problems but we ignore them. This project showed me that teachers can do something to solve problems and it wasn't as difficult to do as I thought.

Ginger

Ginger teaches general English for B1-level students at a preparatory school. Students are enrolled in different faculties including tourism, engineering, and gerontology. Due to the pandemic, none of the classes at this higher education institution can be done face-to-face. Ginger teaches 12 hours a week on Microsoft Teams. In the class list, there are 20 students but only 10 students are attending the lessons regularly since attendance is not compulsory to online classes. These 10 actively attending students are the experiment group and the other 10 students who do not regularly attend the online lessons yet watch the recordings of lessons afterward are accepted as the control group.

The main problem Ginger encounters in online lessons is that the students are not enthusiastic about doing any kind of speaking activities. As a result of their reluctance, they are not able to perform well in speaking exams. Thus, she decided to use Vlogs (video-blogs) in order to foster students' speaking performance. Six different topics were determined by the teacher based on the curriculum, such as introducing your flat and talking about your favorite film. Students were expected to record their vlogs every week and upload them to a private file in Microsoft Teams. Therefore, all the students and the teacher of the class can see the videos and comment on them. The main aim of the study is to figure out whether using vlogs can enhance students speaking activities. Furthermore, the effectiveness of using Microsoft Teams and peer feedback is questioned. The research questions of the study are:

1. Does using vlogs as a tool enhance the students' speaking skills?
2. Which aspects of speaking can improve through vlogs?
3. Does feedback (from peers and the teacher) enhance students' speaking skills?

At the beginning of the study, students were given a 50-minute training on how to provide feedback to a vlog appropriately and which aspects to take into consideration in their comments. To avoid any case of offensive behavior, all students were warned, and

they all agreed to be polite and helpful while commenting on each other's work. Before recording any vlogs, students had a speaking quiz of which results were accepted as a pre-test. Ten students participated in the study regularly and the study lasted for six weeks. Every week, students uploaded a vlog that was in line with recently learned vocabulary and grammar topics.

Also, students are expected to watch each other's vlogs and comment on them. For each vlog, the teacher provided written feedback to the vlogger which includes strengths and weaknesses of the vlog regarding grammar, pronunciation, organization, creativity, and the use of visuals. In the end, students had the same speaking quiz as a post-test. Having completed all the vlogs, students were randomly divided into two groups, and focus group interviews were conducted. Thus, data gathering instruments Ginger benefitted from a speaking quiz as a pre and post-test which she implemented herself, and semi-structured interviews via MS teams.

For the first research question, the findings of the study revealed that there was a significant difference between students' pre and post-test results in favor of ones who regularly uploaded vlogs and commented on their classmates. The students who did not prepare any vlog or comment on others vlog did not show any progress in terms of their speaking skills. However, all of the students who actively uploaded their vlogs and comment on classmates' vlogs showed great improvement.

Regarding the second research question, although the participants were hesitant and anxious about sharing their vlogs with other students, they all agreed that this project increased their motivation to speak in English and fostered their pronunciation and organization skills. When asked how, they stated that they recorded the same content as many times as they wanted and uploaded it when they felt it was ready. Therefore, they felt more confident as they had enough time to prepare and practice what they were going to talk about.

As for the third research question, all of the participants agreed that reading their teacher's and peers' comments contributed to their learning. Watching each other's vlogs helped them to understand their own mistakes and to see different ways of using English. Moreover, students mentioned that the detailed teacher's feedback delighted them as these written feedback forms were very detailed and included various aspects of language and vlog such as pronunciation, grammar, visual aids, and content.

In conclusion, this project helped her students to enhance their speaking skills and increased their motivation by using their English in a meaningful and fun way. Finally, students become more confident and more willing to speak English with their classmates.

In the final meeting she stated that:

Extract 4

It was a nice experience. At first it was a bit difficult because the students were not willing to participate so I recorded the first vlog. When they watched my vlog, the students liked the idea and they were motivated to join the project. For me, the procedure was refreshing and motivating because I remembered the research procedure. Doing an extracurricular activity was pleasant both for me and the students. Before we started, I feared that the students would not finish the project but we could come to the end without any problems. Besides, thanks to this project, I could build a link with the students. Lastly, listening to the studies of other participants gave me insights that I can use in my lessons.

Melisa

Melisa teaches vocational English for four hours a week to fourth year nursing students. She has 63 students but only 15 students attend the lessons actively since attendance is not compulsory. The main problem she encountered in her online lessons was that her students made a lot of mistakes in their writing assignments. Thus, she decided to use Facebook to enhance peer feedback for writing activities. She wanted to find out if using Facebook for peer feedback will improve the students' writing skill. However, when she explained the project to her students and started a Facebook page she noticed that the participation was law. Either the students did not have Facebook accounts or they did not check their accounts regularly. Hence, she changed her plan and started a WhatsApp group and added the students. Her research questions were:

1. Does using WhatsApp as a tool to give peer feedback enhance the students' writing skill?
2. Does giving feedback to their peers enhance the students' writing skill?
3. Does getting feedback from their peers enhance the students' writing skill?

Ten students participated in the study actively. The study lasted for six weeks. Every week they completed a writing task parallel to the topic in their course books such

as a pain report, symptoms of an illness and the like. Then they shared it in the group. They had to read and comment on each task. Finally the teacher checked and commented on each task.

As data gathering instruments she used an open ended questionnaire which she implemented via google docs. and semi structured interviews via MS teams.

When the first research question is concerned, the results of the study revealed that all of the participants agreed that this project helped them with the writing skill. When asked how, they stated that they learned, revised and used vocabulary and sentence structures about their department. Moreover, they also stated improving their punctuation and using new grammar structures in their tasks. Finally, one participant stated that she could write more complicated texts when compared with her first task.

Regarding the second research question, all of the participants agreed that reading their peers' written works contributed to their learning. Nearly all participants mentioned seeing both the correct and incorrect forms in their peers' works helped them improve their vocabulary and grammar. Moreover they also mentioned understanding their own mistakes more easily and being more careful when reading.

Finally, when the third research question is concerned, all of the participants agreed that their peers' reading their written works contributed to their learning. Three participants mentioned seeing, correcting and minimizing their mistakes by the help of peer correction. They also stated that they learned faster and tried to be more careful.

In conclusion, this project helped her students to enhance their writing skill via peer feedback. Moreover, they wanted to continue with the project in the second term and made certain recommendations such as integrating speaking or reading aloud their tasks.

She stated that:

Extract 5

At this time of pandemic when everyone has to keep distant from each other, this project was a motivation to come together even if it is virtual. Witnessing the willingness to attend the lessons was enough to make me happy. I'm very happy because students usually do not want to do extra work but this time they are eager. I think this is because of the online education where they have little opportunity to interact with each other so they use every chance to communicate with one another.

Sea

She teaches preparatory classes at a state university. During the study, the level of her students was pre-intermediate. She was teaching two different classes at the same level and she had 6 participants from the two classes in total.

One of the problems she wanted to deal with in her students' learning process was the fluency of their speaking. She wanted her students to have more real life like conversations in and out of class. She also wanted them to be able to have not just question and answer exercises in class but also conversations in which the students can ask and answer follow up questions. Thus, she asked for volunteers to do extra speaking exercises apart from the online lessons. She organized a MS teams group and met with the volunteer students there. They used the question and answer exercises in their students' book and tried to change them into real life like conversations including follow up questions. Her research question was:

1. Does asking and answering follow up questions enhance the students' competency in speaking skill?

The students participated the study actively. The study lasted six weeks and every week they had a pair work conversation using an exercise from the student's book. They were familiar with the exercises and this helped them to feel more comfortable when trying to ask and answer follow up questions. The students met in MS Teams group and the teacher recorded the conversations each time.

As data gathering instrument she used an open ended questionnaire which she applied via MS teams interviews with each student.

The results of the study revealed that all of the participants agreed that this project helped them improve their competency in speaking. When asked how they felt their grammar, vocabulary and speaking skill improved, they reported that they felt more confident in each weeks' study. Moreover, one of them stated that he became more and more practical in thinking in English when trying to ask a follow up question. They told that they found themselves using the correct tenses automatically each week through the study without extra effort.

In conclusion, this project helped her students to enhance their conversation skills with the help of follow up questions and this helped them feel more comfortable and confident when speaking English. Moreover, the students shared some feedback about

the organization of the study for next time. They suggested that the study could also be formed as group work, so that more students would be in interaction.

She stated that:

Extract 6

Thanks to this project I realized that when there is something wrong in the lesson, I can intervene and do something to solve it rather than ignoring it. I took responsibility and it was nice.

Tobe

Tobe teaches English for 12 hours a week to Prep- Class students. She has 16 students but only 10 students attend the lessons actively since attendance is not compulsory. The main problem she encounters in her lessons is that her students are not good at speaking and also they are not volunteer to speak as they are afraid of making mistakes. During the online classes they cannot have the chance to speak with a partner. Thus, she decided to use Microsoft Teams to enhance speaking skills for speaking activities. She wanted to find out if using Microsoft Teams for out of class speaking practice enhance the students' speaking skills of Prep school students.

Most of the students were enthusiastic when she explained the project to her students and started immediately as the teacher created new teams of 2 or 3 students. The teacher prepared the questions, dialogues or role-play topics parallel to their schedule. The teacher also changed the partners every week and sent them a document including the topics, questions and the partner list. Every week they made speaking practices according to that list. It was not compulsory to record the videos but she wanted the students to record it so that she could watch and give them feedbacks later. Her research question was:

1. Does making out of class online speaking practice enhance speaking skills of prep school students?

Ten students participated in the study actively. The study lasted for six weeks. Every week they completed a speaking task parallel to the topic in their course books and recorded the video of the meeting they did on Microsoft teams. They had to complete each task or questions given as a list on the first day of the week. During the project they

practiced with different partners. Finally the teacher checked, commented or gave feedbacks on each task.

As data gathering instruments Tobe used an open ended questionnaire which she implemented via google docs. and semi structured interviews via MS teams.

The results of the study showed that all of the participants agreed that this project helped them with the speaking skill. When asked how, they stated that they learned, revised and used vocabulary, grammar and sentence structures during the practices. Moreover, they also stated that they feel more confident when they answer Yes- No or Wh- Questions or perform role play dialogues during the classes.

In conclusion, this project helped her students to enhance their speaking skill. Moreover, her students wanted to continue with the project in the second term as it improves their speaking skills.

Tobe mentioned that:

Extract 7

The speaking skills of the students really improved but my real problem was that nearly no one in the class wanted to participate in the speaking activities during the lessons, they were reluctant to speak and they feared to make mistakes before the study. After the study this changed. They are very happy to speak now and the want to continue the study in the second term. Besides, the online platform we use to teach has helped us a lot in terms of recording students' productions, checking them. Moreover the students felt themselves valuable since they thought that the teacher is doing something extra for them

3.5.3. The Procedure after Conducting Action Research (Time 2)

In the last phase of the study, the same agency scale was administered to the participants in order to reveal their perceptions on their agency. They were interviewed and observed again to see if conducting action research made any changes on their views about their senses of agency.

Moreover, they were given rep-grids again and they were interviewed again to find out the impacts of conducting action research on their constructions of an effective teacher. Finally, observation technique was utilized to validate the findings.

3.6. Data Analysis

The analysis utilized in the present study is fundamentally based upon the analysis of data from time 1 and time 2 repertory grids of teachers, time 1 and time 2 interviews with teachers to validate the grid data, classroom observations conducted at time 1 and time 2 to validate the grid data, SPSS analysis of the teacher agency scale at time 1 and time 2, time 1 and time 2 interviews to validate the scale data, classroom observations conducted at time 1 and time 2 to validate the scale data and field notes of the researcher. Data analysis process of each instrument is given in detail below.

3.6.1. Repertory Grid Data Analysis

The participant teachers' time 1 and time 2 repertory grids were analyzed via Rep Plus V1.1 Program. FOCUS and EXCHANGE analysis were conducted specifically to illustrate the obtained constructs. Furthermore, content analysis was used to analyze the constructs and high priority constructs and follow-up interviews.

3.6.1.1. FOCUS Analysis

The Focused grid analysis is used to interpret raw grid data. This analysis makes it possible for each element to be compared with every other element. Hence, the elements that are most similar are clustered most closely together changing the ordering of elements in the grid. Finally, each construct is rearranged in a similar way (Cohen et al., 2002). Via this program the construct and elements clusters are illustrated as tree diagrams and the unsorted constructs and elements are left in isolation (Ilin, 2003).

In the current study, the repertory grid data obtained from a total of seven English instructors (at Time 1 and Time 2) were subjected to FOCUS analysis separately. The cut-off point accepted to determine the similarity level is 80% suggesting that lower than 80% level is not taken into consideration for similarity (Armutcu, 2012). Thanks to this program the structure and content of personal theories can be explored and participants' perceptions of self and ideal self can be investigated.

3.6.1.2. EXCHANGE Analysis

The EXCHANGE grid analysis illustrates structural changes experienced by the participants within a certain time period. In the present study, EXCHANGE analysis was

used to display structural changes in EFL instructors' constructs regarding the qualities of an effective teacher at the beginning and at the end of the action research procedure. The significance level indicating any structural change is 80%. That is, the elements and constructs that fall below this level are considered as indications of structural change.

3.6.2. Content Analysis of the Constructs and Follow-up Interviews

Cohen et al. (2007) defines content analysis as a process in which written data is summarized and interpreted via coding, categorizing, comparing and concluding stages. According to Dörnyei (2007), coding is used for reducing or simplifying the data in order to connect them to broader concepts while categorising refers to developing meaningful categories into which words, phrases, sentences, etc. as the units of analysis can be grouped, comparing refers to making connections between categories. Finally, concluding stands for drawing theoretical considerations on the basis of the text and the results of the analysis (Cohen et al, 2007). The aforementioned stages were implemented while conducting content analyses of the constructs and follow-up interviews.

In the present study, the analysis of the constructs of the participants started with listing all the constructs cited by seven participants of the study at Time 1 and Time 2. Then, coding and categorizing stages were implemented by determining codes and categories to classify each construct. During this stage, two other EFL instructors created codes and categories and final categories were determined by comparing all three instructors' classifications in order to provide inter-coder reliability. Afterwards, the data was illustrated through tables.

As a result of the content analysis of the constructs, the data was presented under the titles of the frequency of the participants' all constructs at Time 1 and at Time 2 under categories, high priority constructs of each EFL instructor both at Time 1 and Time 2, the top high priority constructs at Time 1 and Time 2 and instructors' construction of Self and Ideal Self as teacher.

Regarding the analysis of the follow-up interviews, first, the interviews of the participants were transcribed verbatim. Afterwards, certain codes were determined by identifying the frequencies of the citations and similar responses were accumulated under a common category. Similar to the analysis of the constructs two other EFL instructors took part in the creation of codes and categories before determining the final categories

by comparing all three instructors' classifications in order to provide inter-coder reliability Finally, the data was labelled and displayed via tables.

The data obtained through follow-up interviews were used to interpret and validate the findings of the analyzed grids and teacher agency scales. The extracts from the interviews were presented with the repertory grid and teacher agency scale analysis.

3.6.3. Analysis of the Teacher Agency Scale

The data were analysed through descriptive statistics including the calculation of means and standard deviations via IBM SPSS programme. Four different analysis were conducted: 1. According to each item in the scale; 2. According to each participant's responses to items under each subscale; 3. According to each participant's responses to all items; 4. According to all responses to items under each subscale; Wilcoxon Signed Ranks Tests were used after the scale is given at time 2 in order to see if there is a significant difference between time 1 and 2.

3.6.4. Analysis of the Classroom Observation checklists

Observation checklists (see appendix D and E) which were prepared in advance were used during the classroom observations which were conducted by watching the recorded online lessons. Two different checklists were prepared for each lesson. While one of them involved the constructs of the participants in order to see whether they can be concretely observed or not during the lesson, the other one included the observable items of the teacher agency scale. As a result of the observations, the data collected via checklists were analyzed by conducting content analysis and concretely observable constructs and items were illustrated through tables.

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter presents information about the findings obtained through statistical and content analyses of the data gathered in order to achieve research aims. The findings obtained through each data collection instrument are presented on the basis of each research question of the present study.

4.2. The perceptions of EFL Instructors Regarding their Teacher Agency in the EFL Classroom before and after Conducting Action Research (Research questions 1 and 2)

In order to explore the perceptions of the participants regarding their teacher agencies before and after conducting action research, a teacher agency scale was utilized. Moreover, to validate the data gathered by the scale semi-structured interviews and observation techniques were used.

As it is stated in the data analysis section, four different analysis were conducted when analysing the scale via SPSS programme. These are: 1. According to each item in the scale; 2. According to each participant's responses to items under each subscale; 3. According to each participant's responses to all items; 4. According to all responses to items under each subscale. Finally, Wilcoxon Signed Ranks Tests were used after the scale is given at time 2 in order to see if there is a significant difference between time 1 and 2.

4.2.1. Findings of the Data Analysis of the Teacher Agency Scale before Conducting Action Research (Time 1)

4.2.1.1. According to Each Item in the Scale

Descriptive statistics including means and standard deviations of the responses of the participants to each item were calculated in order to understand the participants' agencies based on each item at time 1 (Appendix D).

Then, the items are illustrated under each subscale so as to see the descriptive statistics according to each sub category. Table 12 depicts the items under planning subscale.

Table 12.

The Responses of All Participants to the Items under Planning Subscale at Time 1

Subscale	Item	Descriptive Statistics	Never_ T1	Rarely- T1	Sometimes- T1	Generally_ T1	Always_T 1
Planning	I 1	Mean	,43	,29	,14	,14	,00
		Std. Dev	,535	,488	,378	,378	,000
	I 2	Mean	,43	,14	,43	,00	,00
		Std. Dev	,535	,378	,535	,00	,000
	I 3	Mean	,29	,43	,000	,14	,14
		Std. Dev	,488	,535	,000	,378	,378
	I 4	Mean	,29	,57	,00	,14	,00
		Std. Dev	,488	,535	,000	,378	,000

Table 12 displays the descriptive analysis of the responses of the participants to the items under the category of ‘planning’ at time 1. There are 4 items in this category. It is observed that the most frequent means belong to the options ‘never’ and ‘rarely’. Hence, we can interpret that the participants do not usually feel themselves agent regarding the planning phase of teaching. That might be because there is a particular unit in the school which is responsible for curriculum planning. However, the program is flexible that is they can make small changes if they wish. It is understood that they do not prefer to use their agency in this field.

Table 13 depicts the items under the subscale ‘instruction’.

Table 13.

The Responses of All Participants to the Items under Instruction Subscale at Time 1

Subscale	Item	Descriptive Statistics	Never_T1	Rarely-T1	Sometimes-T1	Generally_T1	Always_T1
Instruction	I 6	Mean	,14	,00	,14	,71	,00
		Std. Dev	,378	,000	,378	,488	,000
	I 7	Mean	,00	,14	,57	,14	,14
		Std. Dev	,000	,378	,535	,378	,378
	I 8	Mean	,00	,43	,00	,29	,29
		Std. Dev	,000	,535	,000	,488	,488
	I 9	Mean	,00	,00	,14	,43	,43
		Std. Dev	,000	,000	,378	,535	,535
	I 10	Mean	,14	,29	,29	,29	,00
		Std. Dev	,378	,488	,488	,488	,000
	I 11	Mean	,14	,29	,57	,00	,00
		Std. Dev	,378	,488	,535	,000	,000
	I 12	Mean	,00	,57	,29	,14	,00
		Std. Dev	,000	,535	,488	,378	,000
	I 13	Mean	,00	,29	,14	,57	,00
		Std. Dev	,000	,488	,378	,535	,000
	I 14	Mean	,00	,14	,14	,57	,14
		Std. Dev	,000	,378	,378	,535	,378
	I 16	Mean	,14	,00	,57	,29	,00
		Std. Dev	,378	,000	,535	,488	,000

Table 13 illustrates the descriptive analysis of the responses of the participants to the items under the subscale of ‘instruction’. There are 10 items in this category. It is observed that the most frequent means belong to the option ‘generally’ followed by ‘sometimes’ and ‘rarely’. It is observed that although the responses of the participants varied on a large scale, the option ‘generally’ seems to be the most frequent one. Thus, we can say that the participants try to take action more actively when instruction is concerned in certain points.

The items under the subscale ‘dissemination’ are illustrated in Table 14.

Table 14.

The Responses of All Participants to the Items under Dissemination Subscale at Time 1

Subscale	Item	Descriptive Statistics	Never_T1	Rarely-T1	Sometimes-T1	Generally_T1	Always_T1
Dissemination	I 5	Mean	,14	,14	,57	,00	,14
		Std. Dev	,378	,378	,535	,000	,378
	I 30	Mean	,00	,14	,57	,29	,00
		Std. Dev	,000	,378	,535	,488	,000
	I 31	Mean	,00	,00	,14	,43	,43
		Std. Dev	,000	,000	,378	,535	,535
	I 32	Mean	,14	,29	,29	,00	,29
		Std. Dev	,378	,488	,488	,000	,488
	I 33	Mean	,00	,29	,29	,29	,14
		Std. Dev	,000	,488	,488	,488	,378
	I 34	Mean	,43	,14	,43	,00	,00
		Std. Dev	,535	,378	,535	,000	,000

Table 14 illustrates the descriptive analysis of the responses of the participants to the items under the subscale of ‘dissemination’. There are 6 items in this category. It is observed that the most frequent means belong to the option ‘sometimes’ followed by ‘generally’ ‘always’ and ‘rarely’. The table shows that the responses of the participants vary on a large scale. However, the most frequent option seems to be “sometimes”. Thus, we can say that the participants seem to be hesitant to take action when sharing information is concerned.

The items under the subscale ‘empowerment’ are illustrated in Table 15.

Table 15.

The Responses of All Participants to the Items under Empowerment Subscale at Time 1

Subscale	Item	Descriptive Statistics	Never_T1	Rarely-T1	Sometimes-T1	Generally_T1	Always_T1
Empowerment	I 15	Mean	,14	,29	,43	,14	,00
		Std. Dev	,378	,488	,535	,378	,000
	I 17	Mean	,57	,29	,14	,00	,00
		Std. Dev	,535	,488	,378	,000	,000
	I 18	Mean	,57	,29	,00	,14	,00
		Std. Dev	,535	,488	,000	,378	,000
	I 25	Mean	,00	,57	,43	,00	,00
		Std. Dev	,000	,535	,535	,000	,000

Table 15 shows the descriptive analysis of the responses of the participants to the items under the category of ‘empowerment’. There are 4 items in this category. It is observed that the most frequent means belong to the option ‘never’ followed by ‘rarely’ and ‘sometimes’. Thus, we can interpret that the participants do not tend to take action when empowering their students is concerned.

The items under the subscale ‘evaluation’ are displayed in Table 16.

Table 16.

The Responses of All Participants to the Items under Evaluation Subscale at Time 1

Subscale	Item	Descriptive Statistics	Never_T1	Rarely-T1	Sometimes-T1	Generally_T1	Always_T1
Evaluation	I 19	Mean	,00	,14	,43	,29	,14
		Std. Dev	,000	,378	,535	,488	,378
	I 20	Mean	,00	,14	,14	,57	,14
		Std. Dev	,000	,378	,378	,535	,378
	I 21	Mean	,00	,14	,57	,00	,29
		Std. Dev	,000	,378	,535	,000	,488
	I 22	Mean	,14	,14	,14	,43	,14
		Std. Dev	,378	,378	,378	,535	,378
	I 23	Mean	,00	,29	,29	,29	,14
		Std. Dev	,000	,488	,488	,488	,378
	I 24	Mean	,00	,14	,29	,57	,00
		Std. Dev	,000	,378	,488	,535	,000

Table 16 illustrates the descriptive analysis of the responses of the participants to the items under the category of ‘evaluation’. There are 6 items in this category. It is seen that the most frequent means belong to the option ‘generally’ followed by ‘sometimes’. Hence, it can be interpreted that the participants tend to use their agency and take action to evaluate the teaching and learning process.

The items under the subscale ‘community service’ are illustrated in Table 17.

Table 17.

The Responses of all participants to the items under Community Service Subscale at Time 1

Subscale	Item	Descriptive Statistics	Never_T1	Rarely-T1	Sometimes-T1	Generally_T1	Always_T1
Community Service	I 26	Mean	1,00	,00	,00	,00	,00
		Std. Dev	,000	,000	,000	,000	,000
	I 27	Mean	,86	,14	,00	,00	,00
		Std. Dev	,378	,378	,000	,000	,000
	I 28	Mean	,43	,29	,14	,14	,00
		Std. Dev	,535	,488	,378	,378	,000
	I 29	Mean	,00	,57	,43	,00	,00
		Std. Dev	,000	,535	,535	,000	,000

Table 17 depicts descriptive analysis of the responses of the participants to the items under the category of 'community service'. There are 4 items in this category. It is observed that the most frequent means belong to the option 'never' followed by 'rarely'. Thus, it can be interpreted that the participants do not usually take action to do community service. This can be because of the fact that they all work at university level and do not prefer to meet their students and their parents after school.

In conclusion, data analysis of the responses of the participants to each item under each subscale indicates that while the participants do not usually feel themselves agent regarding the planning phase of teaching, the participants try to take action more actively when instruction is concerned. Besides, the participants seem to be hesitant to take action with regards to sharing information with their colleagues. In addition, while the participants do not tend to take action when empowering their students is concerned, they tend to use their agency and take action to evaluate the teaching and learning process. Finally, it can be interpreted that the participants do not usually take action to do community service.

4.2.1.2. According to Each Participant's Responses to Items under Each Subscale

In order to understand how agent each participant is regarding each subscale the second analysis is concerned with each participant's responses to items under each subscale. The findings are presented together with the extracts from the semi structured

interviews and lesson observation notes which are used to validate the data gathered through the teacher agency scale.

4.2.1.2.1. The Perceptions of Astronaut Regarding her Agency under Each Subscale at Time 1

Table 18 illustrates the descriptive analysis of Astronaut's responses under each subscale at time 1.

Table 18.

The Responses of Astronaut to Items under Each Subscale at Time 1

Participant	Subscale	Options	Means
Astronaut	Instruction	Never	0,00
		Rarely	0,00
		Sometimes	0,20
		Generally	0,60
		Always	0,20
Astronaut	Community Service	Never	0,25
		Rarely	0,25
		Sometimes	0,25
		Generally	0,25
		Always	0,00
Astronaut	Evaluation	Never	0,00
		Rarely	0,00
		Sometimes	0,50
		Generally	0,50
		Always	0,00
Astronaut	Planning	Never	0,25
		Rarely	0,75
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Astronaut	Dissemination	Never	0,00
		Rarely	0,00
		Sometimes	0,67
		Generally	0,33
		Always	0,00
Astronaut	Empowerment	Never	0,25
		Rarely	0,25
		Sometimes	0,50
		Generally	0,00
		Always	0,00

When we observe the means in the first category which is 'instruction', it is seen that the most frequent answer is 'generally' with a mean of 0,60. We can interpret that she tends to use her agency when instruction is concerned. However, under the

‘community service’ category her answers are scattered among ‘never’, ‘rarely’, ‘sometimes’ and ‘generally’ with a mean of 0,25 each. Thus, she seems not to be consistent in taking action in this category. The third category is evaluation and the most frequent responses are ‘sometimes’ and ‘generally’ with a mean of 0,50 each that is she somehow takes action regarding evaluation. Under the ‘planning’ category the most frequent answer is rarely (0,75) which shows that she is not usually agent about planning.

When I asked if she needs to be more agent in planning she stated:

Extract 8:

Regarding the daily plan I can rearrange according to my students’ needs and the day’s needs so I can rearrange the daily plan I mean I like doing it but from the bigger perspective I’m not really keen on it.

Thus, we can say that she does not feel the need to take action about the yearly plan but she likes rearranging the daily plan considering her students’ needs.

The most frequent response regarding ‘dissemination’ is ‘sometimes’ with a mean of 0,67 which demonstrates that she uses her agency from time to time to share information. Finally, regarding the category ‘empowerment’, the response ‘sometimes’ with a mean of 0, 50 is the most frequent one.

Regarding empowerment when asked if she thinks she should involve the students in the teaching procedure more, she acknowledged that:

Extract 9:

I would really love that if my students were more active during the lessons before or after the lessons or in the all kinds of procedures of their own learning because what you teach is language so they would do whatever they do by using it and in any way it works for their own growth.

Although she is aware of the necessity to involve students, it seems that she does not often have a chance to implement it.

In sum, although she somehow uses her agency in ‘instruction’ and ‘evaluation’ categories, she needs to be more agent in certain fields such as ‘empowerment’ and ‘planning’.

4.2.1.2.1.1. Lesson Observation Report of Astronaut Regarding Teacher Agency at Time 1

In order to validate the findings of the teacher agency scale observation technique was also used in addition to the semi- structured interviews. Astronaut's lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used the ready-made plan prepared by the curriculum development unit. This is in line with her responses to teacher agency scale which depicts that she rarely (0, 75) uses her agency in the planning category. However, we could observe that she made alterations in her lesson plan based on the changing needs of the students.

In the instruction category, the teacher agency scale shows that her most frequent response is generally (%60). I observed that she made sure that all her students participated in the lesson actively most of the time and she led her students to use technology for learning most of the time. Nevertheless, when it comes to providing opportunities for her students to relate the concepts and skills to their experiences in and out of the school, I could not observe any evidence. Similarly, neither she helped her students evaluate the information sources critically nor she designed activities that would improve the innovative point of view of the students. In fact this does not mean that she does not use her agency in these areas. She might use it in other lessons.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials and she did not make her students evaluate each other's learning processes. This is in line with her responses to the teacher agency scale which shows that she sometimes (%50) uses her agency in this category.

Table 19 depicts concretely observable items of the teacher agency scale during lesson observation at Time 1.

Table 19.

Concretely observable items of the teacher agency scale during lesson observation of Astronaut at Time 1

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively most of the time.
14		Teacher leads her students to use technology for learning most of the time.

As it is illustrated in Table 19 one item from Planning sub scale and two items from Instruction sub scale were concretely observable during lesson observation at time 1. In conclusion, Astronaut seems to be relatively more agent when instruction is concerned supporting her scale data but we should take into consideration that most items in the scale are not concretely observable ones and she might use her agency in other areas in different lessons.

4.2.1.2.2. The Perceptions of Blueberry Regarding her Agency under Each Subscale at Time 1

The descriptive analysis of the responses of Blueberry under each subscale at Time 1 are illustrated in Table 20.

Table 20.

The Responses of Blueberry to Items under Each Subscale at Time 1

Participant	**Subscale**	**Options**	**Means**
Blueberry	Instruction	Never	0,00
		Rarely	0,00
		Sometimes	0,20
		Generally	0,40
		Always	0,40
Blueberry	Community Service	Never	0,50
		Rarely	0,00
		Sometimes	0,50
		Generally	0,00
		Always	0,00
Blueberry	Evaluation	Never	0,00
		Rarely	0,00
		Sometimes	0,00
		Generally	0,50
		Always	0,50
Blueberry	Planning	Never	0,00
		Rarely	0,00
		Sometimes	0,50
		Generally	0,50
		Always	0,00
Blueberry	Dissemination	Never	0,00
		Rarely	0,00
		Sometimes	0,17
		Generally	0,17
		Always	0,67
Blueberry	Empowerment	Never	0,00
		Rarely	0,00
		Sometimes	0,50
		Generally	0,50
		Always	0,00

When we observe the means in the first category which is ‘instruction’, it is seen that the most frequent answers are ‘generally’ and ‘always’ with a mean of 0,40 each. It can be interpreted that she tends to use her agency when instruction is concerned. However, under the ‘community service’ category her answers are divided into half between ‘never’ and ‘sometimes’ with a mean of 0,50 each. Thus, she seems not to be agent regarding this category.

I asked if she thinks it is part of the teaching profession to organize extracurricular activities such as going to theatre with students or doing something with students outside the school, she stated:

Extract 10:

Yes, it should be part of teaching. I think we should do something about it. Not only the relationship between students and teachers also the interaction between the students improves as well.

It is clear that she believes the importance of extracurricular activities but she does not prefer to take action.

The third category is evaluation and the most frequent responses are ‘generally’ and ‘always’ with a mean of 0, 50 each that is she tends to take action regarding evaluation. Under the ‘planning’ category the most frequent answer are ‘sometimes’ and ‘generally’ with a mean of 0,50 each which shows that she is somehow agent about planning. The most frequent response regarding ‘dissemination’ is ‘always’ with a mean of 0, 67 which demonstrates that she uses her agency to share information most of the time. Finally, regarding the category ‘empowerment’, the responses ‘sometimes’ and ‘generally’ with a mean of 0, 50 each are the most frequent ones.

When asked if she needs to involve her students more in the teaching procedure, she replied:

Extract 11:

I want to do it from the deep of my heart but sometimes it seems impossible because the curriculum is really busy. Sometimes I need to just follow the curriculum and I don’t really have time to do it because I don’t have enough autonomy in class. I mean maybe I should do more because of the tight schedule we have to run and catch up to schedule all the time.

Thus, time constraint and lack of autonomy seem to be reasons why she cannot involve the students more in the procedure.

To conclude, while Blueberry tends to use her agency almost in all categories, she is hesitant to use her agency for community service and empowerment.

4.2.1.2.2.1. Lesson Observation Report of Blueberry Regarding Teacher Agency at Time 1

One of Blueberry’s lessons was observed considering the planning, instruction and empowerment categories of the teacher agency scale. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she made alterations in her lesson plan based on the changing needs of the students. To illustrate, she made the students listen to a song as a lead in activity apart from the actual plan. Her responses to the teacher agency scale also show that she is somehow agent about planning since the most frequent answers were ‘sometimes’ and ‘generally’ with a mean of 0,50 each.

In the instruction category, the teacher agency scale shows that her most frequent responses are ‘generally’ and ‘always’ with a mean of 0, 40 each. It can be interpreted that she tends to use her agency when instruction is concerned. I observed that she made sure that all her students participated in the lesson actively most of the time and provided opportunities for her students to relate the concepts and skills to their experiences by asking personal questions. She also helped her students evaluate the information sources critically for example she wanted the students to notice ungrammatical forms in the lyrics of the song. Furthermore, she made her students use technology for learning most of the time. Nevertheless, when it comes to designing activities that would improve the innovative point of view of the students, I could not observe any evidence. In fact this does not mean that she does not use her agency in this area. She might do it in other lessons.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials and she did not make her students evaluate each other’s learning processes. However, her responses to the teacher agency scale shows that the responses ‘sometimes’ and ‘generally’ with a mean of 0, 50 each, are the most frequent responses.

Table 21 depicts concretely observable items of the teacher agency scale during lesson observation at Time 1.

Table 21.

Concretely observable items of the teacher agency scale during lesson observation of Blueberry at Time 1

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively most of the time.
8		Teacher provides opportunities for her students to relate the concepts and skills to their experiences in and out of the school.
13		Teacher helps her students evaluate the information sources critically most of the time.
14		Teacher leads her students to use technology for learning most of the time.

Table 21 reveals that one item from the Planning sub scale and four items from the Instruction subscale were concretely observed during lesson observation at time 1 which is in line with her scale data. Although it is clear that she seems to be more agent when instruction is concerned, we cannot say that she is not agent in other areas based on a single lesson observation.

4.2.1.2.3. The Perceptions of Elly Regarding her Agency under Each Subscale at Time 1

Table 22 illustrates the descriptive analysis of the responses of Elly under each subscale at Time 1.

Table 22.

The Responses of Elly to Items under Each Subscale at Time 1

Participant	**Subscale**	**Options**	**Means**
Elly	Instruction	Never	0,00
		Rarely	0,40
		Sometimes	0,50
		Generally	0,10
		Always	0,00
Elly	Community Service	Never	0,75
		Rarely	0,25
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Elly	Evaluation	Never	0,00
		Rarely	0,67
		Sometimes	0,33
		Generally	0,00
		Always	0,00
Elly	Planning	Never	0,00
		Rarely	0,75
		Sometimes	0,25
		Generally	0,00
		Always	0,00
Elly	Dissemination	Never	0,33
		Rarely	0,50
		Sometimes	0,17
		Generally	0,00
		Always	0,00
Elly	Empowerment	Never	0,50
		Rarely	0,25
		Sometimes	0,25
		Generally	0,00
		Always	0,00

When we observe the means in the first category which is ‘instruction’, we see that the most frequent answer is ‘sometimes’ with a mean of 0, 50. We can interpret that she uses her agency when instruction is concerned only from time to time. However, under the “community service” category the most frequent answer is ‘never’ with a mean of 0, 75. Thus, it is clear that she does not tend to take action in this category. The third category is evaluation and the most frequent response is ‘rarely’ with a mean of 0, 67. Similarly, under the ‘planning’ category the most frequent answer is also rarely (0, 75) that is she does not usually take action regarding evaluation and planning phases of teaching and learning. In the same vein, the most frequent response regarding ‘dissemination’ is ‘rarely’ too with a mean of 0,50 which demonstrates that she does not tend to use her agency to share information. Finally, regarding the category

‘empowerment’, the response ‘never’ with a mean of 0, 50 is the most frequent one. To sum up, ‘instruction’ seems to be the only category that Elly takes action and uses her agency.

When asked if she thinks teachers should be agent in the phases of teaching other than instruction such as planning, she replied:

Extract 12:

Sometimes you need it, I mean apart from the standard curriculum or standard programs that are given to you as a teacher you want to do something more that you think is beneficial for your students so I feel like I also need to be making decisions.

She added that she was just being active for planning just for the main parts not for the details. Although she feels the need to take action, she rarely takes action maybe because she believes that it is not necessary to plan the lesson in detail.

4.2.1.2.3.1. Lesson Observation Report of Elly Regarding Teacher Agency at Time 1

Elly’s lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she asked extra questions apart from the original plan. Her responses to the teacher agency scale also show that rarely (0,75) is the most frequent response showing that she does not usually take action regarding planning phases of teaching and learning.

In the instruction category it was observed that she made sure that all her students participated in the lesson actively most of the time and provided opportunities for her students to relate the concepts and skills to their experiences by asking personal questions. Furthermore, she made her students use technology for learning most of the time. Nevertheless, when it comes to helping her students evaluate the information sources critically and designing activities that would improve the innovative point of view of the students, I could not observe any evidence. In fact, this does not mean that she does not use her agency in this area. She might do it in other lessons. Similarly, her responses to

the teacher agency scale show that the most frequent answer is ‘sometimes’ with a mean of 0, 50. We can interpret that she uses her agency when instruction is concerned only from time to time.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials and she did not make her students evaluate each other’s learning processes. Her responses to the teacher agency scale illustrate that the response ‘never’ with a mean of 0, 50 is the most frequent one in the empowerment category.

Table 23 depicts concretely observable items of the teacher agency scale during lesson observation at time 1.

Table 23.

Concretely observable items of the teacher agency scale during lesson observation of Elly at Time 1

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively most of the time.
8		Teacher provides opportunities for her students to relate the concepts and skills to their experiences in and out of the school.
14		Teacher leads her students to use technology for learning most of the time.

Table 23 illustrates that one item from the Planning sub scale and three items from the Instruction subscale were concretely observed during lesson observation at time 1 which is in line with her scale data. It seems that she is more agent when instruction is concerned but she might as well use her agency in other areas in different lessons.

4.2.1.2.4. The Perceptions of Ginger Regarding her Agency under Each Subscale at Time 1

The descriptive analysis of the responses of Ginger under each subscale at Time 1 are displayed in Table 24.

Table 24.

The Responses of Ginger to Items under Each Subscale at Time 1

Participant	Category	Options	Means
Ginger	Instruction	Never	0,00
		Rarely	0,20
		Sometimes	0,40
		Generally	0,30
		Always	0,10
Ginger	Community Service	Never	0,50
		Rarely	0,50
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Ginger	Evaluation	Never	0,00
		Rarely	0,00
		Sometimes	0,00
		Generally	0,50
		Always	0,50
Ginger	Planning	Never	0,00
		Rarely	0,25
		Sometimes	0,25
		Generally	0,25
		Always	0,25
Ginger	Dissemination	Never	0,17
		Rarely	0,00
		Sometimes	0,67
		Generally	0,00
		Always	0,17
Ginger	Empowerment	Never	0,00
		Rarely	0,75
		Sometimes	0,25
		Generally	0,00
		Always	0,00

When we observe the means in the first category which is ‘instruction’, it is seen that the most frequent answer is ‘sometimes’ with a mean of 0, 40. It can be interpreted that she uses her agency only from time to time when instruction is concerned.

When asked if she feels herself agent enough in the instruction phase of the teaching procedure, she responded:

Extract 13:

Yes, in fact I feel I have the power of shaping the lesson according to the needs of my students and some kind of unexpected improvements in the classroom. Sometimes students need an extra for example exercise or explanation about a unit or topic so I try to add extra materials

or some parts seem to be not working well in my classroom so I just skip it. Thus, I have a kind of agency, not a total agency maybe but partial agency and I feel happy when I can use this power.

Then I inquired if she needs to be more agents in this field, and she replied:

Extract 14:

Yes, in fact I feel that need because every student has different needs and I want to shape my lessons according to their needs so I want to have more power when I am instructing.

It can be interpreted that she is happy to have partial agency when instruction is concerned but she also wants to have more power. However, under the 'community service' category her answers are divided into half between 'never' and 'rarely' with a mean of 0, 50 each. Thus, she seems not to be agent regarding this category. Under the 'evaluation' category the most frequent answers are 'generally' and 'always' with a mean of 0, 50 each which shows that she is somehow agent about planning. The fourth category is planning and the most frequent responses are scattered among 'rarely', 'sometimes', 'generally' and 'always' with a mean of 0,25 each that is she is not consistent in taking action regarding planning.

I wanted to know how much action she takes in the planning phase and she stated:

Extract 15:

In my institution we have a fixed plan, a fixed curriculum and we need to follow it for every lesson we have the page numbers of activities so I can't say I have a kind of agency in this field but again I can make some minor changes but not major changes of course. I believe I need to have more voice in the planning part because we are in the classroom and seeing the students so we can shape some parts of teaching. We need more autonomy.

Hence, we can say that she needs more agency to take action in this field.

The most frequent response regarding 'dissemination' is 'sometimes' with a mean of 0, 67 which demonstrates that she uses her agency to share information most of the time. Finally, regarding the category 'empowerment', the response 'rarely' with a mean of 0, 75 is the most frequent one. To conclude, while Ginger uses her agency in the 'evaluation' category, she needs to improve herself to be more agent in almost in all categories.

4.2.1.2.4.1. Lesson Observation Report of Ginger Regarding Teacher Agency at Time 1

Ginger's lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she made alterations in her lesson plan based on the changing needs of the students. To illustrate, she asked extra questions to relate the lesson to the students' own experiences. Her responses to the teacher agency scale also show that the most frequent responses are scattered among "rarely", 'sometimes', 'generally' and 'always' with a mean of 0,25 each that is she is not consistent in taking action regarding planning.

Regarding instruction, I observed that she made sure that all her students participated in the lesson actively most of the time and provided opportunities for her students to relate the concepts and skills to their experiences by asking personal questions. Furthermore, she made her students use technology for learning most of the time. Nevertheless, when it comes to evaluating the information sources critically and designing activities that would improve the innovative point of view of the students, I could not observe any evidence. In fact, this does not mean that she does not use her agency in these areas. She might do it in other lessons.

In the teacher agency scale, the most frequent answer in the instruction category is 'sometimes' with a mean of 0, 40. It can be interpreted that she uses her agency only from time to time when instruction is concerned.

Concerning the empowerment category, it was observed that the teacher does not assign her students to develop authentic lesson materials and she does not make her students evaluate each other's learning processes. Similarly, her responses to the teacher agency scale show that regarding the category "empowerment", the response "rarely" with a mean of 0, 75 is the most frequent one.

Table 25 shows concretely observable items of the teacher agency scale during lesson observation at Time 1.

Table 25.

Concretely observable items of the teacher agency scale during lesson observation of Ginger at Time 1

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9		Teacher makes sure that all her students participate in the lesson actively most of the time.
8	Instruction	Teacher provides opportunities for her students to relate the concepts and skills to their experiences in and out of the school.
14		Teacher leads her students to use technology for learning most of the time.

It is illustrated in Table 25 that one item from the Planning sub scale and three items from the Instruction subscale were concretely observed during lesson observation at time 1 which is in line with her scale data. Although it seems that she is more agent when instruction is concerned, she might as well use her agency in other areas in different lessons.

4.2.1.2.5. The Perceptions of Melisa Regarding her Agency under Each Subscale at Time 1

The descriptive analysis of the responses of Melisa each subscale at Time 1 are displayed in Table 26.

Table 26.

The Responses of Melisa to Items under Each Subscale at Time 1

Participant	**Category**	**Options**	**Means**
Melisa	Instruction	Never	0,00
		Rarely	0,40
		Sometimes	0,10
		Generally	0,50
		Always	0,00
Melisa	Community Service	Never	0,75
		Rarely	0,25
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Melisa	Evaluation	Never	0,00
		Rarely	0,00
		Sometimes	0,67
		Generally	0,33
		Always	0,00
Melisa	Planning	Never	1,00
		Rarely	0,00
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Melisa	Dissemination	Never	0,00
		Rarely	0,00
		Sometimes	0,50
		Generally	0,17
		Always	0,33
Melisa	Empowerment	Never	0,25
		Rarely	0,50
		Sometimes	0,25
		Generally	0,00
		Always	0,00

When we examine the means in the first category which is ‘instruction’, it is observed that the most frequent answer is ‘generally’ with a mean of 0, 50. We can interpret that she uses her agency when instruction is concerned most of the time. However, under the ‘community service’ category the most frequent answer is ‘never’ with a mean of 0, 75. Thus, it is clear that she does not tend to take action in this category.

When asked if she thinks it’s a part of the teaching profession to organize extracurricular activities such as going to the theatres with students, she responded:

Extract 16:

In fact, I believe that teachers also should meet their students outside the class and share some extracurricular activities such as going to the cinema, theatre, picnic etc. but it is not easy

to do that at this time. Because of the pandemic we are afraid to meet outside. I think there are many advantages of doing such things first of all it motivates the students. Your students will feel much closer to you and they may study more, they may be more motivated so it has certain advantages.

On the basis of her answer to the question, we understand that she believes the importance of extracurricular activities but she cannot do it because of the pandemic as often as she wants.

The third category is evaluation and the most frequent response is ‘sometimes’ with a mean of 0, 67. Regarding the planning phases of teaching and learning her only choice is ‘never’ with a mean of 1, 00. That is, she does not use her agency to plan the teaching and learning procedure.

Hence, I asked her how much action she took in the planning phase of teaching and she replied:

Extract 17:

When I was working for the prep classes, when I was teaching them I didn’t take much action in the planning phase because we were given ready made plans and I just followed them but this year I am teaching in other faculties so I have to plan my own lessons. I can say that I’m taking a lot of action.

When she filled in the scale, she was teaching prep classes so she did not need to take action about planning. However, this term she teaches other faculties so she prepares her own plans and she seems to be happy about taking more action.

The most frequent response regarding ‘dissemination’ is ‘sometimes’ with a mean of 0,50 which demonstrates that she shares information only from time to time. Finally, regarding the category ‘empowerment’, the response ‘rarely’ with a mean of 0, 50 is the most frequent one. To sum up, ‘instruction’ seems to be the category that Melisa takes action and uses her agency most frequently. However, although she uses her agency in other fields from time to time, she never takes action about planning.

4.2.1.2.5.1. Lesson Observation Report of Melisa Regarding Teacher Agency at Time 1

Melisa's lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used her own plan. In fact, she had to plan her lessons because the curriculum development unit only prepares preparatory program's plans. Furthermore, we could observe that she made alterations in her lesson plan by asking extra questions.

However, her responses to the teacher agency scale show that the most frequent response is 'never' with a mean of 1, 00.

Regarding instruction, I observed she made sure that all her students participated in the lesson actively most of the time and she asked questions about their hospital experiences to relate the concepts and skills to their own lives. Furthermore, she made her students use technology for learning most of the time. Nevertheless, when it comes evaluating the information sources critically and designing activities that would improve the innovative point of view of the students, I could not observe any evidence. In fact, this does not mean that she does not use her agency in these areas. She might do it in other lessons.

In the teacher agency scale, the most frequent answer in the instruction category is "generally" with a mean of 0, 50. We can interpret that she uses her agency when instruction is concerned most of the time.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials and she did not make her students evaluate each other's learning processes. Similarly, her responses to the teacher agency scale shows that regarding the category "empowerment", the response "rarely" with a mean of 0, 50 is the most frequent one.

Table 27 depicts concretely observable items of the teacher agency scale during lesson observation at Time 1.

Table 27.

Concretely observable items of the teacher agency scale during lesson observation of Melisa at Time 1

Item no		Concretely Observable Items
1	Planning	Teacher prepares her own plan based on the needs of their students instead of using ready ones.
3		Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively most of the time.
8		Teacher provides opportunities for her students to relate the concepts and skills to their experiences in and out of the school.
14		Teacher leads her students to use technology for learning most of the time.

Table 27 reveals that two items from the Planning sub scale and three items from the Instruction subscale were concretely observed during lesson observation at time 1 supporting her scale data. Although it is clear that she seems to be more agent when instruction is concerned, we cannot say that she is not agent in other areas based on a single lesson observation.

4.2.1.2.6. The Perceptions of Sea Regarding her Agency under Each Subscale at Time 1

Table 28 illustrates the descriptive analysis of the responses of Sea regarding each subscale at Time 1.

Table 28.

The Responses of Sea to Items under Each Subscale at Time 1

Participant	**Category**	**Options**	**Means**
Sea	Instruction	Never	0,40
		Rarely	0,50
		Sometimes	0,10
		Generally	0,00
		Always	0,00
Sea	Community Service	Never	0,75
		Rarely	0,25
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Sea	Evaluation	Never	0,17
		Rarely	0,50
		Sometimes	0,33
		Generally	0,00
		Always	0,00
Sea	Planning	Never	1,00
		Rarely	0,00
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Sea	Dissemination	Never	0,33
		Rarely	0,33
		Sometimes	0,17
		Generally	0,17
		Always	0,00
Sea	Empowerment	Never	0,75
		Rarely	0,25
		Sometimes	0,00
		Generally	0,00
		Always	0,00

When the means in the categories of ‘instruction’ and ‘evaluation’ are observed, it is noticed that the most frequent answer is ‘rarely’ with a mean of 0, 50 each. It can be interpreted that she does not usually use her agency while teaching and evaluating learning outcomes. In the same vein, under the ‘community service’, ‘planning’ and ‘empowerment’ categories her most frequent response is ‘never’ with means of 0,75, 1,00 and 0,75 respectively. Thus, she seems not to be agent regarding these categories. Finally, regarding the category ‘dissemination’, the responses ‘never’ and ‘rarely’ with a mean of 0, 33 each are the most frequent ones. To conclude, we can interpret that she does not take action in any of the categories much and she needs to improve herself to be more agent in almost all categories.

When asked if she thinks teachers should be agent in the phases of teaching such as instruction, planning evaluation, she replied:

Extract 18:

Yes, definitely, as teachers we should be agent but that depends on the atmosphere of the class. In a class, I may be aware of the things that I should be more agent but in another one I won't be that aware so the atmosphere of the class affects it.

She thinks that using her agency depends on the class that she teaches. Then, I asked if she would like to take more action and in what parts of the lesson she would like to take more action and she stated:

Extract 19:

Frankly speaking agency is a new term for me. I recognize it with your study. I'm open to learn what I can do, what I should do through this process I mean our study. Yes, I would like to learn more and be aware of the places and time that I should be more agent then I will take action.

It is clear that she is open to new learning but at least for now agency is a new term for her.

4.2.1.2.6.1. Lesson Observation Report of Sea Regarding Teacher Agency at Time 1

Sea's lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she made alterations in her lesson plan by asking extra questions. Her responses to the teacher agency scale also show that the most frequent response is 'never' with a mean of 1,00. Thus, she seems not to be agent regarding this category.

Regarding instruction, I observed that she made sure that all her students participated in the lesson actively most of the time. Furthermore, she made her students use technology for learning most of the time. Nevertheless, when it comes to providing opportunities for her students to relate the concepts and skills to their experiences,

evaluating the information sources critically and designing activities that would improve the innovative point of view of the students, I could not observe any evidence. In fact, this does not mean that she does not use her agency in these areas. She might do it in other lessons.

In the teacher agency scale, the most frequent answer in the instruction category is “rarely” with a mean of 0, 50. It can be interpreted that she does not usually use her agency when instruction is concerned.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials and she did not make her students evaluate each other’s learning processes. Similarly, her responses to the teacher agency scale show that regarding the category “empowerment”, the response “never” with a mean of 0, 75 is the most frequent one.

Table 29 depicts concretely observable items of the teacher agency scale during lesson observation at time 1.

Table 29.

Concretely observable items of the teacher agency scale during lesson observation of Sea at Time 1

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively most of the time.
14		Teacher leads her students to use technology for learning most of the time.

As it is illustrated in Table 29, one item from Planning sub scale and two items from Instruction sub scale were concretely observable during lesson observation at time 1. In conclusion, Sea seems to be relatively more agent when instruction is concerned supporting her scale data but we should take into consideration that she might use her agency in other areas in different lessons.

4.2.1.2.7. The Perceptions of Tobe Regarding her Agency under Each Subscale at Time 1

Table 30 illustrates the descriptive analysis of the responses of Tobe regarding each subscale at Time 1.

Table 30.

The Responses of Tobe to Items under Each Subscale at Time 1

Participant	Category	Options	Means
Tobe	Instruction	Never	0,00
		Rarely	0,00
		Sometimes	0,50
		Generally	0,50
		Always	0,00
Tobe	Community Service	Never	0,50
		Rarely	0,25
		Sometimes	0,25
		Generally	0,00
		Always	0,00
Tobe	Evaluation	Never	0,00
		Rarely	0,00
		Sometimes	0,33
		Generally	0,67
		Always	0,00
Tobe	Planning	Never	0,25
		Rarely	0,75
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Tobe	Dissemination	Never	0,50
		Rarely	0,50
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Tobe	Empowerment	Never	0,50
		Rarely	0,50
		Sometimes	0,00
		Generally	0,00
		Always	0,00

When the means in the first category which is ‘instruction’ are examined, it is seen that the most frequent answers are ‘sometimes’ and ‘generally’ with a mean of 0, 50 each. We can interpret that she is somehow agent when instruction is concerned. However, under the ‘community service’ category the most frequent answer is ‘never’ with a mean of 0, 50. Thus, it is clear that she does not tend to take action in this category. The third

category is evaluation and the most frequent response is ‘generally’ with a mean of 0, 67. Regarding the planning phases of teaching and learning her most frequent response is ‘rarely’ with a mean of 0, 75. That is, she does not usually use her agency in this category.

When asked if she feels the need to be more agent in planning, she replied:

Extract 20:

We already have ready plans for the lessons and we have to follow them so I think I’m not the agent. I’m not good at planning but I want to plan my lessons because the pace of the lesson will be slower or faster according to the students.

Although she wants to plan her lessons according to the needs of her students, she cannot do it in reality because she has to follow ready made plans.

The most frequent responses regarding ‘dissemination’ and ‘empowerment’ are ‘never’ and ‘rarely’ with a mean of 0,50 each which demonstrates that she does not tend to be agent when sharing information and empowering her students.

I asked if she thinks she should participate in professional development programs and share the knowledge with your colleagues more often, she replied:

Extract 21:

In our school, institution there is a committee and there are some people doing this. Unfortunately, I don’t have enough time nowadays to participate in the conferences. I have some diplomas and. I want to share my previous knowledge but I can’t update it now.

Apparently she wants to attend professional development programs and share her knowledge but she cannot do it because of time constraints. To sum up, ‘instruction’ and ‘evaluation’ seem to be the categories that Tobe takes action and uses her agency most frequently.

4.2.1.2.7.1. Lesson Observation Report of Tobe Regarding Teacher Agency at Time 1

Tobe’s lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she made alterations in her lesson plan by asking extra questions and using extra materials such as some PowerPoint presentations.

Her responses to the teacher agency scale also show that the most frequent response is “rarely” with a mean of 0, 75. That is, she does not usually use her agency in this category.

Regarding instruction, I observed that she made sure that all her students participated in the lesson actively most of the time and provided opportunities for her students to relate the concepts and skills to their experiences by asking personal questions. Furthermore, she made her students use technology for learning most of the time. Nevertheless, when it comes to helping her students evaluate the information sources critically and designing activities that would improve the innovative point of view of the students, I could not observe any evidence. In fact, this does not mean that she does not use her agency in these areas. She might do it in other lessons.

In the teacher agency scale, the most frequent responses in the instruction category are “sometimes” and “generally” with a mean of 0, 50 each. We can interpret that she is somehow agent when instruction is concerned.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials and she did not make her students evaluate each other’s learning processes. Similarly, her responses to the teacher agency scale shows that regarding the category ‘empowerment’, the most frequent responses are “never” and “rarely” with a mean of 0,50 each which demonstrates that she does not tend to be agent when sharing information and empowering her students.

Table 31 depicts concretely observable items of the teacher agency scale during lesson observation at Time 1.

Table 31.

Concretely observable items of the teacher agency scale during lesson observation of Tobe at time 1

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9		Teacher makes sure that all her students participate in the lesson actively most of the time.
8	Instruction	Teacher provides opportunities for her students to relate the concepts and skills to their experiences in and out of the school.
14		Teacher leads her students to use technology for learning most of the time.

Table 31 reveals that one item from the Planning sub scale and three items from the Instruction subscale were concretely observed during lesson observation at time 1 supporting her scale data. Although it is clear that she seems to be more agent when instruction is concerned, we cannot say that she is not agent in other areas based on a single lesson observation.

4.2.1.3. According to Each Participant's Responses to All Items at Time 1

In the third analysis descriptive statistics of the participants' responses to all items at time 1 are calculated in order to understand overall agency of each participant.

Table 32.

Descriptive Statistics of Astronaut's Responses to All Items at Time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	34	0	1	,09	,288
Rarely_T1	34	0	1	,15	,359
Sometimes_T1	34	0	1	,35	,485
Generally_T1	34	0	1	,35	,485
Always_T1	34	0	1	,06	,239
Valid N (listwise)	34				

Table 32 illustrates the analysis of the responses of Astronaut to all 34 items. We observe that the most frequent responses are sometimes and generally with a mean of 0, 35 each. Thus, we can infer that she can use her agency in certain areas.

Table 33.

Descriptive Statistics of Blueberry's Responses to All Items at Time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	34	0	1	,06	,239
Rarely_T1	34	0	0	,00	,000
Sometimes_T1	34	0	1	,26	,448
Generally_T1	34	0	1	,35	,485
Always_T1	34	0	1	,32	,475
Valid N (listwise)	34				

Table 33 shows the analysis of the responses of Blueberry to all 34 items. It is observed that the most frequent responses are generally and always with a mean of 0, 35 and 0, 32 respectively. Thus, we can infer that she can use her agency in most areas

Table 34.

Descriptive Statistics of Elly's Responses to All Items at Time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	34	0	1	,21	,410
Rarely_T1	34	0	1	,47	,507
Sometimes_T1	34	0	1	,29	,462
Generally_T1	34	0	1	,03	,171
Always_T1	34	0	0	,00	,000
Valid N (listwise)	34				

Table 34 reveals the analysis of the responses of Elly to all 34 items. We notice that the most frequent response is rarely with a mean of 0, 47. Sometimes (0, 29) and never (0, 21) are the second and third most frequent answers respectively. Thus, we can infer that she cannot use her agency in most cases.

Table 35.

Descriptive Statistics of Ginger's Responses to All Items at Time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	34	0	1	,09	,288
Rarely_T1	34	0	1	,24	,431
Sometimes_T1	34	0	1	,29	,462
Generally_T1	34	0	1	,21	,410
Always_T1	34	0	1	,18	,387
Valid N (listwise)	34				

Table 35 depicts the analysis of the responses of Ginger to all 34 items. It is seen that the most frequent responses are sometimes and rarely with means of 0, 29 and 0, 24 respectively. Thus, we can infer that she cannot use her agency in most cases.

Table 36.

Descriptive Statistics of Melisa's Responses to All Items at Time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	34	0	1	,24	,431
Rarely_T1	34	0	1	,21	,410
Sometimes_T1	34	0	1	,26	,448
Generally_T1	34	0	1	,24	,431
Always_T1	34	0	1	,06	,239
Valid N (listwise)	34				

Table 36 reveals the analysis of the responses of Melisa to all 34 items. It is examined that the most frequent response is sometimes with a mean of 0, 26. It is followed by never (0, 24) and generally (0, 24). Thus, we may say that she can partly use her agency.

Table 37.

Descriptive Statistics of Sea's Responses to All Items at Time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	34	0	1	,50	,508
Rarely_T1	34	0	1	,35	,485
Sometimes_T1	34	0	1	,12	,327
Generally_T1	34	0	1	,03	,171
Always_T1	34	0	0	,00	,000
Valid N (listwise)	34				

Table 37 illustrates the analysis of the responses of Sea to all 34 items. We notice that the most frequent response is never with a mean of 0, 50. It is followed by rarely (0, 35). Thus, we can infer that she does not feel herself agent in most cases.

Table 38.

Descriptive Statistics of Tobe's Responses to All Items at Time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	34	0	1	,15	,359
Rarely_T1	34	0	1	,24	,431
Sometimes_T1	34	0	1	,29	,462
Generally_T1	34	0	1	,32	,475
Always_T1	34	0	0	,00	,000
Valid N (listwise)	34				

Table 38 shows the analysis of the responses of Tobe to all 34 items. It is observed that the most frequent response is generally with a mean of 0, 32. It is followed by sometimes (0, 29). Thus, we can infer that she feels herself agent in most cases.

In conclusion, the descriptive analysis of the responses of the participants to all items reveal that although they feel themselves agent in certain areas, they seem to be hesitant to use their agency in particular fields.

4.2.1.4. According to all Responses to Items under Each Subscale at Time 1

Table 39.

Descriptive Statistics According to All Responses Given to Items under Each Category at Time 1

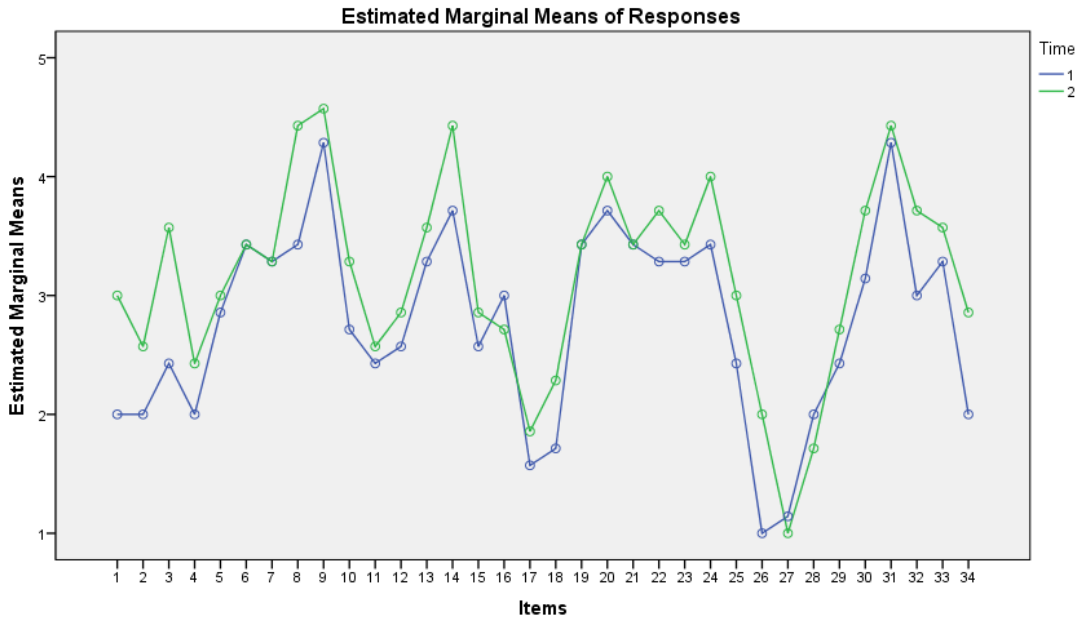
Category	Options	Means	Comments
Instruction	Never	0,06	The most frequent response in this category is "generally" with a mean of 0,34 followed by "sometimes" (0,29). It is interpreted that participants mostly feel themselves agent in the instruction phase of teaching.
	Rarely	0,21	
	Sometimes	0,29	
	Generally	0,34	
	Always	0,10	
Community Service	Never	0,57	The option "never" (0,57) is the most frequent response under the "community service" category. Thus, we can say that the participants do not tend to take action for extra-curricular activities.
	Rarely	0,25	
	Sometimes	0,14	
	Generally	0,04	
	Always	0,00	
Evaluation	Never	0,02	In the "evaluation" category the most frequent response is "generally" (0,36) followed by "sometimes" (0,31). We can interpret that the participants take action to evaluate the teaching and learning process.
	Rarely	0,17	
	Sometimes	0,31	
	Generally	0,36	
	Always	0,14	
Planning	Never	0,36	Regarding the "planning" category, the most frequent responses are "never" and "rarely" with a mean of 0,36 each. That is, the participants do not feel themselves agent enough in the planning phase.
	Rarely	0,36	
	Sometimes	0,14	
	Generally	0,11	
	Always	0,04	
Dissemination	Never	0,12	The option "sometimes" (0,38) is the most frequent answer in the "dissemination" category which shows that the participants use their agency to share information only from time to time.
	Rarely	0,17	
	Sometimes	0,38	
	Generally	0,17	
	Always	0,17	
Empowerment	Never	0,32	In the "empowerment" category the option "rarely" (0,36) followed by "never" (0,32) is the most common one which illustrates that the participants do not usually feel themselves agent to empower their students.
	Rarely	0,36	
	Sometimes	0,25	
	Generally	0,07	
	Always	0,00	

4.2.2. Findings of the Data Analysis of the Teacher Agency Scale after Conducting Action Research (Time 2)

4.2.2.1. According to Each Item in the Scale at Time 2

Descriptive statistics including means and standard deviations of the responses of the participants to each item were calculated in order to understand the participants' agencies based on each item at time 2 (Appendix E).

Graph 1 illustrates the responses of the participants to all 34 items in the scale at Time and Time 2.



Graph 1. The Responses of the Participants to All Items at Time 1 and time 2

Graph 1 shows the items on the horizontal axis and the responses; 1 being never and 5 being always on the vertical axis. When the responses of the participants at Time 1 and Time 2 are observed, it is seen that there is a tendency to increase in the agencies of the participants at Time 2.

Then the items are illustrated under each subscale so as to see the descriptive statistics according to each sub category at time 1 and time 2. Table 40 depicts the items under planning subscale at both times.

Table 40.

The Responses of All Participants to the Items under Planning Subscale at Time 1 and Time 2

Category	Item	Descriptive Statistics	Never		Rarely		Sometimes		Generally		Always	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Planning	I 1	Mean	,43	,14	,29	,14	,14	,29	,14	,43	,00	,00
		Std. Dev	,535	,378	,488	,378	,378	,488	,378	,535	,000	,000
	I 2	Mean	,43	,29	,14	,14	,43	,29	,00	,29	,00	,00
		Std. Dev	,535	,488	,378	,378	,535	,488	,00	,488	,000	,000
	I 3	Mean	,29	,14	,43	,00	,000	,14	,14	,57	,14	,14
		Std. Dev	,488	,378	,535	,000	,000	,378	,378	,535	,378	,378
	I 4	Mean	,29	,00	,57	,71	,00	,14	,14	,14	,00	,00
		Std. Dev	,488	,000	,535	,488	,000	,378	,378	,378	,000	,000

Table 40 shows the responses of the participants to the items under the category of “planning” at time 1 and time 2. There are 4 items in this category.

Although at time 1, it is observed that the most frequent means belong to the options “never” and “rarely”, time 2 analysis reveal certain changes. To illustrate, while the most frequent mean for item 1 which is “Instead of using ready-made plans, I prepare my own plans based on the needs of my students every year.” was “never” at time 1, it is “generally” at time 2. Moreover, the responses to item 3 which is “I make alterations in my lesson plans based on the changing needs of the students during the term.” revealed that the most frequent mean was “rarely” at time 1 but at time 2 it is “generally”. These changes illustrate that at time 2 most of the participants tend to become more agent about preparing their own plans and making changes in their existing plans.

Furthermore, it is observed that the participants did not change their thoughts about involving students in the planning procedure (item 2) and preparing individual education programmes for students who has private needs with the help of experts (item 4). They are still hesitant to take action about these two issues.

Table 41 depicts the items under instruction subscale at both times.

Table 41.

The Responses of All Participants to the Items under Instruction Subscale at Time 1 and Time 2

Category	Item	Descriptive Statistics	Never		Rarely		Sometimes		Generally		Always	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Instruction	I 6	Mean	,14	,14	,00	,00	,14	,43	,71	,14	,00	,29
		Std. Dev	,378	,378	,000	,000	,378	,535	,488	,378	,000	,488
	I 7	Mean	,00	,14	,14	,00	,57	,29	,14	,57	,14	,00
		Std. Dev	,000	,378	,378	,000	,535	,488	,378	,535	,378	,000
	I 8	Mean	,00	,00	,43	,00	,00	,00	,29	,57	,29	,43
		Std. Dev	,000	,000	,535	,000	,000	,000	,488	,535	,488	,535
	I 9	Mean	,00	,00	,00	,00	,14	,00	,43	,43	,43	,57
		Std. Dev	,000	,000	,000	,000	,378	,000	,535	,535	,535	,535
	I 10	Mean	,14	,00	,29	,14	,29	,57	,29	,14	,00	,14
		Std. Dev	,378	,000	,488	,378	,488	,535	,488	,378	,000	,378
	I 11	Mean	,14	,14	,29	,29	,57	,43	,00	,14	,00	,00
		Std. Dev	,378	,378	,488	,488	,535	,535	,000	,378	,000	,000
	I 12	Mean	,00	,14	,57	,14	,29	,57	,14	,00	,00	,14
		Std. Dev	,000	,378	,535	,378	,488	,535	,378	,000	,000	,378
	I 13	Mean	,00	,00	,29	,14	,14	,14	,57	,71	,00	,00
		Std. Dev	,000	,000	,488	,378	,378	,378	,535	,488	,000	,000
	I 14	Mean	,00	,00	,14	,00	,14	,00	,57	,57	,14	,43
		Std. Dev	,000	,000	,378	,000	,378	,000	,535	,535	,378	,535
	I 16	Mean	,14	,14	,00	,14	,57	,57	,29	,14	,00	,00
		Std. Dev	,378	,378	,000	,378	,535	,535	,488	,378	,000	,000

Table 41 displays the responses of the participants to the items under the category of "instruction" at time 1 and 2. There are 10 items in this category.

While at time 1, it is observed that the most frequent means belong to the option "generally" followed by "sometimes" and "rarely", when time 2 data is analysed it is observed that the most frequent means belong to the option "sometimes" followed by "generally". Although the results seem to be similar to time 1 data, certain changes can be observed in three items. To illustrate, while the most frequent mean for item 8 which is "I provide opportunities for my students to relate the concepts and skills to their experiences in and out of the school." was "rarely" at time 1, it is "generally" at time 2. Thus, it is inferred that the participants decided to take more action about helping their students relate what they learn to their experiences. Moreover, the most frequent mean of the responses to item 12 which is "I provide opportunities for the students to present their projects at various settings such as internet, project exhibitions, science festivals etc." was "rarely" at time 1 but it is observed to be "sometimes" at time 2. Hence, there seems to be a slight change to take action about encouraging students to present their projects. When making use of the results of scientific researches during teaching and learning is concerned (item 6), the most frequent mean shifted from "generally" to "sometimes". In

addition the most frequent mean of the responses to item 7 which is “I make use of different applications in the world in my own implementations.” was “sometimes” at time 1 but it shifted to “generally” at time 2.

When the shifts in the participants’ responses are considered, it is inferred that they started to take more action and use their agency in terms of instructional practices.

Table 42 illustrates the items under dissemination subscale at both times.

Table 42.

The Responses of All Participants to the Items under Dissemination Subscale at Time 1 and Time 2

Category	Item	Descriptive Statistics	Never		Rarely		Sometimes		Generally		Always	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Dissemination	I 5	Mean	,14	,00	,14	,29	,57	,43	,00	,29	,14	,00
		Std. Dev	,378	,000	,378	,488	,535	,535	,000	,488	,378	,000
	I 30	Mean	,00	,00	,14	,00	,57	,57	,29	,14	,00	,29
		Std. Dev	,000	,000	,378	,000	,535	,535	,488	,378	,000	,488
	I 31	Mean	,00	,00	,00	,00	,14	,00	,43	,57	,43	,43
		Std. Dev	,000	,000	,000	,000	,378	,000	,535	,535	,535	,535
	I 32	Mean	,14	,00	,29	,14	,29	,29	,00	,29	,29	,29
		Std. Dev	,378	,000	,488	,378	,488	,488	,000	,488	,488	,488
	I 33	Mean	,00	,00	,29	,14	,29	,14	,29	,71	,14	,00
		Std. Dev	,000	,000	,488	,378	,488	,378	,488	,488	,378	,000
	I 34	Mean	,43	,29	,14	,14	,43	,14	,00	,29	,00	,14
		Std. Dev	,535	,488	,378	,378	,535	,378	,000	,488	,000	,378

Table 42 illustrates the responses of the participants to the items under the category of “dissemination” at time 1 and time 2. There are 6 items in this category.

Although, at time 1, it is observed that the most frequent means belong to the option “sometimes” followed by “generally” “always” and “rarely”, time 2 analysis reveal certain changes regarding three items. For example, the most frequent means of the responses to item 32 which is “I present my own studies in scientific congresses and symposiums.” and to item 33 which is “I share my innovative studies and experiences with my colleagues at school.” were “rarely”, “sometimes” and “always” and “rarely”, “sometimes” and “generally” respectively at time 1. However, at time 2 the most frequent means of the responses to item 32 shifted to “sometimes”, “generally” and “always” and to item 33 became “generally”. Thus, it can be inferred that the participants of the study became more agent about presenting or sharing their studies or experiences.

Table 43 illustrates the items under empowerment subscale at both times.

Table 43.

The Responses of All Participants to the Items under Empowerment Subscale at Time 1 and Time 2

Category	Item	Descriptive Statistics	Never		Rarely		Sometimes		Generally		Always	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Empowerment	I 15	Mean	,14	,14	,29	,00	,43	,71	,14	,14	,00	,00
		Std. Dev	,378	,378	,488	,000	,535	,488	,378	,378	,000	,000
	I 17	Mean	,57	,43	,29	,29	,14	,29	,00	,00	,00	,00
		Std. Dev	,535	,535	,488	,488	,378	,488	,000	,000	,000	,000
	I 18	Mean	,57	,29	,29	,29	,00	,29	,14	,14	,00	,00
		Std. Dev	,535	,488	,488	,488	,000	,488	,378	,378	,000	,000
	I 25	Mean	,00	,14	,57	,29	,43	,14	,00	,29	,00	,14
		Std. Dev	,000	,378	,535	,488	,535	,378	,000	,488	,000	,378

Table 43 shows the responses of the participants to the items under the category of "empowerment" at time 1 and time 2. There are 4 items in this category.

At time 1, it is observed that the most frequent means belong to the option "never" followed by "rarely" and "sometimes". When time 2 data were analysed, certain changes were observed in the responses of the participants. To illustrate, the most frequent mean of the responses to item 18 which is "I develop authentic testing tools to evaluate the progress of my students." was "never" at time 1 but at time 2 the options "rarely" and "sometimes" are added along with never. Moreover, regarding the responses to item 25 which is "I make my students evaluate each other's learning processes." The most frequent response shifted from "rarely" to "rarely" and "generally". Hence, we can conclude that the participants started to take more action about developing authentic testing tools and encouraging their students to evaluate each other after the action research procedure.

Table 44 illustrates the items under evaluation subscale at both times.

Table 44.

The Responses of All Participants to the Items under Evaluation Subscale at Time 1 and Time 2

Category	Item	Descriptive Statistics	Never		Rarely		Sometimes		Generally		Always	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Evaluation	I 19	Mean	,00	,00	,14	,14	,43	,43	,29	,29	,14	,14
		Std. Dev	,000	,000	,378	,378	,535	,535	,488	,488	,378	,378
	I 20	Mean	,00	,00	,14	,00	,14	,14	,57	,71	,14	,14
		Std. Dev	,000	,000	,378	,000	,378	,378	,535	,488	,378	,378
	I 21	Mean	,00	,14	,14	,00	,57	,29	,00	,43	,29	,14
		Std. Dev	,000	,378	,378	,000	,535	,488	,000	,535	,488	,378
	I 22	Mean	,14	,00	,14	,00	,14	,43	,43	,43	,14	,14
		Std. Dev	,378	,000	,378	,000	,378	,535	,535	,535	,378	,378
	I 23	Mean	,00	,14	,29	,14	,29	,14	,29	,29	,14	,29
		Std. Dev	,000	,378	,488	,378	,488	,378	,488	,488	,378	,488
	I 24	Mean	,00	,00	,14	,00	,29	,29	,57	,43	,00	,29
		Std. Dev	,000	,000	,378	,000	,488	,488	,535	,535	,000	,488

Table 44 illustrates the responses of the participants to the items under the category of “evaluation” at time 1 and time 2. There are 6 items in this category.

At time 1, it is seen that the most frequent means belong to the option “generally” followed by “sometimes”. Nonetheless, certain changes regarding three items are observed in time 2 analysis. While the most frequent mean of the responses to item 21 which is “I use the testing outcomes to evaluate my own teaching performance.” was “sometimes” at time 1, it shifted to “generally” at time 2.

Furthermore, when the responses to item 23 which is “I make long term or short term plans regarding my teaching based on the outcomes of individual evaluation.” are analysed it is observed that at time 1 the most frequent means were “rarely”, “sometimes” and “generally” but at time 2 they are “generally” and “always”. Thus, it can be inferred that the participants of the study became more agent about evaluating their own teaching performances and making use of their individual evaluations while planning.

Table 45 illustrates the items under evaluation subscale at both times.

Table 45.

The Responses of All Participants to the Items under Community Service Subscale at Time 1 and Time 2

Category	Item	Descriptive Statistics	Never		Rarely		Sometimes		Generally		Always	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Community Service	I 26	Mean	1,00	,57	,00	,14	,00	,14	,00	,00	,00	,14
		Std. Dev	,000	,535	,000	,378	,000	,378	,000	,000	,000	,378
	I 27	Mean	,86	1,00	,14	,00	,00	,00	,00	,00	,00	,00
		Std. Dev	,378	,000	,378	,000	,000	,000	,000	,000	,000	,000
	I 28	Mean	,43	,43	,29	,43	,14	,14	,14	,00	,00	,00
		Std. Dev	,535	,535	,488	,535	,378	,378	,378	,000	,000	,000
	I 29	Mean	,00	,14	,57	,29	,43	,43	,00	,00	,00	,14
		Std. Dev	,000	,378	,535	,488	,535	,535	,000	,000	,000	,378

Table 45 depicts the responses of the participants to the items under the category of "community service" at time 1 and time 2. There are 4 items in this category.

At time 1, it is observed that the most frequent means belong to the option "never" followed by "rarely".

When time 2 data were analysed, although the results seem similar, certain slight changes were observed regarding two items. To illustrate, the most frequent mean of the responses to item 28 which is "I develop projects to meet various needs (economic, social, education) of society." Was "never" at time 1 but "never" and "rarely" became the most frequent means at time 2. Moreover, the responses to item 29 which is "I make organizations for students to participate in extracurricular activities such as theatre, project exhibitions, science festivals etc." revealed that the most frequent mean was "rarely" and "sometimes" at time 1 but at time 2 it is "sometimes". Despite the fact that these shifts are rather slight, the participants seem to be reorganising their thoughts about taking action in terms of doing community service. Due to the action research experience they have been through, their area of interests may have shifted to other areas rather than this issue.

4.2.2.2. According to Each Participant's Responses to Items under Each Subscale

The second analysis is concerned with each participant's responses to items under each subscale to reveal how agent each participant is regarding each subscale. The findings are presented together with the extracts from the semi structured interviews and

lesson observation notes which are used to validate the data gathered through the teacher agency scale.

4.2.2.2.1. The Perceptions of Astronaut Regarding her Agency under Each Subscale at Time 2

Table 46 illustrates the descriptive analysis of Astronaut's responses under each subscale at time 2.

Table 46.

The Responses of Astronaut to Items under Each Subscale at Time 2

Participant	Category	Options	Means
Astronaut	Instruction	Never	0,00
		Rarely	0,00
		Sometimes	0,30
		Generally	0,30
		Always	0,40
Astronaut	Community Service	Never	0,50
		Rarely	0,00
		Sometimes	0,50
		Generally	0,00
		Always	0,00
Astronaut	Evaluation	Never	0,00
		Rarely	0,17
		Sometimes	0,50
		Generally	0,17
		Always	0,17
Astronaut	Planning	Never	0,00
		Rarely	0,00
		Sometimes	0,75
		Generally	0,00
		Always	0,25
Astronaut	Dissemination	Never	0,00
		Rarely	0,00
		Sometimes	0,33
		Generally	0,50
		Always	0,17
Astronaut	Empowerment	Never	0,50
		Rarely	0,00
		Sometimes	0,25
		Generally	0,25
		Always	0,00

Table 46 displays responses of Astronaut to items under each category at time 2. When we observe the means in the first category which is 'instruction', it is seen that the

most frequent answer is “always” (0, 40) followed by “sometimes” and “generally” with a mean of 0, 30 each. Similarly, at time 1 the most frequent response was “generally” with a mean of 0, 60. It can be inferred that she tends to use her agency when instruction is concerned. Nonetheless, when ‘community service’ subscale is concerned, her answers are scattered among “never” and “sometimes” with a mean of 0, 50 each. In the same vein at time 1 most frequent means belonged to “never”, “rarely” and “sometimes” with a mean of 0, 25 each. Hence, we can say that she is still hesitant to take action in this category. The most frequent response in the third subscale which is evaluation is “sometimes” (0, 50). At time 1 “sometimes” and “generally” with a mean of 0, 50 each were the most frequent responses much the same as time 2. Under the ‘planning’ category the most frequent answer is “sometimes” (0, 75). However, at time 1 the most frequent answer was “rarely” (0, 75). It is observed that she started to take more action in terms of planning after the action research procedure. When asked if she thinks she started to take more action in terms of planning after the action research procedure, she stated that she tried harder to act on planning probably due to the online teaching period.

The most frequent response regarding “dissemination” is “generally” with a mean of 0, 50. However, at time 1 “sometimes” was the most frequent one with a mean of 0, 67. Apparently, she has changed her mind about using her agency to share her information and experience. She elaborated on this change as follows:

Extract 22:

It was probably about my being new at school and not having met every colleague yet, but now I think I share a lot more and it sometimes turns into teamwork rather than individual duty.

Regarding empowerment, the most frequent mean belongs to “never” (0, 50) but at time 1 the response “sometimes” with a mean of 0, 50 was the most frequent one. Thus, we can say that she seems not to take action regarding empowering her students.

Finally, when I asked her if the action research procedure affected her agency as a teacher, she stated:

Extract 23:

It raised awareness definitely that we lose track of from time to time. I always try to act suitably in my teaching environment and approach according to students, classes, subjects, syllabus or colleagues and different situations.

Although she does not mention action research as the cause of the shift in her agency, she remarks the awareness raising feature of action research. To sum up, time 2 results reveal that although Astronaut has similar tendencies to use her agency in terms of instruction, community service and evaluation subscales at both times, she decided to take more action when planning and dissemination are concerned. The action research procedure which includes planning and knowledge sharing and the flexibility provided by online teaching have apparently fostered her agency with regards to these two areas. However, in terms of empowering the students, she seems to be more hesitant to use her agency when compared to time 1.

4.2.2.2.1.1. Lesson Observation Report of Astronaut Regarding Teacher Agency at Time 2

Astronaut's lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale at time 2. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Similar to time 1, results under the planning category it is observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she made alterations in her lesson plan based on the changing needs of the students. Time 2 analysis of her teacher agency scale reveals that the most frequent answer is "sometimes" (0, 75). However, at time 1 the most frequent answer was "rarely" (0, 75).

In the instruction category, the teacher agency scale at time 2 shows that her most frequent response is "always" (0, 40). Similarly, at time 1 the most frequent response was "generally" with a mean of 0, 60.I observed that she made sure that all her students participated in the lesson actively most of the time, she provided opportunities for her students to relate the concepts and skills to their experiences in and out of the school, she helped her students evaluate the information sources critically and she led her students to use technology for learning most of the time. Nevertheless, when it comes to designing

activities that might trigger the innovative point of view of the students, I could not observe any evidence. In fact, this does not mean that she does not use her agency in these areas. She might use it in other lessons.

Concerning the empowerment category, it was observed that the teacher assigned her students to develop authentic lesson materials for example students were assigned to write down their opinions on the topics about traffic to be used the following lesson. However, she did not make her students evaluate each other's learning processes.

While, her responses to the teacher agency scale show that she never (%50) uses her agency in this category at time 2, at time 1 the response "sometimes" with a mean of 0, 50 was the most frequent one. Thus, it is clear that she is hesitant to take action about empowering the students.

Table 47 depicts concretely observable items of the teacher agency scale during lesson observation at time 2.

Table 47.

Concretely observable items of the teacher agency scale during lesson observation of Astronaut at Time 2

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9		Teacher makes sure that all her students participate in the lesson actively.
8		Teacher provides opportunities for her students to relate the concepts and skills to their experiences in and out of the school
13	Instruction	Teacher helps her students evaluate the information sources critically.
14		Teacher leads her students to use technology for learning.
15	Empowerment	Teacher assigns her students to develop authentic lesson materials.

The table illustrates that one item from the planning sub-scale, four items from the instruction subscale and one item from the empowerment subscale were concretely observable at time 2. However, at time 1, one item from planning subscale and two items from instruction subscale were concretely observable. Thus, we can infer that she started to take more action at time 2.

4.2.2.2.2. The Perceptions of Blueberry Regarding her Agency under Each Subscale at Time 2

Table 48 illustrates the descriptive analysis of Blueberry's responses under each subscale at time 2.

Table 48.

The Responses of Blueberry to Items under Each Subscale at Time 2

Participant	Category	Options	Means
Blueberry	Instruction	Never	0,00
		Rarely	0,00
		Sometimes	0,30
		Generally	0,20
		Always	0,50
Blueberry	Community Service	Never	0,25
		Rarely	0,25
		Sometimes	0,25
		Generally	0,00
		Always	0,25
Blueberry	Evaluation	Never	0,00
		Rarely	0,00
		Sometimes	0,00
		Generally	0,00
		Always	1,00
Blueberry	Planning	Never	0,00
		Rarely	0,00
		Sometimes	0,00
		Generally	1,00
		Always	0,00
Blueberry	Dissemination	Never	0,00
		Rarely	0,00
		Sometimes	0,17
		Generally	0,33
		Always	0,50
Blueberry	Empowerment	Never	0,00
		Rarely	0,00
		Sometimes	0,50
		Generally	0,25
		Always	0,25

Table 48 illustrates responses of Blueberry to items under each category at time 2. When we observe the means in the first category which is "instruction", it is seen that the most frequent mean belongs to the option "always" (0, 50). Similarly, at time 1 "generally" and "always" with a mean of 0, 40 each were the most frequent responses. Hence, it can be inferred that she tends to use her agency when instruction is concerned.

Under the “community service” sub scale her answers are scattered among “never”, “rarely”, “sometimes” and “always” with a mean of 0,25 each. However, at time 1, her answers were divided into half between “never” and “sometimes” with a mean of 0, 50 each. Although the results are similar, there is a slight change indicating that Blueberry decided to take action about doing community service.

Regarding the third category which is evaluation, the most frequent response is “always” (1, 00). In the same vein, at time 1 her most frequent responses were “generally” and “always” with a mean of 0,50 each. We can interpret that she is more determined to use her agency in terms of evaluation after the action research procedure.

When the “planning” subscale is considered, the most frequent answer is “generally” (1, 00). At time 1 her most frequent answers were “sometimes” and “generally” with a mean of 0, 50 each. Apparently she made up her mind to take action about planning after the study. She explained this change as follows:

Extract 24:

Actually, I like trying new things in class in general. But of course this action research was a great contributor to my planning, especially during this pandemic.

The most frequent response regarding “dissemination” is “always” with a mean of 0, 50. Similarly, at time 1 the most frequent response was “always” (0, 67) indicating that she uses her agency to share information most of the time at both times.

Finally, in terms of the subscale “empowerment”, the response “sometimes” is the most frequent one with a mean of 0,50. At time 1 the responses “sometimes” and “generally” with a mean of 0, 50 each were the most frequent ones. Thus, it is inferred that she is still hesitant to take action about empowering her students.

Finally when asked if the action research procedure affected her agency as a teacher, she stated:

Extract 25:

This was my first action research on digital platform. Actually, I am used to delivering my lessons in face-face learning environment and online platform; I mean giving and checking their homework online, having them work individually or collaboratively outside classroom and evaluating their progress. But this time it was all online owing to pandemic. And I can say that it was such nice experience.

Although she is used to teaching online, it was her first online action research and apparently she benefited from it. In conclusion, time 2 findings demonstrate that Blueberry tend to use her agency more in terms of “instruction”, “community service”, “evaluation” and “planning” after action research procedure. Moreover, we observe that she is agent about sharing information and her experiences at both times. Finally, when empowering the students is concerned she is indecisive to take action at both times.

4.2.2.2.2.1. Lesson Observation Report of Blueberry Regarding Teacher Agency at Time 2

Blueberry’s lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale. Nine items which can be observed in the classroom atmosphere were selected from the categories.

At time 2 under the planning category it is observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she made alterations in her lesson plan based on the changing needs of the students. Her teacher agency scale reveals that the most frequent answer is “generally” (1, 00). At time 1 her most frequent answers were “sometimes” and “generally” with a mean of 0, 50 each. Thus, we can say that although her agency seems to increase at time 2, she still does not feel the need to take action about the yearly plan. However, she likes rearranging the daily plan considering her students’ needs.

In the instruction category, the teacher agency scale shows that the most frequent mean belongs to the option “always” (0, 50) at time 2. Similarly, at time 1 “generally” and “always” with a mean of 0, 40 each were the most frequent responses. I observed that she made sure that all her students participated in the lesson actively most of the time, she provided opportunities for her students to relate the concepts and skills to their experiences in and out of the school and she led her students to use technology for learning most of the time. Nevertheless, when it comes to, helping her students evaluate the information sources critically and designing activities that would improve the innovative point of view of the students I could not observe any evidence. In fact, this does not mean that she does not use her agency in these areas. She might use it in other lessons.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials and she did not make her

students evaluate each other's learning processes. Time 2 analysis of her agency scale reveals that the response "sometimes" is the most frequent one with a mean of 0,50. At time 1 the responses "sometimes" and "generally" with a mean of 0, 50 each were the most frequent ones. Thus, it is inferred that she is still hesitant to take action about empowering her students.

Table 49 demonstrates concretely observable items of the teacher agency scale during lesson observation at time 2.

Table 49.

Concretely observable items of the teacher agency scale during lesson observation of Blueberry at Time 2

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively most of the time.
14		Teacher leads her students to use technology for learning most of the time.
8		Teacher provides opportunities for her students to relate the concepts and skills to their experiences in and out of the school.

The table illustrates that one item from the planning sub-scale, three items from the instruction subscale were concretely observable at time 2. Similarly, one item from the planning sub-scale and four items from the instruction subscale were concretely observable at time 1.

4.2.2.2.3. The Perceptions of Elly Regarding her Agency under Each Subscale at Time 2

In table 50, we see the descriptive analysis analysis of Elly's responses under each subscale at time 2.

Table 50.

The Responses of Elly to Items under Each Subscale at Time 2

Participant	**Category**	**Options**	**Means**
Elly	Instruction	Never	0,00
		Rarely	0,00
		Sometimes	0,30
		Generally	0,60
		Always	0,10
Elly	Community Service	Never	0,25
		Rarely	0,50
		Sometimes	0,00
		Generally	0,00
		Always	0,25
Elly	Evaluation	Never	0,00
		Rarely	0,00
		Sometimes	0,17
		Generally	0,83
		Always	0,00
Elly	Planning	Never	0,00
		Rarely	0,25
		Sometimes	0,25
		Generally	0,50
		Always	0,00
Elly	Dissemination	Never	0,00
		Rarely	0,17
		Sometimes	0,33
		Generally	0,33
		Always	0,17
Elly	Empowerment	Never	0,00
		Rarely	0,00
		Sometimes	0,50
		Generally	0,50
		Always	0,00

The responses of Elly to items under each category at time 2 are illustrated in table 50. When the means in the first category which is “instruction” are observed, it is seen that the most frequent answer is “generally”. Nonetheless, at time 1 the most frequent answer was “sometimes” with a mean of 0, 50. Apparently, Elly started to take more action about instruction after the action research procedure. She clarified the change as follows:

Extract 26:

Yes, I started to take more action about instruction after the action research procedure because maybe before the action research I didn't really care about students' needs analysis but after the action research I realized that I started to see my students' needs, what they are lack of and how they can improve better so I started to take more action about my instruction in the classroom.

Under the "community service" category the most frequent answer is "rarely" (0, 50). However, time 1 results indicate that the most frequent answer was "never" with a mean of 0, 75. Thus, it is inferred that she has started to take action in this category too. The third category is evaluation and the most frequent response is "generally" (0, 83). Nevertheless, at time 1 the most frequent response was "rarely" with a mean of 0, 67. It is clear that Elly has become more agent in terms of evaluation after the action research procedure. When asked to explain this shift, she responded:

Extract 27:

After this action research, to be honest I started to take more action about my self-evaluation. Because before that I didn't use the assessment of the students to improve my self-development but after this action research I saw that according to the student results I can also improve what I'm lack of. Also after the assessment of students I found out that I can make short or long term plans for my teaching. I really benefited from these evaluation results in fact.

The most frequent answer under the "planning" category is observed to be "generally" (0, 50). However, time 1 results revealed that the most frequent answer was rarely (0, 75). This shift indicates that she has started to use her agency when planning is concerned after the study. Elly's explanation for this change is as follows:

Extract 28:

For the planning category, after the action research I can do better short and long-term plans about my teaching because I can see what they are missing in their English language improvement better. I realized that in fact if I do more action researches every time in my class, for example if I do action research once in every two months maybe I can make better plans for my next teaching and I can change something accordingly so I can make it nearly perfect.

The most frequent responses regarding “dissemination” are “sometimes” and “generally” with a mean of 0,33 at time 2 but it was “rarely” with a mean of 0,50 at time 1. Once more we witness that she decided to take action this time about sharing knowledge and her experience at time 2. Finally, regarding the category “empowerment”, the responses “sometimes” and “generally” are the most frequent ones with a mean of 0,50 each. At time 1 the response “never” with a mean of 0, 50 was the most frequent one. Thus, it is inferred that although she did not tend to take action to empower her students before the study, she decided to use her agency after the study. Finally, I asked her about the increase in her agency about sharing knowledge and experience with her colleagues and empowering her students. She justified these changes by stating that:

Extract 29:

I also realized the same increase in my agency because in this action research we share our knowledge and our experience. We learn what the other classes are missing, how they improve, how the other teachers improve and what kind of action research they have done. I saw the results of them as well. We can’t experience everything because there is no time but if you share the knowledge and the results with our colleagues I saw that we can do more things about the students’ improvement and also about empowering my students. It comes to the same result. As I empower my students, my agency increases because I see the improvement in my students that my agency increased because I had the feeling that I’m a better teacher.

In conclusion, Elly seems to have benefited from the action research procedure in terms of realising her students’ needs, making self-evaluation, making short and long term plans and sharing knowledge and experience. Thus, this awareness apparently caused an increase in her agency in all subscales. To sum up, when we compare time 1 and time 2 results we can clearly observe that Elly has changed her tendencies to take action in terms of all sub scales after the action research procedure.

4.2.2.2.3.1. Lesson Observation Report of Elly Regarding Teacher Agency at Time 2

Elly’s lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she asked extra questions apart from the original plan. Her teacher agency scale depicts that the most frequent answer under the “planning” category is “generally” (0, 50). However, time 1 results revealed that the most frequent answer was rarely (0, 75). Although she seems to be more agent at time 2, she still uses the ready-made plan instead of preparing her own plan.

In the instruction category it was observed that she made sure that all her students participated in the lesson actively most of the time and she made her students use technology for learning most of the time. Nevertheless, when it comes to providing opportunities for her students to relate the concepts and skills to their experiences in and out of the school, helping her students evaluate the information sources critically and designing activities that would improve the innovative point of view of the students, I could not observe any evidence. As we have already mentioned for a variety of times above, we are aware that this does not mean that she does not use her agency in this area. She might do it in other lessons. When the means in her teacher agency scale are observed, it is seen that the most frequent answer is “generally” at time 2. Nonetheless, at time 1 the most frequent answer was “sometimes” with a mean of 0, 50. It is clear that there is an increase in her agency but we cannot observe it during the lesson.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials and she did not make her students evaluate each other’s learning processes. Her responses to the teacher agency scale illustrate that the responses “sometimes” and “generally” are the most frequent ones with a mean of 0,50 each at time 2. However, at time 1 the response “never” with a mean of 0, 50 was the most frequent one. Once more it is seen that although her teacher agency scale shows an increase it cannot be observed in her lessons yet.

Table 51 exhibits concretely observable items of the teacher agency scale during lesson observation at time 2.

Table 51.

Concretely observable items of the teacher agency scale during lesson observation of Elly at time 2

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively most of the time.
14		Teacher leads her students to use technology for learning most of the time.

When we observe the table, we see that one item from the planning sub-scale, two items from the instruction subscale were concretely observable at time 2. Similarly, one item from the planning sub-scale and three items from the instruction subscale were concretely observable at time 1.

4.2.2.2.4. The Perceptions of Ginger Regarding her Agency under Each Subscale at Time 2

Table 52 illustrates the descriptive analysis of Ginger's responses under each subscale at time 2.

Table 52.

The Responses of Ginger to Items under Each Subscale at Time 2

Participant	**Category**	**Options**	**Means**
Ginger	Instruction	Never	0,00
		Rarely	0,20
		Sometimes	0,50
		Generally	0,20
		Always	0,10
Ginger	Community Service	Never	0,75
		Rarely	0,25
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Ginger	Evaluation	Never	0,00
		Rarely	0,00
		Sometimes	0,00
		Generally	0,83
		Always	0,17
Ginger	Planning	Never	0,00
		Rarely	0,25
		Sometimes	0,25
		Generally	0,50
		Always	0,00
Ginger	Dissemination	Never	0,17
		Rarely	0,00
		Sometimes	0,67
		Generally	0,00
		Always	0,17
Ginger	Empowerment	Never	0,00
		Rarely	0,75
		Sometimes	0,25
		Generally	0,00
		Always	0,00

Table 52 illustrates responses of Ginger to items under each category at time 2. When the means in the first category which is “instruction” are observed, it is seen that the most frequent response is “sometimes” (0, 50). Similarly, at time 1 the most frequent answer was also “sometimes” with a mean of 0, 40. Thus, it is inferred that she uses her agency only from time to time when instruction is concerned at both times. Under the “community service” subscale we observe that the response “never” is the most frequent one with a mean of 0, 75. In the same vein her answers were divided into half between “never” and “rarely” with a mean of 0, 50 each at time 1. Thus, she seems not to use her agency regarding this category. When “evaluation” subscale is concerned, the most frequent response is “generally” (0, 83). At time 1 the most frequent answers are “generally” and “always” with a mean of 0, 50 each indicating that at both times she tends

to use her agency in terms of evaluation. The fourth category is “planning” and the most frequent response is “generally” (0, 50). However, at time 1 it is observed that the most frequent responses were scattered among “rarely”, “sometimes”, “generally” and “always” with a mean of 0, 25 each. Hence, we can interpret that Ginger has become more consistent in taking action regarding planning. She elaborated on this change as follows:

Extract 30:

I think after the questionnaires and after small group meetings I started to think more on issues related to teacher agency and now I feel a bit stronger. I do not hesitate to take some action especially in terms of planning. Of course I still follow the curriculum but I do not hesitate to make some changes according to the needs of my class and I do some extracurricular activities. I like them if my students need that kind of activities, I try to involve them in my lesson planning and I’m not afraid of shifting the plans.

The most frequent response regarding “dissemination” is “sometimes” (0, 67). Time 1 results were exactly the same “sometimes” being the most frequent response with the same mean indicating that she uses her agency to share information only from time to time at both times. Finally, regarding the category “empowerment”, the response “rarely” with a mean of 0, 75 is the most frequent one. Once more the results were exactly the same as time 1 “rarely” being the most frequent one with the same mean. Thus, we can interpret that she is hesitant to take action to empower her students at both times.

Finally, I asked her if the action research procedure affected her agency as a teacher and she replied:

Extract 31:

Considering the effects of action research, I think first of all it raised our awareness on teacher agency. As we have busy schedules sometimes we don’t really think on our decisions or what we do in the class so it helped me reflect on my own teaching. I think that’s the biggest difference, you know reflection is important and I began to question my decisions, the things I do in the classroom. I ask myself if I am doing it because it’s the part of the program or is it really useful. I have become more critical. I think more about it, I am more aware of the situation and I believe this is something very good for a teacher.

In conclusion, Ginger pointed out feeling stronger to take action and reflecting on her teaching as essential assets of the action research procedure. However, when we compare time 1 and time 2 results we can clearly observe that Ginger has not changed her tendencies to use her agency in terms of all subscales except planning. She has become more agent about planning after the study. As a result, we may say that the action research procedure and the online teaching experience might have affected her to take more action about planning.

4.2.2.2.4.1. Lesson Observation Report of Ginger Regarding Teacher Agency at Time 2

Ginger's lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale at time 2. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she made alterations in her lesson plan based on the changing needs of the students. To illustrate, she asked extra questions to relate the lesson to the students' own experiences. Her responses to the teacher agency scale show that the most frequent response is "generally" (0, 50). However, at time 1 it is observed that the most frequent responses were scattered among "rarely", "sometimes", "generally" and "always" with a mean of 0, 25 each.

Regarding instruction, I observed that she made sure that all her students participated in the lesson actively and provided opportunities for her students to relate the concepts and skills to their experiences by asking personal questions. Furthermore, she helped her students evaluate the information sources critically and she made her students use technology for learning. Nevertheless, when it comes to designing activities that would improve the innovative point of view of the students, I could not observe any evidence. Still, this does not necessarily mean that she cannot do this in other times and areas. She might do it in other lessons.

In the teacher agency scale, the most frequent response is "sometimes" (0, 50). Similarly, at time 1 the most frequent answer was also "sometimes" with a mean of 0, 40. Thus, it is inferred that she uses her agency only from time to time when instruction is concerned at both times.

Concerning the empowerment category, it was observed that the teacher does not assign her students to develop authentic lesson materials and she does not make her students evaluate each other's learning processes. The response "rarely" with a mean of 0, 75 is the most frequent one. Similarly, the results were exactly the same as time 1 "rarely" being the most frequent one with the same mean. Thus, we can interpret that she is hesitant to take action to empower her students at both times.

Table 53 depicts concretely observable items of the teacher agency scale during lesson observation at time 2.

Table 53.

Concretely observable items of the teacher agency scale during lesson observation of Ginger at time 2

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively.
8		Teacher provides opportunities for her students to relate the concepts and skills to their experiences in and out of the school.
13		Teacher helps her students evaluate the information sources critically.
14		Teacher leads her students to use technology for learning.

The table shows that one item from the planning sub-scale, four items from the instruction subscale were concretely observable at time 2. Nonetheless, one item from the planning sub-scale and three items from the instruction subscale were concretely observable at time 1.

4.2.2.2.5. The Perceptions of Melisa Regarding her Agency under Each Subscale at Time 2

Table 54 illustrates the descriptive analysis of Melisa's responses under each subscale at time 2.

Table 54.

The Responses of Melisa to Items under Each Subscale at Time 2

Participant	**Category**	**Options**	**Means**
Melisa	Instruction	Never	0,00
		Rarely	0,20
		Sometimes	0,20
		Generally	0,40
		Always	0,20
Melisa	Community Service	Never	1,00
		Rarely	0,00
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Melisa	Evaluation	Never	0,00
		Rarely	0,00
		Sometimes	0,17
		Generally	0,83
		Always	0,00
Melisa	Planning	Never	0,00
		Rarely	0,50
		Sometimes	0,00
		Generally	0,50
		Always	0,00
Melisa	Dissemination	Never	0,00
		Rarely	0,00
		Sometimes	0,00
		Generally	0,67
		Always	0,33
Melisa	Empowerment	Never	0,25
		Rarely	0,00
		Sometimes	0,75
		Generally	0,00
		Always	0,00

The responses of Melisa to items under each category at time 2 are illustrated in table 54. When we observe the means in the first category which is “instruction”, it is seen that the most frequent answer is “generally” (0, 40). Similarly, at time 1 the most frequent answer was also “generally” with a mean of 0, 50. It can be inferred that she uses her agency when instruction is concerned at both times. When “community service” subscale is considered, the most frequent answer is “never” (1, 00). In the same vain at time 1 “never” with a mean of 0, 75 was the most frequent response. Apparently, she does not tend to take action in this category at both times. The third category is “evaluation” and the most frequent response is “generally” (0, 83). Nonetheless, at time 1 the most frequent response was “sometimes” with a mean of 0, 67. Thus, we can interpret that

Melisa has started to take more action in terms of evaluation after the action research procedure. She elaborated on this change as follows:

Extract 32:

Actually, before the action research procedure I thought evaluation was mostly about summative assessment that is by implementing tests. So I did not have to take much action about it. However, during the action research I evaluated their tasks and gave feedback on a regular basis.

Regarding the "planning" subscale her responses are divided into half between "rarely" and "generally" with a mean of 0,50 each. However, at time 1 her only choice was "never" with a mean of 1, 00. Hence, it is clear that in the second phase of the study she decided to take action about planning. The most frequent response regarding "dissemination" is "generally (0, 67). Nevertheless, at time 1 her most frequent response was "sometimes" with a mean of 0, 50. Once again we observe that Melisa changed her tendency to take action and she started to use her agency to share her information and knowledge. Finally, regarding the category "empowerment", the response "sometimes" (0, 75) is the most frequent one. However, time 1 results reveal that "rarely" with a mean of 0, 50 was the most frequent one. It is observed that Melisa seems to be slightly more agent about empowering her students at the end of the study. Regarding the shifts in the dissemination and planning and empowerment subscales her explanation was as follows:

Extract 33:

When dissemination is concerned action research procedure definitely contributed it because we met regularly and shared our experiences and gave feedback to each other. I had a chance to learn from my colleagues. I also had to take more action about planning for example I reorganized my plans to include the extra activities I prepared for action research. Finally, the procedure helped me to empower my students by giving them opportunities to take action in the planning and evaluation phases of the study.

To sum up, Melisa seems to have benefited from the action research procedure in terms of evaluation, dissemination, planning and empowering her students. When we compare time 1 and time 2 results we can clearly observe that Melisa has decided to use

her agency more in terms of all subscales except “instruction” and “community service”. Regarding these two areas her responses were similar to the ones at time 1.

4.2.2.2.5.1. Lesson Observation Report of Melisa Regarding Teacher Agency at Time 2

Melisa’s lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale at time 2. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used her own plan as at time 1 because the curriculum development unit only prepares preparatory program’s plans. Furthermore, we could observe that she made alterations in her lesson plan by asking extra questions.

Her responses to the teacher agency scale show that her responses are divided into half between “rarely” and “generally” with a mean of 0,50 each. However, at time 1 her only choice was “never” with a mean of 1, 00. Hence, it is clear that in the second phase of the study she decided to take action about planning.

Regarding instruction, she made sure that all her students participated in the lesson actively by asking questions and she asked questions about their own experiences to relate the concepts and skills to their own lives. Furthermore, she made her students use technology for learning most of the time. Nevertheless, when it comes evaluating the information sources critically and designing activities that would improve the innovative point of view of the students, I could not observe any evidence. Once again, we need to point out that this does not mean that she does not use her agency in these areas. She might do it in other lessons. In the teacher agency scale, it is seen that the most frequent answer is “generally” (0, 40). Similarly, at time 1 the most frequent answer was also “generally” with a mean of 0, 50.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials nor did she make her students evaluate each other’s learning processes. Her responses to the teacher agency scale show that the response “sometimes” (0, 75) is the most frequent one. However, time 1 results reveal that “rarely” with a mean of 0, 50 was the most frequent one. Although her scale shows an increase in her agency, she has not put it in action yet when empowering the students is concerned.

Table 55 depicts concretely observable items of the teacher agency scale during lesson observation at time 2.

Table 55.

Concretely observable items of the teacher agency scale during lesson observation of Melisa at time 2

Item no		Concretely Observable Items
1	Planning	Teacher prepares her own plan based on the needs of their students instead of using ready ones.
3		Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively most of the time.
8		Teacher provides opportunities for her students to relate the concepts and skills to their experiences in and out of the school.
14		Teacher leads her students to use technology for learning most of the time.

The table shows that two items from the planning sub-scale, three items from the instruction subscale were concretely observable at time 2. In the same vein, time 1 results were exactly the same as time 2 findings.

4.2.2.2.6. The Perceptions of Sea Regarding her Agency under Each Subscale at Time 2

Table 56 illustrates the descriptive analysis of Sea's responses under each subscale at time 2.

Table 56.

The Responses of Sea to Items under Each Subscale at Time 2

Participant	**Category**	**Options**	**Means**
Sea	Instruction	Never	0,50
		Rarely	0,20
		Sometimes	0,00
		Generally	0,30
		Always	0,00
Sea	Community Service	Never	0,25
		Rarely	0,50
		Sometimes	0,25
		Generally	0,00
		Always	0,00
Sea	Evaluation	Never	0,33
		Rarely	0,17
		Sometimes	0,50
		Generally	0,00
		Always	0,00
Sea	Planning	Never	0,25
		Rarely	0,50
		Sometimes	0,25
		Generally	0,00
		Always	0,00
Sea	Dissemination	Never	0,17
		Rarely	0,50
		Sometimes	0,17
		Generally	0,17
		Always	0,00
Sea	Empowerment	Never	1,00
		Rarely	0,00
		Sometimes	0,00
		Generally	0,00
		Always	0,00

Table 56 illustrates responses of Sea to items under each category at time 2. When the means in the subscale of "instruction" are observed it is seen that "never" (0, 50) is the most frequent response. Similarly, at time 1 the most frequent answer was "rarely" with a mean of 0, 50. Thus, it can be interpreted that she does not usually use her agency in the instruction phase at both times. Under the "community service" subscale her most frequent response is "rarely" (0, 50). In the same vein, her time 1 results reveal that "never" (0, 75) was her most frequent response. Although there seems to be a slight change in favour of using more agency, she is still hesitant to take action to do community service. When the subscale "evaluation" is concerned, the most frequent means belong to the response "sometimes" (0, 50). However, time 1 results illustrate that her most frequent

response was “rarely” with a mean of 0, 50. Apparently, Sea started to take more action about the evaluation process after the study. She explained this shift as follows:

Extract 34:

I think I started to take more action in terms of evaluating my students after the action research procedure because this study helped me see that I can take responsibility and I can make a difference. I saw I can change and I can make the problem smaller if I take action and try to solve it.

Under the “planning” subscale her most frequent response is “rarely” (0, 50). Time 1 results reveal that her most frequent response was “never” (1, 00). Although she still does not use her agency much for planning, she has started to take action at time 2. Regarding the category “dissemination”, the response “rarely” (0, 50) is the most frequent one. Similarly, at time 1 the responses “never” and “rarely” with a mean of 0, 33 each were the most frequent ones. Hence, we can interpret that she does not tend to use her agency to share her knowledge and experience at both times. Finally, in terms of “empowerment” the most frequent mean is “never” (1, 00). In the same vein at time 1 the most frequent mean belonged to the response “never” (0, 75). We can interpret that her tendency not to use her agency to empower her students is the same at both times. Finally, I asked her if the action research procedure affected her agency as a teacher and she responded:

Extract 35:

Yes, the procedure affected my agency as a teacher. I have new students this year for example, if I see a pronunciation problem in my class, I try to be a good model and try to solve it and I put the emphasis on that word or sound in the following lessons so I don’t ignore any problem. I try not to ignore the problems that I can see throughout this action research study. I saw that I can realize a problem I can do research for the solution of the problem and I can make a difference in my students learning and also my teaching.

To sum up, it can be interpreted that Sea has become aware that when she notices a problem in her class she can take action to solve it. Moreover, when we compare time 1 and time 2 results we can clearly observe that Sea has decided to use her agency more in terms of “evaluation” after the action research procedure. However, when other

subscales are considered it is noticed that there is not much change about taking action and she is still hesitant to use her agency.

4.2.2.2.6.1. Lesson Observation Report of Sea Regarding Teacher Agency at Time 2

Sea's lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she made alterations in her lesson plan by asking extra questions.

Her responses to the teacher agency scale reveal that her most frequent response is "rarely" (0, 50). Time 1 results show that her most frequent response was "never" (1, 00). Thus, she seems to be hesitant to use her agency about planning.

Regarding instruction, I observed that she made sure that all her students participated in the lesson actively. She also provided opportunities for her students to relate the concepts and skills to their experiences by leading them to ask personal tag questions. Furthermore, she made her students use technology for learning. Nevertheless, when it comes to evaluating the information sources critically and designing activities that would improve the innovative point of view of the students, I could not observe any evidence. This may not mean that she does not use her agency in these areas. She might do it in other lessons.

In the teacher agency scale "never" (0, 50) is the most frequent response. Similarly, at time 1 the most frequent answer was "rarely" with a mean of 0, 50. Thus, it can be interpreted that she does not usually use her agency in the instruction phase at both times.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials and she did not make her students evaluate each other's learning processes. Similarly, her responses to the teacher agency scale show that regarding the category "empowerment", the most frequent mean is "never" (1,00). In the same vein, at time 1 the most frequent mean belonged to the response "never" (0, 75). We can interpret that her tendency not to use her agency to empower her students is the same at both times.

Table 57 depicts concretely observable items of the teacher agency scale during lesson observation at time 2.

Table 57.

Concretely observable items of the teacher agency scale during lesson observation of Sea at Time 2

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively most of the time.
8		Teacher provides opportunities for her students to relate the concepts and skills to their experiences in and out of the school.
14		Teacher leads her students to use technology for learning most of the time.

The table shows that one item from the planning sub-scale and three items from the instruction subscale were concretely observable at time 2. However, at time 1, one item from the planning sub-scale and only two items from the instruction subscale were concretely observable.

4.2.2.2.7. The Perceptions of Tobe Regarding her Agency under Each Subscale at Time 2

Table 58 illustrates the descriptive analysis of Tobe's responses under each subscale at time 2.

Table 58.

The Responses of Tobe to Items under Each Subscale at Time 2

Participant	**Category**	**Options**	**Means**
Tobe	Instruction	Never	0,00
		Rarely	0,00
		Sometimes	0,50
		Generally	0,40
		Always	0,10
Tobe	Community Service	Never	0,75
		Rarely	0,00
		Sometimes	0,25
		Generally	0,00
		Always	0,00
Tobe	Evaluation	Never	0,00
		Rarely	0,00
		Sometimes	0,67
		Generally	0,33
		Always	0,00
Tobe	Planning	Never	0,75
		Rarely	0,25
		Sometimes	0,00
		Generally	0,00
		Always	0,00
Tobe	Dissemination	Never	0,00
		Rarely	0,17
		Sometimes	0,17
		Generally	0,67
		Always	0,00
Tobe	Empowerment	Never	0,00
		Rarely	0,75
		Sometimes	0,25
		Generally	0,00
		Always	0,00

The responses of Tobe to items under each category are illustrated in table 58. When we observe the means in the first category which is “instruction”, it is seen that the most frequent answer is “sometimes” (0, 50). Similarly, at time 1 the most frequent answers were “sometimes” and “generally” with a mean of 0, 50 each. Thus, it is observed that she is somehow agent when instruction is concerned. When the “community service” subscale is concerned, the most frequent answer is “never” (0, 75). Time 2 results are much the same “never” being the most frequent response with a mean of 0, 50. Apparently, she does not tend to take action in this category. The third category is “evaluation” and the most frequent response is “sometimes” (0, 67). However, at time 1 the most frequent response was “generally” with a mean of 0, 67. She seems to use her agency less in terms of evaluation after the study. Regarding the planning phases of

teaching and learning her most frequent response is “never” (0, 75). In the same vein her most frequent response was “rarely” with a mean of 0, 75. That is, she does not usually use her agency in this category at both times. The most frequent response regarding “dissemination” is “generally” (0, 67). Nevertheless, at time 1 her most frequent responses were “never” and “rarely” with a mean of 0, 50 each. It is clear that she has started to use her agency to share her knowledge and experiences after the action research procedure. She clarified this change as follows:

Extract 36:

I started to take more action after this process. We had online meetings and it worked. We had more time to share information and experience. Thanks to Pandemic the internet has been used to share resources and materials so the responses changed.

Finally, in terms of “empowerment”, “rarely” (0, 75) is the most frequent response. Similarly, at time 1 “never” and “rarely” were the most frequent responses with a mean of 0,50 each which demonstrates that she does not tend to be agent when empowering her students is concerned at both times. In conclusion, I asked her if the action research procedure affected her agency as a teacher and she relied:

Extract 37:

I did some extra online activities with my students so I did something more than the ready plan given to us. I also prepared speaking activities for my students. They recorded and then I was able to give feedbacks individually. They completed all of them and were happy to do out of class activities.

To conclude, Tobe seems to have benefited from the action research procedure since she realized that she could take more action and do more than what the ready-made plan says. Moreover, when we compare time 1 and time 2 results we can clearly observe that Tobe has decided to take more action in terms of sharing her knowledge and experiences after the action research procedure. Regarding “evaluation” she seems to use less agency after the study may be due to online teaching. In terms of other subscales, she does not seem to change her mind about using agency.

4.2.2.2.7.1. Lesson Observation Report of Tobe Regarding Teacher Agency at Time 2

Tobe's lesson was observed considering the planning, instruction and empowerment categories of the teacher agency scale at time 2. Nine items which can be observed in the classroom atmosphere were selected from the categories.

Under the planning category it was observed that she used the ready-made plan prepared by the curriculum development unit. However, we could observe that she made alterations in her lesson plan by asking extra questions and using extra materials such as word files.

Her responses to the teacher agency scale also show that her most frequent response is "never" (0, 75). In the same vein her most frequent response was "rarely" with a mean of 0, 75. That is, she does not usually use her agency in this category at both times.

Regarding instruction, I observed that she made sure that all her students participated in the lesson actively most of the time and she made her students use technology for learning. Nevertheless, when it comes to providing opportunities for her students to relate the concepts and skills to their experiences, helping her students evaluate the information sources critically and designing activities that would improve the innovative point of view of the students, I could not observe any evidence. However, interpreting the results, we need to be cautious in order not to jump into faulty conclusions about her agency because this result may not mean that she is not able to be use her agency in these areas. She might do it in other lessons.

In the teacher agency scale, the most frequent answer is "sometimes" (0, 50). Similarly, at time 1 the most frequent answers were "sometimes" and "generally" with a mean of 0, 50 each. Thus, it is observed that she is somehow agent when instruction is concerned.

Concerning the empowerment category, it was observed that the teacher did not assign her students to develop authentic lesson materials and she did not make her students evaluate each other's learning processes. Similarly, her responses to the teacher agency scale show that regarding the category 'empowerment', "rarely" (0, 75) is the most frequent response. Similarly, at time 1 "never" and "rarely" were the most frequent responses with a mean of 0,50 each which demonstrates that she does not tend to be agent when empowering her students is concerned at both times.

Table 59 displays concretely observable items of the teacher agency scale during lesson observation at time 2.

Table 59.

Concretely observable items of the teacher agency scale during lesson observation of Tobe at time 2

Item no		Concretely Observable Items
3	Planning	Teacher makes alterations in her lesson plan based on the changing needs of the students.
9	Instruction	Teacher makes sure that all her students participate in the lesson actively most of the time.
14		Teacher leads her students to use technology for learning most of the time.

The table illustrates that one item from the planning sub-scale, two items from the instruction subscale were concretely observable at time 2. Similarly, one item from the planning sub-scale and three items from the instruction subscale were concretely observable at time 1.

4.2.2.3. According to Each Participant's Responses to All Items at Time 2

In the third analysis descriptive statistics of the participants' responses to all items at time 2 are calculated in order to understand overall agency of each participant.

Table 60.

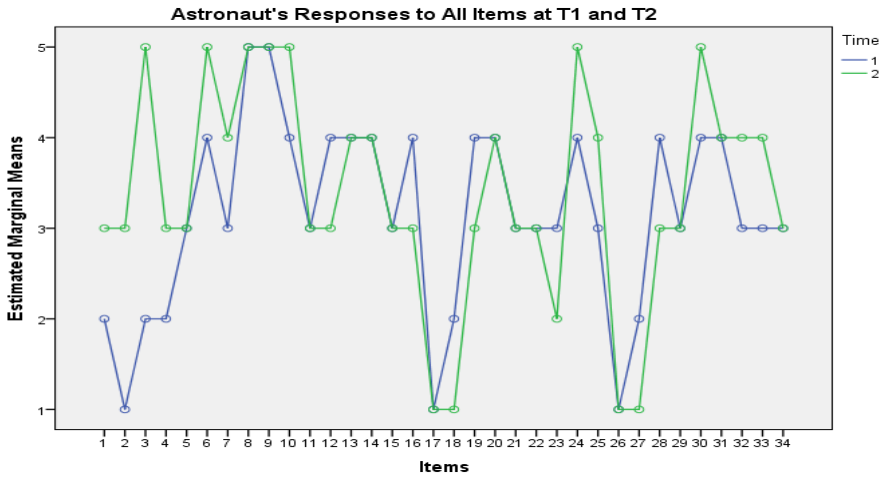
Descriptive Statistics of Astronaut's Responses to All Items at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	34	0	1	,12	,327
Rarely_T2	34	0	1	,03	,171
Sometimes_T2	34	0	1	,41	,500
Generally_T2	34	0	1	,24	,431
Always_T2	34	0	1	,21	,410
Valid N(listwise)	34				

Table 60 illustrates the analysis of the responses of Astronaut to all 34 items at time 2. We observe that the most frequent response is "sometimes" with a mean of 0, 41. Similarly, at time 1 the most frequent responses were "sometimes" and "generally" with

a mean of 0, 35 each. Thus, we can infer that she can use her agency in certain areas at both times.

Graph 2 reveals Astronaut's responses to all items at time 1 and time 2



Graph 2. The Responses of Astronaut to all Items at Time 1 and Time 2

Graph 2 shows that Astronaut's agency tends to increase at time 2 with regards to 11 items out of 34 items.

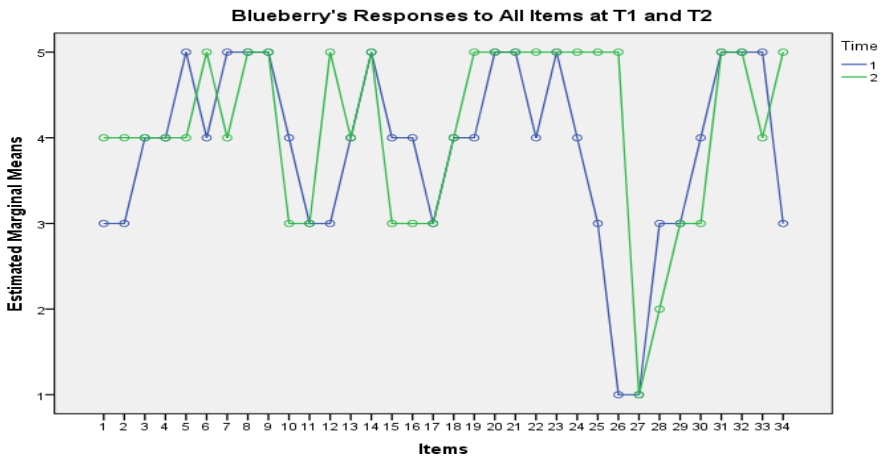
Table 61.

Descriptive Statistics of Blueberry's Responses to All Items at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	34	0	1	,03	,171
Rarely_T2	34	0	1	,03	,171
Sometimes_T2	34	0	1	,21	,410
Generally_T2	34	0	1	,26	,448
Always_T2	34	0	1	,47	,507
Valid N (listwise)	34				

Table 61 shows the analysis of the responses of Blueberry to all 34 items at time 2. It is observed that the most frequent response is "always" (0, 47). In the same vein, the most frequent responses were "generally" and "always" with a mean of 0, 35 and 0, 32 respectively. Thus, we can infer that she can use her agency in most areas and at time 2 there seems to be an increase in her agency.

Graph 3 reveals Blueberry's responses to all items at time 1 and time 2



Graph 3. The Responses of Blueberry to all Items at Time 1 and Time 2

Graph 3 illustrates that Blueberry's agency tends to increase at time 2 with regards to 10 items out of 34 items.

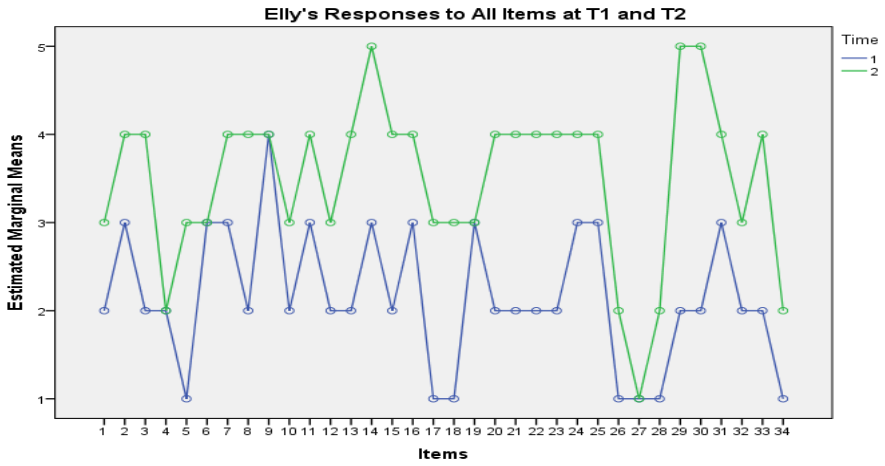
Table 62.

Descriptive Statistics of Elly's Responses to All Items at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	34	0	1	,03	,171
Rarely_T2	34	0	1	,12	,327
Sometimes_T2	34	0	1	,26	,448
Generally_T2	34	0	1	,50	,508
Always_T2	34	0	1	,09	,288
Valid N (listwise)	34				

Table 62 reveals the analysis of the responses of Elly to all 34 items at time 2. We notice that the most frequent response is "generally" (0, 50). However, at time 1 the most frequent response was "rarely" with a mean of 0, 47. Apparently, Elly has changed her tendencies at time 2 and she has decided to take more action during the teaching and learning procedure.

Graph 4 reveals Elly's responses to all items at time 1 and time 2



Graph 4. The Responses of Elly to all Items at Time 1 and Time 2

Graph 4 shows that Elly's agency tends to increase at time 2 with regards to 29 items out of 34 items.

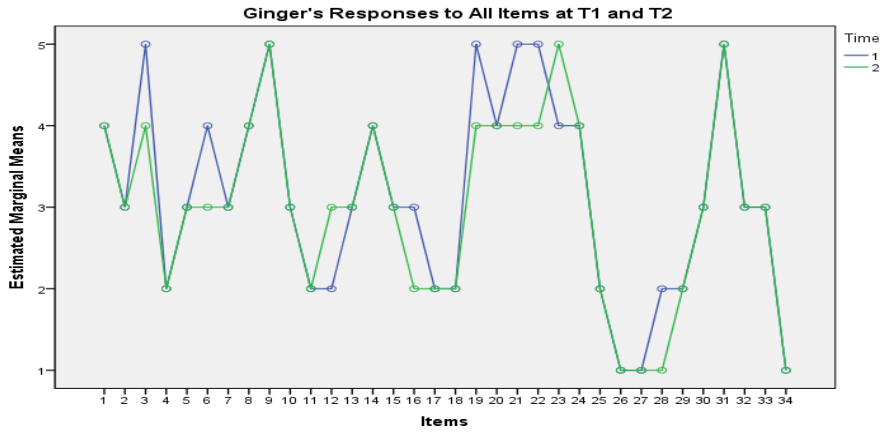
Table 63.

Descriptive Statistics of Ginger's Responses to All Items at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	34	0	1	,12	,327
Rarely_T2	34	0	1	,21	,410
Sometimes_T2	34	0	1	,32	,475
Generally_T2	34	0	1	,26	,448
Always_T2	34	0	1	,09	,288
Valid N (listwise)	34				

Table 63 exhibits the analysis of the responses of Ginger to all 34 items at time 2. It is seen that the most frequent response is "sometimes" (0, 32) followed by "generally" (0, 26). At time 1 the most frequent responses were "sometimes" (0, 29) followed by "rarely" with a mean of 0, 24. There seems to be a slight increase in her use of agency at time 2.

Graph 5 reveals Ginger's responses to all items at time 1 and time 2



Graph 5. The Responses of Ginger to all Items at Time 1 and Time 2

Graph 5 shows that although Ginger's agency tends to be the same with regards to most of the items, there seems to be an increase in a few items.

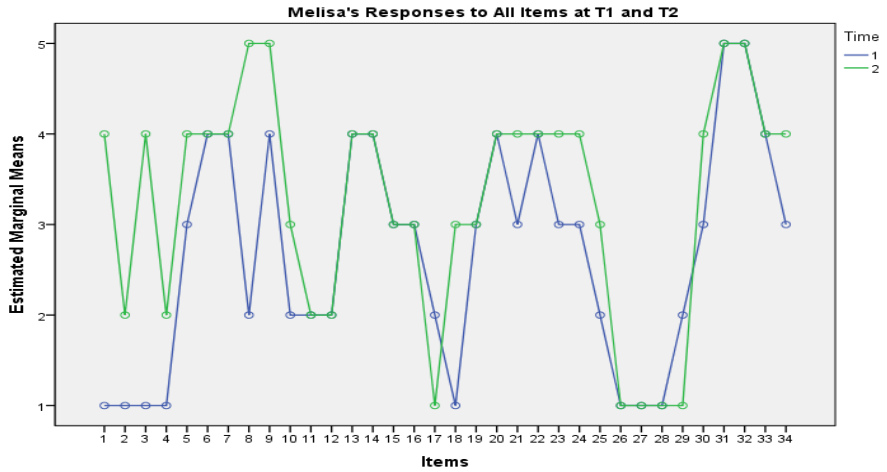
Table 64.

Descriptive Statistics of Melisa's Responses to All Items at time

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	34	0	1	,15	,359
Rarely_T2	34	0	1	,12	,327
Sometimes_T2	34	0	1	,18	,387
Generally_T2	34	0	1	,44	,504
Always_T2	34	0	1	,12	,327
Valid N (listwise)	34				

Table 64 reveals the analysis of the responses of Melisa to all 34 items at time 2. We observe that the most frequent response is "generally" (0, 44). Nevertheless, at time 1 the most frequent response was "sometimes" with a mean of 0, 26. Hence, we can interpret that Melisa has started to take more action in terms of teaching and learning practices.

Graph 6 reveals Melisa's responses to all items at time 1 and time 2



Graph 6. The Responses of Melisa to all Items at Time 1 and Time 2

Graph 6 illustrates that Melisa's agency tends to increase at time 2 with regards to 15 items out of 34 items.

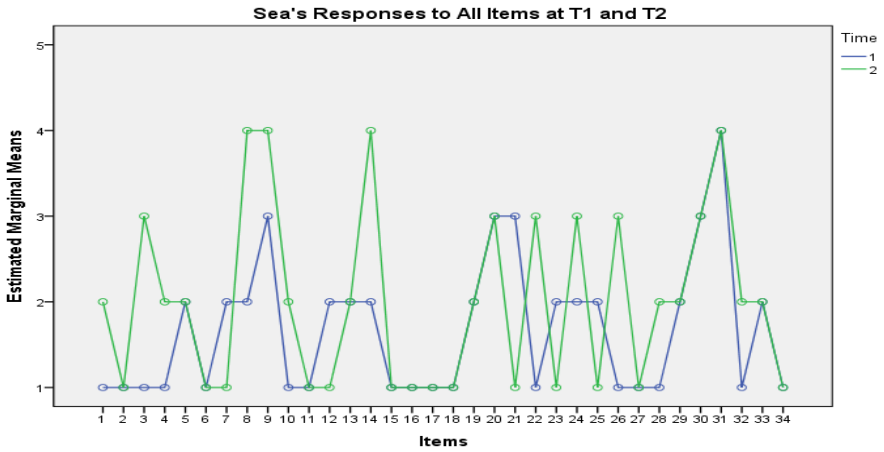
Table 65.

Descriptive Statistics of Sea's Responses to All Items at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	34	0	1	,41	,500
Rarely_T2	34	0	1	,29	,462
Sometimes_T2	34	0	1	,18	,387
Generally_T2	34	0	1	,12	,327
Always_T2	34	0	0	,00	,000
Valid N (listwise)	34				

Table 65 illustrates the analysis of the responses of Sea to all 34 items at time 2. We notice that the most frequent response is "never" (0, 41). In the same vein at time 1 the most frequent response was also "never" with a mean of 0, 50. Thus, we can infer that she does not feel herself agent in most cases at both times.

Graph 7 reveals Sea's responses to all items at time 1 and time 2



Graph 7. The Responses of Sea to all Items at Time 1 and Time 2

Graph 7 illustrates that Sea's agency tends to increase at time 2 with regards to 12 items out of 34 items.

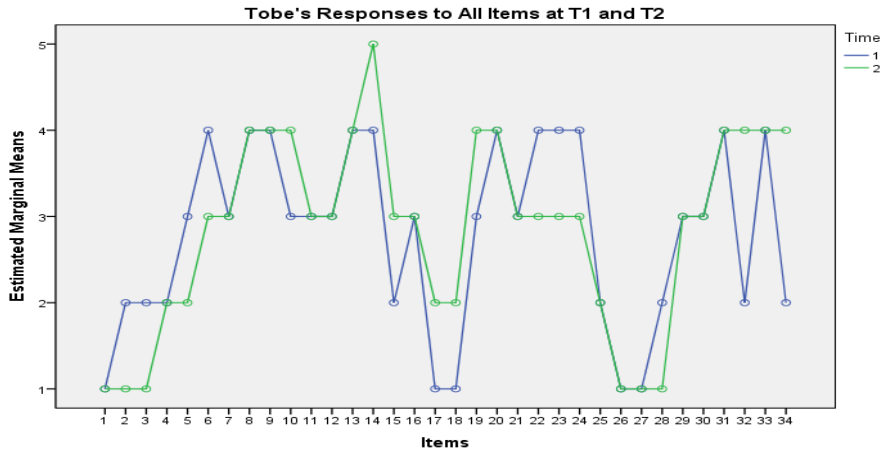
Table 66.

Descriptive Statistics of Tobe's Responses to All Items at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	34	0	1	,18	,387
Rarely_T2	34	0	1	,15	,359
Sometimes_T2	34	0	1	,35	,485
Generally_T2	34	0	1	,29	,462
Always_T2	34	0	1	,03	,171
Valid N (listwise)	34				

Table 66 shows the analysis of the responses of Tobe to all 34 items at time 2. It is observed that the most frequent response is "sometimes" (0, 35). However, at time 1 the most frequent response was "generally" with a mean of 0, 32. Thus, it is inferred that she has become a little less agent at the end of the study.

Graph 8 reveals Tobe's responses to all items at time 1 and time 2



Graph 8. The Responses of Tobe to all Items at Time 1 and Time 2

Graph 8 illustrates that Tobe's agency tends to increase at time 2 with regards to 8 items out of 34 items.

4.2.2.4. According to all Responses to Items under Each Subscale

Descriptive statistics of the teacher agency scale at time 2 according to all responses given to items under each category with the comments can be seen in table 67.

Table 67.

Descriptive statistics of the teacher agency scale at time 2 according to all responses given to items under each category

Category	Options	Means	Comments
Instruction	Never Rarely Sometimes Generally Always	0,07 0,09 0,30 0,34 0,20	The most frequent response in this category is "generally" with a mean of 0, 34. Time 1 results were also similar "generally" (0, 34) being the most frequent one. It is interpreted that participants mostly feel themselves agent in the instruction phase of teaching at both times.
Community Service	Never Rarely Sometimes Generally Always	0,54 0,21 0,18 0,00 0,07	The option "never" (0, 54) is the most frequent response under the "community service" category. Time 1 results were also similar "never" (0, 57) being the most frequent one. Thus, we can say that the participants do not tend to take action for extra-curricular activities at both times.
Evaluation	Never Rarely Sometimes	0,05 0,05 0,29	In the "evaluation" category the most frequent response is "generally" (0, 43). Time 1 results were also similar "generally" (0, 36) being the most

	Generally	0,43	frequent one. We can interpret that the participants take action to evaluate the teaching and learning process at both times.
	Always	0,19	
Planning	Never	0,14	Regarding the "planning" category, the most frequent response is "generally" (0, 36) However at time1 "never" and "rarely" were most frequent responses. Thus, the participants started to feel themselves agent enough in the planning phase.
	Rarely	0,25	
	Sometimes	0,21	
	Generally	0,36	
	Always	0,04	
Dissemination	Never	0,05	The option "generally" (0, 38) is the most frequent answer in the "dissemination" category. At time 1 "sometimes" was the most frequent response which shows that the participants use their agency to share information most of the time after the study.
	Rarely	0,12	
	Sometimes	0,26	
	Generally	0,38	
	Always	0,19	
Empowerment	Never	0,25	In the "empowerment" category the option "sometimes" (0, 36) is the most common response but at time 1 "rarely" (0,36) was the most common one which illustrates that the participants changed their ideas and became more agent to empower their students.
	Rarely	0,21	
	Sometimes	0,36	
	Generally	0,14	
	Always	0,04	

Table 67 reveals that the participants' responses to the items belonging to "instruction", "community service" and "evaluation" subscales were similar at time and time 2. Nonetheless, with regards to "planning", "dissemination" and "empowerment" subscales, it is observed that the participants started to take more action at the end of the study.

4.2.3. Wilcoxon Signed Ranks Test results of the data collected in time 1 and time 2

In order to see if there is statistically significant difference between Time 1 and Time 2, Wilcoxon Signed Ranks Test was implemented for each of the four analyses of the teacher agency scale. Table 68 shows the results of the tests concerning each analysis.

Table 68.

Wilcoxon Signed Ranks Test Analyses

Analyses	Participants	Sub-scales	Z	Asymp. Sig. (2-tailed)	Ranks		
					Negative	Positive	Ties
1	All	All	-5.607	0.000*	37	88	113
2	Astronaut	1	-0.447	0.655	2	3	5
		2	-1.414	0.157	2	0	2
		3	-0.577	0.564	2	1	3
		4	-1.841	0.066	0	4	0
		5	-1.732	0.083	0	3	3
		6	0.000	1.000	1	1	2
	Blueberry	1	0.000	1.000	3	2	5
		2	-0.447	0.655	1	1	2
		3	-1.732	0.083	0	3	3
		4	-1.414	0.157	0	2	2
		5	-0.378	0.705	3	1	2
		6	-0.447	0.655	1	1	2
	Elly	1	-2.598	0.009*	0	8	2
		2	-1.633	0.102	0	3	1
		3	-2.121	0.034*	0	5	1
		4	-1.633	0.102	0	3	1
		5	-2.232	0.026*	0	6	0
		6	-1.890	0.059	0	4	0
	Ginger	1	-0.577	0.564	2	1	7
		2	-1.000	0.317	1	0	3
		3	-1.000	0.317	3	1	2
		4	-1.000	0.317	1	0	3
		5	0.000	1.000	0	0	6
		6	0.000	1.000	0	0	4
	Melisa	1	-1.633	0.102	0	3	7
		2	-1.000	0.317	1	0	3
		3	-1.732	0.083	0	3	3
		4	-1.857	0.063	0	4	0
		5	-1.732	0.083	0	3	3
		6	-0.816	0.414	1	2	1
	Sea	1	-1.190	0.234	2	4	4
		2	-1.342	0.180	0	2	2
		3	0.000	1.000	2	2	2
		4	-1.633	0.102	0	3	1
		5	-1.000	0.317	0	1	5
		6	-1.000	0.317	1	0	3
	Tobe	1	-0.577	0.564	1	2	7
		2	-1.000	0.317	1	0	3
		3	-1.000	0.317	3	1	2
		4	-1.414	0.157	2	0	2
		5	-1.089	0.276	1	2	3
		6	-1.732	0.083	0	3	1
3	Astronaut	All	-1.409	0.159	7	12	15
	Blueberry		-1.176	0.239	8	10	16
	Elly		-4.820	0.000*	0	29	5
	Ginger		-1.667	0.096	7	2	25
	Melisa		-3.124	0.002*	2	15	17
	Sea		-1.867	0.062	5	12	17
	Tobe		-0.449	0.653	8	8	18
4	All	1	-2.768	0.006*	10	23	37

2	-0.741	0.459	6	6	16
3	-1.548	0.122	10	16	16
4	-3.097	0.002*	3	16	9
5	-2.924	0.003*	4	16	22
6	-2.244	0.025*	4	11	13

Table 68 shows the Wilcoxon Signed Ranks Test results which is implemented in order to see if there is a statistically significant difference between Time 1 and Time 2. The table includes all four analyses of the scale. Sig<= 0.05 indicates that there is a statistically significant difference between T1 and T2.

When we examine the results of the first analysis in which the responses of the participants to each item in the scale at both times were compared, it is seen that there is a significant difference between T1 and T2. Moreover, the rank section shows that this difference is in the positive direction indicating that the participants' use of agency has increased at the end of the study when their responses to all items are considered.

The second analysis is concerned with each participant's responses to items under each subscale. The comparison of the participant's responses to items under each subscale at Time and Time 1 illustrates that there is significant difference in only Elly's responses to the subscales 1,3,5 (instruction, evaluation and dissemination respectively). In addition, these differences are in the positive direction as the rank section displays which indicates that Elly has started to use her agency more when instruction, evaluation and dissemination are concerned at the end of the study. Nonetheless, there seems to be no significant difference when the responses of the other participants to each sub-scale are concerned.

In the third analysis descriptive statistics of the participants' responses to all items are calculated. The comparison of the participant's responses to all items at Time 1 and Time 2 displays that there is a significant difference in Elly's and Melisa's responses to all times between T1 and T2 with a positive direction showing that Elly and Melisa seem to use their agency more at the end of the study.

The final analysis illustrates all responses of the participants to items under each subscale. The comparison of the responses of the participants to items under each subscale at Time 1 and Time 2 shows that There is a significant difference in the responses of the participants concerning the subscales 1,4,5 and 6 (instruction, planning, dissemination and empowerment respectively) in the positive direction. This indicates that the participants have started to use take more action when instruction, planning,

dissemination and empowerment are concerned. However, regarding community service and dissemination there seems to be no significant difference.

4.3. The Personal Constructs of the EFL Instructors Regarding the Qualities of an Effective Teacher before and after Conducting Action Research (Research questions 3 and 4)

In order to find out the personal constructs of the participants regarding an effective teacher before and after conducting action research, repertory grids were utilized. Moreover, to validate the grid data semi-structured interviews and observation techniques were used.

4.3.1. Astronaut's Personal Theories Regarding the Qualities of Effective Teacher at Time 1

As is shown below, the grid data of Astronaut at Time 1 consists of twelve constructs and eleven elements. Her FOCUSed grid displayed in Figure 3 presents her construct and element trees at 80% cut-off point.

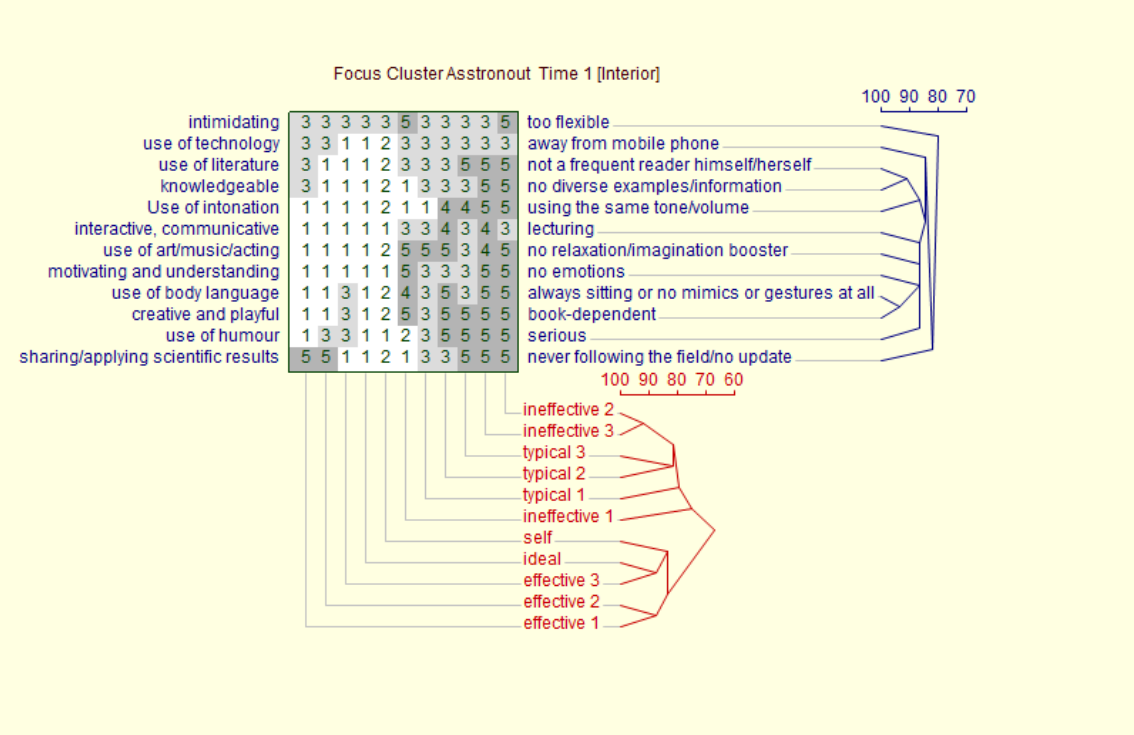


Figure 4. Astronaut's FOCUSed grid at Time 1

In the focus analysis grid, there seems to be one main cluster and two pairs on the qualities of an effective teacher. The analysis reveals a superordinate construct "is intimidating" which may mean that the participant views this as an umbrella construct and thinks that bearing this quality is associated with all the constructs she was able to think of regarding he qualities of an effective teacher.

When asked if she could elaborate on the meaning she attaches to the construct intimidating she stated that:

Extract 38:

If the students were a little intimidated by the teacher, they can behave better in the class…otherwise they feel like they are friends with the teacher or they know more than the teacher because this new generation does not have the differentiation between you and you so if the teacher is a little bit maybe intimidating by the body language or just the posture or something, they would behave in the class I guess.

Another construct "use of technology", which is one of her high priority constructs, similarly relates to all the remaining constructs in the grid. In as a tight match, the constructs "use of literature" and "being knowledgeable" associate at about 90 % match level, which shows that she thinks a teacher who uses literature in his/her lessons, is also knowledgeable.

When asked if there is a relationship between making use of literature in the lesson and being a knowledgeable teacher she asserted that:

Extract 39:

Using literature in the classroom is a kind of symbol that the teacher reads a lot because not most of the time people can make use of literature in their speeches even though they read a lot. However, if they use that kind of piece of information from literature, it means that they are knowledgeable.

Moreover, the constructs "use of body language" and "being creative and playful" match at about 95% still forming a tighter cluster with these two. This might show that the participant strongly believes that using body language will make the teacher creative and playful. This may also be interpreted as these two constructs are bound together- if a

teacher is creative and playful it will most probably mean that that specific teacher is a person who uses his body language.

When asked if she thinks creative and playful teachers use their body language a lot, she stated that:

Extract 40:

Absolutely, most of the time actually as instructors, our job is to motivate our students because learning is the job of the learner already. We cannot do it for them. We are just some type of guides and instructors. We can gather their attention from time to time with our body language, with our voice with our movements even our mimics our intonation so as much as we can. If we make the class a little funny we will make it more motivating for the students as well I guess.

Furthermore, although Astronaut mentioned the constructs "using humour" and "sharing/applying scientific results" as features of an effective teacher, she cannot yet accommodate these constructs within any of the clusters showing that she needs more time to construe over them.

When we consider the association of the elements, we see that the teacher has already constituted an understanding of the qualities of effective, typical and ineffective teachers except from ineffective teacher 1 (I 1). In the grid, we find one main cluster and two sub clusters. Within the first sub cluster, there are one tight (ineffective teacher 2(I 2) and ineffective teacher 3(I 3)) and one loose match (typical teacher 3 (T3) and typical teacher2 (T2)) along with two isolates typical teacher 1 and ineffective teacher 1). In this cluster, ineffective and typical teachers are placed closely together. In spite of the understanding the participant demonstrated in her grid regarding her classification of teachers, yet we observe that she at the same time thinks that the ineffective teacher from her repertoire bears some qualities of typical teachers. She has not yet made her mind up about how to associate this teacher with the others.

As for the effective teachers, in the second cluster the participant groups them together. In addition, the participant thinks that her ideal teacher and effective 3 teacher match at nearly 90% and she attaches herself with this cluster. However, we see that although she places herself together with the ideal and effective teacher 3, she does not tightly attach herself to them. Thus, we can understand that although she feels somehow related to her ideal teacher, she needs time and is ready to improve herself.

4.3.1.1. Lesson Observation Report of Astronaut Regarding Qualities of an Effective Teacher at Time 1

Three categories including twelve constructs were formed namely personality features, instructional practice and professionalism as a result of the repertory grid analysis of Astronaut.

Regarding the personality features of the teacher, she is serious but not intimidating. She is motivating and understanding which are among her high priority constructs. She uses reinforcements such as 'well done', 'cool'. She is understanding when the students make mistakes. She tries to motivate them. She is also creative for example she tries to find alternative ways when there is a problem. To exemplify, she wanted the students to use chat box to answer her questions when nobody wanted to talk. Lastly, she is interactive and communicative and she tries to involve all students in the lesson.

When instructional practice is concerned, although she is generally serious, she made use of humor during the lesson such as using expressions as 'no panic' etc. to attract students' attention. Furthermore, it is observed that she integrated literature to her lesson at the end and wanted her students to make up a story in pairs. Her rep-grid revealed that the constructs "use of literature" and "being knowledgeable" associate at about 90 % match level, which shows that she thinks a teacher who uses literature in his/her lessons, is also knowledgeable.

She used body language and acting when she was explaining the meanings of unknown vocabulary. Moreover, according to the rep-grid, the constructs "use of body language" and "being creative and playful" match at about 95% forming a tight cluster**.** This might show that the participant strongly believes that using body language will make the teacher creative and playful.

In addition, she changed her tone of voice, used intonation and stress. The lesson was online on MS teams so she used technology. She also used the chat box actively. Lastly, we can say that she shares and applies scientific results since she used the methods and techniques in the ELT literature such as CLT.

The last category was professionalism and it was observed that the teacher is knowledgeable because she explained the grammar point in detail and she answered the questions of the students clearly.

Table 69 illustrates Astronaut's concretely observable constructs at Time 1.

Table 69.

Astronauts Concretely Observable Constructs at Time 1

Total/12	Concretely Observable Constructs		Rank Order
4	Personality	motivating and understanding	1
7	Features	creative and playful	-
8		interactive and communicative	2
1		use of humour	4
2	Instructional	use of literature	-
6	Practice	use of body language	-
9		use of intonation	-
10		use of technology	5
3		use of art, music and acting	-
12		applying scientific study results	3
5	Professionalism	Knowledgeable	5

In conclusion, although the construct “being intimidating” seems to be a superordinate construct, she was not observed to be intimidating in the lesson. However, in line with her grid data, she was both creative and she used her body language in the lesson. In the same vein, the constructs “use of literature” and “being knowledgeable” which associate at about 90 % match level were also observed in the lesson. Moreover, all of her high priority constructs were observed during the lesson.

4.3.2. Astronaut's Personal Theories Regarding the Qualities of Effective Teacher at Time 2

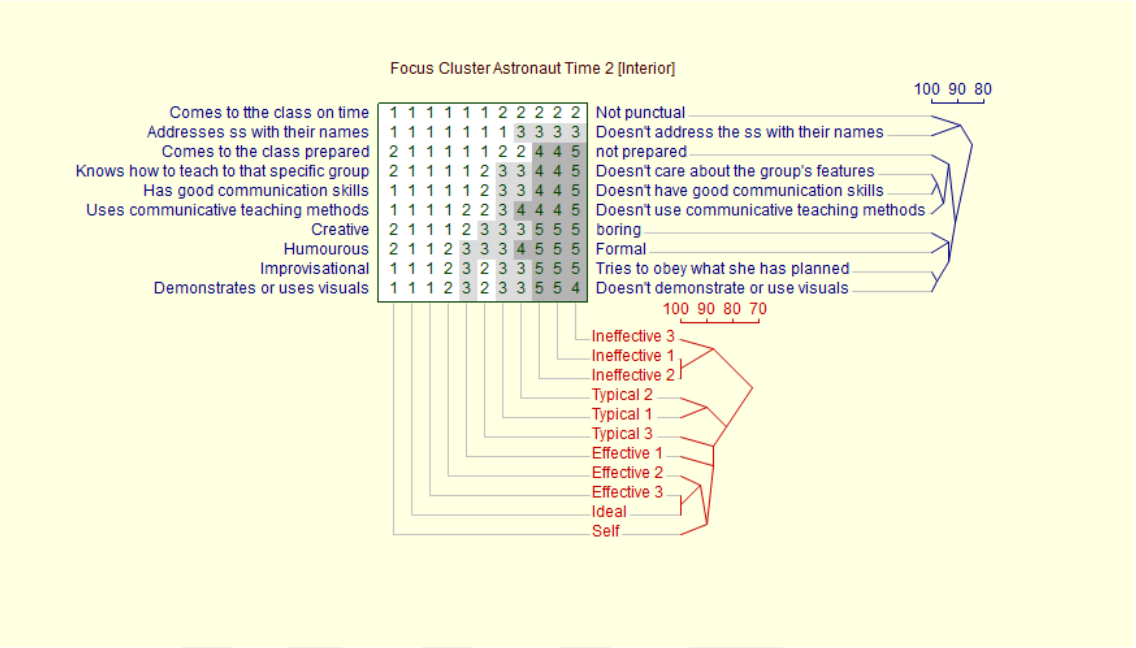


Figure 5. Astronaut's FOCUSed grid at Time 2

The grid data of Astronaut at Time 2 consists of ten constructs and eleven elements. Her FOCUSed grid displayed in Figure 4 presents her construct and element trees at 80% cut-off point.

When the grid data is examined, it is noticed that there appears one main cluster and within this main cluster, there are three tight pairs and there is a sub-cluster with a rather tight pair and two isolates.

The first pair formed by the constructs "comes to the class on time" and "addresses the students with their names" is a relatively loose match and associates at about 90% match level. Astronaut seems to believe that a teacher who comes to class on time will address the students with their names. Thus I asked her if there is a relationship between coming to class on time and addressing the students with their names. She stated:

Extract 41:

I think, I might come to the conclusion that if a teacher does both, it's about the teacher's awareness. I guess the teacher is aware of the punctuality and also the personalization of the communication I mean with the students, it's about teacher's awareness if the teacher's awareness is high, she can do both. If the awareness is low, both might be in danger.

Furthermore, Figure 2 indicates that the constructs “knows how to teach that specific group” and “has good communication skills”, which is her number one high priority construct, form a rather tight pair in the sub-cluster nearly at about 100 % match level which suggests that Astronaut seems to construe a relationship between knowing how to teach to a particular group and having good communication skills. When asked if she has to have good communication skills to adjust her teaching to a particular group of students she replied:

Extract 42:

Sometimes we have 20-year-old prep school students, sometimes we have some special courses where we receive adult students like over 30. We need to adjust our communicative acts, even the tone of voice, even the look on our face, even our body language accordingly while trying to keep the balance between the students and ourselves we need to have good communication skills so that we will not look like the only authority there. It’s important that the teacher needs to be aware of what kind of students what kind of a group of students he/ she teaches to have communication skills accordingly.

The third pair, including the constructs “creative” and “humorous”, which are among her high priority constructs, associates at about 90 % match level. Drawing on the established link between those constructs, Astronaut seems to think that the teachers who are creative are also humorous. When asked if creative teachers are also humorous, her reply was:

Extract 43:

I think we cannot say that all creative teachers are humorous but I think all humorous teachers are creative. I have had a lot of creative teachers who were very good at producing new materials or schedules or lesson plans but they didn’t have any funny side but I have a few teachers who were really funny and creative at the same time which also encouraged me to work more creatively to produce language more creatively and also having fun at the same time.

The last pair which is the tightest match in the grid with a match level of 100% includes the constructs “improvisational”, which is one of her high priority constructs, and “demonstrates or uses visuals”. Astronaut seems to believe that a teacher who is improvisational will surely demonstrate or use visuals while teaching. Thus, I asked her

if she thinks improvisational teachers use demonstration or visuals while teaching. She stated:

Extract 44:

Yes, of course improvisational teachers use demonstration. They have to I mean. Visuals it depends. Now that we have internet connection and the access to the internet all the time so it's easier to access a variety of visuals but even though we do not have any prepared visuals for the students, we can demonstrate lots of stuff with our body, with a look, even with our tone of voice so if the teacher is improvisational definitely the teacher will use demonstration very much.

On the other hand, there are two isolated constructs in the sub-cluster which are "comes to the class prepared" and "uses communicative teaching methods". This suggests that Astronaut holds the belief that coming to class prepared and using communicative teaching methods are significant features of effective teachers but has not established direct links with the particular constructs yet.

When the element links are considered, it is observed that Astronaut's FOCUSed grid produces one main element cluster with three pairs and three isolates. Within the main cluster, two ineffective teachers of Astronaut (I1 and I2) form a rather tight pair at 100% match level subordinated by the other ineffective teacher (I3) at about 90% match level. She seems to believe that the ineffective teachers share almost the same characteristics about effective teaching. Furthermore, among her typical teachers T1 and T2 form a tighter match at about 90% match level while T3 appears to be an isolated element. Finally, there seems to be a link between one of her effective teachers (E3) and her ideal teacher at 100 % match level subordinated by one of her effective teachers (E2) at about 95% match level. The grid further illustrates that she does not associate herself with any of the teachers.

4.3.2.1. Lesson Observation Report of Astronaut Regarding Qualities of an Effective Teacher at Time 2

Four categories including 10 constructs were formed namely personality features, instructional practice, professionalism and teacher-student relationship as a result of the repertory grid analysis of Astronaut at time 2.

Regarding the personality features of the teacher, she is creative, humorous and improvisational. She tried to make the activity fun although there were only two students

the pair work created interaction. Moreover, she made jokes and she gave personal examples to make the topic clearer.

When instructional practice is concerned, it was observed that she knows how to teach to that specific group. She teaches teenagers and she gave examples appealing to the students' interests and life styles. She also uses communicative teaching methods. Since it was a speaking class she used pair work and made students discuss topics about traffic. Moreover, she demonstrated the activity by giving her opinion on each topic.

The next category was professionalism and it is observed that the teacher is prepared and she was on time. Furthermore, she has good communication skills for example she used her communicative skills to demonstrate the activity. She made jokes, used intonation, gestures and mimics.

When teacher-student relationship is concerned, it was observed that she addresses students by names.

Table 70 illustrates Astronaut's concretely observable constructs at Time 2.

Table 70.

Astronauts Concretely Observable Constructs at Time 2

Total/10	Concretely Observable Constructs		Rank Order
2	Personality Features	Creative	2
3		Humorous	4
4		Improvisational	3
6	Instructional Practice	knows how to teach to that specific group	-
7		uses communicative teaching methods	5
10		demonstrates or uses visuals	-
1	Professionalism	comes to the class prepared	-
5		has good communication skills	1
8		comes to the class on time	-
9	Teacher-student Relationship	addresses students by names	-

To conclude, all of Astronaut's constructs at time 2 could be observed in the lesson. Her rep-grid analysis demonstrates that among these constructs, "comes to the class on time" and "addresses the students with their names" (90%), "knows how to teach that specific group" and "has good communication skills" (100%), "creative" and "humorous" (90%), "improvisational" and "demonstrates or uses visuals" (100%) associate with each other.

4.3.3. The Exchange Analysis of Astronaut's Time 1 and Time 2 Grids

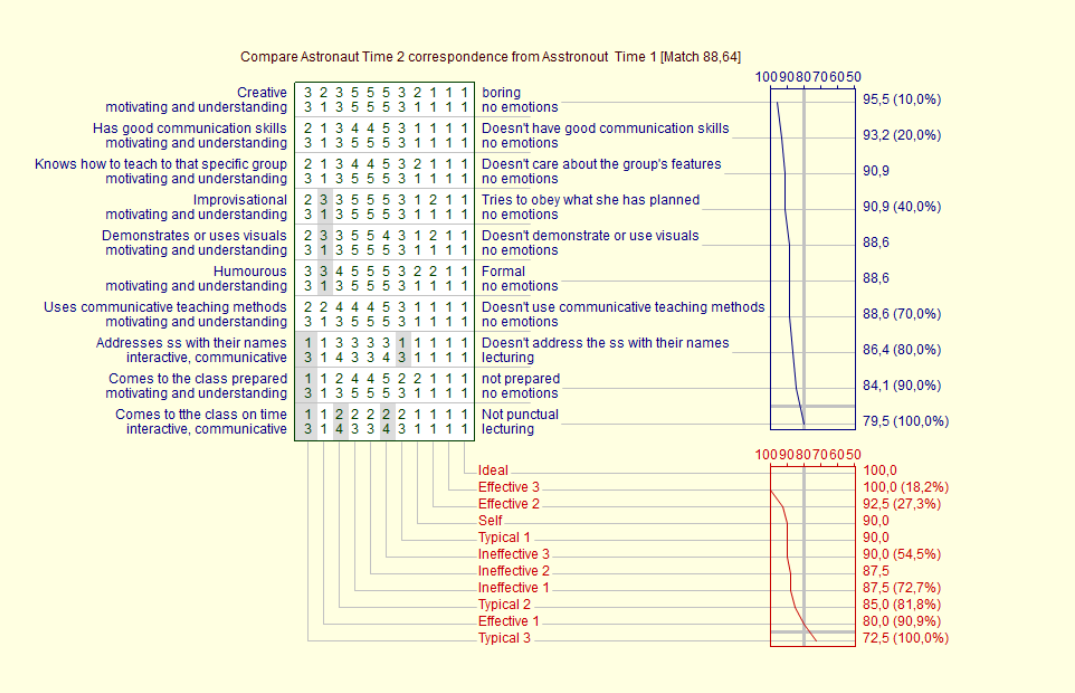


Figure 6. The Exchange Analysis of Astronaut's FOCUSed 1 and FOCUSed 2 Grids

The Exchange analysis of Astronaut's grids at Time 1 and Time 2 (see Figure 5) reveals that the overall element and construct consensus is 88.64% over 80% match level.

The only significant change occurred in the constructs "comes to the class on time" and "interactive, communicative" (79.5%). While at the beginning of the study the construct "comes to the class on time" was not included in her grid, at the end of the study, it is observed that it forms a pair with the construct "addresses students with their names". Moreover, the construct "interactive, communicative" was isolate, not matching with the others at the beginning of the study. However, at the end of the study it is noticed that this construct was not included in the grid.

Besides, the only constructs included in both Time 1 and Time 2 grids are "creative" and "humorous" which form a pair associating at about 90 % match level in her Time 2 grid. Moreover, these two constructs are among her high priority constructs. She elaborated on why she included them at both times:

Extract 45:

These two constructs are very important for me because the more you are creative, the more the people surrounding you and the people around you are motivated and encouraged and the more they take you as a role model. About being humorous, if you make people laugh of

course not all the time once in a day even, it makes the students in the class more interested and the more they get pleasure and the more they enjoy the more they want to work on the subjects that you attach to class as a teacher. So these two constructs are very important for me and I believe they are a must for a teacher to be effective.

Regarding the changes in the element links, there seems a statistically significant change in one of the typical teachers (T3) of Astronaut. At the beginning of the study, T3 was observed to form a pair with one of her other typical teachers (T2), while it was observed to be isolate at the end of the study. Moreover, T2 formed a new pair with her other typical teacher (T1) in the second grid.

Lastly, I asked her if the action research procedure or online teaching had an impact on her ideas about her ideas in general about effective teacher. She stated:

Extract 46:

This pandemic affected the way I look at it and I had to adjust my being an effective teacher according to the online teaching procedure so it all changed somehow because sometimes we did not have students online. We just video recorded our lessons but tried to keep it as it was live. Sometimes there were students but there were no answers and no interaction at all or no cameras on. So still as a teacher who is trying to be an effective one I tried to build up conversations and invite them into the interactive online classroom. I also wanted them to do practice outside the virtual class so that we could have more time together. Thus I gave them some home works, some research tasks, some writing tasks and they did well actually. Even though they were not in the class many of them participated in those outside class tasks and activities so we kept it kind of live and communicative. This is how I tried to adjust the effective teacher to the online teaching.

Thus, it is clear that the tasks and activities she designed during the action research procedure helped her to cope with the problems which emerged due to online teaching. To conclude, considering the aforementioned changes, we may assume that Astronaut had gone through some adjustments in terms of how she construes an effective teacher at the end of the study. In addition to the significant changes in the exchange analysis, it is observed that while at the beginning of the study her grid data illustrated only two matching constructs, her Time 2 grid illustrates four tight matches. This reveals that her ideas developed during the study and formed more links with one another.

4.3.4. Blueberry's Personal Theories Regarding the Qualities of Effective Teacher at Time 1

The grid data of Blueberry at Time 1 consists of thirteen constructs and eleven elements. Her FOCUSed grid displayed in Figure 6 presents her construct and element trees at 80% cut-off point.

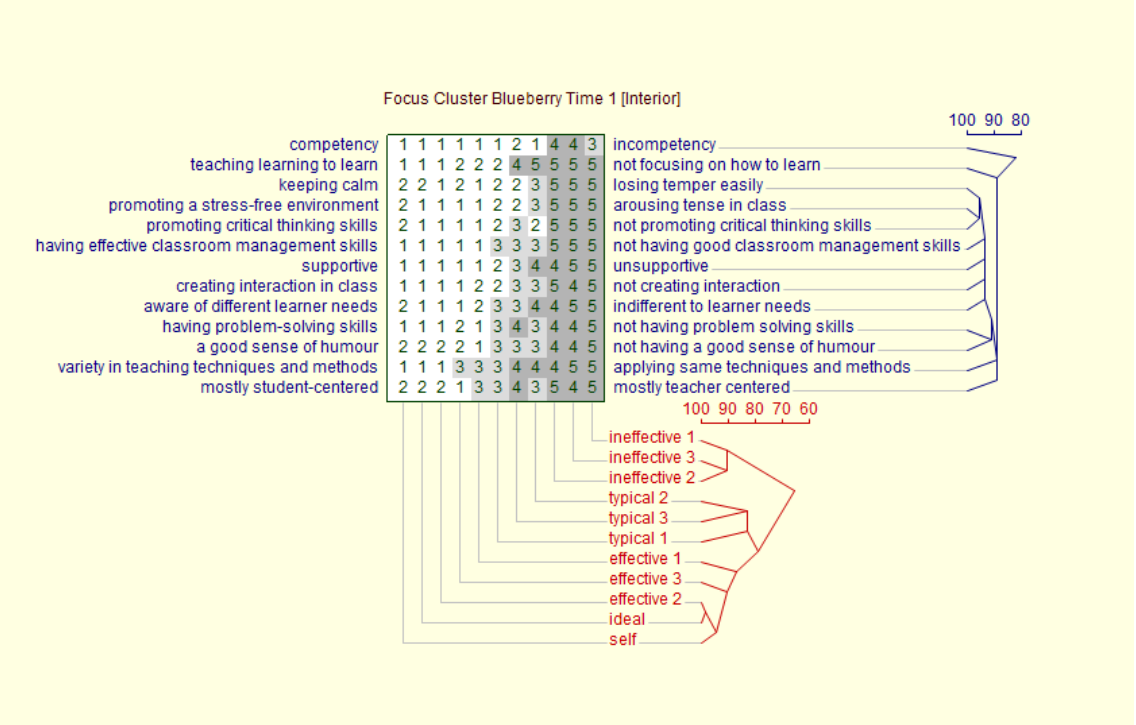


Figure 7. Blueberry's FOCUSed grid at Time 1

In the grid, we observe one main cluster, one sub-clusters and two pairs on the qualities of an effective teacher. The first pair is a tight match at nearly 95% level and reveals that Blueberry believes that a teacher who promotes a stress-free environment also promotes critical thinking skills.

When asked if it is necessary to create a stress-free environment to promote critical thinking, she replied:

Extract 47:

Yeah, it exactly is because if you feel I mean as a student yourself under pressure that means you do not have much chance to mention your thoughts in a critical way. I mean, if you want to express your feelings, your creativity freely, you definitely need a stress free environment. I mean that the students need to feel free I mean she or he should believe that he/she will not be criticized by the others or will not be offended in anyway so yeah they need that yeah stress free environment I guess.

The other pair associate at about 90 % level and indicates that according to the participant, a teacher who has problem solving skills, which is one of her high priority constructs, also has a good sense of humour. Thus, I asked her what the advantages of having a good sense of humor are for a teacher and her reply was:

Extract 48:

I remember my own you know years as a student. When I met a teacher who had a sense of humor I used to feel more you know relaxed because a sense of humor tells me that the teacher is like intelligent clever. He or she just has you know a flexible point of view to the things. This allows a more relaxed environment so maybe the lesson can turn into something more non-monotonous.

I went on and asked her if it facilitates problem solving. She stated:

Extract 49:

If you have a sense of humor that means you have also tolerance to do things as a teacher. You're not narrow minded, strict minded so you have other ways of looking at the problems so you think that there's not only one way to solve problems. Yeah, if you have a sense of humor, that means you can think in multiple ways and if you have a multiple thinking, opinion that means you're more tolerant and more open to new ideas and new solutions.

However, we observe that there are also isolated constructs which do not associate with any other constructs. These are competency", "teaching learning to learn", "variety in teaching techniques and methods" and "mostly student centered which shows that she has not construed over these constructs yet.

When the element links are considered, it is observed that Astronaut's FOCUSed grid produces one main element cluster and two sub-clusters with three pairs and four isolates. The first pair includes two of her ineffective teacher (I3 and I2) associating at about 90% match level. The second pair is a relatively loose match associating at about 88% level and involves two of her typical teachers (T2 and T3). Finally, we observe that there is a tight match between her ideal teacher and one of her effective teachers (E2) at nearly 100% match level. Moreover, she puts herself in the same cluster as a loose match which shows that she needs time to improve herself.

4.3.4.1. Lesson Observation Report of Blueberry Regarding Qualities of an Effective Teacher at Time 1

Three categories including thirteen constructs were formed namely personality features, instructional practice and professionalism as a result of the repertory grid analysis of Blueberry.

Considering the personality features of the teacher, firstly, we can say that the teacher has a good sense of humor. During the lesson she made jokes such as 'I am also a song writer' and the like. She is also supportive and calm. She supported her students to participate in the lesson by using reinforcements such as 'You will get a chocolate if you answer it correctly'. Finally, when there was a technical problem she kept calm and solved it. Having problem solving skills is also one of high priority constructs

Under the category of instruction, it is observed that the teacher is mostly student-centered. She tried to involve as many students as possible to the lesson. Moreover, she created interaction in class by using question and answer technique to create interaction. She also managed the classroom effectively although it is an online lesson. In addition, she promoted critical thinking skills via an activity which asked the students to notice ungrammatical forms in the song lyrics. She also managed to promote a stress-free environment thanks to the song activity. Her rep-grid revealed that there is a tight match at nearly 95% level showing that Blueberry believes that a teacher who promotes a stress-free environment also promotes critical thinking skill.

Finally, she made use of a few teaching techniques and methods such as question and answer technique. Nonetheless, I could not observe the construct "the teacher teaches learning to learn" in the lesson which is not a concretely observable construct anyway.

The last category was professionalism and it is observed that she used her problem-solving skill to solve a problem about sharing the screen and audio calmly. She is also a competent teacher since she was observed to be informative and she had good command of subject matter as well. However, as far as I noticed she did not do much to address different students' needs.

Table 71 illustrates Blueberry's concretely observable constructs at Time 1.

Table 71.

Blueberry's Concretely Observable Constructs at Time 1

Total/13	Concretely Observable Constructs		Rank Order
2	Personality	good sense of humor	-
4	Features	Supportive	-
5		keeping calm	-
11		mostly student centered	-
12	Instructional	creating interaction in class	-
13	Practice	having effective classroom management skills	4
3		promoting critical thinking skills	-
6		promoting a stress free environment	-
8		variety in teaching techniques and methods	-
1	Professionalism	having problem solving skills	3
7		competency	1

In conclusion, most of her grid data was in line with the observation findings. To illustrate, the matching constructs "promotes a stress-free environment" and "promotes critical thinking skills" were both observed in the lesson. Similarly, she was observed to have both problem solving skills and good sense of humor. Finally, three of her high priority constructs namely "competency", "having problem solving skills" and "having effective classroom management skills" could be observed in the lesson.

4.3.5. Blueberry's Personal Theories Regarding the Qualities of Effective Teacher at Time 2

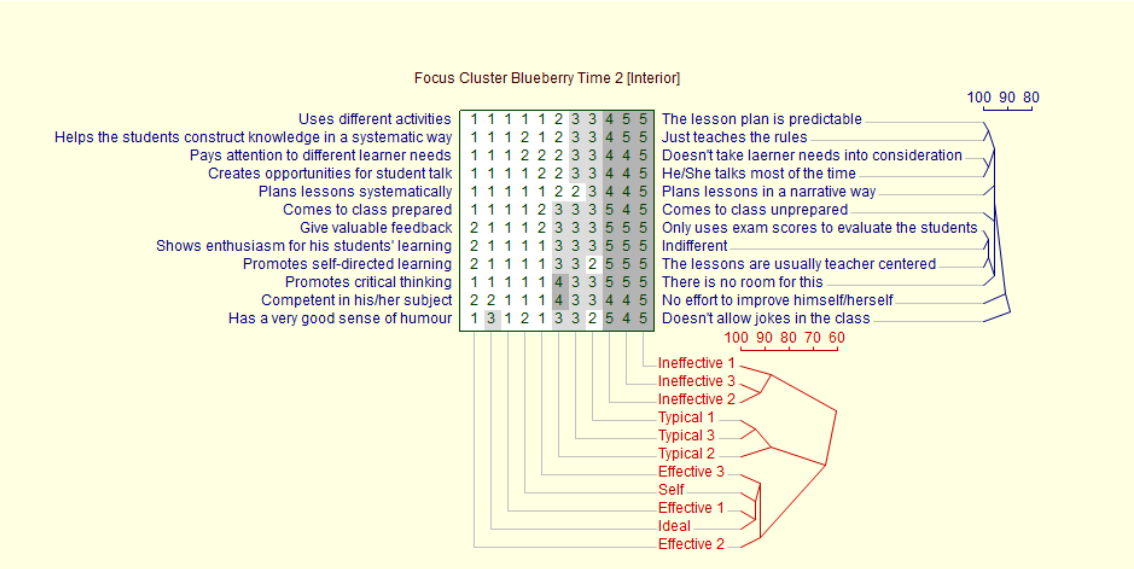


Figure 8. Blueberry's FOCUSed grid at Time 2

The grid data of Blueberry at Time 2 consists of twelve constructs and eleven elements. Her FOCUSed grid displayed in Figure 7 presents the construct and element links in her FOCUSed grid at 80% cut-off point.

The grid data reveals that all of Blueberry's constructs are linked to one main construct cluster with two rather tight pairs and four isolates. Besides, there appears a sub-cluster with a tight pair and two isolates.

The first pair which includes the constructs "uses different activities" and "helps the students construct knowledge in a systematic way", which is her number one high priority construct, associates at about 98% match level. This indicates that Blueberry sees a close relationship between using different activities and helping students construct knowledge systematically. When asked if helping the students construct knowledge in a systematic way and using different activities are related, she replied:

Extract 50:

I guess so because there are different learners in a classroom so you can't just stick to just one way of teaching method or approach. So you need to equip the environment with different things so that everybody just can pick up the thing that is suitable for them. They can also help the learning environment more they don't know what the next step is they're just curious. I'm saying in the shoes of learners. They are just curious about what is next so different activities are helpful in that way because there are different types of learners and they have different needs so we need to have them we need to approach them with different strategies. That means we need to use different teaching activities if we can. Sometimes it's not possible actually we are not heroes in classroom.

Furthermore, the constructs "pays attention to different learner needs", which is one of her high priority constructs, and "creates opportunities for student talk" form another tight pair associating at about 100% level showing that Blueberry believes that a teacher who pays attention to different learner needs will surely create opportunities for student talk. Thus, I asked her if she thinks a teacher who pays attention to different learner needs should also create opportunities for student talk. She stated:

Extract 51:

Yeah they are related. I would say as much as possible of course maybe I can give you some examples. Maybe you can just create opportunities for example, some students like doing presentations, some students just like doing something at home or outside the classroom maybe they record themselves and you know they just send you what they recorded and you give

feedback them. That can be a way and some students really like role-playing but not all of them are very eager about that. Sometimes I just ask some questions for example during the class hour these are the things that came to my mind at the moment.

The last pair which is also a rather tight match with about 100% match level involves the constructs "gives valuable feedback" and "shows enthusiasm for his/her students' learning". Drawing on the established link between those constructs, Blueberry seems to think that the teachers who are enthusiastic about their students' learning will give valuable feedback. When asked if showing enthusiasm for her students' learning is related to giving valuable feedback, she replied:

Extract 52:

Exactly, when they understand that their teacher wants them to be better they like it. So they become much eager to be more successful I believe that. You also need to be very to the point for example saying that "OK you need to study hard" is not a feedback for me. We need to differentiate that. I tried to give feedback like the way we see in TOEFL, I give examples like "you are good at doing this but you need to be more careful about this". I try to give feedback like that for their oral products and written products.

Whereas, the other constructs including "plans lessons systematically", "comes to class prepared", "promotes self-directed learning", "promotes critical thinking", "competent in his/her subject" and "has a very good sense of humor" seem to be isolated not matching with other constructs. This may suggest that Blueberry needs time and experience to construe these qualities.

In the element links at Time 2, it is observed that there is one main element cluster with three pairs and five isolates. Within the main cluster, two ineffective teachers of Blueberry (I3 and I2) form a rather loose pair at nearly 90% match level and it is subordinated by the other ineffective teacher (I1). Furthermore, among her typical teachers, T1 and T3 form a tighter match at about 95% match level while T2 subordinates this match at about 88% level. Moreover, she seems to believe that one of her effective teachers (E1) and her ideal teacher, which associate at about 100%, share almost the same characteristics about effective teaching. Finally, she does not link herself to any other teachers among the elements although she is in the same sub cluster with her effective teachers and ideal teacher.

4.3.6. Lesson Observation Report of Blueberry Regarding Qualities of an Effective Teacher at Time 2

Four categories including 12 constructs were formed namely personality features, instructional practice, professionalism and teacher-student relationship as a result of the repertory grid analysis of Blueberry at time 2.

Considering the personality features of the teacher, we can say that the teacher has a good sense of humor. During the lesson she made jokes and created a relaxed atmosphere.

Under the category of instruction, it is observed that the teacher used different activities such as speaking, listening, matching etc. Moreover, she gave valuable feedback explaining in detail while giving feedback. She also helped her students construct knowledge in a systematic way. Finally, she created opportunities for student talk. She asked questions and tried to involve all students. Nonetheless, I could not observe any evidence about promoting critical thinking and self-directed learning in this particular lesson.

The next category was professionalism and it is observed that she came to the class prepared. The lesson's pace was smooth and systematic and she was competent in his subject.

With regards to the teacher-student relationship subscale it was observed that she encouraged them to participate in the lesson enthusiastically and by using various activities she could appeal to different learner needs.

Table 72 illustrates Blueberry's concretely observable constructs at Time 2.

Table 72.

Blueberry's Concretely Observable Constructs at Time 2

Total/10	Concretely Observable Constructs		Rank Order
4	Personality Features	has a very good sense of humour	-
7	Instructional Practice	uses different activities	-
8		gives valuable feedback	-
9		helps students construct knowledge in a systematic way	1
12		creates opportunities for student talk	-
1	Professionalism	comes to the class prepared	-
2		plans lessons systematically	-
10		competent in his subject	2
11	Teacher-student Relationship	shows enthusiasm for students' learning	-
6		pays attention to different learner needs	5

In line with the observation notes, her rep-grid analysis revealed that the constructs “uses different activities” and “helps the students construct knowledge in a systematic way” (98%), “pays attention to different learner needs” and “creates opportunities for student talk” (100%), “gives valuable feedback” and “shows enthusiasm for his/her students’ learning” (100%) associate with each other. All of the associating constructs could be observed in the lesson.

4.3.7. The Exchange Analysis of Blueberry’s Time 1 and Time 2 Grids

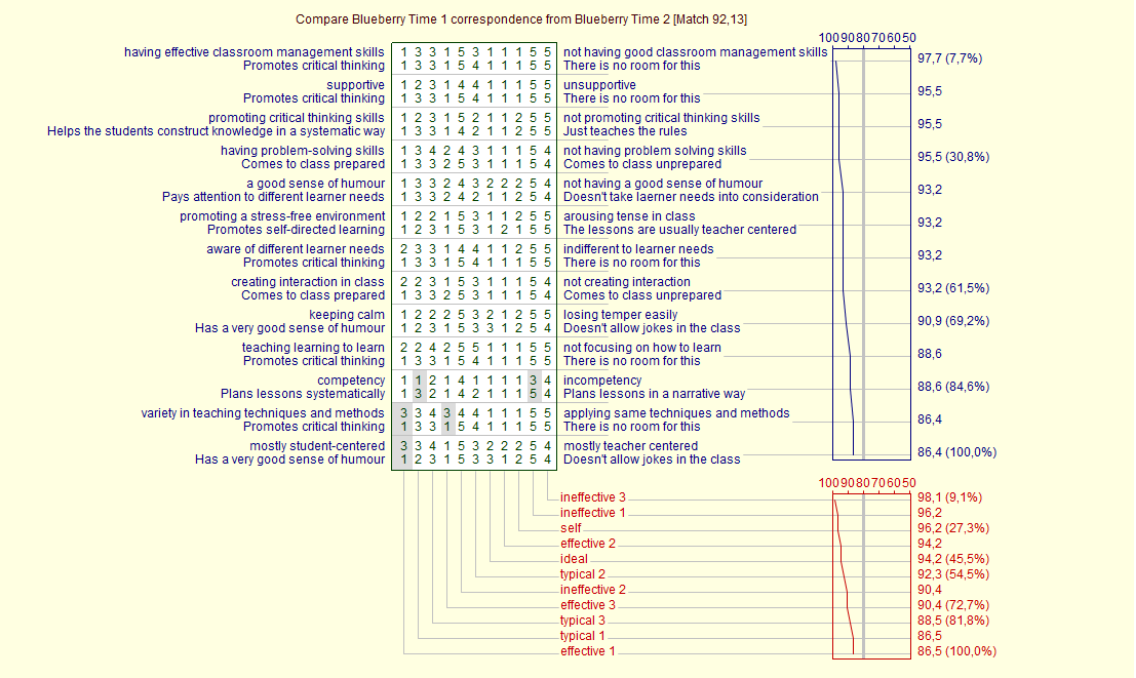


Figure 9. The Exchange Analysis of Blueberry’s FOCUSed 1 and FOCUSed 2 Grids

The comparison of Blueberry’s two grids at Time 1 and Time 2 does not demonstrate any statistically significant changes in regard to her constructs and elements as displayed in Figure 8. The overall element and construct consensus is 92.13% over 80% match level.

The constructs that were mentioned both at the beginning and at the end of the study are “competency” cited as “competent in his/her subject” in the Time 2 grid and both of which were among her high priority constructs, “promoting critical thinking skills”, “aware of different learner needs” cited as “pays attention to different learner needs” in the second grid and “a good sense of humour”. When asked if she thinks they are priorities for an effective teacher, she explained:

Extract 53:

I think that these factors are priorities to be an effective teacher. Regarding the construct "competent in his or her area" an effective teacher needs to have knowledge, skills and values in his or her profession. An effective teacher needs to know the similarities and differences of the students' needs and design his or her teaching accordingly to better enhance learner outcomes. I think it is also closely related to how they think and solve problems so promoting critical thinking in learning environment is also very valuable. I think teaching the subject of a profession is something but getting students ready for the outside world is another. It is providing students with the tools and abilities to survive outside the classroom and critical thinking is a good opportunity to handle a case from different perspectives so it paves the way for communication and collaboration. I also believe that humor is necessary for life. I mean to survive in the serious world and it is important for me to use humor for the purpose of learning. It gives flexibility and a good chance to break the atmosphere of a dull classroom. It helps to collect the attention of the classroom and I believe students learn better when they are having fun.

On the other hand, when the changes in the elements are examined, it is noticed that T1, T2, T3, E1, E2 and ideal had gone through some changes but they are not significant changes.

As the last question, I asked her how the action research procedure affected her ideas regarding an effective teacher. She replied:

Extract 54:

I would like to say that it was a good opportunity to reflect on my teaching personally I like trying new things. And I believe as teachers we are also learners and it is really important for an effective teacher to update himself or herself because concerning the century we are living in, teachers need to equip themselves with new skills and this action research could be a good means for that and this action research is also a good chance for teachers to find new ways to satisfy the needs of different learners.

Apparently, she seemed to have benefited from the action research procedure as a means of her professional development. Although there seems to be no statistically clarified changes, when the links between constructs are examined at Time 1 and Time 2, we notice that her Time 1 grid involves only two pairs whereas there are three tightly matched pairs in her Time 2 grid. To conclude, it should not be forgotten that change is a

process and the differences in Blueberry's thoughts which have not been accommodated yet are signs that the process is on.

4.3.8. Elly's Personal Theories Regarding the Qualities of Effective Teacher at Time 1

The grid data of Elly at Time 1 consists of fourteen constructs and eleven elements. Her FOCUSed grid displayed in Figure 9 presents her construct and element trees at 80% cut-off point.

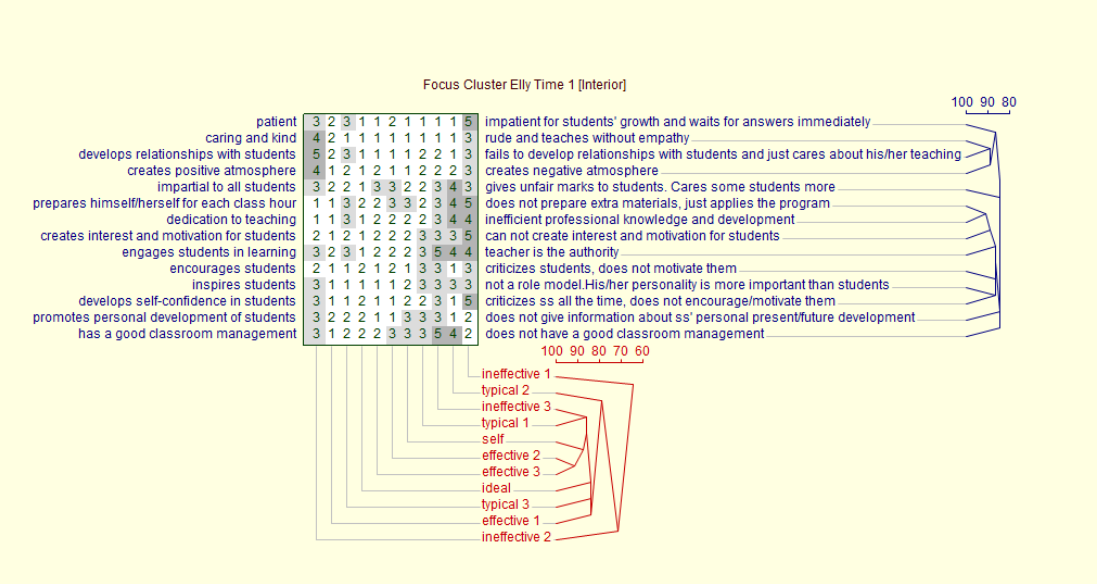


Figure 10. Elly's FOCUSed grid at Time 1

There seems to be one main and two sub-clusters with three pairs and eight isolates in the grid. The constructs constituting the first pair associate at about 90% match level, and includes the constructs "caring and kind" and "develops relationships with students" which are also two of her high priority constructs. This link reveals that Elly thinks a teacher who is caring and kind will probably create positive atmosphere in the classroom. When asked if creating a positive atmosphere in the classroom essential for the teacher she replied:

Extract 55:

Sure it is truly important. If you create a positive and motivating atmosphere, then you set up the students' learning. In fact, it's kind of first rule. Then you know you are ready to start for yourself and for your students as well. This makes them motivated to learn everything.

She added that it should not be a kind of nervous atmosphere and teachers should smile as much as they can because students would also smile back.

The second pair which is a tighter match with nearly 95% level, involves the constructs "prepares himself/herself for each class hour" and "dedication to teaching". Drawing on the established link, we can infer that according to Elly, a teacher who prepares himself/herself for each class hour is also dedicated to teaching. When asked if she thinks teachers should come to the classroom prepared and how it is related to being a dedicated teacher, she replied:

Extract 56:

It is a positive thing. I'm kind of in the middle because I think that you should get prepared for warm-up and for post activities because it's also important as well as the main teaching. Because you practice with them so yeah I can say that, it is more related to being a dedicated teacher.

The constructs "inspires students" and "develops self confidence in students" form a relatively loose pair which associates at about nearly 90% level. This indicates that she thinks a teacher who inspires students will also develop self-confidence in students. I asked her what meaning she attaches to the word inspiring, she replied:

Extract 57:

It is kind of being a role model, I guess. I can answer that when I think about my teachers the teachers that inspired me the kind of role models like my idol teachers. I wrote that because of their personality, their ambition or their personal ambitions. Or the others the other personality qualities the negative one I mean they didn't interrupt your teaching you know they didn't bring their personalities to the class They were carrying the positive sides of their personalities so they were more inspiring.

Then I asked her how teachers can inspire students and her reply was:

Extract 58:

There are some teachers with positive or ideal teacher qualities. They should rather reflect the positive sides of their teaching personality. In addition, inspiring includes to present something for their personal development and professional development. They should always research as well to present something to their students for their students' personal and professional growth.

Furthermore, we can also observe isolate constructs which are "patient", "creates positive atmosphere", "impartial to all students", "creates interest and motivation for students", "engages students in learning", "encourages students", "promotes personal development of students" and "has a good classroom management". This is a sign that she has not made a clear association regarding these constructs.

In the element links at Time 1, it is observed that there is a main element cluster and two sub-clusters with one tight, one relatively looser pair, and six isolate elements. It seems that one of her ineffective teachers (I1) is a subordinate element indicating that not only she considers him/her ineffective but also evaluates her other teachers based on this teacher. The first pair is a loose one associating at about 88% match level and involves one of her ineffective teachers (I3) and one of her typical teachers (T1). The second pair which is a rather tight one with a match level of about 92% includes two effective teachers (E2 and E3) of Elly. Besides, it is observed in the grid that she does not associate her ideal teacher to other teachers. Moreover, although she is in the same cluster with two of her effective teachers (E2 and E3), she does not link herself with any of the teachers which shows that she needs time to improve herself.

4.3.8.1. Lesson Observation Report of Elly Regarding Qualities of an Effective Teacher at Time 1

Four categories including fourteen constructs were formed namely personality features, instructional practice, professionalism and teacher-student relationship as a result of the repertory grid analysis of Elly.

Considering the personality features of the teacher, firstly, it was observed that she was patient, caring and kind. She waited patiently for the students' replies and she had a smiling face during the lesson. Moreover, she was observed to be impartial to all students and she used reinforcements to encourage students.

When instructional practice is concerned, it was observed that she tried to engage her students by using question and answer technique. A few students participated in the lesson so the class was easy to manage. She smiled and made jokes to create a positive atmosphere in the lesson. However, she did not do anything to create interest and motivation for students.

Regarding professionalism, it was observed that she did not prepare herself for the lesson and she just followed the ready plan most of the time. Finally, when teacher-student relationship is concerned, she had a good rapport with the students. Nonetheless, when developing self-confidence in students and promoting personal development of students are concerned, I could not observe any evidence maybe because they are not concretely observable constructs.

Table 73 illustrates Elly's concretely observable constructs at Time 1.

Table 73.

Elly's Concretely Observable Constructs at Time 1

Total/14	Concretely Observable Constructs		Rank Order
4	Personality Features	Patient	-
5		caring and kind	5
7		impartial to all students	-
8		encourages students	-
1	Instructional Practice	engages students in learning	1
12		has a good classroom management	-
14		creates positive atmosphere	3
3	Teacher-Student Relationship	develops relationship with students	4

In her grid data, being caring and kind associated with creating a positive atmosphere both of which were among her high priority constructs and they were both observed in the lesson. However, it was observed that she did not make any preparations for the lesson although it associated with being a dedicated teacher in her grid data. Furthermore, since the constructs "being inspiring" and "developing self- confidence" are not concretely observable, the observed lesson could not give us any evidence regarding these two matching constructs.

4.3.9. Elly's Personal Theories Regarding the Qualities of Effective Teacher at Time 2

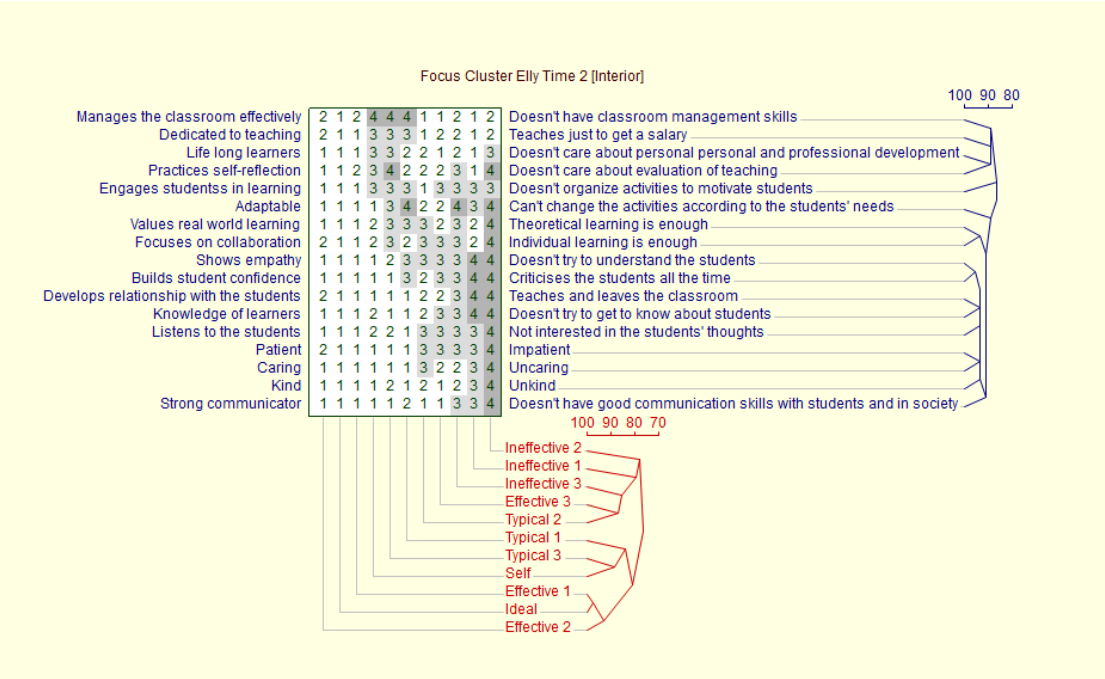


Figure 11. Elly's FOCUSed grid at Time 2

The grid data of Elly at Time 2 consists of seventeen constructs and eleven elements. Her FOCUSed grid displayed in Figure 10 presents the construct and element links in her FOCUSed grid at 80% cut-off point.

In the grid we observe three clusters, one loose and four relatively tighter pairs and seven isolates. The first pair is a loose one associating at about 90% includes the constructs "life-long learners" and "practices self-reflection". This shows that Elly believes that there is a link between being life-long learners and practicing self-reflection. When asked if she thinks teachers as lifelong learners should also practice self-reflection, she replied:

Extract 59:

Sure, especially after the study we got it better because it really helped to see what we lack and how we can improve and also in fact we saw we can really improve maybe before that we didn't believe that we could change some of the things in the class that we are not happy with but after the study we saw that self-reflection really works we can really practice it when we need all the time throughout teaching.

Besides, Figure 8 displays that another pair is formed by the constructs “values real world learning”, which is among her high priority constructs, and “focuses on collaboration” matching at around 95% level. Drawing on the established link, she seems to think that teachers who value real world learning will focus on collaboration. Thus, I asked her if she thinks there is a relationship between focusing on collaboration and valuing real life learning. She elaborated:

Extract 60:

We shouldn’t think English apart from real life it’s not like the history lesson because we use it in real life so we should think about their real life situations while we are teaching. If you focus on collaboration more to value real life, we can create real life situations by means of collaboration.

The third pair, which is a rather tight match, associates at about 98% match level and includes the constructs “shows empathy”, which is one of her high priority constructs, and “builds students’ confidence”. Elly seems to think that a teacher who shows empathy will build students’ confidence. When asked if teachers should show empathy in order to build students confidence, she stated:

Extract 61:

Of course they should because we are not books we are people otherwise students can learn from books because that’s why we are teachers count. I think 50% of teaching is doing something, contributing to their personality and also to their life. If you show empathy you can understand them better so yes of course we can build their confidence. It may help if you motivate them, if you understand them when they are having a difficulty they build their confidence. And this will help them build confidence.

Moreover, the constructs “develops relationship with students” and “knowledge of learners” form a tight pair associating at about 95% level. This suggests that Elly believes that a teacher who develops relationship with students will have knowledge of learners.

The last pair is also a tight match with about 95% match level and includes the constructs “patient” and “caring”. Elly seems to believe that being patient and caring are

linked to each other. When asked how being patient and caring are related, she stated that patience was inside caring and caring was wider for her.

On the other hand, we observe that there are seven isolated constructs which are "manages the classroom effectively", "dedicated to teaching", "engages students in learning", "adaptable", "listens to the students", "kind" and "strong communicator". This suggests that when these constructs are concerned, Elly has not developed direct links yet.

In the element links at Time 2, it is observed that there is a main element cluster with two rather loose pairs, a relatively tighter one and five isolate elements. As seen in Figure 8, one effective (E3) and one typical teacher (T2) from the repertoire of Elly form a loose pair at approximately 88% level. Furthermore, we observe that Elly matches herself with one of her typical teachers (T3), which suggests that she and T3 share somehow similar characteristics. When asked in what ways she was similar to him or her, she replied:

Extract 62:

He was really good at classroom management he was kind of teacher centered. I don't think I'm like that he was strict he just talked about teaching he didn't see you. He didn't know where you are sometimes. He can't remember your names. In that way he was different from me. We both can teach well that can be the only similarity but about the other things we are not similar.

The last pair is a rather tight one associating at about 100% match level and includes one of her effective teachers (E1) and her ideal teacher and it is subordinated by one of her effective teachers (E2). This illustrates that they have almost the same characteristics.

4.3.9.1 Lesson Observation Report of Elly Regarding Qualities of an Effective Teacher at Time 2

Four categories including 17 constructs were formed namely personality features, instructional practice, professionalism and teacher-student relationship as a result of the repertory grid analysis of Elly at time 2.

Considering the personality features of the teacher, firstly, it was observed that she was patient, caring and kind. She waited patiently for the students' replies and she gets the students listen and watch the video a few times. Moreover, she is also a strong

communicator and she uses various communicative skills such as intonation, stress, using visuals etc. Finally, she is adaptable and she shows empathy. To illustrate, she is flexible, she changes the pace in line with the students' needs.

When instructional practice is concerned, it was observed that she engages students in learning by using question and answer technique. A few students participated in the lesson so the class was easy to manage However, she did not do anything to focus on collaboration. Likewise, about valuing real world learning I could not observe any evidence.

Regarding professionalism, the constructs "the teacher is dedicated to teaching", "the teacher is a life- long learner" and "the teacher practices self –reflection" were not concretely observable ones.

Finally, when teacher-student relationship is concerned, she had a good rapport with the students and had a knowledge of learners for example she addressed the students with their names. Moreover, she listens to the students well and by creating a positive atmosphere she builds student's confidence.

The rep-grid analysis at time 2 illustrates that the constructs "shows empathy" and "builds students' confidence" associate at about 98% match level and they were both observed in the lesson. Moreover, the constructs "develops relationship with students" and "knowledge of learners" which could be observed in the lesson form a tight pair associating at about 95% level in her rep-grid. The last pair which could be observed is also a tight match with about 95% match level and includes the constructs "patient" and "caring".

Table 74 illustrates Elly's concretely observable constructs at Time 2.

Table 74.

Elly's Concretely Observable Constructs at Time 2

Total/12	Concretely Observable Constructs		Rank Order
2	Personality Features	Patient	-
3		Caring	-
4		Kind	-
8		strong communicator	-
11		Adaptable	4
12		shows empathy	5
7	Instructional Practice	engages students in learning	1
16		manages the classroom effectively	-
1	Teacher-Student Relationship	develops relationship with students	-
5		knowledge of learners	-
9		listens to the students well	3
15		builds student's confidence	-

Table 74 shows that twelve constructs out of seventeen could be observed during the lesson. All of her high priority constructs except "values real-world learning" could also be observed.

4.3.10. The Exchange Analysis of Elly's Time 1 and Time 2 Grids

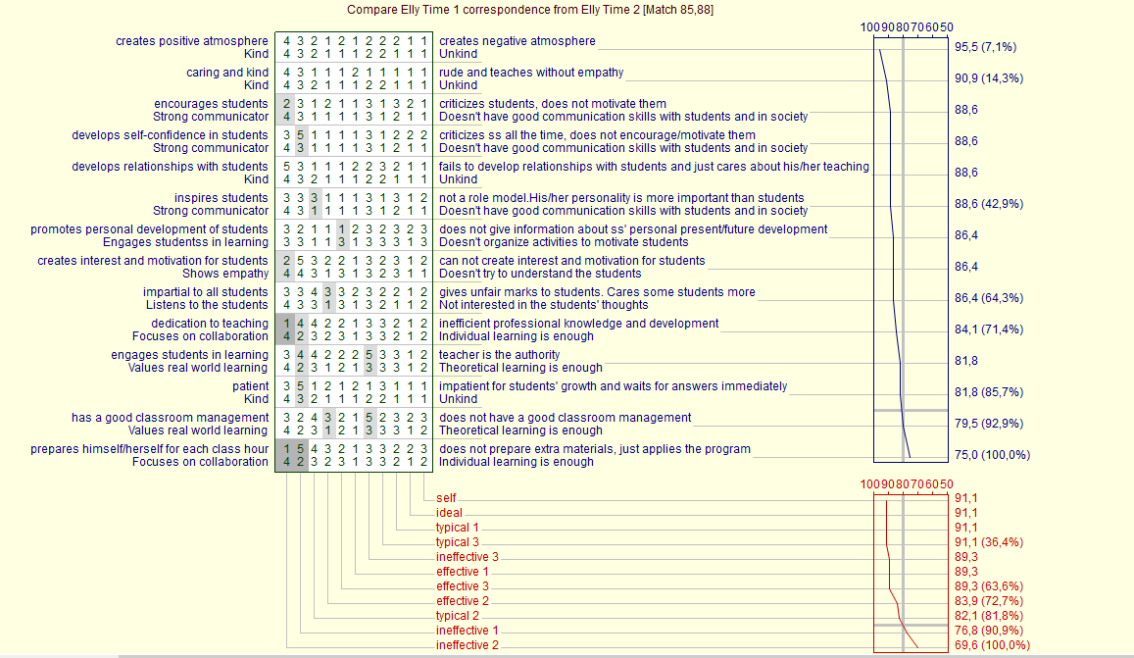


Figure 12. The Exchange Analysis of Elly's FOCUSed 1 and FOCUSed 2 Grids

The Exchange analysis of Elly's grids at Time 1 and Time 2 (see Figure 11) reveals that the overall element and construct consensus is 85.88% over 80% match level.

It is observed that there seems to be significant structural changes in four of Elly's constructs which are "has a good classroom management", "values real world learning", "prepares himself/herself for each class hour" and "focuses on collaboration".

At the beginning of the study, the construct "has a good classroom management" was an isolate construct. In her second grid she cited this construct as "manages the classroom effectively" and although it does not associate with the other constructs, it is observed to be in the same cluster with "dedicated to teaching", "life-long learners" and "practices self-reflection". Moreover, the construct "values real world learning" was not involved in her first grid. However, in her second grid, it forms a tight match with "focuses on collaboration" at 95% match level and she included it among her high priority constructs. She elaborated on these constructs as follows:

Extract 63:

The construct "values real world learning" is of course necessary to be an effective teacher. Because for the action research that I did even if I couldn't create a real world learning because of the virus and online teaching, I tried to make students produce language as in real world to practice their speaking skills. They have written, they have produced a lot of sentences so that they can use the language as they are in the real world while they are speaking. I mentioned focus on collaboration in my second grid. It also matches with my action research because the students sent their writings to each other to their partners in the class so they gave feedback and they wrote back. They sometimes made comments and also they saw what the other students wrote.

In addition, at the beginning of the study while the construct "prepares himself/herself for each class hour" forms a tight match with "dedication to teaching" at about 95% match level, at the end of the study this construct was not included in her grid. Finally, although she did not cite the construct "focuses on collaboration" in her first grid, it is noticed that it forms a tight match with the construct "values real world learning" in her second one.

Regarding the changes in the element links, there seems a statistically significant change in two of her ineffective teachers (I1 and I2). Although these two elements were isolate in her first grid, her second grid reveals that they form a cluster with I3, E3 and T2.

Finally, I asked her how the action research procedure affected her ideas regarding an effective teacher. She stated:

Extract 64:

I mentioned self-reflection in my second grid. It affected my ideas in that way. If we want we can really self-reflect on our teaching, what we are teaching and how we can teach better so I tried it in my action research. I saw that I managed. I somehow contributed to my students' English language improvement so we can change some missing things and we can contribute to students' language development and also I saw that I can complete what I couldn't give to my students thanks to action research. I mean I can find ways.

Thus, we can interpret that she was able to reflect on her teaching which she included in her second grid thanks to the action research procedure. Another evidence of this change can be the number of matching constructs at the beginning and at the end of the study. While in her first grid there were three matching constructs, in her second grid five matches were observed. In conclusion, it is clear that some of Elly's constructs and the links between her elements have changed regarding the way she construes an effective teacher during the study.

4.3.11. Ginger's Personal Theories Regarding the Qualities of Effective Teacher at Time 1

The grid data of Ginger at Time 1 consists of thirteen constructs and eleven elements. Her FOCUSed grid displayed in Figure 12 presents her construct and element trees at 80% cut-off point.

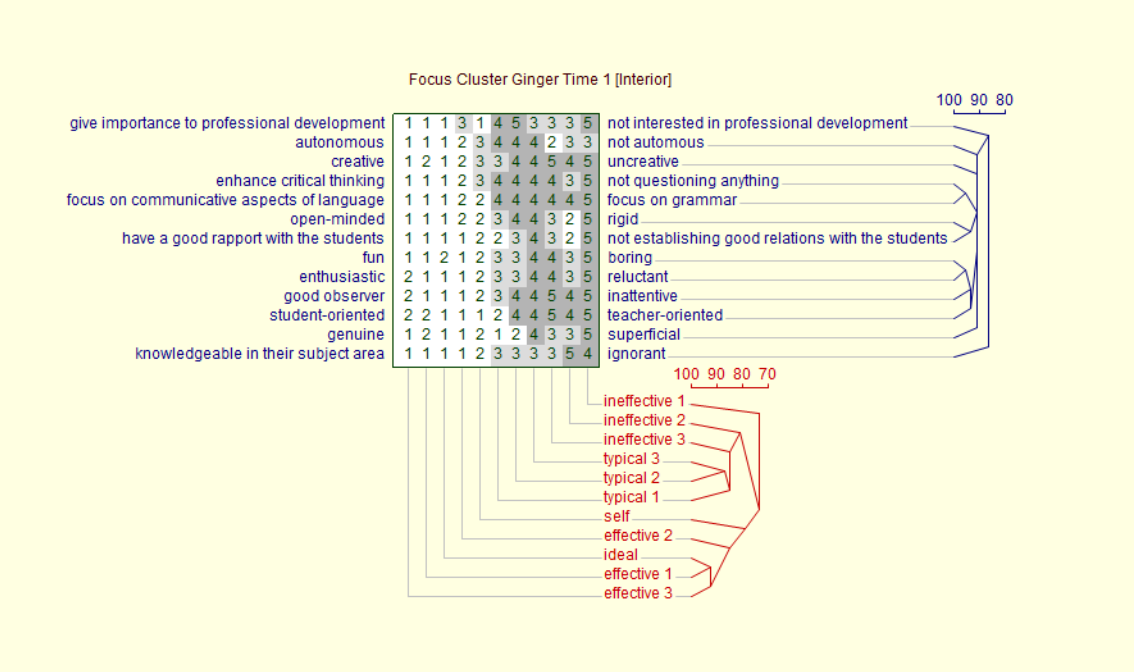


Figure 13. Ginger's FOCUSed grid at Time 1

Ginger's grid data analysis displays one main and one sub-cluster with three pairs and seven isolates. The first pair, which is a rather tight one, includes the constructs "enhance critical thinking" and "focus on communicative aspects of language" associating at about 95 % level. This suggests that Ginger thinks, a teacher who enhances critical thinking also focuses on communicative aspects of language. When asked if focusing on communicative aspects of language, which is one of her high priority constructs, helps enhance critical thinking, she replied:

Extract 65:

I believe communicative competence, enhancing communicative aspects of language is very important because language is a living thing and students are learning it to use it, to speak, to communicate. It helps them to analyze their ideas, have a critical view, perspective, and question the thing they come across so it is very important and it helps them to improve their critical thinking skills.

Moreover, the constructs "open minded" and "have a good rapport with students" form another pair which associate at about 90% level indicating that she thinks a teacher who is open-minded also has a good rapport with the students. Thus, I asked her if she thinks open-minded teachers have a better relationship with their students. She stated:

Extract 66:

We all have some kind of fixed ideas or learning styles but students may have very different ideas or learning styles or perspectives so it's very important to be open-minded so you can change. In fact, you can see their needs; you can understand their needs and change your lesson plan or teaching style or other things in the class so I believe it is very old-fashioned to have fixed ideas about teaching, students, learning and curriculum. Teachers should always be open minded, open to new ideas, student styles. They should be creative and try to understand students' perspectives and feel empathy.

The last pair is a tight match with slightly more than 95% level which includes the constructs "fun" and "enthusiastic". Drawing on the established link, we can infer that according to Ginger, a teacher who is fun will also be enthusiastic. When asked what kind of relationship there is between being fun and enthusiastic, which is one of her high priority constructs, for a teacher, she replied:

Extract 67:

They support each other somehow but it is not necessary. I mean, if you are you know fun you may not be enthusiastic or the opposite, vice versa but I believe they are similar concepts and they support each other. If you are having fun, you are enjoying your lesson. That means, you are more motivated and enthusiastic.

Furthermore, there are seven isolated constructs which are "give importance to professional development", "autonomous", "creative", "good observer", "student oriented", "genuine" and "knowledgeable in their subject area" which do not associate with others showing that she has not made up her mind about these constructs yet.

The element links at Time 1 displays that there is a main element cluster and two sub-clusters with one tight, one relatively looser pair, and seven isolated elements. The first pair includes two of her typical teachers (T2 and T3) associating loosely at about 88% match level. Besides, we observe that her ideal teacher matches with one of her effective teachers (E1) at about 90% level. However, it is noticed that she does not associate herself with any of the teachers among the elements.

4.3.11.1. Lesson Observation Report of Ginger Regarding Qualities of an Effective Teacher at Time 1

Four categories including thirteen constructs were formed namely personality features, instructional practice and professionalism and teacher-student relationships as a result of the repertory grid analysis of Ginger.

Considering the personality features of the teacher, firstly, it was observed that she was enthusiastic which is among her high priority constructs. She had a motivating and supportive attitude and she was happy to teach. She was also creative and fun. Moreover, she observed all the students and kept their attention all the time. We can say that she is open-minded since she listened to the students and valued their ideas. Finally, she is genuine and partly autonomous because although she followed a ready-made plan, she made necessary alterations during the lesson.

When instruction is concerned, she was student-oriented she tried to involve all students in the lesson. She also focused on communicative aspects of language for example she made the students ask questions to each other. Being student-oriented and focusing on communicative aspects of language are also noticed to be her high priority constructs.

However, I could not observe any activities that will enhance critical thinking in that lesson since it is not an easily observable construct.

Under the professionalism category she is observed to be knowledgeable in his/her subject area. Eventually, she had a good rapport with the students and she created a friendly atmosphere by making jokes.

Table 75 illustrates Ginger's concretely observable constructs at Time 1.

Table 75.

Ginger's Concretely Observable Constructs at Time 1

Total/13	Concretely Observable Constructs		Rank Order
2	Personality Features	Enthusiastic	2
4		creative	-
5		fun	-
6		good observer	4
7		open-minded	-
9		genuine	-
10		autonomous	-
3	Instructional Practice	student-oriented	3
13		focuses on communicative aspects of language	5
1	Professionalism	knowledgeable in their subject area	1
8	Teacher-Student Relationship	have a good rapport with students	-

In conclusion, she was observed to be both open-minded and friendly with her students which also associate at about 90% in her grid data. Similarly, she was both fun and enthusiastic. Moreover, although she focused on communicative aspects of language, the activities she used in the lesson did not necessarily enhance critical thinking. Lastly, as it is illustrated in Table 75, all of her high priority constructs could be observed during the lesson.

4.3.12. Ginger's Personal Theories Regarding the Qualities of Effective Teacher at Time 2

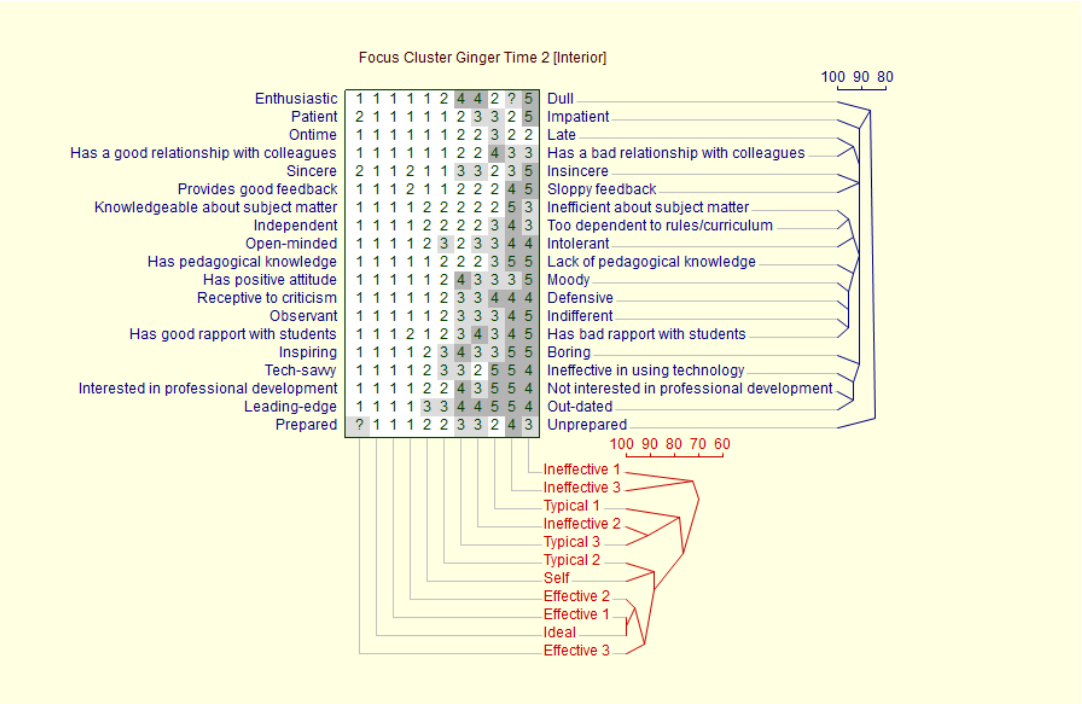


Figure 14. Ginger's FOCUSed grid at Time 2

The grid data of Ginger at Time 2 consists of nineteen constructs and eleven elements. Her FOCUSed grid displayed in Figure 13 presents the construct and element links in her FOCUSed grid at 80% cut-off point.

When the grid data is illustrated, it is noticed that the constructs of Ginger are linked to one main and one sub cluster with five pairs and nine isolates. The constructs "on time" and "has a good relationship with colleagues" are observed to form a rather tight pair at 95% match level. This finding reveals that Ginger thinks, being on time and having a good relationship with colleagues are linked to each other. When asked if think there is a link between having a good relationship with your colleagues and being on time, she stated:

Extract 68:

They are somehow related maybe not directly but indirectly related because they are both about respect, showing respect to your job to yourself and the people around you and also to your students. If you have a kind of good relationship with your colleagues, you value them, respect

them and similarly being on time is about showing respect to your students because they are waiting for you in the class.

The second pair is a looser one associating at about 90% match level and includes the constructs “sincere” and “provides good feedback”. This suggests that Ginger seems to believe sincere teachers will provide good feedback. Then I asked her if she thinks sincere teachers will provide good feedback to the students. She stated:

Extract 69:

Yes, I think sincere teachers would provide good feedback to their students because sometimes students need to see the ugly truth. What I mean is in some parts they may not be good and somebody should tell them “you are not good at this, your writing ability is not well enough, your academic writing is not good enough”. I believe being honest, being sincere is important because they need this kind of feedback to shape their future, change their weaknesses.

Furthermore, another pair involves the constructs “knowledgeable about subject matter”, which is her number one high priority construct, and “independent”, associating at approximately 98% match level. This suggests that Ginger thinks that a teacher who is knowledgeable about subject matter can be independent while teaching. When asked if knowledgeable teachers will be more independent while teaching, she stated:

Extract 70:

Yes, if the teachers are knowledgeable about their subject matter, they will be more independent. It’s true, I believe it because they will be more self-confident and notice the conditions of the classroom and other things. And they have enough pedagogical knowledge to shape their lessons maybe change some parts, skip the parts in the books that are unnecessary and add extra materials. So they become more independent, they shape the curriculum or syllabus a little bit more differently than others and that’s important.

The fourth pair is also a tight one including the constructs “observant” and “has good rapport with students”, which is among her high priority constructs. This indicates that according to Ginger observant teachers will have good rapport with students. When asked if she needs to be observant to have a good rapport with the students, she elaborated:

Extract 71:

Of course yeah because if you want to have a good rapport with the students you should understand their learning styles and their personality and the way we can understand this is to be observant. So as a good observer you understand if your student is an extrovert or introvert student or if they need explicit feedback or maybe they need more individual content, face-to-face or in the break time. So it is good to be observant and it makes it possible to have a good relationship and a good rapport with the students.

The constructs "interested in professional development" and "leading edge", which can be noticed among her high priority constructs, also form a tight pair associating at about 97% match level. Drawing on the established link, Ginger seems to believe that teachers who are interested in professional development will be leaders in their fields. Then I asked her what she means by leading edge and if she thinks teachers who are interested in their professional development will be leading edge teachers. She explained:

Extract 72:

What I mean here is somehow following the developments in their profession and also in technology because we are living in a technological era and it's very different from our time as a student and we have various sources. What I mean is by leading edge is continuing their professional development and being aware of technological improvements and also improvements in other fields not only their subject area but we should be aware of the situation in the world so we can provide better sources or better lessons for our students.

Finally, it is observed that the constructs "enthusiastic", "patient". "open-minded", "has pedagogical knowledge", "has positive attitude", "receptive to criticism", "inspiring", "tech-savvy" and "prepared" are noticed to be in isolation. This suggests that Ginger needs time to relate these constructs with the rest.

The element links of Ginger shows one main element cluster with one loose, one tight pair and two isolates and one sub-cluster with two tight pairs and one isolated element. Within the main element cluster, two ineffective teachers of Ginger (I2 and I3) are observed to form a rather loose pair at about 75% match level. The second pair involves one of her ineffective (I2) and typical teachers (T3) matching at 95% level and it is subordinated by one of her typical teachers (T1). In the third pair we observe that Ginger associates herself with one of her typical teachers (T2) at about 90% match level.

The final match which associates at 100% match level includes her ideal teacher and one of her effective teachers (E1) and it is subordinated by one of her effective

teachers (E2) at about 97% level. Finally, one of her effective teachers (E3) is noticed to be in isolation.

4.3.12.1. Lesson Observation Report of Ginger Regarding Qualities of an Effective Teacher at Time 2

Four categories including 19 constructs were formed namely personality features, instructional practice and professionalism and teacher-student relationships as a result of the repertory grid analysis of Ginger at time 2.

Considering the personality features of the teacher, firstly, it was observed that she was enthusiastic. She was also tech-savvy. She uses technology wisely by integrating many functions of the online teaching tool. Moreover, she is open-minded and independent. She is flexible and gives importance to students' ideas. In addition, she was on time, patient and observant. Finally, she was sincere and she had a positive attitude towards the students. The constructs "inspiring" and "leading edge" are not concretely observable constructs and since there was no criticism in the lesson we cannot say whether she is receptive to criticism or not. Furthermore, when instruction is concerned, she provided good and detailed feedback.

Under the professionalism category she is prepared and knowledgeable in her subject area. She also has pedagogical knowledge and knows how to teach to that specific group. The construct "is interested in professional development" is not a concretely observable one. Finally, although she has good relationship with her colleagues, it is not an observable construct during a lesson.

The observation findings are mostly in line with Ginger's rep-grid analysis. The constructs "sincere" and "provides good feedback" (90%), "knowledgeable about subject matter" and "independent" (98%), "observant" and "has good rapport with students" (96%) associate with each other in the focus grid analysis.

Table 76 illustrates Ginger's concretely observable constructs at Time 2.

Table 76.

Ginger's Concretely Observable Constructs at Time 2

Total/14	Concretely Observable Constructs		Rank Order
2	Personality Features	open-minded	-
4		Enthusiastic	4
7		tech-savvy	-
11		Independent	-
12		On time	-
13		Patient	3
14		Observant	-
15		Sincere	-
19		has a positive attitude	-
16	Instructional Practice	provides good feedback	-
1	Professionalism	knowledgeable about subject matter	1
5		prepared	-
17		has pedagogical knowledge	-
3	Teacher-Student Relationship	Has a good rapport with students	2

Fourteen out of nineteen constructs could be observed during the lesson. Moreover, all of her high priority constructs except "leading edge" which is not a concretely observable construct could be observed.

4.3.13. The Exchange Analysis of Ginger's Time 1 and Time 2 Grids

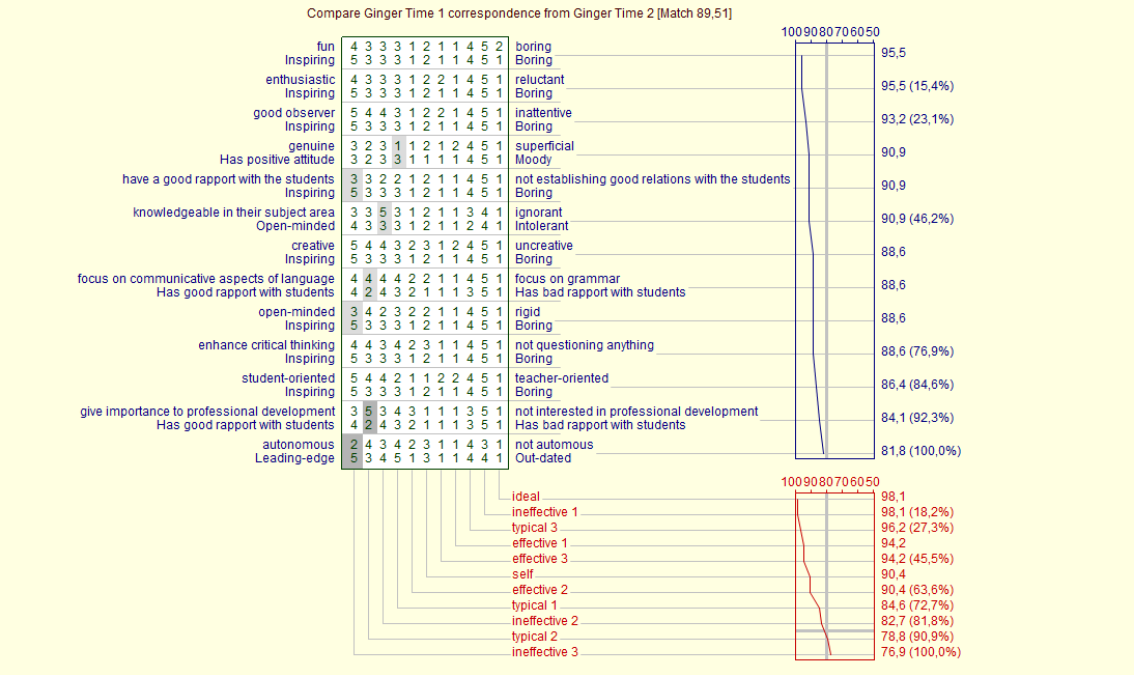


Figure 15. The Exchange Analysis of Ginger's FOCUSed 1 and FOCUSed 2 Grids

As it is illustrated in figure 14, the exchange analysis of Ginger's grids at the beginning and at the end of the study reveals that the overall element and construct consensus is 89.51% over 80% match level.

The constructs "knowledgeable about subject matter", "open-minded", "have a good rapport with students", "enthusiastic", "interested in professional development" and "good observer" are included both at time 1 and 2. When asked if she thinks they are a must for an effective teacher, she elaborated:

Extract 73:

The first one which is being knowledgeable about subject matter I think this is a must you should be sure about what you are teaching. The second item is being open minded. This is also important, as a teacher you should be somehow flexible because every class and every individual is different so you should be ready to change your plan. Having a good rapport with the students is also very important in order to understand the needs of your students and to guide them effectively you should know them. Regarding being interested in professional development, this is also a must for an effective teacher because everything changes so fast nowadays and it's very different from our own college years and high school years. Being open to new ideas is also related to being open minded. And the last construct is being a good observer. I believe this is also necessary for an effective teacher because if you observe what is going wrong in the

classroom you can involve in and you can change the direction of the course. You can change something in the classroom that's not working.

Although we do not observe any statistically significant changes in her constructs, there seem to be significant changes in two of her elements (T2 and I3). It is noticed that at the beginning of the study, T2 was observed to form a loose pair with one of her typical teachers (T3), while it was observed to form a tighter match with the element Self at the end of the study. Moreover, we notice that she did not associate herself with any of the elements at the beginning of the study. Thus, it can be inferred that she has changed the way she construes herself as an effective teacher during the study. Regarding the element I3, her first grid illustrates that it was an isolate element but at the end of the study it formed a loose match with one of her ineffective teachers (I1).

Besides, although there seems to be no statistically clarified changes when the links between constructs are examined at Time 1 and Time 2, we notice that her Time 1 grid involves only three pairs whereas there are five tightly matched pairs in her Time 2 grid which is a sign that her thoughts are in a process of change.

When I asked her how the action research procedure affected her ideas regarding an effective teacher. She explained:

Extract 74:

It gave me the opportunity to focus on my teaching and consider what is important to me and what is not really important. Moreover, also during this action research I had the opportunity to listen to my colleagues also it inspired me somehow because their ideas were very interesting. And I believe we don't have much time to reflect on our teaching and consider about what we are doing in the classroom as we are all busy and teaching all the time. This is like a kind of self-observation for example you asked for one of our class recordings and we uploaded it on teams. After I uploaded it I just wanted to watch myself and even this was very interesting to me because I didn't realize some of the details about my teaching. Briefly, it was nice and it helped me to be aware of myself.

She emphasized self-reflection and knowledge sharing as two important assets of action research. Finally, we may conclude that the experiences that Ginger had during the study made her reorganize her thoughts about the features of Typical and Ineffective teachers and how she construes herself as a teacher.

4.3.14. Melisa's Personal Theories Regarding the Qualities of Effective Teacher at Time 1

The grid data of Melisa at Time 1 consists of eleven constructs and eleven elements. Her FOCUSed grid displayed in Figure 15 presents her construct and element trees at 80% cut-off point.

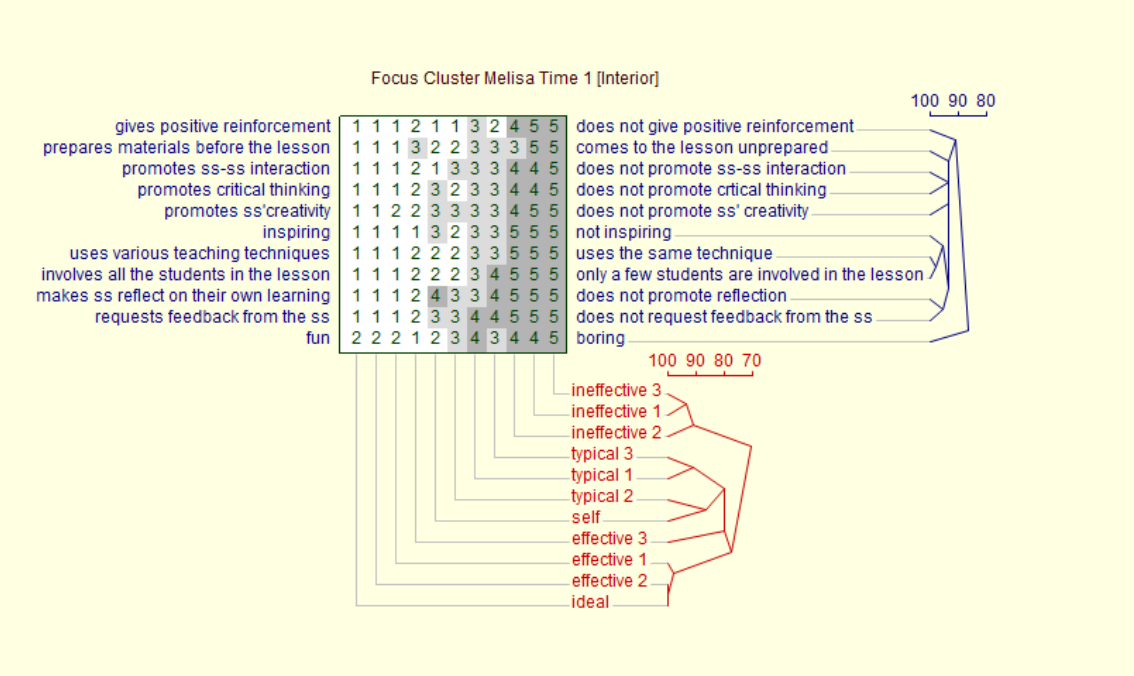


Figure 16. Melisa's FOCUSed grid at Time 1

In the focus analysis grid, there seems to be one main cluster and one sub-cluster with three rather tight pairs and four isolates on the qualities of an effective teacher. The constructs "promotes ss-ss interaction" and "promotes critical thinking", which are noticed to be among her high priority constructs, associate at about 90 % match level which shows that she thinks a teacher who promotes ss-ss interaction will probably promote critical thinking. When asked if she thinks student- student interaction promotes critical thinking, she replied:

Extract 75:

Yes, I definitely I think student- student interaction promotes critical thinking. Not only student -student interaction but also all kinds of interactions are good assets to promote critical thinking because the nature of critical thinking involves questioning not accepting things as they

are so during these interactions students have a chance to question what they are learning and to have a critical view about it.

When asked if it is only the interaction or the nature of the interaction that promotes critical thinking and she stated that:

Extract 76:

Both teacher- student and student -student interactions are important. In a sense, thinking critically involves having another perspective so I think pair works, group works are good techniques to help make students have a different perspective, to look at the things from a different view point so I think the nature of interaction is also important for them to think critically.

In addition, she added that activities such as a problem solving, jigsaw, information gap activities would help students think critically and asking students open ended questions would also trigger them to think freely.

The second pair is a tight match with nearly 100 % level including the constructs "uses various teaching techniques" and "involves all the students in the lesson", which are among her high priority constructs, subordinated by the construct "inspiring" at about 95% level which shows that according to the participant, a teacher who uses various teaching techniques will surely involve all the students in the lesson. When asked if students will be more involved in the lesson when the teacher uses a variety of techniques, she replied:

Extract 77:

Sure. I think teachers should use various activities rather than using a single type of activity in their classroom. Firstly, I think teachers should consider multiple intelligences. Each student has a different way of learning. For example, some of the students are kinesthetic, they like moving in the classroom, some of them like hearing, some of them like writing when learning so the teacher should use a variety of activities which involve walking, reading, listening or writing for students to be motivated in the lesson.

The final pair associates at about 95% match level involving the constructs "makes students reflect on their own learning" and "requests feedback from the students". Drawing on the established link, it can be inferred that she thinks a teacher who makes students reflect on their own learning will also request feedback from the students. When asked why the students should reflect on their own learning, she replied:

Extract 78:

I think reflection is important both for the teacher and for the students because if you do not reflect on your learning or teaching, you will not have a chance to understand, be aware of your positive parts the negative parts in your learning. If you're aware of your mistakes I mean the things that you need to improve, then you will have a chance to improve yourself.

Then I asked her if she thinks students who reflect on their own learning will be more willing to give feedback about the teacher, she stated that:

Extract 79:

Yes, that might be because the students who are used to reflecting on their own learning will be more critical. They will also want to criticize the teachers about the bad parts and good parts of the lesson.

However, we observe that the constructs "gives positive reinforcement", "prepares materials before the lessons", "promotes students' creativity" and "fun" do not seem to match with others which means she has not construed about them yet.

In the element links at Time 1, it is observed that there is a main element cluster and a sub-cluster with four tight, one relatively looser pair, and two isolate elements. The first pair includes two of her ineffective teachers (I3 and I1) linked at nearly 95% match level, subordinated by her other ineffective teacher (I2). Moreover, two of her typical teachers (T3 and T1) form a tight pair at about 92% match level. Besides, it is observed that while her ideal teacher and one of her effective teachers (E2) associate at about 100% match level subordinated by her other effective teacher (E1) at 98% level, she associates herself with one of her typical teachers (T2) which indicates that she thinks they share similar features as teachers.

4.3.14.1. Lesson Observation Report of Melisa Regarding Qualities of an Effective Teacher at Time 1

Three categories including eleven constructs were formed namely personality features, instructional practice and teacher-student relationship as a result of the repertory grid analysis of Melisa.

Considering the personality features of the teacher, firstly, it was observed that she was fun which is one of her high priority constructs. She made jokes and she had a

smiling face all the time. However, the construct “she is inspiring” is not an easily observable construct especially in a single lesson.

Regarding instructional practice, she promoted critical thinking by asking questions to make the students inquire what they read. She also involved all the students in the lesson and used various teaching techniques such as question and answer, reading for gist etc. Her repertory grid analysis also reveals that the constructs “involves all the students in the lesson” and “uses various techniques” associate at about100 % level and shows that according to the participant, a teacher who uses various teaching techniques will surely involve all the students in the lesson. Moreover, it is observed that these constructs are among Melisa’s high priority constructs.

Furthermore, she prepared materials such a PowerPoint presentation before the lesson. Finally, she gave positive reinforcement such as ‘good’ and ‘well done’. Nonetheless, activities that will promote student-student interaction were not observed maybe because it was an online lesson and it is difficult to make students interact with each other online. Furthermore, the teacher did not make the students reflect on their own learning.

Table 77 illustrates Melisa’s concretely observable constructs at Time 1.

Table 77.

Melisa’s Concretely Observable Constructs at Time 1

Total/11	Concretely Observable Constructs		Rank Order
4	Personality Features	Fun	4
1	Instructional Practice	promotes critical thinking	5
2		involves all students in the lesson	2
3		uses various teaching techniques	1
6		prepares materials before the lesson	-
11		gives positive reinforcements	-

It is noticed that four of her high priority constructs could be observed in the lesson. Finally, when student-teacher relationship is concerned, it is observed that the teacher did not do any activities that will promote creativity. In addition, she did not request feedback from the students in that particular lesson.

4.3.15. Melisa's Personal Theories Regarding the Qualities of Effective Teacher at Time 2

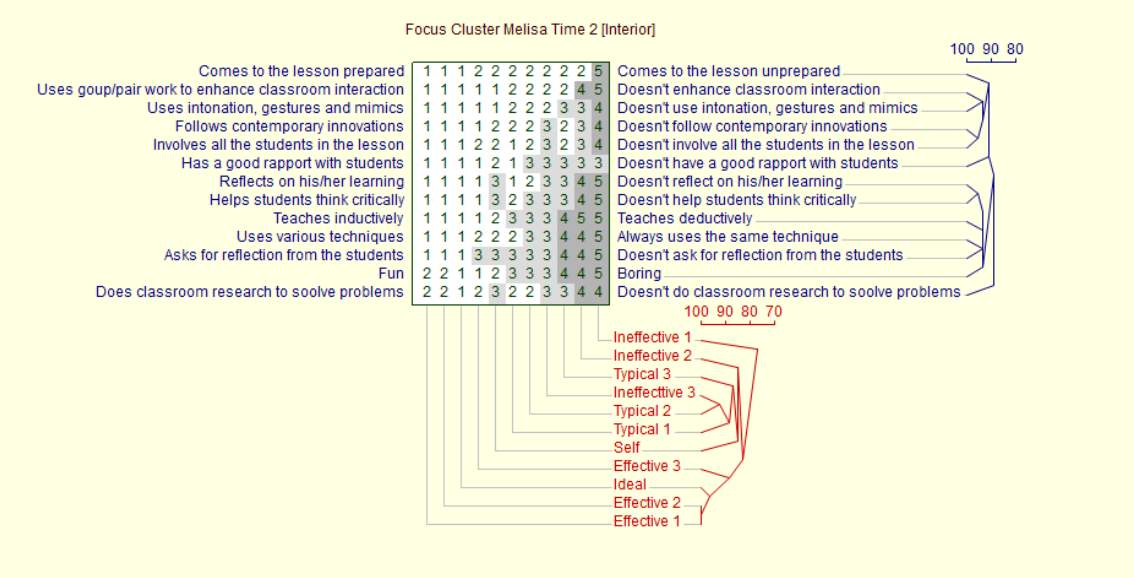


Figure 17. Melisa's FOCUSed grid at Time 2

The grid data of Melisa at Time 2 consists of thirteen constructs and eleven elements. Her FOCUSed grid displayed in Figure 16 presents the construct and element links in her FOCUSed grid at 80% cut-off point.

The grid data reveals that all of Melisa's constructs are linked to one main construct cluster with two sub clusters including four rather tight pairs and five isolates. The first pair formed by the constructs "uses pair/group work to enhance classroom interaction" and "uses intonation, gestures and mimics" is a tight match and associates at about 95% match level. This suggests that Melisa thinks, a teacher who uses pair/group work for classroom interaction will also use intonation, gestures and mimics while teaching. When asked if think teachers should use intonation gesture and mimics while doing pair or group work activities, she replied:

Extract 80:

Yes, I absolutely think that teachers should use these gestures mimics and intonation etc. in their lessons not just while doing pair work or group work activities but throughout the lesson all the time because they are really important factors to make themselves understood especially while giving instructions you need to be clear.

Another tight pair is formed by the constructs "follows contemporary innovations" and "involves all the students in the lesson", which is among her high priority constructs,

associating at about 97% match level. Drawing on the established link, Melisa seems to believe that teachers who follow contemporary innovations will also involve all the students in the lesson. She elaborates on the relationship as follows:

Extract 81:

I think involving all students in the lesson is really important. I try to involve all my students in the lessons. Thus, I try to prepare various activities not only one kind of activity but different activities that will attract all of the students because due to the individual differences they have different interests. I think this is closely linked with following contemporary innovations. If you follow contemporary innovations, you will learn different kinds of activities and you will have insights about how to involve all the students in your lesson.

Furthermore, Figure 14 indicates that the constructs "reflects on his/her learning" and "helps students think critically", which is among her high priority constructs, form a rather tight pair associating at about 97% match level. This finding reveals that Melisa believes that reflective teachers will also help students think critically. Melisa commented on the link:

Extract 82:

When I am teaching, after the lesson I always ask myself what went wrong and what went right and I usually think how I can change the problems I mean how I can overcome the problems in the lesson. This is a reflection for me, I usually do it after each lesson. As for the relationship between reflection and thinking critically, the people in general not only teachers or students people who reflect on themselves will think more critically I think they are closely related because when you reflect on your teaching or learning, you criticize yourself. You are open minded that is you are open to criticism.

The last pair, which is also a tight match with about 95% match level, includes the constructs "uses various techniques", which is her number one high priority construct, and "asks for reflection from the students". That is, according to Melisa a teacher who uses various techniques will also ask for reflection from the students. The rationale behind this association is explicated in Extract 58 below:

Extract 83:

If I am interested in the individual differences of my students, I will be interested in their thoughts about the lesson. I will be interested in their ideas about the lesson and how I can make my lesson better by the help of the students. Of course I agree that teachers who use various activities will also ask for reflection from their students.

However, the constructs “comes to the lesson prepared”, “has a good rapport with students”, “teaches inductively”, “fun” and “does classroom research to solve problems” are placed in isolation, which suggests that Melisa cannot directly associate these constructs with others yet.

The element links of Melisa display one main element cluster consisting of two rather tight pairs and six isolates. The first pair includes one of her ineffective teachers (I3) and one of her typical teacher (T2) associating at about 95% match level. The other pair involves two of her effective teachers (E2 and E1) which associate at 100% match level subordinated by her ideal teacher at about 97% level. However, it is observed that Melisa does not link herself to any of the teachers among the elements.

4.3.15.1. Lesson Observation Report of Melisa Regarding Qualities of an Effective Teacher at Time 2

Four categories including 13 constructs were formed namely personality features, instructional practice, professionalism and teacher-student relationship as a result of the repertory grid analysis of Melisa at time 2.

Considering the personality features of the teacher, firstly, it was observed that she was fun. She made jokes to provide a relaxed atmosphere.

Regarding instructional practice, she helped students think critically by asking questions to make the students inquire what they read. She also involved all the students in the lesson and used various teaching techniques such as pair work, question and answer, reading for gist etc. She also used stress and intonation to attract students’ attention. Finally, she taught the grammar inductively by first giving examples and eliciting the rule.

Regarding professionalism, she came to the lesson prepared with materials such a PowerPoint presentation. However, the constructs “follows contemporary innovations”, “does classroom research to solve problems” and “reflects on his/her teaching” are not

concretely observable ones. Finally, she did not ask for reflection from the students about her teaching.

When student-teacher relationship is concerned, it is observed that she has a good rapport with the students.

Her rep-grid analysis at time 2 reveals that the constructs “uses pair/group work to enhance classroom interaction” and “uses intonation, gestures and mimics” associate with each other. Other pairs in the grid include constructs which cannot be concretely observed.

Table 78 illustrates Melisa’s concretely observable constructs at Time 1.

Table 78.

Melisa’s Concretely Observable Constructs at Time 2

Total/9	Concretely Observable Constructs		Rank Order
6	Personality Features	Fun	4
3	Instructional Practice	uses various techniques	1
4		involves all students in the lesson	2
5		helps students think critically	5
9		uses group/pair work to enhance classroom interaction	-
10		uses intonation, gestures and mimics	-
11		teaches inductively	-
1	Professionalism	comes to the lesson prepared	-
2	Teacher-Student Relationship	has a good rapport with the students	3

Table 78 reveals that nine out of thirteen constructs and all five of the high priority constructs could be observed in the lesson.

4.3.16. The Exchange Analysis of Melisa's Time 1 and Time 2 Grids

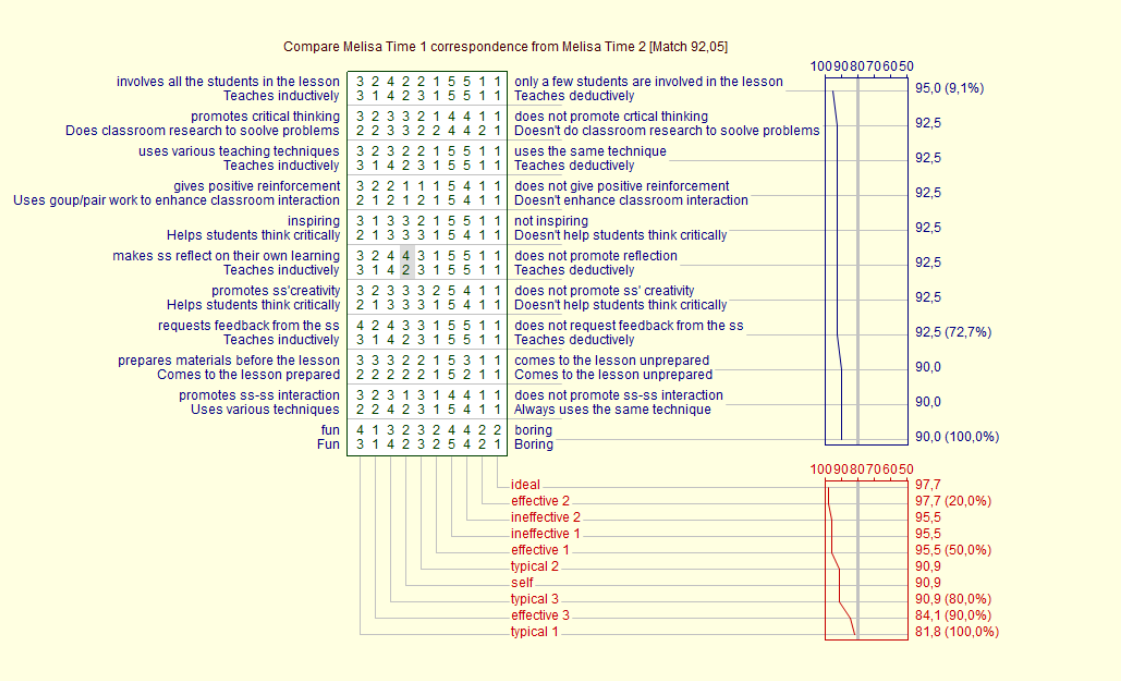


Figure 18. The Exchange Analysis of Melisa's FOCUSed 1 and FOCUSed 2 Grids

The Exchange analysis of Melisa's grids at Time 1 and Time 2 (see Figure 17) does not reveal statistically significant changes in regard to her constructs and elements. The overall construct consensus is 92.05% over 80% match level.

The constructs "promotes critical thinking", "involves all the students in the lesson", "uses various techniques", "fun", "promotes interaction" and "requests reflection from the students" are included both at time 1 and time 2. When asked if she thinks they are a must for an effective teacher, she explained:

Extract 84:

I included them at both times because I think involving all students in the lesson, using various techniques and promoting interaction are of great importance in the instruction phase of the lesson. In fact, they are somehow related for example in order to involve all students and promote interaction you need to use various activities. Moreover, I think promoting critical thinking is also related to requesting feedback from students. I think open-minded teachers will do both. You need feedback from the students to improve yourself and if your students can think critically they can give you useful feedback. Finally, I believe that having fun is a great way to reduce stress and prepare yourself for learning so being fun is an essential feature of an effective teacher.

Although there seems to be no statistically significant changes, when the links between constructs are examined at Time 1 and Time 2, we notice that her Time 1 grid involves three pairs whereas there are four tightly matched pairs in her Time 2 grid. Thus, we can assume that she is reorganizing her thoughts about the features of an effective teacher.

On the other hand, when the changes in the elements are examined, it is noticed that her ineffective teachers (I1, I2, I3), typical teachers (T1, T2, T3) and Self had gone through some changes but they are not significant changes.

Finally, I asked her how the action research procedure affected her ideas regarding an effective teacher. She replied:

Extract 85:

I think the procedure helped me to raise my awareness. As a matter of fact, we are often too busy to stop and think or reflect on what we are doing. However, during the action research when I focused on a problem and tried to find a solution I realized that teachers can take action to improve their teaching.

It is clear that she found action research useful in terms of raising awareness, self-reflection and improving her teaching. In conclusion, despite the fact that statistically significant changes are not observed between the grids at Time 1 and Time 2, this does not imply that the teacher has not experienced any changes in her constructs. The teacher may need more time to think about the qualities of an effective teacher considering her experience during the action research process in order to accommodate.

4.3.17. Sea's Personal Theories Regarding the Qualities of Effective Teacher at Time 1

The grid data of Sea at Time 1 consists of ten constructs and eleven elements. Her FOCUSed grid displayed in Figure 18 presents her construct and element trees at 80% cut-off point.

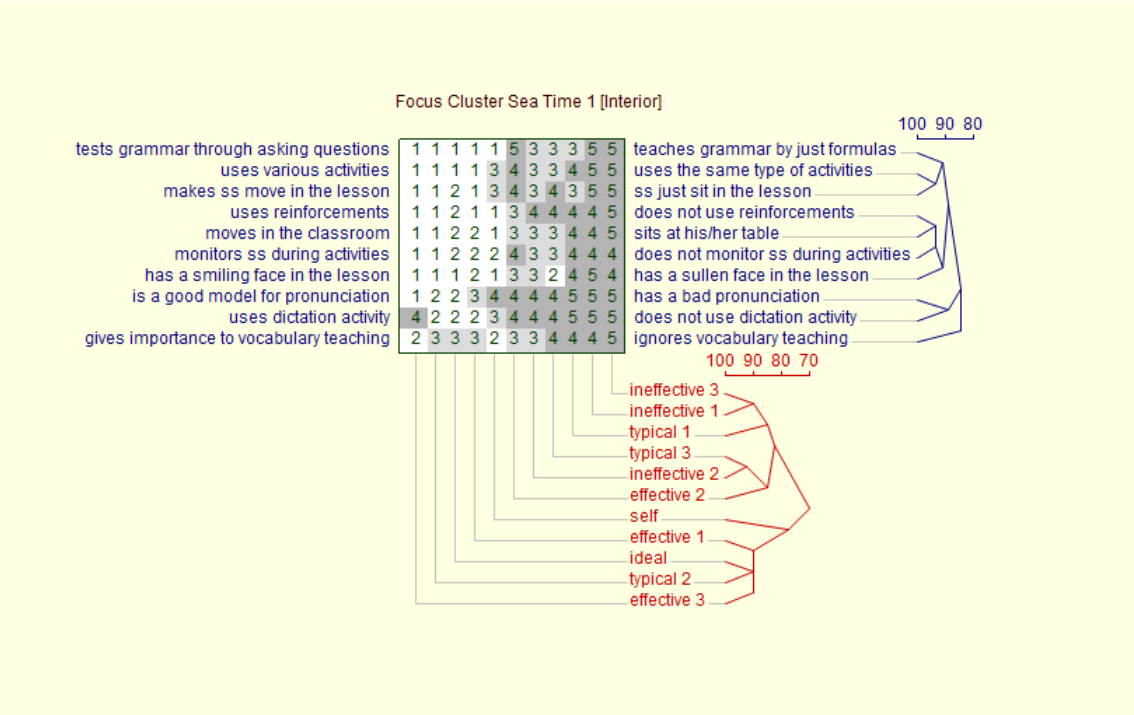


Figure 19. Sea's FOCUSed grid at Time 1

In the focus analysis of the grid, there appears to be one main and two sub-clusters with three pairs and four isolates. The first pair associating at about 95 % match level includes the constructs "uses various activities", which is also one of her high priority constructs, and "makes students move in the classroom". It displays that Sea believes a teacher who uses various activities will also make students move in the classroom. I asked why she emphasizes making students move around the classroom and she replied:

Extract 86:

Because I believe that it helps my students feel the energy and it makes them out of the monotonous atmosphere." Then I asked her if it is related to also using various activities. She stated "That might be. For example, I can make pairing when I want my students to stand up. Therefore, they can come together and do a role-play activity together in pairs so it raises the energy up in my class.

The constructs "uses reinforcement" and "moves in the classroom", which is her number one high priority construct, form also a tight pair with about 95% level. This suggests that according to the participant, a teacher who uses reinforcement will also move in the classroom. Thus, we can assume that she thinks moving in the classroom is

both essential for the students and the teacher. When asked why the teacher should move in the classroom, she replied:

Extract 87:

If I move, I can monitor my students. Moreover, I try to use some spots in the classroom. When I am pointing out some important vocabulary, I have a vocabulary corner. When I want my students to keep silent, I move to another place so in sometime in two or three weeks they learn about my corners. When I move there they can understand that they need to be silent or when they are taking notes, I move to the back corner of the class. I wait while they take notes.

Since moving in the classroom seems to be related to using reinforcement, I asked if she thinks teachers need to move while they are giving reinforcement. She stated:

Extract 88:

When I move it means that I have the enthusiasm to teach in the class. I am enjoying my class so it can have a positive effect on my students.

The third pair is a looser match when compared with the others with a 90% match level including the constructs “a good model for pronunciation” and “uses dictation activity”. This indicates that Sea thinks that a teacher who is a good model for pronunciation will also use dictation activity in her lessons. When asked if teachers need to have good pronunciation to use dictation activity, she replied:

Extract 89:

It can be a positive thing but it is not a 100% necessity. Because English language is not only for natives.

Besides, the constructs “tests grammar through asking questions”, “monitors students during activities”, “has a smiling face in the lesson” and “gives importance to vocabulary teaching” do not form a direct pair with others which shows that she needs time to construe.

The element links at Time 1 displays that there is a main element cluster and one sub-cluster with one tight, two relatively looser pairs, and five isolated elements. Firstly, it is observed that two of her ineffective teachers (I3 and I1) associate at about 90% match

level. The second pair involves one of her typical teachers (T3) and one of her ineffective teachers (I2) associating at about 95% match level. Furthermore, while the grid shows that her ideal teacher matches with one of her typical teachers (T2) at about 90% level, she does not associate herself with any of the teachers in the grid.

4.3.17.1. Lesson Observation Report of Sea Regarding Qualities of an Effective Teacher at Time 1

Three categories including ten constructs were formed namely personality features, instructional practice and professionalism as a result of the repertory grid analysis of Sea.

Considering the personality features of the teacher, it was observed that she had a smiling face in the lesson which is one of her high priority constructs.

Regarding instructional practice, she used various activities including dictation. She allocated extra time for vocabulary teaching. Furthermore, she monitored the students during activities by asking questions such as "Do you have any questions?" and instruction checking questions. Finally, she used reinforcements such as 'good' to motivate students.

When professionalism is concerned, she was a good model for pronunciation and she helped them correct their pronunciation mistakes.

Table 79 illustrates Sea's concretely observable constructs at Time 1.

Table 79.

Sea's Concretely Observable Constructs at Time 1

Total/10	Concretely Observable Constructs		Rank Order
1	Personality Features	has a smiling face	2
2	Instructional Practice	uses various activities	5
4		uses dictation activity	-
5		gives importance to vocabulary teaching	4
6		monitors students during activities	-
9		uses reinforcements	-
3	Professionalism	is a good model for pronunciation	1

Table 79 reveals that four of Sea's high priority constructs which are "is a good model for pronunciation", "has a smiling face", "gives importance to vocabulary teaching" and "uses various activities" could be observed during the lesson.

In conclusion, her grid data also showed that there was a 90% match between being a good model for pronunciation and using dictation activity. Similarly, she both had a good pronunciation and she used dictation activity in the lesson. However, although the construct "uses various activities" could be observed, "makes students move in the classroom" could not be observed since it was an online lesson. Similarly, we could observe that she used reinforcements but it was not possible to move in the classroom as a teacher.

4.3.18. Sea's Personal Theories Regarding the Qualities of Effective Teacher at Time 2

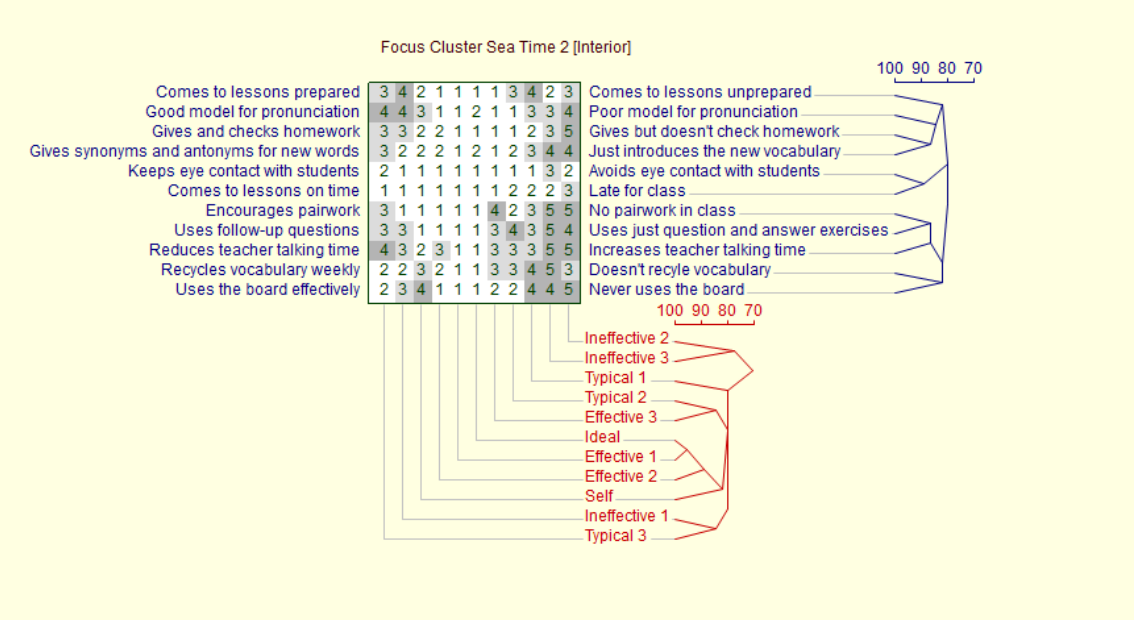


Figure 20. Sea's FOCUSed grid at Time 2

The grid data of Sea at Time 2 consists of eleven constructs and eleven elements. Her FOCUSed grid displayed in Figure 19 presents the construct and element links in her FOCUSed grid at 80% cut-off point.

Sea's FOCUS analysis illustrates one main construct cluster with four rather loose pairs and three isolates linked to the main cluster.

The constructs “gives and checks homework”, which is among her high priority constructs, and “gives synonyms and antonyms for new words” form a loose pair associating at about 88% level. This suggests that Sea believes that a teacher who gives and checks homework will use synonyms and antonyms while teaching new words.

The second pair which is also a loose one associating at about 90% match level involves the constructs “keeps eye contact with students” and “comes to the class on time”, which are both among her high priority constructs, and it suggests that Sea thinks keeping eye contact with students and coming to the class on time are somehow linked. She elaborated on the link as follows:

Extract 90:

If a teacher is punctual this means that she cares about her students so if a teacher keeps eye contact this also shows that she cares for students so it’s about something cultural something about the interaction between the teacher and the students. I think it’s really important to be on time for class and keep eye contact with the students they show that I care about my students.

Besides, Figure 19 displays that another pair is formed by the constructs “encourages pair work” and “uses follow-up questions”, which is one of her high priority constructs, matching at around 88% level. It can be inferred that according to Sea a teacher who encourages pair work will also use follow-up questions. When asked about the link she stated:

Extract 91:

These two are also important because in pair works I might be in one of the pairs also in a pair work exercise the teacher and the students are interacting so follow up questions also enhance interaction so they are related. In pair work exercises interaction is really important and we try to include students for fluency in the language by the help of follow-up questions we also try to improve fluency so these two are related in many ways.

The last pair is also a loose one associating at about 84% match level and includes the constructs “recycles vocabulary weekly” and “uses the board effectively”. Drawing on this link, we can assume that Sea believes teachers who recycle vocabulary will use the board effectively. Sea explained the relation as follows:

Extract 92:

When I am recycling vocabulary in a real class atmosphere I have a special place, the left top left part of my board for vocabulary for example antonyms synonyms etc. it is not a written thing but if I write something on that part of the board, that shows that it is something important for vocabulary so I'm trying to use the board effectively in that way but when I say using board effectively I try to mean that the board must have an organization it shouldn't be something just like jumbled. There must be a place for grammar, vocabulary etc. I try to have an organized board.

On the other hand, we observe that there are three isolated constructs which are "comes to lessons prepared", "good model for pronunciation" and "reduces teacher talking time". She might need some more time to associate these characteristics with other characteristics of an effective teacher.

When the element links of Sea's FOCUSed grid analysis at Time 2 are displayed, it is seen that it produces one main element cluster with three rather loose pairs, a tight pair and three isolates. The first pair is a rather loose one associating at about 80% match level and involves her two ineffective teachers (I2 and I3). Besides, it is observed that one of her typical teachers (T2) and one of her effective teachers also form a loose pair associating at about 88% match level. The third pair which is a rather tight one with a match level of about 98% involves her ideal teacher and one of her effective teachers (E1). The last pair includes one of her ineffective teachers (I1) and one of her typical teacher (T3) associating at about 88% match level. In conclusion, we notice that Sea does not associate herself with any of the teachers among the elements.

4.3.18.1. Lesson Observation Report of Sea Regarding Qualities of an Effective Teacher at Time 2

Two categories including 11 constructs were formed namely instructional practice and professionalism as a result of the repertory grid analysis of Sea at time 2.

Regarding instructional practice, she made the students talk most of the time and reduced teacher talking time. Furthermore, she encouraged pair-work and designed a pair-work activity to practice tag questions. Moreover, she used follow-up questions during the speaking activity. However, the constructs "uses the board effectively" and "keeps eye contact with the students" are not observable since it was an online lesson. In addition, she did not give homework and she did not use synonyms and antonyms for new words. Finally, she did not recycle vocabulary during the observed lesson. When professionalism

is concerned, she came to the lessons prepared and on time. She was also a good model for pronunciation.

Her grid data also show that the constructs “encourages pair work” and “uses follow-up questions” (88%) associate with each other. Moreover, three of her high priority constructs namely “reduces teacher talking time”, uses follow up questions” and “comes to lessons on time” could be observed in the lesson.

Table 80 illustrates Sea’s concretely observable constructs at Time 2.

Table 80.

Sea’s Concretely Observable Constructs at Time 2

Total/6	Concretely Observable Constructs		Rank Order
1	Instructional Practice	reduces teaching talking time	1
5		encourages pair-work	-
9		uses follow-up questions	4
2	Professionalism	comes to lessons prepared	-
4		is a good model for pronunciation	-
10		comes to lessons on time	5

As it is seen in table 80 six out of eleven constructs and three of her high priority constructs could be observed during the lesson.

4.3.19. The Exchange Analysis of Sea's Time 1 and Time 2 Grids

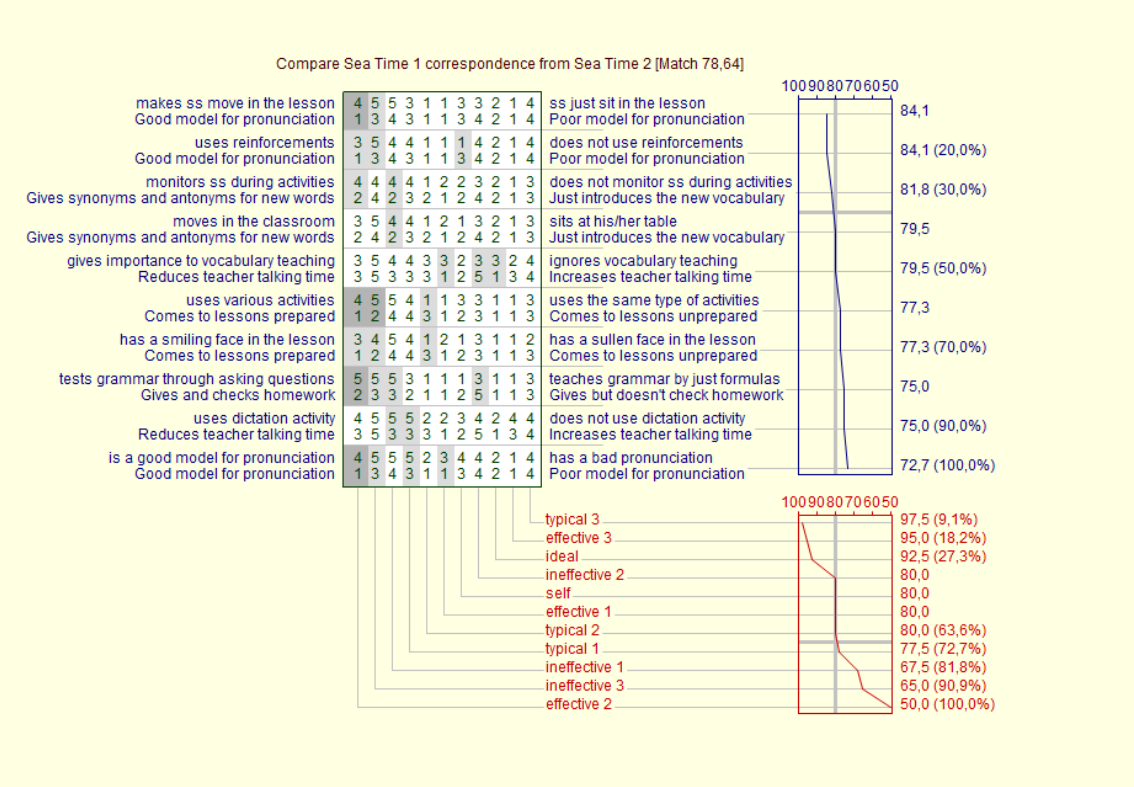


Figure 21. The Exchange Analysis of Sea's FOCUSed 1 and FOCUSed 2 Grids

The overall element and construct consensus revealed in the Exchange analysis of Sea's grids at Time 1 and Time 2 (see Figure 20) is 78.64% over 80% match level.

It is observed that there seems to be significant structural changes both in her constructs and elements. Regarding her constructs, significant structural changes are observed in eleven of Sea's constructs which are "moves in the classroom", "gives synonyms and antonyms for new words", "gives importance to vocabulary teaching", "reduces teacher talking time", "uses various activities", "comes to lessons prepared", "has a smiling face in the lesson", "tests grammar through asking questions", "gives and checks homework", "uses dictation activity" and "is a good model for pronunciation".

At the beginning of the study the construct "moves in the classroom" which was among her high priority constructs, formed a pair with "uses reinforcements" at about 95% match level. However, we observe that this construct was not included in her second grid. This might be because of the fact that we are teaching online and it is not possible to move in a classroom.

Besides, although the construct “gives synonyms and antonyms for new words” was not included in her first grid, it is observed that it forms a match with “gives and checks homework” in her second grid.

The other construct which changed was “gives importance to vocabulary teaching” and it was observed to be isolate and among her high priority constructs at the beginning of the study. However, at the end of the she did not cite this construct but preferred to include “gives synonyms and antonyms for new words” which is relatively more specific.

In addition, “reduces teacher talking time” is another construct which was not included in her first grid but we notice it as an isolate construct and number one high priority construct in her second grid. Apparently, this is a new notion for Sea and she needs time to accommodate it.

The construct “uses various activities”, which is also one of her high priority constructs, and “makes students move in the classroom” form a pair associating at 95% match level in her first grid. However, she did not cite this construct in her second grid.

Furthermore, although at the beginning of the study the construct “comes to lessons prepared” was not involved in her grid, it is noticed to be an isolate construct at the end of the study.

“Has a smiling face in the lesson”, is another construct which was only included in her first grid as an isolate construct. Although it was one of her high priority constructs at the beginning of the study, she did not cite it in her second grid. Moreover, while the construct “tests grammar through asking questions” was observed to be an isolate construct in her first grid, she decided not to include it in her second grid.

Another changed construct is “gives and checks homework” which was not included in her first grid. However, we observe that the constructs “gives and checks homework”, which is among her high priority constructs, and “gives synonyms and antonyms for new words” form a loose pair associating at about 88% level at the end of the study.

When asked why she included the constructs “gives synonyms and antonyms for new words” , “reduces teacher talking time” , “comes to lessons prepared” and “gives and checks homework” in her second grid, she replied:

Extract 93:

The reason why I included them in my second grid is that my students' level of English improved so I needed to give synonyms and antonyms for the words because their vocabulary capacity was bigger so synonyms and antonyms could help them. I also tried to reduce teacher talking time because I wanted my students to act more in the lessons and do more.

Finally, we observe that "uses dictation activity" and "is a good model for pronunciation" form a pair at 90% match level at the beginning of the study but at the end of the study she decided not to include the construct "uses dictation activity". However, we notice "good model for pronunciation" in the second grid as an isolate construct.

In terms of the elements in the exchange grid, we notice statistically significant changes in four of the elements namely T1, I1, I3 and E2. Although T1 is observed to be isolate in both of her grids, it was in the same cluster with I1 and I3 in her first grid. Moreover, while two of her ineffective teachers (I1 and I3) form a pair associating at about 90% match level in her first grid, we notice that I2 and I3 form a pair and I1 matches with T3 in the second grid. Moreover, the element E2 was isolate in both grids but at the beginning of the study it was in the same cluster with T3 and I2 whereas in the second grid it was in the same cluster with Ideal, E1 and Self.

As the last question, I asked her how the action research procedure affected her ideas regarding an effective teacher and she replied:

Extract 94:

The action research procedure helped me understand that I can do something to improve my lessons. I can take responsibility and it might work I realized this.

Apparently she realized that she can take action to improve her teaching after the action research procedure. In conclusion, when the statistically significant structural changes illustrated in the exchange analysis are considered, we may assume that the experiences she had during the action research process helped Sea reorganize her thoughts with respect to an effective teacher.

4.3.20. Tobe's Personal Theories Regarding the Qualities of Effective Teacher at Time 1

The grid data of Tobe at Time 1 consists of fourteen constructs and eleven elements. Her FOCUSed grid displayed in Figure 21 presents her construct and element trees at 80% cut-off point.

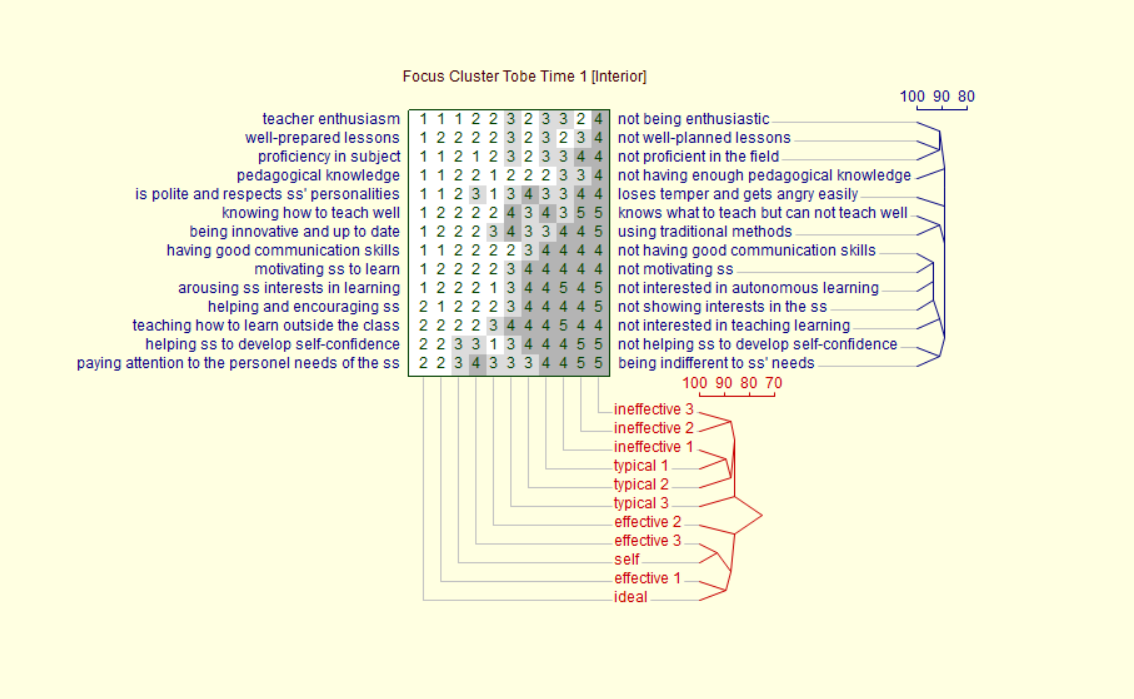


Figure 22. Tobe's FOCUSed grid at Time 1

In the grid, it is observed that there is one main and one sub-clusters with four rather tight pairs and six isolates. The first pair, which associates at about 92% level, includes the constructs "well-prepared lessons" and "proficiency in subject" both of which are among Tobe's high priority constructs. This suggests that Tobe thinks, a proficient teacher prepares herself well for the lesson. I asked her if teachers who are proficient have to be well prepared and she replied:

Extract 95:

If you know something, you may not maybe explain it to the students if you are not well-prepared and if you do not have a good plan, a well-planned lesson. The lesson may not be as good as maybe the students wish.

The constructs “knowing how to teach well” which is one of her high priority constructs and “being innovative and up to date” form the second pair associating at 90% match level which indicates that Tobe thinks, a teacher who knows how to teach well is also innovative and up to date. When asked if she thinks teachers need to be innovative or up-to-date to know how to teach well, she replied:

Extract 96:

Sure, if we do not follow the innovations, I think we cannot keep up-to-date. As you know, we have to follow the technology the new techniques, strategies etc. so being innovative I think is a really important element for teaching.

The third pair is a tighter match with nearly 95% level and involves the constructs “having good communication skills” and “motivating students to learn” which are among her high priority constructs. This shows that according to Tobe, a teacher who has good communication skills will also motivate students to learn. When asked how having good communication skills affects student motivation, she replied:

Extract 97:

I had a teacher at secondary school. She had really good communication skills and thanks to her I became an English teacher. She was sincere, friendly. She was a really good teacher for me not because of let’s say her teaching skills but because of her communication skills.

The constructs “helps students to develop self-confidence” and “pays attention to the personal needs of the students” form the last pair, which associates at about 90% match level. Drawing on the established link we can infer that she thinks a teacher who helps students to develop self-confidence also pays attention to the personal needs of the students. When asked why teachers should pay attention to the personal needs of the students, she stated:

Extract 98:

We know because of first of all multiple intelligences that the interests differ. Because in a class a student, a male student, for instance may not be interested in the subject that girls are interested. If a teacher can’t find a good subject or text or something that students are interested in then I think, the lesson can’t be as successful as she/he thinks.

In the grid we can observe a number of isolated constructs which are “teacher enthusiasm”, “pedagogical knowledge”, “polite and respects students’ personalities”, “arousing students’ interest in learning”, “helping and encouraging students” and “teaching how to learn outside the class” which shows that she has not made her mind about them yet.

The element links at Time 1 displays that there is a main element cluster and one sub-cluster with four pairs, and three isolated elements. The first pair includes two of her ineffective teacher (I3 and I2) matching at about 90% match level. Furthermore, her other ineffective teacher (I1) and one of her typical teachers (T1) form a rather tight pair at about 90% match level. Besides, while her ideal teacher matches with one of her effective teachers (E1) at about 90%, she matches herself with her other effective teacher (E3) at about 95% level. This suggests that she thinks they share similar features as a teacher.

4.3.20.1. Lesson Observation Report of Tobe Regarding Qualities of an Effective Teacher at Time 1

Four categories including fourteen constructs were formed namely personality features, instructional practice, professionalism and teacher-student relationship as a result of the repertory grid analysis of Tobe.

Considering the personality features of the teacher, it was observed that she was enthusiastic, innovative and up to date. She was well prepared which is among her high priority constructs and happy to teach. Moreover, she was polite and respected students’ personalities. She had a good rapport with the students.

When instructional practice is concerned, she used visuals to arouse interest. She was also well prepared. She prepared extra materials such as PowerPoint presentations. However, the construct “she/he teaches how to learn outside the class” was not observed maybe because she did not have time to do.

Regarding professionalism, it was observed that she had good communication skills and she was proficient in her subject which are also included in her high priority constructs. It was also obvious that she had pedagogical knowledge since she used various teaching techniques. Finally, we can say that she knows how to teach well to illustrate she taught grammar inductively by giving various examples about the topic.

The last category was teacher-student relationship and it was observed that she paid attention to the personal needs of the students by using various activities to address

different students. Furthermore, she motivated the students to learn and helped and encouraged them during the lesson by using reinforcements and various materials.

Lastly, she helped students develop self-confidence and encouraged them to participate in the lesson.

Table 81 illustrates Tobe's concretely observable constructs at Time 1.

Table 81.

Tobe's Concretely Observable Constructs at Time 1

Total/14	Concretely Observable Constructs		Rank Order
4		teacher enthusiasm	-
14	Personality Features	is polite and respects personality of students	-
11		being innovative and up to date	-
5		well prepared lessons	1
2	Instructional Practice	arousing students' interest in learning	-
1		having good communication skills	4
3		proficiency in subject	5
8		pedagogical knowledge	-
13	Professionalism	knowing how to teach well	2
7		paying attention to the personal needs of the students	-
9	Teacher-Student Relationship	motivating students to learn	3
10		helping and encouraging students helping students develop self confidence	-
12			-

As Table 81 illustrates, almost all constructs of Tobe including her five high priority constructs were observed during the lesson. To sum up, the observation findings were mostly in line with the repertory grid data. When the constructs that associate in the grid were concerned, it was observed that she was both well- prepared and proficient. Similarly, she was innovative and she knew how to teach well. Moreover, she had good communication skills and motivated the students. Finally, she helped her students develop self-confidence and she paid attention to the students' personal needs.

4.3.21. Tobe's Personal Theories Regarding the Qualities of Effective Teacher at Time 2

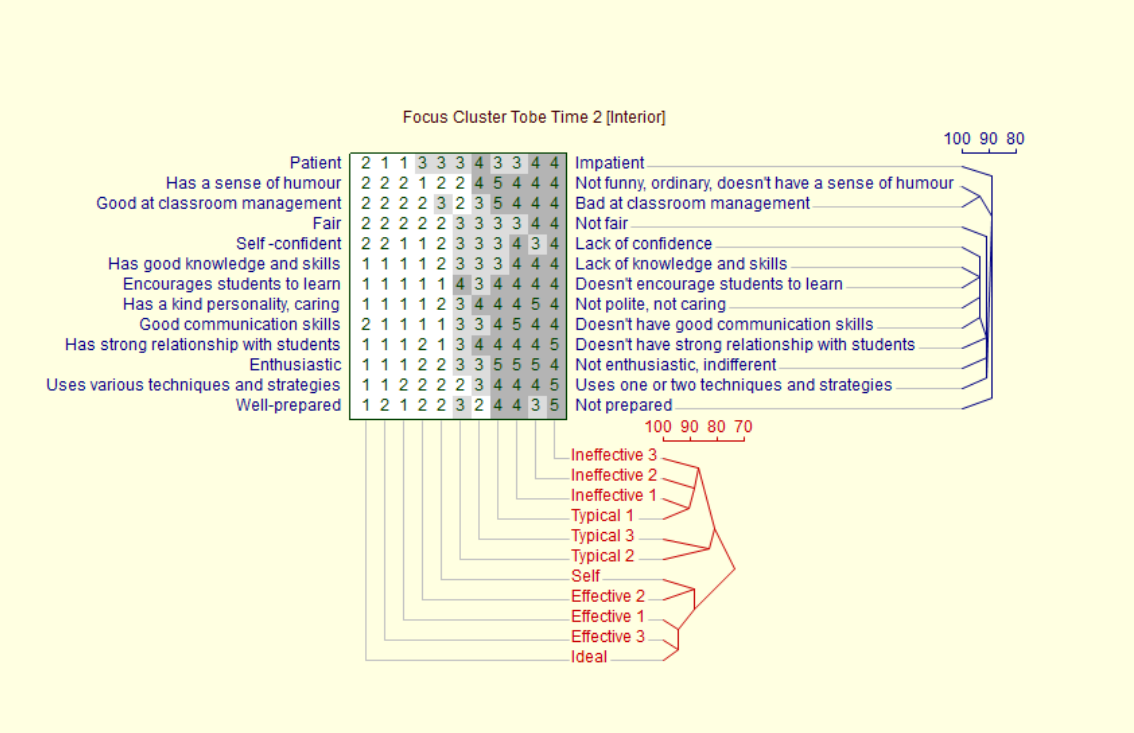


Figure 23. Tobe's FOCUSed grid at Time 2

The grid data of Tobe at Time 2 consists of thirteen constructs and eleven elements. Her FOCUSed grid displayed in Figure 22 presents the construct and element links in her FOCUSed grid at 80% cut-off point.

In the grid we observe one main and one sub cluster with two tight pairs and nine isolates. The first pair which includes the constructs "has a sense of humor" and "good at classroom management" associates at about 95%match level. This suggests that Tobe thinks a teacher who has a good sense of humor will also be good at classroom management. When asked if she thinks teachers who have a sense of humor are better at classroom management, she stated:

Extract 99:

It doesn't necessarily mean that all the teachers who have a sense of humor are better at classroom management but I think it has a really good and significant role in the language learning environment. Humor has a significant role in creating a good classroom and language learning environment. For instance, it reduces stress, it reduces the barriers to language learning so students

feel more comfortable and they can participate in the tasks, they can involve in so it has a good advantage and significant role in language learning. So if they listen to the lesson more, it will create a better classroom management.

Besides the constructs “has good knowledge and skills”, which is her number one high priority construct, and “encourages students to learn” also form a tight pair associating at about 95% match level. Thus, it can be inferred that according to Tobe a teacher who has good knowledge and skills will also encourage students to learn. She elaborated on the link:

Extract 100:

If they see that their teacher is well prepared and the teacher is good at teaching they feel more valued. If the teacher is more enthusiastic the teacher can show that she has a good knowledge and if she’s good at teaching it will encourage students to learn.

Finally, it is observed that the constructs “patient”, “fair”, “self-confident”, “has a kind personality, caring”, “good communication skills”, “has strong relationships with students”, “enthusiastic”, “uses various techniques and strategies” and “well-prepared” are noticed to be in isolation. This suggests that Tobe needs time to relate these constructs with the rest.

When the element links are considered, it is observed that Tobe’s FOCUSed grid produces one main element cluster with four pairs and three isolates. Within the main cluster, it is noticed that one of the ineffective teachers of Tobe (I1) and one of her typical teachers (T1) form a pair associating at about 92% match level. Furthermore, the second pair which is a rather loose one involves two of her typical teachers (T2 and T3) associating at about 88% level. Besides, we notice that Tobe links herself to one of her effective teachers (E2) matching at about 90% level. This suggests that they have similar characteristics as a teacher. When asked in what ways they have similar features of an effective teacher, she stated:

Extract 101:

She was my first English teacher. She was a model for me I think she is the one who has the most effect on my life I can say she is the reason why I became an English teacher. Maybe she was not the best teacher but she tried to do her best. Her relationship with her students was

the first thing and I try to have good relationships with the students because if they feel that they are valued they will feel more comfortable they will listen to you they would participate in the activities. She was also well prepared she used to be a good teacher for everyone she used some strategies she had a sense of humor.

The last pair is a rather tight one involving one of her effective teachers (E3) and her ideal teacher associating at about 98% match level.

4.3.21.1. Lesson Observation Report of Tobe Regarding Qualities of an Effective Teacher at Time 2

Four categories including 13 constructs were formed namely personality features, instructional practice, professionalism and teacher-student relationship as a result of the repertory grid analysis of Tobe at time 2.

Considering the personality features of the teacher, it was observed that she had a sense of humor. She was enthusiastic, fair and self-confident. She was also patient and kind. When instructional practice is concerned, she was good at classroom management. She also used various techniques and strategies including pair work, question and answer etc.

Regarding professionalism, it was observed that she had good communication skills and pedagogical knowledge since she used various teaching techniques. Finally, she was well-prepared for the lesson.

The last category was teacher-student relationship and it was observed that she encouraged students to learn. She also had a strong relationship with students.

The rep-grid analysis of Tobe revealed that the constructs “has a sense of humor” and “good at classroom management” (95%), “has good knowledge and skills” and “encourages students to learn” (95%) associate with each other.

Table 82 illustrates Tobe’s concretely observable constructs at Time 1.

Table 82. *Tobe's Concretely Observable Constructs at Time 2*

Total/14	Concretely Observable Constructs		Rank Order
4	Personality Features	has a sense of humour	-
5		Fair	-
7		Enthusiastic	4
9		self-confident	-
11		Patient	-
13		kind personality/caring	5
6	Instructional Practice	good at classroom management	-
10		uses various techniques and strategies	-
1	Professionalism	well-prepared	2
2		good knowledge and skills	1
3		good communication skills	3
8	Teacher-Student Relationship	encourages students to learn	-
12		strong relationship with students	-

Table 82 shows that all of her constructs from time 2 including her high priority constructs were observed during the lesson.

4.3.22. The Exchange Analysis of Tobe's Time 1 and Time 2 Grids

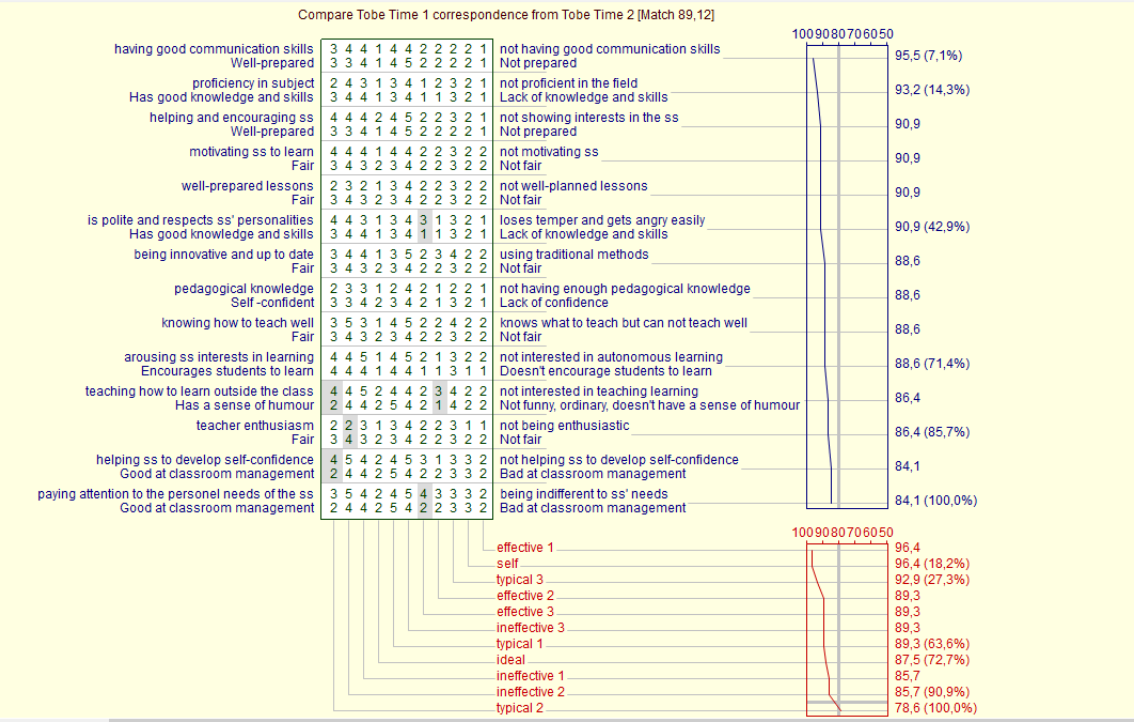


Figure 24. The Exchange Analysis of Tobe's FOCUSed 1 and FOCUSed 2 Grids

The exchange analysis of Tobe's grids at Time 1 and Time 2 (see Figure 23) reveals that the overall element and construct consensus is 89.12% over 80% match level.

As it is illustrated above, the exchange analysis does not reveal statistically significant changes in regard to her constructs. The constructs that were mentioned both at the beginning and at the end of the study are "teacher enthusiasm" cited as "enthusiastic" at Time 2, "well prepared" and "good communication skills". The construct "well prepared" is among her high priority constructs both at Time 1 and Time 2. When asked if she thinks they are a must for an effective teacher, she explained:

Extract 102:

I think being well prepared and having good communication skills are a must for an effective teacher. If a teacher isn't well prepared there is no plan and teachers seem to be disorganized. Teachers should always plan enough so that students remain engaged, their learning is maximized. Teaching is all about communication - listening, speaking, reading, presenting and writing. Teacher with poor communication skills may cause failure of students to learn and promote their academics.

On the other hand, there seems to be a significant change in one of her elements (T2). At the beginning of the study, T2 was observed to be an isolate element in the same cluster with I1 and T1 which formed a pair at about 90% match level. Nonetheless, it is noticed that T2 forms a loose pair with her other typical teacher (T3) at about 88% match level at the end of the study. Moreover, we observe that although Tobe associates herself with E3 in her first grid, she matches herself with E2 in her second grid. However, this change was not marked as statistically significant in her exchange analysis.

Lastly, I asked her how the action research procedure affected her ideas regarding an effective teacher and she explained:

Extract 103:

Definitely it has positive effects. The action research helped me to think and identify ways to improve teaching and learning. It made me remember my good and bad teachers as well. Remembering them had immediate benefits on me. I tried not to behave like the bad teachers. I also care more about my teaching. I think it's a good approach for professional development.

She seems to have benefited from the procedure in terms of improving her teaching and her professional development. In conclusion, we may conclude that the experiences that Tobe had during the study made her reorganize her thoughts about the features of Typical and Ineffective teachers and how she construes herself as a teacher.

4.4. Overall Results of Teachers' Constructs on Qualities of an Effective Teacher at Time 1 and at Time 2

As a result of the content analysis of the repertory grid data obtained from seven participants, a total of 87 constructs at time 1 and a total of 95 constructs at time 2 were gathered. Four categories were determined and the constructs were placed under each category. In order to ensure validity and reliability, three EFL teachers were firstly asked to categorize the raw data and name these categories. One of the teachers is a Ph.D. candidate and works at a state school while the other two are English instructors working at a state university. After the teachers categorized the raw data, the categories were discussed until the categories and the constructs were agreed upon. The determined categories are as follows:

A. Personality Features

B. Instructional Practice

C. Teacher-Student Relationship

D. Professionalism

The frequencies of the participants' constructs under the aforementioned categories on the qualities of an effective teacher both at Time 1 and at Time 2 are presented in Table 83 below.

Table 83.

The frequency of the constructs at Time 1 and at Time 2 under categories

Constructs	Time 1 (f)	Time 2 (f)
A. Personality Features		
1. motivating and understanding	1	-
2. creative and playful	2	1
3. interactive, communicative	1	-
4.intimidating	1	-
5. a good sense of humor	1	3
6. supportive	1	-
7. keeping calm	1	-
8. patient	1	3
9. caring and kind	1	3
10. inspiring	2	1
11. impartial to all students	1	-
12. encourages students	1	-
13. enthusiastic	2	2
14. fun	2	1
15. good observer	1	1
16. open-minded	1	1
17. genuine	1	-
18. autonomous	1	-
19. has a smiling face in the lesson	1	-
20. innovative and up to date	1	-
21. polite and respects students' personalities	1	-
22. improvisational	-	1
23. strong communicator	-	1
24. adaptable	-	1
25.shows empathy	-	1
26. tech-savvy	-	1
27. leading edge	-	1
28. receptive to criticism	-	1
29. on time	-	1
30.sincere	-	1
31. has a positive attitude	-	1
32. fair	-	1
33. self-confident	-	1
34. independent	-	1

Total 34	B. Instructional Practice	25	29
35. use of humor		1	-
36. use of literature		1	-
37. use of art/music/acting		1	-
38. use of body language		1	-
39. use of intonation		1	1
40. use of technology		1	-
41. sharing/applying scientific results		1	-
42. teaching learning to learn		2	-
43. mostly student-centered		2	-
44. creating interaction in class		2	1
45. having effective classroom management skills		2	2
46. promoting critical thinking skills		3	2
47. promoting a stress-free environment		1	-
48. variety in teaching techniques and methods		3	2
49. engages students in learning		2	2
50. creates interest and motivation for students		2	-
51. creates positive atmosphere		1	-
52. focus on communicative aspects of language		1	-
53. prepares materials before the lesson		2	-
54. makes students reflect on their own learning		1	-
55. gives positive reinforcement		2	-
56. uses dictation activity		1	-
57. gives importance to vocabulary teaching		1	-
58. monitors students during activities		1	-
59. tests grammar through asking questions		1	-
60. makes students move in the lesson		1	-
61. moves in the classroom		1	-
62. knows how to teach to that specific group		-	1
63. uses communicative teaching methods		-	1
64. demonstrates or uses visuals		-	1
65. promotes self-directed learning		-	1
66. uses different activities		-	1
67. gives valuable feedback		-	2
68. helps students construct knowledge in a systematic way		-	1
69. creates opportunities for student talk		-	1
70. focuses on collaboration		-	1
71. values real world learning		-	1
72. teaches inductively		-	1
73. reduces teaching talking time		-	1
74. uses the board effectively		-	1
75. encourages pair-work		-	1
76. gives and checks homework		-	1
77. gives synonyms and antonyms for new words		-	1
78. uses follow-up questions		-	1
79. recycles vocabulary weekly		-	1
80. Keeps eye contact with the students		-	1
(Total 46)		39	30
	C. Teacher-student Relationship		
81. develops relationships with students		1	2
82. develops self-confidence in students		2	1
83. promotes personal development of students		1	
84. have a good rapport with the students		1	2

85. promotes student's creativity	1	
86. requests feedback from the students	1	
87. paying attention to the personal needs of the students	1	1
88. motivating students to learn	1	
89. helping and encouraging students	1	1
90. addresses students by names	-	1
91. shows enthusiasm for students' learning	-	1
92. knowledge of learners	-	1
93. listens to the students well	-	1
(Total 13)	10	11
D. Professionalism		
94. knowledgeable	2	2
95. having problem-solving skills	1	-
96. competency	1	1
97. aware of different learner needs	1	-
98. dedication to teaching	1	1
99. prepares himself/herself for each class hour	1	6
100. give importance to professional development	1	1
101. is a good model for pronunciation	1	1
102. having good communication skills	1	2
103. proficiency in subject	1	-
104. pedagogical knowledge	1	1
105. knowing how to teach well	1	-
105. comes to the class on time	-	2
106. plans lessons systematically	-	1
107. lifelong learners	-	1
108. practices self-reflection	-	2
109. has good relationship with colleagues	-	1
110. follows contemporary innovations	-	1
111. does classroom research to solve problems	-	1
112. asks for reflection from the students	-	1
(Total 20)	13	25

As presented in Table 83, eighty-seven constructs are elicited from seven participants at the beginning of the study. However, ninety-five constructs are used to define the qualities of an effective teacher at the end of the study. The frequencies of constructs for each category at Time 1 and Time 2 are illustrated in Table 84. Table 84 depicts that most of the constructs elicited from the teachers at Time 1 and Time 2 are gathered under the category of "Instructional Practice". The second most frequent category is found as "Personality Features" and then it is followed by "Professionalism" and lastly "Teacher-student Relationships".

Table 84.

Frequency of Constructs at Time 1 and Time 2

Construct Categories	Frequency of constructs at Time 1	Frequency of constructs at Time 2	Total
A. Personality Features	25	29	54
B. Instructional Practice	39	30	69
C. Teacher-student Relationship	10	11	21
D. Professionalism	13	25	38
TOTAL	87	95	182

When we observe the constructs elicited at time 1, it is seen that there are 87 constructs in sum. While twenty-five of them are under the "personality features" category, thirty-nine constructs are about "instructional practice". There are ten constructs concerning "teacher-student relationship" and thirteen constructs under the "professionalism" category.

On the other hand, at the end of the study ninety-five constructs were elicited from the participants. Twenty-nine of those constructs are gathered under the category of "personal features"; thirty of them belong to the category of "instructional practice"; eleven constructs are concerned with the category of "teacher-student relationship" and twenty five constructs are associated with the category "professionalism".

When we examine each construct at Time 1 presented in Table 84, it is observed that the most frequently cited constructs at Time 1 are "promoting critical thinking skills" (3 times) and "variety in teaching techniques and methods" (3 times) which are placed under the category of "instructional practice" with the same frequency number. Moreover, it is seen that twelve constructs were mentioned twice at time 1.

The most frequently cited construct mentioned at Time 2 is "prepares himself/herself for each class hour" which was mentioned six times under the category of "professionalism". This construct is the most frequently mentioned one at both times. In addition, the constructs "a good sense of humor", "patient" and "caring and kind" were mentioned three times each under the category of "personality features".

After the categories are specified and the frequency of constructs under these categories are determined, the categories are examined in detail to have a better understanding of the dispositions of the constructs under each category.

4.4.1. Personality Features

Regarding this category, there are thirty-four constructs in total and they were cited twenty five times at Time 1 and twenty nine times at Time 2. Table 84 shows that the frequency of the constructs “creative and playful”, “inspiring”, “enthusiastic” and “fun” is the highest as they were cited most (twice) at the beginning of the study. At the end of the study, the most frequently cited constructs were “a good sense of humor”, “patient” and “caring and kind” which were mentioned three times. Moreover, all of these constructs except “inspiring” were mentioned among the higher order constructs of the participant teachers in the study. It can be interpreted that the participants regard them as essential qualities of effective teachers.

4.4.2. Instructional Practice

The second category “instructional practice” consists of forty-six constructs in sum. They were cited thirty-nine times at Time 1 and thirty times at Time 2. Thus, this category was the most frequently referred one. The constructs with the highest frequencies at Time 1 are “promoting critical thinking skills” and “variety in teaching techniques and methods” which were cited three times. At the end of the study, the constructs “having effective classroom management skills”, “promoting critical thinking skills”, “variety in teaching techniques and methods”, “engages students in learning” and “gives valuable feedback” were the most frequently mentioned ones which were cited twice. It is observed that except the construct “gives valuable feedback” all of them are among the higher order constructs of the participant teachers indicating that the participants construe them as important qualities of an effective teacher.

4.4.3. Teacher-student Relationship

In the third category, there are thirteen constructs and the participants cited those constructs twenty-one times throughout the study. They referred to this category eleven times at Time 1 and ten times at Time 2. Table 84 illustrates that the frequency of the construct “develops self-confidence in students”, which was cited twice, is the highest at Time 1. At the end of the study, the most frequently cited constructs were “develops relationships with students” and “have a good rapport with the students” (twice). All the other constructs were mentioned once at both times. Moreover, the constructs “develops relationships with students” and “have a good rapport with the students” are among the

higher order constructs of the participant teachers which shows that the participants think establishing a good relationship with their students is a characteristic of an effective teacher.

4.4.4. Professionalism

In the last category, there are twenty constructs in sum and they are cited thirteen times at the beginning and twenty-five times at the end of the study. While at the beginning of the study the construct “knowledgeable” which was mentioned twice is the most frequent one, at the end of the study we observe that the construct “prepares himself/herself for each class hour” which was cited six times is the most frequent one. Moreover, at the beginning of the study all the other constructs were mentioned once but at time 2, the constructs “knowledgeable”, “having good communication skills”, “comes to the class on time” and “practices self-reflection” were cited twice each. Furthermore, the constructs “knowledgeable”, “prepares himself/herself for each class hour”, “having good communication skills” and “comes to the class on time” are also among the higher order constructs of the participant teachers indicating the importance the participants attach to the academic features of an effective teacher.

4.5. The Overall View of High Priority Constructs at Time 1 and Time 2

The high priority constructs (i.e. top five) of the EFL instructors on the qualities of an effective language teacher both at Time 1 and Time 2 are analyzed and it is explored whether these high priority constructs have changed within time in EFL teachers’ second grid data. The high priority constructs of each EFL instructor both at Time 1 and Time 2 are illustrated in Table 85 below.

Table 85.

High Priority Constructs of Each EFL Instructor both at Time 1 and Time 2

Participants	High Priority Constructs at Time 1	High Priority Constructs at Time 2
Astronaut	1. motivating and understanding 2. interactive and communicative 3. sharing/applying scientific study results 4. use of humour 5. use of technology	1. has good communication skills 2. creative 3. improvisational 4. humorous 5. uses communicative teaching methods
Blueberry	1. competency 2. teaching learning to learn 3. having problem solving skills 4. having effective classroom management skills 5. aware of different learner needs	1. helps students construct knowledge in a systematic way 2. competent in his subject 3. promotes self-directed learning 4. promotes critical thinking 5. pays attention to different learner needs
Elly	1. engages students in learning 2. creates interest and motivation 3. creates positive atmosphere 4. develops relations with students 5. caring and kind	1. engages students in learning 2. values real world learning 3. listens to the students well 4. adaptable 5. shows empathy
Ginger	1. knowledgeable 2. enthusiastic 3. student-oriented 4. good observer 5. focus on communicative aspects of language	1. knowledgeable about subject matter 2. has good rapport with students 3. patient 4. enthusiastic 5. leading edge
Melisa	1. uses various teaching techniques 2. involves all the students in the lesson 3. promotes student-student interaction 4. fun 5. promotes critical thinking	1. uses various techniques 2. involves all the students in the lesson 3. has a good rapport with the students 4. fun 5. helps students think critically
Sea	1. moves in the classroom 2. has a smiling face in the lesson 3. tests grammar through asking questions 4. gives importance to vocabulary teaching 5. uses various activities	1. reduces teaching talking time 2. gives and checks homework 3. keeps eye contact with the students 4. uses follow-up questions 5. comes to lessons on time
Tobe	1. well-prepared lessons 2. knowing how to teach well 3. motivating students to learn 4. having good communication skills 5. proficiency in subject	1. good knowledge and skills 2. well-prepared 3. good communication skills 4. enthusiastic 5. kind and caring

Table 85 illustrates that there are certain changes in the high priority constructs of the participants at the end of the study. These shifts indicate that the participant teachers

have gone through a process which made them reorganize their personal theories on the qualities of an effective teacher.

When we examine the high priority constructs of Astronaut, it is observed that there are not any common constructs at Time 1 and Time 2 indicating that she has reorganized all of her high priority constructs at the end of the study. It is observed that at time 1 her top five constructs belonged to "personality features" and "instructional practice" categories. At time 2 along with these categories she added the construct "has good communication skills" belonging to the "professionalism" category.

The analysis of Blueberry's high priority constructs reveals that two of her constructs are cited both at Time 1 and Time 2. Apparently, she thinks that being competent and noticing different learner needs are two essential features of an effective teacher. Moreover, it is observed that she included the constructs "helps students construct knowledge in a systematic way", "promotes self-directed learning" and "promotes critical thinking" at the end of the study. Finally, while at Time 1 her top five constructs belonged to "professionalism" and "instructional practice" categories, at Time 2 she added the construct "pays attention to different learner needs" under the category of "teacher-student relationship" along with "professionalism" and "instructional practice" categories.

When Elly's high priority constructs are examined, it is observed that the construct "engages students in learning" is cited at both times. Moreover, at Time 1, first three of her constructs belong to the category "instructional practice", the other two belong to the categories "teacher-student relationship" and "personality features". Time 2 analysis reveals that first two of her constructs belong to the category "instructional practice", the third one belongs to "teacher-student relationship" and the other two are related to the category "personality features". Hence, in terms of categories there seem to be only small changes.

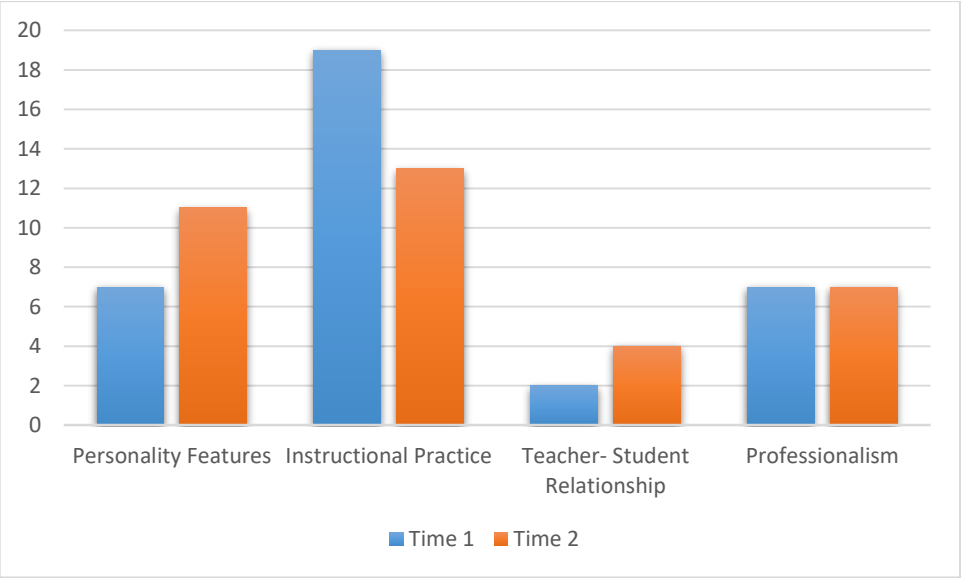
The analysis of Ginger's high priority constructs shows that two of them, namely, "knowledgeable" and "enthusiastic" are mentioned at both times indicating that she has not changed her mind about their significance. When we examine the categories the constructs belong, we notice that at Time1 her top five constructs are parts of the "professionalism", "personality features" and "instructional practice" categories. At Time 2, she added the construct "has good rapport with students" belonging to the "teacher-student relationship" along with "professionalism" and "personality features". She did not include any constructs concerning "instructional practice" at Time 2 unlike Time 1.

Concerning the analysis of Melisa's constructs at both times, it is noticed that four of her high priority constructs which are "uses various teaching techniques", "involves all the students in the lesson", "fun" and "promotes critical thinking" are either the same or similar. This means that she has not changed her mind much about her top five constructs at the end of the study. Furthermore, at Time 1, it is noted that four of her high priority constructs belong to the "instructional practice" category and one of them is a part of "personality features" category. However, at Time 1 she added the construct "has a good rapport with the students" belonging to the "teacher-student relationship" along with "instructional practice" and "personality features" categories.

When Sea's high priority constructs are examined, it is noticed that there are not any common constructs at Time 1 and Time 2 which demonstrates that she has reorganized all of her high priority constructs at the end of the study. Concerning the categories of the constructs while at Time 1 four of her top five constructs belonged to the "instructional practice" category and one of them was related to "personality features", at Time 2 she included the construct "comes to lessons on time" belonging to the "professionalism" category along with the "instructional practice" category. Moreover, she did not include the construct concerning the "personality features" category at Time 2 unlike Time 1.

The analysis of Tobe's high priority constructs illustrates that two of her constructs are cited both at Time 1 and Time 2. Obviously, she thinks that being well-prepared and having good communication skills are two essential features of an effective teacher. While at Time 1 three of her top five constructs belonged to the categories "professionalism", "instructional practice" and category and "teacher-student relationship", at Time 2 they were in the "professionalism" and "personality features" categories.

The high priority constructs were also analyzed in terms of their categories to illustrate the changes in the frequency of constructs depending on the categories between Time 1 and Time 2.



Graph 9. High priority constructs and their categories at time 1 and Time 2

Graph 9 reveals that the most substantial change is found to be in the category of "instructional practice" when the high priority constructs between Time 1 and Time 2 are examined. While at Time 1 the participants cited 19 constructs concerning instructional practice, they cited 13 constructs at the end of the study indicating that the participants have changed the importance they attach to this category. Regarding the "personality features" category, an increase (from 7 to 12) in the number of constructs is observed which shows that the participants have added more constructs to this category as a result of the action research procedure. The other category which shows an increase in the number of constructs is "teacher-student relationship" category. Apparently, the participants have begun to think more about their relationship with their students at the end of the study. Finally, there is no change in the number of high priority constructs regarding the "professionalism" category when Time 1 and Time 2 results are compared. They mentioned seven constructs at both times suggesting that professionalism is an essential category for the participants of the study.

To conclude, top high priority constructs are investigated with an aim to reveal top high priority constructs of the participants' at Time 1 and Time 2 and to see if there are changes in these high priority constructs specifically in time. Table 86 presents top high priority constructs at Time 1 and at Time 2 and the changes in categories.

Table 86. *The Top High Priority Constructs at Time 1 and Time 2*

Participants	**Time 1**	**Time 2**	**Category Change**
Astronaut	motivating and understanding	has good communication skills	Personality Features-Professionalism
Blueberry	Competency	helps students construct knowledge in a systematic way	Professionalism-Instructional Practice
Elly	engages students in learning	engages students in learning	Instructional Practice
Ginger	Knowledgeable	knowledgeable about subject matter	Professionalism
Melisa	uses various teaching techniques	uses various techniques	Instructional Practice
Sea	moves in the classroom	reduces teaching talking time	Instructional Practice
Tobe	well-prepared lessons	good knowledge and skills	Instructional Practice-Professionalism

As table 86 indicates three participants of the study (Elly, Ginger and Melisa) have not changed their top high priority constructs at both times while the other participants have gone through certain changes regarding their most important constructs. To illustrate, Astronaut's top priority construct was "motivating and understanding" belonging to the "personality features" category at Time 1 but the construct "has good communication skills" which is a part of "professionalism" category is observed to be her top priority construct at Time 2. Furthermore, while Blueberry's top priority construct at Time 1 was "competency" in the category of "professionalism". She changed her thoughts at Time 2 and she cited the construct "helps students construct knowledge in a systematic way" belonging to the "instructional practice" category as her most important construct. The other participant who changed her top priority construct at Time 2 is Sea. While she cited the construct "moves in the classroom" in the "instructional practice" category at Time 1, she mentioned "reduces teaching talking time" belonging to the same category at Time 2. Lastly, the construct "well-prepared lessons" was Tobe's most important construct at Time 1 in the category of "Instructional Practice" but at Time 2

she reorganized her thoughts and cited “good knowledge and skills” belonging to the “professionalism” category.

In conclusion, when the top priority constructs of the participants are analyzed it is observed that Elly, Ginger and Melisa have not changed their most important constructs at both times. On the other hand, Astronaut, Blueberry and Tobe not only changed their most important constructs but also the category of the constructs at Time 2. While Astronaut and Tobe cited their most important construct in the category of “professionalism” at Time 2, Blueberry’s high priority construct belongs to “instructional practice” category. Finally, it is observed that although Sea changed her most important construct at the end of the study, she did not change the category of the constructs which is “instructional practice”.

4.6. The Overall View of Changes in Teachers’ Construction of “Self” and “Ideal” between Time 1 and Time 2

In this section, the element links of the EFL instructors’ self as teachers and ideal self as teachers at Time 1 and Time 2 are presented in Table 87.

Table 87. *Instructors’ Construction of Self and Ideal Self as Teacher*

Instructors	Self as Teacher				Ideal Self as Teacher			
	Highest Link		Second Link		Highest Link		Second Link	
	T1	T2	T1	T2	T1	T2	T1	T2
Astronaut	-	Isolate	E3, Ideal	-	E3	E3	Self	E2
Blueberry	-	-	E2, Ideal	E3, E1, Ideal	E2	E1	Self	Self, E3
Elly	-	T3	E1, E2	T1	Isolate	E1	-	E2
Ginger	Isolate	T2	-	-	E1	E1	E3	E2
Melisa	T2	Isolate	-	-	E2	E2	E1	E1
Sea	Isolate	Isolate	-	-	T2	E1	-	E2
Tobe	E3	E2	-	-	E1	E3	-	E1

As table 87 illustrates, at the beginning of the study, only two participants, Melisa and Tobe associated themselves with other teachers in their element links directly (T2 and E3 respectively). The other teachers were observed not to associate themselves with any of the teacher categories. When we have a look at the second links, it is seen that Astronaut, Blueberry and Elly either associated themselves with their ideal teachers or effective teachers. Lastly Ginger and Elly are observed not to have second links either.

On the other hand, at the end of the study, it is observed that three participants, Elly, Ginger and Tobe associated their current self with teacher categories (T3, T2, E2). When the second element links of the participants at Time 2 are considered, it is seen that while Blueberry associated herself with two of her effective teachers and ideal teacher, Elly linked herself to one of her typical teachers.

Regarding the participants' constructions of their ideal self at Time 1, it is observed that five of the teachers (Astronaut, Blueberry, Ginger, Melisa and Tobe) linked their ideal self to their effective teachers. Moreover, while Sea associated her ideal self with one of her typical teachers, Elly's ideal self seems to be isolate not matching with other teachers. However, their second element links illustrate that Astronaut and Blueberry associated their ideal selves with their current selves and Ginger and Melisa to their effective teachers.

Nonetheless, at the end of the study, we observe that all of the participants related their ideal selves to one of their effective teachers. Similarly, when the second element links of the participants at Time 2 are considered, all of the participants are observed to associate their ideal selves to one of their effective teachers. Moreover, Blueberry related her ideal teacher to her current self and her effective teacher 3 in the second element link.

4.7. The Content Analysis of Final Interviews

At the end of the study, the participants of the study were asked in what ways the action research procedure affected the way they construe an effective teacher and how agent they feel in order to have a better understanding of the effects of the procedure on their constructions and actions.

The content analysis of the final interview question on an effective teacher revealed that all of the participants mentioned benefiting from the action research procedure. Table 88 shows the frequency of the key words mentioned by the participants.

Table 88. *Cited Benefits of the Action Research Procedure Regarding Teacher effectiveness*

Key Words	**F**
Self-reflection	4
Taking action	3
Contributing to their professional development	2
Improving their teaching	2
Contributing to their students' language improvement	1
Knowledge sharing	1
Learning from other colleagues	1
Raising awareness	1

Benefiting from the action research procedure in terms of self-reflection was mentioned by four participants. For example, Blueberry noted that it was a good opportunity to reflect on her teaching. In addition, three participants stated that they realized that they can take action when they encounter a problem thanks to the action research procedure. As an illustration Sea asserted that the action research procedure helped her understand that she can do something to improve her lessons. Besides, contributing to their professional development and improving their teaching are two of the assets of the procedure cited by two participants. Finally, they found the procedure useful in terms of contributing to their students' language improvement, sharing knowledge, learning from other colleagues and raising awareness. To illustrate, Ginger stated that during the action research she had the opportunity to listen to her colleagues and it inspired her because their ideas were very interesting.

Besides, in order to understand the effects of the action research procedure on the participants' agencies as a teacher better, the researcher asked them in what ways the action research procedure affected their agency.

The content analysis of the final interview question on teacher agency revealed that the procedure made certain changes on the agencies of the participants. Table 89 shows the frequency of the key words mentioned by the participants.

Table 89. *Cited Benefits of the Action Research Procedure Regarding Teacher Agency*

Key Words	**F**
Take more action	5
Sharing information	3
Raising awareness	2
Empowering students	2
Self-reflection	2
Doing more than the ready plan	2
Seeing students' needs	1
Doing more about students' improvement	1
Becoming more critical	1
Learning from other colleagues	1

As table 89 illustrates, when teacher agency is concerned, the participants of the study cited taking more action five times at the end of the study as a benefit of the action research. Apparently, they started to feel more agent which leads to taking more action after the action research procedure. Moreover, three participants mentioned sharing information as a benefit of the study. For example, Elly explained this by stating that there was no time to experience everything but sharing the knowledge and the results with her colleagues was helpful to see she could do more about her students' improvement. The assets of the study in terms of raising awareness, empowering students, self-reflection and doing more than the ready plan were noted twice each by the participants. For example, according to Ginger the biggest difference is about reflection and she began to question her decisions and the things she did in the classroom after the study. Finally, they mentioned seeing students' needs, doing more about students' improvement, becoming more critical and learning from others as benefits of the study regarding their agency.

To sum up, the participants of the study stated that the action research procedure was helpful to them in many ways which leads to reorganizing their thoughts on an effective teacher and using their agency more in certain aspects. The content analysis of the final interview questions regarding the effects of the procedure on their constructions of an effective teacher and teacher agency revealed that there were certain similar responses. To illustrate, self-reflection, taking action, sharing knowledge, learning from

other colleagues and raising awareness were mentioned assets of the action research procedure affecting both parameters of the study, namely, their constructions of an effective teacher and teacher agency.

CHAPTER V

DISCUSSION

5.1. Introduction

The present study, which is designed as an explorative case study, aims to investigate the probable impacts of conducting action research on the constructions of EFL instructors on an effective teacher and their classroom agency. Through analysis of the data collected via rep-grids (Pre- and Post-), teacher agency scale (Pre- and Post-), semi-structured interviews and classroom observations it was intended to make a contribution to research on professional development of teachers considering them as self-directed, reflective professionals. The following research questions were explored in the study:

1. What are the perceptions of EFL instructors working at a state university regarding their agency in the EFL classroom before conducting action research in their classrooms?
2. Can we detect any changes in the way the instructors perceive their agency in the classroom after conducting action research in their classrooms?
3. How do the instructors conceptualize an effective teacher before conducting action research in their classrooms?
4. Can we detect any changes in the way the instructors perceive an effective teacher after conducting action research in their classrooms?

5.2. Evaluation of the Research Questions

In this section, the findings obtained from the data will be evaluated in line with the research questions. The findings of the study will be discussed with regards to their relevance to the theories and the findings suggested on professional development of teachers, teacher and action research, teacher agency and teacher effectiveness presented in the literature review section. After the findings gathered from the data with regards to first and second research questions are discussed, the findings of the data regarding third and fourth research questions will be scrutinized.

Research Question 1: What are the perceptions of EFL instructors working at a state university regarding their agency in the EFL classroom before conducting action research in their classrooms?

Research Question 2: Can we detect any changes in the way the instructors perceive their agency in the classroom after conducting action research in their classrooms?

The data collected by means of teacher agency scale at the beginning and at the end of the study was analysed in terms of: 1. According to each item in the scale; 2. According to each participant's responses to items under each subscale; 3. According to each participant's responses to all items; 4. According to all responses to items under each subscale. In addition to descriptive analysis, in order to see if there is statistically significant difference between Time 1 and Time 2, Wilcoxon Signed Ranks Test was implemented for each of the four analyses of the teacher agency scale.

The first analysis aimed to find out the participants' agencies based on each item at time 1 and time 2. The descriptive statistics were examined according to each sub category at both times (sections 4.2.1.1.and 4.2.2.1.)

With regards to the planning subscale, Contrary to Time 1, at Time 2 it is observed that most of the participants tend to become more agent about preparing their own plans and making changes in their existing plans. This might be due to teaching online which provided the teachers with more flexibility in terms of planning. Furthermore, it is observed that the participants were still hesitant to take action about involving students in the planning procedure (item 2) and preparing individual education programmes for students who have private needs with the help of experts (item 4).

When instruction subscale is concerned, although time 1 and time 2 results seem to be similar, certain changes can be observed in three items. When the shifts in the participants' responses are considered, it is inferred that they started to take more action and use their agency in terms of helping their students relate the concepts and skills to their experiences, encouraging students to present their projects and using different applications in their own implementations. Action research may have a contribution in making teachers use more student centred implementations since most of the researches conducted in the study included active participation of the students such as preparing presentations or vlogs. However, surprisingly, their agency level seems to decrease in terms of using results of scientific researches during teaching and learning. This result was surprising because they already used results of scientific researches while conducting

action research. This might be because of the fact that they do not feel themselves enough agent after the study.

The analysis of the descriptive statistics of the dissemination subscale show that the participants of the study became more agent about presenting or sharing their studies or experiences with other stake holders. Sharing knowledge and experience were also pointed out as assets of conducting AR by the participants. Apparently, the regular meetings with their colleagues have provided an opportunity for knowledge and experience sharing which in turn caused an increase in their agency in this field.

Regarding empowerment subscale, the participants started to take more action about developing authentic testing tools and encouraging their students to evaluate each other after the action research procedure. The AR procedure has also created more freedom in terms of evaluation since the participants had a chance to design alternative testing tools which also enabled the students to learn from each other.

When evaluation subscale is concerned, it is observed that the participants of the study became more agent about evaluating their own teaching performances and making use of their individual evaluations while planning. Apart from providing alternative ways to evaluate the students, the AR procedure also enhanced self-evaluation of teachers which was also mentioned by the instructors as an asset of their studies.

Regarding the community service subscale, although there seem to be slight changes between time 1 and time 2, the participants seem to be reorganizing their thoughts about taking action in terms of doing community service such as developing projects to meet the needs of the society and making organizations for students to participate in extracurricular activities. The participants have realized that they can do more than what the curriculum says which they also noted in the follow-up interviews thanks to the AR implementation. This might triggered them to take more action in organizing extra-curricular activities.

Finally, the results of the Wilcoxon Signed Ranks Test (section 4.2.3.) showed that there is a significant difference between T1 and T2 in terms of the first analysis. Moreover, the rank section shows that this difference is in the positive direction indicating that the participants' use of agency has increased at the end of the study when their responses to all items are considered.

The second analysis scrutinizes each participant's responses to items under each subscale to reveal how agent each participant is regarding each subscale at time 1 and

time 2 (sections 4.2.1.2. and 4.2.2.2.) The data from the scale is validated by classroom observations and semi-structured interviews.

When Astronaut's responses to items under each subscale are analyzed at both times, it is observed that she has become more agent in terms of planning and sharing knowledge and experience. Apparently, planning and knowledge sharing phases of action research and relatively flexible online teaching process have promoted her agency with regards to these two areas.

The analysis of Blueberry's responses to items belonging to each item at time 1 and time 2 reveals certain changes. It is apparent that Blueberry tends to use her agency more in terms of "instruction", "community service", "evaluation" and "planning" after the action research procedure. Furthermore, it is observed that she is agent about sharing information and her experiences at both times. Finally, when empowering the students is concerned she is indecisive to take action at both times.

When Elly's responses to items under each subscale are analyzed at both times, it is observed that Elly has changed her tendencies to take action in terms of all sub scales after the action research procedure. She elaborated in the interview that she benefited from the action research procedure in terms of realising her students' needs, making self-evaluation, making short and long term plans and sharing knowledge and experience. Thus, this awareness apparently caused an increase in her agency in all subscales.

The analysis of Ginger's responses to items belonging to each item at time 1 and time 2 illustrates that Ginger has not changed her tendencies to use her agency in terms of all subscales except planning. The action research procedure and the online teaching experience might have affected her to take more action about planning. She also mentioned feeling stronger to take action and reflecting on her teaching as essential assets of the action research procedure.

With regards to Melisa, she seems to have benefited from the action research procedure in terms of evaluation, dissemination, planning and empowering her students. When time 1 and time 2 results are compared, we can clearly observe that Melisa has decided to use her agency more in terms of all subscales except "instruction" and "community service".

When Sea's responses to items under each subscale are analysed at both times, it is seen that Sea has decided to use her agency more in terms of "evaluation" after the action research procedure. However, when other subscales are considered it is observed that there is not much change about taking action and she is still hesitant to use her agency.

She also cited that she has become aware when she notices a problem in her class she can take action to solve it thanks to conducting action research.

The analysis of Tobe's responses to items belonging to each item at time 1 and time 2 illustrates that Tobe has decided to take more action in terms of sharing her knowledge and experiences after the action research procedure. Regarding "evaluation" she seems to use less agency after the study may be due to online teaching. In terms of other subscales she does not seem to change her mind about using agency. She mentioned realizing she could take more action and do more than what the ready-made plan says after the action research procedure.

Finally, the results of the Wilcoxon Signed Ranks Test (section 4.2.3.) showed that there is significant difference in only Elly's responses to the subscales 1,3,5 (instruction, evaluation and dissemination respectively). In addition, these differences are in the positive direction as the rank section displays indicating that Elly has become more agent when instruction, evaluation and dissemination are concerned at the end of the study. Nonetheless, there seems to be no significant difference when the responses of the other participants to each sub-scale are concerned.

In the third analysis descriptive statistics of the participants' responses to all items at both times are calculated in order to find out overall agency of each participant (sections 4.2.1.3. and 4.2.2.3.) When the participants' responses to all items are analysed it is seen that there seems to be an increase in the overall agencies of Blueberry, Elly, Ginger and Melisa. However, when Astronaut's responses to all items are analysed it is seen that she can use her agency in certain areas at both times but there is not much change in her overall agency. Moreover, it is also observed that Sea does not feel herself agent in most cases at both times. Finally, it is inferred that Tobe has become a little less agent at the end of the study.

Moreover, the results of the Wilcoxon Signed Ranks Test (section 4.2.3.) revealed that there is a significant difference in Elly's and Melisa's responses to all times between T1 and T2 with a positive direction showing that Elly and Melisa seem to use their agency more at the end of the study.

The final analysis studied descriptive statistics of all responses given to items under each category at both times (sections 4.2.1.4. and 4.2.2.4.). The results revealed that the participants' responses to the items belonging to "instruction", "community service" and "evaluation" subscales were similar at time and time 2. Nonetheless, with regards to "planning", "dissemination" and "empowerment" subscales, it is observed that

the participants started to take more action at the end of the study. As it is noted before, the AR procedure and online teaching provided the participants with more flexibility and freedom to plan their lessons. Moreover, they had a chance to share their experiences with their colleagues during the process which might help them become more agent in terms of dissemination. They also started to take action to include their students in the teaching procedure which might be triggered by the AR implementations because they decided on the study topics with their students.

Finally, according to the results of the Wilcoxon Signed Ranks Test (section 4.2.3.) there is a significant difference in the responses of the participants concerning the subscales 1,4,5 and 6 (instruction, planning, dissemination and empowerment respectively) in the positive direction. This shows that the participants have started to take more action when instruction, planning, dissemination and empowerment are concerned. However, regarding community service and dissemination there seems to be no significant difference.

All in all, the results regarding the impacts of conducting action research on the agencies of the participants revealed that participant teachers' use of agency tends to increase in certain points at the end of the study although not all of these shifts are statistically significant. The data is also validated by interview questions and classroom observations. During the interviews the participants confirmed the positive effects of conducting action research on their agencies by stating that they realized that they could take more action when there is a problem in the classroom, do more than what the plan says, reflect on their teaching, learn from others thanks to knowledge and experience sharing after the action research procedure.

In the same vein, Xin and Brion-Meisels (2022) explored seven teachers' self-reported sense of agency and sense of well-being after experiencing a yearlong critical participatory action research by using interviews. The results of the study illustrated that the participant teachers reported increased sense of agency in terms of professional skills and knowledge, collegial support, participating in decision-making, and views being valued by others and well-being after the study. However, when it comes to transferring these feelings to their school contexts certain contextual factors such as administrative support are found to be effective.

In line with the present study, in the Canadian context, Nixon (2016) reported that involving in critical participatory action research helped the participant teachers shift their roles from being operatives to being agentic teachers in their teaching and learning.

Besides, Vu (2020) explored perceived sense of agency of eight teacher educators' by using observation notes, reflective journals, and recordings from semi-structured interviews following an action research procedure in the Vietnamese context. The results showed that educators became more knowledgeable, intercultural, and inspirational agents in their classrooms after the educational intervention.

Similar to the results of the current study, Biesta et al. (2015) remarked the importance of collective development and consideration to promote teacher agency as a result of their study which aimed to find out the dynamics of teacher agency and the factors that contribute to its promotion and enhancement. Yang (2012) who studied the nature and extent of teacher agency with respect to requirements of the new curriculum reform also pointed out the requirement of support from professional peers to promote pedagogical agency. These findings are also related to the two modes of agency in social cognitive theory of agency namely proxy and collective agency. Proxy agency defined as working with others in order to accomplish what we cannot achieve on our own and collective agency which is the belief that people can produce desired results thanks to their collective power (Bandura, 2001) are enhanced thanks to the collaborative AR procedure which paves the way for teachers to work together, share experiences and knowledge to solve problems. The results of the current study also revealed that sharing knowledge and experience via collaborative action research procedure enhanced teacher agency.

Reflection is another asset of action research procedure which effected participant teachers to become more agent. In the same vein, the findings of Ruan's (2018) study, which investigated how a Shanghai tertiary female EFL teacher demonstrated her agency negotiating with the situated context, illustrated that reflection facilitated the participant teacher's achievement of agency.

Wyatt's (2011) study cited several benefits of conducting AR including becoming more self-confident and autonomous. Considering that autonomy is about having power to make decisions about what a person can do, it is closely related to being agent. Thus, we can interpret that if AR enhances being autonomous, it also somewhat promotes agency. In addition, Crocker and Robeyns (2010) state that being a professionally agentic teacher depends on to the extent you make decisions autonomously and deliberatively. Cabaroğlu (2014) also reported growth in teaching efficacies, increased self-awareness, improved problem-solving skills and enhanced autonomous learning as a result of 14-week AR procedure conducted by English language teacher candidates. Bandura (2001)

also asserts that efficacy beliefs constitute the basis of human agency since believing that you can generate expected results enhances resilience.

Molla and Nolan (2019) assert that inquisitive agency refers to teachers' searching for and participating in appropriate professional learning programmes. Thus, engaging in AR is a factor which will promote inquisitive agency of teachers. Finally, Lee (2021) states that one of the most important contributions of AR to educational reform is the democratization of research enabling teachers to have agency to make changes in their practices in the lesson. She adds that thanks to AR teachers have an autonomous sense of agency.

Although the studies mentioned above also show that conducting action research has a positive effect on how agent teachers feel, they do not investigate if the teachers can transfer this in different parts of their teaching and learning contexts such as planning, instruction, evaluation and so on. However, the current study distinctively struggles to find out the impacts of conducting action research on teacher agency of teachers with regards to the different dimensions of teaching and learning process.

Research Question 3: How do the instructors conceptualize an effective teacher before conducting action research in their classrooms?

Research Question 4: Can we detect any changes in the way the instructors perceive an effective teacher after conducting action research in their classrooms?

The data collected by means of repertory grids, follow-up interviews and classroom observations at the beginning and at the end of the study indicate that teachers seem to experience changes in their constructions regarding the qualities of an effective teacher.

As a result of the content analysis of the repertory grid data obtained from seven participants, a total of 87 constructs at Time 1 and a total of 95 constructs at Time 2 were gathered. Four categories were determined and the constructs were placed under each category. The determined categories are as follows: Personality Features; Instructional Practice; Teacher-Student Relationship and Professionalism.

Most of the constructs elicited from the teachers at Time 1 and Time 2 are gathered under the category of Instructional Practice. The second most frequent category is found as Personality Features and then it is followed by Professionalism and lastly Teacher-student Relationships (See Table 84). In the same vein, the findings of the studies on an

effective teacher revealed constructs mainly about instructional practice and personality features (Göksel and Söylemez, 2018; Kim et al., 2021; Yuan & Hu, 2018).

The highest frequency belonging to the category of Instructional Practice suggests that teachers regard instructional practice as significant to become an effective teacher. Similarly, Khojastehmehr and Takrimi (2009) found that instructional strategies were viewed as more critical for teacher effectiveness than other characteristics in their study which investigated the perceptions of the English teachers in Khuzestan on teacher effectiveness.

When we examine each construct at Time 1 (See Table 83), it is observed that the most frequently cited constructs at Time 1 are "promoting critical thinking skills" (3 times) and "variety in teaching techniques and methods" (3 times) which are placed under the category of Instructional Practice with the same frequency number. Critical thinking which is explained as evaluating what is said for its virtue and authenticity depending on what you know (Kvinja, 2014) is among the 21st century skills (Kim et al., 2019). Thus, it is interpreted that the participants of the study value the promotion of critical thinking skills as a necessary feature of an effective teacher. Using various teaching methods is also related to enhancing critical thinking skills in that it allows the students to have different points of views.

Personality Features was the second most frequently cited category at both times indicating that the instructors attach importance to personal qualities to become an effective language teacher. Similarly, the notion that a teacher's personality determines the success of teaching is supported by many researchers (Buela & Joseph, 2015; Kim & Klassen, 2019; Putri, 2012).

The most frequently cited construct at Time 2 is "prepares himself/herself for each class hour" which was mentioned six times under the category of Professionalism. In the same vein the results of Kulekci's (2018) study indicated that being prepared for the lesson was among the characteristics of effective teachers. In addition, the constructs "a good sense of humour", "patient" and "caring and kind" were mentioned three times each under the category of Personality Features. It can be interpreted that the EFL instructors are more concerned with making the teaching process fun and being patient, caring and kind towards their students. Research also suggests that using humour has a positive impact in the classroom to trigger achievement and motivation (Blyth & Ohyama, 2011; Kaur, 2019; Malik, 2017).

Furthermore, when the high priority constructs of the participants are concerned, it is observed that there are certain changes in the top five constructs of the participants at the end of the study. These shifts indicate that the participant teachers have gone through a process which made them reorganize their personal theories on the qualities of an effective teacher. It is seen that the content of the high priority constructs are mostly related to instructional practice at both times (See Graph 9). However, the most substantial change is found to be in this category. While at Time 1 the participants cited 19 constructs concerning instructional practice, they cited 13 constructs at the end of the study indicating that the participants have changed the importance they attach to this category. We observe an increase in the number of constructs under the Personality Features and Teacher- Student Relationship categories which shows that the participants have added more constructs to this category as a result of the action research procedure. Similarly, Karabuğa (2018) reported that after conducting Lesson Study model EFL teachers added more constructs under the categories of Teacher- Student Relationship and Professionalism. Finally, there is no change in the number of high priority constructs regarding the "professionalism" category at Time 1 and Time 2 suggesting that professionalism is an essential category for the participants of the study.

When the FOCUS grid data of each participant are considered (section 4.3.), it is observed that there are certain differences in their constructions of qualities of effective teachers and the matches between the mentioned constructs at the beginning and at the end of the study which are observed considering the frequencies of the constructs cited by each teacher, indicating that the EFL instructors in the study do not have an established consensus regarding the qualities an effective teacher. To illustrate, although Astronaut's grid data consists of 12 constructs with two pairs at Time 1, her Time 2 grid consists of 10 constructs with four tight pairs. Moreover, while her constructs are mainly about instructional practice at Time 1, at Time 2 her constructs are equally distributed under instructional practice, personality features and professionalism categories indicating that she started to give importance to personality features and professionalism too for effectiveness.

Besides, Blueberry's grid data consists of 13 constructs with two pairs at Time 1 but at the end of the study her grid consists of 12 constructs with three rather tight pairs. Although her constructs are mainly about instructional practice at both times, she added constructs related to the teacher-student relationship at Time 2 indicating that she started to attach importance to the relationship between teacher and students.

The grid data of Elly at Time 1 consists of fourteen constructs with three pairs but her grid at Time 2 consists of seventeen constructs with five matches. In addition, most of her constructs belong to personality features at Time 1 and at Time 2 but it is observed that she produced more constructs in terms of personality features, professionalism and teacher student relationship at Time 2 which shows that she has added more constructs in her repertoire in terms of these categories.

In addition, Ginger's grid data at Time 1 includes 13 constructs with three pairs but her Time 2 grid consists of 19 constructs with five tight pairs. At both times she produced more constructs under the category of personality features. Furthermore, the number of her constructs increased in the categories of personality features and professionalism at Time 2 indicating that she started to attach more importance to these categories.

On the other hand, while Melisa's grid data contains 11 constructs with three pairs at Time 1, her Time 2 grid involves 13 constructs with four pairs. It is observed that she produced more constructs under the category of instructional practice at both times. Although she did not mention any constructs under the category of professionalism at Time 1, she added five constructs in this category at Time 2 which shows that she started to regard the features about professionalism as essential.

Sea's grid at Time 1 involves 10 constructs with three pairs but at Time 2 her grid involves 11 constructs with four pairs. In terms of the nature of the constructs, it is seen that she produced more constructs under the category of instructional practice at both times but she did not mention any constructs under the category of teacher-student relationship at both times. Furthermore, he number of her constructs under the category of professionalism increased at Time 2 indicating that she started to attach more importance to this category.

Finally, Tobe's Time 1 grid includes 14 constructs with four pairs but her Time 2 grid includes thirteen constructs and two pairs. Although her constructs were mostly scattered between professionalism and teacher-student relationship at Time 1, she produced more constructs under the category of personality features at Time 2 her ideas about the features of an effective teacher changed and she began to give more importance to personality features during the study.

When we take element links of all participants in the present study into consideration, in terms of the changes in teachers' construction of "Self" and "Ideal" between Time 1 and Time 2, at the beginning of the study, only two participants, Melisa

and Tobe associated themselves with other teachers in their element links directly (T2 and E3 respectively). This result shows that the teachers could not perceive themselves clearly and they did not decide where to put themselves among teacher categories at the beginning of the study. In the same vein, Karabuğa (2018) found that the EFL teachers did not have a clear perception of themselves at the beginning of the study in which the effects of Lesson Study model on the beliefs of EFL teachers were investigated. This may be due to not having self-efficacy and having weaker cognitive judgements of their capacities as a teacher which was proposed by Ilin (2016). On the other hand, at the end of the study, it is observed that three participants, Elly, Ginger and Tobe associated their current self with teacher categories (T3, T2, E2). Regarding the participants' constructions of their ideal self at Time 1, it is observed that five of the teachers (Astronaut, Blueberry, Ginger, Melisa and Tobe) linked their ideal self to their effective teachers. Nonetheless, at the end of the study, we observe that all of the participants related their ideal selves to one of their effective teachers.

To sum up, the results of the FOCUS grid analyses and the EXCHANGE analyses comparing T1 and T2 rep grids which is used to illustrate if there is a significant difference indicate that although five out of seven participants' repertory grids illustrated significant changes, all of the participants reorganised their thoughts on the qualities of an effective teacher at the end of the study. Moreover, it is observed that at the end of the study the grid data of the participants illustrated more matches. This reveals that their ideas developed during the study and formed more links with one another. In addition Elly and Sea seem to be the participants whose grids display more statistically clarified changes when compared to other participants of the study. This may be because of the fact that Elly is the youngest participant who has less experience than the others. Moreover, Sea is the only participant who does not have an MA degree. These features may make them more open to change.

Furthermore, the content analysis of the final interviews revealed that all of the participants mentioned benefiting from the action research procedure. Benefiting from the action research procedure in terms of self-reflection was mentioned by four participants. Three participants stated that they realised that they can take action when they encounter a problem thanks to the action research procedure. Finally, they found the procedure useful in terms of helping their professional development, sharing knowledge, learning from others, raising awareness, improving their teaching and understanding learning needs of their students. In the same vein Atay's (2008) participants reported

appreciating cooperating with colleagues to improve their classroom practices as an asset of conducting research in her study which investigated the effects of research on teachers' instructional practices.

Similarly, the results of Goodnough's (2011) study which explored teacher perceptions of the long-term effects of engaging in collaborative action research on professional identity and practice revealed that the participants experienced benefits such as enhancing their confidence in teaching, increasing their levels of self-efficacy, viewing learners form a more holistic perspective and understanding learning needs of the students.

Furthermore, Edwards and Burns (2016) reported that the participant teachers felt more confident, connected to their students, research-engaged, and recognized by colleagues and managers in their study which investigated the sustained effects of participating in an AR programme with 16 teachers. Similarly in the current study the number of high priority constructs of the participants under the category of Teacher-Student Relationship increased at the end of the study.

Finally, the results of the study reveal that the action research procedure seems to have certain effects on the personal theories of the English instructors on an effective teacher in line with the related literature on AR and teacher research (Burns, 1999; Kemmis & McTaggart, 1982; Kincheloe, 2003; Olson, 1990; Wadsworth, 1998). All of the participants reorganised their thoughts on the qualities of an effective teacher at the end of the study. The action research procedure has made essential contributions such as assisting self-reflection, professional development, sharing knowledge, raising awareness etc. to the participants while they were struggling with the difficulties of online teaching during the Covid 19 pandemic.

To conclude, the results obtained via teacher agency scale (Pre- and Post-), repertory grids (Pre- and Post-), follow-up interviews and classroom observations indicate that the EFL instructors seem to have benefited from the AR procedure. Firstly, when the participants' responses to all items in the scale are considered, the results of the analysis revealed an increase in their use of teacher agency at the end of the study. However, when each participant's responses under each category are analysed it was found that there is significant difference in only Elly's responses to the subscales 1,3,5 (instruction, evaluation and dissemination respectively). In addition, the analysis of the participants' responses to all items showed that there is a significant difference in Elly's and Melisa's responses which shows an increase in their agency. Finally, it was found

that the participants have started take more action when instruction, planning, dissemination and empowerment are concerned. When the second parameter of the study that is conceptions of EFL instructors on the features of an effective teacher is considered, the results of the repertory grids (Pre- and Post-) which were validated by follow up interviews and classroom observations revealed that all of the participants reorganised their thoughts on the qualities of an effective teacher at the end of the study. Moreover, it is observed that at the end of the study the grid data of the participants illustrated more matches indicating that their ideas developed during the study and formed more links with one another. The participants also stated benefiting from the procedure in terms of taking more action when there is a problem in the classroom, doing more than what the plan says, reflecting on their teaching, learning from others thanks to knowledge and experience sharing, enhancing their professional development, raising awareness, improving their teaching and recognizing their students' learning needs after the action research procedure.

CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter presents the conclusions of the study drawn out of the data collected for each research question. Besides, the implications in terms of research questions will be presented with the conclusions. Additionally, the personal reflections of the researcher related to the process will be provided as the researcher was also one of the participants of the study. Finally, the limitations and the suggestions for future research and practice will be presented.

6.2. Conclusions

The present study scrutinizes to clarify the effects of conducting collaborative AR with seven EFL instructors in order to have an understanding of how this experience influences their use of teacher agency in the classroom and the way they conceptualize the features of an effective teacher. In line with this goal, the research questions of the study are as follows;

1. What are the perceptions of EFL instructors working at a state university regarding their agency in the EFL classroom before conducting action research in their classrooms?
2. Can we detect any changes in the way the instructors perceive their agency in the classroom after conducting action research in their classrooms?
3. How do the instructors conceptualize an effective teacher before conducting action research in their classrooms?
4. Can we detect any changes in the way the instructors perceive an effective teacher after conducting action research in their classrooms?

With an aim to find an answer to these research questions above and to elicit the relevant data from the participants different data collection tools were utilized. The instruments consisting of teacher agency scale (Pre- and Post-), repertory grid (Pre- and

Post-), Interviews (Pre- and Post-) and classroom observations (Pre- and Post-) included both qualitative and quantitative ones in nature.

The findings of the study regarding each research question are explained in Chapter 4 in detail; therefore, the present chapter includes a general overview in line with the focus of each research question, their implications for the field of ELT and suggestions for further studies.

Research Question 1: What are the perceptions of EFL instructors working at a state university regarding their agency in the EFL classroom before conducting action research in their classrooms?

Research Question 2: Can we detect any changes in the way the instructors perceive their agency in the classroom after conducting action research in their classrooms?

The first and second research questions aim to determine the EFL instructors' perceptions of their agency in the EFL classroom before and after conducting action research. Teacher agency scale was utilized to elicit the EFL instructors' perceptions regarding their agencies at the beginning and at the end of the study. Besides, the findings from the scale were supported by follow-up interviews and classroom observations implemented before and after the AR procedure.

The results obtained through teacher agency scale (Pre- and Post-) were subjected to four different analyses which were: 1. According to each item in the scale; 2. According to each participant's responses to items under each subscale; 3. According to each participant's responses to all items; 4. According to all responses to items under each subscale. In addition to descriptive analysis, in order to see if there is statistically significant difference between Time 1 and Time 2, Wilcoxon Signed Ranks Test was implemented for each of the four analyses of the teacher agency scale.

The findings of the first analysis reveals that there is a significant difference between T1 and T2 in terms of the responses of the participants to each question in the scale showing that the participants' use of agency has increased at the end of the study when their responses to all items are considered.

The results of the second analysis which aims to reveal how agent each participant is regarding each subscale at time 1 and time 2 indicates that there is significant difference in only Elly's responses to the subscales 1,3,5 (instruction, evaluation and dissemination respectively). Although the results of the analysis of other participants' responses to items

under each subscale were not found to be statistically significant, it is observed that all of the participants have become more agent in certain subscales at the end of the study.

The outcomes of the third analysis which examines the participants' responses to all items at both times in order to find out overall agency of each participant reveals that there is a significant difference in Elly's and Melisa's responses to all times between T1 and T2. However, the results of the descriptive analysis show that there is an increase in the overall agencies of Blueberry and Ginger too despite not being statistically significant.

Finally, the results of the final analysis which investigates responses given to items under each category at both times indicate that there is a significant difference in the responses of the participants concerning the subscales 1,4,5 and 6 (instruction, planning, dissemination and empowerment respectively). This shows that the participants have started to take more action when instruction, planning, dissemination and empowerment are concerned at the end of the study.

To sum up, it is observed that after the action research procedure the participants of the study have started to take more action during the teaching and learning process although not all of these shifts are statistically significant. Furthermore, they reported realizing their ability to take more action when there is a problem in the classroom, doing more than what the plan says, reflecting on their teaching, learning from others thanks to knowledge and experience sharing as benefits of the AR procedure.

6.2.1. Pedagogical Implications for Research Question 1 and 2

When the first and the second research questions are considered, it was found that AR procedure can make a contribution to the teachers' use of agency in the classroom by raising awareness regarding their abilities to take action via helping them realize their students' learning needs, make self-reflection and share knowledge and experience.

Considering the results of the first and second research questions, it can be interpreted that from the perspective of the administrators if teachers are given favourable circumstances to plan, investigate and reflect, it can have positive outcomes such as shifts in their practices paving the way to be more agentic. Thus, first of all administrators should involve teachers to the planning procedure of the curriculum. Next, they should give teachers enough flexibility to take initiatives concerning their teaching. Besides, teachers should be given opportunities to do research and share their research results with their colleagues.

From the point of the teachers, as a result of experiencing the AR procedure, the participants of the study realized that they can make a change when they notice a problem in their classrooms which is one of the most essential implications of the study since this realization helped them to be more agent in the classroom. As Bandura (2001) states if people do not believe that they can make changes in the expected direction, they will not have motivation to take action.

Furthermore, knowledge and experience sharing nature of collaborative AR procedure provided the opportunity to learn from their colleagues which in turn promoted the knowledge development of teachers. As one of the participants stated during the study it is not possible to experience everything yourself so we have to benefit from the experiences of others. This is also related to the two modes of social cognitive theory of human agency which are proxy and collective agency. While the former one helps us accomplish what we cannot achieve on our own by working with others, the latter is about producing desired results via collective power.

In addition, the participants of the study mentioned self-reflection as an asset of AR procedure. Self-reflectiveness, the capacity to self-examine one's own functioning enabling the evaluation of one's motivations, values and the meaning they attach to the pursuits of life, is one of the core features of human agency (Bandura, 2001).

Lastly, from the students' viewpoint, it is observed that having an agentic teacher has certain advantages. First, agentic teachers can take action and intervene when they notice a problem, which will improve not only teaching but also learning process. Furthermore, a teacher who practices self-reflection will be open to criticism, which will pave the way for a more democratic atmosphere in the classroom where students can articulate their ideas without hesitation. In addition, agentic teachers tend to empower their students and involve them in the decision making processes, which will affect the motivations of the students positively.

Finally, it should be taken into consideration that agency can be achieved if individuals are appointed agentic positions which give them capacity or willingness to act. Visionary professional development programs such as AR can promote teacher agency by providing teachers agentic positions. As teachers become more agentic, they will be more willing to take action to solve problems they encounter in the classroom, they will be more proactive and more open to professional development opportunities (Anderson, 2010).

Research Question 3: What are the constructions of the EFL instructors regarding their perceptions of an effective teacher before conducting action research in their classrooms?
Research Question 4: Can we detect any changes in the way the instructors perceive an effective teacher after conducting action research in their classrooms?

The results obtained through repertory grids (Pre- and Post-), follow-up interviews (Pre- and Post-) and classroom observations (Pre- and Post-) revealed that the participants of the reorganized their constructions of an effective teacher at the end of the study. The content analysis of the constructs showed that the participants produced more constructs at the end of the study. Moreover, it was found that the EFL instructors mostly gave utmost importance to instructional practice as a feature of an effective teacher at both times followed by Personality Features category (See Table 84).

Besides, the analysis of the constructs cited by the teachers at the beginning and at the end of the study show that while the most frequently cited constructs belonged to the Instructional Practice category at Time 1, at the end of the study, the construct which was mentioned most was under Professionalism category. In addition, the FOCUS and EXCHANGE grid data of each participant revealed that although five out of seven participants' repertory grids illustrated significant changes, all of the participants reorganised their thoughts on the qualities of an effective teacher at the end of the study. It is also observed that at the end of the study the grid data of the participants illustrated more matches revealing that the participants' ideas developed during the study and formed more links with one another.

Considering the element links of the participants, at the end of the study, it is observed that more participants associated their current self with teacher categories when compared to Time 1 results. Regarding the participants' constructions of their ideal self, at the end of the study, we observe that all of the participants related their ideal selves to one of their effective teachers.

Finally, the participants of the study found the AR procedure beneficial in terms of self-reflection, taking action when they encounter a problem, their professional development, sharing knowledge, learning from others, raising awareness, improving their teaching and understanding learning needs of their students.

6.2.2. Pedagogical Implications for Research Question 3 and 4

When we consider third and fourth research questions from a methodological perspective, from the teachers' and researchers' viewpoints, it can be suggested that the repertory grid method is beneficial in terms of providing an opportunity to bring the implicitly held beliefs to surface both for the researcher and the participants. Thus, repertory grids can be used to make the personal theories of teachers explicit with an aim to have a better understanding of their beliefs and needs which might in turn be beneficial for organizing more effective professional development programs.

Furthermore, the results of the study revealed that the participants experienced changes in their personal constructs regarding the features of an effective teacher as a result of the collaborative AR procedure which is among the visionary models of professional development models. The research on effective professional development suggests visionary models of professional development instead of traditional ones or external models which are considered to be inefficient and unproductive because of mainly not being collaborative, context and participant sensitive *(*Abadiano & Turney, 2004; Birman et al., 2000; Borg, 2014; Collinson, 2000; Díaz-Maggioli, 2004). AR, which requires colleagues working in collaboration to diagnose, plan and intervene for the improvement of existing conditions, is among the alternative models of PD to traditional designs. Hence, instead of making use of traditional or external types of PD activities, AR can be used as an alternative method.

From the point of view of the administrators and teacher educators, the use of AR in the classrooms should be promoted and teachers should be informed about the AR procedure and its potential benefits for their professional development. However, the research reveals that majority of teachers are either not aware of AR (Rainey, 2000) or are not willing to participate in research due to lack of time, resources, motivation, support and opportunity to disseminate their studies (McKernan, 1993). The administrators or decision makers should take these impediments into consideration to encourage teachers to engage in research.

In conclusion, the present study attempted to investigate the effects of conducting AR on the conceptions of EFL instructors regarding their teacher agency and qualities of an effective teacher. As it is suggested by Bray-Clark and Bates (2003) teacher effectiveness depends on personal agency of teachers specifically, how they define tasks, use strategies, realize that they can succeed and solve the problems they face. The findings

of the study revealed that the participants have started to take more action during the teaching and learning process after the action research procedure. Moreover, it is found that all of the participants reorganized their personal theories on the qualities of an effective teacher at the end of the study. In addition to producing more constructs, it was found that the grid data of the participants illustrated more matches indicating development of their ideas during the study which resulted in forming more links with one another. Finally, the AR procedure was found to be beneficial in terms of realizing their ability to take more action when there is a problem in the classroom, doing more than what the plan says, reflecting on their teaching, learning from others thanks to knowledge and experience sharing.

6.3. Personal Reflections

In this section some personal reflections and suggestions as the researcher and as one of the teachers participating in the AR procedure are presented. It is thought that sharing the experiences of the teachers and the researcher during the study may be beneficial for researchers who would like to organize similar studies.

As a participant, I had an opportunity to experience the AR procedure from the participants' perspective along with the researcher's standpoint. Thus, I experienced the same difficult period as the other participants of the study when almost everything including our lifestyles and working habits changed due to the Covid19 pandemic.

At the beginning of the study, the lessons were face to face and the procedure of the study was planned accordingly. However, just after the second meeting with the participants, which consisted of a presentation on the features of action research, models related to how to implement it and possible action research topics from the literature, we heard about the coronavirus outbreak, which had become a worldwide pandemic. At first, I could not anticipate the consequences it will bring in the long term. The schools at all levels were closed for three weeks but they could not start face to face education before one and a half year. Everyone was so anxious and worried to meet face to face that we could not even see our parents in order not to cause danger. Thus, I decided to hold meetings with the participants of the study online via MS teams application and record them. Moreover, all the interviews in the study were conducted online and recorded. With the start of the online teaching which was a completely new experience both for the teachers and the students, certain issues became apparent (See Table 10). Thus, the need

to take action to overcome these difficulties emerged. The participants decided on the AR topics based on the problems they had due to online teaching and they organized their researches online which was also a new experience for them. All of the participants including the researcher made use of different technological implementations ranging from applications such as WhatsApp, vocaroo to vlogs, chat rooms and e mails which drew the attention of the students during their studies. Hence, although the procedure started with a lot of uncertainties, thanks to the experience and knowledge sharing during regular meetings we were able to manage the procedure successfully. Furthermore, the students became more interested in the lessons thanks to the technological tools used in the lessons as part of the AR projects of the teachers.

To sum up, the current study witnessed an unusual period but found its way through difficulties as a result of being organized, flexible and devoted participation of the all seven instructors. Finally, regular dissemination meetings were of great importance not only for sharing information and knowledge and enhancing reflection but also for making us believe that we are not the only ones struggling, we are not alone and we are stronger together.

6.4. Suggestions for Future Research

The current study is basically a qualitative one and the findings of the study cannot be generalized to other contexts. Qualitative research aims to interpret how people create meaning and social reality in their natural social contexts. In this vein, this study was conducted with seven EFL instructors working at a School of Foreign Languages at a state university, and the findings are related to the participants and the study context. Thus, further studies should be conducted in different contexts considering that teachers at different educational settings will produce different outcomes which will enable an opportunity to see the effects of conducting AR on the conceptualization of teacher agency and teacher effectiveness.

Furthermore, the study did not focus on the effects of conducting AR on student achievement via the shifts in teacher agency and effectiveness. Therefore, additional studies should be conducted in order to see how collaborative AR would benefit students in a much more detailed way.

Besides, despite the duration of the present study was sufficient to investigate significant changes in teachers' conceptions and practices, more reliable outcomes may

be reached by lengthening the duration of the study. The participants may benefit from longer time in terms of practicing their knowledge contributing to learning of their students.

Finally, the study witnessed the process of shifting from face to face education to online education due to the COVID -19 pandemic which started at about the same time as the study commenced. Thus, the data collecting methods including interviews, classroom observations together with the AR procedures of the participants were adapted to online methods. In addition, both the researcher and the participants were effected from the pandemic physically and psychologically which slowed down the study process. In the same vein, MacIntyre et al. (2020) reported teachers suffered from substantial levels of stress in their study investigating the stress and coping responses of an international sample of over 600 language teachers via an online survey during the Covid-19 pandemic. In order to overcome the difficulties in this period, I reshaped the design of the study and adapted it to online teaching. I suggest researchers and teachers to be flexible and organized and to work in collaboration with others whether their colleagues, students or administrators to cope with the unexpected difficulties they encounter. The collaborative AR procedure helped us to share not only our knowledge and experience but also how we feel when we could not see a head of us concerning our health, work life or future.

To conclude, the aforementioned suggestions may give insights to other researches who want to conduct qualitative studies which aim to investigate context specific phenomena at times when they encounter unusual impediments such as a pandemic. In spite of the obstacles I face, the current study found its way thanks to being organized and flexible. Besides, the fact that it had a chance to witness the social, psychological, physical and technological consequences of COVID-19 pandemic, makes this study valuable and significant for the literature.

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APPENDICES

APPENDIX A. TEACHER CONSENT FORM

Informed Consent to Participate in Research Information to Consider Before Taking Part in this Research Study

This form tells you about this research study. We are asking you to take part in a research study that is called: Action research as a tool for change for the EFL instructors' classroom agency and conceptualization of an effective teacher. The person who is in charge of this research study is Meltem Yılmaz. She is under the guidance of Assoc. Prof. Dr. Gulden İlin at English Language Teaching Department of Cukurova University. The research will be done at Akdeniz University, School of Foreign Languages.

Purpose of the study:

The purpose of this research is to learn whether the action research process has an influence on the EFL instructors' classroom agency and conceptualization of an effective teacher. Via an analysis of the EFL teachers' perceptions of an effective teacher and sense of teacher agency before and after an action research procedure, the current study intends to contribute to research conducted on in-service professional development programs that support teacher-directed research and teacher learning in the workplace.

Study Procedures:

If you take part in this study, you will be asked to;

1. fill in a repertory grid form before and after conducting action research.

2. fill in the teacher agency scale before and after conducting action research.

3. participate in interviews where participants share their insight and ideas about their responses to the repertory grids and teacher agency scales.

4. allow for classroom observation by recording lesson videos.

5. conduct action research.

6. participate in regular meetings to share and reflect your studies and action research procedures.

This research will take place at School of Foreign Languages from March 2020 – June 2021. All data collected, including video recordings will solely and exclusively be used for research. Only those directly involved in the research will have access to the videos and they will not be used for any other purpose without your consent.

Risks or Discomfort: This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Confidentiality: The identities and names of participants will remain confidential during all aspects of data analysis and reporting. Pseudonyms will be used instead of real names throughout the study. Some historical and demographic data may be utilized for the final report and during presentations of the research. The anonymity of participants, the identification or potential identification of participants will in no way impact those involved in the research negatively.

Voluntary Participation / Withdrawal: You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study, to please the investigator or the research staff. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Your decision to participate or not to participate will not affect your job status.

Questions, concerns, or complaints: If you have any questions, concerns or complaints about this study, please contact the researcher at meltemyilmaz@akdeniz.edu.tr. If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, contact Dr. Gulden Ilin at guldenilin@cu.edu.tr.

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

_____ _____

Name of Person Taking Part in Study **DATE**

_____

Signature of Person Taking Part in Study Date

Adapted from Buono, A.G. (2012). Lesson Study: Restructuring teacher professional development in the United States. Unpublished Ph.D thesis. University of Lesley, Cambridge.

APPENDIX B. REPERTORY GRID

Participants			Class				Date				Category				No.
Construct No	Triads	Emergent Constructs (Similarities)	Rating Scale 1 ← 2				3 ↔				4 → 5				Implicit Constructs (Contrasts)
			E1	E2	E3	T1	T2	T3	I1	I2	I3	Self	Ideal		
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															
19															
20															
Rank Order			1.		2.		3.		4.		5.				

APPENDIX C. TEACHER AGENCY SCALE

Teacher Agency Scale – Etken Öğretmenlik Ölçeği

Yönerge: Bu maddeler öğretmenlik uygulamalarınızı anlayabilmek için tasarlanmıştır. Lütfen her bir madde için size en uygun gelen derecelendirmeyi seçiniz.	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1. Hazır planlar kullanmak yerine her yıl öğrenci grubumun ihtiyaçları doğrultusunda yeni planlar oluştururum.	1	2	3	4	5
2. Eğitim programımı düzenlerken öğrencileri planlama sürecine dâhil ederim.	1	2	3	4	5
3. Geliştirdiğim planları öğrencilerin değişen ihtiyaçlarını göz önünde bulundurarak dönem içinde güncellerim.	1	2	3	4	5
4. Özel ihtiyacı olan öğrencilerim için uzmanlarla çalışarak bireysel eğitim programları oluştururum.	1	2	3	4	5
5. Derslerimi daha etkili yürütebilmek için ilgili uzmanlardan (üniversitelerden, sivil toplum kuruluşlarından, vb.) görüş alırım.	1	2	3	4	5
6. Öğretme/öğrenme süreçlerinde bilimsel araştırma sonuçlarını kullanırım.	1	2	3	4	5
7. Dünyada uygulanan farklı örnekleri uygulamalarıma yansıtırım.	1	2	3	4	5
8. Öğrencilerin kavram ve becerileri okul içi ve dışı yaşantılarla ilişkilendirebilmeleri için olanaklar sağlarım.	1	2	3	4	5
9. Sınıfımdaki bütün öğrencilerin derse aktif katılmalarını sağlarım.	1	2	3	4	5
10. Öğrencilerin bilgilerini farklı derslerde kullanmaları için olanaklar sağlarım.	1	2	3	4	5
11. Ulusal ve uluslararası projelere katılmalarında öğrencilere rehberlik ederim.	1	2	3	4	5
12. Öğrencilerimin hazırladıkları projeleri internet, proje sergileri, bilim şenlikleri gibi ortamlarda sunmaları için olanaklar sunarım.	1	2	3	4	5
13. Öğrencilere karşılaştıkları bilgi kaynaklarını eleştirel bir şekilde değerlendirme becerisi kazandırırım.	1	2	3	4	5
14. Öğrencilerimin teknolojiyi öğrenme amaçlı kullanabilmeleri için onları yönlendiririm.	1	2	3	4	5
15. Öğrencilerimin ders için özgün araç-gereç geliştirmeleri için görevler veririm.	1	2	3	4	5
16. Öğrencilerimin buluşçu yanlarını geliştirecek etkinlikler tasarlarım.	1	2	3	4	5
17. Öğretim sürecinde kullanacağım ölçme araçlarını öğrencilerle birlikte belirlerim.	1	2	3	4	5
18. Öğrencilerin gelişimlerini değerlendirmek için özgün ölçme araçları geliştiririm.	1	2	3	4	5
19. Ölçme sonuçlarını değerlendirerek öğrencilere gelişimleri ile ilgili detaylı geri bildirim veririm.	1	2	3	4	5
20. Öğretim uygulamalarımın etkililiğiyle ilgili öz-değerlendirme yaparım.	1	2	3	4	5
21. Ölçme sonuçlarını kendi öğretim performansımı değerlendirmek için kullanırım.	1	2	3	4	5
22. Mesleki gelişimimle ilgili öğrenci, veli, meslektaş ve idarecilerin değerlendirmelerinden yararlanırım.	1	2	3	4	5
23. Kişisel değerlendirme sonuçlarıma dayanarak öğretimim hakkında uzun ve kısa vadeli planlar yaparım.	1	2	3	4	5
24. Öğrencilerin kendi öğrenmelerini değerlendirmelerini sağlarım.	1	2	3	4	5
25. Öğrencilerin birbirlerinin öğrenme süreçlerini değerlendirmelerini sağlarım.	1	2	3	4	5
26. Ailelerin çeşitli sosyal, kültürel, sanatsal etkinliklere katılımı için organizasyonlar düzenlerim.	1	2	3	4	5

27. Öğrenci, aile ve öğretmenlerin katıldığı öğrenen toplulukları oluştururum.	1	2	3	4	5
28. Toplumun çeşitli (ekonomik, sosyal ve eğitim) ihtiyaçlarının karşılanması için projeler geliştiririm.	1	2	3	4	5
29. Öğrencilerin ders dışı etkinliklere (tiyatro, proje sergisi, bilim şenliği gibi) katılmaları için organizasyonlar düzenlerim.	1	2	3	4	5
30. Eğitimcilerden oluşan mesleki gruplarda aktif görev alırım.	1	2	3	4	5
31. Mesleğimle ilgili eğitimlere gönüllü olarak katılırım.	1	2	3	4	5
32. Bilimsel kongre veya sempozyumlarda kendi çalışmalarımı sunarım.	1	2	3	4	5
33. Yaptığım yenilikçi çalışmaları ve deneyimlerimi okuldaki meslektaşlarımla paylaşırım.	1	2	3	4	5
34. Özgün çalışmalarımı dış paydaşlarla (diğer okullar, MEB, halk eğitim merkezleri gibi) paylaşırım.	1	2	3	4	5

APPENDIX D. DESCRIPTIVE STATISTICS OF THE TEACHER AGENCY SCALE AT TIME 1ACCORDING TO EACH ITEM

Item 1

Hazır planlar kullanmak yerine her yıl öğrenci grubumun ihtiyaçları doğrultusunda yeni planlar oluştururum.

Table 1 Descriptive statistics of the responses of the participants to item 1 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,43	,535
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	1	,14	,378
Generally_T1	7	0	1	,14	,378
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “never” with a mean of 0, 43. It is inferred that the participants of the study do not prepare their own plans based on the needs of their students.

Item 2

Eğitim programımı düzenlerken öğrencileri planlama sürecine dâhil ederim.

Table 2 Descriptive statistics of the responses of the participants to item 2 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,43	,535
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,43	,535
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent responses are “never” and “sometimes” with a mean of 0, 43 each. We can infer that the participants of the study do not usually involve the students in the curriculum planning process.

Item 3

Geliştirdiğim planları öğrencilerin değişen ihtiyaçlarını göz önünde bulundurarak dönem içinde güncellerim.

Table 3 Descriptive statistics of the responses of the participants to item 3 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,29	,488
Rarely_T1	7	0	1	,43	,535
Sometimes_T1	7	0	0	,00	,000
Generally_T1	7	0	1	,14	,378
Always_T1	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “rarely” with a mean of 0, 43. It is inferred that the participants of the study do not make alterations in their lesson plans based on the changing needs of the students during the term.

Item 4

Özel ihtiyacı olan öğrencilerim için uzmanlarla çalışarak bireysel eğitim programları oluştururum.

Table 4 Descriptive statistics of the responses of the participants to item 4 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,29	,488
Rarely_T1	7	0	1	,57	,535
Sometimes_T1	7	0	0	,00	,000
Generally_T1	7	0	1	,14	,378
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “rarely” with a mean of 0, 57. It is inferred that the participants of the study do not usually prepare individual education programmes for students who has private needs with the help of experts.

Item 5

Derslerimi daha etkili yürütebilmek için ilgili uzmanlardan (üniversitelerden, sivil toplum kuruluşlarından, vb.) görüş alırım.

Table 5 Descriptive statistics of the responses of the participants to item 5 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,14	,378
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,57	,535
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 57. We can infer that the participants of the study make use of the opinions of experts (from universities, NGOs etc.) to conduct their lessons more effectively from time to time.

Item 6

Öğretme/öğrenme süreçlerinde bilimsel araştırma sonuçlarını kullanırım.

Table 6 Descriptive statistics of the responses of the participants to item 6 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,14	,378
Rarely_T1	7	0	0	,00	,000
Sometimes_T1	7	0	1	,14	,378
Generally_T1	7	0	1	,71	,488
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 71. It shows that the participants of the study make use of the results of scientific researches during teaching and learning most of the time.

Item 7

Dünyada uygulanan farklı örnekleri uygulamalarıma yansıtırım.

Table 7 Descriptive statistics of the responses of the participants to item 7 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,57	,535
Generally_T1	7	0	1	,14	,378
Always_T1	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 57. We can infer that the participants of the study make use of different applications in the world in their own implementations from time to time.

Item 8

Öğrencilerin kavram ve becerileri okul içi ve dışı yaşantılarla ilişkilendirebilmeleri için olanaklar sağlarım.

Table 8 Descriptive statistics of the responses of the participants to item 8 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,43	,535
Sometimes_T1	7	0	0	,00	,000
Generally_T1	7	0	1	,29	,488
Always_T1	7	0	1	,29	,488
Valid N (listwise)	7				

The most frequent response is “rarely” with a mean of 0, 43. It can be inferred that the participants of the study do not usually provide opportunities for their students to relate the concepts and skills to their experiences in and out of the school.

Item 9

Sınıfımdaki bütün öğrencilerin derse aktif katılmalarını sağlarım.

Table 9 Descriptive statistics of the responses of the participants to item 9 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	0	,00	,000
Sometimes_T1	7	0	1	,14	,378
Generally_T1	7	0	1	,43	,535
Always_T1	7	0	1	,43	,535
Valid N (listwise)	7				

The most frequent responses are “generally” and “always” with a mean of 0, 43 each. It can be inferred that the participants of the study make sure that all their students participate in the lesson actively most of the time.

Item 10

Öğrencilerin bilgilerini farklı derslerde kullanmaları için olanaklar sağlarım.

Table 10 Descriptive statistics of the responses of the participants to item 10 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,14	,378
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	1	,29	,488
Generally_T1	7	0	1	,29	,488
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent responses are “rarely”, “sometimes” and “generally” with a mean of 0, 29 each. We can say that the participants of the study differ in their agency levels about providing opportunities for students to use what they know in different lessons.

Item 11

Ulusal ve uluslararası projelere katılmalarında öğrencilere rehberlik ederim.

Table 11 Descriptive statistics of the responses of the participants to item 11 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,14	,378
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	1	,57	,535
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 57. It is inferred that when guiding the students to participate in national and international projects is concerned, most of the participants of the study preferred to be in the middle and chose “sometimes”.

Item 12

Öğrencilerimin hazırladıkları projeleri internet, proje sergileri, bilim şenlikleri gibi ortamlarda sunmaları için olanaklar sunarım.

Table 12 Descriptive statistics of the responses of the participants to item 12 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,57	,535
Sometimes_T1	7	0	1	,29	,488
Generally_T1	7	0	1	,14	,378
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “rarely” with a mean of 0, 57. We can say that the participants of the study do not usually provide opportunities for the students to present their projects at various settings such as internet, project exhibitions, science festivals etc.

Item 13

Öğrencilere karşılaştıkları bilgi kaynaklarını eleştirel bir şekilde değerlendirme becerisi kazandırırım.

Table 13 Descriptive statistics of the responses of the participants to item 13 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	1	,14	,378
Generally_T1	7	0	1	,57	,535
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 57. It is inferred that the participants of the study help their students evaluate the information sources critically most of the time.

Item 14

Öğrencilerimin teknolojiyi öğrenme amaçlı kullanabilmeleri için onları yönlendiririm.

Table 14 Descriptive statistics of the responses of the participants to item 14 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,14	,378
Generally_T1	7	0	1	,57	,535
Always_T1	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 57. It is inferred that the participants of the study lead their students to use technology for learning most of the time.

Item 15
Öğrencilerimin ders için özgün araç-gereç geliştirmeleri için görevler veririm.

Table 15 Descriptive statistics of the responses of the participants to item 15 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,14	,378
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	1	,43	,535
Generally_T1	7	0	1	,14	,378
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 43. We can infer that the participants of the study assign their students to develop authentic lesson materials from time to time.

Item 16
Öğrencilerimin buluşçu yanlarını geliştirecek etkinlikler tasarlarım.
Table 16 Descriptive statistics of the responses of the participants to item 16 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,14	,378
Rarely_T1	7	0	0	,00	,000
Sometimes_T1	7	0	1	,57	,535
Generally_T1	7	0	1	,29	,488
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 57. We can infer that the participants of the study design activities that will improve the innovative point of view of the students from time to time.

Item 17
Öğretim sürecinde kullanacağım ölçme araçlarını öğrencilerle birlikte belirlerim.

Table 17 Descriptive statistics of the responses of the participants to item 17 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,57	,535
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	1	,14	,378
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “never” with a mean of 0, 57. It is inferred that the participants of the study do not usually determine the testing tools that will be used in the teaching process with the students.

Item 18

Öğrencilerin gelişimlerini değerlendirmek için özgün ölçme araçları geliştiririm.

Table 18 Descriptive statistics of the responses of the participants to item 18 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,57	,535
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	0	,00	,000
Generally_T1	7	0	1	,14	,378
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “never” with a mean of 0, 57. It is inferred that the participants of the study do not usually develop authentic testing tools to evaluate the progress of their students.

Item 19

Ölçme sonuçlarını değerlendirerek öğrencilere gelişimleri ile ilgili detaylı geri bildirim veririm.

Table 19 Descriptive statistics of the responses of the participants to item 19 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,43	,535
Generally_T1	7	0	1	,29	,488
Always_T1	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 43. We can infer that the participants of the study give detailed feedback to their students about their progress by evaluating the testing outcomes from time to time.

Item 20
Öğretim uygulamalarımın etkililiğiyle ilgili öz-değerlendirme yaparım.

Table 20 Descriptive statistics of the responses of the participants to item 20 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,14	,378
Generally_T1	7	0	1	,57	,535
Always_T1	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 57. We can infer that the participants of the study make self-evaluation about the effectiveness of the teaching applications most of the time.

Item 21
Ölçme sonuçlarını kendi öğretim performansımı değerlendirmek için kullanırım.

Table 21 Descriptive statistics of the responses of the participants to item 21 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,57	,535
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	1	,29	,488
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 57. It can be interpreted that the participants of the study use the testing outcomes to evaluate their own teaching performance from time to time.

Item 22
Mesleki gelişimimle ilgili öğrenci, veli, meslektaş ve idarecilerin değerlendirmelerinden yararlanırım.

Table 22 Descriptive statistics of the responses of the participants to item 22 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,14	,378
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,14	,378
Generally_T1	7	0	1	,43	,535
Always_T1	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 43. It can be interpreted that the participants of the study make use of the evaluations of students, parents, colleagues and administrators about their professional development most of the time.

Item 23
Kişisel değerlendirme sonuçlarıma dayanarak öğretimim hakkında uzun ve kısa vadeli planlar yaparım.

Table 23 Descriptive statistics of the responses of the participants to item 23 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	1	,29	,488
Generally_T1	7	0	1	,29	,488
Always_T1	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent responses are “rarely”, “sometimes” and “generally” with a mean of 0, 29 each. We can say that the participants of the study differ in their agency levels about making long term or short term plans regarding their teaching based on the outcomes of individual evaluation.

Item 24
Öğrencilerin kendi öğrenmelerini değerlendirmelerini sağlarım.
Table 24 Descriptive statistics of the responses of the participants to item 24 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,29	,488
Generally_T1	7	0	1	,57	,535
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 57. It can be interpreted that the participants of the study make sure that their students evaluate their own learning most of the time.

Item 25
Öğrencilerin birbirlerinin öğrenme süreçlerini değerlendirmelerini sağlarım.

Table 25 Descriptive statistics of the responses of the participants to item 25 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,57	,535
Sometimes_T1	7	0	1	,43	,535
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “rarely” with a mean of 0, 57. We can say that the participants of the study do not usually make their students evaluate each other’s learning processes.

Item 26
Ailelerin çeşitli sosyal, kültürel, sanatsal etkinliklere katılımı için organizasyonlar düzenlerim.

Table 26 Descriptive statistics of the responses of the participants to item 26 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	1	1	1,00	,000
Rarely_T1	7	0	0	,00	,000
Sometimes_T1	7	0	0	,00	,000
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “never” with a mean of 1, 00. That is all participants chose the same option. It is inferred that the participants of the study do not arrange organisations for parents of the students to participate in various social, cultural and artistic activities.

Item 27
Öğrenci, aile ve öğretmenlerin katıldığı öğrenen toplulukları oluştururum.

Table 27 Descriptive statistics of the responses of the participants to item 27 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,86	,378
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	0	,00	,000
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “never” with a mean of 0, 86 followed by “rarely” (0,14). We can say that the participants of the study do not tend to build learning communities consisting of students, parents and teachers.

Item 28

Toplumun çeşitli (ekonomik, sosyal ve eğitim) ihtiyaçlarının karşılanması için projeler geliştiririm.

Table 28 Descriptive statistics of the responses of the participants to item 28 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,43	,535
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	1	,14	,378
Generally_T1	7	0	1	,14	,378
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “never” with a mean of 0, 43 followed by “rarely” (0,29). It is inferred that the participants of the study do not tend to develop projects to meet various needs (economic, social, education) of society.

Item 29

Öğrencilerin ders dışı etkinliklere (tiyatro, proje sergisi, bilim şenliği gibi) katılmaları için organizasyonlar düzenlerim.

Table 29 Descriptive statistics of the responses of the participants to item 29 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,57	,535
Sometimes_T1	7	0	1	,43	,535
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The responses of the participants are grouped at “rarely” (0, 57) and “sometimes” (0, 43) which shows that they do not usually make organizations for students to participate in extracurricular activities such as theatre, project exhibitions, science festivals etc.

Item 30

Eğitimcilerden oluşan mesleki gruplarda aktif görev alırım.

Table 30 Descriptive statistics of the responses of the participants to item 30 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,57	,535
Generally_T1	7	0	1	,29	,488
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 57. We can infer that the participants of the study participate in professional groups consisting of educators actively from time to time.

Item 31

Mesleğimle ilgili eğitimlere gönüllü olarak katılırım.

Table 31 Descriptive statistics of the responses of the participants to item 31 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	0	,00	,000
Sometimes_T1	7	0	1	,14	,378
Generally_T1	7	0	1	,43	,535
Always_T1	7	0	1	,43	,535
Valid N (listwise)	7				

The most frequent responses are “generally” and “always” with a mean of 0, 43 each. It can be inferred that the participants of the study participate in the professional training activities voluntarily most of the time.

Item 32

Bilimsel kongre veya sempozyumlarda kendi çalışmalarımı sunarım.

Table 32 Descriptive statistics of the responses of the participants to item 32 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,14	,378
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	1	,29	,488
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	1	,29	,488
Valid N (listwise)	7				

The most frequent responses are “rarely”, “sometimes” and “always” with a mean of 0, 29 each. We can say that the participants of the study differ in their agency levels about presenting their own studies in scientific congresses and symposiums.

Item 33

Yaptığım yenilikçi çalışmaları ve deneyimlerimi okuldaki meslektaşlarımla paylaşırım.

Table 33 Descriptive statistics of the responses of the participants to item 33 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	0	,00	,000
Rarely_T1	7	0	1	,29	,488
Sometimes_T1	7	0	1	,29	,488
Generally_T1	7	0	1	,29	,488
Always_T1	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent responses are “rarely”, “sometimes” and “generally” with a mean of 0, 29 each. It is inferred that the participants of the study differ in their agency levels about sharing their innovative studies and experiences with their colleagues at school.

Item 34

Özgün çalışmalarımı dış paydaşlarla (diğer okullar, MEB, halk eğitim merkezleri gibi) paylaşırım.

Table 34 Descriptive statistics of the responses of the participants to item 34 at time 1

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T1	7	0	1	,43	,535
Rarely_T1	7	0	1	,14	,378
Sometimes_T1	7	0	1	,43	,535
Generally_T1	7	0	0	,00	,000
Always_T1	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent responses are “never” and “sometimes” with a mean of 0, 43 each. We can infer that the participants of the study do not usually share their authentic studies with external stakeholders (other schools, MONE, public education centres etc.)

APPENDIX E. DESCRIPTIVE STATISTICS OF THE TEACHER AGENCY SCALE AT TIME 2 ACCORDING TO EACH ITEM

Item 1

Hazır planlar kullanmak yerine her yıl öğrenci grubumun ihtiyaçları doğrultusunda yeni planlar oluştururum.

Table 1 Descriptive statistics of the responses of the participants to item 1 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,29	,488
Generally_T2	7	0	1	,43	,535
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 43. It is inferred that the participants of the study tend to prepare their own plans based on the needs of their students. However at time 1 the most frequent response was “never” with a mean of 0, 43.

Item 2

Eğitim programımı düzenlerken öğrencileri planlama sürecine dahil ederim.

Table 2 Descriptive statistics of the responses of the participants to item 2 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,29	,488
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,29	,488
Generally_T2	7	0	1	,29	,488
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent responses are “never”, “sometimes” and “generally” with a mean of 0, 29 each. We can infer that the participants of the study have different opinions on involving the students in the curriculum planning process. At time 1 the most frequent responses were “never” and “sometimes” with a mean of 0, 43 each.

Item 3
Geliştirdiğim planları öğrencilerin değişen ihtiyaçlarını göz önünde bulundurarak dönem içinde güncellerim.

Table 3 Descriptive statistics of the responses of the participants to item 3 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	1	,14	,378
Generally_T2	7	0	1	,57	,535
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 57. It is inferred that the participants of the study seem to make alterations in their lesson plans based on the changing needs of the students during the term. However at time 1 the most frequent response was “rarely” with a mean of 0, 43.

Item 4
Özel ihtiyacı olan öğrencilerim için uzmanlarla çalışarak bireysel eğitim programları oluştururum.

Table 4 Descriptive statistics of the responses of the participants to item 4 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	1	,71	,488
Sometimes_T2	7	0	1	,14	,378
Generally_T2	7	0	1	,14	,378
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “rarely” with a mean of 0, 71. It is inferred that the participants of the study do not usually prepare individual education programmes for students who has private needs with the help of experts. The analysis at time 1 was similar illustrating “rarely” as the most frequent response with a mean of 0, 57.

Item 5

Derslerimi daha etkili yürütebilmek için ilgili uzmanlardan (üniversitelerden, sivil toplum kuruluşlarından, vb.) görüş alırım.

Table 5 Descriptive statistics of the responses of the participants to item 5 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	1	,29	,488
Sometimes_T2	7	0	1	,43	,535
Generally_T2	7	0	1	,29	,488
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 43. We can infer that the participants of the study make use of the opinions of experts (from universities, NGOs etc.) to conduct their lessons more effectively from time to time. According to the analysis at time 1 the most frequent response was also “sometimes” with a mean of 0, 57.

Item 6

Öğretme/öğrenme süreçlerinde bilimsel araştırma sonuçlarını kullanırım.

Table 6 Descriptive statistics of the responses of the participants to item 6 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	1	,43	,535
Generally_T2	7	0	1	,14	,378
Always_T2	7	0	1	,29	,488
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 43. It shows that the participants of the study make use of the results of scientific researches during teaching and learning only from time to time. However, at the beginning of the study the most frequent response was “generally” with a mean of 0, 71.

Item 7

Dünyada uygulanan farklı örnekleri uygulamalarıma yansıtırım.

Table 7 Descriptive statistics of the responses of the participants to item 7 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	1	,29	,488
Generally_T2	7	0	1	,57	,535
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 57. We can infer that the participants of the study make use of different applications in the world in their own implementations from time to time. At the beginning of the study the most frequent response was “sometimes” with a mean of 0, 57.

Item 8

Öğrencilerin kavram ve becerileri okul içi ve dışı yaşantılarla ilişkilendirebilmeleri için olanaklar sağlarım.

Table 8 Descriptive statistics of the responses of the participants to item 8 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	0	,00	,000
Generally_T2	7	0	1	,57	,535
Always_T2	7	0	1	,43	,535
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 57. It can be inferred that the participants of the study tend to provide opportunities for their students to relate the concepts and skills to their experiences in and out of the school. Nonetheless, at time 1 the most frequent response was “rarely” with a mean of 0, 43.

Item 9

Sınıfımdaki bütün öğrencilerin derse aktif katılmalarını sağlarım.

Table 9 Descriptive statistics of the responses of the participants to item 9 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	0	,00	,000
Generally_T2	7	0	1	,43	,535
Always_T2	7	0	1	,57	,535
Valid N (listwise)	7				

The most frequent response is “always” with a mean of 0, 57. It can be inferred that the participants of the study make sure that all their students participate in the lesson actively most of the time. Similarly, at the beginning of the study the most frequent responses were “generally” and “always” with a mean of 0, 43 each.

Item 10

Öğrencilerin bilgilerini farklı derslerde kullanmaları için olanaklar sağlarım.

Table 10 Descriptive statistics of the responses of the participants to item 10 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,57	,535
Generally_T2	7	0	1	,14	,378
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 57. We can say that the participants of the study use their agency from time to time when providing opportunities for students to use what they know in different lessons is concerned. At the beginning of the study the most frequent responses were “rarely”, “sometimes” and “generally” with a mean of 0, 29 each.

Item 11

Ulusal ve uluslararası projelere katılmalarında öğrencilere rehberlik ederim.

Table 11 Descriptive statistics of the responses of the participants to item 11 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	1	,29	,488
Sometimes_T2	7	0	1	,43	,535
Generally_T2	7	0	1	,14	,378
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 43. It is inferred that when guiding the students to participate in national and international projects is concerned, most of the participants of the study preferred to be in the middle and chose “sometimes”. The results were similar at time 1 “sometimes” being the most frequent one with a mean of 0, 57.

Item 12

Öğrencilerimin hazırladıkları projeleri internet, proje sergileri, bilim şenlikleri gibi ortamlarda sunmaları için olanaklar sunarım.

Table 12 Descriptive statistics of the responses of the participants to item 12 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,57	,535
Generally_T2	7	0	0	,00	,000
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 57. We can say that the participants of the study do not usually provide opportunities for the students to present their projects at various settings such as internet, project exhibitions, science festivals etc. However, at the beginning of the study the most frequent response was “rarely” with a mean of 0, 57.

Item 13

Öğrencilere karşılaştıkları bilgi kaynaklarını eleştirel bir şekilde değerlendirme becerisi kazandırırım.

Table 13 Descriptive statistics of the responses of the participants to item 13 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,14	,378
Generally_T2	7	0	1	,71	,488
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 71. It is inferred that the participants of the study help their students evaluate the information sources critically most of the time. At the beginning of the study the most frequent response was also “generally” with a mean of 0,57.

Item 14

Öğrencilerimin teknolojiyi öğrenme amaçlı kullanabilmeleri için onları yönlendiririm.

Table 14 Descriptive statistics of the responses of the participants to item 14 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	0	,00	,000
Generally_T2	7	0	1	,57	,535
Always_T2	7	0	1	,43	,535
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 57. It is inferred that the participants of the study lead their students to use technology for learning most of the time. The result was exactly the same at time 1 “generally” being the most frequent response with the same mean.

Item 15

Öğrencilerimin ders için özgün araç-gereç geliştirmeleri için görevler veririm.

Table 15 Descriptive statistics of the responses of the participants to item 15 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	1	,71	,488
Generally_T2	7	0	1	,14	,378
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 71. We can infer that the participants of the study assign their students to develop authentic lesson materials from time to time. Similar results were observed at time 1 “sometimes” being the most frequent response with a mean of 0,43.

Item 16

Öğrencilerimin buluşçu yanlarını geliştirecek etkinlikler tasarlarım.

Table 16 Descriptive statistics of the responses of the participants to item 16 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,57	,535
Generally_T2	7	0	1	,14	,378
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 57. We can infer that the participants of the study design activities that will improve the innovative point of view of the students from time to time. The result was exactly the same at time 1 “sometimes” being the most frequent response with the same mean.

Item 17

Öğretim sürecinde kullanacağım ölçme araçlarını öğrencilerle birlikte belirlerim.

Table 17 Descriptive statistics of the responses of the participants to item 17 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,43	,535
Rarely_T2	7	0	1	,29	,488
Sometimes_T2	7	0	1	,29	,488
Generally_T2	7	0	0	,00	,000
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “never” with a mean of 0, 43. It is inferred that the participants of the study do not usually determine the testing tools that will be used in the teaching process with the students. Similarly at time 1 the most frequent response was “never” with a mean of 0,57.

Item 18

Öğrencilerin gelişimlerini değerlendirmek için özgün ölçme araçları geliştiririm.

Table 18 Descriptive statistics of the responses of the participants to item 18 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,29	,488
Rarely_T2	7	0	1	,29	,488
Sometimes_T2	7	0	1	,29	,488
Generally_T2	7	0	1	,14	,378
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent responses are “never”, “rarely”, and “sometimes” with a mean of 0, 29 each. It is inferred that the participants of the study differ in their agency levels about developing authentic testing tools to evaluate the progress of their students. At the beginning of the study the most frequent response was “never” with a mean of 0, 57.

Item 19

Ölçme sonuçlarını değerlendirerek öğrencilere gelişimleri ile ilgili detaylı geri bildirim veririm.

Table 19 Descriptive statistics of the responses of the participants to item 19 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,43	,535
Generally_T2	7	0	1	,29	,488
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 43. We can infer that the participants of the study give detailed feedback to their students about their progress by evaluating the testing outcomes from time to time. Time 1 results were exactly the same for this item “sometimes” being the most frequent one with the same mean.

Item 20

Öğretim uygulamalarımın etkililiğiyle ilgili öz-değerlendirme yaparım.

Table 20 Descriptive statistics of the responses of the participants to item 20 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	1	,14	,378
Generally_T2	7	0	1	,71	,488
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 71. We can infer that the participants of the study make self-evaluation about the effectiveness of the teaching applications most of the time. Similarly at the beginning of the study the most frequent response was “generally” with a mean of 0, 57.

Item 21

Ölçme sonuçlarını kendi öğretim performansımı değerlendirmek için kullanırım.

Table 21 Descriptive statistics of the responses of the participants to item 21 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	1	,29	,488
Generally_T2	7	0	1	,43	,535
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 43. It can be interpreted that the participants of the study tend to use the testing outcomes to evaluate their own teaching performance. However, at time 1 the most frequent response was “sometimes” with a mean of 0, 57.

Item 22

Mesleki gelişimimle ilgili öğrenci, veli, meslektaş ve idarecilerin değerlendirmelerinden yararlanırım.

Table 22 Descriptive statistics of the responses of the participants to item 22 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	1	,43	,535
Generally_T2	7	0	1	,43	,535
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent responses are “sometimes” and “generally” with a mean of 0, 43 each. It can be interpreted that the participants of the study differ in their agency levels about making use of the evaluations of students, parents, colleagues and administrators about their professional development. However, at time 1 the most frequent response was “generally” with a mean of 0, 43.

Item 23

Kişisel değerlendirme sonuçlarıma dayanarak öğretimim hakkında uzun ve kısa vadeli planlar yaparım.

Table 23 Descriptive statistics of the responses of the participants to item 23 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,14	,378
Generally_T2	7	0	1	,29	,488
Always_T2	7	0	1	,29	,488
Valid N (listwise)	7				

The most frequent responses are “generally” and “always” with a mean of 0, 29 each. We can say that the participants of the study tend to make long term or short term plans regarding their teaching based on the outcomes of individual evaluation. At the beginning of the study the most frequent responses were “rarely”, “sometimes” and “generally” with a mean of 0, 29 each.

Item 24

Öğrencilerin kendi öğrenmelerini değerlendirmelerini sağlarım.

Table 24 Descriptive statistics of the responses of the participants to item 24 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	1	,29	,488
Generally_T2	7	0	1	,43	,535
Always_T2	7	0	1	,29	,488
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 43. It can be interpreted that the participants of the study make sure that their students evaluate their own learning most of the time. Similarly, at time 1 the most frequent response was “generally” with a mean of 0, 57.

Item 25

Öğrencilerin birbirlerinin öğrenme süreçlerini değerlendirmelerini sağlarım.

Table 25 Descriptive statistics of the responses of the participants to item 25 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	1	,29	,488
Sometimes_T2	7	0	1	,14	,378
Generally_T2	7	0	1	,29	,488
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent responses are “rarely” and “generally” with a mean of 0, 29 each. We can say that the participants of the study differ in their agency levels about making their students evaluate each other’s learning processes. At the beginning of the study the most frequent response was “rarely” with a mean of 0, 57.

Item 26

Ailelerin çeşitli sosyal, kültürel, sanatsal etkinliklere katılımı için organizasyonlar düzenlerim.

Table 26 Descriptive statistics of the responses of the participants to item 26 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,57	,535
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,14	,378
Generally_T2	7	0	0	,00	,000
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response is “never” with a mean of 0,57. It is inferred that the participants of the study do not tend to arrange organisations for parents of the students to participate in various social, cultural and artistic activities. Similarly at time 1 the most frequent response was also “never” with a mean of 1, 00.

Item 27

Öğrenci, aile ve öğretmenlerin katıldığı öğrenen toplulukları oluştururum.

Table 27 Descriptive statistics of the responses of the participants to item 27 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	1	1	1,00	,000
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	0	,00	,000
Generally_T2	7	0	0	,00	,000
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “never” with a mean of 1,00. It is clear that all of the participants of the study do not build learning communities consisting of students, parents and teachers. At the beginning of the study the most frequent response was also “never” with a mean of 0, 86.

Item 28

Toplumun çeşitli (ekonomik, sosyal ve eğitim) ihtiyaçlarının karşılanması için projeler geliştiririm.

Table 28 Descriptive statistics of the responses of the participants to item 28 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,43	,535
Rarely_T2	7	0	1	,43	,535
Sometimes_T2	7	0	1	,14	,378
Generally_T2	7	0	0	,00	,000
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent responses are “never” and “rarely” with a mean of 0, 43 each. It is inferred that the participants of the study do not tend to develop projects to meet various needs (economic, social, education) of society. Time 1 results depict that the most frequent response was also “never” with a mean of 0, 43.

Item 29

Öğrencilerin ders dışı etkinliklere (tiyatro, proje sergisi, bilim şenliği gibi) katılmaları için organizasyonlar düzenlerim.

Table 29 Descriptive statistics of the responses of the participants to item 29 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,14	,378
Rarely_T2	7	0	1	,29	,488
Sometimes_T2	7	0	1	,43	,535
Generally_T2	7	0	0	,00	,000
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent response of the participants is “sometimes” (0, 43) which shows that they do not usually make organizations for students to participate in extracurricular activities such as theatre, project exhibitions, science festivals etc. At the beginning of the study the responses of the participants were grouped at “rarely” (0, 57) and “sometimes” (0, 43).

Item 30
Eğitimcilerden oluşan mesleki gruplarda aktif görev alırım.

Table 30 Descriptive statistics of the responses of the participants to item 30 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	1	,57	,535
Generally_T2	7	0	1	,14	,378
Always_T2	7	0	1	,29	,488
Valid N (listwise)	7				

The most frequent response is “sometimes” with a mean of 0, 57. We can infer that the participants of the study participate in professional groups consisting of educators actively from time to time. Time 1 responses were exactly the same “sometimes” being the most frequent one with the same mean.

Item 31
Mesleğimle ilgili eğitimlere gönüllü olarak katılırım.
Table 31 Descriptive statistics of the responses of the participants to item 31 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	0	,00	,000
Sometimes_T2	7	0	0	,00	,000
Generally_T2	7	0	1	,57	,535
Always_T2	7	0	1	,43	,535
Valid N (listwise)	7				

The most frequent responses are “generally” (0,57) and “always” (0, 43). It can be inferred that the participants of the study participate in the professional training activities voluntarily most of the time. Similarly at time 1 the most frequent responses were “generally” and “always” with a mean of 0, 43 each.

Item 32

Bilimsel kongre veya sempozyumlarda kendi çalışmalarımı sunarım.

Table 32 Descriptive statistics of the responses of the participants to item 32 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,29	,488
Generally_T2	7	0	1	,29	,488
Always_T2	7	0	1	,29	,488
Valid N (listwise)	7				

The most frequent responses are “sometimes”, “generally” and “always” with a mean of 0, 29 each. We can say that the participants of the study differ in their agency levels about presenting their own studies in scientific congresses and symposiums. Similarly, at time 1 the most frequent responses were “rarely”, “sometimes” and “always” with a mean of 0, 29 each.

Item 33

Yaptığım yenilikçi çalışmaları ve deneyimlerimi okuldaki meslektaşlarımla paylaşırım.

Table 33 Descriptive statistics of the responses of the participants to item 33 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	0	,00	,000
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,14	,378
Generally_T2	7	0	1	,71	,488
Always_T2	7	0	0	,00	,000
Valid N (listwise)	7				

The most frequent response is “generally” with a mean of 0, 71. It is inferred that the participants of the study tend to share their innovative studies and experiences with their colleagues at school. However, at the beginning of the study the most frequent responses were “rarely”, “sometimes” and “generally” with a mean of 0, 29 each.

Item 34

Özgün çalışmalarımı dış paydaşlarla (diğer okullar, MEB, halk eğitim merkezleri gibi) paylaşırım.

Table 34 Descriptive statistics of the responses of the participants to item 34 at time 2

	N	Minimum	Maximum	Mean	Std. Deviation
Never_T2	7	0	1	,29	,488
Rarely_T2	7	0	1	,14	,378
Sometimes_T2	7	0	1	,14	,378
Generally_T2	7	0	1	,29	,488
Always_T2	7	0	1	,14	,378
Valid N (listwise)	7				

The most frequent responses are “never” and “generally” with a mean of 0, 29 each. We can infer that the participants of the study differ in their agency levels about sharing their authentic studies with external stakeholders (other schools, MONE, public education centres etc.) At the beginning of the study, the most frequent responses were “never” and “sometimes” with a mean of 0, 43 each.