

**THE IMPACT OF DOING AND READING RESEARCH ON  
PROFESSIONAL AUTONOMY OF EFL TEACHERS**



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**JANUARY 2020**

**THE IMPACT OF DOING AND READING RESEARCH ON  
PROFESSIONAL AUTONOMY OF EFL TEACHERS**

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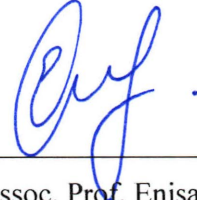
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**Melis CEYLAN**

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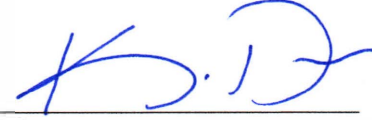
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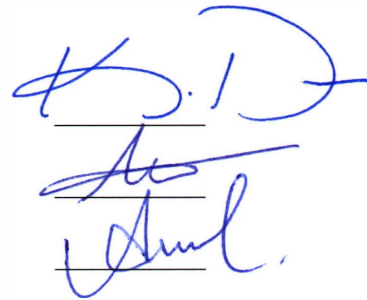
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## ETHICAL CONDUCT

**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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## ABSTRACT

### THE IMPACT OF DOING AND READING RESEARCH ON PROFESSIONAL AUTONOMY OF EFL TEACHERS

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The main aim of this study is to investigate the relationship between research engagement (doing research and reading research) and English as a Second Language (EFL) teachers' professional autonomy (TPA). The secondary aim of this study is to investigate the relationship between teachers' professional autonomy and their educational background in terms of their state of doing and reading research. In order to determine EFL teachers' professional autonomy levels, the researcher used a questionnaire called Teachers' Professional Autonomy Questionnaire (TEPAQ) developed by Okay (2018). Accordingly, the researcher adopted survey design among descriptive research methods (Creswell, 2014) for this study. The data was collected through a questionnaire (TEPAQ) and EFL teachers were the target population of the study. Stratified random sampling was benefitted in the selection of the participants. In total, 224 participants, 71.9 % of whom were females (n=161) and 28.1 % of whom were males (n=63) took part in the study. The results indicated that there was a significant difference in the participants' professional autonomy levels in terms of doing research, reading research and the number of research conducted in the last three years. Lastly, there was no significant difference in their professional autonomy levels in terms of the number of research read in a month. Moreover, no significant relation was found between professional autonomy levels of teachers who both do and read, do but not read, neither do or read research and their educational background. However, professional autonomy levels of teachers who both do and read research

were the highest while professional autonomy levels of teachers who neither do nor read research were the lowest regardless of their educational backgrounds.

Keywords: Professional Autonomy, Research Engagement, Reading Research, Doing Research



## ÖZ

# ARAŞTIRMA YAPMANIN VE ARAŞTIRMA MAKALESİ OKUMANIN İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ ÖZERKLİĞİ ÜZERİNE OLAN ETKİSİ

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Bu çalışmanın temel amacı araştırma meşguliyeti (araştırma yapma ve okuma) ile İngilizce öğretmenlerinin mesleki özerklikleri arasındaki ilişkiyi incelemektir. Bu çalışmanın ikincil amacı ise İngilizce öğretmenlerinin mesleki özerklikleri ile mezuniyet seviyeleri arasındaki ilişkiyi araştırma yapma ve okuma durumlarına göre incelemektir. Araştırmacı İngilizce öğretmenlerinin mesleki özerkliklerini belirlemek için Okay (2018) tarafından geliştirilmiş olan Öğretmenlerin Özerklik Anketi'ni kullanmıştır. Bu doğrultuda, araştırmacı bu çalışma için betimleyici araştırma yöntemlerinden olan tarama modelini kullanmıştır (Creswell, 2014). Ayrıca katılımcıların belirlenmesinde tabakalı örnekleme yöntemi seçilmiştir. Bu çalışmada yer alan 224 katılımcıdan % 71,9'u kadın (n=161), % 28,1'i ise erkek katılımcılardan oluşmaktadır. Sonuçlar göstermiştir ki İngilizce öğretmenlerinin mesleki özerklik seviyeleri orta düzeydedir. Buna ek olarak, katılımcıların mesleki özerkliklerinin araştırma yapma, araştırma makalesi okuma, son üç yılda yürütülen araştırma sayısı değişkenlerine göre değişiklik gösterdiği bulunmuştur. Son olarak, katılımcıların mesleki özerklik seviyeleri bir ayda okunan toplam araştırma makalesi sayısına göre anlamlı olarak farklılık göstermemiştir. Ayrıca, hem araştırma yapan hem de okuyan, araştırma yapmayan ama okuyan, ne araştırma yapan ne de okuyan öğretmenlerin mesleki özerklik seviyeleri ile eğitim seviyeleri arasında anlamlı bir farklılık bulunmamıştır. Ancak, eğitim seviyelerinden bağımsız olarak, hem araştırma yapan

hem de okuyan öğretmenlerin kişisel gelişim özerkliği en yüksek iken ne araştırma yapan ne de okuyan öğretmenlerin kişisel gelişim özerkliği en düşük seviyededir.

Anahtar Kelimeler: Mesleki Özerklik, Araştırma Meşguliyeti, Araştırma Yapma, Araştırma Okuma





**DEDICATION**



*To My Beloved Sons: Uraz & Mirza*

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## **LIST OF ABBREVIATIONS**

AR	Action Research
B.A	Bachelor of Arts
DF	Degrees of Freedom Ratio
EFA	Exploratory Factor Analysis
EFL	English as a Foreign Language
ELT	English Language Teaching
FA	Factor Analysis
KMO	Kaiser-Meyer-Olkin
M	Mean
M.A	Master of Arts
PD	Professional Development
Ph.D	Doctor of Philosophy
PIF	Personal Information Form
SPSS	Statistical Package for the Social Sciences
TA	Teacher Autonomy
TEPAQ	Teachers' Professional Autonomy Questionnaire
TPA	Teachers' Professional Autonomy

## Chapter 1

### Introduction

#### 1.1 Overview

During the past two decades, the concept of autonomy has gained significant popularity in language teaching and learning. Moreover, it is considered a desirable target of education in addition to being a key to effective teaching and learning (Areglado 1996; Schunk & Zimmerman 1994, 1998). Therefore, educational researchers have paid more attention and given great importance to teacher autonomy.

In the literature, teacher autonomy has a description of professional freedom, power, and discretion of teachers (Anderson, 1987; Friedman, 1999; Webb, 2002). Pearson and Moomaw (2005) also accepted teacher autonomy as professional freedom by mentioning that “if teachers are to be empowered and exalted as professionals, then like other professionals, teachers must have the freedom to prescribe the best treatment for their students as doctors/lawyers do for their patients/clients” (p.38).

The concept of autonomous teachers was first introduced into the language teaching literature by Allwright (1990) and developed by Little (1995). It was the time when learner autonomy and teacher autonomy were interrelated and interdependent (Smith and Erdoğan, 2008; Benson, 2011). Accordingly, Little (1995) expressed that “learner autonomy and teacher autonomy are interdependent and the promotion of learner autonomy depends on the promotion of teacher autonomy” (p175). In time, various definitions were made up. However, there is a compilation of the definitions of teacher autonomy. It is teachers who have self-directed control of their own professional development Smith (2003). This can be realized through developing independence in their context in which they expect their own teaching to go further.

To make it broader, teacher autonomy was accepted as an umbrella term that resulted in a variety of definitions. It is generally seen as a technical aspect and usually referred to the locus of control over teachers’ own work (Breen & Mann, 1997). However, teacher autonomy has some sub divisions such as being self-directed in one’s own learning as a teacher (Smith, 2003), will and capacity to implement the



curriculum (Benson and Huang, 2008) in addition to freedom of taking control of teachers' own learning and teaching (Huang, 2005).

In her dissertation, Okay (2018) took teacher autonomy from the aspect that comes from learner autonomy. From this perspective, Aoki (2002) inferred that teacher autonomy is making choices concerning one's own teaching if learner autonomy is making choices concerning one's own learning. Therefore, as mentioned by Okay (2018), the teaching profession is a process in which teachers are in need of continuous learning to keep up with the educational novelties. Therefore, she named and coined the term teachers' professional autonomy as a sub-dimension of teacher autonomy and defined a professionally autonomous teacher as the one "who has the capability and motives to develop himself/herself professionally in collaboration with his/her students and colleagues." (p. 4). With this new aspect gained to the literature.

The second construct used in this study was research engagement. "research engagement" is referred to the act of taking part in research activities. When the literature is reviewed, many researchers have used the term "research engagement" as an umbrella term in their studies (e.g., Akyel, 2015; Borg, 2009, 2010; Guilbert, Lane, & Van Bergen, 2016; Hall, 2009).

Many researchers in the literature (Everton et al., 2000, 2002; Borg, 2009, 2010; Hall, 2009) cover this term in two sub-dimensions as "engagement with (reading) and engagement in (doing) research. To be specific, it refers to reading research articles and doing research, and reading and doing individual research are two different dimensions in their nature (Bulut, 2011).

The term "engagement with research" refers to reading and using research. In this concept teachers do not produce a new study; they only benefit from the research studies and their results in their contexts or only read them. However, the term, "engagement in research" stands for the act of doing or taking part in the research process on their own or collaboratively. In other words, in this process teachers are the producers of research and there is a participation in conducting the research as a practitioner (Bell, Cordingley, Isham, & Davis, 2010).

Promoting teachers to be more reflective and critical (Atay, 2006; Borg, 2010), teacher research engagement has enabled teachers to make self-sufficient judgments (Lankshear & Knobel, 2004). This shows that research engagement has a contribution

to teacher autonomy. That is to say, teachers engaging in and with research develop autonomy as mentioned by Martinez (2002) who claimed that conducting research in professional development can contribute to fostering consciousness of teacher autonomy. Accordingly, Dikilitaş and Griffiths (2017), stated that carrying out action research (AR) is an essential strategy for professional development because it creates an opportunity for teachers to develop awareness and autonomy.

## **1.2 Statement of the Problem**

Teacher autonomy is an umbrella term that has been defined in various ways by many researchers. It was described by Willner (1990) as independence through isolation and alienation. Later, Little (1995) defined teacher autonomy as the capacity of teachers who engage in self-directed teaching. After that, teacher autonomy has been tried to be defined by scholars from different aspects. Aoki (2000) defined teacher autonomy as the thing that includes capacity, freedom, and responsibility to make decisions on teachers' own teaching. Richard Smith (2000) evaluated teacher autonomy from a different perspective by mentioning it as “the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others.”.

As is understood from various definitions made for teacher autonomy, gained a lot of interest in language education field after ample studies on learner autonomy that is accepted interrelated and interdependent with teacher autonomy (Smith and Erdoğan, 2008; Benson, 2011). Having been introduced by Holec (1981) to the area of language teaching, in general sense, the concept of learner autonomy was defined as the “ability to take charge of one’s own learning” (p.3). This concept of autonomy leads to a change in the roles of learners and teachers in EFL classes. As mentioned by Aoki (2002), if teachers want their students to be autonomous, they need to develop autonomy accordingly. With these changes, therefore, teacher autonomy was brought to the field of language teaching (Benson, 2001).

Accordingly, in her dissertation, Okay (2018) covered teacher autonomy from this perspective and in order to meet the needs of the learner to become autonomous, she claimed that teaching is a profession in which teachers need to continue learning

to keep themselves up to date with recent educational or technological developments. Therefore, she named the term teachers' professional autonomy as a sub-dimension of teacher autonomy and defined a professionally autonomous teacher as the one "who has the capability and motives to develop himself/herself professionally in collaboration with his/her students and colleagues." (p. 4). Also, she developed a questionnaire for her dissertation that is the only questionnaire, to the best knowledge of the researcher, which assess teachers' professional autonomy. With this new aspect gained to the literature, studies are needed to be carried out to understand teachers' professional autonomy and evaluate it with respect to various perspectives, which is a gap in the field of ELT.

The other aspect that the researcher implemented in this study is research engagement. Schön's argument could be accepted as a milestone of teacher research: "professionals were not unthinking technicians but reflective practitioners provided the impetus for initiatives which placed teachers in the role of autonomous investigators of their work" (as cited in Borg, 2010, p. 395-396). That is to say, teachers need to take control over their own teaching practices and their professional development.

Teacher autonomy is also relevant to the concept of teacher as a researcher because research engagement is a crucial way to continue professional development. Accordingly, teachers are professionals who inquire and reflect on themselves and become producers of knowledge instead of being only recipients of knowledge (Burns, 2009). This leads to self-directed professional development, in that teachers conduct or read research relevant to problems they encounter in their teaching and these could allow for improving their teaching practice.

Borg (2010) defines teacher research as a systematic enquiry conducted by teachers either individually or collaboratively in their teaching contexts to improve the quality of their teaching. He conceptualises research engagement as reading research or doing research. It was mentioned that reading and doing research improve the autonomy of teachers (Borg, 2009, 2010; Dikilitaş & Griffiths, 2017; Dikilitaş & Mumford, 2019). However, in accordance with the literature discussed above, studies on examining the relationship between research engagement (doing and reading research) and teacher autonomy have been limited, and nearly all the studies were qualitative rather than quantitative. Moreover, Dikilitaş (2019) stated that teachers can

develop their autonomous learning skills by doing research into classroom practices because this lead to make pedagogical and methodological decisions during their research engagement. He also stated that there is a need for an analysis to find the effects of research engagement on autonomy. With respect to this, this study adopted a survey design to grant more generalizable results to fill this gap in the field of ELT.

### **1.3 Purpose of the Study**

When the literature is reviewed, it has not suggested any measurement tool to measure teachers' professional autonomy but for the Teachers' Professional Autonomy Questionnaire (TEPAQ) developed by Okay (2018). Accordingly, investigating the teacher's professional autonomy and studies on research engagement (doing and reading research) has been limited, and nearly all the studies were qualitative rather than quantitative. Therefore, the main aim of this study is to investigate the relationship between doing and reading research and English as a Second Language (EFL) teachers' professional autonomy (TPA) that was also proposed as a qualitative research gap in language teacher education by Dikilitaş (2019). The secondary aim of this study is to investigate the relationship between teachers' professional autonomy and their educational background in terms of state of doing and reading research.

### **1.4 Research Questions**

The research questions of this study are as follows:

1. Is there a relationship between carrying out research and Turkish EFL teachers' professional autonomy levels?
2. Do professional autonomy levels of teachers differ by the number of studies they have carried out?
3. Is there a relationship between reading research and Turkish EFL teachers' professional autonomy levels?
4. Do professional autonomy levels of Turkish EFL teachers differ by the number of research they read in a month?

5. What is the professional autonomy level of Turkish EFL teachers according to their educational background in terms of research engagement?

### **1.5 Significance of the Study**

This thesis is important in a number of ways. The most important significance of this study is that the way covering teacher autonomy. During the last few decades, it has been conceptualized as “a personal sense of freedom to execute professional action” (Usma, 2007). However, as mentioned by Okay (2018) TA is a phenomenon that can be evaluated from different dimensions. Therefore, it is expected to include the analysis of personal beliefs, environmental professional competence, and environmental factors that interrelate for the successful exercise of professional discretion (Usma, 2007). Therefore, the present study sees teacher autonomy from teachers’ professional learning aspect and regards it as a personality trait under the umbrella term of teacher autonomy as mentioned by Okay (2018). And she defined teachers’ professional autonomy to the field by defining it as “teachers’ capability and motives to develop themselves professionally in collaboration with their students and colleagues” (p.4).

In addition to the fact that there are very few studies which investigate teacher autonomy from this professional attribute (Çakır & Balçıkanlı, 2012; Okay, 2018; Scribner, Hager & Warne, 2002; Sert, 2007; Smith & Erdoğan, 2008). Also, the questionnaire developed by Okay (2018) that is the only questionnaire -to the best knowledge of the researcher- which measures teachers’ professional autonomy. With this new aspect gained to the literature, studies are needed to be carried out to understand teachers’ professional autonomy and evaluate it with respect to various perspectives, which is a gap in the field of ELT. Therefore, this study is significant in that it investigated EFL teachers’ professional autonomy.

Additionally, this study is also significant in that this study gathers data from teachers working in all levels of education while studies on teacher autonomy in Turkey are limited to only primary and secondary education (Karabacak, 2014; Özkan, 2013; Öztürk, 2011; Uğurlu & Qahramanova, 2016) or tertiary level of education (Çakır & Balçıkanlı, 2012; Koçak, 2018; Sert, 2007; Yıldırım, 2017).

Lastly, studies on examining the relationship between research engagement (doing and reading research) and teacher autonomy (Borg, 2009, 2010; Dikilitaş & Griffiths, 2017; Dikilitaş & Mumford, 2019) have been limited, and nearly all the studies were qualitative rather than quantitative. It is also proposed by Dikilitaş (2019) that investigation of the effects of research engagement is a qualitative research gap in language teacher education. With respect to this, this study adopted a survey design to grant more generalizable results to fill this gap in the field of ELT.

## 1.6 Definitions

**Teacher Autonomy:** It is being able to be self-directed in one's own learning as a teacher (Smith, 2003).

**Teachers' Professional Autonomy:** A sub-dimension of teacher autonomy and define a professionally autonomous teacher as the one "who has the capability and motives to develop himself/herself professionally in collaboration with his/her students and colleagues." (Okay, 2018; p. 4)

**Research Engagement:** It refers to the act of taking part in research activities by reading research articles and doing research, and reading and doing individual research

**Engagement in research:** It refers to be a part of research by doing it (Borg, 2010).

**Engagement with research:** It refers to be a part of the research by reading in addition, using it (Borg, 2010).

**English Language Teaching:** It is a phrase used especially in British context to refer to the teaching of English as a second language or English as a foreign language (Freeman, 2002, p.1).

## Chapter 2

### Literature Review

#### 2.1 Teacher Autonomy

The notion of teacher autonomy (TA) has been a part of a wider concept that takes autonomy as a whole thing. Therefore, autonomy has been mentioned in the literature and studied as language learners' proficiency development that is the centre of autonomy (Mello, Dutra, & Jorge, 2008). Accordingly, they also mentioned that the understanding of learner autonomy resulted in the discussion of teacher autonomy because teachers have an incredible role in the improvement of learners' autonomy strategies and practices.

That is, autonomy is a process through which learners are utterly responsible for the decisions related to their own learning. However, there is no one definition for this notion. In general, the term autonomy has been used in numerous different ways, and the most common is learners' undertaking the responsibility of their own learning process more consciously. Therefore, being more aware of their own mistakes and with little or no help, correcting their own mistakes. In autonomy, learners decide which learning method is most appropriate for them and adopt this particular style(s). When we talk about the role of autonomy, critical thinking cannot be left apart in the process. Halvorsen (2005) asserts that critical thinking is considering an issue from various perspectives, to look at and challenge any possible assumptions that may underlie the issue and to explore its possible alternatives.

Whenever autonomy is mentioned, it is students that appear in mind; however, it is so natural to think autonomy together with the teachers. As Smith states "One leitmotiv of recent work in the field of teachers is that learning constitutes an important part in terms of becoming and continuing to be a teacher. If this is the case, learner autonomy is likely to be as necessary for ourselves as we consider it to be for language learners." (2000, p. 90)

When we turn to our scope on teacher autonomy, all mentioned above fills the gap perfectly because teachers are also considered as lifelong learners. The term "Teacher Autonomy" was first introduced into the language teaching literature by Allwright (1990) and developed by Little (1995). Through the years, countless

definitions were made up, yet, there emerged a combination of definitions, which is; teacher autonomy is teachers having control over their own professional development by developing independence in their context when they feel the need to get steps in their own teaching. For many teachers, it sounds desirable to be free from the context and other pressures of teaching, and considering themselves as autonomous teachers, and taking their own actions. However, in reality, that is very different due to colleagues, administrators, curricula and even because of students. Little (1995) asserts that teachers are to have the capacity, not the ability to engage in professional activities, which means having the necessary responsibility for their own planning and teaching.

On the other hand, it is sometimes only because of the teachers themselves. They may possess the fear of change as they are used to conducting things safely. And sometimes they may not want to lose the control they set in their context. Maybe it is because of the attitude towards teaching, and thus, they spare less or no time for professional development. Littlewood (1997) claimed that in order to become autonomous, in addition to the ability, teachers should also have the willingness to implement changes in behaviour. Teacher autonomy is triggered by a need for professional and/or personal development, thus an autonomous teacher is expected to teach effectively than a non-autonomous teacher.

Teacher autonomy has been defined in various ways. It was described by Willner (1990) as independence through isolation and alienation. Later, Little (1995) defined teacher autonomy as the capacity of teachers who engage in self-directed teaching. After that, teacher autonomy has been tried to be defined by scholars from different aspects. Aoki (2000) defined teacher autonomy as the thing that includes capacity, freedom, and responsibility to make decisions on teachers' own teaching. Richard Smith (2000) evaluated teacher autonomy from a different perspective by mentioning it as "the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others."

In line with the previous definitions, Benson (2000) defined teacher autonomy as "being free from control". Similarly, according to Smith (2003), is seen as being able to be self-directed in one's own learning as a teacher. In addition, according to Huang (2005), willingness, capacity and freedom of teachers to take control of their



own teaching and learning were described as teacher autonomy. Later, Benson and Huang (2008) added by addressing liberated will and capacity to be able to implement the curriculum.

Dikilitaş and Griffiths (2017) suggested the content of teacher autonomy as knowing how to be free from impositions, creating links between theory and practice, aligning needs with things-to-do, considering actions and capacities and overcoming contextual constraints by modifying beliefs and practices.

However, lately, the concept has had a shift to the relation to collaborative decision-making and freedom to develop control over professional choices (Dikilitaş, 2019).

## **2.2 Characteristics of Autonomous Teachers**

By inferring from the shift in the definitions of the concept of teacher autonomy, teachers are best placed on developing their own teaching in order to better the learning experiences of their students. Teacher autonomy can be seen as an umbrella term for teacher education and on-going teacher development. Autonomous teachers interpret ideas about teaching and learning in collaboration with others, making the meaning more real for themselves (Mello, Dutra, & Jorge, 2008). They also stated that autonomous teachers do much more than searching for new answers to new problems. It also occurs in our unique teaching/learning situations. According to Mello et al. (2008), as teachers, we need to provide “a teaching force of transformative intellectuals who can navigate their professional worlds in ways that enable them to create educationally sound, contextually appropriate, and socially equitable learning opportunities for the students they teach (Johnson, 2006; p. 235)”.

From the viewpoint of McGrath (2000), autonomous teachers can be evaluated from two different dimensions: self-directed action or development and freedom from control by others. He also mentioned that by acting in a self-directed manner, teachers are not guaranteed to learn from the experience. Because it is just a kind of professional development and, thus, their action and development of autonomy are two different aspects. He also gives an example from China by saying that some college teachers

reject to do something for the sake of personal responsibility, although they are engaged in the self-directed activity.

According to Smith (2001), there are some characteristics of teacher autonomy. First of all, autonomous teachers can take self-directed professional action, and they have the capacity for it. Similarly, those teachers are also free from control over professional action. In addition, they have self-directed professional development or they have the capacity for it. Lastly and accordingly, they are free to control over PD.

According to Sehwat (2014), teacher autonomy involves ability and attitudes and can develop to various degrees. Besides, Sehwat (2014) also suggested some characteristics for autonomous teachers. They can self-assess for the sake of his/her learners and develop and criticise themselves while they are developing certain skills. In addition, self-observation is crucial for them because they are aware of their own teaching, they take responsibility for their learners and they keep track of their continuous development.

In his study, Dikilitaş (2020) gathers many characteristics of autonomous teachers proposed by various researchers:

- being a responsible person who has reflective and cognitive controlling (Little, 1995)
- being risk-taking in addition to being reflective (McGrath, 2000)
- empowering teachers themselves to create 'spaces and opportunities for manoeuvre' (Lamb, 2000, p. 128)
- having an intrinsic desire to control the environment (Mackenzie, 2002)
- willingness and capability to have control over the educational setting (Vieira, 2003)
- developing skills, knowledge and attitudes collaboratively for oneself as a teacher (Smith, 2003)
- behaving personally in the control over school matters (Usma Wilches, 2007)
- being reflective (Vieira, et al., 2008)
- producing something on his/her own and make own decisions (Smith & Erdoğan, 2008)

- having internal desires and creating space for professional freedom (Benson & Huang, 2008).
- having the capacity to come over constraints and being able to make self-criticism (Benson, 2010)
- making decisions collaboratively with others (Zeng, 2013)
- being able to respond to dilemmas in classes (Wermke & Höstfält, 2014)
- having the power to make choices and decisions regarding their work and professional identities (Vähäsantanen, 2015)
- being able to possess a collaborative attitude (Vangrieken et al., 2017)

As is understood from the information given above, in time, there has been a shift from self-centeredness to collaboration in the characteristics of autonomous teachers.

### **2.3 Doing Research and Teacher Autonomy**

Autonomy is a process through which learners are responsible for the decisions related to their own learning. However, there is not only one definition for this notion; on a general note, the term autonomy has been used in numerous different ways, the most common and agreed of which is learners' undertaking the responsibility of their own learning process more consciously, thus being more aware of their own mistakes and with little or no help, correcting their own mistakes. In autonomy, learners decide which learning method is most appropriate for them and adopt this particular style(s). When we talk about the role of autonomy, critical thinking cannot be left apart in the process. Halvorsen (2005) asserts that critical thinking is considering an issue from various perspectives, to look at and challenge any possible assumptions that may underlie the issue and to explore its possible alternatives.

Whenever autonomy is mentioned, it is students that appear in mind; however, it is so natural to think autonomy together with the teachers. Accordingly, Smith (2000) states that learning constitutes an important part not only of becoming but also of continuing to be a teacher according to the recent works in the field of teachers. When it is thought as the case, learner autonomy is likely to be as necessary for teachers as for the language learners.

When we turn our scope on teacher autonomy, all mentioned above fills the gap perfectly as teachers are also considered as lifelong learners. The term “Teacher Autonomy” was first introduced into the language teaching literature by Allwright (1990) and developed by Little (1995). Through the years, countless definitions were made up, yet, there emerged a combination of definitions. Teacher autonomy is having control over their own professional development by developing independence in their context when they feel the need to get steps in their own teaching. For many teachers, it sounds desirable to be free from the context and other pressures of teaching, and considering themselves as autonomous teachers, and taking their own actions. However, in reality, that is different due to colleagues, administrators, curricula and even because of students. Little (1995) asserts that teachers are to have the capacity, not the ability, to engage in professional action which means having the necessary responsibility for their own planning and teaching. From this perspective, Dikilitaş and Griffiths (2017) acknowledge that action research helps to develop teacher autonomy since it has a liberating effect on teachers with a sense of agency and ownership to deal with their own problems, questions or puzzles.

On the other hand, it is sometimes only because of the teachers themselves. They may possess the fear of change as they are used to conducting things safely, and sometimes they may not want to lose the control they set in their context, or maybe it is because of the attitude towards teaching, and thus, they spare less or no time for professional development. Littlewood (1997) claimed that in order to become autonomous, in addition to the ability, teachers should also have the willingness to implement changes in behaviour. Teacher autonomy is triggered by a need for professional or personal development, thus an autonomous teacher is expected to teach effectively than a non-autonomous teacher.

Hargreaves (1996) argues that teaching would be more effective and more satisfying when it is conducted in a more evidence-based manner. Therefore, Borg (2008) stresses that in order to promote teacher research, there are some internal and external factors to be understood beforehand. Through the studies, it is apparent that most of the teachers cited lack of time as the main reason for the lack of involvement in research. Block (2000) also asserts that teachers often see the publication step of a research cycle as a burden on the shoulder since they may not find ample time to use for their professional development. He further claims that those teachers who are able

to find time for the research may feel discouraged as they think that their research will get less interest and attention compared to the ones conducted by research professionals.

Griffiths and İnceçay (2015) also mentioned similar disquietudes on the issue by claiming that the very first examples of teacher research were not effective as the teachers were expected to follow the steps of academic research, which made it hard for EFL teachers owing to lack of time. In their studies Allison and Carey (2007) reflect that teachers felt oppressed to engage in research by the lack of time which is left after finishing their regular teaching; not feeling encouraged and motivated enough to do research were also mentioned as common problem areas, especially when teachers are not required to conduct research studies.

Griffiths and İnceçay (2015) also summarise the attitudes of language teachers as even though they are willing to engage with and in research, they see research as a phenomenon in academicians' territory. They also claimed that teachers generally accept research as an extra occupation rather than a significant component of the profession.

Ellis (1997) further states that it is the difference in discourses utilized what creates a conflict between the teachers and researchers since they differ in distinct values, beliefs and attitudes and leading to communication deficiency between the two groups. Borg (2007, 2009) claims that although there are numerous benefits of teacher research, teacher involvement in research is still a minor activity because of adverse conditions. Therefore, teachers need to be encouraged more to participate in research.

To become autonomous, there are several elements to implement such as; awareness, responsibility, challenges, collaboration and participation, but the combination of all these elements leads to doing research, since, as the definition of autonomy highlights, freedom, being self-directed, and becoming lifelong learners are mentioned to have significance as teachers should be able to generate their own plans for their own classroom contexts, do self-reflections, and question their teaching.

Doing research is also crucial in that it enables teachers to have more confidence while studying and conducting their research on the problem issues in their contexts. Since the research is a well-planned and systematic process, it paves the path for the possible solutions to problematic areas. It is a clear one of the characteristics of

willing teachers who want to improve themselves by employing research rather than feeling satisfied with what they have already had. How to develop autonomy is also a matter of question. There are several comments on the issue.

Dikilitaş and Griffiths (2017) assert that:

“One can develop autonomy to identify the focus and purpose of research with decreasing support from a mentor and critical friend. Another area could be to develop autonomy in developing a research plan, operationalizing it with data collection tools, and analyzing the sets of data. Another could be to promote autonomy in making pedagogic connections between what findings say and how these may inform the classroom practices of the teacher-researchers.”  
(p:36)

As Wang and Zhang (2014); Lieberman (1995) states, a favourable mutual relationship is set between the identity of teachers and developing teacher autonomy. Burns (2015) claims that doing research, in this case, action research, is a tool that leads to better understanding through reflection, and experiment, which help teachers make necessary modifications not only for themselves but also for their students. At this point, Day (1999) stresses the importance of willingness by arguing that teachers' professional development should be an intrinsically motivated process of personal growth. It cannot be run by force or should not be perceived as a burden on teachers.

Furthermore, Gurney (1989) states that teachers need to be encouraged to move out of their submissive position and to take a much more innovatory, as opposed to implementary, role in curriculum development. One way to do this is to adopt the perspective of the researcher.

The notion teacher research stems from action research, the aim of which is to create a positive difference not only at an institutional or a professional but also on a social level (Allwright & Bailey, 2004; Borg, 2010; Noffke, 2002).

It has not been so long that teachers of languages have been encouraged to attend in the process of finding solutions as one of the significant units of the research cycle with real classroom originated problems and experiences, associated with research by analysing the literature, data collection and analysis, and making inferences. (Akyel, 2000; Allwright, 2003; Allwright & Hanks, 2009; Block, 2000;

Borg, 2007; Burns, 1999; Cochran-Smith & Lytle, 1993; Crookes, 1993; Donato, 2003; McKernan, 2008; McNiff, 1993; Noffke, 2002). According to Dikilitaş and Griffiths (2017), action research is significant for professional development “since it allows teachers to create opportunities for developing awareness and autonomy” (p.2).

The collaborative aspect of teacher research is a recurring issue in the literature. Campbell *et al.* (2003) discuss the importance of collaborative groups research in school contexts and the ways to detect the problem areas in teaching. According to the researchers, “through engaging in discussion and joint exploration, a range of perspectives can be brought to bear on a problem, leading perhaps to an enriched understanding of the issues. Also, there will be a range of expertise that can be called into play in pursuit of a solution, bringing the possibility for the members of the group to learn new skills. The potential for cross-fertilization of ideas and shared planning and development may lead to greater creativity and productivity” (Campbell *et al.*, 2003, p. 7).

Vieira *et al.* (2008) state that teacher autonomy is the outcome of critical reflection which can facilitate the empowerment of teachers. In this sense, teacher autonomy is linked to the reported benefits of action research. They also argue that AR lets theory collection rather than implementation, a perspective that requires teachers to be autonomous rather than dependent on others’ theories and apply them in their classrooms. In this way, AR provides different paths that lead to autonomy. Vieira *et al.* (2008) highlight AR as one of the remarkable means of teacher and learner autonomy according to Vieira and Moreira (2008), Mello, Dutra, and Jorge (2008) and Manzano Vázquez (2017) action research can be a powerful tool for promoting teacher autonomy since it offers “a sense of agency and empowerment” (Kemmis & McTaggart, 2005; p. 563). Gao (2018) also acknowledges that teacher autonomy is central to teachers’ endeavour to enhance learner autonomy.

Auerbach (1991) invites teachers to involve in research practices. Since the academy views teachers as less-skilled workers and researchers as true professionals, it needs to be fought for a model that ties professionalism to what happens in the classroom... And teachers need to fight for our right to become teacher-intellectuals whose practice also informs the development of the theory (p.7).

Zeichner (2003) draws attention that publicity of teacher research, and integrating it into teaching process helps language teachers to feel confident while creating more promising learning, and to encourage themselves to find solutions to challenges that they may encounter in class. It is also added that performing a systematic and ongoing inquiry to the rigours in the learning-teaching process requires as desired changes in students' attitude and learning.

Borg (2010) concludes that teacher research is relatively essential and effective in increasing language teachers' awareness and capacity in addition to the after-effects of certain in-class approaches. As Atay (2006) stresses teacher research allows teachers to become more reflective, critical, and analytical about their teaching behaviours in the classroom. Zeichner, (2003) claims teacher research to be beneficial for language teachers since it creates an energy and willingness about teaching and provides an assent for the importance of the work that teachers do which seems not to exist in the lives of most teachers.

In sum, there is neither implicit nor empirical study addressing the relationship between conducting research and teacher autonomy. It is said to be impossible to measure the levels of autonomy that can be gained through research. However, it is apparent that teacher research has the potential to bring out positive changes in teachers as well as their classrooms and schools. In classrooms, teachers' conducting their teaching practices may be related to the developmental and professional activities in which they have the roles of knowledge seekers and builders through research. Doing research can enhance teacher confidence and capacity to reflect and investigate knowledge whereby to build personal theoretical knowledge.

Stenhouse (1981) also argued that it was teachers who eventually would change the world of school by understanding it. Zeichner (2003) also asserts that "the quality of learning for students in our schools will depend to no small extent on the quality of learning and opportunities for professional development that we provide for our teachers." (p. 321). Teachers are lifelong learners, and they are responsible not only for the learners' development but also for their own professional development. Therefore, it could be argued that the more research studies a teacher attends, the more autonomous his learners and the teacher, himself become.



## 2.4 Reading Research and Teacher Autonomy

In recent years there has been a considerable enhancement in reading and doing research among teachers. The belief underlying is that teacher research engagement helps professional development. Reading and doing research provide a better understanding to their teaching, encourage and motivate them for their work and new experiments, and become more autonomous (Borg, 2008; Kincheloe, 2003; Kirkwood & Christie, 2006; Lankshear & Knobel, 2004). Thus, it increases the quality of their work (Borg, 2008).

Initially, Stephen Corey (1953) highlighted the importance of research in education by claiming that “teachers, supervisors, and administrators would make better decisions and engage in more effective practices if they, too, were able and willing to conduct research as a basis for those decisions and practices” (Corey, 1953; p. 6). After its loss of popularity, teacher research engagement came to the fore again with the reappearance of action research in the mid-1970s (Borg, 2010).

Reading is defined as an important skill and a multicomponent process which include perceptual, psycholinguistic, and cognitive abilities (Allen, Cipielewski, & Stanovich, 1992; Anderson, Wilson, & Fielding, 1988; Bernhardt, 2011; Ghavamnia, 2019; Grabe, 2009; Koda, 2005). Reading has been defined as the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the text being read and the context of the reading situation. Goodman (1995) acknowledges reading as “a psycholinguistic guessing game”. He explains reading as “communication between the reader and the writer” (Goodman, 1995). Reading is significant for developing learners' reading comprehension, writing skill, vocabulary knowledge and spelling skills (Krashen, 1993; Pressley, 2002). In some studies, it was stated that having a high reading comprehension is correlated with reading more in comparison with reading less (Mokhtari, Reichard, & Gardner, 2009; National Center for Education Statistics (NCES), 2005; National Endowment for the Arts (NEA), 2004). It has also been found to improve students' reading comprehension, writing styles, vocabulary knowledge, and spelling skills (Krashen, 1993; Pressley, 2002). Thus, making students willing to read more is exceptionally significant for developing their academic success and reading interests (Krashen, 2004; Mokhtari et al., 2009; Wu & Samuels, 2004).

George and Ray (1979) found some factors about how reading affects the teachers' degree of professional development. They also concluded that school principals could increase teachers' motivation to read professionally, and teachers are required to be informed about the educational journals and grabbed their attention to professional articles. Stopper (1982) surveyed that teachers are suffering from the number of professional reading materials; additionally, they are getting discouraged by the complexity of the technical language in professional journals. They need to be encouraged by having time to read more and develop more reading habits. Finding time for reading is a significant problem for teachers. Bell and Roach (1989) acknowledged that some teachers financially need a second job to have a better income, which causes to have less time to read for professional development. Harris and Williams recommended that for encouraging and motivating teachers to read more for their professional development, making time in school hours and having in-service support, having access to professional libraries.

Autonomous learning and learning languages are considered as two similar processes (Little, Dam, and Legenhausen 2017). Correspondingly, teachers' learning to teach and learning to be autonomous in their profession are seen similar concepts (Dikilitaş and Mumford, 2018).

Benson (2010) notes that teachers are not always able to be autonomous in the classroom, but individually and personally, they are in a more autonomous situation. Jiménez Raya and Vieira (2015) acknowledges that autonomy has two aspects, willingness and ability. The concept of TA (Teacher Autonomy) is more than a personal attitude (Dikilitaş and Mumford, 2018); according to Jiménez Raya and Vieira (2018) autonomy has been not only the promotion of democratic ideals but also a sense of collective advancement among teachers. Therefore, it is much better to provide teachers with a more democratic atmosphere and inclusive PD process promoting 'interpersonal empowerment' (Jiménez Raya and Vieira 2015).

There is a large scale of investigations on teacher research in the literature (e.g. Olson, 1990; Elliott & Sarland, 1995; Halsall, 1998; Burns, 1999; Henson, 2001; Kincheloe, 2003; Mills, 2014; Wyatt & Dikilitaş, 2016). Borg (2010) summarises a variety of scholars' surveys about the benefits of teacher research. According to Borg (2010), doing research contributes to teachers to enhance their professional judgement

skills (Lankshear & Knobel, 2004), decreases teachers' negative feelings such as frustration and isolation (Roberts, 1993), alters teachers from passive to active during the teaching process (Gurney, 1989), provides teachers with many positive characteristics and they become more reflective, critical, and analytical in their classroom settings (Atay, 2006), allows teachers to become more powerful and more independent about the challenges they face (Donato, 2003), establishes a bond between teachers and researchers (Crookes, 1993), creates a problem-solving mindset and develops teachers' teaching process (Olson, 1990).

Teacher research is believed to contribute to teachers countless benefits for their own teaching, especially in terms of their autonomy and professional development (Borg, 2010, p.402).

Besides, Borg (2017) acknowledges that doing research has a positive impact on teachers such as "improved confidence, autonomy, understanding of self, knowledge of learners, motivation and criticality" (p.168). Similarly, Olson (1990) also claims six benefits of teacher research. According to her, teacher research decreases the differences between classroom implementation and results of research, provides a problem-solving mentality, which helps teachers use during problematic classroom experiences, develops the process of deciding while they need to decide on something, promotes teachers professionally, enhances teachers' authority in their teaching settings, helps teachers develop a better educational process with teachers. (Olson, 1990; cited in Borg, p. 402-403)

Furthermore, Kincheloe (2003) remarks that teachers will rediscover their professional status, strengthen their practice in the classroom and have a positive impact on the quality of education by doing research, and also the author claims that teacher research helps teachers welcome the benefits of it, comprehend deeply what they can gain from their experiences, be seen as learners rather than functionaries who follow top-down orders without question, be regarded as information creators who do research on their professional demands and current understandings, do research in their own classroom settings in order to examine and interpret the learning procedures. (Kincheloe, 2003, p.18-19; as cited in Borg, 2006, p.22)

Despite the advantages above, teachers' engagement in research plays a minor part regarding unfavourable conditions (Borg, 2007, 2009). Investigations showed that teachers are not much engaged with scientific research (Williams & Coles, 2007; Shkedi (1998). In order to increase teachers' research engagement Borg (2010) claimed four conditions, which are "teachers' access to published research, teachers' willingness to read published research, teachers' requirement to read published research; and teachers' availability to read research" (p. 410).

Apart from these conditions, there have been many drawbacks to becoming engaged with research such as lack of time (Borg, 2009), inaccessibility of research results (Hemsley-Brown & Sharp, 2003), teachers' negative attitudes to research (Williams & Coles, 2007).

## **2.5 Research on Research Engagement**

Mello, Dutra & Jorge (2008) carried out a study that reports action research developed over a year with about 50 English public school teachers involved in a continuing education program. The results obtained ranged from groups that could not narrow down their topic even after two terms of orientation with regular meetings and suggestions from the group advisor to groups that were able to clearly define their classroom problem and look for alternative practices, which were evaluated throughout the year. The most successful groups did not stop at the excellent results they encountered in the first term and were able to establish more challenging goals for their learners, showing how their autonomy could be exercised with the help of the systematic inquiry which favoured reflection and focused on practice: collaborative action research.

In his study, Borg (2009) studied with 505 teachers of English from 13 different countries. The point of the study was that research was lacking in ELT about teachers' views on what research is and how often they read or do it. He set a mixed-method design in order to find out their conceptions of research. There were six divisions in the questionnaire that were ranging from participants' conceptions of research to their engagement in and with research. He carried out interviews with 12 ELT teachers from eight countries. He found out that teachers had a typical research conception and they had a medium level of engagement with and in research. Research engaged teachers reported

that they were motivated by practical and professional concerns rather than external reasons such as employers or promotion. More experienced and more qualified teachers were more engaged with research (reading research) than those with fewer qualifications and less experience. According to engagement in research, university-based and more experienced teachers were more engaged in research (doing research). Three main patterns appeared in the analysis for the reasons for doing research; finding better ways of teaching, solving problems and to be good for their professional development. Participants claimed some reasons for not being research engaged. These reasons were lack of time, lack of knowledge and lack of access to related material. The predominant reason for not doing research was lack of time. Also, in the study, some institutional, procedural, conceptual and attitudinal barriers appeared. For instance, unfavourable working conditions and some teachers' unrealistic perceptions related to what teacher research should involve were some of the factors affecting teachers' research engagement and causing it to be a rare activity among teachers.

Barkhuizen (2009) focused on a specific country in his study. Barkhuizen (2009) reported the experiences of English language teachers at tertiary institutions in China and also contributed to the evidence-base mentioned by Borg (2007). At that time, Borg (2007) suggested further empirical research on teacher research engagement in various contexts and mentioned how it was necessary to provide an evidence-base which policymakers and initiatives could benefit and promote teachers' research engagement in language teaching.

Barkhuizen (2009) investigated when he was at a professional development program which aimed to introduce trend approaches and developments in second language education. This program lasted 10 days including six courses, and each course consisted of three 2-hour lectures and two 1-hour workshops. Barkhuizen taught the research methodology course in the programme, and the aim was to introduce teachers to qualitative research methods, collecting and analysing qualitative research data and writing research reports. The data was gathered from 83 English language teachers. The findings showed that teachers wanted to use research to understand their students better. In addition, the study found out some barriers on research engagement which are "lack of time, appropriate research methodology knowledge and skills, and student cooperation"(p.123).

According to Barkhuizen (2009), ELT training programs should contain “feasible, practical and useful research methods that can be applied to the working conditions of teachers”, and also institutions should have support by “sponsoring and developing in-house professional development programs focused on theory and practice of research” (p.124).

Both Barkhuizen (2009) and Borg (2009) found similar results in their studies. According to the results, practical and professional reasons motivated teachers for doing and reading research, and also both studies listed lack of knowledge, lack of time and resources as the negative factors affecting teacher research. Nevertheless, these studies were conducted with English teachers who teach adult learners. Thus, there was a need to do research about teachers’ research engagement in primary and secondary school settings. Regarding Borg’s (2007) argument, a further empirical study was vital for English language teachers’ research engagement, Gao *et al.* (2010) contributed to this argument by investigating a mixed-method study on research engagement.

In the survey, there were 40 primary school English teachers in China, using a modified version of Borg’s questionnaire and interview (Borg, 2007, 2009). The study was about teachers’ conceptions of research and the contextual reasons related to their willingness to do research. The results revealed that teachers mostly chose experimental research on appropriate teaching methods or approaches in their classrooms in order to increase both their teaching and students’ learning. The aim of the teachers in doing research was to find solutions for the problems they encountered during their teaching. Not only Barkhuizen (2009) and Borg (2009), but Gao and the others found the same challenges teachers had during their teaching especially in planning and doing the research. During the research, some of the barriers teachers faced were lack of research support, intellectual and financial challenges and heavy workloads. Nevertheless, most of the teachers were still positive and willing to doing and reading research.

## **2.6 Research on Teacher Autonomy**

Zhang and Wang (2014) carried out a study aiming at examining the impact of doing action research on teacher autonomy. As a result, by joining the project, students received not only consistent training on how to conduct AR but also support from university researchers over 18 months. By doing research, teachers were able to move beyond their routine teaching and critically reflected on their practice. It also enhanced their understanding of the educational context, making them more active participants of the reform. There were three changes in teachers' professional development after attending action research. The first one was developing more attention to students and changing views of teaching while the second one was a new professional learning culture. And, the third one is improving research capabilities of teachers.

Okay (2018) carried out a study on teacher autonomy for her PhD dissertation. The investigation of the dissertation is about teachers' professional autonomy and motives to develop themselves professionally in company with their students and colleagues. Due to the fact that being professionally autonomous is meant to reflective practice, teachers are required to question their own teaching practice. In the investigation, burnout is also hypothesized. Whereas reflective practice and teachers' professional autonomy works together simultaneously, burnout is expected to appear and affect negatively both of them. There are two phases in the study. In the first phase, a quantitative questionnaire was used. Two focus group interviews were carried out with 15 novice and experienced teachers, and the data analysis results were used along with the concepts in the reviewed literature to write the item pool for the questionnaire. To ensure its validity and reliability Exploratory and Confirmatory Factor analyses were used. The second phase was composed of the main data collection. At both state and private universities in 36 cities and 7 regions of Turkey, 375 English instructors participated in the study. Their professional autonomy, their reflective practices and burnout levels were measured with three quantitative questionnaires.

According to the results, Turkish EFL teachers at the tertiary level are professionally autonomous at a medium-high level; they are sometimes reflective, and they have low levels of burnout. After the results were investigated with participants' demographic characteristics, it was concluded that teachers who are experienced more than 10 years were less professionally autonomous than the teachers who are

experienced less. Furthermore, teachers who have an M.A or PhD degrees were found to be more reflective and autonomous. The other important finding of the study appeared in the course of teachers' professional autonomy and reflective practice. Although they almost never had any problems with their colleagues, the teachers were found to have a weak relationship with them. Thus, it was concluded that teachers need to collaborate more with their colleagues in order to increase their professional autonomy and reflective practices.

Dikilitaş (2019) carried out a study with nine language teachers working in different English language teaching programs in Turkey in order to question teacher autonomy. Those participants were part of an MA and PhD program in ELT when they provided the data. As a result of the study, four main themes were being reflective, being self-directed, developing learner autonomy and cultivating freedom for themselves and learners. In this study, he also found out miscellaneous. According to these themes, autonomous teachers are collaborative, open, self-confident, curious, effortful and resilient.

In their study, Dikilitaş and Mumford (2019) aimed to investigate how reading Teacher Research (TR) impacts teachers' autonomy development processes and to indicate the need in Teacher Autonomy throughout the individual and professional processes. The survey focused on teachers' interactions with TR articles during the reading process and points out that teachers' reflections were important during the process of autonomy development. In the study, two research tools were used: Think Aloud Protocol (TAP) and Focus Group Discussions (FGDs). Three autonomy-related sub-themes emerged: gaining agency, developing motivation and gaining awareness of a more democratic form of teacher development. There were 11 participants who were undertaken a task. The number of participants was good enough to obtain a personalized interpretation of the text. By providing the necessary atmosphere teachers were highly free to choose and interpret the text and autonomous for their own learning. Teachers all interpreted the texts in differed in particular aspects: motivation, agency and identity.



## **Chapter 3**

### **Methodology**

This chapter reveals an overview of the research design, the study context, participants, the instruments and data collection tools, and the data analysis procedures.

#### **3.1 Research Design**

The purpose of this study is to investigate the relationship between doing and reading research and English as a Second Language (EFL) teachers' professional autonomy (TPA) in addition to examining the relationship between teachers' professional autonomy and their educational background. In order to determine teachers' professional autonomy levels, the researcher used a questionnaire called TEPAQ developed by Okay (2018). Therefore, the researcher adopted survey design among descriptive research methods (Creswell, 2014) for this study to generalise the results of the survey from a sample of EFL teachers to the universe of the population (Fowler, 2009). By doing so, the researcher could make inferences about some characteristics of the participants of the study (Cresswell, 2014). That is to say, by using survey design, the researcher reached more participants in a short time for data collection when compared to qualitative research whose number of participants is lower and whose data collection takes a longer time. Moreover, this study was cross-sectional survey research in that, in this study, the data was gathered at one point in time (Creswell, 2014).

#### **3.2 Context and Participants**

The data used in this study were collected with the help of a questionnaire (TEPAQ) and EFL teachers were the target population of the present study. Stratified random sampling was used in the selection of the participants in the present study because using stratified random sampling increases the representation of the complicated large population (Creswell, 2014).

In order to increase the representation level of the population and to increase the generalizability of the results to the whole population, the sample of the present study was not limited to only one institution such as prep class or primary education schools affiliated to the Ministry of National Education (MoNE). The data were gathered from the teachers who work at state schools or private schools (i.e. primary, secondary, high schools) affiliated to the MoNE; prep class whether they are state or foundation universities that are located in Manisa and İzmir. However, the sampling is limited to the researcher's academic contacts.

In total, 298 participants, 43 in the pilot study and 238 in the main study, took part in the study. However, 6 of the questionnaires in the pilot study and 14 of them in the main study were excluded by the researcher because of missing data. Therefore, 37 questionnaires filled in by the participants in the pilot study and 224 questionnaires in the main study were used in the analysis of the data. While the pilot study is discussed at the end of this chapter, the demographic characteristics of 224 participants are given in Table 1.

*Table 1*

*Characteristics of the Participants*

Characteristics		N	%
Gender:	Female	161	71.9
	Male	63	28.1
Educational Background:	Bachelor	112	50.0
	Master (Continuing)	37	16.5
	Master	38	17.0
	PhD (Continuing)	24	10.7
	PhD	13	5.8

Table 1 (Cont.d)

	0	110	49.1
The number of research studies carried out in the last three years	1-2	58	25.9
	3-4	29	12.9
	5-6	27	12.1
	0	57	25.4
The number of research read in a month	1-3	92	41.1
	4-6	27	12.1
	7-9	16	7.1
	10+	32	14.3
Total for Each Variable		224	100.0

As is seen in Table 1, 224 participants 71.9 % of whom are females (n=161) and 28.1 % of whom are males (n=63) took part in the study.

Concerning educational background, 50 % of the participants (n=112) completed only bachelors' degree while the other half consists of the participants who are studying at MA level with 16.5 % (n=37); have Masters' Degree with 17 % (n=38). are studying at PhD level with 10.7 % (n=24); have at PhD Degree with 5.8 % (n=13).

When the number of research carried out in the last three years is taken into consideration, 49.1 % of the participants (n=110) has not carried out any research during the last three years while the rest, with the ratio of 50.9 % (n=114), have carried out at least one research. 25.9 % of the participants (n=58) have conducted one or two researches in the last three years while 12.9 % of them (n=29) has conducted three or four researches, The smallest portion is the ones who have conducted five or six researches with 12.1 % (n=27).

In terms of the number of research that each participant reads in a month, 25.4 % of them (n=57) do not read any research article while the other 74.6 % of them (n=167) read at least one research article in a month. When the distribution of the participants who read research was analysed, it is seen that 41.1 % of the participants (n=92) read between one and three articles while 14.3 % of them (n=32) read over ten

articles. Besides, 12.1 % of them read between four and six articles and, last of all, 7.1% of them read seven to nine articles in a month.

### **3.3 Procedure**

This part includes data collection instruments, data collection procedures, data analysis procedures, validity and reliability of the tools and ethical considerations.

### **3.4 Data Collection Instruments**

Two different data collection tools were used in this study to collect quantitative data from the participants of the study to answer the research questions. Thus, both instruments are given under sub-headings.

#### ***3.4.1 Personal Information Form.***

In this study, 224 EFL teachers participated. Firstly, the participants were asked to fill in the personal information form (Appendix B), which was prepared by the researcher to obtain demographic characteristics of them. It consists of questions including variables such as their educational background, the number of research articles they read in a month, the number of researches they carried out in the last three years.

While determining these variables, local and international reports and regulations were taken into consideration. In addition to be the core of the study, research engagement was stated to be the most powerful activity as a means of professional development by an OECD (2009) report. Therefore, it was taken as a variable in this study.

The other independent variable was educational background of the teachers participated in the study. According to the OECD (2019) report, greater proficiency in literacy is strongly associated with higher levels of education. Therefore, educational background gains more importance when it is thought that teachers who completed or were continuing post-graduate studies are expected to read and do more research. Another important indicator of the importance of post-graduate studies is that an EFL

teacher should have a Master’s degree to become an instructor at the tertiary level in Turkey according to the Recruitment Regulation of Higher Education Council (YÖK, 2018).

### 3.4.2 Teachers’ Professional Autonomy Questionnaire (TEPAQ).

The questionnaire used in this thesis was constructed and validated by Okay (2018) for her dissertation. As is seen in Table 3.2, the questionnaire consists of 5 factors and 23 items in total. The first factor is “Internal Drives & Motives” that consists of 9 items with .890 Cronbach’s Alpha coefficient. The second factor is “Capability” and it consists of 7 items with .827 Cronbach’s Alpha coefficient. The third factor is “Collaboration with Colleagues” that includes 3 items with .857 Cronbach’s Alpha coefficient. The fourth factor is “Time Management” and it consists of 2 items with .745 Cronbach’s Alpha coefficient. And the last factor, “External Drives and Motives” consists of 2 items with .739 Cronbach’s Alpha coefficient. In addition, this questionnaire is a Likert-type and responses vary from 1 to 5: (1 for “strongly disagree”, 2 for “disagree”, 3 for “neutral”, 4 for “agree”, and 5 for “strongly agree”).

Table 2

*Teachers’ Professional Autonomy Questionnaire (TEPAQ)*

<b>Factors and Items</b>	<b>Cronbach's <math>\alpha</math></b>
<b>Internal Drives &amp; Motives</b>	
1. I want to develop myself professionally because I feel I have to.	
2. It is my own wish to continue my professional development.	
3. I am curious about new ways to develop my teaching.	
4. I want to develop professionally because it is a necessity to meet the needs of students.	
5. I feel obliged to continue my development as a teacher.	
6. I constantly look for ways to develop my teaching.	
7. I want to develop professionally to meet the needs of my students.	
8. I want to develop myself professionally in order to push the limits of my abilities as a teacher.	
	.890
<b>Capability</b>	
9. I am able to search out information about teaching.	
10. I can find profession-related materials (i.e. books, journals, etc.) about teaching.	

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11. I have the ability to develop my teaching.	
Table 2 (Cont.d)	
12. I am able to identify my weaknesses/strengths as a teacher.	.827
13. I am able to use technology to develop my teaching.	
14. I can adapt to recent developments in teaching.	
<b>External</b>	
15. I can work with my colleagues to develop my teaching.	
16. I like to learn from my colleagues to develop my teaching.	.857
17. I have colleagues whom I can consult when I need help with my professional development.	
<b>Time Management</b>	
18. My workload is too heavy to engage in activities to develop myself as a teacher.	.745
19. I find very little time outside the school for professional development activities.	
<b>External Drives &amp; Motives</b>	
20. I want to develop myself professionally to better my financial condition.	.739
21. I want to develop myself professionally for a chance of getting promoted to a better position.	

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Okay, A. (2018). *The relationship among professional autonomy, reflective practice and burnout of English Language instructors in Turkey*. (Unpublished doctoral dissertation). Gazi University, Ankara.

### 3.5 Data Collection Procedures

This study was held in the fall semester of 2019 – 2020 academic year in Turkey without limiting it to any city or any school to gather rich data to generalize the results to the whole population that consisted of EFL teachers around the country. However, the data collection was limited to the school types, including state and private schools, state and private universities and private language schools.

Before starting the data collection process, the researcher asked permission to conduct a pilot study in a state university and got a permission letter (Appendix B). First, the researcher implemented the questionnaire to control its reliability. The pilot study was carried out with 37 participants. They were asked to make comments on the form and give some suggestions. In addition, the researcher did not include these participants in the actual study.

The pilot study was conducted so as to prevent any language problems involved in the comprehensibility of the personal information form and to check the reliability

of TEPAQ. Based on the received feedback from the participants, some changes including the case of a letter, wording, choices of the items in personal information form were made to simplify it and to make it understood in a better way. The results for the reliability of the questionnaire is given in section 3.7 (Validity and Reliability).

After the pilot study and forming the final version of the personal information form and TEPAQ, the researcher prepared a Google form for the questionnaire in addition to the hard copies. The researcher applied hard copies to the EFL instructors at a state university from which she got permission and in a private language school. The data was gathered through hard copies from 50 participants and the other 174 participants filled in the form online through Google forms. In order to get data through Google forms, the researcher sent the link of the form on WhatsApp, and through emails to the EFL teachers working at different types of schools. In order not to contaminate the data collected, and to reach the target population, the researcher did not share the link of the form on social media groups such as Facebook and Instagram. The data collection process through the questionnaires lasted for nearly two months, from the beginning of October to the end of November 2019.

### **3.6 Data Analysis Procedures**

With the purpose of meeting the aims of this study, the researcher gathered the data employing a questionnaire and then, analysed and interpreted the data. The data collected from 224 participants were analysed through SPSS (Statistical Package for Social Sciences), version 22. In the analysis of the data in the present study, Descriptive statistics, t-test, One Way ANOVA, Tukey among Post Hoc tests, Cronbach Alpha Coefficient, Kolmogorov-Smirnov and Shapiro-Wilk tests, Kaiser-Meyer-Olkin (KMO) and Bartlett's test and dimension reduction procedures were used for the analysis of the data. The demographic variables (i.e., gender, age, marital status, academic, reading and doing research, PD activities) were independent variables in the present study while professional autonomy level of the EFL teachers was the dependent variable.

TEPAQ and its 5 factors were tested by Kolmogorov-Smirnov and Shapiro-Wilk tests to check if the scores of EFL teachers in the questionnaire show normal

distribution or not. The results of Kolmogorov-Smirnov and Shapiro-Wilk tests are given in Table 3.

*Table 3*

*Tests of Normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Internal Derives and Motives	.174	224	.000	.876	224	.000
Capability	.106	224	.000	.915	224	.000
Collaboration with Colleagues	.182	224	.000	.847	224	.000
Time Management	.195	224	.000	.874	224	.000
External Drives and Motives	.175	224	.000	.894	224	.000
TEPAQ	.089	224	.000	.947	224	.000

a. Lilliefors Significance Correction

As is seen in Table 3, the data was found not to be normally distributed according to the Kolmogorov-Smirnov and Shapiro-Wilk tests for the TEPAQ ( $p > .05$ ) and its subscales: Internal Derives and Motives ( $p < .05$ ), Capability ( $p < .05$ ), Collaboration with Colleagues ( $p < .05$ ), Time Management ( $p < .05$ ), External Drives and Motives ( $p < .05$ ). Therefore, nonparametric tests were used in the analysis.

In order to present whether Turkish EFL teachers are professionally autonomous, descriptive statistics such as frequencies, standard deviation and means were used. In addition, Mann Whitney U test was used for the pairwise comparisons such as gender variable while Kruskal Wallis H test was used for the multiple comparisons such as the number of researches conducted, the number of research articles read by the participants and the experience in the profession. If a significant difference had been found as a result of the Kruskal Wallis H test, Mann Whitney U test would have been applied to each pair of the choices in order to found out which group was the source of the significant difference. The detailed summary of the data collection and analysis is given in Table 4.



Table 4

*Summary of Data Collection and Data Analysis*

<b>Research Questions</b>	<b>Data Collection Tool</b>	<b>Data Analysis Method</b>
1. Is there a relationship between carrying out research and Turkish EFL teachers' professional autonomy levels?	PIF & TEPAQ	Mann Whitney U Test
2. Do professional autonomy levels of Turkish EFL teachers differ by the number of the studies they have carried out?	PIF & TEPAQ	Kruskal Wallis Test, Mann Whitney U Test (If there is a significant relationship)
3. Is there a relationship between reading research and Turkish EFL teachers' professional autonomy levels?	PIF & TEPAQ	Mann Whitney U Test
4. Do professional autonomy levels of Turkish EFL teachers differ by the number of research articles they read in a month?	PIF & TEPAQ	Kruskal Wallis Test, Mann Whitney U Test (If there is a significant relationship)
5. What is the professional autonomy level of Turkish EFL teachers according to their educational background in terms of research engagement?	PIF & TEPAQ	Mann Whitney U Test

### 3.7 Validity and Reliability

In order to validate and present the reliability of the data gathered through TEPAQ and its factors, a pilot study was conducted for content validity and exploratory factor analysis (EFA) was run.

#### 3.7.1 Pilot Study.

The researcher conducted a pilot study in order to see the content validity of the personal information form and the questionnaire in addition to test the reliability of TEPAQ and its sub-dimensions. The demographic characteristics of 37 participants who took part in the pilot study are given in Table 5.

Table 5

*Characteristics of the Participants in the Pilot Study*

Characteristics	N	%	
Educational Background:	Bachelor	15	40.5
	Master (Continuing)	5	13.6
	Master	15	40.5
	PhD (Continuing)	1	2.7
	PhD	1	2.7
Type of Institution	State School	6	16.2
	Private School	1	2.7
	State University	30	81.1
	Private University	0	0
	Private Language School	0	0.0

Table 5 (Cont.d)

	1-2	10	27.0
The number of research articles carried out	3-4	3	8.1
	5-6	0	0.0
	7+	3	8.1
The number of research articles read in a month	1-3	18	48.6
	4-6	8	21.6
	7-9	2	5.4
	10+	0	0.0
Total for Each Characteristic		224	100.0

According to the educational background, 40.5 % of the participants (n=15) completed only bachelors' degree while the other participants who are studying at the MA level with 13.6 % (n=5). 40.5 % of the participants (n=15) have Masters' Degree while 2.7 % of the participants (n=1) has PhD degree in addition to the participant who is studying at the PhD level with 2.7% (n=13).

In terms of the institution that the EFL teachers are working for, 81.1 % of the participants (n=30) are working for a state university while 16.2 % of them (n=6) are working for state schools in addition to 2.7 % of the participants (n=1) working for a private school.

When the number of research carried out in the last three years is taken into consideration, 56.8 % of the participants (n=21) has not carried out any research during the last three years while the rest, with the ratio of 43.2 % (n=16), have conducted at least one research. 27.0 % of the participants (n=10) have done one or two researches in the last three years while 8.1 % of them (n=3) conducted three or four researches. With the smallest ratio, 7.1 % of them (n=16) carried out seven or more researches.

In terms of the number of research articles that each participant reads in a month, 24.4 % of them (n=9) do not read any research article while the other 75.6 % of them (n=28) read at least one research article in a month. When the distribution of the participants who read research was analysed, it is seen that 48.6 % of the participants (n=18) read between one and three articles while 21.6 % of them (n=8) read between four and six articles. In addition, 5.4 % of them (n=2) read between seven and nine research articles in a month.

In order to check the reliability of TEPAQ for the pilot study, the Cronbach alpha ( $\alpha$ ) coefficient for 5 factors with 23 items were analysed. The results of the scale analysis indicated that the instrument is highly reliable. It was concluded that the reliability values of the factors do not increase when an item is deleted. Also, the overall coefficient for TEPAQ indicates that the reliability of the questionnaire is high. The results of the Cronbach alpha ( $\alpha$ ) coefficient analysis for the factors are presented in Table 6.

*Table 6*

*Cronbach Alpha Coefficients in Pilot Study for 5 Factors in TEPAQ*

		Items	Cronbach's $\alpha$
Factor 1	Internal Drives & Motives	1, 2, 3, 4, 5, 6, 7, 8, 9	.853
Factor 2	Capability	10, 11, 12, 13, 14, 15, 16	.874
Factor 3	Collaboration & Colleagues	17, 18, 19	.877
Factor 4	Time Management	20, 21	.871
Factor 5	External Drives & Motives	22, 23	.741
	The whole TEPAQ		.844

As is seen in Table 6, the Cronbach's Alpha for "Internal Drives & Motives" sub-dimension was found as .853; it was found as .874 for "Capability", .877 for "Collaboration & Colleagues", .871 for "Time Management" and .741 for "External Drives & Motives" sub-dimensions. In total, the Cronbach's Alpha for the whole questionnaire was found as .844.

### 3.7.2 Main Study: Exploratory Factor Analysis and Reliability of TEPAQ.

TEPAQ was used as a data collection tool in this thesis to determine the professional autonomy of EFL teachers. Thus, TEPAQ was put to Exploratory Factor Analysis to ensure its construct validity for the data gathered in this study. In order to check whether the number of participants adequate for factor analysis, Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity were calculated. The results of KMO and Barlett's Test of Sphericity is given in Table 7.

Table 7

*KMO and Bartlett's Test for TEPAQ*

Type of Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.90
Bartlett's Test of Sphericity	Approx. Chi-Square	2708.770
	df	253
	Sig.	.000

For TEPAQ, the KMO measure of sampling adequacy was calculated as .90. And, the Bartlett's Test of Sphericity was found to be statistically significant at  $\chi^2(253)=2708.770, p<.00$ . This result means that the gathered data in the present study was suitable for FA. The Varimax rotation with the Kaiser criteria was applied to 5 factors with 23 items. In this five-factor solution, the factors that grouped under five factors constructed 64.749 % of the total sample variance. According to the literature, in social sciences, 55% of the total variance and above is acceptable (Netemeyer et al., 2003). As a result, items 4, 6 and 7 were excluded from the analysis because of their ambiguous factor loadings in the analysis. The items and their factor loadings are shown in Table 8.

Table 8

## Factor Loadings of TEPAQ

Factors and Items	Component				
	1	2	3	4	5
<b>Internal Drives &amp; Motives</b>					
1. I want to develop myself professionally because I feel I have to.	.765				
2. It is my own wish to continue my professional development.	.736				
3. I am curious about new ways to develop my teaching.	.746				
5. I enjoy developing myself professionally.	.724				
8. I want to develop professionally to meet the needs of my students.	.640	.496			
9. I want to develop myself professionally in order to push the limits of my abilities as a teacher.	.597	.402			
<b>Capability</b>					
10. I am able to search out information about teaching.	.589				
11. I can find profession-related materials (i.e. books, journals, etc.) about teaching.	.713				
12. I have the ability to develop my teaching.	.722				
13. I am able to identify my weaknesses/strengths as a teacher.	.570				
14. I am able to use technology to develop my teaching.	.792				
15. I can adapt to recent developments in teaching.	.685				
16. I have access to technology to continue my development as a teacher.	.728				
<b>External</b>					
17. I can work with my colleagues to develop my teaching.	.431		.696		
18. I like to learn from my colleagues to develop my teaching.			.732		
19. I have colleagues whom I can consult when I need help about my professional development.			.693		
<b>Time Management</b>					
20. My workload is too heavy to engage in activities to develop myself as a teacher.				.908	
21. I find very little time outside the school for professional development activities.				.895	
<b>External Drives &amp; Motives</b>					
22. I want to develop myself professionally to better my financial condition.					.857
23. I want to develop myself professionally for a chance of getting promoted to a better position.					.857

In order to check the reliability of TEPAQ for the actual study, the Cronbach alpha ( $\alpha$ ) coefficient for 5 factors with 20 items was analysed. The results of the scale analysis indicated that the instrument is highly reliable. It was concluded that the reliability values of the factors do not increase when an item is deleted. Also, the overall coefficient for TEPAQ indicates that the reliability of the questionnaire is high. The results of the Cronbach alpha ( $\alpha$ ) coefficient analysis for the factors are presented in Table 9.

*Table 9*

*Cronbach Alpha Coefficients in the Actual Study for 5 Factors in TEPAQ*

		Items	Cronbach's $\alpha$
Factor 1	Internal Drives & Motives	1, 2, 3, 5, 8, 9	.880
Factor 2	Capability	10, 11, 12, 13, 14, 15, 16	.876
Factor 3	Collaboration & Colleagues	17, 18, 19	.834
Factor 4	Time Management	20, 21	.814
Factor 5	External Drives & Motives	22, 23	.733
	The whole TEPAQ		.910

As is seen in Table 9, the Cronbach's Alpha for "Internal Drives & Motives" sub-dimension was found as .880; it was found as .876 for "Capability", .834 for "Collaboration & Colleagues", .814 for "Time Management" and .733 for "External Drives & Motives" sub-dimensions. In total, the Cronbach's Alpha for the whole questionnaire was found as .910.

### **3.8 Ethical Considerations**

In order to provide an ethical study, confidentiality and informed consent were ensured through a consent form prepared by the researcher (Appendix A) and all the participants were informed by using consent form before the data was gathered. In the consent form, the purpose of the study, confidentiality and the right to withdraw were included. All participants accepted the statement "I would like to respond to this questionnaire." by clicking on the "Yes" button if they respond to the questionnaire on

google docs and want to attend the study. Those participants who completed the survey on a hard copy were also given this consent form. If they had not accepted the conditions, they would not have taken the questionnaire. They were ensured to withdraw from the study even they took the survey willingly at first. That is to say, participation in the study was voluntary. Confidentiality of the data and the participants were guaranteed in the study to keep the privacy of the participants. In behalf of the participants.

In addition to the consent form, the researcher got permission from both the owner of TEPAQ and the management of the school in which the pilot study was conducted. The permission letter can be seen in Appendix C.

### **3.9 Limitations**

The present study investigates the effects of doing and reading research on EFL teachers' professional autonomy. However, it has some limitations.

Firstly, the number of tools for assessing the professional autonomy of teachers is limited. The questionnaire used in this study, to the best knowledge of the researcher, is the only tool to evaluate the teachers' professional autonomy and the owner of the tool only used it. For this reason, it may be seen as a limitation.

Secondly, this study is limited to 224 teachers working in İzmir and Manisa region. Although the number of the participants is enough to execute all the tests used in this study according to KMO test that showed high sampling adequacy, the number of participants may be seen a disadvantage in the representation of the whole population.

Lastly, since the region was not set as a variable in the study, the researcher did not ask the participants to tell in which city or region they work. Therefore, this may be seen as another limitation because of the possibility of decreasing the generalizability of the study to the whole country. That is to say that some regions may not have been represented in the study.



## **Chapter 4**

### **Findings**

This chapter presents the findings of the present study, which investigates the effects of doing and reading research on EFL teachers' professional autonomy. It shows the test results of the data gathered from the EFL teachers. The following sections comprise the results of the quantitative data collected in the study. In order to present the data, descriptive statistics such as frequencies, standard deviation and means were used. In addition, Mann Whitney U test was used for the pairwise comparisons such as gender variable while Kruskal Wallis H test was used for the multiple comparisons such as the number of researches conducted, the number of research articles read by the participants and the experience in the profession. If a significant difference had been found as a result of the Kruskal Wallis H test, Mann Whitney U test would have been applied to each pair of the choices in order to find out which group was the source of the significance.

#### **4.1 Findings of the First Research Question**

This research question was expressed as “Is there a relationship between doing research and Turkish EFL teachers' professional autonomy levels?”.

In order to answer the research question, Mann-Whitney U test was used to discover whether there was a statistically significant difference among the mean rank scores of teachers in TEPAQ in terms of doing research or not. According to the results of the test, there is a statistically significant difference ( $Z=-2.459$ ,  $P=.014$ ). As is seen in Table 10, it is clear that participants conducting research had a higher average rank of 122.96 when compared to the participants who did not conduct any research with an average rank of 101.66. The results of the Mann-Whitney U test are given in Table 10.

Table 10

*Mann Whitney U Test Results to Compare Teachers' Professional Autonomy Levels in terms of Doing Research*

	Doing Research:	N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	No	110	101,66	11183,00	-2,459	.014	<b>P&lt;.05</b>
	Yes	114	122,96	14017,00			
	Total	224					

*The significance level is accepted as .05.*

#### 4.2 Findings of the Second Research Question

This research question was expressed as “Do professional autonomy levels of teachers differ by the number of the studies they have carried out?”. In order to find out whether there was a significant relationship between teachers' professional autonomy levels and the number of research studies they had carried out in the last three years, Kruskal-Wallis test was run and the result of the test is given in Table 11. According to the results demonstrated in the table, there was a statistically significant difference in TEPAQ scores of EFL teachers [ $\chi^2(3) = 13.790$ ,  $p = .003$ ] in terms of the number of research studies they had carried out in the last three years. Since there was a significant difference in the mean rank scores of the participants according to the number of research studies they had carried out in the last three years as a result of Kruskal-Wallis test, a Mann Whitney U test was run in order to find out the source of the difference.

Table 11

*Kruskal Wallis Test Results to Compare Teachers' Professional Autonomy Levels According to the Number of Research Studies Carried Out in the Last Three Years*

The number of research studies carried out in the last three years:	N	Mean Rank	Chi-Square	df	Asymp. Sig.	Sig. Level
TEPAQ 0	110	101,66	13,790	3	.003	<b>P&lt;.05</b>
1-2	58	106,78				
3-4	29	134,50				
5-6	27	145,30				
Total	224					

*The significance level is accepted as .05.*

In order to find whether there is a significant difference between the participants who had not conducted any research and the ones who had conducted 1 or 2 research studies, Mann-Whitney U test was applied to the data. According to the results of the test, no statistically significant difference ( $Z=-.542$ ,  $P=.588$ ) was found. However, participants having conducted 1 or 2 research studies had a slightly higher average rank of 87.30 than the participants who had not conducted any research study (Mean Rank=83.02). The results of the Mann-Whitney U test are shown in Table 12.

Table 12

*Mann Whitney U Test Results to Compare Teachers' Professional Autonomy Levels According to the Number of Research Studies (0 vs 1-2)*

The number of research studies:		N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	0	110	83.02	9132.50	-.542	.588	P>.05
	1-2	58	87.30	5063.50			
	Total	168					

*The significance level is accepted as .05.*

In order to find whether there is a significant difference between the participants who had not conducted any research and the ones who had conducted 3 or 4 research studies, Mann-Whitney U test was applied to the data. According to the results of the test, a statistically significant difference ( $Z=-2.429$ ,  $P=.015$ ) was found. As is seen in the table, participants having conducted 3 or 4 research studies (Mean Rank=86.16) outperformed the participants who had not done any research study (Mean Rank=65.74). The results of the Mann-Whitney U test are shown in Table 13.

Table 13

*Mann Whitney U Test Results to Compare Teachers' Professional Autonomy Levels According to the Number of Research Studies (0 vs 3-4)*

The number of research studies:		N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	0	110	65.74	7231.50	-2.429	.015	<b>P&lt;.05</b>
	3-4	29	86.16	2498.50			
	Total	139					

*The significance level is accepted as .05.*

In order to find whether there is a significant difference between the participants who had not conducted any research and the ones who had conducted 5 or 6 research studies, Mann-Whitney U test was applied to the data. According to the results of the test, a statistically significant difference ( $Z=-3.037$ ,  $P=.002$ ) was found. Participants having conducted 5 or 6 research studies had a higher average rank of 89.78 than the participants who had not done any research study (Mean Rank=63.90). The results of the Mann-Whitney U test are shown in Table 14.

*Table 14*

*Mann Whitney U Test Results to Compare Teachers' Professional Autonomy Levels According to the Number of Research Studies (0 vs 5-6)*

	The number of research studies:	N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	0	110	63.90	7029.00	-3.037	.002	<b>P&lt;.05</b>
	5 - 6	27	89.78	2424.00			
	Total	137					

*The significance level is accepted as .05.*

In order to find whether there is a significant difference between the participants who had conducted 1 or 2 research studies and the ones who had conducted 3 or 4 research studies, the Mann-Whitney U test was used. According to the results of the test, a statistically significant difference ( $Z=-2.018$ ,  $P=.044$ ) was found. As is seen in the table, participants having conducted 3 or 4 research studies had a higher average rank of 51.72 than the participants who had conducted 1 or 2 research studies (Mean Rank=40.14). The results of the Mann-Whitney U test are shown in Table 15.

Table 15

*Mann Whitney U Test Results to Compare Teachers' Professional Autonomy Levels According to the Number of Research Studies (1-2 vs 3-4)*

The number of research studies:		N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	1-2	58	40.14	2328.00	-2,018	.044	<b>P&lt;.05</b>
	3-4	29	51.72	1500.00			
	Total	87					

*The significance level is accepted as .05.*

In order to find whether there is a significant difference between the participants who had conducted 1 or 2 research studies and the ones who had conducted 5 or 6 research studies, a Mann-Whitney U test was used. According to the results of the test, a statistically significant difference ( $Z=-2.550$ ,  $P=.011$ ) was found. Participants having conducted 5 or 6 research studies had a higher average rank of 53.00 than the participants who had not conducted any research study (Mean Rank=38.34). The results of the Mann-Whitney U test are shown in Table 16.

Table 16

*Mann Whitney U Test Results to Compare Teachers' Professional Autonomy Levels According to the Number of Research Studies (1-2 vs 5-6)*

The number of research studies:		N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	1 - 2	58	38.34	2224.00	-2.550	.011	<b>P&lt;.05</b>
	5 - 6	27	53.00	1431.00			
	Total	85					

*The significance level is accepted as .05.*

In order to find whether there is a significant difference between the participants who had conducted 3 or 4 research studies and the ones who had conducted 5 or 6 research studies, a Mann-Whitney U test was applied to the data. According to the results of the test, no statistically significant difference ( $Z=-.895$ ,  $P=.371$ ) was found. As is seen, the participants having conducted 5 or 6 research

studies (Mean Rank=30.52) have a little bit higher scores than the participants having conducted 3 or 4 research studies (Mean Rank=26.62). The results of the Mann-Whitney U test are shown in Table 17.

Table 17

*Mann Whitney U Test Results to Compare Teachers' Professional Autonomy Levels According to the Number of Research Studies (3-4 vs 5-6)*

The number of research studies:		N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	3-4	29	26.62	772.00	-.895	.371	P>.05
	5-6	27	30.52	824.00			
Total		56					

The significance level is accepted as .05.

### 4.3 Findings of the Third Research Question

This research question was expressed as “Is there a relationship between reading research and Turkish EFL teachers’ professional autonomy levels?”.

In order to answer the research question, Mann-Whitney U test was executed to discover whether there was a statistically significant difference among the mean rank scores of teachers in TEPAQ in terms of reading research or not. According to the results of the test, there is a statistically significant difference ( $Z=-2.050$ ,  $P=.040$ ). As is seen in Table 18, it is clear that participants reading research had a higher average rank of 117.69 when compared to the participants who did not read research with an average rank of 97.31. The results of the Mann-Whitney U test are given in Table 18.

Table 18

*Mann Whitney U Test Results to Compare Teachers' Professional Autonomy Levels in terms of Reading Research*

Reading Research:		N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	No	57	97.31	5546.50	-2.050	.040	<b>P&lt;.05</b>
	Yes	167	117.69	19653.50			
Total		224					

The significance level is accepted as .05.

#### 4.4 Findings of the Fourth Research Question

This research question was expressed as “Do professional autonomy levels of Turkish EFL teachers differ by the number of the research articles they read in a month?”.

To find out whether there was a significant relationship between teachers’ professional autonomy levels and the number of research articles they had read in a month, Kruskal-Wallis test was run and the result of the test is given in Table 19. According to the results demonstrated in the table, there was no statistically significant difference in TEPAQ scores of EFL teachers [ $\chi^2(4) = 7.099$ ,  $p = .131$ ] according to the number of research articles they had read in a month. However, the participant teachers, who had read no research articles in a month, were surpassed by the teachers who were in all other categories. That is to say, the mean rank score of TEPAQ of teachers in the 0 article category had the lowest mean rank score of 97.31 among the others who were in 1-3 articles category (Mean Rank=110.35), 4-6 articles category (Mean Rank=130,13), 7-9 articles category (Mean Rank=129,84), and 10+ articles category (Mean Rank=122,20).

Table 19

*Kruskal Wallis Test Results to Compare Teachers’ Professional Autonomy Levels According to the Number of Research Articles Read in a Month*

	The number of research articles read in a month:	N	Mean Rank	Chi-Square	df	Asymp. Sig.	Sig. Level
						.131	P>.05
TEPAQ	0	57	97.31	7,099	4	.131	P>.05
	1-3	92	110.35				
	4-6	27	130,13				
	7-9	16	129,84				
	10+	32	122,20				
	Total	224					

*The significance level is accepted as .05.*

#### 4.5 Findings of the Fifth Research Question

This research question was expressed as “What is the professional autonomy level of Turkish EFL teachers according to their educational background in terms of research engagement?”

In order to answer this research question, teachers were divided into according to the state of teachers’ reading and doing research such as both reading and doing research, not doing but reading research and neither doing nor reading research were used .

First of all, the professional autonomy level of teachers who do not do and read research was analysed according to their educational background. In order to find whether there is a significant difference between the participants who had BA degree and the ones who completed or continuing their post-graduate studies, a Mann-Whitney U test was used. According to the results of the test, no statistically significant difference ( $Z=-.863$ ,  $P=.388$ ) was found. As is seen, the participants who had BA degree (Mean Rank=24.46) have higher mean rank than the participants who had completed or been continuing their post-graduate studies (Mean Rank=20.45). The results of the Mann-Whitney U test are shown in Table 20.

Table 20

*Mann Whitney U Test Results to Compare Professional Autonomy Levels of Teachers Who Do Not Do and Read Research According to their Educational Background*

Educational Background:		N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	BA	35	24.46	856.00	-.863	.388	P>.05
	Post Graduate	11	20.45	225.00			
	Total	46					

*The significance level is accepted as .05.*

Next, the professional autonomy level of teachers who do not do but read research was analysed according to their educational background. In order to find whether there is a significant difference between the participants who had BA degree and the ones



who completed or continuing their post-graduate studies, a Mann-Whitney U test was used. According to the results of the test, no statistically significant difference ( $Z=-1.422$ ,  $P=.155$ ) was found. As is seen, the participants who had completed or been continuing their post-graduate studies (Mean Rank=38.00) have higher mean rank than the participants who had BA degree (Mean Rank=30.51). The results of the Mann-Whitney U test are shown in Table 21.

Table 21

*Mann Whitney U Test Results to Compare Professional Autonomy Levels of Teachers Who Do Not Do but Read Research According to their Educational Background*

Educational Background:		N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	BA	47	30.51	1434.00	-1.422	.155	P>.05
	Post Graduate	17	38.00	646.00			
	Total	64					

*The significance level is accepted as .05.*

Lastly, the professional autonomy level of teachers who both do and read research was analysed according to their educational background. In order to find whether there is a significant difference between the participants who had BA degree and the ones who completed or continuing their post-graduate studies, a Mann-Whitney U test was used. According to the results of the test, no statistically significant difference ( $Z=-.578$ ,  $P=.564$ ) was found. As is seen, the participants who had BA degree (Mean Rank=55.08) have higher mean rank than the participants who had completed or been continuing their post-graduate studies (Mean Rank=51.06). The results of the Mann-Whitney U test are shown in Table 22.

Table 22 *Mann Whitney U Test Results to Compare Professional Autonomy Levels of Teachers Who Both Do and Read Research According to their Educational Background*

Educational Background:		N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	Sig. Level
TEPAQ	BA	24	55.08	1322.00	-.578	.564	P>.05
	Post Graduate	79	51.06	4034.00			
	Total	103					

*The significance level is accepted as .05.*

## **Chapter 5**

### **Discussion and Conclusion**

The main aim of this study is to investigate the relationship between doing and reading research and English as a Second Language (EFL) teachers' professional autonomy (TPA) to fill in this gap. The secondary aim of this study is to investigate the relationship between teachers' professional autonomy and their educational background in terms of state of doing and reading research. To achieve these aims, data were gathered through quantitative instruments including TEPAQ by Okay (2018) and Personal Information Form prepared by the researcher. This chapter of the current study will discuss the findings of the research questions' thoroughly and compare the findings with relevant literature and suggestions will be made for future studies.

#### **5.1 Doing Research and Teacher Autonomy**

The first and the second research question was intended to discover the relationship between teachers' professional autonomy levels and whether they do research or not in addition to the number of studies carried out in the last three years.

As a result, it was found that the teachers who had conducted research during the last three years had higher professional autonomy level. It is clear from the findings that the more research studies carried, the more professional autonomy teachers gain. Moreover, it was also determined that the participants who had carried out 5 or 6 research studies were the most professionally autonomous EFL teachers while the teachers who had not carried out any research were the least professionally autonomous.

Although there was no study comparing teachers' professional autonomy according to whether doing research in a quantitative design, the results for the first and second research questions have some implications. Teacher research is believed to contribute to teachers countless benefits for their own teaching, especially in terms of their autonomy and professional development (Borg, 2010).

Autonomy is a process through which learners are responsible for the decisions related to their own learning and professional development (Smith, 2003). From this

perspective, it seems that the findings of this study are in line with the findings of Dikilitaş and Griffiths (2017) acknowledge that action research helps to develop teacher autonomy. Because, doing action research liberates teachers to deal with their own problems, questions or puzzles which are the starting point of a research study.

To become autonomous, there are several elements to implement such as; awareness, responsibility, challenges, collaboration and participation, but the combination of all these elements leads to doing research (Dikilitaş, 2020). Therefore, doing research is also crucial in that it enables teachers to have more confidence while studying and conducting their research. Similarly, Dikilitaş and Griffiths (2017) mentioned that teachers can develop autonomy by identifying the focus and purpose of research with decreasing support from a mentor. By doing so, they can pedagogic connections between what findings say and how these may inform the classroom practices of the teacher-researchers. Moreover, Dikilitaş and Griffiths (2017) also claimed that action research is significant for professional development because it creates opportunities for developing awareness and autonomy, which is also in line with this study.

Vieira et al. (2008) also mentioned that teacher autonomy is linked to the reported benefits of action research because AR lets theory collection rather than implementation, a perspective that requires teachers to be autonomous rather than dependent on others' theories. In this way, AR provides different paths that lead to autonomy. In the same way, parallel to this study, Vieira and Moreira (2008), Mello, Dutra, and Jorge (2008) and Manzano Vázquez (2017) stated that doing action research can lead to promoting teacher autonomy since it offers "a sense of agency and empowerment" (Kemmis & McTaggart, 2005; p. 563).

To support the findings of this study, it can be said that teacher research is essential and effective in increasing language teachers' awareness, capacity (Borg, 2010) energy and willingness (Zeichner, 2003) and making more reflective, critical, and analytical (Atay, 2006). These traits of teachers are accepted as the source of teacher autonomy.

In sum, there is neither implicit nor empirical study addressing the relationship between conducting research and teacher autonomy. It is said to be impossible to measure the levels of autonomy that can be gained through doing research. However,

it is clear with the findings of this study that teacher research seems to be effective in teachers' professional autonomy.

## **5.2 Reading Research and Teacher Autonomy**

The third and fourth research question was intended to discover the relationship between Turkish EFL teachers' professional autonomy levels and whether they read research or not in addition to the number of research articles read in a month.

As a result, it was revealed that the EFL teachers who were reading research had higher professional autonomy level. It was also found that the EFL teachers' professional autonomy level did not differ according to the number of research articles read in a month. However, it was determined that the participants who were reading 4 and more research articles were the most professionally autonomous EFL teachers.

In line with this study, George and Ray (1979) found some factors about how reading affects the teachers' degree of professional development. they concluded that school principals could increase teachers' motivation to read professionally. This means if teachers are encouraged towards reading their professional autonomy can increase. Similarly, Harris and Williams (1988) recommended that for encouraging and motivating teachers to read more for their professional development, that can result in increasing teachers' professional autonomy. Moreover, in their study, Dikilitaş and Mumford (2019) aimed to investigate how reading Teacher Research (TR) impacts teachers' autonomy development processes and put forward that teachers' reflections were important during the process of autonomy development.

In order to increase teachers' research engagement Borg (2010) claimed four conditions, which are "teachers' access to published research, teachers' willingness to read published research, teachers' requirement to read published research; and teachers' availability to read research" (p. 410), which shows the impact of reading on teacher research. Since carrying research means relatively reading research, teacher research can be seen as an activity for reading that can contribute teachers to enhance their professional judgement skills (Lankshear & Knobel, 2004), alter teachers from passive to active during the teaching process (Gurney, 1989), provide teachers with many positive characteristics and they become more reflective, critical, and analytical

in their classroom settings (Atay, 2006), allows teachers to become more powerful and more independent about the challenges they face (Donato, 2003). These positive contributions show that reading can be effective in teachers' professional autonomy as is found in this study.

### **5.3 Educational Background and Teacher Autonomy According to the Research Engagement States of Teachers**

No significant relation was found between professional autonomy levels of teachers who both do and read, do but not read, neither do or read research and their educational background. However, professional autonomy levels of teachers who both do and read research were the highest while professional autonomy levels of teachers who neither do nor read research were the lowest regardless of their educational backgrounds.

In detail, although the teachers who do not do or read research and had BA degree (Mean Rank=24.46) have higher mean rank than the participants who had completed or been continuing their post-graduate studies (Mean Rank=20.45), they have the lowest professional autonomy levels. Furthermore, it can be concluded from this result that you could not develop autonomy if you do not do or read research even you have a post-graduate degree. And it is also clear that research engagement has a huge impact on developing teachers' professional autonomy.

The teachers who do not do but read research and had completed or been continuing their post-graduate studies (Mean Rank=38.00) have higher mean rank than the participants who had a BA degree (Mean Rank=30.51). When compared with other states of teachers, the teachers who do not do but only read research have medium level of professional autonomy. Here, also, the teachers who had completed or been continuing their post-graduate studies have higher autonomy level as expected. When compared to the teachers who do not do or read research, these teachers have higher autonomy levels. According to this result, it can be concluded that only reading research have a great impact on teachers' professional autonomy.

Moreover, the participants who both do and read research and had a BA degree (Mean Rank=55.08) have higher mean rank than the participants who had completed

or been continuing their post-graduate studies (Mean Rank=51.06). Although the teachers who both do and read research have the highest autonomy level when compared to the other states of teachers. Surprisingly, teachers who had a BA degree have higher mean rank than the participants who had completed or been continuing their post-graduate studies. This result shows that teachers who carry out and read research can also develop high professional autonomy even if they do not had a post-graduate degree.

To sum up, the aim of the third, fourth and fifth research questions was to find out the effect of research engagement on teachers' professional autonomy. The study revealed that research engaged teachers were more autonomous than the teachers who do not read and do research in addition to the teachers who were interested in research-based PD activities. These results are in line with some researchers including Roberts (1993), Atay (2008), Borg (2009, 2010), Wyatt and Dikilitaş (2016), Dikilitaş and Griffiths (2017), and Dikilitaş and Mumford (2019).

In addition, Martinez (2002, cited in Iida, 2009) stated that conducting research within teacher training or professional teacher development could contribute to fostering teacher autonomy. Similarly, conducting action research assists in developing teacher autonomous learning and autonomy (Dikilitaş & Griffiths, 2017) in addition to contributing to learner autonomy (Daoud, 2002; cited in Iida, 2009). In addition, Uztosun (2019) stated that the extent of engagement in research determines the level of teachers' professional development.

## **5.4 Conclusions**

The main aim of this study is to investigate the relationship between research engagement (doing research and reading research) and EFL teachers' professional autonomy. The next aim of this study is to to investigate the relationship between teachers' professional autonomy and their educational background in terms of their state of doing and reading research.

In order to determine EFL teachers' professional autonomy levels, the researcher used a questionnaire called Teachers' Professional Autonomy Questionnaire (TEPAQ) developed by Okay (2018). Accordingly, the researcher

adopted survey design among descriptive research methods (Creswell, 2014) for this study. The data was collected through a questionnaire (TEPAQ) and EFL teachers in Turkey were the target population of the study. Stratified random sampling was used in the selection of the participants. In total, 224 participants, 71.9 % of whom were females (n=161) and 28.1 % of whom were males (n=63) took part in the study.

It was revealed that the teachers who had conducted research during the last three years had higher professional autonomy level. It is clear from the findings that the more research studies carried, the more professional autonomy teachers gain. Moreover, it was also determined that the participants who had carried out 5 or 6 research studies were the most professionally autonomous EFL teachers while the teachers who had not carried out any research were the least professionally autonomous.

The study also revealed that the EFL teachers who were reading research had higher professional autonomy level. It was also found that the EFL teachers' professional autonomy level did not differ according to the number of research articles read in a month. However, it was determined that the participants who were reading 4 and more research articles were the most professionally autonomous EFL teachers.

Furthermore, it was also revealed that no significant relation was found between professional autonomy levels of teachers who both do and read, do but not read, neither do or read research and their educational background. However, professional autonomy levels of teachers who both do and read research were the highest while professional autonomy levels of teachers who neither do nor read research were the lowest regardless of their educational backgrounds.

To conclude, this study put forward some implications for principals of the schools, instructors and researchers and policymakers. Considering the facilitative impact of positive institutional research culture to promote teacher autonomy, research engagement may be enhanced with more support from institutions especially in state schools whose teachers were found to be the least autonomous. Additionally, encouraging teachers to read and utilize research in their practices and rewarding the teachers' attempts to conduct research may contribute to the English language teachers' research engagement since teachers doing more research had higher autonomy. Finally, since the results revealed that teachers who both do and read

research had the highest level of professional autonomy, incentives and time can be provided to the teachers regardless of their educational background.

## **5.5 Recommendations for Future Research**

1- This present study was conducted with 224 EFL teachers who work İzmir and Manisa in any kind of school in order to get more generalizable results in the academic year 2019-2020. A similar study can be conducted with a higher number of participants.

2- Since this study did not investigate professional teacher autonomy in a limited area, a similar study can be carried out by analysing and taking regions and cities into considerations.

3- Since this study is the only the second study that uses Teachers' Professional Autonomy Questionnaire (TEPAQ) by Okay (2018), the field of ELT lacks much information on teachers' professional autonomy. Therefore, studies can be carried out by using this questionnaire.

4- Since this present study adopted a quantitative method. The same research can be designed as mixed method by using both quantitative and qualitative method. The findings can be compared with the results of this study.

5- Finally, a longitudinal study can be carried out to observe the development of teachers' autonomy with EFL teachers who have research engagement. Findings of the study may shed light into possible longitudinal effects of research engagement on teacher autonomy.



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## Appendices

### A. Consent Form

Dear Colleagues,

I would like to invite you to respond to my questionnaire for my MA study. This questionnaire explores the professional autonomy of EFL teachers in terms of some demographic information. I would greatly appreciate your help in providing your opinions from your experience. The researcher will only know your name. Only the researcher will have access to the information produced by your participation in this study, so your privacy will be protected and your research records will be confidential. Participating in this study is completely voluntary. If you do not want to answer a question, you can leave it blank. You also have the right to withdraw from the questionnaire at any time; if you do so, all the documents on which you appeared will be destroyed. A copy of this consent form will be given to you on demand.

Contact Information for the Study

If you have additional questions about the research, you can contact the researcher as follows:

Melis CEYLAN

Email: melis.ceylan@cbu.edu.tr

Mobile: +90 554 733 60 25

Thesis Advisor: Assoc. Prof. Dr Kenan DİKİLİTAŞ

I accept to respond to this questionnaire.     **Yes**     **No**

## **B: Personal Information Form**

### **PART I. PERSONAL INFORMATION**

**1. Gender:**    a. Female                      b. Male

**2. Educational Background:**

a. Bachelor's Degree                      b. Master's Degree (Continuing)

c. Master's Degree                      d. PhD (Continuing)

e. PhD

**3. Type of organization you work in:**

a. State School

b. Private School

c. State University

d. Private University

**4. The number of research studies you have conducted during the last three years:**

a. 0

b. 1-2

c. 3-4

d. 5-6

**5. The number of research articles you read in a month:**

a. 0

b. 1-3

c. 4-6

d. 7-9

e. 10 or more

**C. Teachers' Professional Autonomy Questionnaire (TEPAQ)**

**(1) Strongly Disagree      (2) Disagree    (3) Neutral    (4) Agree      (5) Strongly Agree**

<b>1.</b>	I want to develop myself professionally because I feel I have to.	1	2	3	4	5
<b>2.</b>	It is my own wish to continue my professional development.	1	2	3	4	5
<b>3.</b>	I am curious about new ways to develop my teaching.	1	2	3	4	5
<b>4.</b>	I want to develop professionally because it is a necessity to meet the needs of students.	1	2	3	4	5
<b>5.</b>	I enjoy developing myself professionally.	1	2	3	4	5
<b>6.</b>	I feel obliged to continue my development as a teacher.	1	2	3	4	5
<b>7.</b>	I constantly look for ways to develop my teaching.	1	2	3	4	5
<b>8.</b>	I want to develop professionally to meet the needs of my students.	1	2	3	4	5
<b>9.</b>	I want to develop myself professionally in order to push the limits of my abilities as a teacher.	1	2	3	4	5
<b>10.</b>	I am able to search out information about teaching.	1	2	3	4	5
<b>11.</b>	I can find profession-related materials (i.e. books, journals, etc.) about teaching.	1	2	3	4	5
<b>12.</b>	I have the ability to develop my teaching.	1	2	3	4	5
<b>13.</b>	I am able to identify my weaknesses/strengths as a teacher.	1	2	3	4	5
<b>14.</b>	I am able to use technology to develop my teaching.	1	2	3	4	5



<b>15.</b>	I can adapt to recent developments in teaching.	1	2	3	4	5
<b>16.</b>	I have access to technology to continue my development as a teacher.	1	2	3	4	5
<b>17.</b>	I can work with my colleagues to develop my teaching.	1	2	3	4	5
<b>18.</b>	I like to learn from my colleagues to develop my teaching.	1	2	3	4	5
<b>19.</b>	I have colleagues whom I can consult when I need help about my professional development.	1	2	3	4	5
<b>20.</b>	My workload is too heavy to engage in activities to develop myself as a teacher.	1	2	3	4	5
<b>21.</b>	I find very little time outside the school for professional development activities.	1	2	3	4	5
<b>22.</b>	I want to develop myself professionally to better my financial condition.	1	2	3	4	5
<b>23.</b>	I want to develop myself professionally for a chance of getting promoted to a better position.	1	2	3	4	5

## D. Permission Letter

Evrak Tarih ve Sayısı: 23/10/2019-E.26713



T.C.  
MANİSA CELAL BAYAR ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu Müdürlüğü



Sayı : 23558954-044-  
Konu : Uygulama Çalışması (Melis CEYLAN)

Sayın, Melis CEYLAN

Yürütmekte olduğunuz yüksek lisans tezi ile ilgili gerekli uygulama ve çalışmaların Yüksekokulumuzda yapmanız uygun bulunmuştur.  
Bilgilerinize rica ederim.

**e-imzalıdır**  
Prof. Dr. Mahmut KARĞIN  
Yüksekokul Müdürü

**Evrak Doğrulama İçin** : <https://dogrulama.cbu.edu.tr/envision.sorgula/belgedogrulama.aspx?V=BENF5S2US>  
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## CURRICULUM VITAE

### PERSONAL INFORMATION

Surname, Name: CEYLAN, Melis

Nationality: Turkish (T.C.)

Date and Place of Birth: 22 September 1985, Manisa

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### EDUCATION

Degree	Institution	Year of Graduation
MA	Cyprus International University	2018
BA	Uludağ University	2010
High School	Cumhuriyet Anatolian School, Manisa	High 2003

### WORK EXPERIENCE

Year	Place	Enrollment
2011-2012	YDS Academy, Manisa	English Teacher
2013- Cont.	Manisa Celal Bayar University	English Instructor

### FOREIGN LANGUAGES

Advanced English