

**REPUBLIC OF TURKEY**

**ÇAĞ UNIVERSITY**

**INSTITUTE OF SOCIAL SCIENCES**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**THE RELATIONSHIP BETWEEN EFL TEACHERS' PROFESSIONAL  
IDENTITY AND PROFESSIONAL AUTONOMY**

**THESIS BY**

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**MASTER OF ARTS**

**MERSİN/ SEPTEMBER 2021**

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## DEDICATION

*To the ones who still endeavour to protect  
heavenly nature...*



**ETHICS DECLARATION**

**Student' s**

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**Program:** Master Thesis (X) Ph. D. Thesis ()  
**Thesis Title:** The Relationship between EFL Teachers' Professional Identity and Professional Autonomy

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

15/09/2021

Ekru DİLEK

## ACKNOWLEDGEMENTS

First and foremost, I would like to express my appreciation and deepest gratitude to my dear supervisor, Dr. Betül ALTAŞ for her support, guidance, and endless encouragement and feedback comments throughout this thesis. This thesis was accomplished thanks to her valuable contributions.

Secondly, I would like to thank Dr. Seden TUYAN, and Dr. Dönercan DÖNÜK for their supportive feedback and precious guidance as to the members of examining committee.

I would like to extend my deep gratitude and respect to the honorable Assoc. Prof. Dr. Ali Fuad SELVİ for being the inspiration and a guiding spirit throughout my journey in language teaching education.

I would also express my gratitude to my friend Alihan COŞAR for his endless support and patience throughout my thesis.

The last but not least, my deep thanks go to my family and Honeybunch for their precious support and encouragement. I am also deeply indebted to my sisters who always accompany on all through my life.

15/09/2021

Ekru DİLEK

**ABSTRACT**  
**THE RELATIONSHIP BETWEEN EFL TEACHERS' PROFESSIONAL**  
**IDENTITY AND PROFESSIONAL AUTONOMY**

**Ekru DİLEK**

**Master's Thesis, Department of English Language Education**

**Supervisor: Dr. Betül ALTAŞ**

**September, 2021, 132 Pages**

Changing perceptions in language teaching have affected the role of teachers and students. While learners become the center of the teaching and learning process, the duty of teachers, as guides and mentors, has turned into fostering their learners' command of language and learning. Thus, developing professional perceptions of teachers on their professional identity and professional autonomy have captured attention. In this regard, this study aimed to investigate whether there is a meaningful relationship between EFL teachers' professional identity (TPI) and their professional autonomy (TPA). Additionally, this study aimed to find out the level of EFL teachers' professional identity and their professional autonomy. The aim of this study was also to find out whether EFL teachers' professional identity and their professional autonomy results differ by gender, the school in which they work, level of their education and their work experience. 250 EFL secondary and high school teachers who work at both state and private schools were selected as participants by convenience sampling. In this study, a survey-based research method was used, and data were collected through a Demographic Information Form, Professional Identity Questionnaire and Teachers' Professional Autonomy Questionnaire. Quantitative data were analyzed by SPSS 23.0. The results of the study indicated that EFL teachers have a very high level of TPI and a high level of TPA. In addition, TPI and TPA differ by gender, the school in which EFL teachers work and their work experience. The results also revealed that EFL teachers' TPI and TPA do not differ by their education level. Furthermore, there is a statistically significant, positive and moderate relationship between EFL teachers' professional identity and professional autonomy.

*Key words:* EFL teachers' professional identity, EFL teachers' professional autonomy, professional development, teacher education

**ÖZ**  
**İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERİN**  
**MESLEKİ KİMLİĞİ VE MESLEKİ ÖZERKLİĞİ ARASINDAKİ İLİŞKİ**

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**Eylül, 2021, 132 Sayfa**

Dil öğretimi algısındaki değişimler, öğretmenin ve öğrencinin rolünü etkilemiştir. Öğrenciler öğretim ve öğrenme sürecinin merkezinde yer alırken, rehber ve mentor olarak öğretmenlerin görevi, öğrencilerin dil ve öğrenme konusundaki hakimiyetlerini teşvik etmeye dönüşmüştür. Böylece, öğretmenlerin mesleki kimliklerine ve mesleki özerkliklerine ilişkin mesleki algılarının geliştirilmesi dikkat çekmiştir. Bu bakımdan, bu çalışma İngilizceyi yabancı dil olarak öğreten öğretmenlerin mesleki kimliği ve mesleki özerkliği arasında anlamlı bir ilişki olup olmadığını incelemeyi amaçlamıştır. Buna ek olarak, bu çalışma İngilizceyi yabancı dil olarak öğreten öğretmenlerin mesleki kimlik ve mesleki özerklik seviyelerini ortaya çıkarmayı amaçlamıştır. Bu çalışmanın amacı aynı zamanda İngilizceyi yabancı dil olarak öğreten öğretmenlerin mesleki kimlik ve mesleki özerklik sonuçlarının cinsiyete, çalıştıkları okula, eğitim düzeylerine ve iş deneyimlerine göre farklılık gösterip göstermediğini bulmaktır. Özel ve devlet okullarında çalışan, İngilizceyi yabancı dil olarak öğreten 250 lise ve ortaokul öğretmeni, kolaylı örneklem yoluyla katılımcı olarak seçilmiştir. Bu çalışmada, anket tabanlı araştırma yöntemi kullanılmıştır ve veriler Demografik Bilgi Formu, Mesleki Kimlik Anketi, ve Öğretmenlerin Mesleki Özerklik Anketi ile toplanmıştır. Nicel veri SPSS 23.0 programı ile analiz edilmiştir. Araştırmanın sonucunda, İngilizceyi yabancı dil olarak öğreten öğretmenlerin çok yüksek seviyede mesleki kimlik ve yüksek seviyede mesleki özerklik sergiledikleri belirlenmiştir. Buna ek olarak, öğretmenlerin mesleki kimliğinin ve mesleki özerkliğinin cinsiyete, çalıştıkları okula ve iş tecrübelerine göre farklılık gösterdiği ortaya çıkmıştır. Sonuçlar ayrıca öğretmenlerin mesleki kimliklerinin ve mesleki özerkliklerinin eğitim düzeyine göre farklılık göstermediğini ortaya koydu. Ayrıca, İngilizceyi yabancı dil olarak öğreten

öğretmenlerin mesleki kimlikleri ile mesleki özerklikleri arasında istatistiksel olarak anlamlı, pozitif ve orta düzeyde bir ilişkili olduğu belirlenmiştir.

*Anahtar Kelimeler:* İngilizceyi yabancı dil olarak öğreten öğretmenlerin mesleki kimliği, İngilizceyi yabancı dil olarak öğreten öğretmenlerin mesleki özerkliği, mesleki gelişim, öğretmen eğitimi





## TABLE OF CONTENTS

|   |      |
|---|------|
| <b>COVER</b> .....  | i    |
| <b>APPROVAL</b> .....   | ii   |
| <b>DEDICATION</b> .....   | iii  |
| <b>ETHICS DECLARATION</b> .....                                   | iv   |
| <b>ACKNOWLEDGEMENTS</b> .....                                     | v    |
| <b>ABSTRACT</b> .....   | vi   |
| <b>ÖZ</b> .....   | vii  |
| <b>TABLE OF CONTENTS</b> .....                                    | ix   |
| <b>ABBREVIATIONS</b> .....  | x    |
| <b>LIST OF TABLES</b> .....                                       | xi   |
| <b>LIST OF FIGURES</b> .....                                      | xii  |
| <b>LIST OF APPENDICES</b> .....                                   | xiii |
| <b>1. INTRODUCTION</b> .....                                      | 1    |
| <b>2. METHODOLOGY</b> .....                                       | 28   |
| 2.1. Introduction.....  | 28   |
| 2.2. Context and Participants of the Study.....                   | 28   |
| 2.3. Research Design.....   | 29   |
| 2.4. Data Collection Instruments.....                             | 30   |
| 2.4.1. Demographic Information Form.....                          | 30   |
| 2.4.2. Professional Identity Questionnaire.....                   | 30   |
| 2.4.3. Teachers' Professional Autonomy Questionnaire (TEPAQ)..... | 32   |
| 2.5. Data Collection Procedures.....                              | 33   |
| 2.6. Data Analysis.....   | 33   |
| 2.7. Reliability and Ethical Issues.....                          | 38   |
| <b>3. DATA ANALYSIS AND FINDINGS</b> .....                        | 40   |
| <b>4. DISCUSSION AND CONCLUSION</b> .....                         | 59   |
| <b>REFERENCES</b> .....   | 81   |
| <b>APPENDICES</b> .....   | 102  |

## **ABBREVIATIONS**

**TEPAQ:** Teachers' Professional Autonomy Questionnaire

**TPA:** Teacher's Professional Autonomy

**TPI:** Teachers' Professional Identity

**ZPD:** Zone of Proximal Development

**EFL:** English as a Foreign Language

**PD:** Professional Development

**CFA:** Confirmatory Factor Analysis

**SPSS:** Statistical Package for the Social Sciences

## LIST OF TABLES

|   |    |
|---|----|
| <b>Table 1.</b> <i>Demographic Characteristics of Participants</i> .....  | 29 |
| <b>Table 2.</b> <i>Professional Identity Questionnaire Reliability Analysis</i> .....   | 31 |
| <b>Table 3.</b> <i>Teachers' Professional Autonomy Questionnaire Reliability Analysis</i> .....   | 32 |
| <b>Table 4.</b> <i>Skewness and Kurtosis Values of Professional Identity and Professional Autonomy according to Gender</i> .....                                | 34 |
| <b>Table 5.</b> <i>Skewness and Kurtosis Values of Professional Identity and Professional Autonomy according to the School in which EFL Teachers Work</i> ..... | 35 |
| <b>Table 6.</b> <i>Skewness and Kurtosis Values of Professional Identity and Professional Autonomy according to Education Level</i> .....                       | 36 |
| <b>Table 7.</b> <i>Skewness and Kurtosis Values of Professional Identity and Professional Autonomy according to Work Experience</i> .....                       | 37 |
| <b>Table 8.</b> <i>Skewness and Kurtosis Values of the Relationship Between TPI and TPA</i> .....   | 38 |
| <b>Table 9.</b> <i>Descriptive Statistics of the Level of EFL Teachers' Professional Identity</i> .....   | 41 |
| <b>Table 10.</b> <i>Descriptive Statistics of the Level of EFL Teachers' Professional Autonomy</i> .....  | 43 |
| <b>Table 11.</b> <i>T-Test Analysis of TPI in terms of Gender</i> .....   | 45 |
| <b>Table 12.</b> <i>T-Test Analysis of TPI in terms of the School in which EFL Teachers Work</i> .....  | 46 |
| <b>Table 13.</b> <i>T-Test Analysis of TPI in terms of Education Level</i> .....  | 47 |
| <b>Table 14.</b> <i>One-Way ANOVA Analysis of TPI in terms of Work Experience</i> .....   | 48 |
| <b>Table 15.</b> <i>T-Test Analysis of TPA in terms of Gender</i> .....   | 50 |
| <b>Table 16.</b> <i>T-Test Analysis of TPA in terms of the School in which EFL Teachers Work</i> .....  | 51 |
| <b>Table 17.</b> <i>T-Test Analysis of TPA in terms of Education Level</i> .....  | 52 |
| <b>Table 18.</b> <i>One-Way ANOVA Analysis of TPA in terms of Work Experience</i> .....   | 54 |
| <b>Table 19.</b> <i>Spearman Correlation Test of TPI and TPA</i> .....  | 56 |

**LIST OF FIGURES**

**Figure 1.** *Confirmatory Factor Analysis of Professional Identity Questionnaire* .....31



## LIST OF APPENDICES

|   |     |
|---|-----|
| <b>Appendix A:</b> Ethic Committee Approval of Çağ University .....   | 102 |
| <b>Appendix B:</b> Consent Form.....  | 107 |
| <b>Appendix C:</b> Demographic Information Form.....  | 108 |
| <b>Appendix D:</b> Professional Identity Questionnaire.....   | 109 |
| <b>Appendix E:</b> Teachers' Professional Autonomy Questionnaire .....  | 111 |
| <b>Appendix F:</b> Official Permission from Çağ University for the Questionnaire .....                                  | 113 |
| <b>Appendix G:</b> Official Permission from Provincial Directorate of National Education in<br>Antalya.....             | 114 |
| <b>Appendix H:</b> Post Hoc Analysis Regarding EFL Teachers' Professional Identity in<br>terms of Work Experience ..... | 115 |
| <b>Appendix I:</b> Post Hoc Analysis Regarding EFL Teachers' Professional Autonomy in<br>terms of Work Experience ..... | 117 |

## **1. INTRODUCTION**

Teachers are considered as a source to advance learners' identity and autonomy (Voller, 1997). This paradigm gives rise to the question of what extent the teachers are first of all aware of their own teacher identity and autonomy to be the facilitator for the learners. In this respect, their professional being and the relationship between their professional self and free mechanism to direct themselves in their teaching become noticeable. The definitions of identity and autonomy in foreign language learning emerge from the learners' perspectives, experiences, and individual differences (Varghese et al., 2005). Teachers are assumed as they are already to construct autonomy and identity for their students in the target language. However, the level of teachers' readiness associated with their own professional identities and professionally autonomous behaviours needs to be taken into consideration (Teng, 2019). Despite the fact that teachers' professional identity and teachers' professional autonomy are examined separately, Huang and Benson (2013) state that the root of these two concepts are deeply interrelated as teacher identity makes teacher autonomy be developed.

### **Significance of the Study**

Teachers' perceptions of professional identity and autonomy, mainly Teacher Professional Identity (TPI), and Teacher Professional Autonomy (TPA) have been studied in different contexts and they are open to being examined in terms of their relations. According to Beijaard (2004), TPI constructs teacher self in teacher's potential educational life. That is; a teacher keeps up with the updates, which are influenced by teachers' own emotions, perceptions of their own profession, and self-concepts as well as job satisfaction (Day et al., 2005). TPA, at the same time, refers to the reaction and position towards the constraints which are like the rules of the institutions they teach, organizational requirements, follow of curriculum, and follow of technology (McGrath, 2000). Teachers are also responsible to prepare exams, assignments, presentations and assess the grades. Therefore, the responses the teachers give towards these boundaries are identified by their professional autonomy, which is also shaped by teachers' perceptions of their own professional identity.

A narrative study conducted by Korhonen (2014) reveals the interrelation of identity, autonomy, and agency of language learners. In addition, Vitanova (2004) describes this relation regarding language learners through a discursive approach. Reinders and Lazarou (2011) examine the role of teacher identity and motivation in teacher autonomy implementation. In this regard, Teng (2017) notes that the development of teacher autonomy is challenged and blocked by possible unsized identities: such as extremely sensitive or strict teacher identities. Furthermore, the interrelation between teacher identity and teacher autonomy is explained by Teng (2019) as mutually influenced notions that focus on the interdependence between personal and professional identities, and the individual and social autonomy of teachers.

Chik (2007) also emphasizes the interdependence of identity formation and the development of autonomy of teachers. However, exploration of the relationship between professional teacher identity and professional teacher autonomy has not been documented in literature exclusively. Although the interrelatedness between them is dynamic and interactive, there is not a statistical study that investigates the relationship between EFL teacher's professional identity and their professional autonomy in the field. Therefore, the research problem that motivates me to conduct this study is whether there is a meaningful relationship between EFL teacher's professional identity and their professional autonomy. In this regard, the significance of this study is that this study investigates the relationship between EFL teacher's professional identity and their professional autonomy. This is also significant as it is conducted with EFL teachers in the field and it will hopefully make a valuable contribution to teacher education as a field study.

### **Aims and Research Questions of the Study**

This present study aims to find out whether there is a meaningful relationship between EFL teachers' professional identity and their professional autonomy. This study aims to find out EFL teachers' level of professional identity and autonomy, and the study also aims to find out whether EFL teachers' professional identity and professional autonomy results differ by demographic factors such as gender, the school in which they work, level of their education and their work experience. Therefore, the study aims to answer the following research questions:

1. What is the level of EFL teachers'?

- a. professional identity?
- b. professional autonomy?
2. Do the results differ by:
  - a. gender?
  - b. the school in which EFL teachers work?
  - c. education level?
  - d. work experience?
3. Is there a meaningful relationship between EFL teachers' professional identity and professional autonomy?

### **Theoretical Background of the Study**

During the past few decades, as the constructivist and sociocultural approaches have gained importance in the field of language education, students have become the agents of learning (Aslan, 2016; Okay, 2018; Van Lier, 2008; Vygotsky, 1978). The elements promoting learning and highlighting the power effects of interactions among students and teachers in the classroom have become significant (Cooper & Olson, 1996). In order to cast light on teaching and learning as well as classroom complexity, teachers and their practices should be taken into account seriously (Varghese et al., 2005). Therefore, being a teacher has been viewed as a concept more than the information transferring profession (Beijaard et al., 2000).

Vygotsky (1978) explains sociocultural theory as a process of cognitive development with social and cultural factors. This development is achieved by sociocultural exposure with the help of more knowledgeable peers in a specific context, which is Zone of Proximal Development (Vygotsky, 1978). The perspective of sociocultural theory and ZPD towards teachers' professional identity can be interpreted as the construction of professional identity through interactions and experiences among teachers, school administrations, colleagues, and students and parents. Moreover, ZPD can refer to a space for teachers in which they develop themselves through being informed by the people in their professional context (Okay, 2018). Therefore, sociocultural theory establishes a connection between teachers' professional identity



and professional autonomy construction and development by social activities in the profession.

Based on a professional understanding of the teachers, how they perceive themselves as teachers, their students and their practices in their profession provide teachers to draw a better recognition of their professional identity (James-Wilson, 2001). Teachers construct and re-construct their identities with their early, current and future experiences both in their professions and educational setting as well as their own personal life outside the teaching context (Friesen & Besley, 2013; Kerby, 1991). Beijaard et al. (2004) suggest that “teachers derive their professional identity from (mostly combinations of) the ways they see themselves as subject matter experts, pedagogical experts, and didactical experts” (p. 751). Professional identity is addressed as a concept which needs to be analyzed through teachers’ knowledge of their profession, attachment with the learners and interpretation of their professional experiences rather than predetermined practices. Thus, understanding teachers’ professional identity offers to reinforce the efficiency of teaching and learning (Day et al., 2006).

Considering how teachers see themselves, their identity is associated with how they can exhibit autonomous attitudes (Benson, 2010). Chik (2007) also states that identity influences the construction of autonomy. Teacher autonomy is a self-led control and capacity of performing that control in one’s own teaching (Benson 2011; Smith, 2003). That definition stems from learner autonomy description which offers a self-regulated decision-making mechanism on learning (Brown, 2009; Hughes, 1997; Reinders, 2000). Hence, teachers are expected to continue their own learning in their field as professionally autonomous people (Okay, 2018). The concepts of capacity and ability offered by Benson (2011) are combined as capability in this perspective of teacher autonomy considering their profession directly.

In literature, it is noted that there is a positive interrelation between identity and autonomy as well as the agency (Benson, 2007; Norton, 2003; Vitanova, 2004; Yamaguchi, 2011). Teng (2019) states that:

The more dominant teacher identities may guide teachers to exercise a higher degree of autonomy on one aspect of work while the less dominant teacher

identities may direct teachers to exhibit a lower degree of autonomy on another aspect of work. (p. 84)

Teacher identity and teacher autonomy have a mutual effect on their formation. In this regard, this study examines the interrelationship between teachers' autonomy and identity from a professional aspect.

## **Identity**

Arriving at a decision on a common definition of identity is not considered as easy and possible (Dikilitaş & Yaylı, 2018). Construction of identity is a process of how individuals perceive themselves and their experiences as well as the self (Kecshtermans, 2009). Mead (1934) describes identity as "I" and "me" while Erikson (1959) suggests that it is an interpretation of how others see and perceive an individual. Furthermore, Beijaard (1995) says that making sense of how and what a person is and of one's own labeling himself or herself. Jenkins (2014) also explains identity as being aware of oneself and other-selves.

These definitions are also accompanied by the constructions and the elements of the development of identity. According to Norton (2000), identity is regarded as how each person perceives himself or herself, interpreting their potential beings in the future, their relationships with other people, and their way of establishing these relationships. Similarly, Erikson (1959) also offers the dependence of identity construction on social interactional space. Each self exists with their own self-concepts enriched by the environment they are engaged with. Thus, the individuals in a group are not evaluated as only one class, but both dependent and independent entities within a society that compose a harmony of different selves (Bauman, 2004).

Stets and Burke (2000) present Social Identity Theory depending on the membership which is formed by a socially shaped and shared identity. The theory is explained by three processes that categorize each entity as in-group and out-group. According to Stets and Burke (2000), first of all, codes of groups to which individuals belong refer to the characteristics of the groups, which elicits the identification of individuals with some determined attitudes. This process is called social categorization. The following process, which is regarded as social identification, causes settled and specified behaviours that the individuals are supposed to model depending on the group

(Stets & Burke, 2000). The last session of the process is explained by them as the comparison of groups and evaluation of in-group and out-group behaviours that the individuals undergo, called social comparison. This social identity concept creates a dichotomy of socially constructed identities and depersonalization. Stets and Burke (2000) also note that if an individual describes himself or herself depending on the social identity, that person is engaged with the membership of his or her group more than the uniqueness of the self, which subsequently results in depersonalization and even assimilation from the self.

In his authoritative work, Mead (1934) also proposed socially constructed identity in which the self is constructed through individuals' interaction with others; that is, they get familiar with other identities, adapt and differentiate the identity of the individual self. Tajfel (1968) explains social identity as an interpretation of each self and as a member of a group and a comparison of that self with the other-selves of other groups. Hogg and Vaughan (2002) assert that individuals identify their own self-concept when they show specific behaviours within a group, which is an obvious indicator that the individuals interpersonally and collectively perform their own selves in a stronger way. According to Kerby (1991), the concept of identity associated with self is built by the experiences the individual passes through. The stories and experiences are formed and accumulated by the communication with the people around them. Furthermore, according to Hawkins (2005), identity formation of language learners is defined as a continuous interaction between the individuals and the space and time they are in.

Although social influences are accepted as the most notable determinant of identity, Block (2009) enriches the concept through different categorizations which support the social effects. Racial, ethnic and national identities are created by compounding shared stories, beliefs, religion, and languages as well as races. Additionally, migrant identity is used for the identities of individuals who immigrate to different countries from their hometowns. People in society also have gender identities related to femininity and masculinity. Lastly, language identity is explained through the interdependence between the medium of communication that the individuals employ and their self-concepts. According to Gee (2000), the identities of individuals are also categorized as nature, institution, discourse and affinity which influence the construction and evolution of self. The income of individuals and their education also

define their identity, called social class identity. Beijaard, Verloop and Meijer (2004) also note that professional identity is defined in which the individuals view and evaluate themselves based on their profession and professional context.

### **Teachers' Professional Identity (TPI)**

Professional identity is explained by Ibarra (1999) as socialization and monitoring the occupational context. In a similar vein, Neary (2014) says that individuals' own perception of their professions, of their colleagues and their way of communication with the people they work with. It is considered as a combination of personal and occupational perceptions of a professional self and the capability in the profession (Reisetter et al., 2004). This mixture of personal self and professional being which generates professional identity is also an integrated notion comprising decisions, roles, values and moral senses (Auxier et al., 2003). Additionally, Flores and Day (2006) offer a description of the development of professional identity as it is a systematic and progressive practice based on characterization and evaluation of a person's own stories and values.

As identity formation is a continuing construction with several potential changes and adaptations, teachers are also involved in this formation in their professional lives (Beijaard et al., 2000). Recently, teachers' professional identity (TPI) becomes essential to be examined since it is thought of as a triggering mechanism of professional perception, professional development, and job satisfaction as well as the commitment to their job (Beijaard et al., 2004; Day et al., 2005; Hamman et al., 2010). Despite the fact that the effort to describe TPI wisely has been attempted by scholars in the field, there is still not a precise and standard definition of it (Beauchamp & Thomas, 2009).

Akkerman and Meijer (2011) define teacher identity "as unitary and multiple, continuous and discontinuous, and individual and social" (p. 308). The concept is depicted by Beijaard, Meijer and Verloop (2004) as "an answer to the repeating question: 'Who am I at this moment?'" (p. 108). In addition to these definitions of teacher identity, Cross (2006) states that teacher identity does not only influence how the teachers exist in the classroom, but it also shapes their practices and educational approaches in their profession. That is why the exploration of teacher identity is the first step to comprehend how teaching and learning occurs. Varghese et al. (2005) highlight that investigating language teaching and learning starts with the investigation

of teachers themselves and their cultural, individual and professional selves that they attribute themselves and they are attributed by other people. Palmer (1997) also notes that teacher identity constitutes a successful teaching and learning process.

Day and Kington (2008) define group identities of teachers as *professional identity* related to their approach to the education they provide and the development they are supposed to sustain. Day and Kington (2008) also regard *situated and socially located identity* as the context they teach and be engaged with education. *Personal identity* is described as the individual roles excluding the educational setting; which all directly lead how teachers build their professional selves and shape their teaching practices (Day & Kington, 2008). TPI is teachers' own interpretation of their teaching acts, teaching beings and their approach to their own teaching itself that are constructed through social experiences, which directs their actions in their professions (Avalos, 2006; Beijaard et al., 2004; Lasky, 2005; Lerseth, 2013; Sachs, 2005; Watson, 2006). The self-description of teachers' identities is essential as it is composed of a reflection of their prior experiences, ongoing stories and their critical approach to their own teacher beings (Beauchamps & Thomas, 2009).

Teachers' professional identity is embodied through their practices through discursive interactions with students, parents and colleagues as well as the investigation of their own emotional, cognitive and action-taking responses (Han, 2017). Zare-ee and Ghasedi (2004) explain TPI as a partnership of both personal and professional roles. Teachers combine their different selves while constructing identity in their professions. They bring their own stories, histories, emotions and their own self-concepts to their classes, which have traces of their identities and create a great impact on their approach towards language teaching.

The study conducted by Gavish and Friedman (2011) confirms the importance of the combination of the personal self and the setting in which teachers construct and develop their professional identities. They divide TPI as *the natural professional self* – the teachers themselves and every educational and personal perception towards themselves and the students, and as *the acquired professional self* – as a member of the organization, they work in (Gavish & Friedman, 2011). Tickle (2000) notes that TPI represents the actions, emotions, practices and perceptions of teachers in the evaluation of what is good to do in the classroom as well as the description of what a teacher is

like in their society. Recognizing TPI stems from the discovery of teachers' self-realization in their professions through observing their actions, practices and roles they perform.

Influencing factors and their effects are explained as the interferences that stem from changing governmental regulations which the schools in generally all countries follow with slight differences by ignoring the impacts of these changes on the teachers' working and their feelings, which are essential to be considered for their commitment, job satisfaction, efficacy and professional identity development (Day et al., 2006). In a study conducted by Nias (1989a), it is concluded that teachers describe themselves as "dedicated" and "caring" and they think they "take the job seriously", which brings them job satisfaction and a taste of the effectiveness of their dedication. When the teachers feel themselves engaged in their job and the context that they are in, the roles they put on themselves and their identities equally and mutually influence their attachment and their own reflections in order to revise and improve their selves in their teaching and learning.

### **Teachers' Professional Identity and Related Components**

Fairclough (1989) offers a model of identity, *identity-in-discourse*, which serves an understanding of a language as a social practice that is selected and shaped by identities and also shapes the identities in a reciprocal way. Discursive interactions among individuals reveal the power relations of constructed identities that are also represented via the language they choose to use (Foucault, 1982). In other words, the discourse and its selection that depend on the power relations are illustrated through identity. Wenger (1998) also explains identity from the *communities of practice*, as part of the development that is provided by the shared knowledge and membership in a community with the background, current and possible future experiences as "a constant becoming".

Beijaard et al. (2004) categorize the professional identity of teachers as subject matter expert, pedagogical expert and didactical expert. Thus, the construction of TPI is based on the context they perform their occupation, their own experiences and their own stories.

### **Teachers' Professional Identity and Teachers' Knowledge on Subject Matter**

Teachers are supposed to be a source of information and knowledge-provider through lectures traditionally as well as they are assumed as pedagogical and didactical educational specialists in terms of building healthy and mentoring relationships accompanied with good organizational and authoritative skills. In a study conducted by Sayar (2014), teachers and students come up with 200 metaphors to describe teachers such as “expert, guide, entertainer, nurturer, authority” as examples to the depictions attributed to the teachers. Teachers are expected to put on these roles with efficient knowledge of the field. However, due to the up-to-date importance of learner-centered teaching approaches including individual differences and classroom management, the place of the knowledge of teachers is left out with the idea of teaching, but not an exchange of knowledge (Beijaard et al., 2000). In spite of that aspect of teaching, it is still perceived as necessary to have deep knowledge in order to evaluate, improve and alternate teaching techniques as well as transferring information in a diversified and better way.

### **Teachers' Professional Identity and Teachers' Pedagogical Expertise**

According to Beijaard et al. (2000), the pedagogical aspect of forming a professional identity requires being engaged with students. Beijaard et al. (2000) say that “this encompasses, among other things, what is going on in students' minds, ways of communicating with and speaking about other people, and personal or private problems students have” (p. 751). Adoption of one way of teaching by considering a selection of one of the methods is opposed to the multifaceted practice of the teaching. Pedagogical approaches in the teaching process encourage teachers to question their own position in this engagement with the students and reveal their beliefs and values in their practices (Damon, 1992). Not only the teachers' knowledge but also the decisions and actions they perform shape their professional identity (Beijaard et al., 2000).

Teachers' accounts on students' background information, facilities of the teaching environment, different cultures and behaviours as well as relationships among themselves and their families gain importance to provide better language education with the perception of student-oriented teaching. With the help of pedagogical approaches towards students, the process of learning a language is strengthened (Oser, 1992).

## **Teachers' Professional Identity and Teachers' Didactical Expertise**

Didactics is structured support to present content and give instructions to learners (Jardine, 1983). Didactic principles, which are empirical building models to ensure optimal teaching and learning, are expected to be practised by teachers so that they can be competent in their profession (Thela, 1997). However, obtained knowledge of teaching methods is inadequate for fostering the learning without didactical aspect (Beijaard et al., 2000). Thus, student-centered aspects of learning and teaching shape the identity of language teachers in their professions as they are supposed to act their roles which are shaped by their professional identity in the classroom.

## **Teachers' Identity and Professional Context**

Identity construction of teachers is characterized by social context creating the meaning of the self and the teacher self (Lasky, 2005). In this social context, the teachers have their teacher education and stories that are related to the pre-service educational period and the current in-service professional environment (Beijaard et al., 2004). Teaching context consists of school culture and interaction with the other in the workplace, and it shapes and reshapes teacher identity constantly that is based on the experiences and the situational events (Doyle, 1990). School culture involves the norms and general soul of the school in which teachers work and teach with a shared view (Doyle, 1990). On the other hand, interactions and situational events enhance the variety of professional experiences as they are diversified and spontaneous (Nias, 1989b).

This context is first provided to teachers during pre-service education with classroom experiences and interactions with their classmates and teacher trainers. Lamote and Engels (2010) argue about the professional identity of pre-service teachers because the teacher-education context and the ideologies imposed on the student teachers by their educators encourage them to consider their own prospective teacher-being. Each student teacher encounters a kind of a teaser of their professional interactional setting (Engle & Faux, 2006). During the professional in-service teaching period, teachers feel the shared culture of their workplace which compasses the idea of membership and belonging to a community. That community unites each teacher's own personal beliefs, institutional equilibrium, and interactions with parents and administrative staff and students in addition to future expectations (Castaneda, 2011).



## **Teachers' Identity and Teachers' Emotions and Professional Roles**

TPI is a concept that is formed and supposed to be improved. It emerges in pre-service teacher education programs and is constantly developed throughout professional life (Chong et al., 2011). According to another study that Cheung (2008) conducted, TPI is characterized by the needs of students, organizational and institutional processes, and continuous personal development. Apart from these factors, it is also rebuilt by the impacts of both personal and professional experiences in a process of constant change (Beauchamp & Thomas, 2009). Additionally, teachers build their professional identities with a combination of emotional-personal perspectives of teaching such as their being knowledgeable about the subject matters, or learners' success (Hargreaves, 1994).

Cooper and Olson (1996) suggest that there is more than one self of teachers which are constructed starting from teacher education programs and continuing being reformed over and over through the interactions with environment-related to cultural, historical, social and psychological impacts, which are generally investigated through narrative studies (Conle, 1996; Cole & Knowles, 2000; Watson, 2006). Teachers share their personal beliefs and experiences regarding teaching; therefore, the content of the interactions between them reciprocally contribute to their professional roles. All of these factors go side by side the personal life experiences including past educations, past studentship experiences and family background for the authority perception, which are transmitted to professional practices and reshaped teaching experiences again and again (Beijaard, 1995). Thus, the formation and development of TPI are not only based on professional aspects including students, colleagues or subject matter, they are also accompanied by teachers' personal life experiences and emotions they go through are reflected in their teaching experiences.

## **Teachers' Professional Identity and Professional Development**

Formation of TPI is reinforced with professional development (PD) which is initiated during the pre-service teacher education and enhanced throughout the in-service practices by institutional and teacher-led developmental factors (Mora et al., 2014). Therefore, reflective practices and taking actions are the keys to construct and reconstruct teacher identities which require a balance between institutions and teachers' own teaching preferences and beliefs in professional growth. Institutional professional development is supplied via in-service training and activities to the teachers, which are

actually short-term efficient opportunities and create temporary and inauthentic changes on teachers (Craft, 2000). On the other hand, teacher-led professional development consists of their interests to continue their professional development, beliefs, values, both their own needs and their students' needs. However, professional development can be achieved within a balanced approach in direct relation to TPI (Freeman, 1990; Tarone & Allwright, 2005). Already constructed professional identity leads to continue professional growth whereas professional growth enriches TPI in turn. Jones (2004) explains the relationship between professional development and teacher identity, saying that:

Issues of teacher identity are deep rooted and can be seen to influence the way teachers respond to professional developments, be it with other teachers, the school setting or the pupils themselves. This challenges the process of affecting change through policy development and suggests the need for in-depth professional development that acknowledged the role and impact of teacher identity. (p. 167)

Based on the professional identity that the teachers have when they revise their stories in the profession, it is inevitable to notice at what point they need professional development (Avest, 2012). With the focus of optimal learning of students, PD is constructed and enriched in parallel with teacher identity through reflections (Diaz-Maggioli, 2003). That means a deeper understanding of what sense being a teacher diagnoses to what extent teachers are engaged with the professional development.

### **Studies on Teachers' Professional Identity**

TPI is generally studied via narrative or case studies to describe native and nonnative speakers of English, the relationship between students and teachers, and to investigate perceptions on the language teaching profession (Varghese, 2005). Sakar (2015) made narrative research on TPI constructions of novice NNESTs, based on teacher-education programs, teaching practicum and practices with a conclusion of the components that influence TPI construction: context and interactions. According to the narrative study Trent (2012) conducted with two novice teachers, teacher identity construction depends on the level of these teachers' attachments to their colleagues, practices applied in the working environment and ongoing experiences. A different narrative study made by Said (2015) with one novice teacher showed that teacher

identity can be constructed and developed with exertion and willingness and with their multiple identities apart from the professional one.

Timoštšuk and Ugaste (2010) conducted a case study with pre-service teachers and justified the importance of context. Riyanti (2017) notes that the context, educational environment of pre-service students and the discursive aspect of interactions have a great impact on the construction of their TPI. Another study conducted with novice teachers explores their attitudes towards the principals (Mann & Tang, 2012). The sense of being lack of experience makes them shy and more uncertain when they are with their principals in teacher meetings, which sheds light on the effects of possible emotional pressure that the principals put on novice teachers' construction of TPI (Mann & Tang, 2012). Day and Leitch (2001) also state that emotions and tensions have a role in the development of the teaching profession in relation to the professional and personal identities of teachers. It is obvious that context functions to trigger tension during teaching experiences (Clarke, 2008; Findlay, 2006; Larson & Philips, 2005; Samuel & Stephens, 2000).

In a narrative study, Tsui (2007) states that professional identity construction has different components consisting of social, individual, experiential and relational, and participative aspects. Lim (2011) examines both undergraduate and graduate teacher trainees to uncover the components of the professional identity construction. It is concluded that past career plans of being a language teacher, understanding of what a good language teacher is like, understanding of what a successful language teaching like and the purpose to be a successful language teacher stimulate the construction of TPI (Lim, 2011). A study performed with first-year student teachers revealed that there is a positive relationship between the strength of teachers' professional development and the level of their social and personal identities which directly shape their TPI (Friesen & Besley, 2013).

A retrospective life-history study made with two groups of teachers who were raised locally with more stable identities and who grew up in different places with more fragmented identities highlighted that lack of emotional and parental support and fragmented stories cause negative effects to construct teacher identities of the second group compared to the local ones (Mora & Trejo & Roux, 2016).

Teachers' personal identity and educational beliefs constructed through their pre-service teaching background have an important impact on their professional identities which is meanwhile reshaped by the organizational patterns, curriculum, colleagues and rules of the schools (Flores & Day, 2006, Trent, 2010).

In quantitative research, Sheybani and Miri (2019) investigated TPI and critical thinking by using a questionnaire for professional identity, and as a result of the study, it can be concluded that prediction of TPI components can be significantly achieved via critical thinking. In addition, Hamman et al. (2010) studied teacher identity development through the possible-selves theory. The transformation from pre-service to in-service teacher selves was analyzed via the investigation of expected future selves demonstrating an understanding of how teacher identity is constructed and developed by an imagined self-oriented approach. Beijaard et al. (2000) conducted a study to explore the EFL teachers' perceptions towards TPI. The study also shed light on the teachers' self-descriptions as subject matter experts, didactical experts, and pedagogical experts categorized as components of TPI in the questionnaire that the scholars developed.

Interdependence of identity, autonomy and agency is taken into consideration in the language teaching profession (Huang & Benson, 2013; Teng, 2019). It is argued that the characteristics and the constraints that the language teachers face shape their agency and autonomy, which is also in an interrelation with the concepts of teacher identity (Huang & Benson, 2013; Teng, 2019). According to the research, while teacher autonomy and teacher agency form teacher identity, teacher identity is relatively defined to what extent teachers are autonomous and in charge as agents (Teng, 2019).

### **Autonomy**

Applications of the behaviourist approach offer that learning can be achieved by a change in behaviours (Skinner, 1957), while the innatist approach is proposed by Chomsky's (1959) Language Acquisition Device (LAD) and Universal Grammar (UG) to define learning as a mental process. Additionally, the cognitivist approach suggests already existing systems that are accessible implicitly without a conscious linguistic knowledge (Mitchell, R. et al., 2013). As the language teaching ideology started to turn into language learning, student-centered approaches have gained significance by putting emphasis on making the learners agents in the classrooms (Van Lier, 2008).

Learners sit on the desks together with their identities which are shaped by their own selves and their possessions to different groups not only as a student in the classroom but also as a member of the groups outside the school. Their selves that they bring themselves along with them and another self that each of the learners establishes with the help of their teachers and peers as well as their own will to make decisions in their learning, which Oshana (2003) describes as autonomy. It is a self-authorized control to lead one's life to make independent choices on his or her actions (Oshana, 2003); which is expected to be provided by teachers in a classroom setting.

Cuyper (2010) depicts autonomy as being in charge of requests, decisions, preferences, and choices through complete self-chaired actions in mental processes and experiences. Ramos (2006) says that “the main components of autonomy in any field are responsibility for analyzing possibilities, making choices and effecting changes in one's life and activities, involving both independent and collaborative action” (p. 184). Similarly, Allwright (1990) explains the concept of autonomy as “a constantly changing but at any time optimal state of equilibrium between maximal self-development and human interdependence” (p. 12). The concept is associated with the control over actions through a self-oriented decision-making mechanism and interrelatedness.

Piaget (1932) has an individualized approach to describe autonomy as being led by one's own ego. Herein, the role of being autonomous is emphasized conscientiously to take actions in duties. To clarify it further, autonomy is not a notion of being separated from social context but represents a developed collaborative phenomenon combined with a self-oriented charge. In another study, Wall (2003) states that:

To realize autonomy, one needs several things. One needs at least (1) the capacity to form complex intentions and to sustain commitments, (2) the independence necessary to chart one's own course through life and to develop one's own understanding of what is valuable and worth doing, (3) the self-consciousness and vigor necessary to take control of one's affairs, and (4) access to an environment that provides one with a wide range of valuable options. Elements (1) and (3) refer to mental capacities and virtues. Element (2) refers to one's relations with other persons who could exercise power over one. Element (4) refers to the environment in which one lives. (p. 308)

Depending on this description of autonomy, it necessitates mental-based and conscious-oriented capacity and control. One also needs to have a sense of freedom in their lives, which is also in a relationship with environment and other individuals (Benson, 2008).

### **Teachers' Professional Autonomy (TPA)**

In order to define what teachers' professional autonomy is and what its components are, learner autonomy and teacher autonomy need to be specified from a more general perspective (La Ganza, 2004). To facilitate learner autonomy, Benson (2011) offers resource-based, technology-based, learner-based, classroom-based, and curriculum-based approaches for being more independent and autonomous in the learning process. In this respect, fulfilling these approaches can be achieved by the guidance of a teacher who is willing to give space to the students in authority. That is why learner autonomy can be actualized by autonomous teachers (Tort-Moloney, 1997).

Learners' being autonomous is defined by Little (1991) as a capacity to take responsibility for their own decision-making process by reflecting their progress critically and consciously. Learner autonomy consists of both socio-affective and cognitive aspects of learning in which they grow up their capacity and a tendency towards learning with a conscious development and practiced experiences in a combination of what is learned at school and what they already become (Benson, 2000; Benson & Lor, 1998; Little, 1995). The qualities of autonomous learners consist of some features such as self-monitoring, self-assessment, and self-organized behaviors in learning. However, providing and supporting learner autonomy can be achieved by promoting teacher autonomy (Aoki, 2002; Balçıkanlı, 2009; Benson, 2001; Little, 1995; Nakata, 2009; Smith, 2001; Vieira, 1999). Teachers are also accepted as learners in their professional life while taking control on their both professional learning and teaching practices (Smith, 2001).

Teachers put an effort into adapting their roles according to the students' roles so teachers' autonomy can be successful by facilitating learners' autonomy (Ramos, 2005). In this regard, Little (2000) says that "it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner" (p.45). McGrath (2000) also addresses teacher

autonomy as a prerequisite to support students to get aware of their capacity to make decisions in a learning environment.

Teacher autonomy is also defined by Dikilitaş and Griffiths (2017) as independently and interdependently making decisions on what to teach, how to teach, and how to develop teaching practices as well as their professional development. Street (1988) explains that “the independence teachers maintain in exercising discretion within their classrooms to make instructional decisions” (p. 4). Teacher autonomy makes the teachers both take the responsibility in what to provide as a teaching practice and how to be in charge and responsible to lead the process detached from other people’s control.

McGrath (2000) identifies teacher autonomy from two perspectives. Self-directed practice is a critical development and being free from the control imposed by others (McGrath, 2000). It is also depicted by Pearson and Moomaw (2005) as “the perception that teachers have regarding whether they control themselves and their work environment” (p. 41). Teachers are the observers of their students by considering their needs, individual differences, motivation sources; hence, teachers lead the learners to make choices and decisions on their own learning with self-evaluation, which can be achieved with the guidance of professionally autonomous teachers. Indeed, the level of teachers’ being autonomous identifies the level of exerting of teachers to facilitate learners’ autonomy (Smith, 2001).

In this regard, promoting TPA among teachers starts with some strategies which also contribute to sustainability: peer collaboration, improving the teaching skills by critical thinking methods, and professional reflection on teaching (Pineda & Frodden, 2008). Dikilitaş and Griffiths (2017) suggest that being involved and engaged with action research promotes teacher autonomy in the field as it encourages self-driven control and freedom in teaching. In addition, in order to construct and maintain TPA, teacher education programs have an essential role to train the teachers for being autonomous.

### **Teachers’ Professional Autonomy and Related Components**

In spite of the traditional approaches in teaching and learning, activating a new concept of collaboratively student-centered teaching with learner autonomy

development while keeping teachers' autonomy ongoing, needs to be considered as an up-to-date way of educating teachers. (Allwright, 1988; Benson, 2011; Holec, 1997). At this point, the idea of how to construct teacher autonomy emerges from the components and factors of formation and sustainability of being autonomous. Not only pre-service and in-service education programs for professional development, but also interaction in the professional environment, internal motives and the approaches towards external limitations have an important role in professional autonomy construction.

### **Teachers' Professional Autonomy and Teachers' Professional Development**

Depending on the required autonomy in the profession of teachers, teachers' professional autonomy (TPA) is explained by Smith (2003) as teacher-learner autonomy. Teacher-learner autonomy puts an emphasis on self-oriented profession and progress in the profession by controlling their own development without being controlled by anyone or anything else (Smith, 2003). Considering the definition of learner autonomy as the responsibility taken by the learners in their learning, teachers are also learners who are supposed to be responsible to be in charge of their learning in the teaching profession (Okay, 2018). However, this progressive learning of teaching is expected to be autonomously developing. The idea of professional autonomy development is perceived close to professional development (PD), which is actually connected.

Beginning from early teacher education programs, teachers are exposed to a great deal of professional information which leads them to develop themselves to be ought-to-be teachers. Teacher education programs are equipped with updated curriculums to grow up professionally autonomous teachers, which are requirements to foster pre-service teachers' professional autonomy and to give them a chance to experience how to foster their own students' autonomies in the field (Little, 1995). In-service teachers, on the other hand, are provided with some seminars about PD, which becomes non-sense to expect the teachers suddenly to realize their professional autonomy and their willingness, and ability and sustain professional development (Littlewood, 1996). The lectures, practices and activities that the teachers are involved in are considered PD actions. However, getting prepared, experiencing, and maintaining professional development does not refer to a development of being



autonomous whereas teacher autonomy is an essential factor to get benefit from professional development throughout the whole professional life (Smith, 2003). If these pieces of training do not ensure to continue professional development, being in charge to take responsibility and having the capacity to control over teaching, shortly professional autonomy is required.

### **Teachers' Professional Autonomy and Internal Conditions**

The place of autonomy in language learning and teaching becomes more noticeable with changing trends throughout the language education history (Brookes & Grundy, 1988; Dam, 1988; Dickinson, 1987; Dickinson & Wenden, 1995; Holec, 1981; Little, 1991). Littlewood (1996) notes the definition of autonomy, saying that:

We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components: ability and willingness. Thus, a person may have the ability to make independent choices but feel no willingness to do so (e.g. because such behaviour is not perceived as appropriate to his or her role in a particular situation). Conversely, a person may be willing to exercise independent choices but not have the necessary ability to do so. (p. 428)

In addition to this definition, ability emerges through the knowledge which is needed in decision making and through essential skills which are used to come up with alternatives and decisions whereas willingness is more related to confidence and motivation to fulfill the taken responsibility in order to be a professionally autonomous teacher, the requirements are defined as willingness (Dam, 1995) and ability (Smith, 2000). Benson (2000) puts an emphasis on the idea of freedom and self-led in the profession. Although the concept of autonomy emerges from the idea of independence, the interrelation between willingness, ability and freedom the teachers individually and independently should have to be autonomous. Smith (2003) notes that these concepts are accompanied by collaboration. Furthermore, Okay (2018) combines Smith's (2000) concept of ability with Lamb and Simpson's concept of capacity as the capability to refer to teacher professional autonomy as a personality trait.

### **Teachers' Professional Autonomy and Capability**

Capability is described as the freedom to decide what kind of a person to be and what actions to take (Klerk & Barnett, 2020). Powell and McGrath (2014) offer a capabilities approach that emphasizes accessibility to live a valued life for individuals. In order to apply this approach, teachers are expected to be aware of their self-concepts and social actions while making their own choices in their profession (Nussbaum, 1992). Therefore, capability is also related to identity and agency (Sen, 1992).

The reason why autonomy and capability are regarded as interrelated is that the feeling of being free in the decision-making process encourages individuals to behave more autonomously and to choose their own way of professional development (Binder & Binder, 2016). Okay (2018) defines a professionally autonomous teacher as motivated and being able to develop himself/herself by cooperating with students and colleagues. Autonomy is accepted as the capacity for self-directed actions in professional decisions and development (McGrath, 2000; Smith, 2003). Ability, on the other hand, is defined as building skilled and knowledgeable attitudes for autonomy, by engagement with colleagues and learners (Smith, 2003). The combination of capacity and ability raises the concept of the capability to address directly teachers' professional autonomy (Okay, 2018).

### **Teachers' Professional Autonomy and Cooperation with Colleagues**

Teacher autonomy is driven by both professional and personal development needs that trigger the teachers to desire professional development activities as autonomous people, and lead them to search for alternative ways to meet the needs of students in collaboration with the others in the working environment (Sehrawat, 2014). The promotion of TPA is not only driven by ability, willingness, capacity, or collaboration, but it is also provided by self-observation, peer-observation, self-criticism, being open to being criticized, self-assessment, and getting feedback comments by peers and students within an environment in which teachers feel the free choice in their professional decisions (Okay, 2018).

Based on the Vygotskian sociocultural approach to learning, an independent development basis is constructed with the help of an expert or peers, which is defined as ZPD (Vygotsky, 1978). That's why teachers' professional autonomy is built and

developed in the environment they teach, with the people they work with, to the learners they instruct, and the educators or mentors who are primarily modeled as teacher educators (Okay, 2018).

Regarding the collaborative aspect of TPA, Campbell et al. (2003) say that “the potential for cross-fertilization of ideas and shared planning and development may lead to greater creativity and productivity” (p. 7). Collaboration in the profession not only pushes the development of the efficiency of teaching for teachers but also encourages teacher autonomy with interdependence to take a step forward in their profession as ongoing learning of teaching and professional development.

### **Teachers’ Professional Autonomy and External Conditions**

Teachers are generally under the control of some limitations to implement the outcomes of autonomy-developing training. Ramos (2006) explains the possible constraints as the fear of change in mind from traditional to innovative teaching, problems in power relations in the classroom, and some regulating actions on teachers by government and institutions. In addition, the teachers are obliged to be in a good relationship with parents and colleagues despite the differences, lack of space to adapt the materials, and lack of time to get prepared for the lessons due to workload, which restrict autonomous behaviors. Teachers feel the limitation to be free decision-making process in their teaching. These constraints cause a sense of lack of power, and a high level of anxiety and stress (Mayer et al., 2013).

Littlewood (1997) suggests that in order to deal with these possible limitations, teachers should be self-aware about their professional autonomy, and responsibilities. Teachers can take in their own teaching, and profitable level-up perception of challenges that they are faced with, collaboration and participation in professional dialogues, and adaptable roles (Littlewood, 1997). With the help of the suggested strategies, teachers are to boost their autonomous actions in their professions.

### **Studies on Teachers’ Professional Autonomy**

Teacher autonomy is generally studied from perceptual aspects and correlational research with different fields. A qualitative study on EFL student teachers’ perceptions of teacher autonomy, which was carried out by Balçıkanlı (2009), focuses on how the teachers define self-awareness, self-development, self-control, and taking

responsibility regarding their teacher education. It was concluded that the role of being autonomous is important to be efficient in the field and it ought to be highlighted in teacher training programs. Similarly, Sert (2007) studied teachers' perceptions of autonomy about their own learning in their professions as well as learner autonomy.

Khalil (2018) conducted research among in-service EFL teachers in Turkish state schools investigating their autonomy and professional development, curriculum development, administrators and assessment of teaching. The findings revealed a centralized education system, lack of communication between in-service teachers and administrations (Khalil, 2018). On the contrary, these teachers face the restrictions out without losing their autonomous approach.

Studies regarding teachers' autonomy and job satisfaction, burnout and leadership are conducted in relation to autonomy (Jumani & Malik, 2017; Lochmiller, 2014; Schereens, 2012; Skaalvik & Skaalvik, 2015; Worth & Brande, 2020). Dincer (2009) studied job satisfaction and autonomy of EFL teachers in Turkey. Although there is not a clear link between teacher autonomy and job satisfaction, teachers have both current and desired autonomies (Dincer, 2009). Their perceptions on these drawbacks as well as enjoying teaching, salary, motivation of learners and self-assessment were connected to their autonomy and their job satisfaction.

Burnout, a related field to job satisfaction, and its relationship with teacher autonomy were explored in a study by Javadi (2004). A negative correlation was approved depending on the results because the teachers with a high level of autonomy are not prone to feel burnout (Javadi, 2004). Okay (2018) conducted a study on teachers' professional autonomy and developed a questionnaire (TEPAQ). Reflective practices and burnout were also analyzed, and in that study, TPA and reflective practices are in a positive relationship as motives to continue professional development whereas burnout has a negative relationship with these two concepts (Okay, 2018).

Although it was noted before as student autonomy can be supported by autonomous teachers, teachers are not eager to support their students' autonomy since they perceive themselves as the boss and the center of the authority in the classroom (Ramos, 2006). Similarly, another study conducted among Japanese high school EFL teachers showed that having teacher autonomy does not encourage them to promote

learner autonomy during the teaching process due to the lack of readiness (Nakata, 2011).

Perceptions of the teacher on autonomy were also studied among both teachers and administrators in a case study conducted by Yıldırım (2017). Although both instructors and administrators acknowledge that teacher autonomy is necessary for effective teaching, the target group of teachers was lack autonomy despite a desire to have more in all domains, and administrators think they need to have autonomy in management and professional development according to the results (Yıldırım, 2017). The administrators, in addition, took a side not to support teacher autonomy in institutional practices and assessment.

Using action research is perceived as a beneficial method to boost teacher autonomy by activating the reflection, understanding, and discovery of teaching context (Burns, 2015; Lieberman 1995; Wang & Zhang 2014). A study conducted by Pineda and Frodden (2008) revealed that the promotion of teacher autonomy while solving the problems can be achieved via reflection, collaborative work, and critical thinking by the teachers. In addition, the positive impact of engagement to the action research was observed to promote professional development and its sustainability (Allwright, 1997; Yuan & Lee, 2015).

Ceylan (2020) also made research on the impact of reading and doing research on TPA and the relationship between TPA and research-making through the investigation of the background of research-making in her thesis. The results showed that although there is not a considerable difference in the level of professional autonomy regarding doing or making research, the teachers, who both do and read the research, scored the highest level of TPA compared to the ones who never read and do research (Ceylan, 2020).

A study conducted by Berry (2012) explored TPA from a political perspective. This longitudinal study conducted by Berry (2012) focused on the effects of neo-liberal policies in the country including education. The results addressed the stance of educators as liberal humanists not as liberal capitalists in loyalty to the policy as well as the effort of teachers to survive autonomously in the hegemony of this neo-liberal approach (Berry, 2012).

## **The Relationship between TPI and TPA**

Drawing from the interrelation of teacher identity and teacher autonomy, these two concepts are assumed in a tandem interaction (Benson & Huang, 2013; Teng, 2019). Not only does the development of autonomy provide an opportunity to enhance the development of identity, but the identity construction also forms the basis of teacher autonomy related to mutually affected multiple identities and changing degrees of autonomy (Teng, 2017). This clarifies the interrelation of teacher identity and teacher autonomy depending on the positions of teachers in the group they perform their professions.

Autonomy has two perspectives as individual and social while the former consists of willingness and ability and the latter includes interdependence and freedom. The individual aspect of autonomy is related to personal identity whereas the social aspect of it is in a relation to professional identity. These identities are the basis of behaviors, eagerness, decisions, and the capacity of the teachers which are attributed to the concept of autonomy. Lack of eagerness, lack of freedom in the profession to take control and incapability reciprocally affect rigid and fragile attitudes of teachers, and might cause a collapse of the teacher identity (Teng, 2017). On the other hand, negotiated teacher identity entails the knowledge of subject matter and professional freedom to be in charge in making choices in teachers' own way of teaching (Teng, 2019).

Having control over the decisions and learning regarding the profession requires attention and care on the self (Rytzler, 2019). Stiengler (2010) describes attention as the knowledge and the capabilities of individuals for their development. Foucault (1987), moreover, explains the care of the self as the use of adopted knowledge and developed capabilities to turn into autonomous individuals. Therefore, the link between self and autonomous behaviors enriches professional constructions and development.

The formation of identity is perceived as the starting point to construct autonomy for teachers (Huang, 2009). The development of these two concepts can be achieved via the practice of agency (Huang, 2009). Indeed, their development process can go side by side as well as drive each other.

Considering the professional aspect of identity and autonomy in terms of the various definitions of TPI and TPA, professional perceptions of teachers on themselves and capacity to take control over professional life, they seem similar to teacher identity and teacher autonomy. Hence, they are interconnected to each other regarding the professional perspective of being a teacher.

### **Related Studies on the Field**

The relationship between identity and autonomy is generally studied in different fields such as politics related to the feminist movement (Grimshaw, 1988) or psychology taking into consideration of immigrant adolescents (Fuligni & Tsai, 2014) or individuals' autonomy and their social acknowledgement (Robertson, 2003). Although the relationship between teachers' professional identity and teachers' professional autonomy was not specifically studied and examined in the field, there are some studies focusing on the identity and autonomy of learners and teachers.

A study among pre-service language teachers conducted by Huang (2011) revealed the formation and development of future-teacher identity and future-teacher autonomy affect each other in relation to the agency. As Smith and Erdoğan (2008) state that teacher-learner autonomy is developed through teacher education programs. According to the research conducted by Smith and Erdoğan (2008), the participants formed a future-teacher identity during the educational period which motivates teacher agency and subsequently promotes autonomy.

Lier (2008) studied learner autonomy and learner identity in action-based teaching. In the research, learner agency was examined through control and power in the learning context and the influence of action-based teaching on it.

Chik (2007) conducted a study in Hong Kong about learner speaker identity; thus, there is a relationship and interdependence between identity and autonomy, and the characteristics of learners' identity formation automatically assert an influence on learners' autonomy. However, students are not capable of succeeding in these applications. That's why they need to be encouraged by their teachers in order to achieve learner autonomy (Benson & Huang, 2008). In this respect, teachers have the role of guide, facilitator, counselor, and source of information (Knowles, 1975). By putting teachers' professional identity as well as their professional autonomy on the

back burner, these roles are evaluated and defined according to the needs and interests of learners.

A study conducted among Iranian EFL teachers to investigate the relationship between teachers' professional identity, teacher autonomy, and teacher success revealed that there is a significant and positive relationship (Derakhshan, 2020). Both TPI and teacher autonomy have an important role in the success of teachers in their professions. In addition, Teng (2019) studied the relationship between identity, autonomy, and agency of teachers. It is emphasized that three of those concepts have an interconnection and they are influenced by the constraints of their personal and professional life which are reflected in teaching. Teng (2019) also stated that formerly developed professional identity might also shape the affordances in the promotion of teacher autonomy as well.



## **2. METHODOLOGY**

### **2.1. Introduction**

This chapter presents the methodological details of the study aiming to investigate the relationship between teachers' professional identity and teachers' professional autonomy as well as the level of teachers' professional identity and professional autonomy. In addition, it aims to find out whether the results differ by gender, the school in which the teachers work, education level, and work experience. In this chapter, the context and participants of the study, research design, data collection instruments, data analysis, and data collection procedures as well as reliability and ethical issues are presented in detail.

### **2.2. Context and Participants of the Study**

In order to choose the participants for this study, a convenience sampling method was used as it allowed selecting the target population in terms of accessibility and easiness. The demographic characteristics of participants are presented in Table 1 below. This study was conducted with 250 English language teachers working as secondary and high school teachers at state and private schools in Antalya, Turkey. The data were collected from participants from February to May in the 2020-2021 Academic Year. Demographic Characteristics of Participants are presented in Table 1 below.

**Table 1.***Demographic Characteristics of Participants*

| Variables                    |                    | N   | %     |
|------------------------------|--------------------|-----|-------|
| Gender                       | Female             | 170 | 68.8  |
|                              | Male               | 77  | 31.2  |
|                              | Total              | 247 | 100.0 |
| The School in which You Work | Private            | 128 | 52.2  |
|                              | State              | 117 | 47.8  |
|                              | Total              | 245 | 100.0 |
| Education Level              | Bachelor's         | 184 | 75.4  |
|                              | Postgraduate       | 60  | 24.6  |
|                              | Total              | 244 | 100.0 |
| Work Experience              | Less than 7 years  | 87  | 41.8  |
|                              | 7-15 years         | 57  | 27.4  |
|                              | More than 15 years | 64  | 30.8  |
|                              | Total              | 208 | 100.0 |

The participants comprised 170 females and 77 males. The teachers were asked about the school in which they work, education level and work experience. While 128 participants work at private schools, 117 of them teach English at state schools. There were 184 participants who have bachelor's degrees whereas 60 of the participants have Postgraduate degrees.

The answers given to work experience were grouped into 3 categories as less than 7 years, between 7 and 15 years, and more than 15 years. 87 of the participants work less than 7 years. There were 57 participants who have between 7 and 15 years of experience. In addition, 64 teachers have more than 15 years of teaching experience.

### **2.3. Research Design**

The aim of this study was to explore whether there is a meaningful relationship between EFL teachers' professional identity and teachers' professional autonomy. Furthermore, the study aimed to find out the level of professional identity and professional autonomy of the teachers. The study also aimed to determine whether the results differ by gender, the school in which they work, their education level, and work experience. Therefore, in this study, quantitative survey-based research was employed.

Cohen (1980) describes quantitative research as an empirical study which is based on numerical data. Quantitative study provides generalizable statistical data obtained from a great number of samples to draw some conclusions (Cresswell, 2012). Furthermore, it helps the researchers analyze the distribution of the participants on the variables as well as identify the characteristics of the participants through surveys (Fraenkel et al., 2012).

#### **2.4. Data Collection Instruments**

The data were collected by a Demographic Information Form prepared by the researcher (See Appendix C), Teachers' Professional Autonomy Questionnaire (TEPAQ) developed by Okay (2018) (See Appendix E) and Professional Identity Questionnaire developed by Beijaard, Verloop, and Vermunt (2000) for teachers (see Appendix D).

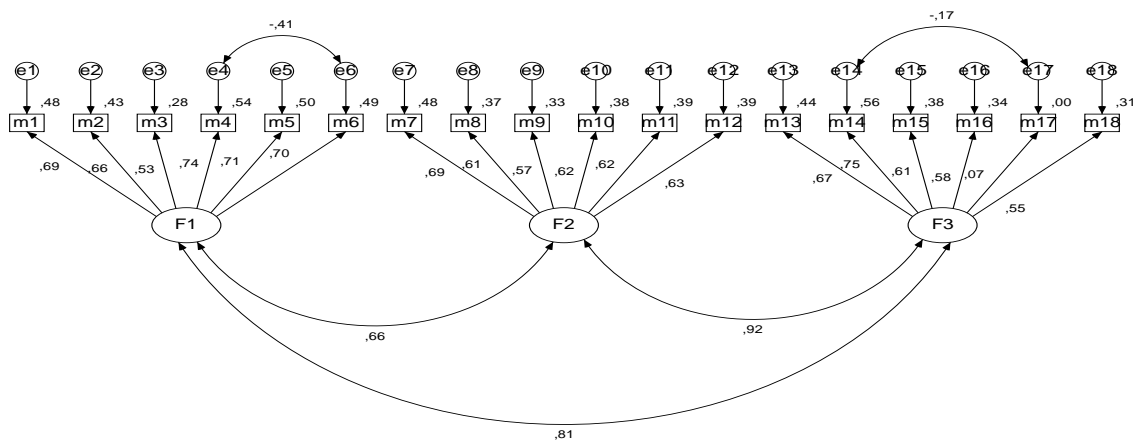
##### **2.4.1. Demographic Information Form**

A demographic information form was prepared by the researcher. The form was used to find out if the results of TPI and TPA differ by demographic features. The form has four demographic variables: gender, the school in which EFL teachers work as state and private, education level such as Bachelor's, Master's, and doctorate as well as work experience.

##### **2.4.2. Professional Identity Questionnaire**

The questionnaire, which was developed by Beijaard Verloop, and Vermunt (2000), is composed of 3 factors and 18 items with a 4-point Likert scale as "not applicable (1)", "somewhat applicable (2)", "largely applicable (3)" and "completely applicable (4)". The factors are categorized by the developers as Subject-Matter Expert ( $\alpha=0.62$ ), Didactical Expert ( $\alpha=0.58$ ) and Pedagogical Expert ( $\alpha=0.68$ ). In this study, the lowest score that could be obtained from this 4-point Likert scale is 18, and the highest score is 72.

As the scale was developed with foreign samples, the model given in Figure 1 was tested with CFA by AMOS to identify whether the structure of the scale is suitable for the samples of this study. In order to ensure the construct validity of the questionnaire, Confirmatory Factor Analysis (CFA) was also used.

**Figure 1.***Confirmatory Factor Analysis of Professional Identity Questionnaire*

CMIN=255,084;DF=130;p=,000;CMIN/DF=1,962;RMSEA=,063;CFI=,917;IFI=,918;GFI=,892

As seen in figure 1, a goodness-of-fit index of the model was found as compatible ( $0 < \text{CMIN/DF} < 2$ ,  $p = .000$ ,  $0.05 < \text{RMSEA} < 0.08$ ,  $0.90 < \text{CFI} < 0.97$ ,  $0.85 < \text{GFI} < 0.90$ ). The values are between acceptable ranges (Schermelleh-Engel & Helfried Moosbrugger, 2003). Thus, Professional Identity Questionnaire was validated with the data of the research.

In this study, internal consistency coefficients of Professional Identity Questionnaire and of the subscales were computed by SPSS and are presented in Table 2.

**Table 2.***Professional Identity Questionnaire Reliability Analysis*

| Scale                          | Items                  | Cronbach's Alpha |
|--------------------------------|------------------------|------------------|
| Professional Identity          |                        | 0.881            |
| Factor 1 Subject-Matter Expert | 1, 2, 3, 4, 5, 6       | 0.817            |
| Factor 2 Pedagogical Expert    | 7, 8, 9, 10, 11, 12    | 0.776            |
| Factor 3 Didactical Expert     | 13, 14, 15, 16, 17, 18 | 0.655            |

As seen in Table 2 above, Cronbach's Alpha coefficients were calculated as .817 for Subject-Matter factor, .776 for Pedagogical Expert factor, and .655 for

Didactical Expert factor. Overall Cronbach's Alpha value for Professional Identity Questionnaire was found as .881. Cronbach's Alpha coefficient values range as follows:  $\alpha > .9$  as excellent,  $\alpha > .8$  as good,  $\alpha > .7$  as acceptable,  $\alpha > .6$  as questionable,  $\alpha > .5$  as poor, and  $\alpha < .5$  as unacceptable (George & Mallery, 2003).

### 2.4.3. Teachers' Professional Autonomy Questionnaire (TEPAQ)

Teachers' Professional Autonomy Questionnaire (TEPAQ) which was developed by Okay (2018) is composed of 5 factors and 23 items with 5-point Likert scale as "strongly disagree (1)", "disagree (2)", "neutral (3)", "agree (4)" and "strongly agree (5)". The factors are categorized by the developer, as Internal Drives & Motives ( $\alpha = .890$ ), Capability ( $\alpha = .827$ ), Collaboration with Colleagues ( $\alpha = .857$ ), Time Management ( $\alpha = .745$ ), and External Drives & Motives ( $\alpha = .739$ ). In this study, the lowest score that could be obtained from this 5-point Likert scale is 23, and the highest score is 115.

In the context of this study, reliability test results of Teachers' Professional Autonomy Questionnaire (TEPAQ) and of the subscales were computed through SPSS and are presented in Table 3 below.

**Table 3.**

*Teachers' Professional Autonomy Questionnaire Reliability Analysis*

| Scale                                  | Items                     | Cronbach's Alpha |
|--|---------------------------|------------------|
| Teachers' Professional Autonomy        |                           | 0.896            |
| Factor 1 Internal Drives & Motives     | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 0.822            |
| Factor 2 Capability                    | 10,11, 12, 13, 14, 15, 16 | 0.875            |
| Factor 3 Collaboration with Colleagues | 17, 18, 19                | 0.889            |
| Factor 4 Time Management               | 20, 21                    | 0.777            |
| Factor 5 External Drives & Motives     | 22, 23                    | 0.792            |

As seen in Table 3 above, Cronbach's Alpha coefficients were calculated as .822 for Internal Drives & Motives, .875 for Capability, .889 for Collaboration with Colleagues, .777 for Time Management, and .792 for External Drives & Motives.

Overall Cronbach's Alpha value for Teachers' Professional Autonomy Questionnaire was found as .896.

## **2.5. Data Collection Procedures**

Before the implementation of the questionnaires to collect data from the participants, the required approval from the developers of the two questionnaires was taken. Subsequently, Research Ethics Committee Approval was taken from Çağ University (See Appendix A). In addition, the required permission was taken from the Antalya Directorate of National Education to conduct the study.

The data were gathered online on Google Forms from February to May in 2021. The questionnaires were given through a link (See Appendix D, E), which also has a consent form at the beginning (See Appendix B). The link was distributed by contacting the teachers and school principals and sending e-mails.

## **2.6. Data Analysis**

The data which were gathered through Demographic Information Form, Professional Identity Questionnaire, and Teachers' Professional Autonomy Questionnaire were analyzed by using descriptive statistics, Independent Sample T-Test, One Way ANOVA and Spearman Correlation Test on Statistical Package for the Social Sciences (SPSS).

Skewness and Kurtosis values were calculated to identify whether the data were distributed normally. The Skewness and Kurtosis values found between -1.5 and +1.5 do not show extreme deviation from normality; thus, parametric analyses were used. On the other hand, in this study, non-parametric tests were used for the Skewness and Kurtosis values which were not between -1.5 and +1.5. Non-parametric tests are used for the Skewness and Kurtosis values which are not between -1.5 and +1.5 (Tabachnick & Fidell, 2013).

In this study, descriptive statistics was used to determine the level of the EFL teachers' professional identity and autonomy. The instrument used to determine the level professional identity is a four-point Likert scale. In order to determine the level of teachers' professional identity, mean scores were calculated, and the following is used to determine the professional identity level with: "1-1.75=first level, 1.75-2.50 =second level, 2.50-3.25=third level, 3.25-4.0=fourth level". Furthermore, the instrument used

to determine the level professional autonomy is a five-point Likert scale. To determine the level of teachers' professional autonomy, mean scores were calculated, and the following is used to determine the professional autonomy level with: "1.0-1.8=first level, 1.8-2.6=second level, 2.6-3.4=third level, 3.4-4.2=fourth level, 4.2-5.0=fifth level". To determine levels of teachers' professional identity and autonomy, arithmetic mean was calculated.

Skewness and Kurtosis values of Professional Identity Questionnaire and Teachers' Professional Autonomy Questionnaire according to gender were computed and are presented in Table 4 below.

**Table 4.**

*Skewness and Kurtosis Values of Professional Identity and Professional Autonomy according to Gender*

| Scale   | Gender | Skewness | Kurtosis |
|---|--------|----------|----------|
| Professional Identity Questionnaire           | Female | -0.387   | -0.575   |
|   | Male   | -0.323   | -0.021   |
| Subject-Matter Expert                         | Female | -0.490   | 0.015    |
|   | Male   | -0.389   | -0.824   |
| Pedagogical Expert                            | Female | -0.356   | -0.524   |
|   | Male   | -0.15    | 0.019    |
| Didactical Expert                             | Female | -0.223   | -0.297   |
|   | Male   | -0.329   | 0.774    |
| Teachers' Professional Autonomy Questionnaire | Female | -0.283   | -0.220   |
|   | Male   | 0.310    | -0.215   |
| Internal Drives & Motives                     | Female | -0.315   | -0.665   |
|   | Male   | -0.046   | -0.892   |
| Capability                                    | Female | -0.817   | 0.694    |
|   | Male   | -0.657   | 0.185    |
| Collaboration with Colleagues                 | Female | -0.846   | 0.439    |
|   | Male   | -0.615   | -0.450   |
| Time Management                               | Female | 0.297    | -0.724   |
|   | Male   | -0.272   | -0.187   |
| External Drives & Motives                     | Female | -0.089   | -0.374   |
|   | Male   | 0.057    | -0.810   |

As seen in Table 4 above, the values of Skewness and Kurtosis according to gender were found ranging between -1,5 and +1,5. Therefore, it was determined to use Independent Sample T-test to analyze this variable.

Furthermore, Skewness and Kurtosis values of the Professional Identity Questionnaire and Teachers' Professional Autonomy Questionnaire according to the school in which EFL teachers work were computed and are presented in Table 5 below.

**Table 5.**

*Skewness and Kurtosis Values of Professional Identity and Professional Autonomy according to the School in which EFL Teachers Work*

| Scale   | The School In |               | Skewness | Kurtosis |
|---|---------------|---------------|----------|----------|
|   | Which EFL     | teachers Work |          |          |
| Professional Identity Questionnaire           | Private       |               | -0.671   | 0.502    |
|   | State         |               | -0.169   | -0.682   |
| Subject-Matter Expert                         | Private       |               | -0.437   | -0.601   |
|   | State         |               | -0.363   | -0.235   |
| Pedagogical Expert                            | Private       |               | -0.606   | 0.428    |
|   | State         |               | -0.049   | -0.568   |
| Didactical Expert                             | Private       |               | -0.564   | 0.691    |
|   | State         |               | -0.101   | 0.417    |
| Teachers' Professional Autonomy Questionnaire | Private       |               | -0.271   | -0.070   |
|   | State         |               | -0.077   | -0.666   |
| Internal Drives & Motives                     | Private       |               | -0.383   | -0.804   |
|   | State         |               | -0.113   | -0.626   |
| Capability                                    | Private       |               | -0.817   | 0.096    |
|   | State         |               | -0.842   | 1.000    |
| Collaboration with Colleagues                 | Private       |               | -1.283   | 1.257    |
|   | State         |               | -0.342   | -0.407   |
| Time Management                               | Private       |               | -0.217   | -0.663   |
|   | State         |               | 0.369    | -0.043   |
| External Drives & Motives                     | Private       |               | -0.007   | -0.096   |
|   | State         |               | 0.172    | -0.799   |

As seen in Table 5 above, the values of Skewness and Kurtosis according to the school type were found ranging between -1,5 and +1,5. It was determined to use Independent Sample T-test to analyze this variable.



Additionally, Skewness and Kurtosis values of Professional Identity Questionnaire and Teachers' Professional Autonomy Questionnaire according to the education level of EFL teachers were computed and are presented in Table 6 below.

**Table 6.**

*Skewness and Kurtosis Values of Professional Identity and Professional Autonomy according to Education Level*

| Scale   | Education Level | Skewness | Kurtosis |
|---|-----------------|----------|----------|
| Professional Identity Questionnaire           | Bachelor's      | -0.346   | -0.657   |
|   | Postgraduate    | -0.541   | 0.751    |
| Subject-Matter Expert                         | Bachelor's      | -0.610   | -0.077   |
|   | Postgraduate    | -0.007   | -0.494   |
| Pedagogical Expert                            | Bachelor's      | -0.251   | -0.635   |
|   | Postgraduate    | -0.497   | 0.617    |
| Didactical Expert                             | Bachelor's      | -0.248   | -0.162   |
|   | Postgraduate    | -0.547   | 1.448    |
| Teachers' Professional Autonomy Questionnaire | Bachelor's      | -0.266   | -0.068   |
|   | Postgraduate    | -0.060   | -0.608   |
| Internal Drives & Motives                     | Bachelor's      | 0.067    | -0.196   |
|   | Postgraduate    | -0.119   | -0.867   |
| Capability                                    | Bachelor's      | -0.852   | 1.061    |
|   | Postgraduate    | -0.658   | -0.409   |
| Collaboration with Colleagues                 | Bachelor's      | -0.929   | 0.613    |
|   | Postgraduate    | -0.391   | -0.919   |
| Time Management                               | Bachelor's      | 0.249    | -0.722   |
|   | Postgraduate    | -0.266   | -0.068   |
| External Drives & Motives                     | Bachelor's      | -0.060   | -0.608   |
|   | Postgraduate    | 0.067    | -0.196   |

In Table 6 above, the values of Skewness and Kurtosis according to education level were computed, and found between -1,5 and +1,5 as shown in Table 6. It was decided to use Independent Sample T-test to analyze the data.

Moreover, Skewness and Kurtosis values of Professional Identity Questionnaire and Teachers' Professional Autonomy Questionnaire according to the work experience of EFL teachers were computed and are presented in Table 7 below.

**Table 7.**

*Skewness and Kurtosis Values of Professional Identity and Professional Autonomy according to Work Experience*

| Scale   | Work Experience    | Skewness | Kurtosis |
|---|--------------------|----------|----------|
| Professional Identity Questionnaire           | Less than 7 years  | -0.282   | -0.308   |
|   | 7-15 years         | -0.858   | 0.986    |
|   | More than 15 years | -0.238   | -0.866   |
| Subject-Matter Expert                         | Less than 7 years  | -0.523   | -0.164   |
|   | 7-15 years         | -1.089   | 1.017    |
|   | More than 15 years | 0.026    | -0.406   |
| Pedagogical Expert                            | Less than 7 years  | -0.223   | -0.354   |
|   | 7-15 years         | -0.774   | 0.763    |
|   | More than 15 years | -0.104   | -0.723   |
| Didactical Expert                             | Less than 7 years  | -0.47    | 0.313    |
|   | 7-15 years         | -0.053   | -0.104   |
|   | More than 15 years | -0.055   | 0.247    |
| Teachers' Professional Autonomy Questionnaire | Less than 7 years  | -0.415   | -0.150   |
|   | 7-15 years         | 0.149    | 0.067    |
|   | More than 15 years | 0.172    | -0.598   |
| Internal Drives & Motives                     | Less than 7 years  | -0.478   | -0.765   |
|   | 7-15 years         | -0.154   | -0.897   |
|   | More than 15 years | -0.020   | -0.417   |
| Capability                                    | Less than 7 years  | -0.794   | 0.006    |
|   | 7-15 years         | -0.069   | -0.865   |
|   | More than 15 years | -0.646   | 0.277    |
| Collaboration with Colleagues                 | Less than 7 years  | -0.924   | -0.133   |
|   | 7-15 years         | -0.613   | -0.166   |
|   | More than 15 years | -0.331   | -0.126   |
| Time Management                               | Less than 7 years  | -0.219   | -0.655   |
|   | 7-15 years         | 0.056    | -0.037   |
|   | More than 15 years | 0.346    | -0.290   |
| External Drives & Motives                     | Less than 7 years  | -0.170   | -0.577   |
|   | 7-15 years         | 0.384    | 0.375    |
|   | More than 15 years | 0.048    | -0.839   |

As seen in Table 7 above, the values of Skewness and Kurtosis according to the work experience of the participants were found between -1,5 and +1,5. In order to find out whether there is a meaningful difference between the values—according to work experience, One-Way ANOVA was used. Before the One-Way ANOVA analysis, the homogeneity of the values was also tested by Levene's Test for Equality Variances. It

was determined that the value sequences are homogenous based on Levene's test results ( $P>0.05$ ) (Field, 2009). Furthermore, the effect size of the variables was computed based on the eta squared values (0.01=small, 0.06=moderate, 0.14=large) (Cohen, 1988).

Based on the relationship between EFL teachers' professional identity and professional autonomy, Skewness and Kurtosis values of Professional Identity Questionnaire and Teachers' Professional Autonomy Questionnaire were computed and are also presented in Table 8 below.

**Table 8.**

*Skewness and Kurtosis Values of the Relationship Between TPI and TPA*

| Scale   | Skewness | Kurtosis |
|---|----------|----------|
| Professional Identity Questionnaire           | -0.970   | 3.252    |
| Subject-Matter Expert                         | -0.694   | 0.830    |
| Pedagogical Expert                            | -0.727   | 1.626    |
| Didactical Expert                             | -0.764   | 2.097    |
| Teachers' Professional Autonomy Questionnaire | -1.597   | 7.861    |
| Internal Drives & Motives                     | -1.129   | 3.679    |
| Capability                                    | -1.941   | 7.792    |
| Collaboration with Colleagues                 | -1.020   | 1.090    |
| Time Management                               | 0.104    | -0.488   |
| External Drives & Motives                     | -0.022   | -0.569   |

As seen in Table 8 above, some of the values of Skewness and Kurtosis were between -1,5 and +1,5. It was found out that the values are not normally distributed. Therefore, the r value was computed through the Spearman Correlation Test in order to find out the strength of the relationship between TPI and TPA. The relationship is defined as low if r value is between 0.30 and 0.00, as moderate if r value is between 0.70 and 0.30, and as high if r value is between 0.70 and 1.00 (Büyüköztürk, 2019). Coefficients of the relationship between the values were computed by Spearman Correlation Test.

## **2.7. Reliability and Ethical Issues**

In order to ensure reliability, required permissions were obtained from Research Ethics Committee Approval from Çağ University and Antalya Directorate of National

Education. Developers of each questionnaire were asked for their permission to use their instruments. In addition, participants were given a consent form to take part in the study before answering the items in Demographic Information Form and the questionnaires confidentially and voluntarily.

Based on the reliability analyses computed on SPSS for each questionnaire, data were accepted as trustworthy. If Cronbach's Alpha coefficients are 0.80 or greater, the questionnaire is accepted as reliable to use (Cortina, 1993). The result of Cronbach's Alpha coefficient for the Professional Identity Questionnaire was found as .881 in total. Cronbach's Alpha value for TEPAQ was found as .896 in total. Therefore, the instruments were accepted as reliable in the context of this study.



### **3. DATA ANALYSIS AND FINDINGS**

#### **Introduction**

In this section, the data analysis and findings are presented in detail. A quantitative method is used in order to answer the research questions. In this section, data analysis through descriptive statistics, Independent Sample T-test, One Way ANOVA and Spearman Correlation Test on SPSS are illustrated in the tables.

#### **Findings of the First Research Question: The Level of EFL Teachers' Professional Identity and EFL Teachers' Professional Autonomy**

The first research question of this study investigates the participants' professional identity and professional autonomy levels. Professional identity and professional autonomy levels of participants were analyzed through descriptive statistics that were computed separately for the data obtained from each questionnaire.

#### **The Level of EFL Teachers' Professional Identity**

In order to find out the level of teachers' professional identity, descriptive statistics were used to analyze the data collected from participants. In Table 9 below, the level of teachers' professional identity is presented as follows.

**Table 9.***Descriptive Statistics of the Level of EFL Teachers' Professional Identity*

| Items                 | M  | SD  |     |
|-----------------------|--|-----|-----|
| Subject-Matter Expert | 1. As a teacher, I serve as an example for the way in which students interact with each other and with other people. | 3.4 | 0.7 |
|                       | 2. In my lessons, I pay a lot of attention to alternating my teaching methods.                                       | 3.3 | 0.7 |
|                       | 3. The discipline I have studied has been decisive in my choice for the teaching profession.                         | 3.0 | 0.8 |
|                       | 4. I consciously encourage a good interaction among students.  | 3.6 | 0.6 |
|                       | 5. I possess good subject matter knowledge for my work as a teacher.   | 3.4 | 0.7 |
|                       | 6. I make sure that students use their learning or working time effectively.   | 3.1 | 0.8 |
| Total                 | 3.29   | 0.5 |     |
| Pedagogical Expert    | 7. When I notice student problem behaviour, I try to do something about it.  | 3.4 | 0.6 |
|                       | 8. I support my lessons with resources as much as possible.  | 3.5 | 0.7 |
|                       | 9. I attach much value to conversations with my school colleagues about subject matter issues.                       | 3.2 | 0.7 |
|                       | 10. The most important thing for me is creating a class climate in which students feel safe and respected.           | 3.6 | 0.6 |
|                       | 11. I regularly keep up with developments in my discipline through self-study and/or schooling.                      | 3.2 | 0.7 |
|                       | 12. I regularly evaluate my teaching.  | 3.2 | 0.7 |
| Total                 | 3.36   | 0.4 |     |
| Didactical Expert     | 13. In my lessons, I strive to emphasize students' personality development.  | 3.4 | 0.7 |
|                       | 14. I pay a lot of attention to diagnosing and solving problems students have with their learning.                   | 3.4 | 0.7 |
|                       | 15. I am very interested in developments in my discipline.   | 3.4 | 0.7 |
|                       | 16. The image students have of themselves, is an important point of departure for the way in which I approach them.  | 3.2 | 0.7 |
|                       | 17. Choosing relevant learning material for students takes a lot of my time.   | 2.5 | 0.9 |
|                       | 18. Everything I cover in my subject teaching is really important for the students.                                  | 3.3 | 0.7 |
| Total                 | 3.17   | 0.4 |     |
| Total Score           | 3.27   | 0.4 |     |

N=229

As seen in Table 9 above, the participants' scores were indicated for each item. It can be concluded that the participants have a very high level of teachers' professional identity based on the total mean score of the Professional Identity ( $M=3.27$ ,  $SD=0.4$ ).

This study demonstrates that EFL teachers perceive themselves as good examples for teaching as well as having good knowledge of their field and methods based on the total score of the Subject-Matter Expert ( $M^{\text{Subject-Matter Expert}}=3.29$ ,  $SD^{\text{Subject-Matter Expert}}=0.5$ ). That means, the total mean score of this sub-scale is very high.

Furthermore, it can be concluded that EFL teachers view themselves as pedagogical experts with good communication-prompting and problem-solving skills as well as creating a safe setting of teaching based on the total score of the Pedagogical Expert ( $M^{\text{Pedagogical Expert}}=3.36$ ,  $SD^{\text{Pedagogical Expert}}=0.4$ ). Accordingly, the total mean score of this sub-scale is also very high.

It can also be said that EFL teachers perceive themselves as didactical experts with the consideration of personal, professional and academic developments of both teachers and students based on the total score of the Didactical Expert ( $M^{\text{Didactical Expert}}=3.17$ ,  $SD^{\text{Didactical Expert}}=0.4$ ). In this respect, the total mean score of this sub-scale is high in this study. Regarding Didactical Expert sub-scale, the lowest score is rated for item 17 "choosing relevant learning material for students takes a lot of my time". Based on this result, it is not directly possible to infer that the teachers who consume a lot of time for their materials do not have a high or low level of professional identity.

### **The Level of EFL Teachers' Professional Autonomy**

In order to find out the level of EFL teachers' professional autonomy, descriptive statistics was used. In Table 10 below, the level of EFL teachers' professional autonomy is presented as follows.

**Table 10.***Descriptive Statistics of the Level of EFL Teachers' Professional Autonomy*

| Teachers' Professional Autonomy Questionnaire |  | Items | M   | SD  |
|---|--|-------|-----|-----|
| Internal Drives & Motives                     | 1. I want to develop myself professionally because I feel I have to.                                 |       | 4.2 | 0.9 |
|   | 2. It is my own wish to continue my professional development.  |       | 4.5 | 0.7 |
|   | 3. I am curious about new ways to develop my teaching.   |       | 4.4 | 0.8 |
|   | 4. I want to develop professionally because it is a necessity to meet the needs of students.         |       | 4.4 | 0.7 |
|   | 5. I enjoy developing myself professionally.   |       | 4.5 | 0.7 |
|   | 6. I feel obliged to continue my development as a teacher.   |       | 3.9 | 1.0 |
|   | 7. I constantly look for ways to develop my teaching.  |       | 4.2 | 0.7 |
|   | 8. I want to develop professionally to meet the needs of my students.                                |       | 4.3 | 0.7 |
|   | 9. I want to develop myself professionally in order to push the limits of my abilities as a teacher. |       | 4.2 | 0.8 |
|   | Total  |       | 4.2 | 0.5 |
| Capability                                    | 10. I am able to search out information about teaching.  |       | 4.4 | 0.7 |
|   | 11. I can find profession-related materials (i.e. books, journals, etc.) about teaching.             |       | 4.3 | 0.8 |
|   | 12. I have the ability to develop my teaching.   |       | 4.5 | 0.7 |
|   | 13. I am able to identify my weaknesses/strengths as a teacher.                                      |       | 4.5 | 0.7 |
|   | 14. I am able to use technology to develop my teaching.  |       | 4.6 | 0.6 |
|   | 15. I can adapt to recent developments in teaching.  |       | 4.3 | 0.7 |
|   | 16. I have access to technology to continue my development as a teacher.                             |       | 4.6 | 0.6 |
|   | Total  |       | 4.4 | 0.5 |
| Collaboration with Colleagues                 | 17. I can work with my colleagues to develop my teaching   |       | 4.3 | 0.8 |
|   | 18. I like to learn from my colleagues to develop my teaching.                                       |       | 4.3 | 0.8 |
|   | 19. I have colleagues whom I can consult when I need help about my professional development.         |       | 4.2 | 0.8 |
|   | Total  |       | 4.3 | 0.7 |
| Time Management                               | 20. My workload is too heavy to engage in activities to develop myself as a teacher.                 |       | 3.3 | 1.0 |



|                           |  |     |     |
|---------------------------|--|-----|-----|
|                           | 21. I find very little time outside the school for professional development activities.            | 3.3 | 1.1 |
|                           | Total  | 3.3 | 0.9 |
| External Drives & Motives | 22. I want to develop myself professionally to better my financial condition.                      | 3.2 | 1.2 |
|                           | 23. I want to develop myself professionally for a chance of getting promoted to a better position. | 3.1 | 1.1 |
|                           | Total  | 3.1 | 1.0 |
| Total Score               |  | 3.7 | 0.5 |

N=229

It can be concluded that EFL teachers in this study are professionally autonomous teachers based on the total mean score of the whole questionnaire ( $M=3.7$ ,  $SD=0.5$ ). Based on the data results, the total mean score of Teachers' Professional Autonomy is high.

Furthermore, data results show that EFL teachers are driven internally to behave professionally autonomous, and they continue their professional development ( $M^{\text{Internal Drives \& Motives}}=4.2$ ,  $SD^{\text{Internal Drives \& Motives}}=0.5$ ). As presented in Table 10, the total mean score of this sub-scale is very high.

In addition, as seen in Table 10 above, EFL teachers have the capability to become autonomous in their profession ( $M^{\text{Capability}}=4.4$ ,  $SD^{\text{Capability}}=0.5$ ). The total mean score of this sub-scale is also very high; that is, the teachers are highly able to adapt and develop themselves and their teaching techniques. It can also be said that they are very good at employing technology to alternate their teaching efficiently.

According to data results of Collaboration with Colleagues, EFL teachers are very good at collaborating with people at work ( $M^{\text{Collaboration with Colleagues}}=4.3$ ,  $SD^{\text{Collaboration with Colleagues}}=0.7$ ). They perceive themselves as good working partners who can consult and be consulted in the workplace. Based on the total mean score of this sub-scale, EFL teachers' collaboration with colleagues at work is at very high level.

As a consequence of the time management of EFL teachers, their autonomous actions in their profession are also influenced by managing their time based on the total mean score of the Time Management ( $M^{\text{Time Management}}=3.3$ ,  $SD^{\text{Time Management}}=0.9$ ).

These EFL teachers are further driven by external factors in their professionally autonomous attitudes and behaviours ( $M^{\text{External Drives \& Motives}}=3.1$ ,  $SD^{\text{External Drives \& Motives}}=1.0$ ). Based on the total mean score of the External Drives & Motives, it can be said that autonomous perceptions and actions of EFL teachers are driven by better positions and promotions in their profession.

### **Findings of the Second Research Question: The Analysis of EFL Teachers' Professional Identity and EFL Teachers' Professional Autonomy according to Gender, School Type the EFL Teachers Work, Education Level and Work Experience**

The second research question of this study aims to find out whether the results of teachers' professional identity and teachers' professional autonomy differ by gender, school type the EFL teachers work, their education level and work experience. The data were analyzed through Independent Sample T-Test and One-Way ANOVA.

#### **Analysis of EFL Teachers' Professional Identity according to Gender**

In this study, Independent Sample T-Test was used in order to determine whether EFL teachers' professional identity values statistically differ by gender. The results are indicated in Table 11 below.

**Table 11.**

*T-Test Analysis of TPI in terms of Gender*

| Scale                 | Gender | N   | M    | SD  | t      | p     |
|-----------------------|--------|-----|------|-----|--------|-------|
| Professional Identity | Female | 158 | 59.7 | 6.7 | 2.268  | 0.024 |
|                       | Male   | 71  | 57.4 | 8.7 |        |       |
| Subject-Matter Expert | Female | 158 | 19.7 | 3.0 | -0.403 | 0.687 |
|                       | Male   | 71  | 19.9 | 3.7 |        |       |
| Pedagogical Expert    | Female | 158 | 20.6 | 2.5 | 3.800  | 0.000 |
|                       | Male   | 71  | 19.2 | 3.1 |        |       |
| Didactical Expert     | Female | 158 | 19.4 | 2.4 | 2.911  | 0.004 |
|                       | Male   | 71  | 18.3 | 3.0 |        |       |

N=229

As seen in Table 11 above, there is a statistically significant difference between the total scores of EFL teachers' Professional Identity in terms of gender ( $M^{\text{female}}=59.7$ ,  $M^{\text{male}}=57.4$ ,  $t=2.268$ ,  $p<.05$ ).

Table 11, however, shows that there is not a statistically significant difference between EFL teachers' scores of being a subject-matter expert in terms of gender ( $M^{\text{female}}=19.7$ ,  $M^{\text{male}}=19.9$ ,  $t=-0.403$ ,  $p=0.687$ ).

There is a statistically significant difference between EFL teachers' scores of Pedagogical Expert in terms of gender ( $M^{\text{female}}=20.6$ ,  $M^{\text{male}}=19.2$ ,  $t=3.800$ ,  $p<.05$ ).

Data results of this study also demonstrate that there is a statistically significant difference between the scores of EFL teachers' Didactical Expert by their gender ( $M^{\text{female}}=19.4$ ,  $M^{\text{male}}=18.3$ ,  $t=2.911$ ,  $p<.05$ ).

### **Analysis of EFL Teachers' Professional Identity according to the School Type EFL Teachers Work**

In this study, Independent Sample T-Test was used to determine whether there is a statistically significant difference between ELF teachers' professional identity according to the school in which ELF teachers work. The results are indicated in Table 12 below.

**Table 12.**

*T-Test Analysis of TPI in terms of the School in which EFL Teachers Work*

| Scale                 | The School In Which EFL Teachers Work | N   | M    | SD  | t     | p     |
|-----------------------|---------------------------------------|-----|------|-----|-------|-------|
| Professional Identity | Private                               | 118 | 60.9 | 6.6 | 4.173 | 0.000 |
|                       | State                                 | 111 | 57.0 | 7.7 |       |       |
| Subject-Matter Expert | Private                               | 118 | 20.4 | 2.8 | 3.216 | 0.001 |
|                       | State                                 | 111 | 19.1 | 3.5 |       |       |
| Pedagogical Expert    | Private                               | 118 | 20.8 | 2.5 | 3.449 | 0.001 |
|                       | State                                 | 111 | 19.5 | 2.9 |       |       |
| Didactical Expert     | Private                               | 118 | 19.7 | 2.4 | 4.021 | 0.000 |
|                       | State                                 | 111 | 18.4 | 2.7 |       |       |

N=229

As seen in Table 12 above, there is a statistically significant difference between EFL teachers' total scores of Professional Identity according to the school in which

EFL teachers work ( $M^{\text{private}}=60.9$ ,  $M^{\text{state}}=57.0$ ,  $t=4.173$ ,  $p<0.05$ ). In addition, there is a statistically significant difference between EFL teachers' subject-matter knowledge according to the school type ( $M^{\text{private}}=20.4$ ,  $M^{\text{state}}=19.1$ ,  $t= 3.216$ ,  $p<0.05$ ).

Furthermore, there is a statistically significant difference between EFL teachers' scores of Pedagogical Expert ( $M^{\text{private}}=20.8$ ,  $M^{\text{state}}=19.5$ ,  $t=3.449$ ,  $p<0.05$ ), and there is also a statistically significant difference between EFL teachers' scores of Didactical Expert ( $M^{\text{private}}=19.7$ ,  $M^{\text{state}}=18.4$ ,  $t=4.021$ ,  $p<0.05$ ) according to school type.

### **Analysis of EFL Teachers' Professional Identity according to Education Level**

In this study, Independent Sample T-Test was used to determine whether there is a statistically significant difference between ELF teachers' professional identity according to educational level. Table 13 below illustrates data results as follows.

**Table 13.**

*T-Test Analysis of TPI in terms of Education Level*

| Scale                 | Education Level | N   | M    | SD  | t     | p     |
|-----------------------|-----------------|-----|------|-----|-------|-------|
| Professional Identity | Bachelor's      | 170 | 59.1 | 7.5 | 0.674 | 0.501 |
|                       | Postgraduate    | 56  | 58.3 | 7.0 |       |       |
| Subject-Matter Expert | Bachelor's      | 170 | 19.8 | 3.2 | 0.702 | 0.483 |
|                       | Postgraduate    | 56  | 19.5 | 3.2 |       |       |
| Pedagogical Expert    | Bachelor's      | 170 | 20.2 | 2.9 | 0.328 | 0.743 |
|                       | Postgraduate    | 56  | 20.0 | 2.6 |       |       |
| Didactical Expert     | Bachelor's      | 170 | 19.1 | 2.7 | 0.683 | 0.496 |
|                       | Postgraduate    | 56  | 18.8 | 2.5 |       |       |

N=229

According to data results, there is a statistically significant difference between EFL teachers' total scores of Professional Identity according to education level ( $M^{\text{bachelor's}}=59.1$ ,  $M^{\text{postgraduate}}=58.3$ ,  $t=0.674$ ,  $p=0.501$ ). Being an expert on subject-matter ( $M^{\text{bachelor's}}=19.8$ ,  $M^{\text{postgraduate}}=19.5$ ,  $t=0.702$ ,  $p=0.483$ ), being an expert on pedagogical aspects in teaching ( $M^{\text{bachelor's}}=20.2$ ,  $M^{\text{postgraduate}}=20.0$ ,  $t=0.328$ ,  $p=0.743$ ), and being an expert on didactical aspects ( $M^{\text{bachelor's}}=19.1$ ,  $M^{\text{postgraduate}}=18.8$ ,  $t=0.683$ ,  $p=0.496$ ) are not influenced by having a Bachelor's or postgraduate degree to shape teachers' professional identity. In conclusion, the data results show that education level does not make a meaningful difference between EFL teachers' professional identity.

### Analysis of EFL Teachers' Professional Identity according to Work Experience

In this study, One-Way ANOVA was used to determine whether there is a statistically significant difference between ELF teachers' professional identity according to work experience. The results are indicated in Table 14 below. Work experiences were grouped as less than seven years (LT7Y), 7-15 years (7-15Y) and more than 15 years (MT15Y).

**Table 14.**

*One-Way ANOVA Analysis of TPI in terms of Work Experience*

| Scale                 | Work Experience | N  | M    | SD  | F     | p     | Between Group Difference  | $\eta^2$ |
|-----------------------|-----------------|----|------|-----|-------|-------|---------------------------|----------|
| Professional Identity | LT7Y            | 81 | 59.8 | 7.3 | 4.107 | 0.018 | LT7Y>MT15Y<br>7-15Y>MT15Y | 0.041    |
|                       | 7-15Y           | 54 | 60.9 | 5.7 |       |       |                           |          |
|                       | MT15Y           | 62 | 57.4 | 7.0 |       |       |                           |          |
| Subject-Matter Expert | LT7Y            | 81 | 20.0 | 3.3 | 4.719 | 0.010 | 7-15Y>MT15Y               | 0.046    |
|                       | 7-15Y           | 54 | 20.8 | 3.2 |       |       |                           |          |
|                       | MT15Y           | 62 | 19.0 | 2.7 |       |       |                           |          |
| Pedagogical Expert    | LT7Y            | 81 | 20.3 | 2.7 | 1.593 | 0.206 | -                         |          |
|                       | 7-15Y           | 54 | 20.7 | 2.1 |       |       |                           |          |
|                       | MT15Y           | 62 | 19.9 | 2.8 |       |       |                           |          |
| Didactical Expert     | LT7Y            | 81 | 19.5 | 2.6 | 3.450 | 0.034 | LT7Y>MT15Y                | 0.034    |
|                       | 7-15Y           | 54 | 19.3 | 2.1 |       |       |                           |          |
|                       | MT15Y           | 62 | 18.4 | 2.8 |       |       |                           |          |

N=229

As seen in Table 14, based on One-Way ANOVA test, there is a statistically significant difference between the total scores of EFL Teachers' Professional Identity in terms of their work experience ( $M^{LT7Y}=59.8$ ,  $M^{7-15Y}=60.9$ ,  $M^{MT15Y}=57.4$ ,  $F=4.107$ ,  $p<.05$ ). In order to determine between which groups there is a difference between scores, the Post Hoc LSD test was used (See Appendix H). Based on the data results of Professional Identity, the scores of EFL teachers with LT7Y of work experience are significantly higher than the scores of EFL teachers with MT15Y of work experience. Additionally, the scores of EFL teachers with 7-15Y of work experience are significantly higher than the scores of EFL teachers with MT15Y of work experience. There is a moderate effect of work experience on TPI determined by the eta squared score ( $\eta^2=0.041$ ).

Based on the data results of the subject matter, there is a statistically significant difference between EFL teachers' Subject-Matter Expert in terms of their work experience ( $M^{LT7Y}=20.0$ ,  $M^{7-15Y}=20.8$ ,  $M^{MT15Y}=19.0$ ,  $F=4.719$ ,  $p<.05$ ). In order to determine between which groups there is a difference between scores, the Post Hoc LSD test was used. Data results of Subject-Matter Expert demonstrate that the scores of EFL teachers with 7-15Y of work experience are significantly higher than the scores of EFL teachers with MT15Y of work experience. It was found out that year of work experience has a small effect on the Subject-Matter sub-domain based on the eta squared score ( $\eta^2=0.046$ ).

In this study, there is not a statistically significant difference between EFL teachers' Pedagogical Expert in terms of their work experience ( $M^{LT7Y}=20.3$ ,  $M^{7-15Y}=20.7$ ,  $M^{MT15Y}=19.9$ ,  $F=1.593$ ,  $p=0.206$ ).

On the other hand, there is a statistically significant difference between EFL teachers' Didactical Expert in terms of their work experience ( $M^{LT7Y}=19.5$ ,  $M^{7-15Y}=19.3$ ,  $M^{MT15Y}=19.4$ ,  $F=3.450$ ,  $p<.05$ ). In order to determine between which groups there is a difference between scores, the Post Hoc LSD test was used. Data results of Didactical Expert show that the scores of EFL teachers with LT7Y of work experience are significantly higher than the scores of EFL teachers with MT15Y of work experience. It was determined that there is a small effect of work experience on the didactical domain of TPI based on the eta squared score ( $\eta^2=0.034$ ).

### **Analysis of EFL Teachers' Professional Autonomy according to Gender**

In this study, Independent Sample T-Test was used to determine whether EFL teachers' professional autonomy statistically differ by gender. The results are indicated in Table 15 below.

**Table 15.***T-Test Analysis of TPA in terms of Gender*

| Scale                              | Gender | N   | M    | SD   | t      | p     |
|------------------------------------|--------|-----|------|------|--------|-------|
| Teachers' Professional<br>Autonomy | Female | 158 | 96.3 | 10.0 | 2.149  | 0.033 |
|                                    | Male   | 71  | 93.2 | 10.7 |        |       |
| Internal Drives & Motives          | Female | 158 | 39.1 | 4.9  | 2.540  | 0.012 |
|                                    | Male   | 71  | 37.3 | 5.2  |        |       |
| Capability                         | Female | 158 | 31.5 | 3.4  | 2.169  | 0.031 |
|                                    | Male   | 71  | 30.4 | 3.9  |        |       |
| Collaboration with Colleagues      | Female | 158 | 12.9 | 2.1  | 1.591  | 0.113 |
|                                    | Male   | 71  | 12.5 | 2.3  |        |       |
| Time Management                    | Female | 158 | 6.6  | 1.8  | -0.080 | 0.936 |
|                                    | Male   | 71  | 6.6  | 2.1  |        |       |
| External Drives & Motives          | Female | 158 | 6.2  | 2.0  | -0.742 | 0.459 |
|                                    | Male   | 71  | 6.4  | 2.3  |        |       |

N=229

Based on the data results in Table 15, there is a statistically significant difference between the total scores of EFL Teachers' Professional Autonomy in terms of gender ( $M^{\text{female}}=96.3$ ,  $M^{\text{male}}=93.2$ ,  $t=2.149$ ,  $p<.05$ ). Table 15 above presents the role of gender on participants' internal drives, capability, collaborative attitudes with colleagues and time management as well as external motives.

Moreover, there is a statistically significant difference between EFL teachers' Internal Drives and Motives in terms of gender ( $M^{\text{female}}=39.1$ ,  $M^{\text{male}}=37.3$ ,  $t=2.540$ ,  $p<.05$ ). Additionally, there is a statistically significant difference between EFL teachers' Capability in terms of gender ( $M^{\text{female}}=31.5$ ,  $M^{\text{male}}=30.4$ ,  $t=2.169$ ,  $p<.05$ ).

On the other hand, there is not a statistically significant difference between collaborative actions of EFL teachers in terms of gender, based on mean scores of Collaboration with Colleagues ( $M^{\text{female}}=12.9$ ,  $M^{\text{male}}=12.5$ ,  $t=1.591$ ,  $p=0.113$ ).

Finally, there is not a statistically significant difference between EFL teachers' time management skills by gender ( $M^{\text{female}}=6.6$ ,  $M^{\text{male}}=6.6$ ,  $t=-0.080$ ,  $p=0.936$ ). Furthermore, there is not a statistically significant difference between EFL teachers' External Drives and Motives by gender ( $M^{\text{female}}=6.2$ ,  $M^{\text{male}}=6.4$ ,  $t=-0.072$ ,  $p=0.459$ ).

### Analysis of EFL Teachers' Professional Autonomy according to School Type EFL Teachers Work

Independent Sample T-Test was used to determine whether EFL teachers' professional autonomy significantly differs by the school type in which they work. The results of the test are presented in Table 16 below.

**Table 16.**

*T-Test Analysis of TPA in terms of the School in which EFL Teachers Work*

| Scale                           | The School In Which EFL Teachers Work | N   | M    | SD   | t     | p     |
|---------------------------------|---------------------------------------|-----|------|------|-------|-------|
| Teachers' Professional Autonomy | Private                               | 118 | 97.6 | 10.5 | 3.458 | 0.001 |
|                                 | State                                 | 111 | 93.0 | 9.6  |       |       |
| Internal Drives & Motives       | Private                               | 118 | 39.2 | 5.0  | 1.905 | 0.058 |
|                                 | State                                 | 111 | 37.9 | 5.0  |       |       |
| Capability                      | Private                               | 118 | 31.7 | 3.6  | 2.498 | 0.013 |
|                                 | State                                 | 111 | 30.5 | 3.5  |       |       |
| Collaboration with Colleagues   | Private                               | 118 | 13.1 | 2.3  | 2.547 | 0.012 |
|                                 | State                                 | 111 | 12.4 | 2.0  |       |       |
| Time Management                 | Private                               | 118 | 6.9  | 2.1  | 2.164 | 0.031 |
|                                 | State                                 | 111 | 6.4  | 1.5  |       |       |
| External Drives & Motives       | Private                               | 118 | 6.7  | 1.9  | 3.531 | 0.001 |
|                                 | State                                 | 111 | 5.8  | 2.1  |       |       |

N=229

It is shown in Table 16 above that there is a statistically significant difference between the total scores of EFL teachers' TPA according to the school in which they work ( $M^{\text{private}}=97.6$ ,  $M^{\text{state}}=93.0$ ,  $t=3.458$ ,  $p<.05$ ).

However, the internal drives and motives of these EFL teachers are not influenced by working in private or state schools ( $M^{\text{private}}=39.2$ ,  $M^{\text{state}}=37.9$ ,  $t=1.905$ ,  $p=0.058$ ).

Furthermore, there is a statistically significant difference between EFL teachers' capability according to the school in which they work ( $M^{\text{private}}=31.7$ ,  $M^{\text{state}}=30.5$ ,  $t=2.498$ ,  $p<.05$ ).



There is also a statistically significant difference between EFL teachers' collaborative actions with their colleagues according to the school in which they work ( $M^{\text{private}}=13.1$ ,  $M^{\text{state}}=12.4$ ,  $t=2.547$ ,  $p<.05$ ).

In addition, there is a statistically significant difference between EFL teachers' time management ( $M^{\text{private}}=6.9$ ,  $M^{\text{state}}=6.4$ ,  $t=2.164$ ,  $p<.05$ ), and between EFL teachers' external drives and motives according to the school in which they work ( $M^{\text{private}}=6.7$ ,  $M^{\text{state}}=5.8$ ,  $t=3.531$ ,  $p<.05$ ).

### **Analysis of EFL Teachers' Professional Autonomy according to Education Level**

Independent Sample T-Test was used to determine whether EFL teachers' professional autonomy statistically vary according to education level. The results of the test are presented in Table 17 below.

**Table 17.**

#### *T-Test Analysis of TPA in terms of Education Level*

| Scale                           | Education Level | N   | M    | SD   | t     | p     |
|---------------------------------|-----------------|-----|------|------|-------|-------|
| Teachers' Professional Autonomy | Bachelor's      | 170 | 95.7 | 9.6  | 0.916 | 0.361 |
|                                 | Postgraduate    | 56  | 94.3 | 12.4 |       |       |
| Internal Drives & Motives       | Bachelor's      | 170 | 38.7 | 4.9  | 1.036 | 0.301 |
|                                 | Postgraduate    | 56  | 37.9 | 5.6  |       |       |
| Capability                      | Bachelor's      | 170 | 31.2 | 3.2  | 1.064 | 0.288 |
|                                 | Postgraduate    | 56  | 30.7 | 4.4  |       |       |
| Collaboration with Colleagues   | Bachelor's      | 170 | 12.9 | 2.1  | 1.486 | 0.139 |
|                                 | Postgraduate    | 56  | 12.4 | 2.3  |       |       |
| Time Management                 | Bachelor's      | 170 | 6.6  | 1.8  | 1.037 | 0.301 |
|                                 | Postgraduate    | 56  | 6.9  | 2.1  |       |       |
| External Drives & Motives       | Bachelor's      | 170 | 6.3  | 2.1  | 0.380 | 0.705 |
|                                 | Postgraduate    | 56  | 6.4  | 2.1  |       |       |

N=229

As seen in Table 17 above, total scores of EFL teachers' professional autonomy do not differ by having B.A. degree or postgraduate degree ( $M^{\text{bachelor's}}=95.7$ ,  $M^{\text{postgraduate}}=94.3$ ,  $t=0.916$ ,  $p=0.361$ ). In addition, there is not a statistically significant difference between EFL teachers' Internal Drives & Motives according to education level ( $M^{\text{bachelor's}}=38.7$ ,  $M^{\text{postgraduate}}=37.9$ ,  $t=1.036$ ,  $p=0.301$ ).

EFL teachers' Capability scores do not significantly differ by their education degree ( $M^{\text{bachelor's}}=31.2$ ,  $M^{\text{postgraduate}}=30.7$ ,  $t=1.064$ ,  $p=0.288$ ). Additionally, there is not a statistically significant difference between the scores of EFL teachers' collaboration with colleagues according to education level ( $M^{\text{bachelor's}}=12.9$ ,  $M^{\text{postgraduate}}=12.4$ ,  $t=1.486$ ,  $p=0.139$ ).

In addition, education level of the teachers does not have a role in participants autonomous time management skills ( $M^{\text{bachelor's}}=6.6$ ,  $M^{\text{postgraduate}}=6.9$ ,  $t=1.037$ ,  $p=0.301$ ). Finally, professional autonomy scores of EFL teachers do not significantly differ by their education level ( $M^{\text{bachelor's}}=6.3$ ,  $M^{\text{postgraduate}}=6.4$ ,  $t=0.380$ ,  $p=0.705$ ).

### **Analysis of EFL Teachers' Professional Autonomy according to Work Experience**

In this study, One-Way ANOVA was used to determine whether there is a statistically significant difference between ELF teachers' professional autonomy according to work experience. The results are indicated in Table 18 below. Work experiences were grouped as less than seven years (LT7Y), 7-15 years (7-15Y) and more than 15 years (MT15Y).

**Table 18.***One-Way ANOVA Analysis of TPA in terms of Work Experience*

| Scale                           | Work Experience | N | M    | SD  | F    | p   | Between Group Difference | $\eta^2$ |
|---------------------------------|-----------------|---|------|-----|------|-----|--------------------------|----------|
| Teachers' Professional Autonomy | LT7Y            | 8 | 97.6 | 9.2 | 7.87 | 0.0 |                          | 0.07     |
|                                 |                 | 1 |      |     | 0    | 01  | LT7Y>MT15Y               | 5        |
|                                 | 7-15Y           | 5 | 96.4 | 7.2 |      |     | 7-15Y>MT15Y              |          |
|                                 | MT15Y           | 4 | 92.1 | 8.4 |      |     |                          |          |
| Internal Drives & Motives       | LT7Y            | 8 | 39.2 | 4.6 | 2.01 | 0.1 |                          | 0.02     |
|                                 |                 | 1 |      |     | 2    | 36  | -                        | 0        |
|                                 | 7-15Y           | 5 | 38.9 | 4.3 |      |     |                          |          |
|                                 | MT15Y           | 4 | 37.7 | 4.6 |      |     |                          |          |
| Capability                      | LT7Y            | 8 | 31.5 | 3.1 | 4.90 | 0.0 |                          | 0.04     |
|                                 |                 | 1 |      |     | 5    | 08  | LT7Y>MT15Y               | 8        |
|                                 | 7-15Y           | 5 | 31.9 | 2.2 |      |     | 7-15Y>MT15Y              |          |
|                                 | MT15Y           | 4 | 30.3 | 3.4 |      |     |                          |          |
| Collaboration with Colleagues   | LT7Y            | 8 | 12.9 | 2.4 | 2.81 | 0.0 |                          | 0.02     |
|                                 |                 | 1 |      |     | 1    | 63  | -                        | 8        |
|                                 | 7-15Y           | 5 | 13.3 | 1.5 |      |     |                          |          |
|                                 | MT15Y           | 4 | 12.4 | 1.8 |      |     |                          |          |
| Time Management                 | LT7Y            | 8 | 7.1  | 2.0 | 5.38 | 0.0 |                          | 0.05     |
|                                 |                 | 1 |      |     | 6    | 05  | LT7Y>7-15Y               | 3        |
|                                 | 7-15Y           | 5 | 6.5  | 1.7 |      |     | LT7Y>MT15Y               |          |
|                                 | MT15Y           | 4 | 6.2  | 1.6 |      |     |                          |          |
| External Drives & Motives       | LT7Y            | 8 | 6.9  | 2.0 | 9.27 | 0.0 |                          | 0.08     |
|                                 |                 | 1 |      |     | 7    | 00  | LT7Y>7-15Y               | 7        |
|                                 | 7-15Y           | 5 | 5.9  | 1.7 |      |     | LTY7>MT15Y               |          |
|                                 | MT15Y           | 4 | 5.6  | 2.2 |      |     |                          |          |

N=229

As seen in Table 18 above, there is a statistically significant difference between the total scores of EFL teachers' Professional Autonomy in terms of their work experience ( $M^{LT7Y}=97.6$ ,  $M^{7-15Y}=96.4$ ,  $M^{MT15Y}=92.1$ ,  $F=7.870$ ,  $p<.05$ ). In order to

determine between which groups there is a significant difference between scores, the Post Hoc LSD test was applied (See Appendix I). Based on the data results of teachers' Professional Autonomy, the scores of EFL teachers with LT7Y of work experience are significantly higher than the scores of EFL teachers with MT15Y of work experience. In addition, the scores of EFL teachers with 7-15Y of work experience are significantly higher than the scores of EFL teachers with MT15Y of work experience. The eta squared score was calculated as  $\eta^2=0.075$ ; therefore, the work experience variable has a moderate effect on TPA.

Table 18 shows that there is not a statistically significant difference between EFL teachers' Internal Drives and Motives in terms of work experience ( $F=2.012$ ,  $p>.05$ ).

As seen in Table 18 above, there is also a statistically significant difference between EFL teachers' Capability in terms of their work experience ( $M^{LT7Y}=31.5$ ,  $M^{7-15Y}=31.9$ ,  $M^{MT15Y}=30.3$ ,  $F=4.905$ ,  $p<.05$ ). In order to determine between which groups there is a statistically significant difference between scores, Post Hoc LSD test was applied. Data results of Capability reveal that the scores of EFL teachers with LT7Y of work experience are higher than the scores of EFL teachers with MT15 years of work experience. Furthermore, the scores of EFL teachers with 7-15Y of work experience are significantly higher than the scores of EFL teachers with MT15 years of work experience. The role of work experience in capability was calculated as small based on the eta squared score ( $\eta^2=0.048$ ).

Data results of Collaboration with Colleagues also show that there is not a statistically significant difference between EFL teachers' Collaboration with Colleagues in terms of their work experience ( $M^{LT7Y}=12.9$ ,  $M^{7-15Y}=13.3$ ,  $M^{MT15Y}=12.4$ ,  $F=2.811$ ,  $p>.05$ ).

Furthermore, there is a statistically significant difference between EFL teachers' Time Management in terms of their work experiences ( $M^{LT7Y}=7.1$ ,  $M^{7-15Y}=6.5$ ,  $M^{MT15Y}=6.2$ ,  $F=5.386$ ,  $p<.05$ ). Data results of Time Management demonstrate that the scores of EFL teachers with LT7Y of work experience are significantly higher than the scores of EFL teachers with 7-15Y and MT15Y of work experience. It was determined that work experience has a small effect on time management based on the eta squared score ( $\eta^2=0.053$ ).

In addition, there is a statistically significant difference between EFL teachers' External Drives and Motives in terms of their work experience ( $M^{LT7Y}=6.9$ ,  $M^{7-15Y}=5.9$ ,  $M^{MT15Y}=5.6$ ,  $F=9.277$ ,  $p<.05$ ). In order to determine between which groups there is a statistically significant difference between scores, Post Hoc LSD test was computed. Based on data results of External Drives and Motives, the scores of EFL teachers with LT7Y of work experience are significantly higher than the scores of EFL teachers with 7-15Y of work experience and EFL teachers with MT15Y of work experience. In this study, the role of work experience in External Drives and Motives was calculated as moderate based on the eta squared score ( $\eta^2=0.087$ ).

### **The Third Research Question: The Relationship between EFL Teachers' Professional Identity and Teachers' Professional Autonomy**

In order to explore whether there is a meaningful relationship between EFL teachers' professional identity and professional autonomy, a correlational analysis was used. In this study, Spearman Correlation Test coefficients were computed. The data results are presented in Table 19 below.

**Table 19.**

*Spearman Correlation Test of TPI and TPA*

| Scale                 | Teachers' Professional Autonomy | Internal Drives & Motives | Capability | Collaboration with Colleagues | Time Management | External Drives & Motives |
|-----------------------|---------------------------------|---------------------------|------------|-------------------------------|-----------------|---------------------------|
| Professional Identity | .568**                          | .559**                    | .623**     | .471**                        | -0.046          | -0.057                    |
| Subject-Matter Expert | .377**                          | .371**                    | .447**     | .351**                        | -0.026          | -0.113                    |
| Pedagogical Expert    | .526**                          | .531**                    | .579**     | .460**                        | -0.126          | -0.044                    |
| Didactical Expert     | .570**                          | .533**                    | .581**     | .416**                        | 0.052           | 0.051                     |

\*\* $p<0.01$ ; N=229

There is a statistically significant, positive and moderate relationship between TPI and TPA ( $r=.568$ ,  $p<0.01$ ). It can be concluded that there is a statistically significant, positive and moderate relationship between EFL teachers' professional identity and Internal Drives & Motives ( $r=.559$ ,  $p<0.01$ ). In addition, there is a

statistically significant, positive and moderate relationship between EFL teachers' professional identity and Capability ( $r=.623$ ,  $p<0.01$ ). Lastly, there is a statistically significant, positive and moderate relationship between EFL teachers' professional identity and Collaboration with Colleagues ( $r=.471$ ,  $p<0.01$ ).

Furthermore, data results show that there is a statistically significant, positive and moderate relationship between Subject-Matter Expert and professional autonomy ( $r=.377$ ,  $p<0.01$ ). In addition, there is a statistically significant, positive and moderate relationship between Subject-Matter Expert and Internal Drives & Motives ( $r=.371$ ,  $p<0.01$ ). Furthermore, there is a statistically significant, positive and moderate relationship between Subject-Matter Expert and Capability ( $r=.447$ ,  $p<0.01$ ). Lastly, there is a statistically significant, positive and moderate relationship between Subject-Matter Expert and Collaboration with Colleagues ( $r=.351$ ,  $p<0.01$ ).

In addition, the results demonstrate that there is a statistically significant, moderate and positive relationship between Pedagogical Expert and EFL teachers' professional autonomy ( $r=.526$ ,  $p<0.01$ ). In addition, there is a statistically significant, moderate and positive relationship between Pedagogical Expert and Internal Drives & Motives ( $r=.531$ ,  $p<0.01$ ). Furthermore, there is a statistically significant, moderate and positive relationship between Pedagogical Expert and Capability ( $r=.579$ ,  $p<0.01$ ). Lastly, that there is a statistically significant, moderate and positive relationship between Pedagogical Expert and Collaboration with Colleagues ( $r=.460$ ,  $p<0.01$ ).

There is a statistically significant, moderate and positive relationship between Didactical Expert and professional autonomy ( $r=.570$ ,  $p<0.01$ ). In addition, there is a statistically significant, moderate and positive relationship between Didactical Expert and Internal Drives & Motives ( $r=.533$ ,  $p<0.01$ ). Furthermore, there is a statistically significant, moderate and positive relationship between Didactical Expert and Capability ( $r=.581$ ,  $p<0.01$ ). Lastly, there is a statistically significant, moderate and positive relationship between Didactical Expert and Collaboration with Colleagues ( $r=.416$ ,  $p<0.01$ ).

In addition, data results of this study demonstrate that there is not a statistically significant relationship between Professional Identity and Time Management ( $r=-0.046$ ,  $p>0.05$ ). In addition, there is not a statistically significant relationship between Professional Identity and External Drives & Motives ( $r=-0.057$ ,  $p>0.05$ ). Furthermore,

there is not a statistically significant relationship between Subject-Matter Expert and Time Management ( $r=-0.026$ ,  $p>0.05$ ). Similarly, there is not a statistically significant relationship between Subject-Matter Expert and External Drives & Motives ( $r=-0.111$ ,  $p>0.05$ ). Additionally, there is not a statistically significant relationship between Pedagogical Expert and Time Management ( $r=-0.126$ ,  $p>0.05$ ). Furthermore, there is not a statistically significant relationship between Pedagogical Expert and External Drives & Motives ( $r=-0.044$ ,  $p>0.05$ ). Data results also reveal that there is not a statistically significant relationship between Didactical Expert and Time Management ( $r=0.052$ ,  $p>0.05$ ). In conclusion, data results also show that there is not a statistically significant relationship between Didactical Expert and and External Drives & Motives ( $r=0.051$ ,  $p>0.05$ ).



## **4. DISCUSSION AND CONCLUSION**

### **Introduction**

This study was conducted to examine whether there is a meaningful relationship between EFL teachers' professional identity and their professional autonomy. It aims to determine professional identity and professional autonomy levels of the target teachers referred in the first research question. In addition, the study also aims to investigate whether the results vary according to gender, education level, work experience, and type of school the teachers work in. A survey-based study was carried out with 250 English language teachers working as secondary and high school teachers in state or private, in Antalya, Turkey. The data were gathered through two questionnaires to explore the relationship between teachers' professional identity and autonomy. Based on the research questions, the data were analysed by descriptive statistics, Independent Sample T-Test, One-Way ANOVA, and Spearman Correlation Test. In this chapter, the findings of the analyses are discussed. In addition to the discussion of the research questions; limitations, implications of the study and suggestions for further studies are presented in detail.

### **The First Research Question: Discussion of the Level of EFL Teachers' Professional Identity and EFL Teachers' Professional Autonomy**

The first research question of this study examines the level of EFL teachers' professional identity and professional autonomy. In order to analyse the first research question, descriptive statistics were applied. In this section, a discussion of the findings is presented.

#### **Discussion of the Level of EFL Teachers' Professional Identity**

The study investigates the level of EFL teachers' professional identity in the first research question. According to results, EFL teachers have a very high level of professional identity. In this respect, the questionnaire used for TPI offers significant aspects of teachers' professional identity, such as subject matter, pedagogical and didactical expertise of teachers.

Based on the results, the knowledge of subject matter is indicated as a sign of professional identity by EFL teachers. EFL teachers in this study work as language teachers based on their work of choice because they indicated that the discipline they



studied or previous education period was decisive in their choice for teaching profession. As stated by Beijaard et al. (2004) in literature, previous education and experiences in the field provide teachers with their subject matter knowledge which contributes to their professional identity formation. In a similar vein, Varin et al. (2006) mention that the occupation which is chosen intentionally and willingly reveals an emotional and personal attachment with the profession in pursuit of previous experiences in the field. In the context of this study, the discipline EFL teachers studied encouraged them to make their choice for teaching profession which provides them with subject matter knowledge that leads to form their professional identity.

In this study, EFL teachers who view themselves as subject-matter experts serve as good examples for the way in which the students communicate with each other and other people not only in the classroom but also in the social context. It can also be concluded that the teachers who are able to describe and present their subject matter knowledge can also be seen as a good model by their students. In order to be seen as good examples, teachers primarily need to see themselves as good models within the professional community. Indeed, perceiving themselves as role models is an indicator of their own self-image and what of others' attribute to their identity.

Based on the results, EFL teachers in this study think that they encourage interaction among their students intentionally. Accordingly, the intentional promotion of group interaction shows that EFL teachers are experts in teaching methods and techniques in the field. As EFL teachers enable their students to interact with each other in the target language, it can be inferred that EFL teachers might justify their subject matter knowledge due to the use of language by students.

The findings of this study also reveal that EFL teachers as pedagogical experts identify safety and respect as the most important thing for them to establish a secure class climate. Based on the results, pedagogically competent teachers aim to create a learning environment where the students feel safe and respected in their interactions. Similarly, Kansanen (2003a) says that there is a relief among students and a positive tendency to build strong relationships with their teachers when teachers take an action to create this climate within the classroom context. In this study, EFL teachers also indicate that they tend to sort out the student behaviour problems as part of their pedagogical expertise. Therefore, performing a very high level of professional identity

is composed of pedagogical goals. In so doing, managing the class with an intimate and respectful atmosphere can allow the teachers to manifest their professional identity.

Moreover, the findings of this study show that EFL teachers, who view themselves as good problem-solvers in their students' learning process and who strive to emphasize students' personality development in their lessons are teachers as didactical experts. In a similar vein, Kansanen (2003b) states that putting teachers as guides and as information providers, and moving the students to passive receivers do not guarantee to learn. Therefore, the didactical aspect of teaching further requires effective applications of modern methods and teaching theories to enhance academic development and to guide personality development. Similarly, Klimstra (2012) mentions that the personality development is achieved by understanding identity and formation of it. In this sense, the formation of identity and recognition of self-concepts encourage changes and developments in personalities (Erikson, 1950). As a consequence of EFL teachers' developing their students' personality, it can be concluded that they can also create awareness for students' understanding of their self-image. In this regard, students have an essential role in teachers' professional identity formation (Proweller & Mitchener, 2004).

Regarding diagnosing and solving students' problems in their learning, EFL teachers indicate that they pay attention to detecting problems and put effort into fixing those problems in the learning process. From this aspect, there is a relationship between students and their learning process, and the teacher has a role in this relationship in terms of the didactical aspect (Stenberg, 2011). Based on the results, it can be said that EFL teachers have a sense of professional identity when they also can diagnose what is challenging for the learners and generate possible solutions. In addition, it can be concluded that owning professional identity leads the teachers to have an interest in the development of their discipline. According to Jones (2004), already constructed professional identity feeds itself through professional development activities while professional development has a direct influence on the growth of professional identity. Accordingly, teachers' didactical expertise could be enriched by the current and future developments in the field to form and maintain professional identity. Thus, it can be said that the interest in developments in the discipline is an indication of professional identity in this study.

## **Discussion of the Level of EFL Teachers' Professional Autonomy**

The first research question also explores the level of EFL teachers' professional autonomy. The data results show that EFL teachers in the context of this study have a high level of professional autonomy. They were asked to select the items about their internal drives and motives, capability, collaboration with their colleagues, time management skills and external motives through the Teachers' Professional Autonomy Questionnaire.

First of all, results of this study show that professionally autonomous EFL teachers are internally motivated. As stated by Dam (1995) in literature, willingness and enjoyment directly drive teachers to get autonomous in their profession to decide what to teach and how to teach. In this study, EFL teachers indicated that they continue their professional development as it is their own wish. In addition, they indicated that they enjoy developing themselves professionally.

Moreover, the teaching profession develops continually and EFL teachers are learners of their profession (Smith, 2003). From this aspect, professional development occurs when EFL teachers continue to learn about their profession. In this regard, this study demonstrates that EFL teachers are internally driven and curious about their professional development since it is viewed as a necessity for their students' needs. To meet students' needs and promote learner autonomy, teachers first need to possess and display their own autonomy (Vieira, 1999). As a consequence, EFL teachers indicate that they wish to invest their professional development for both themselves and for their students' needs.

In light of the findings, EFL teachers in this study additionally show their capability as professionally autonomous teachers. Capability is defined as freedom and accessibility in decision-making and action-taking (Klerk & Barnett, 2020; Powell & McGrath, 2014). Similarly, Okay (2018) claims that capability refers to a combination of ability and capacity. According to the results, EFL teachers are able to enrich their teaching; thus, they indicate that they are able to use technological tools to improve their teaching as professionally autonomous teachers. In addition, EFL teachers have the capability to find sources and materials that are related to their profession so that they could develop themselves professionally. Furthermore, EFL teachers have the capability to specify their weaknesses and strengths in their profession. Based on the

findings, it can be said that EFL teachers have capability to evaluate themselves as a teacher if they are aware of the domains they are good and bad at. Therefore, they can realize their insufficiencies in teaching so that they can develop themselves in their profession. In other words, professionally autonomous EFL teachers perform capability to use the facilities to develop themselves and their teaching with the awareness of their weak and strong sides, which supports their students' learning.

This study also reveals that professionally autonomous EFL teachers can collaborate with their colleagues efficiently. That means, they like learning from other people so that they can develop their teaching. Similarly, Campbell (2003) states that working with other people and sharing the processes of the profession allow creating greater works. In this study, EFL teachers indicated that they can consult their colleagues when they need help. In a study, Haapaniemi et al. (2020) also claim that collaboration means sharing ideas and learning from each other as part of the professional autonomy because professional autonomy doesn't exist without collaborating with colleagues in the profession. Drawing from this perspective, it can be said that professional autonomy includes collaborative actions in teaching.

In this study, time management is another aspect of professional autonomy. According to the results, EFL teachers also stated that they can develop themselves professionally though they have the limited time inside and outside the school. In light of findings, EFL teachers indicated that the workload of EFL teachers is too heavy to find a chance for professional development. Therefore, it may not be easy to find enough time to attend professional development activities. In a similar vein, Pacaol (2021) says that teachers prepare exams, evaluate papers and assignments, talk to families of the students and prepare lesson materials after school. In addition, the workload at school might hinder the teachers' attempts for professional development and the promotion of optimum teaching to the students (Warren, 2018). As a consequence, EFL teachers in this study might think that it is not always possible to create spare time for professional development because of their heavy workload. Regarding the level of EFL teachers' time management skills in this study, it can be concluded that EFL teachers still can perform professional autonomy and continue professional development although they indicated that they do not have enough time for professional development activities. Therefore, EFL teachers in this study can manage

their time and sustain professional autonomy for professional development activities in spite of their workload.

Based on the results of the External Drives and Motives, EFL teachers might think that professional development is necessary to get promoted or to have better financial conditions. Indeed, these external drives such as getting promoted or having better financial conditions might encourage EFL teachers to display professional autonomy and to take more responsibility in their profession. As suggested by Okay (2018) in literature, the teachers can feel internally driven to be professionally autonomous, but being driven by external conditions to take the responsibility of learning about the teaching profession provides teachers with professional autonomy and professional development. Therefore, it can also be said that being engaged in developments in the field and developing the way of teaching in consideration of professional development lead EFL teachers of this study to become professionally autonomous more, which can also result from better financial conditions or promotion.

### **The Second Research Question: Discussion of the Analysis of EFL Teachers' Professional Identity and EFL Teachers' Professional Autonomy according to Gender, School Type EFL Teachers Work, Education Level and Work Experience**

The second research question investigates whether EFL teachers' professional identity and professional autonomy differ by gender, the school in which EFL teachers work, and their education levels as well as work experience. In order to find out whether EFL teachers' professional identity and autonomy differ by demographic features, Independent Sample T-Test and One-Way ANOVA tests were applied in the study. In this section, the discussion of the findings is presented in detail.

#### **Discussion of the Analysis of EFL Teachers' Professional Identity according to Gender**

One of the sub-questions of the second research question explores whether the professional identity of EFL teachers differs by gender. This study shows that female teachers have a higher level of TPI than male teachers. Based on the results obtained from EFL teachers of this study, female teachers have more pedagogical and didactical expertise than male teachers. However, there is not a statistically significant difference between EFL teachers' knowledge of the subject matter in terms of gender. Gender is

accepted as one of the most important aspects in language teaching since teachers are modelled by their students within the consideration of gender (Dee, 2006). In literature, there are studies showing that female teachers are perceived as more inspiring, attractive and better at clear instruction by their students (Escardibul & Mora, 2013; Krupnick, 1985; Raacke & Raacke, 2007). In this study, it was found out that female teachers view themselves as more competent in creating a respected educational environment and caring about students' academic and personal development. As a result of this, it can be said that female teachers are more likely to develop themselves professionally than male teachers.

In light of findings, it can be concluded that female EFL teachers can identify any problems in students' learning easier than male EFL teachers. However, EFL teachers' subject matter knowledge does not differ by gender. Therefore, this study reveals that EFL teachers can be academically well-equipped with the knowledge of subject matter regardless of their gender. Regarding pedagogical and didactical aspects, gender has a role in EFL teachers' professional identity in this study.

### **Discussion of the Analysis of EFL Teachers' Professional Identity according to the School Type EFL Teachers Work**

One of the sub-questions of the second research question also investigates whether the professional identity of EFL teachers varies according to the school type in which EFL teachers work. It was found out that the EFL teachers who work in private schools indicate that they have a significantly higher level of TPI than the EFL teachers working in state schools. Therefore, how EFL teachers view themselves as teachers is more definable for private school teachers based on the data results in this study. In Turkey, foreign language teaching is conducted in private schools extensively when compared to state schools since private schools have more English lesson hours (Garipağaoğlu, 2015). In a similar vein, Gürler (2020) mentions that private schools provide longer language course hours in foreign language teaching in Turkey. According to Kurşun (2011), private schools attach importance to the image of the school which is expected to be strengthened by the teachers. In this regard, language teachers' competencies in the subject matter knowledge, pedagogical and didactical aspects of teaching are extensively desired by private school administrations (Nartgün & Kaya, 2016). In that case, state school teachers verify their teacher identity officially

whereas private school EFL teachers have to keep continuing professional development consistently in order to secure their job. From this aspect, this study shows that it is reasonable for EFL teachers in private schools to perform a high level of professional identity.

### **Discussion of the Analysis of EFL Teachers' Professional Identity according to Education Level**

One of the sub-questions of the second research question also investigates whether the professional identity of EFL teachers differs by their education level. Based on the data results, it was found out that EFL teachers have a high level of TPI regardless of their educational level. In the analysis, it was also found out that there is not a statistically significant difference between EFL teachers' professional identity according to their education level.

As stated by Lortie (1975), English language teachers have to graduate from the Faculty of Education or be confirmed by the Faculty of Education of universities with formation certificates. As the teachers are equipped with methods and theories as well as pedagogical and didactical approaches, pre-service training enables them to form professional identities while they are student-teachers who learn how to teach through education, observations and internships. Therefore, in-service teachers with B.A. or postgraduate degrees continue their journey in the profession with their already constructed professional identities. In addition, they are supposed to reform their identities across time through personal and professional experiences. The teachers who work or study in a specific field with their M.A. or PhD degrees might be expected to get expertized in the academic world; however, EFL teachers' professional identity does not differ by their B.A. or postgraduate degrees in the context of this study. Thus, it could be concluded that EFL teachers in this study are able to define their perception of "being a teacher" without considering their education level.

### **Discussion of the Analysis of EFL Teachers' Professional Identity according to Work Experience**

One of the sub-questions of the second research question of this study also investigates whether the professional identity of EFL teachers differs by their work experience. In this respect, there were three groups of EFL teachers with working

experience: less than seven years, seven and 15 years, and more than 15 years of work experience. Data results of this study show that EFL teachers who have less than seven years of work experience have a higher level of professional identity than EFL teachers with more than 15 years of work experience. In addition, EFL teachers who have 7-15 years of work experience perform a higher level of professional identity than EFL teachers with more than 15 years of work experience. Based on the data results, it can be concluded that EFL teachers with less than seven years of work experience and EFL teachers with 7-15 years of work experience have the subject matter knowledge to teach English and pedagogical and didactical approaches.

Although fundamental teaching skills are taught to the teachers during their pre-service education period, expertise in teaching can be achieved through work experiences (Berliner, 2001). In this respect, teachers with less work experience might believe that the more experienced they become in years, the more knowledgeable they become in their field. However, in this study, EFL teachers who have more than 15 years of work experience may not feel expertized in subject matter knowledge in spite of having long time in their profession. It can also be concluded that EFL teachers who have more than 15 years of work experience may not develop and improve their knowledge about the profession in the field after they graduated from university. In light of findings, EFL teachers with more than 15 years of work experience do not view themselves as mastered in the subject matter knowledge. Based on the data results of Subject-Matter Expert, EFL teachers with 7-15 years of work experience are able to alternate their teaching methods and to improve their subject matter knowledge while the most experienced teachers may be indifferent to how to meet their students' needs in the EFL context.

Based on the data results of Didactical Expert, it can also be said that EFL teachers with less than 7 years of work experience feel more competent in didactical approaches than EFL teachers with more than 15 years of work experience. Therefore, dealing with students' learning problems and EFL teachers' curiosity about the professional development are more favoured by novice teachers than more experienced ones.



## **Discussion of the Analysis of EFL Teachers' Professional Autonomy according to Gender**

In this study, one of the sub-questions of the second research question investigates whether EFL teachers' professional autonomy differs by gender. Data results obtained from EFL teachers demonstrated that female teachers have a higher level of professional autonomy than male teachers in the field.

The current research studies reveal that EFL teachers' autonomy does not differ by gender (Bizmiye, 2020; Koçak, 2018; Pearson & Hall, 1993; Şakar, 2013). However, this study represents the role of gender in EFL teachers' professional autonomy in the Turkish context. Similarly, Okay (2018) claims that teachers' professional autonomy significantly varies according to gender, and female EFL teachers are more professionally autonomous.

Internal drives such as curiosity, interest and the pleasure that EFL teachers find in the professional development activities enable female EFL teachers to continue their professional development and perform their professional autonomy. In addition, female teachers in this study indicated that their investment in their professional development is beneficial for their students. Therefore, internal drives affect female teachers more than male teachers to behave professionally autonomous. In comparison to male teachers, female EFL teachers perceive themselves as capable to improve their teaching as well as using technology effectively. They are also more able to identify and evaluate their weaknesses and strengths as teachers than male teachers.

This study reveals that EFL teachers' collaborative actions with their colleagues in the field do not differ by gender. Both male and female EFL teachers are able to share ideas about their field which in turn supports their professional development. Furthermore, gender does not have a role in EFL teachers' time management and external drives. Based on the data results, it can be said that both male teachers and female teachers are busy with the workload in the education context, so they hardly find time to develop themselves in their profession. However, it can also be concluded that these EFL teachers are able to manage time for professional development activities regardless of the role of gender. Furthermore, this study shows that gender is not a factor to be driven externally either.

### **Discussion of the Analysis of EFL Teachers' Professional Autonomy according to the School Type EFL Teachers Work**

One of the sub-questions of the second research question investigates whether EFL teachers' professional autonomy differs by the school in which they work. In light of findings, professional autonomy levels of EFL teachers working in private schools are higher than state school EFL teachers. As stated by the Ministry of Education (2012), private schools in Turkey can apply modified curricula which is different from state schools through admission of the law of private educational institutions. State school teachers apply and follow the curriculum through determined teaching materials (MoE, 2016). From this aspect, this can provide private schools to vary their teaching program. In this respect, TEDMEM (2015) mentions that OECD considers teaching programs and testing and evaluation as an aspect of school autonomy, and thereby school autonomy enables teachers to be autonomous in the professional context. Considering the private schools' flexible decision-making process in selecting teaching materials and modified curricula, EFL teachers working in private schools may perceive themselves as more professionally autonomous in terms of making decisions in selecting materials and the evaluation processes.

The data results of this study show that there is not a significant difference between the scores of EFL teachers' internal drives according to the school type in which EFL teachers work. EFL teachers who work at state and private schools might or might not have internal drives such as curiosity, willingness and the pleasure; however, EFL teachers' internal drives do not significantly differ by the school type in this study.

Furthermore, data results show that EFL teachers' capability, collaboration with colleagues, time management and external conditions differ by the school type. For instance, private school EFL teachers in this study view themselves as capable of improving their teaching because they can access technology to develop themselves more than state school EFL teachers. According to the data results, private school teachers also indicated that they are able to identify strong and weak sides in the profession more than state school EFL teachers.

Regarding time management, EFL teachers working in private schools are more restricted with the heavy workload inside and outside the school than the state school EFL teachers. Finally, promotion and better financial conditions do not appeal to state

school EFL teachers as much as private school EFL teachers. Considering the external conditions, private school EFL teachers are also more externally driven to develop themselves professionally.

### **Discussion of the Analysis of EFL Teachers' Professional Autonomy according to Education Level**

One of the sub-questions of the second research question also investigates whether EFL teachers' professional autonomy differs by their education level. The data results reveal that EFL teachers in this study can show a high level of professional autonomy regardless of their academic degrees. In a similar vein, Pearson and Hall (1993) state that prior academic background and degree of diploma do not have a role in teachers' autonomous actions as long as the school provides teachers with a space to perform their autonomy. It can be concluded that EFL teachers' professional autonomy does not vary according to their B.A. or postgraduate degrees. EFL teachers can be externally and internally motivated, capable, collaborative, and possess time management skills to continue their professional development regardless of their education level. As a consequence, data results of this study demonstrate that education level does not have a role in EFL teachers' professional autonomy.

### **Discussion of the Analysis of EFL Teachers' Professional Autonomy according to Work Experience**

One of the sub-questions of the second research question investigates whether EFL teachers' professional autonomy differs by their work experience. Data results of this study show that EFL teachers who have less than seven years of teaching experience have a higher level of professional autonomy than EFL teachers who have more than 15 years of work experience. In addition, EFL teachers who have 7-15 years of work experience have a higher level of professional autonomy than EFL teachers who have more than 15 years of work experience. Some research studies show that teacher autonomy increases accordingly with the increase of teaching experience (Karabacak, 2014; Sparks, 2012; Şakar, 2013). However, the results of this study reveal that EFL teachers' professional autonomy decreases when years of work experience or teaching experience increases in the field.

As suggested by Ryan and Deci (2000), novice EFL teachers can have a higher level of professional autonomy when it is compared to more experienced teachers' level of professional autonomy, because teachers are generally highly motivated at the first years of their profession. However, if they are not provided with professional development, they might lose their autonomous actions and enthusiasm over years. Based on the data results of this study, it can be concluded that EFL teachers can lose their internal drives in years as long as they are not assisted by professional development activities to sustain their professional autonomy.

A study conducted by Oğuz et al. (2014) reveal that the teachers who have less work experience internalize existentialism in the educational context. Existentialism emerges from individual freedom and responsibility to decide what to become (Koirala, 2011). In the existential approach to education, education should incorporate freedom to make choices, individuality, and responsibility in learners' own learning process (Ricablanca et al., 2019). Indeed, existentialism in education refers to autonomy, which is defined as being in-charge of choices, preferences and decisions (Cuyper, 2010; Ramos, 2006). Drawing from this perspective and approach, giving learners freedom to make decisions in the educational process can be explained by learner autonomy, which unfolds or occurs as the teachers are autonomous. This study also shows that EFL teachers who have less than seven years of work experience might follow and get benefit from this approach and perspective, because EFL teachers can promote learners' autonomy as they can recognize and actualize their own existence in the profession by means of teacher autonomy. Their own decision-making mechanism in the teaching profession can also be explained by the philosophical notion and approach that they have.

Based on the findings of Capability, it can be concluded that EFL teachers with less than seven years of work experience and EFL teachers who have teaching experience between seven and 15 years perceive themselves as being more capable of using technology for their professional development and also perceive themselves as being capable of diagnosing their weak and strong sides in the profession. In a study, Bakioğlu (1996) divides the phases of the years of work experience in the profession in which the teachers who have 10-15 years of teaching experience can use their full capacity and abilities. In a similar way, it can be said that EFL teachers who have 7-15

years of work experience in this study can practise professional development activities effectively.

In this study, data results of Time Management demonstrate that EFL teachers with less than seven years of work experience present better time management skills for professional development than more experienced EFL teachers. Finally, data results of External Drives and Motives show that EFL teachers with less than seven years of work experience are more externally driven by promotion or better financial conditions than more experienced EFL teachers in this study.

### **The Third Research Question: Discussion of the Relationship between EFL Teachers' Professional Identity and Teachers' Professional Autonomy**

The last research question of the study investigates whether there is a meaningful relationship between EFL teachers' professional identity and professional autonomy. Data analysis of the correlation test indicated that there is a statistically significant, positive and moderate relationship between EFL teachers' professional identity and professional autonomy. Discussion of the findings based on the analysis is presented in this section.

#### **Discussion of the Relationship between EFL Teachers' Professional Identity and Professional Autonomy**

Based on correlational results in this study, there is a statistically significant, positive and moderate relationship between EFL teachers' professional identity and professional autonomy. While Benson and Huang (2010) state that teacher identity has a positive effect on teacher autonomy, Huang (2009) also offers an interrelation between teacher identity and teacher autonomy. In light of findings, EFL teachers' professional identity comprises subject-matter knowledge, pedagogical expertise, and didactical expertise. Furthermore, EFL teachers' professional autonomy, which is composed of capability, external and internal drives, and time management skills as well as collaboration with colleagues, plays an important role in their profession. In this respect, data results of this study reveal that the more EFL teachers can perform their professional identity based on their subject-matter knowledge, pedagogical and didactical expertise, the more they are internally driven, capable and collaborative in their profession in a professionally autonomous way.

The findings of the study also show that there is a statistically significant, positive and moderate relationship between subject matter expertise and professional autonomy: internal drives and motives, capability, and collaboration with colleagues. When the degree of EFL teachers' subject matter expertise increases, their internal drives, capability and collaboration with colleagues increase. In this respect, there is a statistically significant, positive and moderate relationship between EFL teachers' subject matter expertise and internal drives and motives: their curiosity, willingness and interest to develop professionally. In addition, it can be concluded that EFL teachers' capability to develop professionally and to use technology for professional purposes are presented by EFL teachers with subject-matter expertise. Furthermore, EFL teachers with subject-matter expertise consult and collaborate with their colleagues. In a similar vein, Mohr et al. (2004) claim that EFL teachers who are prone to continue professional development are also able to exchange knowledge and collaborate with their colleagues. As stated by Teng (2017) in literature, internal factors and capability as part of professional autonomy have an influence on identity. In addition, Teng (2019) states that identity reveals subject matter knowledge and autonomous actions in the profession. In the context of this study, it can be concluded that EFL teachers who have knowledge of subject matter might be also professionally autonomous.

As a consequence of this study, there is a statistically significant, moderate and positive relationship between EFL teachers' pedagogical expertise and professional autonomy: internal drives, capability, and collaboration with colleagues. In a similar vein, Vieira (1999) claims that teacher autonomy comprises a pedagogical goal which is based on teaching and development practices as a teacher in the profession. From this aspect, it can be concluded that being engaged with the students help teachers meet the needs of the students, which are provided by autonomous teachers. In this respect, autonomy is necessary for the teachers to apply pedagogical practices such as managing the way of teaching by taking the responsibility in the classroom (Wilches, 2007). Therefore, the relationship between pedagogical expertise and professional autonomy in this study shows that EFL teachers can make decisions on their pedagogical choices. Additionally, there is a statistically significant, moderate and positive relationship between EFL teachers' pedagogical expertise and internal drives and motives: their willingness and enthusiasm for their profession. In addition, there is a statistically significant, moderate and positive relationship between EFL teachers' pedagogical

expertise and their capability to continue their professional development and to diagnose their strong and weak sides. Furthermore, there is a statistically significant, moderate and positive relationship between EFL teachers' pedagogical expertise and their collaboration with colleagues. That is, this study reveals that pedagogically expert EFL teachers share ideas with their colleagues to develop professionally. As a consequence, the more the degree of EFL teachers' pedagogical expertise increases, the more they are internally driven, capable of taking autonomous actions, and collaborative with their colleagues.

Based on the data results of this study, there is a statistically significant, moderate and positive relationship between EFL teachers' didactical expertise and professional autonomy: internal drives, capability, and collaboration with colleagues. When EFL teachers' degree of didactical expertise increases, their internal drives, capability and collaboration with their colleagues also increase. There is also a statistically significant, moderate and positive relationship between EFL teachers' didactical expertise and their internal drives. In addition, there is a statistically significant, moderate and positive relationship between EFL teachers' didactical expertise and their capability to use technology for their professional development. Furthermore, there is a statistically significant, moderate and positive relationship between EFL teachers' didactical expertise and their collaboration with their colleagues. That means, when EFL teachers' didactical expertise increases, their collaboration with colleagues also increases. Therefore, it can be concluded that EFL teachers who can focus on controlling the instructional procedure and evaluation of their students might be able to make decisions on their own teaching.

In addition, data results of this study demonstrate that there is not a statistically significant relationship between professional identity and time management. In addition, there is not a statistically significant relationship between professional identity and external drives and motives. Furthermore, there is not a statistically significant relationship between Subject-Matter Expert and Time Management, and there is not a statistically significant relationship between Subject-Matter Expert and External Drives & Motives. Additionally, there is not a statistically significant relationship between Pedagogical Expert and Time Management. This study also reveals that there is not a statistically significant relationship between Pedagogical Expert and External Drives & Motives. Data results also reveal that there is not a statistically significant relationship

between Didactical Expert and Time Management. Furthermore, this study demonstrates that there is not a statistically significant relationship between Didactical Expert and External Drives & Motives. While EFL teachers can perform professional identity, they might not be motivated by a chance of better finance or promotion. As a consequence of this, it can be said that having a very high level of professional identity might not enable EFL teachers to have time management skills. Similarly, it can also be concluded that EFL teachers might have good time management skills or be externally driven in their professionally autonomous actions whereas they might not have the professional identity.

### **Conclusion**

In this study, a quantitative research method design was used by employing two questionnaires in order to determine whether there is a meaningful relationship between EFL teachers' professional identity and autonomy. In this regard, EFL teachers' professional identity and professional autonomy levels were found out and the study also investigated whether the results differed by gender, the school in which EFL teachers work, education level, and years of teaching experience.

Data results demonstrate that EFL teachers perform professional identity and professional autonomy above the average scores. Regarding the level of EFL teachers' professional identity, EFL teachers in this study perceive themselves as knowledgeable in terms of subject matter expertise and they encourage good interaction among their students. Considering EFL teachers' pedagogical expertise, it can be concluded that students are provided with a variety of materials by their teachers in the learning process. Regarding EFL teachers' pedagogical expertise, these EFL teachers indicated that they have good classroom management skills in which respect and safety are taken into consideration. Considering EFL teachers' didactical expertise, the teachers can immediately interfere to solve the problematic issues such as students' learning problems, and they try to find solutions if any problematic case occurs. In other words, students' personal development and academic competence are considered by these EFL teachers. EFL teachers are interested in developments in the language teaching field, which help them continue their professional development and reconstruct their professional identity by keeping up with the developments in the discipline. Regarding the level of EFL teachers' professional autonomy, they want to develop themselves



professionally with curiosity and enjoyment; that is, they are internally driven to meet their students' needs. Considering EFL teachers' capability in this study, EFL teachers have the capability to develop their teaching by means of technology. Accordingly, they have access to technology to use for the purpose of professional development. This study also reveals that these EFL teachers can identify their strong and weak sides which improve their teaching. Regarding EFL teachers' collaboration with colleagues, EFL teachers perceive collaboration as a way of improving their teaching. That means, they enjoy consulting their colleagues and learning from them. Considering EFL teachers' time management skills, the workload inside and outside the school is not perceived as a constraint for professionally autonomous EFL teachers because they are able to manage the time effectively. With regard to EFL teachers' external drives and motives, better finance and promotion can motivate professionally autonomous EFL teachers' externally.

This study also indicates that gender, the school in which EFL teachers work, and work experience have a role in EFL teachers' professional identity and professional autonomy. As a consequence of this study, EFL teachers' professional identity and autonomy significantly differ by gender. For instance, female teachers have a higher level of professional identity and professional autonomy than male teachers in this study. Moreover, EFL teachers' professional identity and professional autonomy levels differ by the school in which EFL teachers work. Herein, data results show that the teachers working in private schools have a higher level of TPI and TPA than the teachers in state schools. Furthermore, it was found out that work experience has a role in EFL teachers' professional identity and professional autonomy. In this respect, EFL teachers with seven years of work experience and EFL teachers who have teaching experience between seven and 15 years perform a higher level of professional identity than EFL teachers with more than 15 years of work experience. In addition to analysis of EFL teachers' professional identity in terms of work experience, data results of this study reveal that EFL teachers with less than seven years of work experience and EFL teachers who have teaching experience between seven and 15 years also have a higher level of professional autonomy than EFL teachers with more than 15 years of work experience. It can be said that EFL teachers' professional identity and professional autonomy decrease when the years of work or teaching experience increase because more experienced EFL teachers might feel complete in the profession. In the context of

this study, EFL teachers' professional identity and professional autonomy do not also differ by their education level. As a consequence of this, it can be said that the degree of education is not a determiner to possess professional identity and professional autonomy.

In conclusion, there is a statistically significant, positive and moderate relationship between EFL teachers' professional identity and professional autonomy in this study. There is a statistically significant, positive and moderate relationship between EFL teacher's subject matter expertise and their internal drives. Moreover, there is a statistically significant, positive and moderate relationship between EFL teacher's subject matter expertise and capability and there is also a statistically significant, positive and moderate relationship between EFL teacher's subject matter expertise and collaboration with colleagues. In addition, there is a statistically significant, positive and moderate relationship between EFL teacher's pedagogical expertise and their internal drives. Furthermore, there is a statistically significant, positive and moderate relationship between EFL teacher's pedagogical expertise and capability. Additionally, there is a statistically significant, positive and moderate relationship between EFL teacher's pedagogical expertise and collaboration with colleagues. Furthermore, there is a statistically significant, positive and moderate relationship between EFL teacher's didactical expertise and their internal drives and motives. There is also a statistically significant, positive and moderate relationship between EFL teacher's didactical expertise and capability. Moreover, there is a statistically significant, positive and moderate relationship between EFL teacher's didactical expertise and collaboration with colleagues. However, data results of this study demonstrate that there is not a statistically significant relationship between sub-components of EFL teachers' professional identity and time management. Additionally, there is not a statistically significant relationship between sub-components of EFL teachers' professional identity and external drives and motives.

Formation of teachers' professional identity and professional autonomy takes their origins from the pre-service education period and is supported by in-service and self-led developmental activities. Teachers' personal and professional experiences, contextual and social experiences, and their external and internal conditions play an important role in understanding their professional identity and professional autonomy. As a result of this study, it can be stated that EFL teachers, who can perform their

professional identity, are also able to make decisions in their profession in an autonomous way. Therefore, professional identity and professional autonomy are not only constructed by professional development activities, but they are also the driving force for teachers to continue their professional development.

In conclusion, this study sheds light on the relationship between EFL teachers' professional identity and professional autonomy in the field. As proposed by Vygotsky (1978), the learning context in which learning occurs by interacting with more knowledgeable peers is defined as the Zone of Proximal Development. Considering the teachers' professional context, teachers are accepted as learners of their own profession (Durmaz, 2015). Therefore, they develop themselves professionally through interaction with more knowledgeable people around them. Accordingly, these people can be teacher trainers, colleagues or students, who assist to expand ZPD from an existing level of development to potential development (Okay, 2018; Panhwar et al., 2016). In a study on teachers' professional autonomy, Okay (2018) defines ZPD as a zone of professional development in which teachers can find a chance to enhance their teaching in collaboration with colleagues, students, and mentors. Drawing from this perspective, this development may also refer to the formation and development of professional identity and autonomy through interactions and experiences in the professional context.

### **Implications of the Study**

This study draws conclusions on the level of EFL teachers' professional identity and professional autonomy. This study also investigates whether the results differed by gender, the school in which EFL teachers work, education level, and years of teaching experience. In addition, the study investigates the relationship between professional identity and professional autonomy. The way which EFL teachers view themselves in their profession and the way they have the capability to take responsibility in their professional development, and teaching practices are related in this study. The relationship between EFL teachers' professional identity and professional autonomy should be taken into consideration not only by the EFL teachers but also by the pre-service trainers, teacher trainers and school managements as well as curriculum developers so that they can efficiently contribute to teacher education in Turkey. Teachers' own interpretation of themselves in the profession and their own choices in the development start when they are student-teachers. Pre-service education programs

should include training on professional development concerning EFL teachers' autonomy and identity because the pre-service period gives the prospective teachers the practice of the teaching profession as students. Therefore, professional development activities such as reflective practices, action research, conferences, and peer coaching encourage the formation and development of professional identity and professional autonomy. In so doing, that could enhance the quality of the teaching and learning process.

Considering in-service EFL teachers, their practices on student-centered teaching should be supported by teacher-oriented professional development workshops and aforementioned activities which should benefit EFL teachers' professional identity and autonomy. In doing so, these EFL teachers can also have control over their professional development. In addition, curriculum specialists and curriculum developers in Turkey can collaborate with EFL teachers about the use of teaching materials that are used in foreign language settings and programmes as EFL teachers actively observe their learners and learning and teaching process at first hand.

### **Limitations and Suggestions for Further Studies**

This study was conducted with EFL teachers working in state and private schools in Antalya. In further studies, data should be collected from different cities and regions of Turkey, and this can lead to more generalized results of Turkish EFL teachers' professional identity and autonomy. Indeed, if the study is conducted in different countries as well, multicultural conclusions can be drawn from teachers' professional identity and professional autonomy. Additionally, two questionnaires were used to collect data in this quantitative study. In further studies, data collection tools, such as interviews and observations, might be used to explore teachers' professional identity and professional autonomy in depth by employing a mixed method research design or a longitudinal study.

This study reveals that female teachers have a higher level of professional identity and professional autonomy than male teachers. In further studies, researchers can also investigate the reasons underlying the significance of gender in EFL teachers' professional identity and professional autonomy in the field of English language teaching in the Turkish educational context.

In this sense, this study aimed to investigate the relationship between EFL teachers' professional identity and professional autonomy. Further studies should also be conducted with students to explore their perceptions on their teachers' professional identity and professional autonomy. In further studies, a similar study can also be conducted with teacher trainers at universities to explore teachers' professional identity and professional autonomy.



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## APPENDICES

## Appendix A: Ethic Committee Approval of Çağ University

|  |  |
|--|--|
| <b>T.C</b>   |  |
| <b>ÇAĞ ÜNİVERSİTESİ</b>  |  |
| <b>SOSYAL BİLİMLER ENSTİTÜSÜ</b>   |  |
| <b>TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU</b> |  |
| <b>ÖĞRENCİ BİLGİLERİ</b>   |  |
| <b>ADI VE SOYADI</b>   | Ekru DİLEK   |
| <b>ÖĞRENCİ NO</b>  | 20198008   |
| <b>ANA BİLİM DALI</b>  | İngiliz Dili Eğitimi Anabilim Dalı   |
| <b>HANGİ AŞAMADA OLDUĞU (DERS / TEZ)</b>   | TEZ  |
| <b>İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI</b>                            | 2020 / 2021 - GÜZ DÖNEMİ KAYDIMI YENİLEDİM.  |
| <b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>  |  |
| <b>TEZİN KONUSU</b>  | İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Mesleki Kimliği ve Mesleki Özerkliği Arasındaki İlişki  |
| <b>TEZİN AMACI</b>   | Bu çalışmanın amacı, İngilizceyi yabancı dil olarak öğreten öğretmenlerin mesleki kimliğine ve mesleki özerkliği arasında anlamlı bir ilişki olup olmadığını araştırmaktır. Bu çalışma, belirtilen öğretmenlerin mesleki kimlik ve mesleki özerkliklerinin ne seviyede olduğunu tespit etmenin yanı sıra aynı zamanda cinsiyet, çalıştıkları okul, eğitim seviyeleri ve iş tecrübelerine bağlı değişiklik gösterip göstermediğini de incelemeyi hedeflemektedir.   |
| <b>TEZİN TÜRKÇE ÖZETİ</b>  | Tarih boyunca değişmekte olan dil öğretimi algısı, öğretmenin ve öğrencinin rolünü de etkilemiştir. Öğrenciler aktif bir şekilde bu sürecin içinde bulunmaya başlarken, rehber rolünü alan öğretmenlerin görevi ise öğrencilerinin yabancı dil öğrenimi üzerindeki hakimiyetini desteklemek ve geliştirmek olmuştur. Buna bağlı olarak, öğretmenlerin mesleki algılarının gelişimi de önem kazanmıştır. Bu çalışmanın amacı, İngilizceyi yabancı dil olarak öğreten öğretmenlerin mesleki kimliği ve mesleki özerkliği arasında anlamlı bir ilişki olup olmadığını incelemektir. |

|  |  |
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|  | <p>Çalışmada, öğretmenlerin mesleki kimlik ve mesleki özerklik seviyeleri de araştırılacaktır. Ayrıca, mesleki kimlik ve özerklik sonuçlarının cinsiyet, çalışılan okul, eğitim düzeyleri ve mesleki deneyimlerine bağlı değişiklik gösteripgöstermediği de incelenecektir. Özel ve devlet kurumlarında, lise ve ortaokul kademesinde çalışan İngilizceyi yabancı dil olarak öğreten 250 öğretmen, kolaylı örneklem yoluyla katılımcı olarak seçilecektir. Veriler araştırmacı tarafından hazırlanan demografik bilgi formu, Beijaard, Verloop and Vermunt (2000) tarafından geliştirilmiş olan Mesleki Kimlik Anketi, ve Okay (2018) tarafından geliştirilmiş olan Öğretmenlerin Mesleki Özerklik Anketi ile toplanacaktır. Toplanan veriler, betimsel istatistiksel yöntemler kullanılarak SPSS 23.0 ile analiz edilecektir.</p> |
| <p><b>ARAŞTIRMA YAPILACAK<br/>OLANSEKTÖRLER/<br/>KURUMLARIN ADLARI</b></p>                                     | <p>MEB'e bağlı devlet okulları ve özel okullar</p>   |
| <p><b>İZİN ALINACAK OLANKURUMA<br/>AİT BİLGİLER (KURUMUNADI-<br/>ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ -<br/>İLÇESİ)</b></p> | <p>Antalya İl Milli Eğitim Müdürlüğü</p>   |
|  |  |

|  |  |
|--|--|
| <p><b>YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NEUYGULANACAĞI GİBİ AYRINTILI BİLGİLER</b></p> | <p>MEB'e bağlı devlet ve özel okullarında lise ve ortaokul kademesinde çalışan İngilizce öğretmenleri ile “Google Forms” aracılığıyla anketler yapılacaktır.</p>   |
| <p><b>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI</b></p>  | <p>Demographic Information Form prepared by the researcher<br/>Professional Identity Questionnaire (Beijaard, Verloop &amp; Vermunt, 2000)<br/>Teachers' Professional Autonomy Questionnaire (Okay, 2018)</p>                                      |
| <p><b>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</b></p>   | <p>1) Consent Form – İngilizce – 1 sayfa<br/>2) Demographic Information Form – İngilizce – 1 sayfa<br/>3) Professional Identity Questionnaire – İngilizce – 2 sayfa<br/>4) Teachers' Professional Autonomy Questionnaire – İngilizce – 2 sayfa</p> |

|  |  |  |   |  |
|--|--|--|---|--|
| <b>ÖĞRENCİNİN ADI - SOYADI: Ekru DİLEK</b>                                       |  | <b>ÖĞRENCİNİN İMZASI:</b> Enstitü müdürlüğünde evrak aslı imzalıdır.<br><b>TARİH: 25/12/2020</b> |   |  |
| <b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>       |  |  |   |  |
| <b>1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.</b>            |  |  |   |  |
| <b>2. Anılan konu İngiliz dili eğitimi faaliyet alanı içerisine girmektedir.</b> |  |  |   |  |
| <b>1.TEZ DANIŞMANININ ONAYI</b>  | <b>2.TEZ DANIŞMANININ ONAYI(VARSA)</b>                           | <b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>   | <b>A.B.D. BAŞKANININ ONAYI</b>                                |  |
| Adı - Soyadı: Betül ALTAŞ  | Adı - Soyadı: .....  | Adı - Soyadı: MuratKOÇ   | Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ                             |  |
| Unvanı : Dr. Öğr. Üyesi  | Unvanı: .....  | Unvanı: Doç. Dr.   | Unvanı: Prof.Dr.  |  |
| İmzası: Evrak onayı e-mail yoluyla alınmıştır.                                   |  | İmzası: Evrak onayı e-mail yoluyla alınmıştır.   | İmzası: Evrak onayı e-mail yoluyla alınmıştır.                |  |
| 26/12/2020   | .... / .... / 20....   | 03/01/2021   | 05/01/2021  |  |
| <b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>                                   |  |  |   |  |
| Adı - Soyadı: <b>Mustafa BAŞARAN</b>   | Adı - Soyadı: <b>Yücel ERTEKİN (Y) Dr. Öğr. Üyesi Sami DOĞRU</b> | Adı - Soyadı: <b>Deniz Aynur GÜLER</b>   | Adı - Soyadı: <b>AliEngin OBA (Y) Araş. Gör. Özge ÇETİNER</b> | Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>      |
| Unvanı : Prof. Dr.   | Unvanı : Prof. Dr.   | Unvanı: Prof. Dr.  | Unvanı : Prof. Dr.  | Unvanı: Prof. Dr.                              |
| İmzası : Evrak onayı e-mail yoluyla alınmıştır.                                  | İmzası : Evrak onayı e-mail yoluyla alınmıştır.                  | İmzası: Evrak onayı e-mail yoluyla alınmıştır.   | İmzası: Evrak onayı e-mail yoluyla alınmıştır.                | İmzası: Evrak onayı e-mail yoluyla alınmıştır. |
| 25/12/2021   | 25/12/2021   | 26/12/2021   | 05/12/2021  | 05/12/2021                                     |
| <b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>                                       | <b>Etik Kurul Jüri AsılÜyesi</b>                                 | <b>Etik Kurulu Jüri Asıl Üyesi</b>   | <b>Etik Kurulu Jüri AsılÜyesi</b>                             | <b>Etik Kurulu Jüri Asıl Üyesi</b>             |

|                      |   |   |
|----------------------|---|---|
| OY<br>BİRLİĞİ<br>İLE | X | Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 05/01/ 2021- |
| OY<br>ÇOKLUĞU<br>İLE |   | 27/02/2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.   |

**AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12(ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.**



**Appendix B: Consent Form**

You are invited to participate in a study. The purpose of the study is to investigate the relationship between EFL teachers' professional identity and professional autonomy. If you confirm that you want to participate, please sign in.

The researcher will keep all data collected confidential. Any information obtained in this study will not be disclosed. The information provided by you will be used for research purposes.

Participation in this study is voluntary. You can choose whether or not to be in this study. You may choose not to respond to any research questions that you choose.

---

Participant Signature

---

Date

If you have any questions about this study, you may contact the researcher. Thank you very much for participating in this research study.

Ekru Dilek



**Appendix C: Demographic Information Form**

Dear Participant,

This study is part of my Master's Thesis at Çağ University. In this sense, your results will be used for research purposes. Your responses to questions of "Demographic Information Form", "Professional Identity Questionnaire" and "Teachers' Professional Autonomy Questionnaire" will make a valuable contribution to the study. Thank you very much for your contribution.

Ekru Dilek

Çağ University, MA Student, English Language Education

**Gender:**  Female  Male

**The school in which you work:**  State  Private

**Education level:**  Bachelor's  Master's  Doctorate

**Work experience:**

### Appendix D: Professional Identity Questionnaire

Please read the statements from 1 to 18 to rank them as “**not applicable**”, “**somewhat applicable**”, “**largely applicable**” and “**completely applicable**”. Choose the options which closely represent your ideas.

|   | <b>Not applicable</b> | <b>Somewhat applicable</b> | <b>Largely applicable</b> | <b>Completely Applicable</b> |
|---|-----------------------|----------------------------|---------------------------|------------------------------|
| <b>1.</b> As a teacher, I serve as an example for the way in which students interact with each other and with other people. |                       |                            |                           |                              |
| <b>2.</b> In my lessons, I pay a lot of attention to alternating my teaching methods.                                       |                       |                            |                           |                              |
| <b>3.</b> The discipline I have studied has been decisive in my choice for the teaching profession.                         |                       |                            |                           |                              |
| <b>4.</b> I consciously encourage a good interaction among students.  |                       |                            |                           |                              |
| <b>5.</b> I possess good subject matter knowledge for my work as a teacher.   |                       |                            |                           |                              |
| <b>6.</b> I make sure that students use their learning or working time effectively.   |                       |                            |                           |                              |
| <b>7.</b> When I notice student problem behaviour, I try to do something about it.  |                       |                            |                           |                              |
| <b>8.</b> I support my lessons with resources as much as possible.  |                       |                            |                           |                              |
| <b>9.</b> I attach much value to conversations with my school colleagues about subject matter issues.                       |                       |                            |                           |                              |
| <b>10.</b> The most important thing for me is creating a class climate in which students feel safe and respected.           |                       |                            |                           |                              |

|   |  |  |  |  |
|---|--|--|--|--|
| <b>11.</b> I regularly keep up with developments in my discipline through self-study and/or schooling.                    |  |  |  |  |
| <b>12.</b> I regularly evaluate my teaching.  |  |  |  |  |
| <b>13.</b> In my lessons, I strive to emphasize students' personality development.  |  |  |  |  |
| <b>14.</b> I pay a lot of attention to diagnosing and solving problems students have with their learning.                 |  |  |  |  |
| <b>15.</b> I am very interested in developments in my discipline.   |  |  |  |  |
| <b>16.</b> The image students have of themselves is an important point of departure for the way in which I approach them. |  |  |  |  |
| <b>17.</b> Choosing relevant learning material for students takes a lot of my time.                                       |  |  |  |  |
| <b>18.</b> Everything I cover in my subject teaching is really important for the students.                                |  |  |  |  |

### Appendix E: Teachers' Professional Autonomy Questionnaire

Please read the statements from 1 to 23 to rank them as “strongly disagree”, “disagree”, “neutral”, “agree” and “strongly agree”. Choose the options which closely represent your ideas.

|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| 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 enjoy developing myself professionally.   |                   |          |         |       |                |
| 6. I feel obliged to continue my development as a teacher.   |                   |          |         |       |                |
| 7. I constantly look for ways to develop my teaching.  |                   |          |         |       |                |
| 8. I want to develop professionally to meet the needs of my students.                                |                   |          |         |       |                |
| 9. I want to develop myself professionally in order to push the limits of my abilities as a teacher. |                   |          |         |       |                |
| 10. I am able to search out information about teaching.  |                   |          |         |       |                |
| 11. I can find profession-related materials (i.e. books, journals, etc.) about teaching.             |                   |          |         |       |                |
| 12. I have the ability to develop my teaching.   |                   |          |         |       |                |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>13.</b> I am able to identify my weaknesses/strengths as a teacher.                                    |  |  |  |  |  |
| <b>14.</b> I am able to use technology to develop my teaching.  |  |  |  |  |  |
| <b>15.</b> I can adapt to recent developments in teaching.  |  |  |  |  |  |
| <b>16.</b> I have access to technology to continue my development as a teacher.                           |  |  |  |  |  |
| <b>17.</b> I can work with my colleagues to develop my teaching.  |  |  |  |  |  |
| <b>18.</b> I like to learn from my colleagues to develop my teaching.                                     |  |  |  |  |  |
| <b>19.</b> I have colleagues whom I can consult when I need help about my professional development.       |  |  |  |  |  |
| <b>20.</b> My workload is too heavy to engage in activities to develop myself as a teacher.               |  |  |  |  |  |
| <b>21.</b> I find very little time outside the school for professional development activities.            |  |  |  |  |  |
| <b>22.</b> I want to develop myself professionally to better my financial condition.                      |  |  |  |  |  |
| <b>23.</b> I want to develop myself professionally for a chance of getting promoted to a better position. |  |  |  |  |  |

## Appendix F: Official Permission from Çağ University for the Questionnaire



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100000074  
Konu : Ekru DİLEK'e Ait Tez Anket İzni  
Hakkında

05.01.2021

## DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198008 numaralı öğrencimiz olan Ekru DİLEK, “İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Mesleki Kimliği ve Mesleki Özerkliği Arasındaki İlişki” konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi Dr. Öğr. Üyesi Bettül ALTAŞ danışmanlığında halen yürütülmektedir. Adı geçen öğrencinin tez çalışması kapsamında Antalya İl Millî Eğitim Müdürlüğüne bağlı devlet ile özel okullarında ortaokul ve lise kademesinde halen çalışmakta olan İngilizce Öğretmenlerini kapsamak üzere kopyası Ek'lerde sunulan bir anket uygulamasını google forms aracılığıyla yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY  
Rektör

Ek : 3 sayfa tez etik kurul izin forma, 6 sayfa formlar, 8 sayfa tez etik kurul izin onay e-postaları.

Dağıtım:  
Gereği:  
ANTALYA İL MİLLİ EĞİTİM  
MÜDÜRLÜĞÜNE

Bilgi:  
Antalya Valiliğine

E-Posta: [ayyaz@icag.edu.tr](mailto:ayyaz@icag.edu.tr)

Etilik  
Verisi



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

DoA Yürütme adresi: <https://ds.cag.edu.tr/iletisim/ogretmenler> - DoA Yürütme kodu: C378101

**Appendix G: Official Permission from Provincial Directorate of National Education in Antalya**



T.C.  
ANTALYA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-98057890-20-19619710  
Konu : Anket Uygulanması

25.01.2021

İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜNE  
ANTALYA

İlgil : 21/01/2020 tarih ve 1563890 sayılı Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma, Yarışma ve Sosyal Etkinlik İzinlerine Yönelik İzin ve Uygulama Genelgesi.

Çağ Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans Programı Öğrencisi Ekrü DİLEK'in "İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Mesleki Kimliği ve Mesleki Özerkliği Arasındaki İlişki" adlı araştırmasını, Müdürlüğümüze Bağlı Ortaokullar ve Liselerde uygulama isteği ile ilgili 05/01/2021 tarih ve 2100000074 sayılı beyurusu, Müdürlüğümüz ARGE Birimi Değerlendirme ve İnceleme Komisyonunca incelenmiş olup;

Adı geçenin ilgi Genelge kapsamında 2020-2021 Eğitim Öğretim Yılı içerisinde olmak üzere, Müdürlüğümüze Bağlı Ortaokullar ve Liselerde görev yapan İngilizce Öğretmenlerine, google forms aracılığıyla ekte belirtilen linkten online olarak, Okul Müdürlüklerinin sorumluluğunda Eğitim-Öğretim faaliyetlerini aksatmaksızın yürütmesi,

Söz konusu araştırmanın bitimine müteakip; sonuç raporunun bir örneğinin CD ortamında Müdürlüğümüz Ar-Ge bürosuna gönderilmesi kaydıyla uygulanması, Komisyonca uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde, Valilik Makamının 25/08/2020 tarih ve 24911 sayılı yetki devrine göre olularınıza arz ederim.

Mehmet KARAKAŞ  
Müdür a.  
Müdür Yardımcısı

OLUR  
25.01.2021

Hüseyin ER  
Vali a.  
İl Millî Eğitim Müdürü

Bu belge güvenli elektronik imz ile onaylanmıştır.

Adres:

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meh-alya>

Telefon No:

Bilgi için

E-Posta:

Ünvan: Valilik/Başkanlık ve Kontrol İşletmesi

Kayıt Adresi : mebi@mlm1.adya.tr

İnternet Adresi: Faks:

Bu belge güvenli elektronik imz ile onaylanmıştır. <https://www.adya.gov.tr> adresinden: 3dd3-3352-3ae8-a1f6-18c8 kodu ile teyit edilebilir.



## Appendix H: Post Hoc Analysis Regarding EFL Teachers' Professional Identity in terms of Work Experience

### *Post Hoc Analysis Regarding EFL Teachers' Professional Identity in terms of Work Experience*

| Dependent Variable                  | (I) Work Experience | (J) Work Experience | Mean Difference (I-J) | Std. Error | Sig.  | 95% Confidence Interval |             |
|-------------------------------------|---------------------|---------------------|-----------------------|------------|-------|-------------------------|-------------|
|                                     |                     |                     |                       |            |       | Lower Bound             | Upper Bound |
| Professional Identity Questionnaire | Less than 7 years   | 7-15 years          | -1.093                | 1.198      | 0.363 | -3.456                  | 1.271       |
|                                     |                     | More than 15 years  | 2.407*                | 1.151      | 0.038 | 0.136                   | 4.677       |
|                                     | 7-15 years          | Less than 7 years   | 1.093                 | 1.198      | 0.363 | -1.271                  | 3.456       |
|                                     |                     | More than 15 years  | 3.499*                | 1.270      | 0.006 | 0.995                   | 6.004       |
|                                     | More than 15 years  | Less than 7 years   | -2.407*               | 1.151      | 0.038 | -4.677                  | -0.136      |
|                                     |                     | 7-15 years          | -3.499                | 1.270      | 0.006 | -6.004                  | -0.995      |
| Subject-Matter Expert               | Less than 7 years   | 7-15 years          | -0.784                | 0.540      | 0.148 | -1.850                  | 0.282       |
|                                     |                     | More than 15 years  | 0.964                 | 0.519      | 0.065 | -0.060                  | 1.987       |
|                                     | 7-15 years          | Less than 7 years   | 0.784                 | 0.540      | 0.148 | -0.282                  | 1.850       |
|                                     |                     | More than 15 years  | 1.748*                | 0.572      | 0.003 | 0.619                   | 2.877       |
|                                     | More than 15 years  | Less than 7 years   | -0.964                | 0.519      | 0.065 | -1.987                  | 0.060       |
|                                     |                     | 7-15 years          | -1.748*               | 0.572      | 0.003 | -2.877                  | -0.619      |
| Pedagogical Expert                  | Less than 7 years   | 7-15 years          | -0.481                | 0.452      | 0.288 | -1.372                  | 0.409       |
|                                     |                     | More than 15 years  | 0.372                 | 0.434      | 0.392 | -0.483                  | 1.228       |
|                                     | 7-15 years          | Less than 7 years   | 0.481                 | 0.452      | 0.288 | -0.409                  | 1.372       |



|                   |                    |                    |         |       |       |        |        |
|-------------------|--------------------|--------------------|---------|-------|-------|--------|--------|
|                   |                    | More than 15 years | 0.854   | 0.479 | 0.076 | -0.090 | 1.797  |
|                   | More than 15 years | Less than 7 years  | -0.372  | 0.434 | 0.392 | -1.228 | 0.483  |
|                   |                    | 7-15 years         | -0.854  | 0.479 | 0.076 | -1.797 | 0.090  |
| Didactical Expert | Less than 7 years  | 7-15 years         | 0.173   | 0.442 | 0.696 | -0.698 | 1.044  |
|                   |                    | More than 15 years | 1.070*  | 0.424 | 0.012 | 0.234  | 1.907  |
|                   | 7-15 years         | Less than 7 years  | -0.173  | 0.442 | 0.696 | -1.044 | 0.698  |
|                   |                    | More than 15 years | 0.898   | 0.468 | 0.056 | -0.025 | 1.821  |
|                   | More than 15 years | Less than 7 years  | -1.070* | 0.424 | 0.012 | -1.907 | -0.234 |
|                   |                    | 7-15 years         | -0.898  | 0.468 | 0.056 | -1.821 | 0.025  |

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\*p<.05 LSD

**Appendix I: Post Hoc Analysis Regarding EFL Teachers' Professional Autonomy  
in terms of Work Experience**

*Post Hoc Analysis Regarding EFL Teachers' Professional Autonomy in terms of Work  
Experience*

| Dependent Variable                            | (I) Work Experience | (J) Work Experience | Mean Difference (I-J) | Std. Error | Sig.  | 95% Confidence Interval |             |
|---|---------------------|---------------------|-----------------------|------------|-------|-------------------------|-------------|
|   |                     |                     |                       |            |       | Lower Bound             | Upper Bound |
| Teachers' Professional Autonomy Questionnaire | Less than 7 years   | 7-15 years          | 1.185                 | 1.484      | 0.426 | -1.743                  | 4.113       |
|   |                     | More than 15 years  | 5.512*                | 1.426      | 0.000 | 2.700                   | 8.324       |
|   | 7-15 years          | Less than 7 years   | -1.185                | 1.484      | 0.426 | -4.113                  | 1.743       |
|   |                     | More than 15 years  | 4.326*                | 1.573      | 0.007 | 1.225                   | 7.429       |
|   | More than 15 years  | Less than 7 years   | -5.512*               | 1.426      | 0.000 | -8.324                  | -2.700      |
|   |                     | 7-15 years          | -4.326*               | 1.573      | 0.007 | -7.429                  | -1.225      |
| Internal Drives & Motives                     | Less than 7 years   | 7-15 years          | 0.290                 | 0.794      | 0.715 | -1.275                  | 1.855       |
|   |                     | More than 15 years  | 1.483                 | 0.762      | 0.053 | -0.020                  | 2.986       |
|   | 7-15 years          | Less than 7 years   | -0.290                | 0.794      | 0.715 | -1.855                  | 1.275       |
|   |                     | More than 15 years  | 1.193                 | 0.841      | 0.158 | -0.465                  | 2.851       |
|   | More than 15 years  | Less than 7 years   | -1.483                | 0.762      | 0.053 | -2.986                  | 0.020       |
|   |                     | 7-15 years          | -1.193                | 0.841      | 0.158 | -2.851                  | 0.465       |
| Capability                                    | Less than 7 years   | 7-15 years          | -0.407                | 0.523      | 0.437 | -1.440                  | 0.625       |

|                               |                    |                    |         |       |       |        |        |
|-------------------------------|--------------------|--------------------|---------|-------|-------|--------|--------|
|                               |                    | More than 15 years | 1.223*  | 0.503 | 0.016 | 0.232  | 2.215  |
|                               | 7-15 years         | Less than 7 years  | 0.407   | 0.523 | 0.437 | -0.625 | 1.440  |
|                               |                    | More than 15 years | 1.630*  | 0.554 | 0.004 | 0.537  | 2.724  |
|                               | More than 15 years | Less than 7 years  | -1.223* | 0.503 | 0.016 | -2.215 | -0.232 |
|                               |                    | 7-15 years         | -1.630* | 0.554 | 0.004 | -2.724 | -0.537 |
| Collaboration with Colleagues | Less than 7 years  | 7-15 years         | -0.395  | 0.356 | 0.268 | -1.097 | 0.307  |
|                               |                    | More than 15 years | 0.493   | 0.342 | 0.151 | -0.181 | 1.168  |
|                               | 7-15 years         | Less than 7 years  | 0.395   | 0.356 | 0.268 | -0.307 | 1.097  |
|                               |                    | More than 15 years | .888*   | 0.377 | 0.019 | 0.145  | 1.632  |
|                               | More than 15 years | Less than 7 years  | -0.493  | 0.342 | 0.151 | -1.168 | 0.181  |
|                               |                    | 7-15 years         | -.888*  | 0.377 | 0.019 | -1.632 | -0.145 |
| Time Management               | Less than 7 years  | 7-15 years         | .629*   | 0.316 | 0.048 | 0.007  | 1.252  |
|                               |                    | More than 15 years | .970*   | 0.303 | 0.002 | 0.373  | 1.569  |
|                               | 7-15 years         | Less than 7 years  | -.629*  | 0.316 | 0.048 | -1.252 | -0.007 |
|                               |                    | More than 15 years | 0.341   | 0.335 | 0.309 | -0.319 | 1.001  |
|                               | More than 15 years | Less than 7 years  | -.970*  | 0.303 | 0.002 | -1.569 | -0.373 |
|                               |                    | 7-15 years         | -0.341  | 0.335 | 0.309 | -1.001 | 0.319  |
| External Drives & Motives     | Less than 7 years  | 7-15 years         | 1.067*  | 0.347 | 0.002 | 0.383  | 1.753  |
|                               |                    | More than 15 years | 1.341*  | 0.333 | 0.000 | 0.684  | 1.999  |

|                    |                    |         |       |       |        |        |
|--------------------|--------------------|---------|-------|-------|--------|--------|
|                    | years              |         |       |       |        |        |
| 7-15 years         | Less than 7 years  | -1.067* | 0.347 | 0.002 | -1.753 | -0.383 |
|                    | More than 15 years | 0.274   | 0.368 | 0.458 | -0.452 | 0.999  |
| More than 15 years | Less than 7 years  | -1.341* | 0.333 | 0.000 | -1.999 | -0.684 |
|                    | 7-15 years         | -0.274  | 0.368 | 0.458 | -0.999 | 0.452  |

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\* p<.05 LSD

